



TABLE OF CONTENTS

| | |
|---|-----------|
| PART 1 - GENERAL INFORMATION | 3 |
| 1.1 INTRODUCTION | 3 |
| 1.2 SUMMARY | 3 |
| 1.3 SECURITY REQUIREMENTS | 4 |
| 1.4 DEBRIEFINGS | 5 |
| 1.5 ANTICIPATED MIGRATION TO AN E-PROCUREMENT SOLUTION (EPS) | 5 |
| PART 2 - OFFEROR INSTRUCTIONS | 6 |
| 2.1 STANDARD INSTRUCTIONS, CLAUSES AND CONDITIONS | 6 |
| 2.2 SUBMISSION OF OFFERS | 7 |
| 2.3 FORMER PUBLIC SERVANT | 7 |
| 2.4 ENQUIRIES - REQUEST FOR STANDING OFFERS | 9 |
| 2.5 APPLICABLE LAWS | 9 |
| PART 3 - OFFER PREPARATION INSTRUCTIONS | 10 |
| 3.1 OFFER PREPARATION INSTRUCTIONS | 10 |
| PART 4 - EVALUATION PROCEDURES AND BASIS OF SELECTION | 14 |
| 4.1 EVALUATION PROCEDURES | 14 |
| 4.2 BASIS OF SELECTION | 15 |
| 4.3 ISSUANCE OF STANDING OFFERS | 16 |
| PART 5 - CERTIFICATIONS AND ADDITIONAL INFORMATION | 17 |
| 5.1 CERTIFICATIONS REQUIRED WITH THE OFFER | 17 |
| 5.2 CERTIFICATIONS PRECEDENT TO THE ISSUANCE OF A STANDING OFFER AND ADDITIONAL INFORMATION | 17 |
| PART 6 - SECURITY, FINANCIAL AND INSURANCE REQUIREMENTS | 19 |
| 6.1 SECURITY REQUIREMENTS | 19 |
| 6.2 FINANCIAL CAPABILITY | 19 |
| PART 7 - STANDING OFFER AND RESULTING CONTRACT CLAUSES | 20 |
| A. STANDING OFFER | 20 |
| 7.1 OFFER | 20 |
| 7.2 SECURITY REQUIREMENTS | 20 |
| 7.3 STANDARD CLAUSES AND CONDITIONS | 21 |
| 7.4 TERM OF STANDING OFFER | 22 |
| 7.5 AUTHORITIES | 22 |
| 7.6 PROACTIVE DISCLOSURE OF CONTRACTS WITH FORMER PUBLIC SERVANTS (IF APPLICABLE) | 23 |
| 7.7 IDENTIFIED USERS | 23 |
| 7.8 CALL-UP PROCEDURES | 23 |
| 7.9 CALL-UP INSTRUMENT | 25 |
| 7.10 LIMITATION OF CALL-UPS | 26 |
| 7.11 PRIORITY OF DOCUMENTS | 26 |
| 7.12 CERTIFICATIONS AND ADDITIONAL INFORMATION | 26 |
| 7.13 APPLICABLE LAWS | 27 |
| 7.14 CANCELLATION AND RESCHEDULING OF TRAINING | 27 |

| | | |
|---|--|-----------|
| 7.15 | UNFORESEEN LEARNER ABSENCES | 27 |
| 7.16 | QUALIFICATIONS OF STAFF, REPLACEMENTS AND SUBSTITUTES..... | 27 |
| 7.17 | TRANSITION TO AN E-PROCUREMENT SOLUTION (EPS) | 28 |
| B. | RESULTING CONTRACT CLAUSES..... | 29 |
| 7.1 | STATEMENT OF WORK | 29 |
| 7.2 | STANDARD CLAUSES AND CONDITIONS..... | 29 |
| 7.3 | TERM OF CONTRACT | 29 |
| 7.4 | PROACTIVE DISCLOSURE OF CONTRACTS WITH FORMER PUBLIC SERVANTS (<i>IF APPLICABLE</i>) | 29 |
| 7.5 | PAYMENT | 29 |
| 7.6 | INVOICING INSTRUCTIONS | 30 |
| 7.7 | INSURANCE | 30 |
| ANNEX A | | 31 |
| | STATEMENT OF WORK | 31 |
| ANNEX B | | 32 |
| | BASIS OF PAYMENT | 32 |
| ANNEX C | | 42 |
| | SECURITY REQUIREMENTS CHECK LIST | 42 |
| ANNEX D | | 46 |
| | QUARTERLY USAGE REPORT..... | 46 |
| ANNEX E TO PART 3 OF THE REQUEST FOR STANDING OFFERS..... | | 51 |
| | ELECTRONIC PAYMENT INSTRUMENTS..... | 51 |
| ANNEX F TO PART 4 OF THE REQUEST FOR STANDING OFFERS | | 52 |
| | MANDATORY TECHNICAL CRITERIA..... | 53 |
| | POINT-RATED TECHNICAL CRITERIA | 65 |

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 |
| 7. Language training placement tests |

Standing offers issued under this RFSO will be divided into two separate tiers. Each of the tiers has a financial evaluation, a method of issuing standing offers and a different method for issuing call-ups. The tiers are as follows:

| Work Stream | Tier Applicable According to Call-Up Value | |
|---|--|---|
| | For call-ups evaluated below government contracts regulations threshold (currently \$25,000) | For call-ups estimated up to a maximum of \$400,000 |
| 1. Full-time Group Training, in English or French, on the Offeror's Premises | N/A | Tier 2 |
| 2. Part-time Group Training, in English or French, on the Offeror's Premises | N/A | Tier 2 |
| 3. Part-time Group Training, in English or French, at a Federal Institution | Tier 1 | Tier 2 |
| 4. Full-time Individual Training, in English or French, on the Offeror's Premises | Tier 1 | Tier 2 |
| 5. Part-time Individual Training, in English or French, on the Offeror's Premises | Tier 1 | Tier 2 |
| 6. Part-time Individual Training, in English or French, at a Federal Institution | Tier 1 | Tier 2 |
| 7. Language training placement tests | Tier 1 | Tier 2 |

- 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-Chile Free Trade Agreement, the Canada-Colombia Free Trade Agreement, the Canada-Honduras Free Trade Agreement, the Canada–Panama Free trade agreement, the Canada - Peru Free Trade Agreement, 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,

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

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.

The 2006 standard instructions is amended as follows:

- Subsection 5.4 of [2006](#), Standard Instructions is amended as follows:

Delete: 60 days
Insert: 180 days

- Section 08, entitled Submission of offers, is amended as follows:
 - subsection 2. is deleted entirely and replaced with the following:
 2. epost Connect
 - a. Unless specified otherwise in the RFSO, offers may be submitted by using the [epost Connect service](#) provided by Canada Post Corporation.
 - i. PWGSC, National Capital Region: The only acceptable email address to use with epost Connect for responses to RFSOs issued by PWGSC headquarters is:

tpsgc.dgareceptiondessoumissions-abbidreceiving.pwgsc@tpsgc-pwgsc.gc.ca

or if applicable, the email address identified in the RFSO.

- ii. PWGSC regional offices: The only acceptable email address to use with epost Connect for responses to RFSOs issued by PWGSC regional offices is identified in the RFSO.
- b. To submit an offer using epost Connect service, the Offeror must either:
 - i. send directly its offer only to the specified PWGSC Bid Receiving Unit using its own licensing agreement for epost Connect provided by Canada Post Corporation; or
 - ii. send as early as possible, and in any case, at least six business days prior to the RFSO closing date and time, (in order to ensure a response), an email that includes the RFSO number to the specified PWGSC Bid Receiving Unit requesting to open an epost Connect conversation. Requests to open an epost Connect conversation received after that time may not be answered.
 - c. If the Offeror sends an email requesting epost Connect service to the specified Bid Receiving Unit in the RFSO, an officer of the Bid Receiving Unit will then initiate an epost Connect conversation. The epost Connect conversation will create an email notification from Canada Post Corporation prompting the Offeror to access and action the message within the conversation. The Offeror will then be able to transmit its offer afterward at any time prior to the RFSO closing date and time.

- d. If the Offeror is using its own licensing agreement to send its offer, the Offeror must keep the epost Connect conversation open until at least 30 business days after the RFSO closing date and time.
- e. The RFSO number should be identified in the epost Connect message field of all electronic transfers.
- f. It should be noted that the use of epost Connect service requires a Canadian mailing address. Should an Offeror not have a Canadian mailing address, they may use the Bid Receiving Unit address specified in the RFSO in order to register for the epost Connect service.
- g. For offers transmitted by epost Connect service, Canada will not be responsible for any failure attributable to the transmission or receipt of the offer including, but not limited to, the following:
 - i. receipt of a garbled, corrupted or incomplete offer;
 - ii. availability or condition of the epost Connect service;
 - iii. incompatibility between the sending and receiving equipment;
 - iv. delay in transmission or receipt of the offer;
 - v. failure of the Offeror to properly identify the offer;
 - vi. illegibility of the offer;
 - vii. security of offer data; or,
 - viii. inability to create an electronic conversation through the epost Connect service.
- h. The Bid Receiving Unit will send an acknowledgement of the receipt of offer document(s) via the epost Connect conversation, regardless of whether the conversation was initiated by the supplier using its own license or the Bid Receiving Unit. This acknowledgement will confirm only the receipt of offer document(s) and will not confirm if the attachments may be opened nor if the content is readable.
- i. Offerors must ensure that they are using the correct email address for the Bid Receiving Unit when initiating a conversation in epost Connect or communicating with the Bid Receiving Unit and should not rely on the accuracy of copying and pasting the email address into the epost Connect system.
- j. An offer transmitted by epost Connect service constitutes the formal offer of the Offeror and must be submitted in accordance with section 05.

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.

Note: For Offerors choosing to submit using epost Connect for offers closing at the Bid Receiving Unit in the National Capital Region (NCR) the email address is:

tpsgc.dgareceptiondessoumissions-abbidreceiving.pwgsc@tpsgc-pwgsc.gc.ca

Note: Offers will not be accepted if emailed directly to this email address. This email address is to be used to open an epost Connect conversation, as detailed in Standard Instructions 2006, or to send offers through an epost Connect message if the bidder is using its own licensing agreement for epost Connect.

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.

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. The epost Connect system has a limit of 1GB per single message posted and a limit of 20GB per conversation. The offer must be gathered per section and separated 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 copy)

Section II: Financial Offer (1 hard copy)

Section III: Certifications (1 hard copy)

Section IV: Additional Information (1 hard copy)

- 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.

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. The pricing tables from Annex B are reproduced in attachment to this RFSO for Offerors' convenience.

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.

Offeror's form

| | | | | | | | |
|---|---------------|---|---------------|---|---|---|---------------|
| Offeror's Legal name | | | | | | | |
| 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: | | |
| Business office opening hours: | | Hours during which the training is offered: | | | | | |
| Work stream(s) for which Offeror wants to be considered | | | | | If the Offeror wishes to obtain more than one stream, please indicate the order of preference. This order will be used if the offer is not technically compliant for all streams. | | |
| 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"/> | | | |
| 7. Language training placement tests | | Yes <input type="checkbox"/> | | No <input type="checkbox"/> | | | |
| Please complete the information below for the work stream(s) that apply to your offer. If more than one address is available, please provide all addresses | | | | | | | |
| | Work Stream 1 | Work Stream 2 | Work Stream 3 | Work Stream 4 | Work Stream 5 | Work Stream 6 | Work Stream 7 |
| 1. Offeror's addresses for training / testing on the Offeror's premises | | | | | | | |
| 2. Online tutoring available | | | | Yes <input type="checkbox"/> No <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/> | |

3.1.2 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 applies to Tier 1 and Tier 2.

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

Mandatory criteria will be evaluated in ascending order of number (from M1 to M9). Canada reserves the right to stop its evaluation of the mandatory technical criteria for a stream as soon as one of the mandatory criteria is considered non-compliant.

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

4.1.1.2 Point Rated Technical Criteria

Only the stream(s) of offers that comply with the mandatory technical criteria will be evaluated according to the rated technical criteria.

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

4.1.2 Financial Evaluation

The financial evaluation applies to Tier 2 only. The financial evaluation will be carried out by work stream.

Only technically compliant bids will be evaluated financially. PWGSC will conduct the financial evaluation of technically eligible bids. Each work stream will be financially evaluated separately 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:

$$Score = \left(1 - \frac{(Total\ evaluated\ price - Lowest\ total\ evaluated\ price)}{Lowest\ total\ evaluated\ price}\right) * 10$$

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 | 10 |
| 3 | Not met | N/A | N/A | N/A |
| 4 | Met | Met | \$1,250 | 7.5 |

4.1.1.2 Evaluation of Price - Offer

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

4.2 Basis of Selection

The selection methods are divided by Tier.

4.2.1 Technically Compliant Offers – TIER 1

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.
2. Bids not meeting the requirements of (a) or (b) or (c) for a work stream will be declared non-responsive for this work stream.

4.2.2 Global Score – TIER 2

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 4.2.2.

Subsequently, offers will be issued the highest ranked in descending, until the maximum of standing offers to be issued (see 4.2.3) is reached.

4.2.2.1 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. Offers not meeting the requirements of (a) or (b) or (c) or (d) for a work stream will be declared non-responsive for a 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.
4. Offers will be ranked in descending order of overall score and bids ranked the highest will receive an offer. The estimated maximum number of standing offers will be issued (see 4.2.3).

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 | 9 | 9 | 9 | 0 | 0 | Non-Compliant |
| 2 | Met | 6 | 6 | 7 | 10 | 2520 | 2 |
| 3 | Not met | - | - | - | - | N/A | Non-Compliant |
| 4 | Met | 7 | 7 | 8 | 7.5 | 2940 | 1 |

4.2.3 Estimated Number of Standing Offers to be issued per Work Stream

The estimates below are made in good faith and are not to be considered as a contract guarantee.

| Work Stream | Estimated number of standing offers to be issued for Tier 1 | Estimated number of standing offers to be issued for Tier 2 |
|--|---|---|
| 1. Full-Time group training, in French or in English, at the Offeror's premises | N/A | 3 |
| 2. Part-Time group training, in French or English, at the Offeror's premises | N/A | 3 |
| 3. Part-Time group training, in French or in English, at a Federal Institution | All compliant offers | 3 |
| 4. Full-Time individual training, in French or in English, at the Offeror's premises | All compliant offers | 3 |
| 5. Part-Time individual training, in French or in English, at the Offeror's premises | All compliant offers | 3 |
| 6. Part-Time individual training, in French or in English, at a Federal Institution | All compliant offers | 3 |
| 7. Language training placement test | All compliant offers | 3 |

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.

Canada reserves the right to issue a higher or lower number of standing offers than the estimated number. For Tier 2, if the number of offers issued is insufficient or if one or more of the offeror(s) withdraws, Canada will increase the number of standing offers available by issuing offers already qualified for Tier 1 to receive standing offers under Tier 2, based on the rank obtained in the evaluations.

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 he 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)

| Applicable Work Stream(s) | Tier 1 | Tier 2 | |
|--|---|---|--|
| | For call-ups evaluated under the threshold for Government Contract Regulations (currently \$25,000) | For call-ups estimated up to a maximum of \$400,000 | |
| | Offer available for call-ups (yes/no) | Offer available for call-ups (yes/no) | Rank obtained during the evaluation of offers for Tier 2 |
| 1. Full-Time Group training, in French or in English, at the Offeror's premises | N/A | | |
| 2. Part-Time Group training, in French or in English, at the Offeror's premises | N/A | | |
| 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. Language training placement tests | | | |

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 Chaudière
5th Floor
Gatineau, Quebec
K1A 0S5

Telephone: 613-720-9517

E-mail address: TPSGC.PAFormationLinguistique-APLanguageTraining.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 for TIER 1

Identified Users can issue orders in accordance with the Government Contract Regulations, section 6 b) (i) (current estimated value of \$25,000).

This method will be used when the value of the total need is estimated at less than the limit mentioned in the Government Contracts Regulations. If an order issued under this threshold must be amended to an amount above this threshold, the Identified User must document his file accordingly.

7.8.1.2 Offeror Selection Method for TIER 2, streams 3 to 7 (Call-ups up to \$400,000)

Call-ups will be issued to Offerors on a rotation basis according to rank pursuant to section 7.1.1, starting with the Offeror in first place and continuing with the Offeror in second place and so on until all Offerors have been issued a call-up. Canada will then repeat the process, starting again with the Offeror in first place and so on.

To do this, Identified Users will contact the standing offer authority to find out which Offeror must receive their call-up. For streams 4, 5 and 7, if the Offeror identified by the standing offer authority is located outside of a 5 km radius from the learner's workplace, the Identified User can ask for the name of the next offeror. If all the Offerors are outside the 5 km radius, the user will not be able to move to the next offeror.

The Offerors will be notified by an email from the standing offer authority when they are identified to receive a specific order. If an email from the standing offer authority is not received but a call-up is awarded to the offeror, the Offeror must refuse the call-up. If the Identified User decides not to make this call-up, the Offeror must inform the standing offer authority as soon as possible.

It should be noted that if an Identified User has a requirements above the threshold value of Government Contracts Regulations, but for administrative reasons (e.g., budget for a financial year) the order will first be of a lesser value, the basis of selection for requirements of up to \$400,000 must be used.

7.8.1.3 Offeror selection for call-ups in TIER 2, streams 1 and 2

When standing offers are issued, the standing offer authority will determine a training schedule that will include sessions available for the whole duration of standing offers. The schedule will be available on the

web for consultation by users. It will also be available to the Offerors on the web or forwarded by email by the standing offer authority.

Stream 1

At each session, the 6 steps of the curriculum (see Annex A – Appendix 3) will be offered. The standing offers will be issued to allow the highest ranked Offeror to keep its students the longest. Each Offeror will receive the same number of the curriculum's steps. If 3 offers are accepted, the Offeror which is highest ranked will receive the 2 steps allowing him to keep the students the longest, the next one will receive the next 2 steps and so on. The number of steps allocated to an Offeror may differ depending on the number of offers issued.

Full-time group make-up courses will be awarded to the highest ranked offeror. A schedule will be established, but second language make-up sessions can begin at any time.

Sample schedule for training for the full-time group (12-week sessions)

| Step | Session 1 (from September 4, 2018 to November 23, 2018) | Session 2 (from November 26, 2018 to February 22, 2019) | Session 3 (from February 25, 2019 to May 17, 2019) |
|------|---|---|--|
| 1 | Offeror 1 | Offeror 3 | Offeror 3 |
| 2 | Offeror 1 | Offeror 1 | Offeror 3 |
| 3 | Offeror 2 | Offeror 1 | Offeror 1 |
| 4 | Offeror 2 | Offeror 2 | Offeror 1 |
| 5 | Offeror 3 | Offeror 2 | Offeror 2 |
| 6 | Offeror 3 | Offeror 3 | Offeror 2 |

Sample schedule for make-up sessions (6-week sessions)

| | Session 1 (from September 4, 2018 to October 12, 2018) | Session 2 (from November 26, 2018 to January 11, 2019) | Session 3 (from February 25, 2019 to April 5, 2019) |
|---------|--|--|---|
| Make-up | | Offeror 1 | |

Stream 2

For each session, the 3 levels (beginner, intermediate and advanced) will be offered. If 3 offers are accepted, the highest ranking Offeror will obtain the beginner level in the first session, then the intermediate and advanced levels. The next Offeror will start with the intermediate level, then advanced and beginner, and so on for the 3rd offeror. The number of levels awarded to an Offeror may differ depending on the number of offers issued. If 2 offers were issued, the highest ranked Offeror will then have 2 levels per session, starting with beginner and intermediate.

Sample schedule for part-time group training:

| Level | Session 1 (from September 4, 2018 to November 23, 2018) | Session 2 (from November 26, 2018 to February 22, 2019) | Session 3 (from February 25, 2019 to May 17, 2019) |
|--------------|---|---|--|
| Beginner | Offeror 1 | Offeror 3 | Offeror 2 |
| Intermediate | Offeror 2 | Offeror 1 | Offeror 3 |
| Advanced | Offeror 3 | Offeror 2 | Offeror 1 |

7.8.2 Grouping

7.8.2.1 Full-time and part-time Group on the Offeror's Premises (Streams 1 and 2)

When a call-up is issued for stream 1, the identified user must attach the placement test report (stream 1) or self-assessment report (stream 2) to his call-up and send it to the Offeror at least 10 business days before the beginning of the session. The Offeror must then place the learner in a group at his level. Whenever possible, the Offeror must place all candidates registered with the Offeror in groups. For example, if the Offeror receives 8 registrations for a French training session, to meet the demand, he will have to create two groups of 4 but cannot create a group of 6 and have a surplus of 2 candidates, unless his capacity allows him to form only one group.

7.8.2.2 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

7.8.3.1 For Streams 1 to 6

- requested work stream;
- name(s) of the learner or learners;
- 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;
- Placement test reports (streams 1 and 4) or self-assessment forms completed for every learner (streams 2, 3, 5 and 6)
- Day(s) of the week and number of hours for training delivery;
- accommodations required, if applicable; and
- total billable amount in compliance with the Basis of Payment.

7.8.3.2 For Stream 7

- name of the person(s) who must obtain a placement test;
- target language;
- deadline for taking placement test(s); and
- total billable amount in accordance with the basis of payment.

7.8.4 Confirmation of call-ups (all streams)

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

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

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. A maximum of one unforeseen absence per month with advanced notification is permissible. An unforeseen absence is an absence of a maximum of 3 consecutive working days that are not identified in the call-up.

7.15.2 Unforeseen 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 Unforeseen 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. A maximum of one unforeseen absence per month with advanced notification is permissible. An unforeseen absence is an absence of a maximum of 3 consecutive working days that are 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.

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

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.

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.

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); and
- 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

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 A

STATEMENT OF WORK

See next page



Serving
GOVERNMENT,
serving
CANADIANS.

Annex A

Statement of Work



Table of Contents

| | |
|---|----|
| Statement of Work | 1 |
| 1.0 Background | 5 |
| 2.0 Training | 5 |
| 3.0 Learner Objectives | 5 |
| 4.0 Work streams | 5 |
| 4.1 Stream 1: Full-time Group Training, in English or French, on the Offeror's Premises | 5 |
| 4.1.1 In-class, Full-time Group Make-up Courses (Level B and Level C) on the Offeror's Premises ... | 5 |
| 4.2 Stream 2: Part-time Group Training, in English or French, on the Offeror's Premises..... | 6 |
| 4.3 Stream 3: Part-time Group Training, in English or French, at a Federal Institution..... | 6 |
| 4.4 Stream 4: Full-time Individual Training, in English or French, on the Offeror's Premises | 7 |
| 4.5 Stream 5: Part-time Individual Training, in English or French, on the Offeror's Premises | 7 |
| 4.6 Stream 6: Part-time Individual Training, in English or French, at a Federal Institution..... | 7 |
| 4.6.1 Individual Training Block Time | 8 |
| 4.7 Streams 4 to 6: Online tutoring | 8 |
| 4.8 Stream 7: Language training placement test | 9 |
| 5.0 Statutory Holidays | 9 |
| 6.0 Requirements for Work Streams 1 to 6..... | 9 |
| 6.1 Language of Communication with Learners | 9 |
| 6.2 Objectives and Approach | 10 |
| 6.2.1 Full-time Training | 10 |
| 6.2.2 Part-time Training | 10 |
| 6.2.3 Communicative Approach | 11 |
| 6.2.4 Adult Education Principles | 11 |
| 6.3 Estimated Duration of Training (Streams 1 and 4)..... | 12 |
| 6.4 Qualification Standards in Relation to Official Languages | 12 |
| 6.5 Course-loading Activities..... | 12 |
| 6.5.1 Full-time Group Training, Stream 1 | 12 |
| 6.5.2 Part-time Group Training, Streams 2 and 3 | 13 |
| 6.5.3 Individual Training, Streams 4 to 6..... | 13 |
| 6.6 Second Language Evaluation Tests (SLE) | 13 |
| 6.7 Facilities and Service Hours..... | 14 |
| 6.7.1 Facilities in a Federal Institution (Streams 3 and 6)..... | 14 |
| 6.7.2 The Offeror's Facilities (Streams 1, 2, 4 and 5) | 14 |
| 6.7.2.1 Offeror Classrooms | 14 |
| 6.7.2.2 Documents Printed by Learners..... | 15 |
| 6.7.2.3 Space for Meals (For training of 5 hours or more a day) | 15 |

| | | |
|----------|--|----|
| 6.7.3 | Location of the Offeror's Facilities | 15 |
| 6.8 | Course Material | 15 |
| 6.9 | Teaching Resources and Pedagogical Advisers | 16 |
| 6.9.1 | Code of Conduct | 16 |
| 6.9.2 | Pedagogical Advisers..... | 16 |
| 6.9.2.1 | Training and Support for New Teaching Resources..... | 17 |
| 6.9.2.2 | Advice for Teaching Resources..... | 17 |
| 6.9.2.3 | Information Sessions for New Learners | 17 |
| 6.9.2.4 | Visits and Advice to Learners | 17 |
| 6.9.2.5 | Supervision of Teaching Resources..... | 18 |
| 6.9.2.6 | Teaching Observation..... | 18 |
| 6.9.2.7 | Intervention in the Case of a Complaint | 18 |
| 6.9.2.8 | Communications | 18 |
| 6.9.2.9 | Plans and Reports | 18 |
| 6.9.2.10 | Monitoring Full-Time Learner Progress (Streams 1 and 4) | 19 |
| 6.9.2.11 | Full-time Training Files | 19 |
| 6.9.2.12 | Replacing a Pedagogical Adviser | 19 |
| 6.9.3 | Teaching Resources..... | 19 |
| 6.9.3.1 | Course Preparation..... | 19 |
| 6.9.3.2 | Teaching | 20 |
| 6.9.3.3 | Learners' Needs Assessment and Follow-up | 20 |
| 6.9.3.4 | Individual Meetings with Learners (Full-time Group Training) | 20 |
| 6.9.3.5 | Replacing a Teaching Resource..... | 21 |
| 6.10 | Specific Performance Measures | 21 |
| 6.10.1 | Attendance Report | 21 |
| 6.10.2 | Learner Progress Report (Appendix 5)..... | 22 |
| 6.10.2.1 | Full-time Training (Streams 1 and 4) | 22 |
| 6.10.2.2 | Part-time Training (Streams 2, 3, 5 and 6) | 22 |
| 6.10.3 | Monitoring Teaching Quality | 22 |
| 6.10.3.1 | Teaching Observation in the Classroom | 22 |
| 6.10.3.2 | Learner Satisfaction Questionnaire | 22 |
| 6.11 | Requirements for Pedagogical Advisers and Teaching Resources | 23 |
| 6.11.1 | Pedagogical Advisers..... | 23 |
| 6.11.2 | Teaching Resources..... | 24 |
| 6.12 | Deliverables | 25 |
| 7.0 | Requirements for Work Stream 7..... | 26 |
| 7.1 | Background | 26 |
| 7.2 | Assessments | 26 |
| 7.2.1 | Assessment of Oral Skills | 26 |

| | |
|--|----|
| 7.2.2 Assessment of Written Expression and Reading Comprehension | 26 |
| 7.2.3 Language of Communication with Learners | 26 |
| 7.2.4 Location of Assessments | 26 |
| 7.2.5 Offeror's Premises | 26 |
| 7.3 Training and Support of Assessors by the Offeror | 27 |
| 7.4 Request for Review | 27 |
| 7.5 Placement Test Report | 27 |
| 7.6 Qualifications of Assessors | 27 |
| 7.7 Deliverables | 28 |
| ANNEX A – APPENDIX 1 | 29 |
| QUALIFICATION STANDARDS IN RELATION TO OFFICIAL LANGUAGES | 29 |
| ANNEX A – APPENDIX 2 | 35 |
| REGISTRATION FORM | 35 |
| ANNEX A – APPENDIX 3 | 37 |
| CURRICULUM OBJECTIVES | 37 |
| ANNEX A - APPENDIX 4 | 51 |
| TEACHING OBSERVATION REPORT | 51 |
| ANNEX A - APPENDIX 5 | 55 |
| RAPPORT DE PROGRÈS / PROGRESS REPORT | 55 |
| ANNEX A APPENDIX 6 | 60 |
| LIST OF ACCEPTED BACHELOR'S DEGREES AND CERTIFICATES | 60 |
| ANNEX A – APPENDIX 7 | 62 |
| TEMPLATE – WEEKLY PLANNING FULL TIME TRAINING | 62 |
| ANNEX A – APPENDIX 8 | 63 |
| TEMPLATE – SESSION PLAN FULL TIME TRAINING | 63 |
| ANNEX A – APPENDIX 9 | 64 |
| PLANNING : PART-TIME GROUP | 64 |

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 towards levels B and C of the Qualification Standards in Relation to Official Languages and placement test for training services will be offered in the National Capital Region.

The Offeror must provide in-class instruction and/or placement test services for the work stream(s) 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 (IU) 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 learners who wish to be exempted from Public Service Commission of Canada (PSC) Second Language Evaluation tests.

4.0 Work streams

The following work streams 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.

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.

The learner's placement test report will be provided to the Offeror by the IU.

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 6 weeks 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.

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.

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. At the second week of training, 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, from 9:00 a.m. to 12:00 p.m. and from 1:00 p.m. to 4:00 p.m., 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

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. The Offeror must allocate one 15-minute break (billable) per 3 hours of training and a 30 minutes lunch period (non-billable) per 5 hours of training.

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

4.3.1 Group Training Block Time

For part-time group training offered at a federal institution (Stream 3), consecutive shared block time will be permitted, that is, a teaching resource will be assigned to a number of groups of

part-time learners for a specific period of time and with a specific schedule. The total number of training hours must not exceed 7.5 hours per day. The IU must schedule the teaching resource so that they have a minimum of 3 consecutive hours of teaching per day they travel to the federal institution.

For example, a teaching resource is assigned to 6 groups of learners in training who need 2 hours of training per group, per week, for a total of 12 hours of training. The schedule could be divided in 2 or 3 days of training with a minimum of 3 hours per day. Learners will not be able to change groups according to their availability, they will have to adhere to the schedule assigned to them.

The federal institution will plan for a transition period of at least 5 minutes when there is a change of group. This transition period must be included in the number of hours billed. The Offeror must provide a minimum lunch period of 30 minutes (non-billable) for each 5 hours of training. In the event that the IU allows for a 15-minute break during a group training, it will be billable by the Offeror.

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

The learner's placement test report will be provided to the Offeror by the IU. 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 must have a 60-minute lunch period (non-billable), in addition to the 7.5 hours of training.

For a training day shorter than 7.5 hours, the Offeror must allocate one 15-minute break (billable) per 3 hours of training and a 30 minutes lunch period (non-billable) 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 self-assessment form completed by the learner or the placement test report will allow the Offeror to determine the learner's level.

The Offeror must hold sessions for a minimum duration of 3 hours per day. The training schedule must be 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 (billable) per 3 hours of training and a 30 minutes lunch period (non-billable) per 5 hours of training.

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

The training schedule must be between 7:00 a.m. and 6:00 p.m., for a maximum of 22.5 hours per week for each learner, from Monday to Friday, excluding federal government statutory holidays. The number of daily and weekly training hours, as well as session start and end times will be indicated in the call-up. The IU will schedule courses for a minimum duration of 3 consecutive hours.

The Offeror must allocate one 15-minute break (billable) per 3 hours of training and a 30 minutes lunch period (non-billable) per 5 hours of training.

A self-assessment form completed by the learner or the placement test report will allow the Offeror to determine the learner's level.

4.6.1 Individual Training Block Time

For individual part-time training offered at a federal institution (Stream 6), consecutive shared block times will be permitted, that is, a teaching resource will be assigned to a number of learners in part-time training for a specific period of time and with a specific schedule. The total number of training hours must not exceed 7.5 hours per day.

For example, a teaching resource is assigned to 15 learners in individual training who each require 1 hour of training per week, for a total of 15 hours of training. The IU will schedule the teaching resource so that they have a minimum of 3 consecutive hours of teaching per day they travel to the federal institution. The learners may switch training times amongst themselves. The federal institution will be responsible for replacing absent learners with another learner. In this case, it is strongly recommended that a written notice (by email) be sent to the teaching resource and pedagogical advisor 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 a written notice was provided to the Offeror in advance.

The federal institution will plan for a transition period of at least 5 minutes when there is a change in learner. This transition period must be included in the number of hours billed. The Offeror must provide a minimum lunch period of 30 minutes (non-billable) for each 5 hours of training. In the event that the IU allows for a 15-minute break during a training, it will be billable by the Offeror.

4.7 Streams 4 to 6: Online tutoring

It will be possible for learners to request online tutoring for Streams 4 to 6. Online tutoring is a type of pedagogical teaching offered to learners through the Internet and their computers. Online tutoring is led by a teaching resource throughout the tutoring period. Online tutoring must allow visual sharing (video conferencing, screen sharing, and electronic whiteboard) and also communication (oral and written). It is important to note that online tutoring is a virtual classroom and not a period of individual study for the learner.

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.

4.8 Stream 7: Language training placement test

The language training placement test consists of an assessment of a learner's second official language. The placement test must include an oral interview and one or more written tests to assess the starting point (based on the steps of the curriculum) of the learner's full-time training. The placement test must estimate a number of hours to achieve the objectives and provide further details, if any, regarding the path, the specific needs of the learner in training. The Offeror must use a standardized placement tool for all learners, except for those who have no knowledge of the target language.

Placement tests must be held between 7:00 a.m. and 6:00 p.m., Monday to Friday, excluding statutory holidays, as defined in Section 5.0. The day requested, as well as the placement test schedule, will be indicated in the call-up.

5.0 Statutory Holidays

Training and placement test services must not be delivered on federal government statutory holidays.

Training (stream 1 to 6) 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 learners. 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 Requirements for Work Streams 1 to 6

6.1 Language of Communication with Learners

In keeping with the pedagogical approach described in section 6.2, 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.

6.2 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 Annex A. At the session halfway point, the Offeror must notify the Identified User in writing when objectives covered are not achieved or achieved with difficulties and 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 training materials of its 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.

6.2.1 Full-time Training

The Offeror must prepare and provide the session plan to learners and upon request, to the IU, on the first day of the course. This session plan 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, etc.).

The Offeror must provide learners with weekly plans no later than the first day of each week. Weekly plans 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, as well as the exercises, references and teaching materials to be used. The Offeror is responsible for applying the curriculum's language objectives (see 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.

6.2.2 Part-time Training

The Offeror must prepare and provide the session training plan to learners, and upon request to the IU, on the second day of the course. This session plan must identify the language objectives targeted during training 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, etc.).

The Offeror must also provide learners with monthly training plans no later than the first day of each month, except during the first month of the course where monthly training plans can be given during the second course. Monthly training plans should identify the intended purpose, concepts, language functions, grammar points, lexicons, phonetics and communication strategies that will be covered. The Offeror must apply 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.

6.2.3 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 should be simple, useful and related to communication needs. The learner will be able to use his or her knowledge of the language to communicate in real life professional and everyday situations. In addition, the Offeror must 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 must 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 with the use of group activities, discussions, presentations, debates, project based activities, etc.
- 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

6.2.4 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 their learning process, 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
 - feedback on their strengths and the areas that need improvement in relation to the target objectives

- 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

6.3 Estimated Duration of Training (Streams 1 and 4)

The objective or starting step and the recommended duration of the learner's training will be established during the placement test. The learner's placement test report will be provided by the IU to the Offeror at the call-up.

6.4 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 Annexe A, "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>

6.5 Course-loading Activities

6.5.1 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 learner's language placement test report, the Identified User will register the learner for the session identified in the report by issuing a call-up including the language placement test report. The Offeror must receive the call-up no later than 10 business days before the session start date. 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.

The Offeror must group the registered learners, taking into account the number of learners specified above and the recommended step 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.

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, in French-as-a-second-language, 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.

6.5.2 Part-time Group Training, Streams 2 and 3

Groups must be composed of 4 to 6 learners.

Each session for training at the Offeror's premises must last 12 weeks.

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. 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 learner(s) by issuing a call-up. 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 or refuse it.

For training at the Federal Institution (stream 3), if the Offeror receives a call-up fewer than 10 business days before the session start date, they may, at their discretion, accept it, or refuse the registration.

6.5.3 Individual Training, Streams 4 to 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. If the Offeror receives a call-up fewer than 10 business days before the session start date, they may, at their discretion, accept it, or refuse the registration.

6.6 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.

6.7 Facilities and Service Hours

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

The Offeror must occupy and maintain a fully operational business office open for a minimum period of 9 hours between 7:00 a.m. and 6:00 p.m., Monday to Friday, (excluding statutory holidays as defined in section 5.0). The business office must be open between 9:00 a.m. and 4:00 p.m. (an additional 2 hours must be added to this schedule by the Offeror). There must be at least one contact person present who can provide services in both official languages during the period the business office is open.

The Offeror must be able to provide training services for a minimum of 7.5 hours from Monday to Friday (excluding statutory holidays as defined in section 5.0) from 7:00 a.m. to 6:00 p.m. The Offeror must offer training services from 9:00 a.m. to 12:00 p.m. and from 1:00 p.m. to 4:00 p.m. (an additional 1.5 hours must be added to this schedule by the Offeror).

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

Federal institutions are responsible for providing appropriate training accommodations. Classrooms will be equipped with at least one white board with markers or a flip chart, as well as work tables and chairs. Each classroom should have computer equipment that meets the minimum requirements set out in section 6.7.2.1.1. 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.

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

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.

6.7.2.1 Offeror Classrooms

The Offeror must provide enclosed classrooms with a door. 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 on the same floor as the classroom.

6.7.2.1.1 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 12Mbit/s
3. protected wireless Internet access (WiFi) to enable learners to use training materials on their portable or mobile devices. The Offeror must provide the password for their network at the learner's request.
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

6.7.2.2 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 month, as long as they give learners' advanced notice. Anything exceeding that number should 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.

6.7.2.3 Space for Meals (For training of 5 hours or more 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.

6.7.3 Location of the Offeror's Facilities

For Streams 1 and 2, the Offeror must maintain an offer of service of a minimum of 5 classrooms within a 10 km radius of the centre of the Ottawa River, behind the Parliament Buildings located on Wellington Street, in Ottawa, Ontario.

For Streams 4 and 5, the Offeror must maintain an offer of service of a minimum of 15 classrooms within a 10 km radius of the centre of the Ottawa River, behind the Parliament Buildings located on Wellington Street, in Ottawa, Ontario.

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

6.8 Course Material

The Offeror must provide all teaching materials for use in the classroom. Teaching materials used in the classroom may be in paper or electronic format. These must be able to be saved, printed or photocopied.

If the teaching material is provided only in electronic format to the learner, the learner may print the material. These copies will not be part of the printouts to which the learner is entitled in section 6.7.2.2.

Course materials must be organized to allow the learner to navigate it easily. The material should be divided by component: grammar, vocabulary, language functions, phonetics, reading, presentations, projects and others.

Course materials (exercises, grammatical rules, 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 6.7.2.2.

6.9 Teaching Resources and Pedagogical Advisers

The Offeror must ensure that the names of the pedagogical adviser and teaching resource, as well as their professional 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.

6.9.1 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.

6.9.2 Pedagogical Advisers

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

- one (1) primary pedagogical adviser for every 10 full-time groups
- one (1) primary pedagogical adviser for every 25 full-time individual learners
- one (1) primary pedagogical adviser for every 30 part-time groups
- one (1) primary pedagogical adviser for every 50 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 5 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 be a teaching resource at the same time that they are performing the duties of the role.

A pedagogical advisor can be an assessor, as long as the ratios are respected. For example, the pedagogical advisor could have 5 full-time groups and perform placement tests for up to 50% of his or her time.

6.9.2.1 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 teaching resources.

6.9.2.2 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.

6.9.2.3 Information Sessions for New Learners

The information sessions about linguistic training operation, 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, 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 (when applicable). The pedagogical adviser must contact learners by email or telephone no later than the first week of training.

The information contained in the information sessions must be available in writing (paper or electronic), 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.

6.9.2.4 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.

6.9.2.5 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 and organization of the material and equipment essential to the learner's training must be carried out before class begins.

6.9.2.6 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 should 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 6.2.

6.9.2.7 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.

6.9.2.8 Communications

The pedagogical advisor must respond to requests from the IU or SO Authority within 2 business days and follow up with them during language training.

6.9.2.9 Plans and Reports

The pedagogical adviser must ensure that the plans and reports prepared by teaching resources comply with the principles and approach defined in section 6.2. Plans and reports must be in line with language objectives, meet the needs of learners and comply with the requirements set out in sections 6.10.1 and 6.10.2. 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.

6.9.2.10 Monitoring Full-Time Learner Progress (Streams 1 and 4)

The pedagogical advisor must report in a timely manner, any problems related to insufficient progress to the IU, as well as problems related to absences and having an impact on learning.

In the event that a learner is not progressing according to expectations, the pedagogical advisor will have to produce a monitoring plan in collaboration with the teaching resources in order to better meet the learner's needs. This monitoring plan should identify realistic objectives to be achieved and concrete ways to achieve them. The plan will be given to the learner and IU on request. The pedagogical advisor will supervise each personalized monitoring plan and review them on a monthly basis.

As part of full-time training, the pedagogical advisor must meet with their teaching resources on a regular basis to evaluate the achievement of the objectives set for each learner and propose corrective measures if necessary, particularly at the following times:

- signature of the progress report;
- administration of the progress check;
- supervision of the monitoring plan for learners who are not progressing as expected; and
- recommendation or not of step change.

6.9.2.11 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.

6.9.2.12 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 6.11. The Offeror must notify learners and the Identified User of any pedagogical adviser replacements and provide the replacement adviser's name and professional 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. If the pedagogical adviser changes duties, he/she must be replaced as soon as possible.

6.9.3 Teaching Resources

6.9.3.1 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 must 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.

6.9.3.2 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.

6.9.3.3 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 6.10.2.

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.

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

For full-time group training, the teaching resource must organize weekly individual meeting with each learner. Those meeting must last a minimum of 30 minutes for curriculum's steps 1 to 4 and of 60 minutes for curriculum's steps 5 and 6 and the make-up course. The time spent with advanced learners can be divided into one or two meetings. 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 must meet the specific needs of learners, discuss their difficulties, and practice 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.

6.9.3.5 Replacing a Teaching Resource

In the event that a teaching resource is absent, the Offeror must ensure a replacement immediately. Only teaching resources approved by the Standing Offer Authority who meet the requirements outlined in section 6.11.2 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.

6.10 Specific Performance Measures

6.10.1 Attendance Report

The teaching resource must record learner absences and attendance in the monthly attendance report. All partial and full-day or full-course absences 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.

Each week, the teaching resource should ask the learner to initial the attendance report to verify the information entered. This process should correct possible errors and avoid conflicts.

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).

6.10.2 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).

6.10.2.1 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.

6.10.2.2 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.

6.10.3 Monitoring Teaching Quality

6.10.3.1 Teaching Observation 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 requirements at a second evaluation by Canada, the teaching resource will no longer be able to teach under the Standing Offers.

6.10.3.2 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.

6.11 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 6.9.2.3) 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 10 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 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. Only experience obtained in a professional context will be accepted, experience acquired in an academic context will not be accepted. The SO Authority may, at any time, verify the accuracy of the information provided by the Offeror. Canada reserves the right to conduct any investigations necessary to evaluate the proposed resources.

6.11.1 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.

Mandatory Qualifications

All pedagogical advisers must have the following 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. Supervisory experience | | |
| a) A minimum of 2400 hours of experience since January 2010 supervising at least 5 teaching resources at the same time. | | |
| AND | | |
| 3. Teaching experience: One of the three following options (a b) or c): | | |
| a) At least 4800 hours of experience since | b) At least 7200 hours of experience since January | c) At least 9600 hours of experience teaching |

| | | |
|---|---|---|
| January 2010 teaching English and/or French as a second language to adults. | 2005 teaching English and/or French as a second language to adults. | English and/or French as a second language to adults. |
|---|---|---|

OR

Table 2

| 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 Canadian 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 5 teaching resources at the same time. |

AND

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

6.11.2 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 1200 hours of experience since January 2010 teaching English or | b) At least 2400 hours of teaching experience in a school setting since January 2010; | c) At least 4800 hours of experience since January 2005 teaching English and/or French as a |

| | | |
|--|--|----------------------------|
| French as a second language to adults; | | 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 bachelor's degree is not mentioned 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. Teaching experience: One of the three following options (a b) or c)): | | |
|---|---|--|
| a) At least 600 hours of experience since January 2010 teaching English and/or French as a second language to adults. | b) At least 1200 hours of teaching experience in a school setting since January 2010; | c) At least 2400 hours of experience since January 2005 teaching English and/or French as a second language to adults. |

6.12 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 |
|--|---|
| Teaching Observation (at Canada's request) | 6.9.2.6 Teaching Observation |
| Pedagogical Adviser response following a complaint | 6.9.2.7 Intervention in the Case of a Complaint |
| Course Schedules | 6.9.3.1 Course Planning |
| Monitoring plan (at the IU's request) | 6.9.2.10 Monitoring Full-Time Learner Progress (Streams 1 and 4) |
| Attendance report | 6.10.1 Attendance Report |
| Learner progress report | 6.10.2 Learner Progress Report (Appendix 5) 6.10.2.1 Full-time Training 6.10.2.2 Part-time Training |
| Teaching materials | 6.8 Teaching Materials |
| Documents for approval of a new resource | 6.11 Requirements for Pedagogical Advisers and Teaching Resources |

7.0 Requirements for Work Stream 7

7.1 Background

The placement test for full-time language training assess the level of oral and written knowledge of the learner's second official language in order to determine a starting point in the curriculum (see Appendix 3) and the estimated duration of training according to the learner's needs. The placement test includes an interview (comprehension and interaction) and a written examination(s) (written comprehension and expression). Placement tests can also be used to identify other factors, such as specific needs, learning styles and language background.

7.2 Assessments

7.2.1 Assessment of Oral Skills

The interview (oral interaction) 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 via videoconference (depending on the learner's choice) by an assessor. The oral test must be recorded and given to the IU. The recording must be kept by the Offeror for a period of one year.

The interview and assessment tools must follow a standardized approach for all learners.

7.2.2 Assessment of Written Expression and Reading Comprehension

The placement test must include a written test to assess the learner's written expression and comprehension of the second language. The questions must be representative of a Government of Canada workplace. The written test must last a maximum of 1 hour. These tests must follow a standardized approach and must be conducted in person. Open-ended questions from written tests must be assessed by an assessor.

The assessment tools must be standardized for all learners.

7.2.3 Language of Communication with Learners

The Offeror must provide all instructions during placement tests in the learner's first official language.

7.2.4 Location of Assessments

The assessments will be conducted at the Offeror's premises. When an IU has a minimum of 4 learners to be assessed, they can make a request that the Offeror conduct the assessments in a federal institution. In this case, the oral interview and written tests must be conducted on the same day one after the other. Written tests can be administered to all learners at the same time.

7.2.5 Offeror's Premises

The Offeror must provide enclosed classrooms with a door. Classrooms must be fully furnished and fully equipped with the necessary equipment for placement tests. Materials must be in good shape and of standard quality. Learners must have access to washrooms located on the same floor as the classroom.

The Offeror must ensure that facilities meet the requirements of applicable municipal, provincial and federal statutes, 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 placement tests or that they pose a risk to the safety of learners.

The Offeror must maintain an offer of service within 25 km of the centre of the Ottawa River, behind the Parliament Buildings, located on Wellington Street in Ottawa, Ontario.

In addition, the Offeror could also offer rooms that meet requirements outside these areas, within the National Capital Region.

7.3 Training and Support of Assessors by the Offeror

The Offeror must establish a clear assessment approach and provide training on the use of standardized assessment tools to each assessor and trainee assessor. They must also ensure that the reports comply with the requirements of section 7.5.

A trainee assessor must be accompanied by an experienced assessor during their first 3 assessments. To ensure quality of service, 25% of the oral proficiency assessments conducted by a trainee assessor must also be reviewed on a monthly basis by an experienced assessor until they obtain the necessary experience of to obtain the title of assessor in terms of years and hours of experience.

7.4 Request for Review

At the request of the IU, a placement test report must be reviewed by another assessor to confirm or refute the initial results obtained. The IU may make this request up to 40 days after the date of receipt of the placement test report. This review must take place within 10 business days of the IU's request for review. Trainee assessors must not review tests.

7.5 Placement Test Report

Based on the results of the placement tests, a placement test report must be sent to the IU within 5 working days of the last test being administered and must include any recommendations that affect the learner's placement.

The Offeror must provide standardized placement test reports containing the language elements assessed and including:

- target language;
- target level (A, B or C);
- the recommended initial objective (see Appendix 3);
- an estimate of the number of hours required to reach the target level, depending on whether it is individual or group training;
- recording of the oral interview;
- other recommendations (if applicable), such as:
 - linguistic background;
 - a linguistic profile (strengths and elements to work on);
 - pedagogical recommendations.

7.6 Qualifications of Assessors

All assessors proposed by the Offeror must conduct assessments in their first official language (English or French). All proposed resources must also be sufficiently proficient in the other official language to communicate with the learner.

All proposed resources must be approved by the SO Authority prior to beginning their duties. To do so, the Offeror must submit all necessary documents to the SO Authority at least 10 business days before the Assessor's duties begin.

When an assessor is proposed for the first time, the Offeror must provide the SO Authority with proof of education in the form of a document confirming the level of education for the resource. The SO Authority may at any time require an original document or a true copy of the original. In cases where the education was completed in an institution outside Canada, only a comparative assessment granted by an accredited institution will be accepted. These institutions include the credential assessment services of the federal or

provincial governments and the International Credential Assessment Service of Canada, as well as others recognized as credential assessment services for comparing certificates and diplomas against Canadian standards, identified on the Canadian Information Centre for International Credentials Web site:

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

Furthermore, the Offeror must provide a certificate confirming each Assessor's experience. The certificate must contain the following information: number of hours or months of experience, type of experience (teaching or administration and placement test reports), start and end dates of this experience, inventory of administered placement tests and placement test reports produced, and organization from which the experience was acquired. Only experience obtained in a professional context will be accepted, experience acquired in an academic context will be denied. The SO Authority may at any time verify the accuracy of the information provided by the Offeror.

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

Mandatory Qualifications

Assessor:

All assessors must have the education and experience described in the following table.

| |
|---|
| 1. Education |
| A bachelor's degree from a recognized Canadian university. |
| AND |
| 2. Placement test experience |
| Since January 2013 at least 25 placement tests for full-time training must have been administered and a placement test report must have been prepared for each of them. |
| AND |
| 3. Teaching experience |
| At least 6,000 hours of experience since January 2010 teaching English and/or French as a second language to adults. |

Trainee assessor:

All trainee assessors must have the education and experience described in the following table.

| |
|---|
| 1. Education |
| A bachelor's degree from a recognized Canadian university. |
| AND |
| 2. Placement test experience |
| Since January 2013 at least 10 placement tests for full-time training must have been administered and a placement test report must have been prepared for each of them. |
| AND |
| 3. Teaching experience |
| At least 6,000 hours of experience since January 2010 teaching English and/or French as a second language to adults. |

7.7 Deliverables

| Deliverables | See Section on the Statement of Work |
|-----------------------|---|
| Placement Test Report | 7.5 Placement Test Report |

ANNEX A – APPENDIX 1

QUALIFICATION STANDARDS IN RELATION TO OFFICIAL LANGUAGES

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

Introduction

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

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

There are two types of language qualifications for bilingual positions:

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

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

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

Application

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

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

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

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

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

A person speaking at this level can:

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

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

Examples

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

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

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

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

A person speaking at this level can:

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

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

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

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

Examples

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

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

Oral Proficiency in the Second Official Language - Level C

Standard Description

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

A person speaking at this level can:

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

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

Examples

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

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

ANNEX A – APPENDIX 2

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"/> | Date |
| Individual <input type="checkbox"/> | Part time <input type="checkbox"/> | English <input type="checkbox"/> | Federal institution's premises <input type="checkbox"/> | |

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 : |
|--------|--------------------|-----------------|

Learner's information

| | | |
|--------|--------------------|-----------------|
| Name : | Telephone number : | Email address : |
|--------|--------------------|-----------------|

Accommodations required (mobility) :

| |
|--|
| Yes <input type="checkbox"/> No <input type="checkbox"/> 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 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> Pre-SLE consolidation course <input type="checkbox"/> |
| Number of hours of training required | Start date of the session | |

| | | | | |
|---|--|--|--|--|
| Part-time group training | | | | |
| One three-hour session per week <input type="checkbox"/> | | | | |
| Two three-hour sessions per week <input type="checkbox"/> | | | | |
| Other schedule proposed (as agreed to by the Offeror) : <input type="checkbox"/> | | | | |
| 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 (More than 22.5 hours, max. 37.5 hours) : | | Desired start date : | |
| Anticipated vacation during training : | | | | |
| Part-time individual training | | | | |
| Number of hours of training desired per week (Maximum 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 : | | | | |

ANNEX A – APPENDIX 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.

1.4.1 B Level curriculum at a glance

| Level | Step | TO | Weeks (in full time training) | 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 | <ul style="list-style-type: none"> In last step, 7 weeks is spent on TOs, 5 weeks is at the group's discretion: review, development and pre-SLE activities. If the group consists only of learners aiming for CBC, preparation for the SLE will be done in step 6. Departmental contact should schedule SLE-TOP during the last week of the session. Learners aiming for CBC must participate in the preparation for written tests (EC, EE) if they find themselves with learners aiming for BBB. However, they will have to wait until they have completed the review in Step 5 to complete them. |
| Make-up Group - B level | | group and individual needs assessment | 6 | <ul style="list-style-type: none"> 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 to retake written test(s) R and/or W, he or she should register in short term individual training. |

1.4.2 B Level curriculum at a glance: part-time

| Part-time level | Step | Training objectives | Terminal Objectives: At the end of training, the learner will be able to... |
|-----------------|------|---------------------|---|
| Beginner 1 | 1 | TO 1 - 9 | <ul style="list-style-type: none"> Use standard pronunciation and intonation for familiar structures and vocabulary – NB an accent may still be present. Understand simple spoken or recorded messages on concrete, familiar topics Use basic vocabulary related to daily work tasks Use (mostly) appropriate word order in simple sentences (subject, verb, object) Use basic verb tenses (present, past, future) but may not use them consistently |
| Beginner 2 | 2 | TO 10 - 18 | |

| | | | |
|-------------------|---|-----------|---|
| Intermediate 1 | 3 | TO 19 -27 | <ul style="list-style-type: none"> • Use standard pronunciation and intonation and be mostly understandable, accent may be present, some words mispronounced. • Understand conversations involving concrete, familiar topics related to work |
| Intermediate 2 | 4 | TO 28 -33 | <ul style="list-style-type: none"> • Use common vocabulary to express most work related situations that are factual and concrete • Express simple opinions about benefits of various courses of action • Develop and combine ideas in an organized manner • Provide detailed explanations of present and past facts and events with generally consistent grammatical accuracy • Use some complex verb tenses/grammatical structures • Understand others when they use these same structures |

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.

2.4.1 C Level curriculum at a glance

| Level | Steps | TO | Weeks (in full) | Notes |
|-------|-------|----|-----------------|-------|
|-------|-------|----|-----------------|-------|

| | | | time training) | |
|------------------------------|----------|--|-------------------|--|
| C - level summary | 2 | 20 | 24 | |
| | 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 WE + WC test familiarization and practice activities. • The oral application of the concepts seen and the language functions of level C must dominate during this stage. |
| | 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) • The oral application of the concepts seen and the language functions of level C must dominate during this stage. |
| 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. Learners can also practice to retake a WE or WC components in addition to the oral. • If a learner only needs to retake written test(s) WE and/or WC, he or she should register in short term individual training. |

2.4.2 C Level curriculum at a glance: part-time

| Part-time Level | Steps | TO | Terminal Objectives: At the end of training, the learner will be able to... |
|--------------------|-------|-----------|---|
| Advanced | 5 + 6 | TO 34 -53 | <ul style="list-style-type: none"> • Be understood at all times even though an accent may be present • Use all common grammatical structures with ease • Use more complex grammatical structures with relative ease, though they may need to pause for planning • Express both concrete and abstract ideas with good fluency • Draw on precise and varied vocabulary related to topics of both work and general interest • Deal with unknown topics creatively • Follow all conversations even if s/he does not understand every word. |

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

2.6.2STEP 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

ANNEX A - APPENDIX 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.

Teacher

Date

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 | <input type="checkbox"/> |

| | |
|--|--------------------------|
| well understood | |
| 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

ANNEX A - APPENDIX 5
RAPPORT DE PROGRÈS / PROGRESS REPORT

RAPPORT DE PROGRÈS /PROGRESS REPORT
Formation à temps partiel / Part-time training

| | |
|--|--|
| Apprenant / Learner <input style="width: 90%;" type="text"/> | Ministère / Department <input style="width: 90%;" type="text"/> |
| Période de formation / Training period De / From <input style="width: 40%;" type="text"/> À / To <input style="width: 40%;" type="text"/> | |
| Resources enseignant / Teacher <input style="width: 90%;" type="text"/> | Courriel / Email <input style="width: 90%;" type="text"/> |
| Groupe / group <input type="checkbox"/> Individuelle/individual <input type="checkbox"/> | Choisissez le niveau/ Select the level <input style="width: 80%;" type="text"/> Niveau / Level |
| École / School <input style="width: 90%;" type="text"/> | Conseiller pédagogique / Pedagogical advisor Téléphone / Telephone <input style="width: 40%;" type="text"/> |

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

| | |
|---|--|
| Objectifs couverts pendant cette période de formation / Objectives covered during this training period. <div style="border: 1px solid black; height: 60px; width: 100%;"></div> | |
| L'apprenant / The learner <div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> 1. A atteint les objectifs de la session / Has achieved the session objectives 2. A progressé mais n'a pas atteint les objectifs de la session / Has progressed but not achieved the session objectives 3. N'a pas progressé de façon significative / Has not made significant progress </div> <div style="width: 15%; text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> </div> | |
| Commentaires / Comments (Justification obligatoire pour les cotes 2 et 3/ Justification required for ratings 2 and 3) <div style="border: 1px solid black; height: 20px; width: 100%;"></div> | |
| Forces / Strengths <input style="width: 90%;" type="text"/> | |
| À travailler / Further work <input style="width: 90%;" type="text"/> | |
| Autres / Other <input style="width: 90%;" type="text"/> | |
| Niveau recommandé pour la prochaine session / Recommended level for the next training session <div style="text-align: right;"> Choisissez le niveau/ Select the level <input style="width: 80%;" type="text"/> Niveau / Level </div> | |
| Ressource enseignante / Teaching Resource <input style="width: 40%;" type="text"/> | Date <input style="width: 40%;" type="text"/> |

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

| | | |
|--|---|--|
| Nom / Name <input style="width: 90%;" type="text"/> | École / School <input style="width: 90%;" type="text"/> | Groupe / Group <input style="float: right;" type="checkbox"/> |
| Ministère / Department <input style="width: 90%;" type="text"/> | Étape / Step : (menu) <input style="width: 90%;" type="text"/> | Individuel / Individual <input style="float: right;" type="checkbox"/> |

1^{er} mois / 1st month:

OBJECTIFS du mois / This month's OBJECTIVES

(Listez les objectifs couverts 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 | <input type="checkbox"/> |
| 2. A progressé mais n'a pas atteint les objectifs / Has progressed but not achieved the objectives | <input type="checkbox"/> |
| 3. N'a pas progressé de façon significative / Has not made significant progress | <input type="checkbox"/> |

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

Conseiller ou conseillère pédagogique
 /Pedagogical advisor

Signature et/and date

| | |
|--|--|
| | |
|--|--|

Signature et/and date

| | |
|--|--|
| | |
|--|--|

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 | <input type="checkbox"/> |
| 2. A progressé mais n'a pas atteint les objectifs / Has progressed but not achieved the objectives | <input type="checkbox"/> |
| 3. N'a pas progressé de façon significative / Has not made significant progress | <input type="checkbox"/> |

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

Conseiller ou conseillère pédagogique
/Pedagogical advisor

Signature et/and date

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
- Communication

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

1.4 Other

Philosophy
Arts / theatre / performing arts
History

Political science
Social sciences
Theology
Psychology
Anthropology
Sociology
Law

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

ANNEX A – APPENDIX 7

TEMPLATE – WEEKLY PLANNING FULL TIME TRAINING

| | | |
|---------------------|------------------|----------------------|
| Group: | School: | Teacher(s): |
| Training objective: | Room: | |
| Week: from to | School Phone # : | Pedagogical Advisor: |

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|----------------------|--------|---------|-----------|----------|--------|
| Lesson objective(s): | | | | | |
| Period 1 | | | | | |
| Period 2 | | | | | |
| 15 minutes | BREAK | | | | |
| Period 3 | | | | | |
| Period 4 | | | | | |
| 1 hour | LUNCH | | | | |
| Period 5 | | | | | |
| Period 6 | | | | | |
| 15 minutes | BREAK | | | | |
| Period 7 | | | | | |

Notes :

ANNEX A – APPENDIX 8

TEMPLATE – SESSION PLAN FULL TIME TRAINING

Session Plan – Step ____

Full time training

Group:

Pedagogical Advisor:

Teaching Resources: 1.

2.

Session start date:

Session end date:

| Dates – Objectives studied | Week | Description |
|----------------------------|------|-------------|
| From... to... | 1 | |
| | 2 | |
| TO | 3 | |
| | 4 | |
| Du...au... | 5 | |
| | 6 | |
| TO | 7 | |
| | 8 | |
| From...to... | 9 | |
| | | |
| TO | 10 | |
| | | |
| From...to...: | 11 | |
| Consolidation | 12 | |

Exemples of activities to include in the calendar:

- training objectives /step
- consolidation periods
- pre-SLE preparation
- SLE suggestion dates (Reading, Writing, TOP)
- progress tests dates
- recommendation report
- other key activities
- progress monitoring activities
- holidays
- satisfaction questionnaire
- others

ANNEX A – APPENDIX 9
PLANNING : PART-TIME GROUP

| | | | |
|----------|----------------------|-------------------|--|
| Group: | School: | Contact phone # : | |
| Teacher: | Pedagogical Advisor: | | |

| | | | | |
|---|----------|----------|----------|----------|
| | 1 | 2 | 3 | 4 |
| Group: | | | | |
| Date: | | | | |
| Objective | | | | |
| Warm-up __min | | | | |
| Language Function | | | | |
| ACTIVITIES __min | | | | |
| REVIEW AND CONSOLIDATION __min | | | | |
| Language Function | | | | |
| ACTIVITIES __min | | | | |
| QUESTIONS : INDIVIDUAL WORK __min | | | | |

Notes :

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.

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.

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.

1. Firm all-inclusive hourly rate per learner offer (streams 1 to 6)

Offerors must provide firm all-inclusive hourly rate per learner for work stream (s) 1 to 6 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

1.1 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 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 per learner (for evaluation purposes) | Annual estimate of the number of learners (for evaluation purposes) | Total |
| Initial period of the Standing Offer | | | | |
| Year 1 | \$ | 450 | 460 | \$ |
| Year 2 | \$ | 450 | 460 | \$ |
| Option period | | | | |
| Option period 1 | \$ | 450 | 460 | \$ |
| Option period 2 | \$ | 450 | 460 | \$ |
| Option period 3 | \$ | 450 | 460 | \$ |

| Full-Time group training in ENGLISH at the Offeror's premises | | | | |
|--|-----------|------------|-----------|-----------|
| Initial period of the Standing Offer | | | | |
| Year 1 | \$ | 450 | 10 | \$ |
| Year 2 | \$ | 450 | 10 | \$ |
| Option period | | | | |
| Option period 1 | \$ | 450 | 10 | \$ |
| Option period 2 | \$ | 450 | 10 | \$ |
| Option period 3 | \$ | 450 | 10 | \$ |

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

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

The difference between the fixed all-inclusive hourly rate per learner for training in French and English, for each year of the initial period and for each option period, must not exceed 5%.

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 per learner (for evaluation purposes) | Annual estimate of the number of learners (for evaluation purposes) | Total |
| Initial period of the Standing Offer | | | | |
| Year 1 | \$ | 72 | 1470 | \$ |
| Year 2 | \$ | 72 | 1470 | \$ |
| Option period | | | | |
| Option period 1 | \$ | 72 | 1470 | \$ |
| Option period 2 | \$ | 72 | 1470 | \$ |
| Option period 3 | \$ | 72 | 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 | \$ | 72 | 170 | \$ |
| Year 2 | \$ | 72 | 170 | \$ |
| Option period | | | | |
| Option period 1 | \$ | 72 | 170 | \$ |
| Option period 2 | \$ | 72 | 170 | \$ |
| Option period 3 | \$ | 72 | 170 | \$ |

| | | | | |
|--|--|--|--|-----------|
| Total evaluated price for Work Stream 2 | | | | \$ |
|--|--|--|--|-----------|

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

Proposed prices must apply to Tier 1 and Tier 2. If different prices are offered for each Tier, the offer will be considered non-responsive.

The difference between the fixed all-inclusive hourly rate per learner for training in French and English, for each year of the initial period and for each option period, must not exceed 5%.

Table 3: **Work Stream 3**

| Part-Time group 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 per learner (for evaluation purposes) | Annual estimate of the number of learners (for evaluation purposes) | Total |
| Initial period of the Standing Offer | | | | |
| Year 1 | \$ | 72 | 1770 | \$ |
| Year 2 | \$ | 72 | 1770 | \$ |
| Option period | | | | |
| Option period 1 | \$ | 72 | 1770 | \$ |
| Option period 2 | \$ | 72 | 1770 | \$ |
| Option period 3 | \$ | 72 | 1770 | \$ |

| Part-Time group training in ENGLISH at the Federal Institution | | | | |
|---|----|----|-----|----|
| Initial period of the Standing Offer | | | | |
| Year 1 | \$ | 72 | 280 | \$ |
| Year 2 | \$ | 72 | 280 | \$ |
| Option period | | | | |
| Option period 1 | \$ | 72 | 280 | \$ |
| Option period 2 | \$ | 72 | 280 | \$ |
| Option period 3 | \$ | 72 | 280 | \$ |

| | | | | |
|--|--|--|--|-----------|
| Total evaluated price for Work Stream 3 | | | | \$ |
|--|--|--|--|-----------|

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

Proposed prices must apply to Tier 1 and Tier 2. If different prices are offered for each Tier, the offer will be considered non-responsive.

The difference between the fixed all-inclusive hourly rate per learner for training in French and English, for each year of the initial period and for each option period, must not exceed 5%.

Table 4: **Work Stream 4**

| 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 per learner (for evaluation purposes) | Annual estimate of the number of learners (for evaluation purposes) | Total |
| Initial period of the Standing Offer | | | | |
| Year 1 | \$ | 450 | 340 | \$ |
| Year 2 | \$ | 450 | 340 | \$ |
| Option period | | | | |
| Option period 1 | \$ | 450 | 340 | \$ |
| Option period 2 | \$ | 450 | 340 | \$ |
| Option period 3 | \$ | 450 | 340 | \$ |

| Full-Time training in ENGLISH at the Offeror's premises | | | | |
|--|----|-----|----|----|
| Initial period of the Standing Offer | | | | |
| Year 1 | \$ | 450 | 25 | \$ |
| Year 2 | \$ | 450 | 25 | \$ |
| Option period | | | | |
| Option period 1 | \$ | 450 | 25 | \$ |
| Option period 2 | \$ | 450 | 25 | \$ |
| Option period 3 | \$ | 450 | 25 | \$ |

| | | | | |
|--|--|--|--|-----------|
| Total evaluated price for Work Stream 4 | | | | \$ |
|--|--|--|--|-----------|

1.5 Offerors must provide prices for Work Stream 5 in its entirety in order to be considered for this work stream.

Proposed prices must apply to Tier 1 and Tier 2. If different prices are offered for each Tier, the offer will be considered non-responsive.

The difference between the fixed all-inclusive hourly rate per learner for training in French and English, for each year of the initial period and for each option period, must not exceed 5%.

Table 5: **Work Stream 5**

| 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 per learner (for evaluation purposes) | Annual estimate of the number of learners (for evaluation purposes) | Total |
| Initial period of the Standing Offer | | | | |
| Year 1 | \$ | 72 | 360 | \$ |
| Year 2 | \$ | 72 | 360 | \$ |
| Option period | | | | |
| Option period 1 | \$ | 72 | 360 | \$ |
| Option period 2 | \$ | 72 | 360 | \$ |
| Option period 3 | \$ | 72 | 360 | \$ |

| Part-Time training in ENGLISH at the Offeror's premises | | | | |
|--|----|----|-----|----|
| Initial period of the Standing Offer | | | | |
| Year 1 | \$ | 72 | 140 | \$ |
| Year 2 | \$ | 72 | 140 | \$ |
| Option period | | | | |
| Option period 1 | \$ | 72 | 140 | \$ |
| Option period 2 | \$ | 72 | 140 | \$ |
| Option period 3 | \$ | 72 | 140 | \$ |

| | | | | |
|--|--|--|--|-----------|
| Total evaluated price for Work Stream 5 | | | | \$ |
|--|--|--|--|-----------|

1.6 Offerors must provide prices for Work Stream 6 in its entirety in order to be considered for this work stream.

Proposed prices must apply to Tier 1 and Tier 2. If different prices are offered for each Tier, the offer will be considered non-responsive.

The difference between the fixed all-inclusive hourly rate per learner for training in French and English, for each year of the initial period and for each option period, must not exceed 5%.

Table 6: **Work Stream 6**

| 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 per learner (for evaluation purposes) | Annual estimate of the number of learners (for evaluation purposes) | Total |
| Initial period of the Standing Offer | | | | |
| Year 1 | \$ | 72 | 440 | \$ |
| Year 2 | \$ | 72 | 440 | \$ |
| Option period | | | | |
| Option period 1 | \$ | 72 | 440 | \$ |
| Option period 2 | \$ | 72 | 440 | \$ |
| Option period 3 | \$ | 72 | 440 | \$ |

| Part-Time training in ENGLISH at the Federal Institution | | | | |
|---|----|----|-----|----|
| Initial period of the Standing Offer | | | | |
| Year 1 | \$ | 72 | 225 | \$ |
| Year 2 | \$ | 72 | 225 | \$ |
| Option period | | | | |
| Option period 1 | \$ | 72 | 225 | \$ |
| Option period 2 | \$ | 72 | 225 | \$ |
| Option period 3 | \$ | 72 | 225 | \$ |

| | | | | |
|--|--|--|--|-----------|
| Total evaluated price for Work Stream 6 | | | | \$ |
|--|--|--|--|-----------|

2. Fixed all-inclusive offer (Stream 7)

Offerors must propose all-inclusive fixed rates per learner for stream 7 for which they present an offer and include it in their financial offer.

All-inclusive fixed rates by learner must include, as a minimum:

1. preparation and supply of deliverables;
2. work of the evaluator(s) to perform the placement tests and their revision (if applicable);
3. offeror's facilities, if applicable;
4. travel expenses incurred by the offeror's resources to carry out work (if applicable).

2.1 Offerors must provide prices for all of Work Stream 7 to be considered for it.

Proposed prices must apply to Tier 1 and Tier 2. If different prices are offered for each Tier, the offer will be considered non-responsive.

The difference between the all-inclusive fixed rate per learner for the placement test for French language training and English language training, for each year of the initial period and for each option period, must not exceed 5%.

Table 7: **Work Stream 7**

| Placement test for FRENCH language training | | | |
|--|--|---|-----------------------|
| Column A | Column B | Column C | Column D (BxC) |
| Périod | Firm all-inclusive rate per learner | Estimate of the number learners per year (for evaluation purposes) | Total |
| Initial period of the Standing Offer | | | |
| Year 1 | \$ | 600 | \$ |
| Year 2 | \$ | 600 | \$ |
| Option period | | | |
| Option period 1 | \$ | 600 | \$ |
| Option period 2 | \$ | 600 | \$ |
| Option period 3 | \$ | 600 | \$ |

| Placement test for ENGLISH language training | | | |
|---|----|----|----|
| Initial period of the Standing Offer | | | |
| Year 1 | \$ | 35 | \$ |
| Year 2 | \$ | 35 | \$ |
| Option period | | | |
| Option period 1 | \$ | 35 | \$ |
| Option period 2 | \$ | 35 | \$ |
| Option period 3 | \$ | 35 | \$ |

| | |
|--|-----------|
| Total evaluated price for Work Stream 7 | \$ |
|--|-----------|

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 Streams 1 and 2 (Group training at the Offeror's premises)

| If notice of at least : | The Offeror will be paid |
|--------------------------------|---------------------------------|
| 10 working days or more | \$0 |
| Less than 10 business days | 100% de la valeur de la session |

3.1.2 Work Stream 3 (Part-Time group training at a 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 the training hours provided for in the call-up for all learners in the group within the next 10 business days indicated in the call-up. At the request of the Identified User, these training hours must be provided by the Offeror. |

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

| 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. |

3.1.3 Work Stream 4, 5 and 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 the training hours provided for in the call-up within the next 10 business days indicated in the call-up. At the request of the Identified User, these training hours must be provided by the Offeror. |

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 (Part-time 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 the training hours provided for in the call-up for all learners in the group within the next 10 business days indicated in the call-up. At the request of the Identified User, these training hours must be provided by the Offeror. |

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 the training hours provided for in the call-up within the next 10 business days indicated in the call-up. At the request of the Identified User, these training hours must be provided by the Offeror. |

4. Replacement / addition of learners in a group (streams 1 to 3)

- 4.1 There should be no addition of any Learners after the commencement of training unless the Contractor's capacity permits, meaning that the maximum capacity of the group is not reached.
- 4.2 A learner may be replaced following a cancellation after the start of the training if the substitute learner is of the same level as the replaced learner (the candidate will have to demonstrate that he/she is of the same level as the replaced learner by providing a placement test report or self-assessment, as the case may be).

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



EN578-191886

 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: | | 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 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"/> | | | |
| | | PROTECTED A PROTÉGÉ A <input type="checkbox"/> | |
| | | PROTECTED B PROTÉGÉ B <input type="checkbox"/> | |
| | | PROTECTED C PROTÉGÉ C <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"/> | |



Government of Canada
Gouvernement du Canada

COMMON-PS-SRCL#32

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 ☐ Yes
Non 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 ☐ Yes
Non Oui

Short Title(s) of material / Titre(s) abrégé(s) du matériel :

Document Number / Numéro du document :

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

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



RELIABILITY STATUS
COTE DE FIABILITÉ



CONFIDENTIAL
CONFIDENTIEL



SECRET
SECRET



TOP SECRET
TRÈS SECRET



TOP SECRET - SIGINT
TRÈS SECRET - SIGINT



NATO CONFIDENTIAL
NATO CONFIDENTIEL



NATO SECRET
NATO SECRET



COSMIC TOP SECRET
COSMIC TRÈS SECRET



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 ☐ Yes
Non Oui

If Yes, will unscreened personnel be escorted?

Dans l'affirmative, le personnel en question sera-t-il escorté?

☒ No ☐ Yes
Non 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 ☒ Yes
Non 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 ☐ Yes
Non 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 ☐ Yes
Non 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 ☒ Yes
Non 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 ☐ Yes
Non Oui



Government of Canada
Gouvernement du Canada

COMMON-PS-SRCL#32

Contract Number / Numéro du contrat

EN578-191887

Security Classification / Classification de sécurité
UNCLASSIFIED

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

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

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:

- All call-ups/contracts issued during the period in question;
- 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.
- 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

- 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.
- 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.
- 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.
- Some fields in the utilization report template have pull down lists. Suppliers must select from the pull down lists provided.
- 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.
- 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.
- 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.
- 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/gdrrrdt-squrrc-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.SPSVAAutorite-PASSSAAuthority.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.SPSVAAutorite-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 |

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.AchatsFormationLing-LangTrainingProcurement.PWGSC@tpsgc-pwgsc.gc.ca |
| Learning Services: | servicesApprentissageOCAMA-LearningServicesSOSA@tpsgc-pwgsc.gc.ca |
| PASS-SA: | TPSGC.SPSVAAutorite-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.:

| |
|--|
| |
| |
| |
| |

Language Training

| Reporting Period | T3-Oct-Dec 18-19 / Q3-Oct-Dec 18-19 |
|------------------|-------------------------------------|
| SO Number | |
| New Activity | |

| | |
|---|--------|
| Total Utilization Value for the Period: | \$0.00 |
|---|--------|

[illegible]

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

Solicitation No. - N° de l'invitation
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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 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)

ANNEX F to PART 4 OF THE REQUEST FOR STANDING OFFERS

TECHNICAL EVALUATION CRITERIA

| SUMMARY OF EVALUATION PROCESS | | |
|--|----------------|-------------------------|
| Mandatory Criteria Met? | Yes / No | |
| M1: Facilities and location, individual training | Yes / No | |
| M2: Facilities and location, group training | Yes / No | |
| M3: Experience in full-time group training | Yes / No | |
| M4: Experience in part-time group training | Yes / No | |
| M5: Experience in full-time individual training | Yes / No | |
| M6: Experience in part-time individual training | Yes / No | |
| M7: Pedagogical advisors | Yes / No | |
| M8: Standardized placement tests | Yes / No | |
| M9: Experience with placement tests | Yes / No | |
| M10: Evaluators | Yes / No | |
| Point Rated Criteria – Written Proposal | Maximum Points | Minimum Points Required |
| R1 Human Resource Plan | 12 | 8 |
| R2 Quality Control Plan | 8 | 5 |
| R3: Experience in full-time group training | 3 | 1 |
| R4: Experience in part-time group training | 3 | 1 |
| R5: Experience in full-time individual training | 3 | 1 |
| R6: Experience in part-time individual training | 3 | 1 |
| R7: Standardized placement test tool and proposed methodology for administering it | 12 | 8 |
| R8: Quality control plan for placement tests | 6 | 4 |
| R9: Management of human resources for placement tests | 8 | 6 |

Definition

Training: second language training (French and/or English) to adult learners.

MANDATORY TECHNICAL CRITERIA

INSTRUCTIONS:

Each mandatory criterion applies to certain streams. Based on the stream for which the Offeror is submitting an offer, the Offeror must meet the mandatory criteria that are applicable to those streams. The table below provides a summary of how the mandatory criteria are applied by stream.

| STREAM FOR WHICH A BID HAS BEEN SUBMITTED | APPLICABLE MANDATORY CRITERIA |
|--|---|
| Stream 1: Full-time Group Training, in English or French, on the Offeror's Premises | M2: Facilities and location, group training M3: Experience in full-time group training M7: Pedagogical advisors |
| Stream 2: Part-time Group Training, in English or French, on the Offeror's Premises | M2: Facilities and location, group training M4: Experience in part-time group training M7: Pedagogical advisors |
| Stream 3: Part-time Group Training, in English or French, at a Federal Institution | M4: Experience in part-time group training M7: Pedagogical advisors |
| Stream 4: Full-time Individual Training, in English or French, on the Offeror's Premises | M1: Facilities and location, individual training M5: Experience in full-time individual training M7: Pedagogical advisors |
| Stream 5: Part-time Individual Training, in English or French, on the Offeror's Premises | M1: Facilities and location, individual training M6: Experience in part-time individual training M7: Pedagogical advisors |
| Stream 6: Part-time Individual Training, in English or French, at a Federal Institution | M6: Experience in part-time individual training M7: Pedagogical advisors |
| Stream 7: Language training placement tests | M8: Standardized placement tests M9: Experience with placement tests M10: Evaluators |

M1: Facilities and location, individual training

This mandatory criterion applies to Offerors submitting an offer for streams 4 and 5 only.

The Offeror must demonstrate its ability to deliver training at its facilities. Its premises must be located within a radius of 25 km from the centre of the Ottawa River behind the Parliament Building on Wellington Street, Ottawa, Ontario. The Offeror must have a minimum of 15 classrooms available per stream that it wishes to qualify for.

Classrooms must be separated and have a door. Each classroom must include all the furnishings and materials needed for language training i.e. wall board, chalk or markers, tables and chairs for the learners and the teaching resource, appropriate lighting, heating, air conditioning and a space to store coats and other personal belongings. The classrooms must allow learners and teaching resources to move about easily at all times. Materials must be in good condition and of standard quality. The classrooms should have windows with direct access to daylight. Learners must have access to restrooms located on the same floor as the classroom.

Each classroom must have the following operational computer equipment:

1. A desktop or laptop computer (must be able to support training-related tasks)
2. High-speed Internet access with unlimited transfer capacity and a minimum connection speed of 12 Mbit/s.
3. Protected wireless Internet access (Wi-Fi) to enable learners to use training materials on their portable or mobile devices.
4. Access to a photocopier.

The Offeror must provide the following information to demonstrate its compliance to criterion M1:

- a) The address of at least one of its facilities located within the above radius;
- b) The number of classrooms available at each of its facilities;
- c) The name and contact information of a contact person for organizing classroom visits by an evaluating team.

In order to evaluate this mandatory criterion, Canada will proceed to visits, prior to the issuance of standing offers, to ensure the compliance of the classrooms proposed. The standing offer authority or representative will contact the Offeror by email for a classroom visit. Once this visit request is received, the Offeror should reply within two working days with its availability (or non-availability). If no reply is received within two working days, a single follow-up will be sent by the standing offer authority or representative. The Offeror must then reply within two working days. If this deadline is not respected, the mandatory criterion will be deemed non-responsive.

M2: Facilities and location, group training

This mandatory criterion applies to Offerors submitting an offer for streams 1 and 2 only.

The Offeror must demonstrate its ability to deliver training at its facilities. Its premises must be located within a radius of a 10 km radius from the centre of the Ottawa River behind the Parliament Building on Wellington Street, Ottawa, Ontario. The Offeror must have a minimum of 5 classrooms available per stream that it wishes to qualify for.

Classrooms must be separated and have a door. Each classroom must include all the furnishings and materials needed for language training i.e. wall board, chalk or markers, tables and chairs for the learners and the teaching resource, appropriate lighting, heating, air conditioning and a space to store coats and other personal belongings. The classrooms must allow learners and teaching resources to move about easily at all times. They must also allow for group activities to be carried out in a safe manner. Materials must be in good condition and of standard quality. The classrooms should have windows with direct access to daylight. Learners must have access to restrooms located on the same floor as the classroom.

Each classroom must have the following operational computer equipment:

1. A desktop or laptop computer (must be able to support training-related tasks)
2. High-speed Internet access with unlimited transfer capacity and a minimum connection speed of 12 Mbit/s.
3. Protected wireless Internet access (Wi-Fi) to enable learners to use training materials on their portable or mobile devices.
4. A multimedia projector or other method for presenting on a large screen that is a minimum of 40 inches in size.
5. Access to a photocopier.

The Offeror must provide the following information to demonstrate its compliance to criterion M2:

- a) The address of at least one of its facilities located within the above radius;
- b) The number of classrooms available at each of its facilities;
- c) The name and contact information of a contact person for organizing classroom visits by an evaluating team.

In order to evaluate this mandatory criterion, Canada will proceed to visits, prior to the issuance of standing offers, to ensure the compliance of the classrooms proposed. The standing offer authority or representative will contact the Offeror by email for a classroom visit. Once this visit request is received, the Offeror should reply within two working days with its availability (or non-availability). If no reply is received within two working days, a single follow-up will be sent by the standing offer authority or representative. The Offeror must then reply within two working days. If this deadline is not respected, the mandatory criterion will be deemed non-responsive.

Table 1 – Offeror's facilities and location

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

| Table 1 - Offeror's facilities and location | |
|---|--|
| Offeror Name: | |
| Facility Address: | |
| Person(s) to contact and contact information for the visit of the Offeror's premises | |
| Number of classrooms available by type of training at this location: | |
| Total number of classrooms for group training: _____ | |
| Total number of classrooms for individual training: _____ | |

Offerors may add additional information as necessary to Table 1 above if deemed necessary.

M3: Experience in full-time group training

This mandatory criterion applies to Offerors submitting an offer for stream 1 only.

The Offeror must demonstrate a minimum of 5,000 hours of experience providing full-time¹ group² training in second language (French and/or English) to adults since January 2013. To demonstrate this experience, the Offeror must submit one or more training projects. Each training project must meet all of the following requirements:

- a) Providing full-time group training since January 2013;
- b) Use of a minimum of one language training program;
- c) English Second Language (ESL) and/or French Second Language (FSL) training;
- d) Training was delivered to adults;
- e) Training was delivered by a teaching resource;
- f) Training was supervised by a pedagogical advisor.

A maximum of ten different training projects providing full-time group training will be taken into account for this mandatory criterion. If the Offeror submits more than ten training projects, only the first ten, in order of presentation, will be evaluated.

For each training project submitted by the offeror, valid contact information of a reference, in the client organization, must be submitted.

M4: Experience in part-time group training

This mandatory criterion applies to Offerors submitting an offer for streams 2 and 3 only.

The Offeror must demonstrate a minimum of 5,000 hours of experience providing part-time³ group⁴ training in second language (French and/or English) to adults since January 2013. To demonstrate this experience, the Offeror must submit one or more training projects. Each training project must meet all of the following requirements:

- a) Providing part-time group training since January 2013;
- b) Use of a minimum of one language training program;
- c) English Second Language (ESL) and/or French Second Language (FSL) training;
- d) Training was delivered to adults;
- e) Training was delivered by a teaching resource;
- f) Training was supervised by a pedagogical advisor.

A maximum of ten different training projects providing part-time group training will be taken into account for this mandatory criterion. If the Offeror submits more than ten training projects, only the first ten, in order of presentation, will be evaluated.

For each training project submitted by the offeror, valid contact information of a reference, in the client organization, must be submitted.

¹ Training is defined as full-time when it is at least 22.5 hours per week.

² A group is defined as being at least 2 learners

³ Training is defined as part-time when it is less 22.5 hours per week.

⁴ A group is defined as being at least 2 learners

M5: Experience in full-time individual training

This mandatory criterion applies to Offerors submitting an offer for stream 4 only.

The Offeror must demonstrate a minimum of 10,000 hours of experience providing full-time⁵ individual training in second language (French and/or English) to adults since January 2013. To demonstrate this experience, the Offeror must submit one or more training projects. Each training project must meet all of the following requirements:

- a) Providing full-time individual training since January 2013;
- b) Use of a minimum of one language training program;
- c) English Second Language (ESL) and/or French Second Language (FSL) training;
- d) Training was delivered to adults;
- e) Training was delivered by a teaching resource;
- f) Training was supervised by a pedagogical advisor.

A maximum of ten different training projects providing full-time individual training will be taken into account for this mandatory criterion. If the Offeror submits more than ten training projects, only the first ten, in order of presentation, will be evaluated.

For each training project submitted by the offeror, valid contact information of a reference, in the client organization, must be submitted.

M6: Experience in part-time individual training

This mandatory criterion applies to Offerors submitting an offer for streams 5 and 6 only.

The Offeror must demonstrate a minimum of 5,000 hours of experience providing part-time⁶ individual training in second language (French and/or English) to adults since January 2013. To demonstrate this experience, the Offeror must submit one or more training projects. Each training project must meet all of the following requirements:

- a) Providing part-time individual training since January 2013;
- b) Use of a minimum of one language training program;
- c) English Second Language (ESL) and/or French Second Language (FSL) training;
- d) Training was delivered to adults;
- e) Training was delivered by a teaching resource;
- f) Training was supervised by a pedagogical advisor.

A maximum of ten different training projects providing part-time individual training will be taken into account for this mandatory criterion. If the Offeror submits more than ten training projects, only the first ten, in order of presentation, will be evaluated.

For each training project submitted by the offeror, valid contact information of a reference, in the client organization, must be submitted.

⁵ Training is defined as full-time when it is at least 22.5 hours per week.

⁶ Training is defined as part-time when it is less than 22.5 hours per week.

Table 2 - Template of a training project for the experience of the Offeror

The Offeror must provide the information required in mandatory criteria C3 through C6. Table 2 below has been provided to assist with presenting this information.

| Table 2 - Template of a training project for the experience of the Offeror | | | |
|---|---|--|----------------------------|
| The number/name of the experience (for easy identification): | | | |
| Experience to consider in the stream: | | | |
| Offeror's Name: | | | |
| Client Organization to whom the Training was delivered: | | | |
| The name, title, and valid contact information of the client (who can confirm the experience): | | | |
| Language of the Training delivered: | French <input type="checkbox"/> English <input type="checkbox"/> | Number of hours of training per week and number of weeks: | _____ hours _____ weeks |
| Start Date of Training delivered (month/year): | | End Date of Training delivered (month/year): | |
| Describe the Training delivered (e.g. number of learners, group or individual training, group size, type of learners (adults or others), at the client location or offeror's location, delivery method, supervised by a pedagogical advisor, etc.) | | | |
| | | | |
| Describe the language training program used: | | | |
| | | | |

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

M7: Pedagogical Advisors

This mandatory criterion applies to Offerors submitting an offer for streams 1 to 6 only.

In its offer, the Offeror must propose a different pedagogical advisor for each type of training for which the Offeror is submitting an offer (see Table M7-A). For example, if an Offeror submits an offer for streams 1, 2 and 3, the Offeror must propose a minimum of 2 pedagogical advisors.

Table M7-A

| Training type | Streams | Minimum number of pedagogical advisors |
|-------------------------------|-----------------|--|
| Full-time group training | Stream 1 | 1 |
| Part-time group training | Streams 2 and 3 | 1 |
| Full-time individual training | Stream 4 | 1 |
| Part-time individual training | Streams 5 and 6 | 1 |

To be considered compliant, all pedagogical advisors must have the education and experience described in Table 1 or Table 2 below:

Table 1

| | | |
|--|---|--|
| 1. Education | | |
| a) A bachelor's degree from a recognized Canadian university | | |
| AND | | |
| 2. Supervisory experience | | |
| a) A minimum of 2,400 hours of experience since January 2010 supervising at least 5 teaching resources at the same time. | | |
| AND | | |
| 3. Teaching experience: One of the three following options (a) b) or c)): | | |
| a) At least 4,800 hours of experience since January 2010 teaching French and/or English as a second language to adults. | b) At least 7,200 hours of experience since January 2005 teaching French and/or English as a second language to adults. | c) At least 9,600 hours of experience teaching French and/or English as a second language to adults. |

OR

Table 2

| | |
|--|---|
| 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 of the Statement of Work. If the bachelor's degree is not listed in this appendix, it is the Offeror's responsibility to demonstrate its link to second-language training. | b) A bachelor's degree from a recognized Canadian university. AND A certificate (from an accredited Canadian institution) listed in Appendix 6 of the Statement of Work. If the certificate is not listed in this appendix, it is the Offeror's responsibility to demonstrate its link to second-language training. |

AND

| 2. Supervisory experience | | |
|--|---|--|
| a) A minimum of 1,200 hours of experience since January 2010 supervising at least 5 teaching resources at the same time. | | |
| AND | | |
| 3. Teaching experience: One of the three following options (a) b) or c)): | | |
| a) At least 3,600 hours of experience since January 2010 teaching English and/or French as a second language to adults. | d) At least 6,000 hours of experience since January 2005 teaching English and/or French as a second language to adults. | e) At least 8,400 hours of experience teaching English and/or French as a second language to adults. |

1. Education:

As proof of education, the Offeror must submit, for each proposed pedagogical Advisor, an original document or a certified true copy of the original. The copy to the original must be certified by the Offeror or a commissioner for oaths, confirming the level of education of each pedagogical Advisor.

Supporting documents listed above should be included with the offer at time of the solicitation closing date. However, if the documents are not submitted with the offer as requested, the Standing Offer Authority will so inform the Offeror and provide the Offeror with a time frame within which to meet the requirement. Failure to comply with the request of the Standing Offer Authority and meet the requirement within that time period will result in the resource for which supporting documents are missing will be declared non-responsive.

2. Supervisory experience:

Only the experience obtained in a professional context will be accepted, experience acquired in an academic context (for example, an internship) will not be accepted.
 The Offeror must provide the following information to confirm the experience of each of the proposed pedagogical advisers:

- a) name of the client organization;
- b) name and telephone number and/or e-mail address of a contact person, in the client organization, who will be able to corroborate the information provided in the offer;
- c) total number of hours of experience as a pedagogical advisor for each pedagogical advisor experience demonstrated;
- d) start and end dates, i.e. from [month/year] to [month/year] for each pedagogical advisor experience demonstrated; and
- e) number of resources supervised while being a pedagogical advisor for each pedagogical advisor experience demonstrated.

3. Teaching experience:

Only the experience obtained in a professional context will be accepted, experience acquired in an academic context (for example, an internship) will not be accepted.
 The Offeror must provide the following information to confirm the experience of each of the proposed pedagogical advisers:

- a) name of the client organization;
- b) name and telephone number and/or e-mail address of a contact person, in the client organization, who will be able to corroborate the information provided in the offer;

- c) total number of hours of experience as a teaching resource for each teaching experience demonstrated;
- d) start and end dates, i.e. from [month/year] to [month/year] for each teaching experience demonstrated;
- e) Second language taught, as well as the type of clients (adult or other), for each experience demonstrated.

M8: Standardized placement tests

This mandatory criterion applies to Offerors submitting an offer for stream 7 only.

The Offeror must provide the standardized placement tools that it intends to use to evaluate the learners in French and/or English as a second language. These standardized placement tools must include an oral interview and one or more written tests.

M9: Experience with placement tests

This mandatory criterion applies to Offerors submitting an offer for stream 7 only.

The Offeror must provide at least 20 placement test reports for learners of French and/or English and who are taking full-time training. Of these 20 placement test reports 5 must have been prepared by the same evaluator. The reports must have been prepared in or after January 2013. Each report must mention:

- The date of the placement test report
- The target language
- The learner's starting point (step and/or objective)
- The target level of the learner
- The estimated number of hours in full-time group or individual training needed to reach the target level.
- The name of the evaluator

A maximum of 20 different reports will be considered for this mandatory criterion. If the Offeror lists more than 20 evaluation reports, only the first 20 (in the order they are presented) will be evaluated.

For each evaluation report submitted by the offeror, valid contact information for a reference, in the client organization, must be submitted.

M10: Evaluators

This mandatory criterion applies to Offerors submitting an offer for stream 7 only.

In its offer, the Offeror must propose one evaluator.
In order to be considered responsive, the evaluator must have the education and experience described in the following table.

| |
|---|
| 1. Education |
| A bachelor's degree from a recognized Canadian university. |
| AND |
| 2. Placement test experience |
| Since January 2013 at least 25 placement tests for full-time training must have been administered and a placement test report must have been prepared for each of them. |
| AND |
| 3. Teaching experience |
| At least 6,000 hours of experience since January 2010 teaching French and/or English as a second language to adults. |

1. Education:

The document listed above should be included with the offer at time of the solicitation closing date. However, if it is not submitted as requested, the contracting authority will inform the Offeror and provide the Offeror with a time frame within which to meet the requirement. Failure to meet the contracting authority's request and comply with the scheduled deadline will result in the resource for which the supporting document is missing being declared non-responsive.

2. Placement test experience

Only the experience obtained in a professional context will be accepted, experience acquired in an academic context (for example, an internship) will not be accepted.

To confirm the experience of the proposed evaluator, the Offeror must provide the following information for each placement test administered:

- a) Client organization name;
- b) Name and up-to-date telephone number and/or email address of a contact person, in the client organization, who will be able to corroborate the information provided in the offer;
- c) Second language evaluated during placement tests; and
- d) Administration date.

3. Teaching experience

Only the experience obtained in a professional context will be accepted, experience acquired in an academic context (for example, an internship) will not be accepted.

In order to confirm the experience of the proposed evaluator, the Offeror must provide the following information:

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

- a) Client organization name;
- b) Name and up-to-date telephone number and/or email address of a contact person, in the client organization, who will be able to corroborate the information provided in the offer;
- c) Number of hours of experience as a teaching resource for each demonstrated of experience;
- d) start and end dates (that is, "month/year to month/year") for each demonstrated experience; and
- e) Second language taught, type of clientele.

POINT-RATED TECHNICAL CRITERIA

INSTRUCTIONS:

Each point-rated criterion applies to certain streams. Based on the stream for which the Offeror is submitting an offer, the Offeror should meet the point-rated criteria that are applicable to those streams. The table below provides a summary of how the point-rated criteria are applied by stream.

| STREAM FOR WHICH A BID HAS BEEN SUBMITTED | APPLICABLE POINT-RATED CRITERIA |
|--|---|
| Stream 1: Full-time Group Training, in English or French, on the Offeror's Premises | R1: Human Resource Plan R2: Quality Control Plan R3: Experience in full-time group training |
| Stream 2: Part-time Group Training, in English or French, on the Offeror's Premises | R1: Human Resource Plan R2: Quality Control Plan R4: Experience in part-time group training |
| Stream 3: Part-time Group Training, in English or French, at a Federal Institution | R1: Human Resource Plan R2: Quality Control Plan R4: Experience in part-time group training |
| Stream 4: Full-time Individual Training, in English or French, on the Offeror's Premises | R1: Human Resource Plan R2: Quality Control Plan R5: Experience in full-time individual training |
| Stream 5: Part-time Individual Training, in English or French, on the Offeror's Premises | R1: Human Resource Plan R2: Quality Control Plan R6: Experience in part-time individual training |
| Stream 6: Part-time Individual Training, in English or French, at a Federal Institution | R1: Human Resource Plan R2: Quality Control Plan R6: Experience in part-time individual training |
| Stream 7 : Language training placement tests | R7: Standardized placement test tool and proposed methodology for administering it R8: Quality control plan for placement tests R9: Management of human resources for placement tests |

R1 – Human Resources Plan

The Offeror should provide a human resources plan including a description of the following elements. Each element must be explained to be considered in the evaluation.

This rated criteria applies to the Offeror submitting an offer for streams 1 through 6 only.

| Element | 0 points (criterion is not met) | 1 point (criterion is partially met) | 2 points (criterion is fully met) |
|---|--|--|---|
| Provide a recruitment and retention strategy for teaching resources and pedagogical advisors. | No recruitment and/or retention strategy was presented. | A limited recruitment and retention strategy was presented. | A clear recruitment and retention strategy was presented. |
| Provide your approach for verifying the language proficiency of pedagogical advisors and teaching resources in the two official languages (proficiency in the language taught and sufficient proficiency in the other official language). | No approach for verifying the language proficiency of pedagogical advisors and teaching resources is presented. OR The approach presented is insufficient: it does not allow proficiency to be verified in the language to be taught or in the other official language of all resources (pedagogical advisors and teaching resources). | The approach presented allows only a limited verification of proficiencies in the language to be taught and in the other official language of all resources (pedagogical advisors and teaching resources). | The approach presented allows a clear verification of proficiencies in the language to be taught and in the other official language of all resources (pedagogical advisors and teaching resources). |
| Present your approach for training and coaching new employees. | No approach for training and coaching new employees was presented. OR The presented approach for training and coaching new employees is insufficient: it does not describe methods for training and coaching new employees. | The approach presented describes limited methods for training and coaching new employees. | The approach presented is clear. It includes different methods for training and coaching new employees. |
| Present your approach to promote and support the ongoing professional | No ongoing professional development approach is proposed. OR | The approach proposed is limited (1 to 2 possibilities) with respect to the ongoing professional development | The approach proposed is clear: it demonstrates the existence of the ongoing professional development |

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

| | | | |
|---|---|--|--|
| development of pedagogical advisors and teaching resources. | The approach presented is insufficient: it does not demonstrate how we will promote and support the ongoing professional development of pedagogical advisors and/or teaching resources. | of pedagogical advisors and teaching resources. | (3 or more possibilities) of pedagogical advisors and teaching resources. |
| Provide the procedures in place to respond to a fluctuating demand of training services. | No procedure was provided to respond to a fluctuating demand of training services. OR Demonstrates several weaknesses or deficiencies that pose high risks to service delivery. | The procedures provided are unclear and partially address a fluctuating demand for training services. OR Minimal weaknesses or deficiencies that pose moderate risk to service delivery. | The procedures proposed for addressing a fluctuating demand for training services are clear. AND Low risk to service delivery. |
| Maximum possible points for the criterion R1: 10 Required minimum number of points for the criterion R1: 7 | | | |

R2 – Quality Control Plan

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

This rated criteria applies to the Offeror submitting an offer for streams 1 through 6 only.

| Element | 0 points (criterion is not met) | 1 point (criterion is partially met) | 2 points (criterion is fully met) |
|---|---|--|---|
| <p>Present the quality control and monitoring mechanisms to ensure the quality of training services provided.</p> <p>Included but not limited to:</p> <ul style="list-style-type: none"> • Learner satisfaction monitoring • Progress monitoring • Resource monitoring and training • Training material • Problem prevention | <p>No mechanism to control and monitor the quality of training services is proposed.</p> <p>OR</p> <p>The mechanism(s) presented is/are insufficient: they offer no quality control and/or monitoring of training services.</p> | <p>The mechanism(s) proposed is/are incomplete: they allow only limited monitoring of the quality of training services provided.</p> | <p>The proposed mechanism(s) ensure complete monitoring of the quality of the training and services provided.</p> |
| <p>Present your communication management approach with all stakeholders, including:</p> <ul style="list-style-type: none"> • Identified users • Standing offer authority • Learners • Offeror resources | <p>No communication management plan is proposed.</p> <p>OR</p> <p>The approach presented is insufficient: it does not present the communication management mechanisms with stakeholders.</p> | <p>The approach proposed is unclear: the communication management plan is limited.</p> | <p>The approach is clear and complete: it includes a clear and detailed communication management plan.</p> |
| <p>Provide the procedures for managing complaints regarding language training, such as resources, pedagogical material, premises, etc.</p> | <p>No procedure for addressing a complaint was presented.</p> <p>OR</p> <p>The procedures are insufficient: they do not allow complaints to be managed.</p> | <p>The procedures are unclear: they are limited or do not clearly demonstrate how the Offeror will manage complaints.</p> | <p>The procedures are clear: they clearly demonstrate how the Offeror will manage complaints.</p> |
| <p>Maximum possible points for the criterion C2: 6 Required minimum number of points for the criterion C2: 4</p> | | | |

| R3: Experience in full-time group training This rated criterion applies to Offerors submitting an offer for stream 1 only. | Point allocation (maximum 3 points) |
|--|--|
| <p>The Offeror should demonstrate its experience in delivering full-time⁷ group⁸ training in second language (French and/or English) to adults. The experience must meet all of the following requirements:</p> <ul style="list-style-type: none">a) Full-time group training delivered since January 2010;b) Use of a minimum of one language training program;c) English Second Language (ESL) and/or French Second Language (FSL) training;d) Training was delivered to adults;e) Training was delivered by a teaching resource;f) Training was supervised by a pedagogical advisor. <p>Examples of experience in delivering full-time group training submitted under mandatory criteria M3 will be used to evaluate this criterion. If the Offeror submits more than ten examples of training experience under M3, only the first ten, in order of presentation, will be evaluated.</p> <p>For each experience submitted by the offeror, the valid contact information of a reference must also be submitted.</p> | Less than 5,001 hours of experience demonstrated: 0 points |
| | <p>From 5,001 to 15,000 hours of experience demonstrated: 1 point</p> <p>One additional point for each additional 10,000 hours of experience demonstrated, up to a maximum of two additional points.</p> |

⁷ Training is defined as full-time when it is at least 22.5 hours per week.

⁸ A group is defined as being at least two learners

| R4: Experience in part-time group training This rated criterion applies to Offerors submitting an offer for streams 2 and 3 only. | Point allocation (maximum 3 points) |
|---|--|
| <p>The Offeror should demonstrate its experience in delivering part-time⁹ group¹⁰ training in second language (French and/or English) to adults. The experience must meet all of the following requirements:</p> <ul style="list-style-type: none"> a) Part-time group training delivered since January 2013; b) Use of a minimum of one language training program; c) English Second Language (ESL) and/or French Second Language (FSL) training; d) Training was delivered to adults; e) Training was delivered by a teaching resource; f) Training was supervised by a pedagogical advisor. <p>Examples of experience in delivering part-time group training submitted under mandatory criteria M4 will be used to evaluate this criterion. If the Offeror submits more than ten examples of training experience under M4, only the first ten, in order of presentation, will be evaluated.</p> <p>For each experience submitted by the offeror, the valid contact information of a reference, in the client organization, must also be submitted.</p> | <p>Less than 5,001 hours of experience demonstrated: 0 points</p> <p>From 5,001 to 15,000 hours of experience demonstrated: 1 point</p> <p>One additional point for each additional 10,000 hours of experience demonstrated, up to a maximum of two additional points.</p> |

| R5: Experience in full-time individual training This rated criterion applies to Offerors submitting an offer for stream 4 only. | Point allocation (maximum 3 points) |
|---|--|
| <p>The Offeror should demonstrate its experience in delivering full-time¹¹ individual training in second language (French and/or English) to adults. The experience must meet all of the the following requirements:</p> <ul style="list-style-type: none"> a) Full-time individual training delivered since January 2013; b) Use of a minimum of one language training program; c) English Second Language (ESL) and/or French Second Language (FSL) training; d) Training was delivered to adults; e) Training was delivered by a teaching resource; f) Training was supervised by a pedagogical advisor. <p>Examples of experience in delivering full-time individual training submitted under mandatory criteria M5 will be used to evaluate this criterion. If the Offeror submits more than ten examples of training experience in M5, only the first ten, in order of presentation, will be evaluated.</p> <p>For each experience submitted by the offeror, the valid contact information of a reference, in the client organization, must also be submitted.</p> | <p>Less than 10,001 hours of experience demonstrated: 0 points</p> <p>From 10,001 to 20,000 hours of experience demonstrated: 1 point</p> <p>One additional point for each additional 10,000 hours of experience demonstrated, up to a maximum of two additional points.</p> |

⁹ Training is defined as part-time when it is less than 22.5 hours per week.

¹⁰ A group is defined as being at least two learners

¹¹ Training is defined as full-time when it is at least 22.5 hours per week.

| R6: Experience in part-time individual training | Point allocation (maximum 3 points) |
|---|---|
| This rated criterion applies to Offerors submitting an offer for streams 5 and 6 only. | |
| The Offeror should demonstrate its experience in delivering part-time ¹² individual training in second language (French and/or English) to adults. The experience must meet all of the following requirements: | Less than 5,001 hours of experience demonstrated: 0 points |
| <ul style="list-style-type: none">a) Part-time individual training delivered since January 2013;b) Use of a minimum of one language training program;c) English Second Language (ESL) and/or French Second Language (FSL) training;d) Training was delivered to adults;e) Training was delivered by a teaching resource;f) Training was supervised by a pedagogical advisor. | From 5,001 to 15,000 hours of experience demonstrated: 1 point |
| Examples of experience in delivering part-time individual training submitted under mandatory criteria M6 will be used to evaluate this criterion. If the Offeror submits more than ten examples of training experience under M6, only the first ten, in order of presentation, will be evaluated. | One additional point for each additional 10,000 hours of experience demonstrated, up to a maximum of two additional points. |
| For each experience submitted by the offeror, the valid contact information of a reference, in the client organization, must also be submitted. | |

¹² Training is defined as part-time when it is less than 22.5 hours per week.

R7 – Standardized placement test tool and proposed methodology for administering it

This point-rated criterion applies to Offerors submitting an offer for stream 7 only.

The Offeror should present its standardized placement tool and a methodology for administering it. The following will be evaluated. Each element must be explained in order to be considered in the evaluation.

| Element | 0 points (criterion is not met) | 2 points (criterion is partially met) | 4 points (criterion is fully met) |
|---|--|---|---|
| Provide the plan and interview tools for evaluating oral expression and comprehension (in the workplace) and explain the methodology used in order to determine the appropriate starting point (step and/or objective) of the curriculum. | No plan and interview tools or placement methodology of placement are proposed. OR Plan and interview tools and placement methodology are insufficient: the evaluated linguistic aspects and performance indicators do not allow for the appropriate starting point (step and/or objective) to be determined. | The interview plan and proposed tools are unclear. The placement methodology does not clearly present the assessed linguistic aspects or performance indicators for each level. | The interview plan and proposed tools are clear and complete, and the placement methodology clearly presents the assessed linguistic aspects and performance indicators for each level. |
| Provide the test or tests for evaluating comprehension and written expression, along with the methodology used for placing the learner in the appropriate starting point (step and/or objective) of the curriculum. | No test for evaluating comprehension and written expression and no placement methodology are proposed. OR The test or tests for evaluating comprehension and written expression, along with the placement methodology, are insufficient: the evaluated linguistic aspects and performance indicators do not allow for the appropriate starting point (step and/or objective) to be determined. | The proposed test or tests do not meet all of the basic criteria (such as duration, proficiencies to evaluate, workplace). The proposed methodology is unclear: it does not provide objectives or performance indicators. | The proposed test or tests meet all of the basic criteria (such as duration, proficiencies to evaluate, workplace). AND The proposed methodology is clear: it provides clear objectives and performance indicators. |

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

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| Provide a methodology for establishing the starting point (step and/or objective) in the curriculum and estimate the duration of the training based on the learner's needs. This methodology should consider the interview, written tests and other factors to be considered when recommending the starting point (step and/or objective). | No methodology is proposed for identifying a duration and starting point (step and/or objective) in the curriculum using the results of placement tests. Or The proposed methodology is insufficient: it does not allow for a duration and starting point (step and/or objective) in the curriculum to be determined. | The proposed methodology is unclear: it is limited or does not clearly consider the interview, written tests or other factors to be considered when recommending the starting point (step and/or objective) or duration. | The proposed methodology is clear: it clearly considers the interview, written tests and other factors to be considered when recommending the starting point (step and/or objective) and duration. |
| Maximum possible points for the criterion R7: 12 Required minimum number of points for the criterion R7: 8 | | | |

R8 – Quality control plan for placement tests

This point-rated criterion applies to Offerors submitting an offer for stream 7 only.

The Offeror should demonstrate its quality control system – it should show how quality in the learner placement process is assured from start to finish.

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

| Element | 0 points (criterion is not met) | 1 point (criterion is partially met) | 2 points (criterion is fully met) |
|--|--|--|--|
| Present the mechanisms in place for ensuring consistency, and reliability between evaluators when placing learners. | No mechanism for ensuring consistency and reliability between evaluators was proposed. OR The proposed mechanisms are insufficient: they do not allow for consistency and reliability to be ensured between evaluators. | The proposed mechanism or mechanisms are unclear: they are limited or do not clearly show how the Offeror will ensure consistency and reliability between evaluators. | The proposed mechanism or mechanisms are clear: they clearly show how the Offeror will ensure consistency and reliability between evaluators. |
| Provide the procedures to ensure the coherence, consistency and the quality of the administration of the components of the placement test and for its correction. For example: <ul style="list-style-type: none"> • Distribution of duties among resources • Peer review • Documentation of results • Test administration procedures • Data backups • Other | No procedure was presented that allows us to ensure the coherence, consistency and the quality of the administration of the components of the placement test and for the correction of the written tests were submitted. OR The procedures are insufficient: they do not allow us to ensure the coherence, consistency, and the quality of the administration and of the correction of the components of the placement test. | The procedures are unclear: they are limited or do not clearly show how the Offeror will ensure the coherence, consistency and the quality of the administration and correction of components of the placement test. | The procedures are clear: they clearly show how the Offeror will ensure the coherence, consistency and the quality of the administration and correction of the components of the placement test. |
| Provide the procedures for managing complaints regarding the evaluation process and in the event that the results of placement tests are disputed. | No procedure was presented for addressing complaints or disputes of placement test results. OR The procedures are insufficient: they do not allow to manage complaints or disputes of placement test results. | The procedures are unclear: they are limited or do not clearly show how the Offeror will manage complaints and/or disputes of placement test results. | The procedures are clear: they clearly show how the Offeror will manage complaints and/or disputes of placement test results. |

Maximum possible points for the criterion R8: 6

Required minimum number of points for the criterion R8: 4

R9 – Management of human resources for placement tests

This point-rated criterion applies to Offerors submitting an offer for stream 7 only.

The Offeror should present its human resource management plan regarding placement tests and the elements below.

Each element must be explained to be considered in the evaluation.

| Element | 0 points (criterion is not met) | 1 point (criterion is partially met) | 2 points (criterion is fully met) |
|--|--|---|--|
| Present your approach for verifying the first official language proficiencies of the evaluators. | No approach and/or tools are proposed for evaluating this element. | The proposed approach is unclear. The suggested evaluation mechanisms are limited or are not adapted to the workplace language training context. | The proposed approach is clear and complete. It includes evaluation mechanisms that are relevant and adapted to the workplace language training context. |
| Present the training and guidance that is provided to new evaluators. | No training or guidance is planned for the new evaluators. OR The training and guidance are insufficient: they do not allow for new evaluators to be trained or guided. OR The proposed guidance does not meet the requirements in the Statement of Work (Annex A, section 7.3). | The description of the proposed training is unclear. The described training is limited. AND The proposed guidance meets the requirements in the Statement of Work (Annex A, section 7.3). | The description of the proposed training is clear. AND The proposed guidance meets the requirements in the Statement of Work (Annex A, section 7.3). |
| Provide an evaluator recruitment and retention strategy. | No recruitment and/or retention strategy was presented. | A limited recruitment and retention strategy was presented. | A clear recruitment and retention strategy was presented. |

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

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| | Provide the procedures in place for addressing an increase in demand (for example, before peak training periods). | No procedures were provided for addressing an increase in demand for placement tests. OR Demonstrates several weaknesses or deficiencies that pose high risks to service delivery. | The procedure is unclear and partially addresses an increase in demand for placement tests. OR Weaknesses or deficiencies that pose moderate risk to service delivery. | The procedure for addressing an increase in demand for placement tests is clear. AND Poses low risk to service delivery. |
| Maximum possible points for the criterion R9: 8 Required minimum number of points for the criterion R9:6 | | | | |