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**Gatineau
Québec**

K1A 0S5

Bid Fax: (819) 997-9776

Revision to a Request for a Standing Offer

Révision à une demande d'offre à commandes

Regional Master Standing Offer (RMSO)

Offre à commandes maître régionale (OCMR)

The referenced document is hereby revised; unless otherwise indicated, all other terms and conditions of the Offer remain the same.

Ce document est par la présente révisé; sauf indication contraire, les modalités de l'offre demeurent les mêmes.

Comments - Commentaires

Vendor/Firm Name and Address

**Raison sociale et adresse du
fournisseur/de l'entrepreneur**

Issuing Office - Bureau de distribution

Linguistic Services Division / Division des services linguistiques

Les Terrasses de la Chaudière
10, rue Wellington, 5e étage

Gatineau
Québec

K1A 0S5

Title - Sujet Language training services NCR	
Solicitation No. - N° de l'invitation EN578-191887/D	Date 2019-05-24
Client Reference No. - N° de référence du client 20191887	Amendment No. - N° modif. 006
File No. - N° de dossier 521zf.EN578-191887	CCC No./N° CCC - FMS No./N° VME
GETS Reference No. - N° de référence de SEAG PW-\$\$ZF-521-35628	
Date of Original Request for Standing Offer Date de la demande de l'offre à commandes originale 2019-04-29	
Solicitation Closes - L'invitation prend fin at - à 02:00 PM on - le 2019-06-10	
Address Enquiries to: - Adresser toutes questions à: Courteau, Josianne	Buyer Id - Id de l'acheteur 521zf
Telephone No. - N° de téléphone (613) 720-9517 ()	FAX No. - N° de FAX () -
Delivery Required - Livraison exigée	
Destination - of Goods, Services, and Construction: Destination - des biens, services et construction:	
Security - Sécurité This revision does not change the security requirements of the Offer. Cette révision ne change pas les besoins en matière de sécurité de la présente offre.	

Instructions: See Herein

Instructions: Voir aux présentes

Acknowledgement copy required	Yes - Oui	No - Non
Accusé de réception requis	<input type="checkbox"/>	<input type="checkbox"/>
The Offeror hereby acknowledges this revision to its Offer. Le proposant constate, par la présente, cette révision à son offre.		
Signature	Date	
Name and title of person authorized to sign on behalf of offeror. (type or print) Nom et titre de la personne autorisée à signer au nom du proposant. (taper ou écrire en caractères d'imprimerie)		
For the Minister - Pour le Ministre		

Amendment 006 is raised to amend the Request for Standing Offer (RFSO) and to answer questions.

Amendments

Amendment 17

At Appendix 3 of Annex A, Curriculum Objectives, page 38, **delete** section 1.4.1 B Level curriculum at a glance and **replace with**:

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	1-10	12	@ approx. 1 TO /week, plus time for review activities
	2	11-17	12	@ approx. 1.5 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 (B), WE, WC (BB)	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.

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

Amendment 18

At Appendix 3 of Annex A, Curriculum Objectives, page 40, **delete** the title **1.6.2 STEP 2** located above "Objective 9: Explain how to complete a task"

AND

ADD the title **1.6.2 STEP 2** above "Objective 11: Give and get information about an event or incident in the past"

Amendment 19

At Appendix 3 of Annex A, Curriculum Objectives, page 42, **delete** the title **1.6.3 STEP 3** located above "Objective 19: Situate an event in relation to other events".

AND

ADD the title **1.6.3 STEP 3** above "Objective 18: Give details about the conditions and steps involved in carrying out a project".

Questions and answers

Question 26

In the French version of the RFSO only:

In Appendix 3, 1.4.1 **B Level curriculum at a glance**, it states that Step 1 includes TO 1 to 8. However, in bullet 1.6.1 Step 1 of appendix 3, this same step includes 12 objectives, please clarify.

Answer 26

Step 1 includes objectives 1 to 10. See amendments 17 to 19 above.

Question 27

We would like to obtain a new deadline for the preparation of the bid, among other things, since the information requested in sections M4 and R4 is a large volume of work. This requires a lot of research to demonstrate the hours as proposed in the RFSO.

Answer 27

At this time, Canada will not extend the closing date of the Request for Standing Offer (RFSO).

Question 28

In response to questions 8 and 21

The goal for a SO supplier is not only to try to qualify (Mandatory Criteria), but to rank among the selected suppliers and rank first (Rated Criteria) in order to obtain as many contracts as possible. To do this, a supplier must be able to apply all his experience in order to obtain the maximum number of points for the rated criteria. In this case, we want to be able to put in the maximum experience required of 35,000 hours to get the maximum points.

In the past, it would have been possible to have only one contact person for a department, because there was an official languages branch that provided language training for all departmental employees. Now everything is decentralized and each manager can send his employees on language training.

I do not see why suppliers who have been selected in the streams for part-time training would be penalized in this RFSO. It remain that we have gained this experience with several clients within the same department.

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Why would training given in several small branches of a department (3 to 4 employees with different officials) not be more eligible than training given in one or more large branches (15 to 20 employees with a single official)?

We ask that the experience acquired under a part-time stream be recognized as a single project.

Answer 28

All offerors have the same constraints, no changes will be made to the mandatory and rated criteria for part-time training streams.

Question 29

In response to question 25 and the teaching material

You are asking for standardized placement tests. However, we wonder, standardized with what or how.

Given that no training methodology (material) such as PFL2 is recommended for full-time group training, only language objectives, it is unrealistic to think that three suppliers could develop a standardized placement tool without prior consultation among the selected suppliers.

If no training methodology (material) is proposed for the three selected suppliers (i. e. stream 7 and stream 1) and completely different suppliers may be selected (Stream 1 - Supplier A, B and C and Stream 7 - Supplier C, E and F). How do you plan to standardize training among these providers?

A full-time training learner may be required to change suppliers based on progress report after a step. How could it end up within the methodology if there is no standardization between suppliers?

Answer 29

The "standardized" term refers to the placement tests of the offeror himself and not between the various offerors. All placement test results must refer to the curriculum objectives in Annex A, Appendix 3 and are standardized in this way. Training, regardless of the program used by the offeror, must also follow these same curriculum objectives.

For example, a learner who must move from a full-time group training from Step 2 to Step 4 could potentially change offeror and program depending on the course schedule, but the starting objective must be the same regardless of who is providing Step 4.

Question 30

For the Offeror's experience R3 to R6, it is stipulated that points are awarded as follows:

From 5001 to 15,000 hours = 1 point. Then each additional 10,000 hours = 1 point for a maximum of 3 points.

In this case, does 25,001 = 3 points or 2 points?

Answer 30

For rated criteria R3, R4 and R6, 25,001 hours demonstrated is a total of 10,001 hours additional to the 5001 to 15,000 hours to obtain 1 point. For these 10,001 hours, an additional 1 point would be allocated, for a total of 2 points.

In the case of the rated criteria R5 25,001 hours demonstrated is a total of 5,001 hours additional to the 10,001 to 20,000 hours to obtain 1 point. For these 5,001 hours, no point would be awarded, for a total of 1 point.

Question 31

Is there a placement test ratio for the assessor?

N° de l'invitation - Solicitation No.
EN578-191887/D
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Id de l'acheteur - Buyer ID
521zf
N° CCC / CCC No./ N° VME - FMS

Answer 31

No. However, if an assessor is also a pedagogical advisor, the ratios of the pedagogical advisor must be respected, as mentioned in Annex A, section 6.9.2 Pedagogical Advisors:

“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.”

All other terms and conditions remain the same.