RETURN BIDS TO:
RETOURNER LES SOUMISSIONS À:

Bid Receiving - PWGSC / Réception des soumissions → TPSGC
10th Floor, 4900 Yonge Street /
10e étage, 4900 rue Yonge
Toronto
Ontario
M2N 6A6

Request For a Standing Offer
Demande d'offre à commandes

Regional Master Standing Offer (RMSO)

Offre à commandes maître régionale (OCMR)

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

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

Comments - Commentaires

Title - Sujet	
Language Training Services - RMSO	
Solicitation No. - N° de l'invitation	**Date**
E6TOR-18RM07/A	2019-07-12
Client Reference No. - N° de référence du client	**GETS Ref. No. - N° de réf. de SEAG**
E6TOR-18RM07	PW-$TOR-033-7798
File No. - N° de dossier	**CCC No./N° CCC - FMS No./N° VME**
TOR-9-42028 (033)	

Solicitation Closes - L'invitation prend fin	**Time Zone** **Fuseau horaire**
at - à **02:00 PM**	Eastern Daylight Saving Time EDT
on - le **2019-08-26**	

Delivery Required - Livraison exigée

Address Enquiries to: - Adresser toutes questions à:	**Buyer Id - Id de l'acheteur**
Berends, Robert	tor302
Telephone No. - N° de téléphone	**FAX No. - N° de FAX**
(647)308-5031 ( )	( ) -

Destination - of Goods, Services, and Construction:
Destination - des biens, services et construction:

Security - Sécurité
This request for a Standing Offer includes provisions for security.
Cette Demande d´offre à commandes comprend des dispositions en matière de sécurité.

Instructions: See Herein

Instructions: Voir aux présentes

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

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

Telephone No. - N° de téléphone
Facsimile No. - N° de télécopieur

Name and title of person authorized to sign on behalf of Vendor/Firm (type or print)
Nom et titre de la personne autorisée à signer au nom du fournisseur/ de l'entrepreneur (taper ou écrire en caractères d'imprimerie)

Signature   **Date**

Issuing Office - Bureau de distribution
Public Works and Government Services Canada
Ontario Region
10th Floor, 4900 Yonge Street
Toronto
Ontario
M2N 6A6

Canada

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PART 1 - GENERAL INFORMATION

1.1 Introduction

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

Part 1   General Information: provides a general description of the requirement;

Part 2   Offeror Instructions: provides the instructions applicable to the clauses and conditions of the RFSO;

Part 3   Offer Preparation Instructions: provides offerors with instructions on how to prepare their offer to address the evaluation criteria specified;

Part 4   Evaluation Procedures and Basis of Selection: indicates how the evaluation will be conducted, the evaluation criteria which must be addressed in the offer, and the basis of selection;

Part 5   Certifications and Additional Information: includes the certifications and additional information to be provided;

Part 6   Security, Financial and Insurance Requirements: includes specific requirements that must be addressed by offerors; and

Part 7   7A, Standing Offer, and 7B, Resulting Contract Clauses:

              7A, includes the Standing Offer containing the offer from the Offeror and the applicable clauses and conditions;

              7B, includes the clauses and conditions which will apply to any contract resulting from a call-up made pursuant to the Standing Offer.

The Annexes include the Statement of Work, the Basis of Payment, the Electronic Payment Instruments, and any other annexes

1.2 Summary

Canada intends to issue Regional Master Standing Offers (RMSOs) for its language training requirements in the province of Ontario, excluding the national capital area, 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/eng/acts/N-4/.

Training will be provided on request through a Call-up made pursuant to the Standing Offer (Part 7B).

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

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

1.2.1 Term of Standing Offer

The period during which call-ups can be made against the Standing Offers (SOs) is from the date of issuance to August 31, 2021 for a period of two years. Canada reserves the right to extend the term of the SOs for three (3) additional one (1) year periods.

1.2.2 Multiple Standing Offers

Given the nature and diversity of the services, a number of standing offers may be issued for all of the work streams and geographical areas listed in 2.2.1. However Canada makes no commitment to issue any or all of the standing offers indicated.

1.2.2.1 Maximum Number of Standing Offers to be Issued and Estimated Volume

In their offer, offeror must submit a separate offer for each geographical area (either on the offeror's premises (standing offer A) and/or in federal institution (standing offer B)). The offerors must be able to provide language training services in all applicable work streams of a geographical area (either on the offeror's premises (standing offer A) and/or in federal institution (standing offer B)).

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GEOGRAPHICAL AREA 1: Greater Toronto and Adjacent Areas (GTAA)

- Metro Toronto
- East to Clarington
- West to Halton Hills/Milton
- North to Newmarket
- South to Lake Ontario

Standing Offer 1A: Training on the Offeror's Premises

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
1	Full-time Group Training in French on the Offeror's Premises		
2	Full-time Group Training in English on the Offeror's Premises		
3	Part-time Group Training in French on the Offeror's Premises		
5	Part-time Group Training in English on the Offeror's Premises	2	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
7A	Full-time Individual Training in French on the Offeror's Premises		
8A	Full-time Individual Training in English on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		
10A	Part-time Individual Training in English on the Offeror's Premises		

Standing Offer 1B: Training at a Federal Institution

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution		
6	Part-time Group Training in English at a Federal Institution		
7B	Full-time Individual Training in French at a Federal Institution	2	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
8B	Full-time Individual Training in English at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

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GEOGRAPHICAL AREA 2: Southeast 1 (SE 1)

- **Excluding National Capital Area**
- East to Cornwall
- West to Smith Fall
- North to Hawkesbury
- South to Brockville

Standing Offer 2A: Training on the Offeror's Premises

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
1	Full-time Group Training in French on the Offeror's Premises		
2	Full-time Group Training in English on the Offeror's Premises		
3	Part-time Group Training in French on the Offeror's Premises		
5	Part-time Group Training in English on the Offeror's Premises		See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
7A	Full-time Individual Training in French on the Offeror's Premises	1	
8A	Full-time Individual Training in English on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		
10A	Part-time Individual Training in English on the Offeror's Premises		

Standing Offer 2B: Training at a Federal Institution

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution		
6	Part-time Group Training in English at a Federal Institution		
7B	Full-time Individual Training in French at a Federal Institution	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
8B	Full-time Individual Training in English at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

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GEOGRAPHICAL AREA 3: Southeast 2 (SE 2)

- **Excluding National Capital Area**
- East to Kingston
- West to Peterborough/Lindsay
- North to Madoc
- South to Port Hope/Cobourg

Standing Offer 3A: Training on the Offeror's Premises

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
1	Full-time Group Training in French on the Offeror's Premises	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
2	Full-time Group Training in English on the Offeror's Premises		
3	Part-time Group Training in French on the Offeror's Premises		
5	Part-time Group Training in English on the Offeror's Premises		
7A	Full-time Individual Training in French on the Offeror's Premises		
8A	Full-time Individual Training in English on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		
10A	Part-time Individual Training in English on the Offeror's Premises		

Standing Offer 3B: Training at a Federal Institution

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
6	Part-time Group Training in English at a Federal Institution		
7B	Full-time Individual Training in French at a Federal Institution		
8B	Full-time Individual Training in English at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

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GEOGRAPHICAL AREA 4: Southeast 3 (SE 3)

- East to Bracebridge
- West to Tobermory/Owen Sound
- North to Parry Sound
- South to Borden, including Barrie and Collingwood

Standing Offer 4A:_Training on the Offeror's Premises

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
1	Full-time Group Training in French on the Offeror's Premises	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
2	Full-time Group Training in English on the Offeror's Premises		
3	Part-time Group Training in French on the Offeror's Premises		
5	Part-time Group Training in English on the Offeror's Premises		
7A	Full-time Individual Training in French on the Offeror's Premises		
8A	Full-time Individual Training in English on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		
10A	Part-time Individual Training in English on the Offeror's Premises		

Standing Offer 4B: Training at a Federal Institution

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
6	Part-time Group Training in English at a Federal Institution		
7B	Full-time Individual Training in French at a Federal Institution		
8B	Full-time Individual Training in English at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

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GEOGRAPHICAL AREA 5: Southwest 1 (SW 1)

- East to Niagara Falls
- West to Brantford
- North to Hamilton/Burlington
- South to Lake Erie

Standing Offer 5A: Training on the Offeror's Premises

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
1	Full-time Group Training in French on the Offeror's Premises		
2	Full-time Group Training in English on the Offeror's Premises		
3	Part-time Group Training in French on the Offeror's Premises		
5	Part-time Group Training in English on the Offeror's Premises		See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
7A	Full-time Individual Training in French on the Offeror's Premises	1	
8A	Full-time Individual Training in English on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		
10A	Part-time Individual Training in English on the Offeror's Premises		

Standing Offer 5B: Training at a Federal Institution

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution		
6	Part-time Group Training in English at a Federal Institution		
7B	Full-time Individual Training in French at a Federal Institution	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
8B	Full-time Individual Training in English at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

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GEOGRAPHICAL AREA 6: Southwest 2 (SW 2)

- East to Guelph
- West to London/St Thomas
- North to Goderich/Fergus
- South to Lake Erie

Standing Offer 6A: Training on the Offeror's Premises

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
1	Full-time Group Training in French on the Offeror's Premises	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
2	Full-time Group Training in English on the Offeror's Premises		
3	Part-time Group Training in French on the Offeror's Premises		
5	Part-time Group Training in English on the Offeror's Premises		
7A	Full-time Individual Training in French on the Offeror's Premises		
8A	Full-time Individual Training in English on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		
10A	Part-time Individual Training in English on the Offeror's Premises		

Standing Offer 6B: Training at a Federal Institution

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
6	Part-time Group Training in English at a Federal Institution		
7B	Full-time Individual Training in French at a Federal Institution		
8B	Full-time Individual Training in English at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

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GEOGRAPHICAL AREA 7: Southwest 3 (SW 3)

- East to Chatham/Kent
- West to Windsor
- North to Sarnia
- South to Leamington

Standing Offer 7A: Training on the Offeror's Premises

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
1	Full-time Group Training in French on the Offeror's Premises		
2	Full-time Group Training in English on the Offeror's Premises		
3	Part-time Group Training in French on the Offeror's Premises		
5	Part-time Group Training in English on the Offeror's Premises		See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
7A	Full-time Individual Training in French on the Offeror's Premises	1	
8A	Full-time Individual Training in English on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		
10A	Part-time Individual Training in English on the Offeror's Premises		

Standing Offer 7B: Training at a Federal Institution

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution		
6	Part-time Group Training in English at a Federal Institution		
7B	Full-time Individual Training in French at a Federal Institution		See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
8B	Full-time Individual Training in English at a Federal Institution	1	
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

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GEOGRAPHICAL AREA 8: Northeast 1 (NE 1)

- Greater Sault Ste. Marie.

Standing Offer 8A: Training on the Offeror's Premises

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
1	Full-time Group Training in French on the Offeror's Premises	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
2	Full-time Group Training in English on the Offeror's Premises		
3	Part-time Group Training in French on the Offeror's Premises		
5	Part-time Group Training in English on the Offeror's Premises		
7A	Full-time Individual Training in French on the Offeror's Premises		
8A	Full-time Individual Training in English on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		
10A	Part-time Individual Training in English on the Offeror's Premises		

Standing Offer 8B: Training at a Federal Institution

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
6	Part-time Group Training in English at a Federal Institution		
7B	Full-time Individual Training in French at a Federal Institution		
8B	Full-time Individual Training in English at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

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GEOGRAPHICAL AREA 9: Northeast 2 (NE 2)

- East to North Bay
- West to Sudbury
- North to Nipissing, Timmins, Kirkland Lake, Kapaskasing
- South to French River

Standing Offer 9A: Training on the Offeror's Premises

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
1	Full-time Group Training in French on the Offeror's Premises	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
2	Full-time Group Training in English on the Offeror's Premises		
3	Part-time Group Training in French on the Offeror's Premises		
5	Part-time Group Training in English on the Offeror's Premises		
7A	Full-time Individual Training in French on the Offeror's Premises		
8A	Full-time Individual Training in English on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		
10A	Part-time Individual Training in English on the Offeror's Premises		

Standing Offer 9B: Training at a Federal Institution

	Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
6	Part-time Group Training in English at a Federal Institution		
7B	Full-time Individual Training in French at a Federal Institution		
8B	Full-time Individual Training in English at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

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GEOGRAPHICAL AREA 10: Northeast 3 (NE 3)

- Pembroke, Petawawa and Renfrew

Standing Offer 10A: Training on the Offeror's Premises

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
1	Full-time Group Training in French on the Offeror's Premises		
2	Full-time Group Training in English on the Offeror's Premises		
3	Part-time Group Training in French on the Offeror's Premises		
5	Part-time Group Training in English on the Offeror's Premises	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
7A	Full-time Individual Training in French on the Offeror's Premises		
8A	Full-time Individual Training in English on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		
10A	Part-time Individual Training in English on the Offeror's Premises		

Standing Offer 10B: Training at a Federal Institution

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution		
6	Part-time Group Training in English at a Federal Institution		
7B	Full-time Individual Training in French at a Federal Institution	1	See column E of each table in Attachment 2 to Part 3, "Financial evaluation for the Ontario region"
8B	Full-time Individual Training in English at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

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

1.2.2.2 Predefined Area – Work Streams on the Offeror's Premises

For training that will take place on the Offeror's premises, the Offeror's facilities must be located within a predefined area in accordance with clause 9.0 – Training Location of Students, Section I – Requirements

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of the Annex A1 and A2 – Statement of Work. However, if, at no additional cost to Canada in accordance with the Basis of Payment in Annex B, the Offeror is able to provide language training services outside the specified geographical areas specified while remaining in the province of Ontario, the Offeror must so indicate in its offer at Part 2 of Annex C.

Facilities proposed by the Offeror that are located outside the predefined area will not be evaluated for the selection of the Offeror, in accordance with Parts 3 and 4 of the Request for Standing Offers (RFSO).

Canada reserves the right to issue call-ups to the Offeror for facilities located outside the specified geographical areas only if the Offeror was awarded a standing offer in one of the geographical areas specified in article 9.0 of Section 1 – Requirements of Annexes A1 and A2.

1.2.2.3 Predefined Area – Work Streams at a Federal Institution

If, at no additional cost to Canada in accordance with the Basis of Payment in Annex B, the Offeror is able to provide language training services outside the specified geographical areas specified while remaining in the province of Ontario, the Offeror must so indicate in its offer at Part 2 of Annex C.

Canada reserves the right to issue call-ups to the Offeror for the specified geographical areas only if the Offeror was awarded a standing offer in one of the geographical areas specified in article 9.0 of Section 1 – Requirements of Annexes A1 and A2.

1.2.3 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 the requirement of the Standing Offer. For additional information, see Part 6 - Security, Financial and Insurance Requirements, and Part 7 - Standing Offer and Resulting Contract Clauses. For more information on personnel and organization security screening or security clauses, offerors should refer to the Contract Security Program of Public Works and Government Services Can*ada* (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

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

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

The 2006 (2019-03-04) Standard Instructions - Request for Standing Offers - Goods or Services - Competitive Requirements, are incorporated by reference into and form part of the RFSO.

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

Delete: 60 days
Insert: 180 working days

2.2   Submission of Offers

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

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 FPS, offerors must provide the information required below before the issuance of a standing offer. If the answer to the questions and, as applicable the information required have not been received by the time the evaluation of offers is completed, Canada will inform the Offeror 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 offer 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;

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b. an individual who has incorporated;

c. a partnership made of former public servants; or

d. a sole proprietorship or entity where the affected individual has a controlling or major interest in the entity.

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

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

Former Public Servant in Receipt of a Pension

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

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

a. name of former public servant;

b. date of termination of employment or retirement from the Public Service.

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

Work Force Adjustment Directive

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

If so, the Offeror must provide the following information:

a. name of former public servant;

b. conditions of the lump sum payment incentive;

c. date of termination of employment;

d. amount of lump sum payment;

e. rate of pay on which lump sum payment is based;

f. period of lump sum payment including start date, end date and number of weeks;

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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 ten (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

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

For the bid submitted other than epost, Canada requests that offerors provide their offer in separately bound sections as follows:

Section I: Technical Offer (1 hard copy and 2 soft copy on USB key)

Section II: Financial Offer (1 hard copy and 2 soft copy on USB key)

Section III: Certifications (1 hard copy and 2 soft copy on USB key)

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

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;

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

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

2)   use an environmentally-preferable format including black and white printing instead of colour printing, printing double sided/duplex, using staples or clips instead of cerlox, duotangs or binders.

Section I: Technical Offer

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

Section II: Financial Offer

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

3.1.1   Electronic Payment of Invoices - Offer

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

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

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

3.1.2   Exchange Rate Fluctuation

C3011T (2013-11-06), Exchange Rate Fluctuation.

Section III: Certifications Offerors must submit the certifications and additional information required under Part 5.

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ATTACHMENT 1 TO PART 3
PRICING SCHEDULE

1. **Firm all-inclusive hourly rate offer**

1.1 Offerors must propose firm all-inclusive hourly rates per learner (the total amount of tax on the goods and services tax (GST) or the harmonized sales tax (HST) tax must be indicated separately, if applicable), for each work stream in a geographical area(s) (either on the offeror's premises (standing offer A) and/or in federal institution (standing offer B)) for which they are submitting an offer and must include it in their financial offer.

Offeror's may propose rates for one, several or all the geographical areas identified in article 9.0 – Learner training location in Section I of Annex A - Statement of Work.

The firm all-inclusive hourly rates per learner must at least include:

1) preparation and delivery of deliverables;
2) work of the teacher and the pedagogical adviser;
3) time spent by the teacher and pedagogical adviser on parts 1 and/or 2 and/or 3 of the familiarization sessions and pedagogical sessions;
4) any other costs incurred by the Offeror's resources in performing the Work or going to familiarization sessions and pedagogical sessions;
5) teacher preparation time of the courses;
6) printing fees up to 50 pages per month per learner;
7) acquisition of training material (the CSPS's teaching program – PLF_2 and CEWP);
8) course loading (creation) of group courses for the work stream – Group Training;
9) coffee breaks for the teacher and the pedagogical adviser; and
10) direct costs, indirect costs, general and administrative expenses as well as profit.

1.2 Rates submitted by the Offeror must also include the total travel and living expenses that may be incurred for:
  (1)   work described in Annexes A1 and A2 that must be performed in the province of Ontario;
  (2)   any travel between the contractor's place of work and the province of Ontario region; and
  (3)   the relocation of resources.

These expenses cannot be listed directly or separately from the professional fees in any call-up resulting from the bid solicitation.

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

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

For evaluation purposes (attachment 2 to Part 3), the rates proposed by the Offeror (column C), the estimated number of hours (column D) and the annual estimate of the number of learners (column E) will be used to calculate the extended total for each period. The sum of the Four (4) periods is the total price for each work stream. The sum of the total price for each work stream

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(for instance for Greater Toronto and Adjacent Areas Standing offer B (GTAA-1B), AA+BB+CC+DD+EE+FF) will correspond to the total price of the offer.

The number of learners per group (column B) is provided for information purposes only and will not be used to calculate the extended total (column F).

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

4.1.1.1 Mandatory Technical Criteria

See Appendix 1 to Part 4.

4.1.1.2 Point Rated Technical Criteria

See Appendix 1 to Part 4.

4.1.1.3 Predefined Area – Work Streams on the Offeror's Premises Only

If the Offeror indicates in its offer that it is able to provide language training services at its premises outside the predefined area at clause 9.0 – Training Location of Students, Section I – Requirements of the Annex A1 and A2 – Statement of Work, under no circumstances is it to consider these classrooms or facilities to meet the mandatory and point-rated technical criteria, as they will not be taken into account in the technical evaluation of the offer by Canada.

4.1.2 Financial Evaluation

For offers deemed technically responsive, as defined in clause 2 of Part 4 Evaluation Procedures, financial offers submitted in response to this RFSO will be evaluated for each geographical area(s) for which the offers were submitted and depending on the location where the training will take place (on the offeror's premises (standing offer A) and/or in federal institution (standing offer B)).

4.1.2.1 The estimates included in the pricing schedule(s) detailed in Attachment 1 to Part 3 Pricing Schedule on the annual estimate of the number of learners are provided for bid evaluation price determination purposes only. They are not to be considered a contract guarantee.

4.1.2.2 For offer evaluation and Offeror selection purposes, the calculated price of an offer will be determined in accordance with the detailed pricing schedule in Attachment 1 to Part 3.

4.1.2.3 Step-by-step Financial Evaluation

PWGSC will conduct a financial evaluation using the method described below based on the firm all-inclusive hourly rates proposed by the Offeror.

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(1)   For offers deemed technically responsive, the financial offers submitted in response to this RFSO will be evaluated individually for each geographical area(s) (on the offeror's premises (standing offer A) and/or in federal institution (standing offer B)) for which an offer was submitted.

(2)   The following steps will be followed for each geographical area (on the offeror's premises (standing offer A) and/or in federal institution (standing offer B)) for which the offer has been submitted:

Step 1: The firm all-inclusive hourly rate per learner indicated for the initial period and for the three (3) extension periods of the Standing Offer must be indicated at column C of each table of the attachment 2 to Part 3 entitled "Financial evaluation for the Ontario region" for each geographical area (on the offeror's premises (standing offer A) and/or in federal institution (standing offer B)) in question. The calculation method indicated in the relevant table will be used.

Step 2: The total price of each offer will be calculated for each geographical area, in accordance with the table corresponding to the geographical area (on the offeror's premises (standing offer A) and/or in federal institution (standing offer B)) for which the offer has been submitted, as indicated in the pricing schedule in Attachment 1 to Part 3.

4.2   Basis of Selection

4.2.1   Basis of Selection – Lowest Evaluated Price per Point

4.2.1.1 To be declared responsive, a bid must:

      (a)   comply with all the requirements of the Request for Standing Offers;

      (b)   meet all mandatory evaluation criteria; and

4.2.1.2 Offers not meeting requirements (a) or (b) will be declared non-responsive. Neither the responsive offer that receives the highest number of points nor the one with the lowest evaluated price will necessarily be accepted.

4.2.1.3 The evaluated price per point of each responsive offer will be determined by dividing the responsive offer (for each geographical area(s) (on the offeror's premises (standing offer A) and/or in federal institution (standing offer B)) and for each work streams applicable to each geographical area(s)) evaluated price by the overall score obtained by the responsive offer for all the point-rated technical criteria in Attachment 1 to Part 4.

4.2.1.4 Responsive offers will be ranked in ascending order by evaluated price per point; the responsive offer with the lowest evaluated price per point being ranked first. The compliant offer or offers, as applicable, classified at the highest rank by ascending order of the price evaluated by point will be recommended for award of a standing offer. If two or more responsive offers have the same lowest evaluated price per point, they will be ranked in descending order on the basis of the overall score obtained for all the point-rated technical criteria, the responsive offer with the highest overall score being ranked the highest.

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ATTACHMENT 1 TO PART 4

Evaluation Procedures

1. Mandatory Technical Criteria (MTC)

The offers must meet all the mandatory technical criteria listed below. The Offeror must provide the required documentation to demonstrate that it meets this requirement.

Offers that fail to meet the mandatory technical evaluation criteria will be declared non-responsive. In such a case, Canada will not evaluate the rated criteria, or the financial proposal of the Offeror.

Each mandatory technical criterion should be addressed separately.

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

MTC 1	Offeror's Capacity

To meet this criterion, the Offeror must at least provide the following information:

1. Offeror's volume capacity ((overall capacity in number of groups or learners (for individual training) which the Offeror intends to train concurrently, at the Offeror's premises or at a federal institution according to the work stream, during the Standing Offers period, including extension periods)). The Offeror must have at its disposal the necessary resources (teachers / counsellors / facilities, where appropriate) meeting the requirements identified in Annexes A1 and A2 to be able to respond to the needs of the work streams in the geographical area(s) for which it submits an offer.

   For its offer to be considered responsive, an Offeror must have a minimum capacity as follows:

   Training on the Offeror's premises: one (1) group for part-time training, one (1) learner for part-time individual training and one (1) learner for full-time individual training.

   Training at a federal institution: two (2) groups for part-time training, two (2) learners for part-time individual training and one (1) learner for full-time individual training.

   Note: The Offeror's volume capacity must correspond to the requirements identified above for each work stream that is applicable to a geographical area.

In addition to point 1 above, for training on the Offeror's Premises, the Offeror must provide in their offer the following information:

2. Number of classrooms offered. The number of classrooms must correspond to the capacity (volume) stipulated by the Offeror to meet item 1 listed above and respect, as a minimum, the following ratio:

   - one (1) classroom for ten (10) part-time groups
   - one (1) classroom for each full-time learner

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> - one (1) classroom for ten (10) part-time learners
>
> For its offer to be considered responsive, an Offeror must have at its disposal the minimum number of classrooms as follows:
>
> Two (2) classrooms that are at least 300 square feet and one (1) classroom that is at least 70 square feet that meet all requirements of Annexes A1 and A2.
>
> 3. Full civic address of classrooms and the number of classrooms for each address.
>
> The Offeror must indicate in its offer its capacity for each of the work streams for the geographical area (s) for which it is presenting an offer.

MTC 2	Offeror's Pedagogical Advisers
2.1	**Proposed Primary Pedagogical Adviser and Backup Pedagogical Adviser** The Offeror must propose one (1) primary pedagogical adviser and one (1) backup pedagogical adviser. If in response to Mandatory Technical Criteria MTC 1 the Offeror has the capacity to train more than 10 groups at the same time, the Offeror must propose one additional primary pedagogical adviser for every 10 groups. A primary pedagogical adviser cannot be proposed as a backup pedagogical adviser (and vice versa) <u>in the same work stream</u>. An Offeror can propose the same pedagogical adviser for more than one work stream as long as the ratios listed below are adhered to: number of full-time individuals ÷ 30 + (number of part-time groups ÷ 50) + (number of part-time individuals ÷ 100) = 1 for the maximum workload of a full-time pedagogical adviser For example, to have a capacity of 75 part-time groups, the Offeror must propose a primary pedagogical adviser for the first 50 groups and a second primary pedagogical adviser for the remaining 25 groups. The second primary pedagogical adviser could also be assigned responsibility for up to 15 full-time individual Learners, 25 part-time groups or 50 Learners taking part-time individual training. If the pedagogical adviser is proposed for more than one work stream, the offer must clearly indicate the total workload, taking into account all the work streams the pedagogical adviser has been proposed for. In order for the bid to be deemed responsive, the <u>total</u> workload for all the work streams the pedagogical adviser has been proposed for must meet the ratio specified in MTC 2.1, even if the Offeror is not awarded all of the RFSOs for which pedagogical adviser was proposed. The Offeror who proposes the same pedagogical adviser for several work streams and who does not comply with the ratio stated in MTC 2.1 for the pedagogical adviser's total workload for all the work streams for which he or she is proposed will be declared non-responsive for all the work streams for which that pedagogical adviser is proposed. All the bids in which that pedagogical adviser is proposed will therefore be rejected. The Offeror must propose one backup pedagogical adviser for every three primary pedagogical advisers.

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2.2	**Names of Proposed Pedagogical Advisers**
	The offer must include the names of each of the proposed primary and backup pedagogical advisers.
2.3	**Competencies and Qualifications of the Proposed Pedagogical Advisers**
	2.3.1 All pedagogical advisers (primary and backup) proposed by the Offeror must have at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed in an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalences will be accepted. These institutions include the credential assessment services of the federal or provincial governments and the International Credential Assessment Service of Canada, as well as others recognized as credential assessment services for comparing degrees and diplomas to Canadian standards and identified on the Canadian Information Centre for International Credentials Web site:
	https://www.cicic.ca/1374/obtain_an_academic_credential_assessment_for_general_purposes.canada
	AND
	one of the following qualifications is also required:
	a) at least 600 hours of experience since January 2011 supervising at least two (2) teaching resources while delivering full-time and/or part-time English or French as a second language courses to adults, on an individual or group basis;
	OR
	b) at least 1,800 hours of experience, as a teacher, since January 2011 delivering full-time and/or part-time English or French as a second language courses to adults, on an individual or group basis using one or more of the following training programs:
	- PBFT PFL_2 A and B, or PFL_2 C - CEWP - a program used by a recognized Canadian post-secondary institution - or any other English or French as a second language adult education program.
	As proof of education, an original document or a copy of the original certified as true by the Offeror or a commissioner of oaths shall be submitted, confirming each primary and backup pedagogical adviser's level of education. If an original document is submitted, a copy shall be made by the Technical Authority and the original shall be returned to the Offeror after the offer evaluation process has been completed.
	2.3.2
	For mandatory criterion 2.3.1 a), in addition to proof of education, the Offeror must provide the following information to confirm the experience of each of the proposed pedagogical advisers: i. total number of hours of supervising experience that meets 2.3.1 a); ii. start and end dates, i.e. from [month/year] to [month/year] for each year of experience demonstrated in i; iii. number of resources supervised at the same time and who have taught full-time or part-time for each year of experience demonstrated in i; iv. language(s) taught and modality of training, i.e. full-time or part-time;

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    v.   one reference per year to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.

    vi.   One or more certifications signed by the current employer or previous employer(s) confirming the experience cited in i and ii.

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

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

    ii.   start and end dates, i.e. from [month/year] to [month/year] for the experience demonstrated in i;

    iii.   language(s) taught and modality of training, i.e. full-time or part-time;

    iv.   training program(s) used;

    v.   one reference per year to a maximum of three references for all the hours of experience, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer;

    vii.   One or more certifications signed by the current employer or previous employer(s) confirming the experience cited in i, ii and iv.

If the Standing Offer Authority determines that the Offeror has failed to include proof or certification as required above, the Authority will grant the Offeror 24 hours to provide it.

MTC 3	Human Resources Management Plan
	The Offeror must provide a detailed human resources management plan for primary and backup pedagogical advisers and teaching resources. This plan must include at least the following elements: **a) A hiring plan** including at least the selection criteria and the hiring process; **b) A professional development plan** including at least the current training procedure of the Offeror for training and professional development to teaching resources and pedagogical advisers; and **c) A plan of supervision of teaching resources** including the process of teaching evaluation, the process of follow-up to the training of teaching resources and the process of supervision of teaching resources by the pedagogical adviser. Where the proposed pedagogical advisor will oversee teaching resources located outside his place of work, the Offeror must indicate how he will supervise these teaching resources remotely. The human resources management plan presented by the Offeror in response to this RFSO will be in effect for the duration of the contract.

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1.1.2. Point-rated Technical Criteria (PRTC)

Bids that meet all the mandatory technical criteria will be evaluated and scored as specified in the tables inserted below.

Point-rated technical criteria PRTC 3 and PRTC 4 do not apply for the geographical areas where the training will only be provided at a federal institution. The maximum number of points for the point-rated technical criteria will be reduced from 262 to 197 in these geographical areas only.

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

Point-rated Technical Criteria (PRTC)	Maximum Number of Points (in federal institution)	Maximum Number of Points (at the offeror's premises)
PRTC 1 Offeror's Experience	**117**	**117**
PRTC 2 Offeror's Pedagogical Advisers (primary and backup)		
PRTC 2.1 Primary Pedagogical adviser	**40**	**40**
PRTC 2.2 Backup pedagogical adviser	**40**	**40**
PRTC 3 Computer Equipment at the Offeror's Facilities		**30**
PRTC 4 Classrooms at the Offeror's Facilities		**35**
OVERALL SCORE :	**197**	**262**

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PRTC 1 Offeror's Experience

Joint venture: If the offer is submitted by a joint venture, the members of the joint venture cannot pool their capacities to satisfy PRTC 1. The Offeror must indicate which member of the joint venture meets this criterion.

117 points maximum

No.	Point-rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)
PRTC 1	Since January 2004: A) Offeror's number of years of experience in delivering language training services to adults in English or French as a second language For evaluation purposes only, one year of experience is equivalent to at least 600 hours over a maximum period of 12 consecutive months for teaching groups and/or learners.	The offer should include, as a minimum, the following information: a) the number of years of experience in delivering language training services to adults in English or French as a second language; b) the start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year]; c) the number of hours in delivering language training services to adults in English or French as a second language for each year identified in b); d) the language taught; e) one reference per year of experience to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.	For PRTC 1, points will be awarded as follows: **PRTC 1 A) Number of years of experience** 10 points per year of experience that meets PRTC 1 to a maximum of 100 points **Maximum 100 points**

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B) using at least one language training program.	a) the language training program(s) used;	**PRTC 1 B) Language training program(s) used**
		PFL$_2$ A and B and/or PFL$_2$ C and/or CEWP: 17 points
		PBFT: 12 points
		A program used by a recognized Canadian post-secondary institution: 7 points
		Any other adult language learning program: 5 points
		For PRTC 1 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 1, points will be awarded for the program earning the highest number of points but not for a combination of programs.
		Maximum 17 points

PRTC 2.1 Offeror's Primary Pedagogical Adviser

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

Each person proposed will be evaluated individually against PRTC 2.1.

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

40 points maximum.

No.	Point-rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)

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PRTC 2.1	A) Since January 2011, the proposed pedagogical adviser is an experienced teacher with more than 1,800 hours of experience in teaching full-time and/or part-time English or French as a second language courses to adults AND/OR	The offer should include at least the following information: Demonstrated experience in teaching: a) since January 2011, the number of years of experience delivering English or French as second language training to adults; AND/OR	For PRTC 2.1, points will be awarded as follows: **PRTC 2.1 A) Number of hours of experience in teaching that meet criterion PRTC 2.1 A):** 1,801 to 2,700 hours :10 points 2,701 to 3,600 hours: 12 points More than 3,600 hours: 15 points **Maximum 15 points**
	B) at least 600 hours providing supervision to at least two (2) teaching resources in language training for adults in English and/or French as a second language, using	Demonstrated experience in providing supervision to at least two (2) teaching resources: a) Since January 2011, the total number of hours of experience in providing supervision to teaching resources;	**TC 2.1 B) Number of hours of experience in providing supervision to at least two teaching resources that meet criterion TC 2.1 B):** 601 to 900 hours: 10 pts 901 to 1,200 hours: 12 pts More than 1,200 hours: 15 pts **Maximum 15 points**
	C) one or more CSPS* programs or any other language training program in English and/or French as a second language of work. *CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL$_2$ A and B or PFL$_2$ C or CEWP.	a) the language training programs used;	**PRTC 2.1 C) Language training program(s) used** PFL$_2$ A and B and/or PFL$_2$ C and/or CEWP: 10 points PBFT: 6 points A program used by a recognized Canadian post-secondary institution: 4 points Any other adult language learning program: 2 points For PRTC 2.1 C), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.1 C),

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<table>
<tr><td></td><td></td><td>points will be awarded for the program earning the highest number of points but not for a combination of programs.

Maximum 10 points</td></tr>
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PRTC 2.2 Offeror's Backup Pedagogical Adviser

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

Each person proposed will be evaluated individually against PRTC 2. 2.

The numerical results for the proposed individuals who have met MTC 2 will be added together and then divided by the number of these individuals in order to obtain the average numerical ranking of the offer for PRTC 2.2.

40 points maximum.

No.	Point-rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)
PRTC 2.2	A) Since January 2011, the proposed pedagogical adviser is an experienced teacher with more than 1,800 hours of experience in teaching full-time and/or part-time	The offer should include at least the following information: Demonstrated experience in teaching: a) since January 2011, the number of years of experience delivering English or French as second language training to adults;	For PRTC 2.2, points will be awarded as follows: **PRTC 2 .2 A) Number of hours of experience in teaching that meet criterion PRTC 2.2 A):** 1,801 to 2,700 hours :10 points 2,701 to 3,600 hours: 12 points More than 3,600 hours: 15 pts **Maximum 15 points**
	AND/OR	AND/OR	

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	B) since January 2011, at least 600 hours providing supervision to at least two (2) teaching resources in language training for adults in English and/or French as a second language, using	Demonstrated experience in providing supervision to at least two (2) teaching resources: a) Since January 2011, the total number of hours of experience in providing supervision to teaching resources;	**TC 2.2 B) Number of hours of experience in providing supervision to at least two teaching resources that meet criterion TC 2.2 B):** 601 to 900 hours: 10 pts 901 to 1,200 hours: 12 pts More than 1,200 hours: 15 pts **Maximum 15 points**
	C) one or more CSPS* programs or any other language training program in English and/or French as a second language of work. *CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL$_2$ A and B or PFL$_2$ C or CEWP.	a) the language training programs used;	**PRTC 2.2 C) Language training program(s) used** PFL$_2$ A and B and/or PFL$_2$ C and/or CEWP: 10 points PBFT: 6 points A program used by a recognized Canadian post-secondary institution: 4 points Any other adult language learning program: 2 points For PRTC 2.2 C), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.2 C), points will be awarded for the program earning the highest number of points but not for a combination of programs. **Maximum 10 points**

PRTC 3 Computer Equipment at the Offeror's Facilities	
	30 points maximum.

No.	Point-rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)
PRTC 3.1	Classrooms in which the Offeror will provide one computer per learner.	The offer should include at least the following information: The number of classrooms	For PRTC 3.1, points will be awarded as follows: 2 points per classroom

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		equipped with one computer per workstation (one computer per learner).	equipped with one computer per learner **Maximum 10 points**
PRTC 3.2	Wireless Internet access in the Offeror's facilities.	The offer should include at least the following information: a) the number of facilities that the Offeror will be using to deliver the training, indicating the address for each one; b) for each facility, the availability of wireless Internet access.	For PRTC 3.2, points will be awarded as follows: There is at least one facility equipped with wireless Internet: 5 points 100% of the facilities are equipped with wireless Internet: 10 points **Maximum 10 points**
PRTC 3.3	Closed room separate and reserved for computer-assisted learning located in the same facilities as classes. This room will have at least five operational work stations separated by walls measuring at least four feet of height to ensure privacy of each learner, and operational equipment that meets the minimum system requirements as stated in the Statement of Work	The offer should include at least the following information: a) the number of closed rooms separate and reserved, with at least five operational work stations separated by walls measuring at least four feet of height; b) the address of each facility having a closed room separate and reserved for learning, that meets criterion 3.3.	For PRTC 3.3, points will be awarded as follows: At least one of the facilities has a separate closed room that meets criterion 3.3: 5 points 100% of the facilities have one separate closed room that meets criterion 3.3 : 10 pts **Maximum 10 points**

PRTC 4 Classrooms at the Offeror's Facilities Facilities offered outside the geographical areas defined in clause 9.0 – Training Location of Students, Section I – Requirements of the Annex A1 and A2 – Statement of Work, will not be evaluated but could be considered when issuing call-ups. **35 points maximum.**

PRTC 4.1	The classrooms proposed by the Offeror are served by a parking lot (free parking or pay parking), which is located no more than 0.50 km from the proposed facility. At the time the offer is	The offer should include the following information: a) address(es) of the identified parking lot(s) meeting criterion 4.1; b) address of the facilities and the number of classrooms	For PRTC 4.1, points will be awarded as follows: 2 points per classroom meeting criterion 4.1 **Maximum 10 points**

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	submitted, the parking lot(s) must not have a waiting list and/or if a parking permit is required, it may be obtained within one month. For evaluation purposes, parking in the street will not be considered as an acceptable parking lot.	served by the parking lot(s) identified in a);	
PRTC 4.2	The classrooms proposed by the Offeror are located at a maximum distance of 0.50 km from a public transit stop.	The offer should include the following information: a) address of the proposed facilities meeting criteria 4.2; b) the total number of classrooms for the facilities proposed in a).	For PRTC 4.2, points will be awarded as follows: 1 point per classroom that meets the criterion 4.2 **Maximum 5 points**
PRTC 4.3	The proposed classrooms have direct access to daylight.	The offer should include the following information for each proposed facility: a) the number of classrooms that have direct access to daylight; b) the address of the facilities for the classrooms proposed in a).	For PRTC 4.3, points will be awarded as follows: 2 points per classroom that meets criterion 4.3 **Maximum 10 points**
PRTC 4.4	The facility or facilities proposed by the Offeror are equipped with additional amenities or offer specific services: 4.4.1 access for persons with limited mobility (access to the building, elevator, washrooms, etc.); 4.4.2 a meal area outside the classrooms which includes a refrigerator and a microwave.	The offer should include the following information for each facility: a) the number of facilities that meet criterion 4.4.1; b) he number of facilities that meet criterion 4.4.2;	For PRTC 4.4, points will be awarded as follows: At least one facility provides access for persons with limited mobility: 5 points At least one facility provides learners with access to a meal area outside the classrooms: 5 points **Maximum 10 points**

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ATTACHMENT 2 TO PART 4

NOTE: **This attachment is provided for general information only. The Offeror must ensure to include in his offer all information requested in the request for standing offer, including attachment 1 to Part 4. Please complete one form (Attachment 2 of Part 4 attached (electronic document Word version))** **for each geographical area.**

Responses to the Technical Evaluation Criteria of the Request for Standing Offer

THIS OFFER IS SUBMITTED FOR THE FOLLOWING GEOGRAPHICAL AREA:

☐ Geographical area 1: GATT

      ☐ Offeror's premises

      ☐ Federal Institution

☐ Geographical area 2: Southeast 1 (SE 1)

      ☐ Offeror's premises

      ☐ Federal Institution

☐ Geographical area 3: Southeast 2 (SE 2)

      ☐ Offeror's premises

      ☐ Federal Institution

☐ Geographical area 4: Southeast 3 (SE 3)

      ☐ Offeror's premises

      ☐ Federal Institution

☐ Geographical area 5: Southwest 1 (SW 1)

      ☐ Federal Institution

☐ Geographical area 6: Southwest 2 (SW2)

      ☐ Offeror's premises

      ☐ Federal Institution

☐ Geographical area 7: Southwest 3 (SW3)

      ☐ Offeror's premises

      ☐ Federal Institution

☐ Geographical area 8: Northeast 1 (NE 1)

      ☐ Offeror's premises

      ☐ Federal Institution

☐ Geographical area 9: Northeast 2 (NE 2)

      ☐ Offeror's premises

      ☐ Federal Institution

☐ Geographical area 10: Northeast 3 (NE 3)

      ☐ Offeror's premises

      ☐ Federal Institution

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1. MANDATORY TECHNICAL CRITERIA (MTC)

MTC 1 – OFFEROR'S CAPACITY

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

MTC 2 – OFFEROR'S PEDAGOGICAL ADVISERS

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

MTC 2.2 and 2.3		Skills and qualifications of the proposed pedagogical advisers (please check the box for the profile on which the pedagogical adviser must be evaluated and complete the respective profile below for each proposed pedagogical adviser)		
Name of pedagogical adviser*	Primary (P) or Backup (B)	MTC 2.3.1		
		a) University degree AND supervisory experience	b) University degree AND experience as a teaching resource	Total number of hours of experience since January 2011
*Add more lines as needed, depending on the number of proposed pedagogical advisers.				

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

Level of education

☐ Bachelor's degree
☐ Postgraduate degree; please specify: _____
☐ Other education; please specify: _____

If the individual studied at an institution outside Canada, was an equivalency certificate obtained?
☐ Yes
☐ No

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

Experience of Proposed Pedagogical Adviser with Supervisory Profile

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

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

Level of education

☐ Bachelor's degree
☐ Postgraduate degree; please specify: _____
☐ Other education; please specify: _____

If the individual studied at an institution outside Canada, was an equivalency certificate obtained?
☐ Yes
☐ No

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

Experience of Proposed Pedagogical Adviser with Teaching Profile

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

MTC 3 – HUMAN RESOURCES MANAGEMENT PLAN

The Offeror must provide a detailed human resources management plan, as required in MT 3, for pedagogical advisers and teaching resources.

The following items must be included in the human resources management plan:

☐ Hiring plan
☐ Professional development plan for staff
☐ Supervision plan for teaching resources

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2. POINT-RATED TECHNICAL CRITERIA (PRTC)

PRTC 1 OFFEROR'S EXPERIENCE

PRTC 1 OFFEROR'S OVERALL EXPERIENCE IN LANGUAGE TRAINING SINCE 2000					
A)					**B)**
Year	**b) Beginning and end dates (month/yr to month/yr)**	**c) Number of hours in delivering language training services to adults in English or French as a second language for each year identified in b);**	**d) Language(s) taught**	**e) Reference (name of client organization, contact person, up-to-date telephone number and/or email address)**	**d) Training program(s) used**
Add more lines as needed, depending on the offeror's number of years of experience.					

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PRTC 2 OFFEROR'S PEDAGOGICAL ADVISERS – PRIMARY AND BACKUP

PRTC 2.1 Primary pedagogical advisers			
Names of primary pedagogical advisers	**2.1.A)** Total number of hours of experience in adult language teaching of French and/or English as a second language since January 2011	**2.1.B)** Total number of hours of experience in supervising teaching resources since January 2011	**2.1.C) T**he language training programs used

PRTC 2.2 Backup pedagogical advisors			
Names of backup pedagogical advisers	**2.2.A)** Total number of hours of experience in adult language teaching of French and/or English as a second language since January 2011	**2.2.B)** Total number of hours of experience in supervising teaching resources since January 2011	**2.2.C) T**he language training programs used;

PRTC 3 – COMPUTER EQUIPMENT IN OFFEROR'S FACILITIES

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

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PRTC 4 – CLASSROOMS AT THE OFFEROR'S FACILITIES

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

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PART 5 – CERTIFICATIONS AND ADDITIONAL INFORMATION

Offerors must provide the required certifications and additional information to be issued a standing offer.

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

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

5.1 Certifications Required with the Offer

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

5.1.1 Integrity Provisions - Declaration of Convicted Offences

In accordance with the Integrity Provisions of the Standard Instructions, all offerors must provide with their offer, **if applicable**, the declaration form available on the Forms for the Integrity Regime 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)*, 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 website (https://www.canada.ca/en/employment-social-development/programs/employment-equity/federal-contractor-program.html#s4).

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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

SACC Manual Clause M3020T (2016-01-28), Status of Availability of Resources - Offer

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;

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 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

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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.

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.

1. The Contractor/Offeror must, at all times during the performance of the Contract/Standing Offer, hold a valid Designated Organization Screening (DOS), issued by the Canadian Industrial Security Directorate (CISD), Public Works and Government Services Canada (PWGSC).

2. The Contractor/Offeror personnel requiring access to sensitive work site(s) must EACH hold a valid RELIABILITY STATUS, granted or approved by CISD/PWGSC.

3. Subcontracts which contain security requirements are NOT to be awarded without the prior written permission of CISD/PWGSC.

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

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

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 entitled "Annex F – Standing Offer Reporting Requirements". 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 period to the Standing Offer Authority.

The quarterly reporting periods are defined as follows:

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- 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 fifteen (15) calendar days after the end of the reporting period.

No later than fifteen (15) calendar days after the end of the quarterly period, electronic reports must be completed and emailed to the Standing Offer Authority at qQue_Formation_Linguistique.Que_Linguistic_Training@tpsgc-pwgsc.gc.ca with the following subject line: SO–Offeror's name — LTS Quarterly Usage Report–quarter #/year.

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 _____ (*will be indicated at standing offer issuance*).

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 two (2) additional periods of one year each, 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 thirty (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: Robert Berends
Title: Supply Specialist
Public Services and Procurement Canada - Ontario Region
Address: 10th Floor, 4900 Yonge Street, Toronto, Ontario. Canada. M2N 6A6

Telephone: 647-308-5031
E-mail address: robert.berends@pwgsc-tpsgc.gc.ca

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

7.5.2   Technical Authority

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

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The Technical 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

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

Contact person:
Name of Offeror:
Address:
Telephone:
Fax:
E-mail:

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

7.6 Proactive Disclosure of Contracts with Former Public Servants

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

7.7 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 For work streams 1, 2, 3, 4, 5 and 6 – Full-time and Part-time Group training in French or in English (Annex A1)

7.8.1.1 Identification of Offeror

For the purposes of this SO, only the Standing Offer Authority is authorized to designate the Offeror that will provide the services. The Offeror's designation will be based on the following call-up procedures.

7.8.1.2 Assignment of Steps

7.8.1.2.1 **T**he Offeror may form a group with the prior approval of the Technical Authority, as indicated in the Statements of Work – Annex A1.

7.8.1.3 Allocation of Work

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Work will be allocated to the Offeror in accordance with the procedures outlined below and using the instrument described below in clause 9.0. Call-ups against this Standing Offer will be processed as follows.

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

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

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

7.8.1.3.3   The Offeror will, when possible, create homogeneous groups and will comply with the class size set out in its offer, as well as with the maximum number of candidates allowed per group, as defined in Annexes A1 and A2 – Statements of Work. Whenever possible, the Offeror must place all candidates for whom it has received registrations into a group. For example, if the Offeror receives six (6) registrations for full-time group language training, in order to fulfil this request, it must form two groups of three (3) rather than creating one group of five (5) and having one (1) surplus candidate, unless its capacity allows it to accommodate only a single group. If candidates cannot be placed in a group for whatever reason (offeror capacity reached, number too low to form a group, etc.), the Offeror must provide the Technical Authority with the names of those candidates when it submits information on the composition of the groups, as set out in clause 8.0 of section I of the Statements of Work – A1 and A2.

7.8.1.3.4   The Offeror must provide the Project Authority with written confirmation at least five business days before the start of training, including

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

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

7.8.1.3.6   Should the Offeror prove to be incapable of performing the Work because of a lack of capacity, as described in its offer in response to MTC 1 (Offeror's Capacity) of the Request for Standing Offers, the Offeror must notify the Project Authority in writing within three (3) business days of receiving the description of the Work to be done. If the Offeror is unable to perform the work requested, Canada reserves the right to procure the Work by other means.

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7.8.2   For work streams 7A, 7B, 8A, 8B, 9A, 9B and 10A and 10B– Individual training (Annex A2)

7.8.2.1 Identification of Offeror

For the purposes of this SO, only the Standing Offer Authority is authorized to designate the Offeror that will provide the services. The Offeror's designation will be based on the following call-up procedures:

7.8.2.2 Allocation of Work

Work will be allocated to the Offeror in accordance with the procedures outlined below and using the instrument described below in clause 9. Call-ups against this Standing Offer will be processed as follows.

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

Full-time individual training:
- name of the learner or learners, if there are more than one;
- target level: A, B or C;
- target language;
- learning pace (short or long program);
- recommended initial step in the learning plan (for the first registration) for the learner(s), or the recommendation report for subsequent registrations;
- start and end dates for the training sessions;
- number of hours of training required;
- accommodation required, if applicable;
- address and room where the training will be held if the services are provided at the federal institution's facilities; and
- total billable amount, in compliance with the Basis of Payment.

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

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

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

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

7.8.2.2.4 Should the Offeror prove to be incapable of performing the Work because of a lack of capacity, as described in its offer in response to MTC 1 (Offeror's Capacity) of the Request for Standing Offers, the Offeror must notify the Project Authority in writing within three (3) business days of receiving the description of the Work to be done. Call-ups will be forwarded to the first-ranked supplier in accordance with the ranking order established below in clause 8.6 until its capacity is reached, and so on, following the predetermined ranking identified in clause 8.3.3.

7.8.3 Right of First Refusal

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

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

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

Offerors contacted will have the time indicated by the IU to confirm whether they are able to meet the requirement. This period of time is at the discretion of the IU, but must be indicated on the request for availability.

The IU may place a call-up with an Offeror other than the highest ranked Offeror identified in clause 8.3.3 below solely for geographical reasons (Offeror's proximity) as long as the IU documents its procurement file accordingly, specifying the reason for deviating from the process outlined in this clause further to a business case analysis and the added value of the deviation.

7.8.3.2 Requirements under $25,000

For requirements up to $25,000, the Identified User's Project Authority will have two choices: it can select an Offeror in accordance with the work allocation methods described above in clause 8.3.1 or it can issue a Call-up to any of the Offerors listed under any Standing Offers in clause 8.3.3 below (regardless of their ranking).

7.8.3.3 Order of Ranking

(To be completed upon the issuance of Standing Offers.)

___ (*number will be entered when the Standing Offers are issued*) Standing Offers pursuant to PWGSC Request for Standing Offers number XXXXX have been issued for geographical area XXXXX. The order of ranking of Offerors is as follows:

1. _____
2. _____
3. _____

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The order of ranking is used to issue __Call-ups__ as per the Call-up procedures described in article 8.0.

If a single Standing Offer is issued for a geographical area, this clause does not apply.

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 1 and 2 below, or 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

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 wording of any documents that appear on the list, the wording of the document that first appears on the list has priority over the wording of any document that subsequently appears on the list.

a)   the call up against the Standing Offer, including any annexes;
b)   the articles of the Standing Offer;
c)   the general conditions 2005 (2017-06-21), General Conditions - Standing Offers - Goods or Services
d)   the general conditions 2035 (2018-06-21) General Conditions - Higher Complexity - Services;
e)   Annex A, Statement of Work;
f)   Annex B, Basis of Payment;
g)   Annex D, Security Requirements Check List;
h)   the Offeror's offer dated _____ (*insert date of offer*).

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

SACC Manual Clause M3020C (2016-01-28) Status of Availability of Resources - Standing Offer

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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 Ontario.

7.14   Cancellation and Postponement of Training prior to commencement of Training

7.14.1   Under clause 14.4 of this document, and without limiting the generality of the other terms and conditions of the Standing Offer, Canada may <u>at any time</u> before the start date of the training contemplated in a Call-up issued in accordance with clause 8 (Call-up Procedures) cancel or postpone, in whole or in part, the training contemplated in the Call-up by notifying the Offeror in writing. The cancellation or postponement may apply to one or more group sessions and/or one or more individuals.

7.14.2   Notice sent <u>ten (10) or more business days</u> before the start of the training:
The Government of Canada shall not be liable to the Offeror if the notice is sent to the Offeror in compliance with clause 15.1 below at least <u>ten (10)</u> business days before the scheduled start date of the training. Under no circumstances shall the Offeror receive payment or be reimbursed for costs incurred after such notice has been sent. However, a training session that has been postponed is subject to the applicable terms and conditions, including those stemming from Annex B - Basis of Payment as per article 2.0.

7.14.3   Notice sent <u>less than ten (10) business days</u> before the start for the training:
If the notice is not sent to the Offeror in compliance with clause 15.1 below at least <u>ten (10) business days</u> before the scheduled start date for the training, the Offeror shall be entitled to payment from Canada for the cancelled training only (i.e. not postponed training) in accordance with the clause entitled "Cancellation Fees" in the Basis of Payment as per article 2.0..

7.14.4   Section 30, Termination for Convenience, of General Conditions 2035 (2018-06-21), will be deemed not to apply when notice has been given pursuant to this clause.

7.15   Cancellation of Training following commencement of Training

7.15.1   With or without notice of at least ten (10) business days before the cancellation date, Canada shall pay the Contractor cancellation fees in accordance with the clause entitled "Cancellation Fees" in the Basis of Payment.

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

7.16   Competencies of Primary and Backup Staff

Clause 9.0, section II, Annexes A1 and A2 Education and Experience requirements - resources, outlines the minimum qualifications required for pedagogical advisers and teaching resources.

Upon the issuance of a Standing Offers and throughout the duration of the standing offers, the Offeror must provide the Technical Authority with the names of the teaching resources it intends to use to deliver the language training services and their qualifications, in accordance with clause 9.2 Teaching resources, Section II, Annexes A1 and A2. This procedure is required to give the Technical Authority enough time to review the qualifications of the teaching resources and more effectively plan the mandatory familiarization sessions that must be taken before the start of the training.

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The Offeror must provide replacement staff (pedagogical advisers and teaching resources) should a pedagogical adviser or teaching resource be unable to perform the Work. The Offeror must provide replacement staff within a 24-hour period.

The Offeror must provide constant monitoring of its resources to ensure satisfactory performance and satisfactory progression of the Work as required by the IU and the Technical Authority.

7.17 Offerors Facilities

The Offeror must provide the number of classrooms indicated in the offer in response to the mandatory criterion MTC 1 – Offeror's Capacity, throughout the duration of the Standing Offer and resulting call-ups.

7.18 Setting Aside of a Standing Offer and/or Termination of a Call-up for Default

Any default on the part of the Contractor shall be first addressed with the Technical Authority identified in clause 5.2 of Part 7A.

7.18.1 If, during the validity period of the Standing Offers or of any Call-up, the Technical Authority and/or Standing Offer Authority identifies one or more deficiencies or problems with the delivery of the services, it must systematically provide the Contractor with written warning to enable the Contractor to resolve the deficiencies or problems within the timeframe indicated in the notice by the Technical Authority.

The warning could require the following, at the expense of the Contractor, but is not limited to:

- The withdrawal and replacement of individuals who do not meet the qualifications, as per the requirements stated in the Statement of Work by qualified resources, as described in clauses 9.1 AND 9.2 of the Statement of Work;
- The production of one or more deliverables in clause 10.0 of Section II of the Statement of Work;
- The production of certifications confirming that the Contractor's resource has taken the required familiarization session(s) and/or proof of education and/or experience acquired by the pedagogical advisor and/or teaching resource;
- An analysis of the temperature and air quality of the Offeror's facilities;

7.18.2 If, during the validity period of the Standing Offers or of any call-up, the Technical Authority (TA) finds that the services provided by the pedagogical advisors, teaching resources or the Contractor do not comply with or do not meet the requirements indicated in the Statement of Work, the Offeror must provide:

(a) a satisfactory remedial plan to the Standing Offer Authority within the timeframe indicated in the notice;
(b) make the corrections within the timeframe indicated in the notice.

No other Call-up will be issued or authorized until a remedial plan has been accepted by the Technical Authority and/or the Standing Offer Authority.

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

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

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

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

7.19 Green Procurement

7.19.1 Canada is committed to greening its supply chain. In compliance with the federal government's Policy on Green Procurement, which became effective in April 2006, federal departments and agencies must take the appropriate measures to procure goods and services that have a lesser or reduced impact on the environment than that of previous products and services.

7.19.2 Environmentally preferable goods and services are those that have a lesser or reduced impact on the environment over the life cycle of the good or service, when compared with competing goods or services serving the same purpose. Environmental performance considerations include, among other things: the reduction of greenhouse gas emissions and air contaminants; improved energy and water efficiency; reduced waste and support reuse and recycling; the use of renewable resources; reduced hazardous waste; and reduced toxic and hazardous substances.

7.19.3 Regarding clause 6.2.3 – Environmental requirements, Section II – Work Streams of Annexes A1 and A2 – Statement of Work, the Offeror can use its current equipment until the end of life of that equipment. However, the replacement equipment must meet the requirements of this clause.

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B.   RESULTING CONTRACT CLAUSES

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

7.1   Statement of Work

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

7.2   Standard Clauses and Conditions

7.2.1   General Conditions

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

Section 17 Interest on Overdue Accounts, of 2035 (2018-06-21) General Conditions - Higher Complexity - Services will not apply to payments made by credit cards.

7.2.2   *SACC Manual* Clauses

A9068C (2010-01-11) – Government Site Regulations
B9028C (2007-05-25) – Access to Facilities and Equipment
C0711C (2008-05-12) – Time Verification

7.3   Term of Contract

7.3.1   Period of the Contract

The period of the Contract is from date of Contract to _____ inclusive (fill in end date of the period).

7.4   Proactive Disclosure of Contracts with Former Public Servants

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

7.5   Payment

7.5.1   Basis of Payment

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

7.5.2   Method of payment

H1008C - Monthly Payment (2008-05-12)

7.5.3   *SACC Manual* Clauses

A9117C (2007-11-30) - T1204 - Direct Request by Customer Department
C2000C (2007-11-30) - Taxes - Foreign-based Contractor
C6000C (2017-08-17) - Limitation of price

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7.5.4 Electronic Payment of Invoices – Call-up

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);

7.6 Invoicing Instructions

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

Each invoice must be supported by:

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

7.6.2 Invoices must be distributed as follows:

   a.i)   The original and one (1) copy must be sent to the Identified User (IU) identified in the Call-up for certification and payment.
   a.ii)   In the case where a Call-up was issued on behalf of more than one IU or more than one Learner and/or group, the Offeror must distribute the original and one (1) copy of the invoice(s) as per the instructions included in the Call-up. If there are no instructions, the Offeror must follow the procedure described in a.i).

   b)   One (1) copy must be forwarded to the Contracting Authority identified under the clause entitled "Authorities" of the contract.

7.7 Insurance

SACC Manual clause G1005C (2016-01-28) Insurance

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ANNEX A

STATEMENT OF WORK

Annex "A1"

STATEMENT OF WORK (SOW)
For the Ontario region (Ontario, excluding the National Capital Region)

* Please note that all work streams described in this Statement of Work do not automatically apply to each geographic area listed in article 10.0 of this annex.

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<u>For each of the work streams in Section II above, the following articles apply:</u>

1.0   Type of training provided
2.0   Training delivery days
3.0   CSPS training programs
4.0   Second language evaluation tests
5.0   Training materials
6.0   Offeror's facilities
7.0   Specific resource services
8.0   Quality assurance and specific performance measurements
9.0   Education and experience requirements – Resources
10.0   Deliverables

SECTION III – TABLE OF DELIVERABLES

APPENDICES

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

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Preamble

In order for Offerers to understand the work to be performed, it is important that they read the appendices found at the end of this annex:

Appendix 1. Qualification Standards in Relation to Official Languages
Appendix 2. Abbreviations and Acronyms
Appendix 3. Glossary
Appendix 4. CSPS Training Programs
Appendix 5. Teaching Evaluation Report
Appendix 6. Minimum Content of In-house Training
Appendix 7. End-of-session report

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

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ANNEX A1 – SECTION I – REQUIREMENTS

1.0   Background

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

2.0   Training

The purpose of this Statement of Work is to define the French and English second language training services. The Offeror must provide full-time and part-time group training* for federal employees (learners) designated by the Identified User (IU), in all regions other than the National Capital Region (NCR), at levels A, B and C of the Qualification Standards in Relation to the Official Languages described in Appendix 1, upon request by federal institutions, as indicated in the call-up.

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

2.1 Training format

The training is divided in to two (2) main work streams.

Each main work stream is subdivided as follows:

FULL-TIME GROUP TRAINING

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

PART-TIME GROUP TRAINING

Work stream 3: Part-time group training in French at the Offeror's facilities
Work stream 4: Part-time group training in French at a federal institution
Work stream 5: Part-time group training in English at the Offeror's facilities
Work stream 6: Part-time group training in English at a federal institution

2.2 Delivery method

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

The Offeror must also ensure that the requirements of this Statement of Work are not modified further to a request from learners; for example, a request to receive training outside the business days listed in Section II of this document.

The Offeror can use the teacher's version of the CSPS programs (PFL2 and CEWP), which is installed at the following link:

http://www.publications.gc.ca/site/eng/browse/specializedCatalogues.html

3.0   Type of Learner

Learners receiving learning services have the following objectives:
-     to develop their second language skills

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- to retain their second language skills

4.0 - Language of communication with learners

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

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

5.0   CSPS training programs

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

6.0   Qualification standards in relation to official languages (OL)

Once the training is finished, the learner must demonstrate, if required, through a second language evaluation test administered by the Public Service Commission (PSC) of Canada, that he or she is proficient in the language at the target level (A, B or C) for the following language skills: reading, writing and oral proficiency. These tests are administered by the PSC or a federal institution that has obtained a delegation of authority from the Commission to administer them.

For the purposes of this document, the "qualification standards" are synonymous with "proficiency levels" or "proficiency level standards" and are identified in Appendix 1 of this Annex. They can also be found at the following Web address: https://www.canada.ca/en/treasury-board-secretariat/services/staffing/qualification-standards/relation-official-languages.html.

7.0   Course loading activities

There will be one (1) course loading option. It will allow the IU to create its own custom groups, in compliance with the requirements of this SO.

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

Call-ups:

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

8.0 SLE Test Scheduling

For learners who must take SLE tests, the IU will make the necessary arrangements with the PSC or its representatives and will provide the learner and the Offeror with the test date.

9.0 .Learner training location

Training must be provided at the Offeror's facilities, with or without accommodation, or at federal institutions. Facilities must meet the requirements set out in the Statement of Work. The Offeror is responsible for providing all the necessary tools to deliver training programs as specified in Annex A1 – Statement of Work, Section II, article 6. For training delivered at the Offeror's facilities, the facilities must be located:

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Language training		
Location of service delivery		
Region	**Provinces or Territories Covered**	**Geographic areas**
Ontario	Ontario, excluding the national capital region	Greater Toronto and Adjacent Areas (GTAA)
		Southeast 1 (SE 1)
		Southeast 2 (SE 2)
		Southeast 3 (SE 3)
		Southwest 1 (SW 1)
		Southwest 2 (SW 2)
		Southwest 3 (SW 3)
		Northeast 1 (NE 1)
		Northeast 2 (NE 2)
		Northeast 3 (NE 3)

For the purposes of this standing offer, the applicable accommodations are those that enable persons with limited mobility to access the premises where the training will take place, the classroom, sanitary facilities and other areas made available to all learners. An Offeror that identifies itself in this category must accept all call-ups requiring accommodations.

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

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ANNEX A1 – SECTION II – WORK STREAMS

The following articles apply to each of the work streams in Section II:

1.0   Type of training provided
2.0   Training delivery days
3.0   CSPS training programs
4.0   Second language evaluation tests
5.0   Training materials
6.0   Facilities
7.0   Specific resource services
8.0   Quality assurance and specific performance measurements
9.0   Education and experience requirements – Resources
10.0   Deliverables

FULL-TIME GROUP TRAINING

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

PART-TIME GROUP TRAINING

Work stream 3: Part-time group training in French at the Offeror's facilities
Work stream 4: Part-time group training in French at a federal institution
Work stream 5: Part-time group training in English at the Offeror's facilities
Work stream 6: Part-time group training in English at a federal institution

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ANNEX A1 – SECTION II

Work stream 1: Full-time group training in French at the Offeror's facilities
Work stream 2: Full-time group training in English at the Offeror's facilities
Work stream 3: Part-time group training in French at the Offeror's facilities
Work stream 4: Part-time group training in French at a federal institution
Work stream 5: Part-time group training in English at the Offeror's facilities
Work stream 6: Part-time group training in English at a federal institution

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

1.0   Type of training provided

There will be one (1) possible option for part-time training. It will allow the IU to create a group and determine the schedule and number of hours required, not exceeding 14 hours per week.

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

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

- sessions of a minimum of one (1) consecutive hour
- maximum of fourteen (14) hours of training per week for part-time training
- maximum of thirty-seven and five (37.5) hours of training per week for full-time training

See glossary in Appendix 3.

2.0   Training delivery days

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

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

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

3.0   CSPS training programs

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

Offerors may use one of the CSPS training programs listed below. CSPS programs are based on a communicative approach and adult education principles. The Offeror can use additional activities to supplement or enhance those of the CSPS and meet the learners' needs.

The Offeror must use the following teaching practices:

1. Communicative approach

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- ➢ Encourage learners to communicate in the language being taught;
- ➢ Maximize the learners' speaking time;
- ➢ Have the learners practice the taught matter in communication situations that are relevant to them;
- ➢ Choose varied activities relevant to the learners;
- ➢ Use authentic documents;
- ➢ Adjust error correction on the basis of activity objectives and learner needs.

2. Adult education principles
   - ➢ Provide plans for group activities and self-directed learning;
   - ➢ For each activity, give instructions and describe the process by specifying:
     – what the learners must do;
     – the duration of the activity;
     – the anticipated outcome;
     – the material and tools to be used;
   - ➢ For each activity, indicate the objective by specifying:
     – the knowledge or know-how that the activity is intended to develop;
     – the link between the objective of the activity and the training objective;
   - ➢ Provide learners with regular feedback on their strengths and the areas that need work in relation to the targeted objectives;
   - ➢ Taking into account the needs, interests and experience of learners while conducting the activities.

The following are the CSPS training programs:

1. for French: Programme de français langue seconde – Levels A and B (PFL2 – A and B), Programme de français langue seconde – Level C (PFL2 – C)
2. for English: Communicative English at Work Program (CEWP), Levels A, B, C.

3.1 The PFL2 Programs

The CSPS PFL2 A and B and PFL2 C are the programs for language training in French. They cover proficiency levels A, B and C and enable learners to acquire the skills necessary to interact in French in the workplace and in everyday situations.

PFL2 A and B consist of forty (40) training objectives and are designed to ensure that the learner achieves level B proficiency.

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

The programs include self-directed learning material for developing listening, reading, writing and speaking skills. This material is located at the following link:

http://www.publications.gc.ca/site/eng/browse/specializedCatalogues.html

Learners can use self-directed learning materials as needed outside training hours.

3.2 The CEWP Program

The CSPS CEWP is the program for language training in English. It covers proficiency levels A, B and C and enables learners to acquire the necessary skills to interact in English in the workplace and in everyday situations.

More specifically, the program material is entitled:
- "Interface Canada" for levels A and B; and

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- "Interaction Canada" for level C.

"Interface Canada" consists of seventy-six (76) main objectives grouped into eight (8) workbooks: 1 to 3 for level A, and 4 to 8 for level B.

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

The program includes self-directed learning material for developing listening, reading, writing and speaking skills. This material can be found here:

http://www.publications.gc.ca/site/eng/browse/specializedCatalogues.html

Learners can use self-directed learning materials as needed outside training hours.

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

3.3 Learning levels

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

The duration of the sessions will be stated in the call-up.

4.0   Second language evaluation (SLE) tests

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

For the test of oral proficiency (TOP), this date will come at the end of step 4 for learners targeting level B and at the end of step 6 for learners targeting level C, or at a time chosen by the IU. For the reading tests and the test of written expression (RT and TWE), this date will be at the start of step 4 for learners in the level B program and at the end of the preparatory sessions for learners in the level C program, or at a time chosen by the IU.

The tests are administered by the Public Service Commission of Canada or by institutions that have received a delegation of authority from the Commission to administer them. The IU must inform the Offeror and the learner as soon as the test date has been scheduled.

5.0 Training materials

The Offeror is responsible for the acquisition of all hard copy and/or electronic materials it deems necessary.

Should the Offeror choose to provide learners with CSPC training program materials in hard copy, the Offeror must provide them with photocopies of the classroom activity materials. Materials given to learners will be their property.

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

6.0 Facilities

6.1 Federal institution facilities

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

6.2 The Offeror's facilities

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

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

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

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

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

6.2.1 Classrooms

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

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

6.2.2 Photocopier

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

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Learners should not be required to print the materials which the Offeror is required to make available to them as part of the training program. The costs must be clearly indicated at the beginning of the training.

6.2.3 Environmental requirements

In support of the green procurement effort, the Offeror must ensure that:
- all printers and photocopiers used for the purposes of this SO are programmed by default to print in black and white on both sides of the paper, and preferably meet the ENERGY STAR or its equivalent standards regarding energy efficiency;
- the paper used contains at least 30% recycled materials and/or is certified as originating from a sustainably managed forest;
- environmentally friendly ink or recycled ink cartridges are used in printers and photocopiers, and it is strongly recommended that the used ink cartridges be returned to the manufacturer for reuse or recycling;
- recycling bins for paper, newsprint and plastic and aluminium containers are available to learners and are emptied regularly, where this service is available, in compliance with the local recycling programs.

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

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

7.0 Specific resource services

7.1 Pedagogical advisers

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

The Offeror must assign one (1) primary pedagogical advisor for every fifty (50) class groups. With the approval of the TA, teachers may perform a percentage of their work as an advisor for courses other than theirs. If the Offeror is issued more than one standing offer for a number of work streams, the Offeror may assign a primary pedagogical advisor to more than one work stream in accordance with the ratios listed below:

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

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

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

The Offeror must also assign one (1) backup pedagogical advisor for every three (3) primary pedagogical advisors. A primary pedagogical adviser cannot be proposed as a backup pedagogical

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adviser and vice versa, whether in the same work stream or in another work stream. With the approval of the TA, teachers may perform a percentage of their work as a backup advisor for courses other than theirs.

7.1.1   Supervision by the pedagogical adviser

7.1.1.1 Teaching evaluation report (Appendix 5 – Annex A1)

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

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

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

The following items must be addressed in each report:

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

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

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

i.   Feedback for the teaching resource following in-class observation
ii   Implementation of an action plan to improve teaching techniques for all the Report criteria for which the rating obtained is less than 3. The action plan could include, but is not limited to:
       – training sessions given by a pedagogical advisor
       – pairing with an experienced teaching resource
       – coaching
iii. Verification that action plan objectives have been met

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7.1.1.2 Pedagogical adviser's action in response to a complaint or for an intervention with learners

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

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

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

7.1.1.3 Planning and reports

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

7.1.1.4 Welcome session for new learners

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

7.1.1.5 Replacement of pedagogical advisers

If a pedagogical advisor needs to be replaced, the Offeror must provide a backup pedagogical advisor who meets the education and experience requirements of the pedagogical advisor as described in article 10.1.

7.2 Teaching resources

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

7.2.1 Replacement of teaching resources

In the event that a teaching resource must take an unexpected leave of absence, the Offeror must ensure a replacement for that session. Only the teaching resources or the pedagogical advisors who already meet the education and experience requirements set out in clause 9.2.1 of this section can be backup teaching resources.

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

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

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8.0   Quality assurance and specific performance measurements

For all reports referred to in this part and under Deliverables (see article 10 of this section), templates and familiarization sessions will be provided for the Offeror's teaching resources and pedagogical advisers.

8.1 Absence report

The teaching resource must record learner absences in the monthly absence report. All partial- and full-day absences must be recorded. Monthly absence reports must be initialled by the learners and submitted to the IU's Project Authority no later than five (5) business days after the end of each training month.

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

8.2 End-of-session report (Annex A1 – Appendix 7)

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

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

8.3 Learning performance monitoring and teaching quality assessment

8.3.1   In-class monitoring of teaching

The TA must conduct random in-class observations, including training delivered by the department, in order to ensure that the training is consistent with the requirements and adult education principles set out in this Standing Offer. If the observed teaching does not comply with these requirements, the Offeror must conduct a follow-up, which may include registering the teaching resource to take the familiarization session described in clause 7.1.1 of this section again, in whole or in part. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this Standing Offer. If three (3) or more teaching resources are withdrawn from the CSPS programs for this reason during a 12-month period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, which may go so far as to suspend the SO for one or more sessions.

8.4 Recomposition of groups at the beginning of the session

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

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

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

9.0 Education and experience requirements – Resources

All resources proposed by the Offeror must have mastered the language being taught and be sufficiently proficient in the other official language to explain basic concepts of the language being taught. The pedagogical advisor must be able to deliver the welcome session (clause 7.1.1.4 of this section) and discuss with learners issues related to their training in their first official language.

9.1 • Pedagogical advisers

For all training modes, the SO Authority is the only authority who can verify and approve the qualifications of a pedagogical adviser.

The resources proposed to replace primary and backup pedagogical advisers must meet the mandatory qualification requirements set out below. The TA reserves the right to conduct an interview and perform any other verification necessary to evaluate the proposed resources, at no additional cost to Canada. The Offeror shall not assign any proposed resources to perform the work before receiving written authorization from the SO Authority.

9.1.1 Primary and backup pedagogical advisers – Mandatory qualifications

All primary and backup pedagogical advisors must have at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies will be accepted. These institutions include the credential assessment services of the federal or provincial governments and the International Credential Assessment Service of Canada, as well as others recognized as credential assessment services for comparing degrees and diplomas to Canadian standards and identified on the Canadian Information Centre for International Credentials website:

https://www.cicic.ca/1374/obtain_an_academic_credential_assessment_for_general_purposes.canada

and one of the following qualifications:

a. at least 600 hours of experience since January 2011 supervising at least two (2) teaching resources at the same time, delivering full-time and/or part-time English or French as a second language courses to adults, on an individual or group basis.

b. at least 1,800 hours of experience as a teaching resource since January 2011, delivering full-time and/or part-time English or French as a second language courses to adults, using one or more of the following training programs:
   - PBFT
   - PFL2 A and B or PFL2 C
   - CEWP
   - a program used by a recognized Canadian post-secondary institution
   - any other French or English as a second language adult education program

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

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

9.2 Teaching resources

The SO Authority is the only authority who can verify and approve the qualifications of a teaching resource. Only proposed teaching resources who meet the mandatory qualification requirements below will be considered acceptable.

9.2.1 Teaching resources proposed for the first time and replacements – Mandatory qualifications

All teaching resources must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies will be accepted. These institutions include the credential assessment services of the federal and provincial governments and the International Credential Assessment Service of Canada, as well as others recognized as credential assessment services for comparing degrees and diplomas to Canadian standards, identified on the Canadian Information Centre for International Credentials website:

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Teaching resources meeting requirement 9.2.1 fall into one of the following categories:

9.2.1.1. Teaching resources

Teaching resources must have acquired, since January 2011, a minimum of 500 hours of experience teaching English or French as a second language to adults, on an individual or group basis. Moreover, these hours of training must have been delivered using one or more of the following programs:

- PBFT
- PFL2 A and B or PFL2 C
- CEWP
- a program used by a recognized Canadian post-secondary institution
- any other French or English as a second language adult education program

9.2.1.2. Teaching resources in training

A teaching resource who does not have the experience described in **9.2.1.1** or who is in his or her last year of a bachelor's degree program at a recognized Canadian university will be considered a teaching resource in training. Teaching resources in training must be paired with experienced teaching resources until they have met the requirements of **9.2.1.1** and attended the familiarization sessions. Their progress will be constantly monitored by a pedagogical advisor. When the requirements of **9.2.1.1** have been met, the Offeror must inform the TA.

All teaching resources proposed for this SO must be evaluated by the Offeror's pedagogical advisor during the first month on the job, and a detailed report (see Appendix 5 – Teaching Evaluation Report) must be submitted to the TA on the first business day of the following month for review and approval of the teaching resources' qualifications.

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Upon request of the IU's TA, the Offeror must provide the TA with proof of education in the form of a copy of a document confirming the level of education of all teaching resources. The SO Authority may at any time require an original document or a true copy of the original certified by a commissioner of oaths.

The Offeror must also provide a certificate confirming each main teaching resource's experience. The certificate must provide the following information: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource, and the start and end dates of the experience.

10.0 Deliverables

All the deliverables identified in Section III must be prepared and submitted in the language being taught or in the other official language, if requested by the IU, and emailed, in a format compatible with MS Word, Excel or Adobe Acrobat Reader, to the IU's TA in the call-up as specified in this section. Section III contains a table summarizing all the deliverables specified in Section II.

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ANNEX A1 – SECTION III

Deliverables	The Offeror shall do the following:
1) Teaching evaluation report (see Section II, clause 7.1.1.1)	Record in-class observations in a report once per session per teaching resource. Submit the report, upon request, to the TA no later than three (3) business days after the visit.
2) Pedagogical advisor's action in response to a complaint or for an intervention with learners (Section II, clause 7.1.1.2)	Conduct all learner interventions at the request of a learner, or the Identified User's TA when a learner's behaviour disrupts training. Submit a report to the Identified User's TA on the first business day following the request. Further to a complaint, submit a detailed report on the teaching practices and interventions proposed no later than two (2) business days after receiving the complaint, unless otherwise indicated by the TA.
3) Learner absence report (see Section II, clause 8.1)	Record absences in the monthly absence report. Have the learners initial the absence report. Send the report to the IU's TA no later than five (5) business days after the end of each training month. Inform the Identified User's TA of any absence longer than 3 consecutive classes.
4) End-of-session report (see Section II, clause 8.2)	Submit the end-of-session report to the IU's TA no later than the 10th business day following the end of the session.
5) Training materials (see Section II, Article 5.0)	Acquire training program materials. Provide them to the teaching resource, learner and pedagogical advisor.
6) Training schedule	Prepare the training schedule and submit it to the TA and, upon request, to the IU, no later than one business day before the training begins.
7) Various documents (see Section II, clause 7.1.1.3)	Provide the TA with all plans, reports or records no later than two (2) business days following the request.

The IU's TA reserves the right to analyze the deliverables, point out any shortcomings on the part of the Offeror and/or exercise recourse and/or take corrective measures, as specified in General Conditions 2035 and article 19 of the Standing Offer.

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ANNEX A1 – APPENDIX 1

Qualification Standards in Relation to Official Languages

https://www.canada.ca/en/treasury-board-secretariat/services/staffing/qualification-standards/relation-official-languages.html

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 (2) types of language qualifications for bilingual positions:

- general second official language qualifications – A, B or C

- specific language qualifications requiring Code P

Official language qualifications are determined 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 profiles of positions. A printable final report shows the profile and the duties associated with the position in question.

Application

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

Related requirements

Institutions also apply the following requirements:

•Policy on Official Languages – for institutions subject to Parts IV, V and VI as well as section 91 of the *Official Languages Act*

•Directive on the staffing of bilingual positions – for institutions subject to the *Public Service Employment Act*

•Directive on Official Languages for People Management – for institutions subject to Schedules I and IV of the *Financial Administration Act*

General second official language qualifications

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

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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 who obtained an X demonstrated that their performance does not meet the minimum requirements for Level A for this ability.

Individuals who obtained an E are exempted indefinitely from further language testing for this ability. This exemption is granted to those 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:	• internal communications • letters

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	• email messages • routine forms (e.g. requisitions, invoices) • very simple texts
In order to:	• 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 tasks (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 texts;
- identify specific details; and
- distinguish main from subsidiary ideas.

A person reading 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:	• reference materials • reports • articles • notices
In order to:	• understand specific information 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 minimum level of second language ability in written comprehension for positions that require comprehension of texts dealing with a wide variety of work-related topics.

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A person reading at this level can:
- understand most complex details, inferences and fine points of meaning; and
- have a solid understanding 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:	• policy papers • research studies • technical reports • books • contracts or complex specifications • legal texts or regulations
In order to:	• 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 indicating 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.

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Examples:

A person at this level can write:	- single words - simple phrases - simple messages - lists (e.g. items, names, activities) - titles or subject headings - brief notes
In order to:	- 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.

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Examples:

A person at this level can carry out the activities of level A and can also write work-related:	• short, routine messages • short texts • short descriptions • brief comments • simple, factual correspondence or directives
In order to:	• adapt templates by adding a few words or slightly modifying the content • request or provide information, explanations or instructions • provide explanations 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.

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Examples:

A person at this level can carry out the activities at levels A and B, and can also write work-related:	• correspondence • briefing notes • memos • reports • recommendations • research papers • comprehensive summaries • detailed presentations
In order to:	• 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; and
- give uncomplicated instructions relating to routine work situations.

People at this level make many errors and are deficient 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, repetition 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 requests about simple and uncomplicated matters
- give and follow simple instructions
- provide short, repetitive answers or information
- exchange common courtesies (e.g. thank you, you're welcome, have a nice day)

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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; and
- provide factual descriptions and explanations.

A person at this level may be 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 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
- give presentations on concrete topics and answer factual follow-up questions
- answer the telephone, understand simple requests, redirect calls as appropriate, and/or explain how to complete a form

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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 is required or where unfamiliar work-related topics must be dealt with.

A person speaking at this level can:

- support opinions; and
- discuss hypothetical and conditional ideas.

At this level, the speakers 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.

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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
- provide advice to employees or clients on sensitive or complex issues
- participate as a member of a select board, interview board or assessment team as an integral part of the job functions

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ANNEX A1 – APPENDIX 2
ABBREVIATIONS AND ACRONYMS

CEWP Interface Canada
Communicative English at Work Program – Levels A and B

CEWP Interaction Canada
Communicative English at Work Program – Level C

CSPS
Canada School of Public Service

IU
Identified User

ILMS
Integrated Learning Management System

OL Qualification Standards
Qualification standards in relation to official languages

OIV
Oral interaction verification

PBFT
Programme de base de français au travail

PFL2 A, B and C
Programme de français langue seconde – Levels A, B and C

PSC
Public Service Commission

PSPC
Public Services and Procurement Canada

QAMT
Quality Assurance Measurement Tool

SLE
Second language evaluation

SO
Standing Offer

SOW
Statement of Work

TA
Technical Authority

TO
Training objective

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ANNEX A1 – APPENDIX 3

GLOSSARY

In the event of a discrepancy between the definitions in this glossary and those in Annex A1 – Statement of Work, the definitions in the Statement of Work must prevail.

CEWP A and B – Interface Canada
Communication-based program focusing on English in the workplace. It was developed by the CSPS and is used to teach English as a second language at the beginner and intermediate levels (levels A and B).

CEWP C – Interaction Canada
Communication-based program focusing on English in the workplace. It was developed by the CSPS and is used to teach English as a second language at the advanced level (level C).

CSPC Programme de base de français au travail (PBFT)
CSPC program developed by the Language Training Centre and previously used to enable learners to attain levels A, B and C. It emphasized communication in the context of everyday tasks. This program has been replaced by Programme de français langue seconde, PFL2 A and B, and by Programme de français langue seconde, PFL2 C.

Federal government statutory holidays
Statutory holidays recognized by the federal government:
- New Year's Day (January 1, or the following Monday if January 1 falls on a Saturday or Sunday)
- Good Friday
- Easter Monday
- Victoria Day
- Canada Day (July 1 or the Monday following this date if July 1 falls on a Saturday or Sunday)
- Civic Holiday (statutory holiday in the province where the course is being given)
- Labour Day (1st Monday in September)
- Thanksgiving Day (2nd Monday in October)
- Remembrance Day (November 11)
- Christmas Day and Boxing Dday (December 25 and 26)

Family Day is a provincial statutory holiday in some provinces but is not recognized as a statutory holiday by the Government of Canada.
Learning level
Part-time training programs are divided into three levels: beginner, intermediate and advanced. The learning level is to be determined on the basis of an evaluation or a candidate's self-assessment.

Part-time training
Training provided from 3 to 6 hours per week.

Programme de français langue seconde, Levels A and B (PFL2 A and B)
CSPS communication-based training program focusing on French in the workplace. This program is used to teach French as a second language at the beginner and intermediate levels (levels A and B).

Programme de français langue seconde, Level C (PFL2 C)
CSPS communication-based training program focusing on French in the workplace. This program is used to teach French as a second language at the advanced level (level C).

Qualification standards in relation to official languages (OL)
Qualification standards in relation to official languages(see Qualification standards in relation to official languages below). See Appendix 1 to this Annex.

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Second language evaluation (SLE):
Public Service Commission (PSC) language tests administered at the end of English or French as a second language training in order to assess language proficiency levels (A, B or C) in reading, writing and oral interaction. These tests are administered only if required by Canada.

Session
Group training is delivered in the form of sessions. IUs may also create custom course sessions.

Step
CSPS language training programs are divided into four phases for levels A and B and two phases for level C.

Training materials
CSPC training programs contain instructions regarding the structure, content, training objectives, delivery and other program requirements. These instructions are included in each program's "learning materials".

Training objectives (TOs)
Training objectives that the learners must achieve during the training program. Training objectives are part of CSPS training programs and are defined in the training documents.

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ANNEX A1 – APPENDIX 4

CSPC TRAINING PROGRAM OBJECTIVES

1. PFL2 – A and B

At the end of each step of PFL2 A and B, there is a step consolidation session.

PFL2 A and B Training Objectives (OF)

STEP 1

OF 1 – S'identifier et identifier des personnes
OF 2 – Identifier des objets ou des documents
OF 3 – Exprimer des relations d'appartenance
OF 4 – Exprimer des relations de possession
OF 5 – Indiquer où est une personne, un objet/document, un lieu
OF 6 – Indiquer des données chiffrées
OF 7 – Orienter quelqu'un dans l'espace OF 8 – Situer un événement dans le temps
OF 9 – Situer un événement dans le temps: passé, présent, futur
OF 10 – Assigner des tâches
OF 11 – Préciser comment accomplir une tâche
OF 12 – Indiquer la répartition et une quantité non numérique

STEP 2

OF 13 – Fournir de l'information sur un événement ou une habitude passés
OF 14 – S'informer ou informer d'un événement
OF 15 – S'informer ou informer d'une requête ou de l'obtention de quelque chose
OF 16 – Faire une offre et réagir à une offre
OF 17 – S'informer ou informer de la présence ou de la disponibilité de personnes ou de choses
OF 18 – Exprimer une volonté, un souhait, des goûts, des préférences
OF 19 – Évaluer des choses
OF 20 – Évaluer des personnes
OF 21 – (Se) renseigner sur l'application de normes et de règlements
OF 22 – Préciser les modalités d'exécution (temps) d'un travail

STEP 3

OF 23 – Préciser les conditions de réalisation d'un projet
OF 24 – Situer des événements par rapport à d'autres
OF 25 – Indiquer les étapes d'un processus
OF 26 – Décrire des déplacements
OF 27 – Décrire une tâche (opérations physiques)
OF 28 – Préciser l'importance d'une directive
OF 29 – Apprécier les capacités ou les compétences de quelqu'un
OF 30 – Permettre ou interdire quelque chose
OF 31 – Exprimer la volonté, le souhait
OF 32 – Formuler des conditions
OF 33 – Exprimer un choix

STEP 4

OF 34 – Proposer des solutions à un problème
OF 35 – Faire des prévisions
OF 36 – Demander ou donner de l'information sur un projet

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OF 37 – Décrire la démarche suivie dans la réalisation d'un projet

OF 38 – Exposer le pourquoi et les effets d'une action, d'un événement, d'une situation

OF 39 – Évaluer un changement proposé

OF 40 – Persuader quelqu'un de quelque chose

2. PFL2 – C

Program Components

STEP 5

Session préparatoire 1

Session préparatoire 2

Module 1

Module 2

STEP 6

Module 3

Module 4

3. CEWP Level A and B

CEWP Learning Objectives	
Book	**INTERFACE (program A – B): TRAINING OBJECTIVE**
STEP 1	
1	TO 1 – talk about oneself
	TO 2 – talk about occupations and professions
	TO 3 – say what things are
	TO 4 – express possession
	TO 5 – alphabet and spelling
	TO 6 – use social expressions
	TO 7 – say what/where things are (to be, stative verb use)
	TO 8 – phone someone (give/get numbers, answer calls, request)
	TO 9 – get to know someone (give and get personal information)
	TO 10 – give and get addresses (numbers)
	TO 11 – talk about family / introduce people

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	TO 12 – tell the time
	TO 13 – ask about people (who, where, stative questions)
	TO 14 – ask someone to do something (polite requests)
2	TO 15 – describe your job (stative verbs, routines)
	TO 16 – ask / say which one (demonstratives)
	TO 17 – say / ask what one is doing (present action)
	TO 18 – talk about leisure activities (present, simple vs. progressive)
	TO 19 – give / get info on past activities (past, time adverbials)
	TO 20 – dates (prepositions, day, month, year)
	TO 21 – talk about who it belongs to (possessive pronouns, ownership)
	TO 22 – ask for things (availability, quantity, there is/are)
	TO 23 – future plans (present simple for future, time adverbials)
	TO 24 – talking about the weather (adjectives, intensifiers)
	TO 25 – giving locations (prepositions of place)
	TO 26 – small talk (review mixed tenses, weather, plans)
3	TO 27 – directing phone calls
	TO 28 – asking about language (pronunciation, spelling, meaning clarification)
	TO 29 – describing people (giving /getting physical info; descriptive adjectives)
	TO 30 – habits and routines (simple present; adverbs of frequency)
	TO 31 – giving / getting personal data
	TO 32 – temporary situations (time adverbials, contrast present vs. continuous aspect)
	TO 33 – giving directions (adverbs of movement, direction)
	TO 34 – giving / getting info on past actions and events
	TO 35 – ability (modal auxiliaries: can, could; adverbs manner)
	TO 36 – making appointments

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STEP 2	
4	TO 37 – giving assurance (will; time adverbials; (in)direct objects)
	TO 38 – describing things
	TO 39 – asking / granting permission (modal use: can, could, may, have to)
	TO 40 – making comparisons (comparative; superlatives; intensifiers)
	TO 41 – alphabet and spelling / social formulation
	TO 42 – telling what happened (contrast past aspects)
	TO 43 – leaving and taking a message (modals: can, could, would)
	TO 44 – talking about intentions (intro: conditional sentences)
5	TO 45 – polite requests (can, could, will, would, mind+)
	TO 46 – asking about cost and quantity (much, many, a few…)
	TO 47 -arriving for an appointment
	TO 48 – ongoing situations (into: present perfect)
	TO 49 – showing how, giving instructions (adverbs for sequence)
	TO 50 – health (modal: should, ought to)
	TO 51 – review social expression, introductions
	TO 52 – talking about the recent past (contrast past, present perfect, time expressions)
1 – 5	**CONSOLIDATION Level A objectives (Review)**
STEP 3	
6	TO 53 – explaining how to get somewhere
	TO 54 – making inquiries (info, yes/no, indirect)
	TO 55 – offering help
	TO 56 -remembering the past (discontinued habit; modals)
	TO 57 – speculating (modals + be)
	TO 58 – looking for people and things (indirect questions; modals)

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	TO 59 – similarities and differences (both, neither, (n)or, intensifiers)
	TO 60 – arranging to meet with someone (modal auxiliaries)
7	TO 61 – hypothetical situations (conditional: probable, improbable)
	TO 62 – satisfaction and dissatisfaction (like, enjoy, hate, can't stand..)
	TO 63 – referring (mixed modals)
	TO 64 – past experience (present perfect, simple past, used to, time adverbials)
	TO 65 – getting together (inviting; modals, social expressions)
	TO 66 – opinions and reactions (agreement; so/too; (n)either)
	TO 67 – skills and know-how (gerunds for activity, good at)
	TO 68 – relaying a message (reported speech)
STEP 4	
8	TO 69 – making suggestions (should, could, instead)
	TO 70 – interests and preferences (gerunds)
	TO 71- offering encouragement (indecision, concerns; worries)
	TO 72 – giving positive/negative feedback (modal perfect)
	TO 73 – expressing wishes (conditionals, wish, hope)
	TO 74 – making / handling complaints; expressing frustration
	TO 75 – expressing regrets (modal perfect expressions)
	TO 76 – completing tasks (gerunds, adverbials of degree)

4. CEWP level C

INTERACTION (program A – B, C)

STEP 5

Review Phase
Phase 1

STEP6

Phase 2
Phase 3

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APPENDIX 5

TEACHING EVALUATION REPORT

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

Date:

Evaluation performed by

Name: **Title:**

Offeror: **Teaching resource:**

Group No.:   **Program step:**

Training mode (check appropriate box)

	Group	Individual
Full-time	☐	☐
Part-time	☐	☐

Activities observed:

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

☐   **PFL 2 C**   **Preparatory session:**   **or Module:**   **Activity:**

☐   **Other (Specify)**

Put an X in the box next to any criteria that need improvement.
Then indicate the rating for the teaching resource's performance:
   3 – meets 80% or more of the requirements
   2* – meets 60% to 79% of the requirements
   1** – meets 59% or fewer of the requirements
* Show and comment on the point(s) needing improvement.
** Indicate measures to be taken by the pedagogical advisor and teaching resource to meet the following criteria.
*** If the criteria do not apply to the activities observed, state this in the comment section.

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

The teaching resource:

a) establishes links between activities and training objectives ☐
b) ensures that the learners understand the training objectives ☐

Rating: 1 / 2 / 3
Comments / Points to be improved on

2. The instructions are clear.

The teaching resource:

a) explains the instructions and gives examples in the learner's second language ☐
b) checks and confirms learner comprehension ☐
c) provides additional information (if necessary) ☐

Rating: 1 / 2 / 3
Comments / Points to be improved on

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

The teaching resource:

a) varies how she/he presents activities while maintaining the training objective ☐
b) relates the learners' experience to the objectives of the scheduled activities ☐
c) tailors activities to the learners' various learning styles, needs and interests ☐
d) gives clear, specific and varied explanations ☐
e) makes appropriate use of writing to support the activity's objective ☐
f) adjusts time allocated to activities to learners' needs ☐
g) uses authentic documents ☐
h) leads activities in a way that maximizes the learners' speaking time ☐

Rating: 1 / 2 / 3
Comments / Points to be improved on

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

The teaching resource:

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a) varies correction in line with the activity objective of the unit of study ☐
b) provides corrections in line with the learner's needs and the training objective at hand ☐
c) limits his/her interventions during communication activities, correcting only errors that obscure meaning ☐
d) uses writing when the need arises ☐
e) revisits difficulties experienced during an activity before moving on to the next one ☐
f) uses positive reinforcement ☐

Rating: 1 / 2 / 3
Comments / Points to be improved on

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

The teaching resource:

a) requires the participation of all learners ☐
b) encourages spontaneous interaction and links it to the areas of study ☐
c) encourages learners to use their second language in class ☐
d) distributes speaking opportunities equally among learners ☐
e) provides learners with opportunities to speak as much as possible ☐
f) makes the learners responsible for their learning by assigning them to lead certain activities ☐

Rating: 1 / 2 / 3
Comments / Points to be improved on

6.1. In PFL 2 – A and B the teaching resource takes into consideration the units of study (exploration, functions, etc.).

a) The duration of the unit of study complies with what is set out in the program ☐
b) The teaching resource complies with the approach recommended for the unit of study ☐
c) The teaching resource presents the unit at the time indicated in the program ☐
d) The activities selected meet the learners' needs ☐
e) The teaching resource uses online learning tools judiciously ☐
f) The objective of the activity is met ☐

Rating: 1 / 2 / 3

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Comments / Points to be improved on

6.2. 6.2. In PFL 2 – C, the teaching resource takes the nature of the activities set out in the program into account.

The teaching resource:

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

Rating: 1 / 2 / 3
Comments / Points to be improved on

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

The teaching resource:

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

Rating: 1 / 2 / 3
Comments / Points to be improved on

8. Observations and comments on the group

The learners:

a) are progressing and are at roughly the same level ☐
b) speak spontaneously ☐
c) ask questions ☐

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d) participate actively ☐
e) use their second language in class ☐
f) contribute to creating an atmosphere that is conducive to learning ☐

Evaluator's comments:

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APPENDIX 6

MINIMUM CONTENT OF IN-HOUSE TRAINING SESSIONS

(Section II, clause 7.1)

Minimum content that the pedagogical advisor should provide to the teaching resources to enable them to teach the CSPS's programs.

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

1. use PFL2 A and B, PFL2 – C or CEWP classroom and self-learning materials
2. teach and coach learners using a communicative approach and adult education principles
3. manage in-class activities (units, objectives) and adapt to learners' needs
4. carry out weekly planning
5. create individual work plans
6. understand the roles and responsibilities of learners, teaching resources and the pedagogical advisor
7. prepare absence, progress, end-of-session and recommendation reports

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APPENDIX 7

END OF SESSION REPORT

Learner's Name / Nom de l'apprenant :

School / École :

Department / Ministère

Group / Groupe

Level / Niveau   beginner / débutant
                                            intermediate / intermédiaire
                                            advanced / avancé

Teacher / Ressource enseignante

Pedagogical Adviser / Conseiller pédagogique

Global Assessment / Évaluation globale :

Comments / Commentaires :

Date:

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Annex "A2"

STATEMENT OF WORK (SOW)

For the Ontario Region (Ontario, excluding the National Capital Region)

Please note that all work streams described in this Statement of Work do not automatically apply to each geographic area listed in article 10.0 of the present annex.

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SECTION II – WORK STREAMS

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<u>For each of the work streams in Section II – 1 and 2, the following articles apply</u>:

1.0   Type of training provided
2.0   Training delivery days
3.0   CSPS training programs
4.0   Second Language Tests
5.0   Training materials
6.0   The Offeror's facilities
7.0   Specific resource services
8.0   Quality assurance and specific performance measurements
9.0   Education and experience requirements – Resources
10.0   Deliverables

SECTION III – TABLE OF DELIVERABLES

APPENDICES

Appendix 1. Official Languages Qualification Standards
Appendix 2. Abbreviations and acronyms
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Appendix 4. CSPS Training Program Objectives
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Appendix 6. Minimum content for in-house training
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Preamble

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

Appendix 1. Official Languages Qualification Standards
Appendix 2. Abbreviations and acronyms
Appendix 3. Glossary
Appendix 4. CSPS Training Program Objectives
Appendix 5. Teaching Evaluation Report
Appendix 6. Minimum content for in-house training
Appendix 7. Progress Report

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

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ANNEX A2 - SECTION I - REQUIREMENTS

1.0   Background   This section applies to all work streams.

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

2.0   Training

The purpose of this Statement of Work is to define the French and English second language training services required based on the CSPS's training programs. The Offeror must provide full-time and part-time* training for federal employees (learners) designated by the Identified User (IU), in all regions other than the National Capital Region (NCR), at levels A, B and C of the Qualification Standards in Relation to Official Languages described in Appendix 1, upon request by federal institutions, as indicated in the call-up.

See Section II for a full definition of each format and mode of training.

2.1 Training format

The training is divided in to two (2) main work streams.

Each main work stream is subdivided as follows:

FULL-TIME INDIVIDUAL TRAINING

Work stream 7A: Full-time individual training in French at the Offeror's facilities
Work stream 7B: Full-time individual training in French at a federal institution
Work stream 8A: Full-time individual training in English at the Offeror's facilities
Work stream 8B: Full-time individual training in English at a federal institution

PART-TIME INDIVIDUAL TRAINING

Work stream 9A: Part-time individual training in French at the Offeror's facilities
Work stream 9B: Part-time individual training in French at a federal institution
Work stream 10A: Part-time individual training in English at the Offeror's facilities
Work stream 10B: Part-time individual training in English at a federal institution

2.2 Delivery method

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

The Offeror must also ensure that the requirements of this Statement of Work are not modified further to a request from learners; for example, for full-time training, or a request to receive training outside the business days listed in Section II of this document.

The Offeror may use the School's programs (PFL2 and CEWP), teacher version, which is available at the following link:

http://www.publications.gc.ca/site/eng/browse/specializedCatalogues.html

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3.0 Type of learner

Learners receiving learning services have the following objectives:
- to acquire skills to meet the language requirements of their positions
- to develop their second language skills
- to retain their second language skills

4.0 Language of communication with learners

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

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

5.0 CSPS training programs

Every CSPS training program referred to in the work streams below includes specific objectives and/or units. A descriptive list of these objectives can be found in Appendix 4 of this annex.

6.0 Qualification standards in relation to official languages (OLs)

Once the training is finished, a learner who needs to meet the language requirements of a position must demonstrate, through a second language evaluation test administered by the Public Service Commission of Canada (PSC), that he or she is proficient in the language at the target level (A, B or C) for the following language skills: reading, writing and oral proficiency. Tests are administered by the PSC or a federal institution that has obtained a delegation of authority from PSC to administer them.

For the purposes of this document, "qualification standards" are synonymous with the "proficiency levels" or
"proficiency standards" listed in Appendix 1 of this Annex. They are also available at https://www.canada.ca/en/treasury-board-secretariat/services/staffing/qualification-standards/relation-official-languages.html.

7.0 Course loading activities

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

8.0 SLE test scheduling

For learners who must take SLE tests, the IU will make the necessary arrangements with the PSC or its representatives and will provide the learner and the Offeror with the test date.

9.0 Learner training location

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

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Language training		
Location of service delivery		
Region	**Provinces or Territories Covered**	**Geographic areas**
Ontario	Ontario, excluding the national capital region	Greater Toronto and Adjacent Areas (GTAA)
		Southeast 1 (SE 1)
		Southeast 2 (SE 2)
		Southeast 3 (SE 3)
		Southwest 1 (SW 1)
		Southwest 2 (SW 2)
		Southwest 3 (SW 3)
		Northeast 1 (NE 1)
		Northeast 2 (NE 2)
		Northeast 3 (NE 3)

For the purposes of this standing offer, the applicable accommodations are those that enable persons with limited mobility to access the premises where the training will take place, the room, the sanitary facilities, and other areas made available to all learners. An Offeror that identifies itself in this category must accept all call-ups requiring accommodations.

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

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ANNEX A2 – SECTION II – WORK STREAMS

The following articles apply to each of the work streams in Section II:

1.0   Type of training provided
2.0   Training delivery days
3.0   CSPS training programs
4.0   Second Language Tests
5.0   Training materials
6.0   The Offeror's facilities
7.0   Specific Resource Services
8.0   Quality assurance and specific performance measurements
9.0   Education and experience requirements – Resources
10.0   Deliverables

Section II – 1 FULL-TIME INDIVIDUAL TRAINING

     Work stream 7A: Full-time individual training in French at the Offeror's facilities
     Work stream 7B: Full-time individual training in French at a federal institution
     Work stream 8A: Full-time individual training in English at the Offeror's facilities
     Work stream 8B: Full-time individual training in English at a federal institution

Section II – 2 FULL-TIME INDIVIDUAL TRAINING

     Work stream 9A: Part-time individual training in French at the Offeror's facilities
     Work stream 9B: Part-time individual training in French at a federal institution
     Work stream 10A: Part-time individual training in English at the Offeror's facilities
     Work stream 10B: Part-time individual training in English at a federal institution

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ANNEX A2 – SECTION II – 1

FULL-TIME INDIVIDUAL TRAINING

Work stream 7A: Full-time individual training in French at the Offeror's facilities
Work stream 7B: Full-time individual training in French at a federal institution
Work stream 8A: Full-time individual training in English at the Offeror's facilities
Work stream 8B: Full-time individual training in English at a federal institution

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

1.0 Type of training provided

For the purposes of this standing offer, full-time individual training is defined as training delivered between fifteen (15) and thirty-five (35) hours per week, between 7:30 a.m. and 5:00 p.m., from Monday to Friday, except on federal government statutory holidays.*

*See glossary in Appendix 3.

A language learning plan is required (see details in Section I).

2.0 Training delivery days

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

The Offeror must provide learners with up to seven (7) hours of training services per day for a total of fifteen (15) to thirty-five (35) hours per week, from Monday to Friday, except on federal government statutory holidays. The number of daily and weekly training hours, as well as course start and end times if there are fewer than seven (7) hours of training per day, must be indicated in the call-up.

For a seven (7)-hour training day, the Offeror must allow learners a 15-minute break in the morning and a 15-minute break in the afternoon. Learners will also have one (1) hour for lunch, outside the seven (7)-hour training period.

For a training day of less than seven (7) hours, the Offeror must allow learners a 15-minute break every two consecutive hours. After a second two-hour period, the Offeror must allow learners a 30- to 60-minute meal break. If the training exceeds four hours, an additional break must be provided after the third two-hour period.

Training hours do not include breaks or the lunch hour.

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

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

Training may be delivered between December 25 and January 1, excluding statutory holidays. A pedagogical break may be subject to TA approval.

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Leave authorized by the IU's Project Authority will be accepted and must be indicated in the call-up. This leave can vary from one call-up to another. The training delivered must correspond to the call-up period. No additional training may be delivered without officially amending the call-up. For example, training days or hours missed during the call-up period cannot be delivered after the call-up period.

3.0 CSPS training programs

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

Offerors must use one of the CSPS training programs listed below. CSPS programs are based on a communicative approach and adult education principles. The Offeror can, however, use additional activities to supplement or enhance those of the CSPS and meet learners' needs.

The Offeror must use the following teaching practices:

Communicative approach
  ➢ encourage learners to communicate in the language being taught
  ➢ maximize the learners' speaking time
  ➢ have the learners practise the taught matter in communication situations that are relevant to them
  ➢ choose varied activities relevant to learners
  ➢ use authentic documents
  ➢ adjust the correction of errors on the basis of activity objectives and learner needs
Adult education principles
  ➢ provide plans for group activities and self-directed learning
  ➢ for each activity, give instructions and describe the process by specifying:
    – what the learners must do
    – the duration of the activity
    – the anticipated outcome
    – the materials and tools to be used
  ➢ for each activity, indicate the objective by specifying:
    – the knowledge or know-how that the activity is intended to develop
    – the link between the objective of the activity and the training objective
  ➢ provide learners with regular feedback on their strengths and the areas that need work in relation to the targeted objectives
  ➢ take into account the needs, interests and experience of learners, as well as different learning styles

Here are the CSPS training programs:

  • For French: Programme de français langue seconde, Levels A and B (PFL2 A and B), Programme de français langue seconde, Level C (PFL2 C)
  • For English: Communicative English at Work Program (CEWP), Levels A, B and C

3.1 PFL2 programs

CSPS PFL2 A and B and PFL2 C are the programs for language training in French. They cover proficiency levels A, B and C and enable learners to acquire the skills necessary to interact in French in the workplace and in daily situations.

PFL2 A and B consist of forty (40) training objectives.

PFL2 C includes two (2) preparatory sessions and four (4) units, and is designed to ensure that the

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learner achieves or maintains level C proficiency.

The programs include self-directed learning material for developing listening, reading, writing and speaking skills. This material is available at the following link:

http://www.publications.gc.ca/site/eng/browse/specializedCatalogues.html

Learners can use self-directed learning materials as needed outside training hours.

3.2 CEWP program

The CSPS CEWP is the program for language training in English. It covers proficiency levels A, B and C and enables learners to acquire the necessary skills to interact in English in the workplace and in daily situations.

The program material is entitled:
• "Interface Canada" for levels A and B; and
• "Interaction Canada" for level C.

"Interface Canada" consists of seventy-six (76) main objectives grouped into eight (8) workbooks: 1 to 3 for level A and 4 to 8 for level B.

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

The program includes self-directed learning material for developing listening, reading, writing and speaking skills. The material can be found here:

http://www.publications.gc.ca/site/eng/browse/specializedCatalogues.html

Learners can use self-directed learning materials as needed outside training hours.

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

3.3 Estimated training duration

For a learner starting at training objective 1, the training duration can be up to 1,605 hours for level B and up to 2,170 hours for level C, not including breaks and lunch.

The recommended duration of training and the learner's review needs, if applicable, will be included in the learner's language learning plan.

4.0 Second language evaluation (SLE) tests

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

For the test of oral proficiency (TOP), this date will come at the end of step 4 for learners targeting level B and at the end of step 6 for learners targeting level C, or at a time chosen by the IU. For the reading tests and the test of written expression (RT and TWE), this date will be at the start of step 4 for learners in the level B program and at the end of the preparatory sessions for learners in the level C program, or at a time chosen by the IU.

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The tests are administered by the Public Service Commission of Canada or by institutions that have received a delegation of authority from the Commission to administer them. The IU must inform the Offeror and the learner when the test date has been scheduled.

5.0 Training materials

The Offeror is responsible for the acquisition of all materials in paper and/or electronic format it deems necessary.

Should the Offeror choose to provide learners with training program materials in paper format, the Offeror must provide them with photocopies of classroom activity materials. Materials given to learners will be their property.

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

6.0 Facilities

6.1 Federal institution facilities

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

6.2 The Offeror's facilities

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

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

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

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

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

6.2.1 Classrooms

For each individual training session, the Offeror must provide a reasonably soundproofed classroom that is at least 70 square feet and has all the furnishings and materials needed for language training, i.e. a wall chart, tables, chairs, lighting, heating and a space to store notebooks and coats. The classroom will be a distinct closed room. It is preferable that the classrooms have windows with direct access to daylight. The Offeror who has identified himself as being able to offer one or more Offerors that have facilities with accommodations must provide classrooms consistent with the accommodations required for a learner, as indicated in the call-up. If the

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Offeror's classrooms are being used for a first time under this SO, they must be ready at least five (5) business days before the start of training.

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

6.2.1.1 Computer equipment

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

- PC-compatible Pentium 2 GHz computer with mouse and keyboard
- Windows 2000, XP or Vista
- 500 MB of RAM for 2000 and XP / 2 GB of RAM for Vista
- 60-GB hard drive
- Video card with 800 X 600 minimum resolution
- 16-bit sound card with speakers
- Quick Time Player®
- Flash Player®
- Java
- DVD Player
- Internet access, Internet Explorer 6.x or later or Firefox 3.x or later
- Minimum 19-inch screen/monitor
- Printer, ink and paper (however, it is also acceptable for the Offeror to have one printer with sufficient ink and paper to serve a number of classrooms, possibly located outside the classrooms)

In addition, the Offeror may provide the learners with wireless internet access, allowing learners to use their mobile devices to access the CSPS's training programs.

6.2.2 Photocopier

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

Learners should not be required to print the materials which the Offeror is required to make available to them as part of the training program. These costs must be clearly indicated at the beginning of the training.

6.2.3 Learner printing

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

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

The Offeror can, by giving learners advance notice, limit the number of photocopies and print-offs to a maximum of 50 pages per learner per month. Anything exceeding that number could be charged to the learners using this service, at a rate determined by the Offeror. These costs must be clearly indicated at the beginning of the training.

6.2.4 Environmental requirements

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

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- all printers and photocopiers used for the purposes of this SO are programmed by default to print in black and white on both sides of the paper, and preferably meet ENERGY STAR or equivalent standards regarding energy efficiency.
- the paper used contains at least 30% recycled materials and/or is certified as originating from a sustainably managed forest.
- environmentally friendly ink or recycled ink cartridges are used in printers, fax machines and photocopiers. It is strongly recommended that the used ink cartridges can be returned to the manufacturer for reuse or recycling.
- recycling bins for paper, newsprint and plastic and aluminum containers are available to learners and are emptied regularly, where this service is available, in compliance with the local recycling programs.

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

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

6.2.5 Dining area

Preferably, the Offeror will provide learners with access to an area where they can take their meals, furnished accordingly, outside the classrooms.

7.0 Specific resource services

7.1 Pedagogical advisors

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

The Offeror must assign one (1) primary pedagogical advisor for every thirty (30) full-time individuals. With the approval of the TA, teachers may perform a percentage of their work as an advisor for courses other than theirs. If the Offeror is issued more than one standing offer for a number of work streams, the Offeror may assign a primary pedagogical advisor to more than one work stream in accordance with the ratios listed below:

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

For example, if the Offeror sets up training for 45 full-time learners, one primary pedagogical advisor will have to be assigned for the first 30 learners and a second primary pedagogical advisor for the remaining 15 learners. The second pedagogical advisor could also be assigned responsibility for up to 5 full-time groups, 25 part-time groups or 50 part-time learners in individual training.

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

The Offeror must also assign one (1) backup pedagogical advisor for every three (3) primary pedagogical advisors. A primary pedagogical advisor cannot be proposed as a backup pedagogical advisor and vice versa, whether in the same work stream or in another work stream. With the

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approval of the TA, teachers may perform a percentage of their work as a backup advisor for courses other than theirs.

7.1.1 Supervision by the pedagogical advisor

7.1.1.1 Teaching Evaluation Report (Appendix 5 – Annex A2)

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

The pedagogical advisor must plan classroom teaching observation sessions. With the approval of the TA, virtual (remote) observation sessions may be used when courses are held in regions that are far from the pedagogical advisor's place of work. For each visit or remote observation session, the pedagogical advisor must record his or her observations in a written report and submit it to the TA no later than thirty (30) business days after the start of the session. The TA may require classroom visits or virtual observation sessions on request if the TA feels that the teaching resources or learners need specific support. For virtual teaching observation sessions, the TA may request additional information as needed (e.g. photos of the facilities).

The following items are to be addressed in each monthly report:

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

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

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

i. Feedback for the teaching resource following in-class observation; ii. Implementation of an action plan to improve teaching techniques for all the Report criteria for which the rating obtained is less than 3. The action plan could include, but is not limited to:
   – training sessions given by a pedagogical advisor
   – pairing with an experienced teaching resource
   – coaching
iii. Verification that action plan objectives have been met

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

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

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

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

7.1.1.3 Planning, individual work plans and reports

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

7.1.1.4. Learner training file

The pedagogical advisor must maintain a training file for each learner. These files are to be kept in a locked cabinet and sent to the TA upon request.

7.1.1.5 Welcome session for new learners

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

7.1.1.6 Replacement of pedagogical advisers

If a pedagogical advisor needs to be replaced, the Offeror must provide a backup pedagogical advisor who meets the educational and experience requirements as described in clause 10.1.

7.2 Teaching resources

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

7.2.1 Replacement of teaching resources

In the event that a teaching resource must take an unexpected leave of absence, the Offeror must ensure an immediate replacement. Backup teaching resources must meet the education and experience (teaching resources) requirements set out in clause 9.21.

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

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

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7.2.2 Preparation time

The Offeror must ensure that teaching resources devote one (1) hour to course preparation for every six (6) hours of teaching time, that is, one (1) hour of preparation time per seven (7) hour training day, at the Offeror's facilities. During that hour, the learner must perform self-directed learning activities. In order to allow the learner to benefit fully from the training, it is strongly recommended that the teaching resource's daily preparation time take place between 10:00 a.m. and 3:30 p.m.

8.0 Quality assurance and specific performance measurements

For all reports referred to in this part and under deliverables (article 10.0 of this section), templates and familiarization sessions will be provided for the Offeror's teaching resources and pedagogical advisors.

8.1 Absence report

The teaching resource must record learner absences in the monthly absence report. All partial- and full-day absences must be recorded. Monthly absence reports must be initialled by the learner at the end of each week and submitted to the IU's Project Authority within five (5) business days following the end of each training month.

In addition, the Offeror must contact the IU's Project Authority if a learner has repeated absences, late arrivals or early departures that could impede his or her learning. The Offeror must provide the IU's Project Authority with a written notice no later than forty-eight (48) business hours after determining that there have been such absences, late arrivals or early departures.

8.2 Monthly learner progress report (Annex A3 – Appendix 7)

The teaching resource must track the learners' performance monthly.

The pedagogical advisor must ensure that the learner progress report duly completed and prepared by the teaching resource is sent to the IU's TA no later than five (5) business days following the month assessed.

8.3 Learner learning performance

8.3.1 Oral Interaction Verification (OIV)

OIVs for learners in group language training may be administered by the pedagogical advisor or by a teaching resource at the end of steps 1, 2, 3 and 4 for levels A and B, and at the end of the preparatory sessions and of units 2 and 4 for level C.

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

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

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

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8.3.2 Predictive test, Reading Comprehension and Writing Expression

The Offeror must administer the predictive test at the start of step 3 of the program.

This test evaluates the likelihood that the learner will reach his or her objectives at the SLE reading comprehension and written expression tests and determines whether specific support is needed to prepare for these tests.

The Offeror's pedagogical advisor must provide the TA with the results of the learner's predictive test no later than two business days after the test has been administered.

8.4 Learning performance monitoring and teaching quality assessment

8.4.1 In-class monitoring of teaching

The TA must conduct random in-class observations in order to ensure that the training is consistent with the requirements and adult education principles set out in this SO. If the observed teaching does not meet these requirements, a follow-up must be carried out by the Offeror. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this SO. If three (3) or more teaching resources are withdrawn from the CSPS programs for this reason during a 12-month period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, even up to suspending the SO for one or more sessions.

9.0 Education and experience requirements – Resources

All resources proposed by the Offeror must have mastered the language being taught and be sufficiently proficient in the other official language to explain basic concepts of the language being taught. The pedagogical advisor must be able to deliver the welcome session (see clause 7.1.1.5 of this section) and discuss with learners issues relating to their training in their first official language.

9.1 Pedagogical advisors

For all training modes, SO Authority is the only authority who can verify and approve the qualifications of a pedagogical advisor.

The resources proposed to replace primary and backup pedagogical advisors must meet the mandatory qualification requirements set out below. The TA reserves the right to conduct an interview and perform any other verification necessary to evaluate the proposed resources, at no additional cost to Canada. No resource proposed by the Offeror shall be assigned to perform work before receiving written authorization from the Standing Offer authority.

9.1.1 Primary and backup pedagogical advisors – Mandatory qualifications

All primary and backup pedagogical advisors must have at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies will be accepted. These institutions include the credential assessment services of the federal or provincial governments and the International Credential Assessment Service of Canada, as well as others recognized as credential assessment services for comparing certificates and diplomas against Canadian standards, identified on the Canadian Information Centre for International Credentials website:

https://www.cicic.ca/1374/obtain_an_academic_credential_assessment_for_general_purposes.canada

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and one of the following qualifications:

a. at least 600 hours of experience since January 2011 supervising at least two (2) teaching resources at the same time, delivering full-time and/or part-time English or French as a second language courses to adults, on an individual or group basis.
b. at least 1,800 hours of experience as a teaching resource since January 2011, delivering full-time and/or part-time English or French as a second language courses to adults, using one or more of the following training programs:
   • PBFT
   • PFL2 A and B or PFL2 C
   • CEWP
   • a program used by a recognized Canadian post-secondary institution
   • any other English or French as a second language adult education program

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

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

9.2 Teaching resources

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

9.2.1 Teaching resources proposed for the first time and replacements – Mandatory qualifications

All teaching resources must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies will be accepted. These institutions include the credential assessment services of the federal and provincial governments and the International Credential Assessment Service of Canada, as well as others recognized as credential assessment services for comparing degrees and diplomas to Canadian standards, identified on the Canadian Information Centre for International Credentials Web site:

https://www.cicic.ca/1374/obtain_an_academic_credential_assessment_for_general_purposes.canada

Teaching resources meeting requirement **9.2.1** fall into one of the following categories:

9.2.1.1. Teaching resources

Teaching resources must have acquired, since January 2011, a minimum of 500 hours of experience teaching English or French as a second language to adults, on an individual or group basis. In addition, these hours of training must have been delivered using one or more of the following programs:

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- PBFT
- PFL2 A and B or PFL2 C
- CEWP
- a program used by a recognized Canadian post-secondary institution
- any other English or French as a second language adult education program.

9.2.1.2. Teaching resources in training

A teaching resource who does not have the experience described in **9.2.1.1** or who is in his or her last year of a bachelor's degree program at a recognized Canadian university will be considered a teaching resource in training. Teaching resources in training must be paired with experienced teaching resources until they have met the requirements of **9.2.1.1** and attended the familiarization sessions. Their progress will be constantly monitored by a pedagogical advisor. When the requirements of **9.2.1.1** have been met, the Offeror must inform the TA.

All teaching resources proposed for this SO must be evaluated by the Offeror's pedagogical advisor during the first month on the job, and a detailed report (see Appendix 5 – Teaching Evaluation Report) must be submitted to the TA on the first business day of the following month for review and approval of the teaching resource's qualifications.

Upon request from the IU's TA, the Offeror must provide the TA with proof of education in the form of a copy of the document confirming the level of education of the teaching resource. The SO authority may at any time require an original document or a true copy of the original certified by a commissioner of oaths.

The Offeror must also provide a certificate confirming each main teaching resource's experience. The certificate must provide the following information: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource, and the start and end dates of the experience.

10.0   Deliverables

All the deliverables identified in Section III must be prepared and submitted in the language being taught or in the other official language, if requested by the IU, and emailed, in a format compatible with MS Word, Excel or Adobe Acrobat Reader, to the IU's TA identified in the call-up, as specified in this section. Section III contains a table summarizing all the deliverables specified in Section II.

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ANNEX A2 – SECTION II – 2

PART-TIME INDIVIDUAL TRAINING

Work stream 9A: Part-time individual training in French at the Offeror's facilities
Work stream 9B: Part-time individual training in French at a federal institution
Work stream 10A: Part-time individual training in English at the Offeror's facilities
Work stream 10B: Part-time individual training in English at a federal institution

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

1.0 Type of training provided

Part-time individual training must be delivered for fewer than fifteen (15) hours per week from Monday to Friday, between 7:30 a.m. and 5:00 p.m., except on federal government statutory holidays.*

See glossary in Appendix 3.

2.0 Training delivery days

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

The Offeror must provide learners with a maximum of seven (7) hours of training services per day, totaling fewer than 15 hours per week. The number of daily and weekly training hours, as well as course start and end times must be indicated in the call-up. This training does not include any self-directed learning (SDL) period.

For each period of two (2) consecutive hours, the Offeror must provide the learners with a 15-minute break. After a second two-hour period, the Offeror must provide the learners with a 30- to 60-minute meal break. If the training exceeds four (4) hours, resuming immediately after the meal break, an additional break must be provided after the third two-hour period. Training hours do not include breaks and meal times.

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

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

Training may be delivered between December 25 and January 1, excluding statutory holidays. A pedagogical break may be subject to TA approval.

Leave authorized by the IU's Project Authority will be accepted and must be indicated in the call-up. This leave can vary from one call-up to another. The training delivered must correspond to the call-up period. No additional training may be delivered without officially amending the call-up. For example, training days or hours missed during the call-up period cannot be delivered after the call-up period, unless these days or hours are added by officially amending the call-up.

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3.0 CSPS training programs

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

The Offeror must use one of the CSPS training programs listed below. CSPS programs are based on a communicative approach and adult education principles. The Offeror can, however, use additional activities to supplement or enhance those of the CSPS and meet the learners' needs.

The Offeror must use the following teaching practices:

1. Communicative approach
   - ➤ encourage learners to communicate in the language being taught
   - ➤ maximize the learners' speaking time
   - ➤ have the learners practice the taught matter in communication situations that are relevant to them
   - ➤ choose varied activities relevant to the learners
   - ➤ use authentic documents
   - ➤ adjust the correction of errors on the basis of activity objectives and learner needs
2. Adult education principles
   - ➤ provide plans for group activities and self-directed learning
   - ➤ for each activity, give instructions and describe the process by specifying:
     – what the learners must do
     – the duration of the activity
     – the anticipated outcome
     – the materials and tools to be used
   - ➤ for each activity, indicate the objective by specifying:
     – the knowledge or know-how that the activity is intended to develop
     – the link between the objective of the activity and the training objective
   - ➤ provide learners with regular feedback on their strengths and the areas that need work in relation to the targeted objectives
   - ➤ take into account the needs, interests and experience of learners while conducting the activities

The following are the CSPS training programs:

1. For French: Programme de français langue seconde, Levels A and B (PFL2 A and B), Programme de français langue seconde, Level C (PFL2 C)
2. For English: Communicative English at Work Program (CEWP), Levels A, B and C

3.1 The PFL2 programs

The CSPS PFL2 A and B and PFL2 C are the programs for language training in French. They cover proficiency levels A, B and C and enable learners to acquire the skills necessary to interact in French in the workplace and in everyday situations.

PFL2 A and B consist of forty (40) training objectives and are designed to ensure that the learner achieves level B proficiency.

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

The programs include self-directed learning material for developing listening, reading, writing and speaking skills. This material is available at the following link:

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http://www.publications.gc.ca/site/eng/browse/specializedCatalogues.html

Learners can use self-directed learning materials as needed outside training hours.

3.2 The CEWP program

The CSPS CEWP is the program for language training in English. It covers proficiency Levels A, B and C and enables learners to acquire the necessary skills to interact in English in the workplace and in everyday situations.

More specifically, the program material is entitled:

- "Interface Canada" for levels A and B; and
- "Interaction Canada" for level C.

"Interface Canada" consists of seventy-six (76) main objectives grouped into eight (8) workbooks: 1 to 3 for Level A and 4 to 8 for Level B.

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

The program includes self-directed learning material for developing listening, reading, writing and speaking skills. The presentation can be found here:

http://www.publications.gc.ca/site/eng/browse/specializedCatalogues.html

Learners can use self-directed learning materials as needed outside training hours.

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

3.3 Learning levels

Program: PFL2 A, B and C and CEWP A, B and C learning levels	
Limited	Step 1
	Step 2
Intermediate level	Step 3
	Step 4
Advanced	Step 5
	Step 6

4.0 Second language evaluation (SLE) tests

Should a learner require an SLE test, the IU is responsible for setting a date and making the necessary arrangements. The tests are administered by the Public Service Commission of Canada or by institutions that have received a delegation of authority from the Commission to administer them. The IU must inform the Offeror and the learner when the test date has been scheduled.

5.0 Training materials

The Offeror is responsible for acquiring all materials in paper and/or electronic format it deems necessary.

Should the Offeror choose to provide learners with training program materials in paper format, the Offeror must provide photocopies of classroom activities. Materials given to learners must be their property.

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

6.0 Facilities

6.1 Federal institution facilities

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

6.2 The Offeror's facilities

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

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

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

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

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

6.2.1 Classrooms

For each individual part-time training session, the Offeror must provide a reasonably soundproofed classroom that is at least 70 square feet and has all the furnishings and materials needed for language training, i.e. a wall chart, tables, chairs, lighting, heating and a space to store notebooks and coats. The classroom will be a distinct closed room. Offerors that have facilities with accommodations must provide classrooms consistent with the accommodations required for a learner, as indicated in the call-up. If the Offeror's classrooms are being used for a first time under this SO, they must be ready at least five (5) business days before the start of training.

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

6.2.2 Photocopier

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

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

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6.2.3 Environmental requirements

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

- all printers and photocopiers used for the purposes of this SO are programmed by default to print in black and white on both sides of the paper, and preferably meet ENERGY STAR or equivalent standards regarding energy efficiency.
- the paper used contains at least 30% recycled materials and/or is certified as originating from a sustainably managed forest.
- environmentally friendly ink or recycled ink cartridges are used in printers, fax machines and photocopiers. It is strongly recommended that the used ink cartridges can be returned to the manufacturer for reuse or recycling.
- recycling bins for paper, newsprint and plastic and aluminum containers are available to learners and are emptied regularly, where this service is available, in compliance with the local recycling programs.

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

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

7.0 Specific resource services

7.1 Pedagogical advisors

The Offeror must assign dedicated primary pedagogical advisors. "Dedicated" refers to the assignment of resources for all SOs made to the Offeror, in accordance with DOC EN578-093429/A on the basis of the ratios shown below.

The Offeror must assign one (1) primary pedagogical advisor for every hundred (100) part-time individuals. With the approval of the TA, teachers may perform a percentage of their work as an advisor for courses other than theirs. If the Offeror is issued more than one standing offer for a number of work streams, the Offeror may assign a primary pedagogical advisor to more than one work stream in accordance with the ratios listed below:

> Number of full-time individuals $\div$ 30
> + number of part-time groups $\div$ 50
> + number of part-time individuals $\div$ 100
> = 1 for one pedagogical advisor's maximum load

For example, if the Offeror sets up training for 150 part-time individuals, one primary pedagogical advisor will have to be assigned for the first 100 groups and a second primary pedagogical advisor for the remaining 50 individuals. The second pedagogical advisor could also be assigned responsibility for up to five (5) full-time groups, 15 full-time learners in individual training or 25 part-time groups

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

The Offeror must also assign one (1) backup pedagogical advisor for every three (3) primary pedagogical advisors. A primary pedagogical advisor cannot be proposed as a backup pedagogical advisor and vice versa, whether in the same work stream or in another work stream. With the

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approval of the TA, teachers may perform a percentage of their work as a backup advisor for courses other than theirs.

7.1.1 Supervision by the pedagogical advisor

7.1.1.1 Teaching evaluation report (Appendix 5 – Annex A2)

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

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

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

The following items must be addressed in each report:

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

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

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

i. Feedback for the teaching resource following in-class observation
ii. Implementation of an action plan to improve teaching techniques for all the Report criteria for which the rating obtained is less than 3. The action plan could include, but is not limited to:
 – training sessions given by a pedagogical advisor
 – pairing with an experienced teaching resource
 – coaching
iii Verification that action plan objectives have been met

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

The pedagogical advisor must conduct all learner interventions, upon the request of a learner, the TA or the IU's Project Authority, and must submit an intervention report to the

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IU's Project Authority and, where applicable, to the TA, on the business day following the request.

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

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

7.1.1.3 Planning and reports

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

7.1.1.4 Welcome session for new learners

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

7.1.1.5 Replacement of Pedagogical Advisers

In the event of a need to replace a pedagogical advisor, the Offeror will provide a replacement pedagogical advisor who has completed all familiarization sessions stipulated in article 7.0 of this section, except in the three (3) situations mentioned in clause 7.1. The first person considered for replacement will be the substitute academic advisor. If this is not possible, another pedagogical advisor will be considered for the replacement, with the approval of the TA. The proposed advisor must attend Parts 1 and 3 of the next familiarization session, if they have not already done so.

7.2 Teaching resources

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

7.2.1 Replacement of Teaching Resources

In the event that a teaching resource must take an unexpected leave of absence, the Offeror must ensure an immediate replacement. Only teaching resources or pedagogical advisors who already meet the education and experience requirements set out in clause 9.2.1 of this section can be backup teaching resources.

The teaching resource will also be responsible for monitoring learners' learning performance and preparing session reports, as indicated in article 9 of this section.

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

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8.0 Quality assurance and specific performance measurements

For all reports referred to in this part and under Deliverables (article 13.0 of this section), templates and familiarization sessions will be provided for the Offeror's teaching resources and pedagogical advisors.

8.1 Absence report

The teaching resource must record learner absences in the monthly absence report. All partial- and full-day absences must be recorded. Monthly absence reports must be initialed by the learner and submitted to the IU's Project Authority on the first day following the end of each training month.

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

8.2 Learner progress report (Annex A2 – Appendix 7)

The teaching resource must track the learners' performance in order to do a learner performance assessment every three (3) months and/or at the end of the training.

The pedagogical advisor must ensure that the duly completed learner progress report prepared by the teaching resource is sent to the IU's Project Authority and, if requested, to the TA, no later than the 10th business day after the end of the assessed period.

8.3 Learning performance monitoring and teaching quality assessment

8.3.1 In-class monitoring of teaching

The TA must conduct random in-class observations in order to ensure that the training is consistent with the requirements and adult education principles set out in this Standing Offer. If the observed teaching does not comply with these requirements, the Offeror must conduct a follow-up, which may include registering the teaching resource to take the familiarization session described in clause 7.1.1 of this section again, in whole or in part. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this Standing Offer. If three (3) or more teaching resources are withdrawn from the CSPS programs for this reason during a 12-month period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, even up to suspending the SO for one or more sessions.

9.0 Education and experience requirements – Resources

All resources proposed by the Offeror must have mastered the language being taught and be sufficiently proficient in the other official language to explain basic concepts of the language being taught. The pedagogical advisor must be able to deliver the welcome session (see clause 7.1.1.4 of this section) and discuss with learners issues relating to their training in their first official language.

9.1 Pedagogical advisors

For all training modes, the TA (and the SO Authority, if applicable) is the only authority who can verify and approve the qualifications of a pedagogical advisor.

The resources proposed to replace primary and backup pedagogical advisors must meet the mandatory qualification requirements set out below. The TA reserves the right to conduct an interview and perform any other verification necessary to evaluate the proposed resources, at no additional

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cost to Canada. The Offeror must not assign any proposed resource to perform the work before receiving written authorization from the TA.

The mandatory qualification requirements for pedagogical advisors do not include Parts 1, 2 and 3 of the familiarization sessions on CSPS language training programs.

9.1.1 Primary and backup pedagogical advisors – Mandatory qualifications

All primary and backup pedagogical advisors must have at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies will be accepted. These institutions include the credential assessment services of the federal or provincial governments and the International Credential Assessment Service of Canada, as well as others recognized as credential assessment services for comparing certificates and diplomas against Canadian standards, identified on the Canadian Information Centre for International Credentials website:

https://www.cicic.ca/1374/obtain_an_academic_credential_assessment_for_general_purposes.canada

and one of the following qualifications:

a. at least 600 hours of experience since January 2011 supervising at least two (2) teaching resources at the same time, delivering full-time and/or part-time English or French as a second language courses to adults, on an individual or group basis.

b. at least 1,800 hours of experience as a teaching resource since January 2011, delivering full-time and/or part-time English or French as a second language courses to adults, using one or more of the following training programs:
    •   PBFT
    •   PFL2 A and B or PFL2 C
    •   CEWP
    •   a program used by a recognized Canadian post-secondary institution
    •   any other English or French as a second language adult education program

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

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

9.2 Teaching resources

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

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9.2.1 Teaching resources proposed for the first time and replacements – Mandatory qualifications

All teaching resources must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies will be accepted. These institutions include the credential assessment services of the federal and provincial governments and the International Credential Assessment Service of Canada, as well as others recognized as credential assessment services for comparing degrees and diplomas to Canadian standards, identified on the Canadian Information Centre for International Credentials website:

https://www.cicic.ca/1374/obtain_an_academic_credential_assessment_for_general_purposes.canada

Teaching resources meeting requirement **9.2.1** fall into one of the following categories:

9.2.1.1. Teaching resources

Teaching resources must have acquired, since January 2011, a minimum of 500 hours of experience teaching English or French as a second language to adults, on an individual or group basis. In addition, these hours of training must have been delivered using one or more of the following programs:

- PBFT
- PFL2 A and B or PFL2 C
- CEWP
- a program used by a recognized Canadian post-secondary institution
- any other English or French as a second language adult education program

9.2.1.2. Teaching resources in training

A teaching resource who does not have the experience described in **9.2.1.1** or who is in his or her last year of a bachelor's degree program at a recognized Canadian university will be considered a teaching resource in training. Teaching resources in training must be paired with experienced teaching resources until they have met the requirements of **9.2.1.1** and attended the familiarization sessions. Their progress will be constantly monitored by a pedagogical advisor. When the requirements of **9.2.1.1** have been met, the Offeror must inform the TA.

All teaching resources proposed for this SO must be evaluated by the Offeror's pedagogical advisor during the first month on the job, and a detailed report (see Appendix 5 – Teaching Evaluation Report) must be submitted to the TA on the first business day of the following month for review and approval of the teaching resource's qualifications.

Upon request from the IU's TA, the Offeror must provide proof of education in the form of a copy of a document confirming the level of education of the teaching resource. The SO Authority may at any time require an original document or a true copy of the original certified by a commissioner of oaths.

The Offeror must also provide a certificate confirming each main teaching resource's experience. The certificate must provide the following information: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource, and the start and end dates of the experience.

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10.0   Deliverables

All the deliverables identified in Section III must be prepared and submitted in the language being taught or in the other official language, if requested by the IU, and emailed, in a format compatible with MS Word, Excel or Adobe Acrobat Reader, to the IU's Project Authority identified in the call-up and/or to the TA, as specified in this section. Section III contains a table summarizing all the deliverables specified in Section II.

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ANNEX A1 – SECTION III
Deliverables for full-time and part-time training

Deliverables	The Offeror must:
1) Teaching evaluation report (Section II, clause 7.1.1.1)	Record in-class observations in a report once per month (individual full-time training) or every three (3) months (individual part-time training). Submit the report to the Technical Authority (TA) the first business day of the following month.
2) Pedagogical advisor's action in response to a complaint or for an intervention with learners (Section II, clause 7.1.1.2)	Conduct all learner interventions at the request of a learner, the TA or the IU when a learner's behaviour disrupts training. Submit a report to the IU or the TA, or both, on the first business day following the request. Further to a complaint, submit a detailed report on the teaching practices and interventions proposed no later than two (2) business days after receiving the complaint, unless otherwise indicated by the TA.
3) Learner absence report (Section II, clause 8.1; for full-time individual training, see clause 8.2)	Record absences in the monthly absence report. Have the learners initial the absence report. Send the report to the IU's AT the first business day following the end of each training month (full time) or no later than five (5) business days after the end of the month (part time). Inform the IU's Project Authority of any repeated absences, late arrivals or early departures that could impede the full-time learning process. Inform the IU's Project Authority of any absences for three (3) consecutive part-time classes or more.
4) Learner progress report (Section II, clause 8.2, for full-time individual training, – Section II, clause 8.3)	Ensure that the report is duly prepared and completed by the teaching resource, at the end of every month for individual full-time training or at the end of every three-month period and at the end of the training for individual part-time training. Submit the report to the IU's TA on the first (1st) business day of the following month (for full-time individual training) or the 10th day following the assessed period (for part-time individual training).
5) Training schedule	Prepare the training schedule and submit it to the TA and, upon request, to the IU, no later than one business day before the training begins.
6) Training materials (Section II, Article 5.0)	Acquire training program materials and provide them to the teacher resource, learner, and academic advisor
7) Various documents (Section II, clause 8.1.1.3)	Provide the TA with all plans, reports, records and individual work plans no later than two (2) business days following the request

The IU's TA reserves the right to analyze the deliverables, point out any shortcomings on the part of the Offeror and/or exercise recourse and/or take corrective measures, as specified in General Conditions 2035 and Article 19.0 of the Standing Offer.

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ANNEX A2 - APPENDIX 1

Qualification Standards in Relation to Official Languages

https://www.canada.ca/en/treasury-board-secretariat/services/staffing/qualification-standards/relation-official-languages.html

Introduction

These qualification standards apply to positions requiring the use of both official languages—English and French. They define the levels of proficiency for each of the three (3) language skills:

- written comprehension in the second official language

- written expression in the second official language

- oral proficiency in the second official language

There are two (2) types of language qualifications for bilingual positions:

- general second official language qualifications—A, B or C

- specific language qualifications requiring Code P

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

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

Application

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

Related requirements

Institutions also apply the following requirements:

- Policy on Official Languages – for institutions subject to Parts IV, V and VI as well as section 91 of the *Official Languages Act*

- Directive on the staffing of bilingual positions – for institutions subject to the *Public Service Employment Act*

- Directive on Official Languages for People Management – for institutions subject to Schedules I and IV of the *Financial Administration Act*

General second official language qualifications

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

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

These tests and standards apply to all occupational groups.

There are three (3) levels of proficiency for general second official language qualifications:

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

They are cumulative:

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

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

There are also two (2) additional possible language test results: X and E.

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

Individuals who obtained 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.

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Examples

A person at this level can read:	• internal communications • letters • email messages • routine forms (e.g. requisitions, invoices) • very simple texts
In order to	• 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:	• reference materials • reports • articles • notices
In order to:	• 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

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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:	• policy papers • research reports • technical reports • books • complex contracts or specifications • legislation or regulations
In order to:	• ensure completeness and accuracy • extract details for action and 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.

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Examples

A person at this level can write:	• isolated words • simple phrases • simple messages • lists (e.g. items, names, activities) • titles or subject headings • brief notes
In order to:	• 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:	• short, routine messages • short texts • short descriptions • brief comments • simple, factual correspondence or directives
In order to:	• 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

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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:	- correspondence - briefing notes - memoranda - reports - recommendations - research papers - comprehensive summaries - detailed presentations
In order to:	- 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 related to routine work situations

Persons at this level may make many errors and have deficiencies in grammar, pronunciation, vocabulary and flow, 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.

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Example:

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

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Oral proficiency in the second official language – Level C

Standard description

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

A person speaking at this level can:

- support opinions; and
- discuss hypothetical and conditional ideas

However, the ease and fluency of a native speaker is not required or expected. There may be errors and deficiencies in pronunciation, grammar, and vocabulary but such errors rarely interfere with communication.

Examples

A person at this level can carry out activities at levels A and B and can also:
- give and understand explanations and descriptions involving complicated details, hypothetical questions, or complex and abstract ideas
- give and understand detailed accounts of events, actions taken, or procedures to be followed
- discuss 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

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ANNEX A2 – APPENDIX 2
ABBREVIATIONS AND ACRONYMS

CEWP Interface Canada
Communicative English at Work Program – Levels A and B

CEWP Interaction Canada
Communicative English at Work Program – Level C

CSPS
Canada School of Public Service

IU
Identified User

ILMS
Integrated Learning Management System

OL Qualification Standards
Qualification standards in relation to official languages

OIV
Oral interaction verification

PBFT
Programme de base de français au travail

PFL2 A, B and C
Programme de français langue seconde – Levels A, B and C

PSC
Public Service Commission

PSPC
Public Services and Procurement Canada

QAMT
Quality Assurance Measurement Tool

SLE
Second language evaluation

SO
Standing Offer

SOW
Statement of Work

TA
Technical Authority

TO
Training objective

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ANNEX A2 – APPENDIX 3

GLOSSARY

In the event of a discrepancy between the definitions in this glossary and those in Annex A2 – Statement of Work, the definitions in the Statement of Work must prevail.

CEWP A and B – Interface Canada
Communication-based program focusing on English in the workplace. It was developed by the CSPS and is used to teach English as a second language at the beginner and intermediate levels (levels A and B).

CEWP C – Interaction Canada
Communication-based program focusing on English in the workplace. It was developed by the CSPS and is used to teach English as a second language at the advanced level (level C).

Federal government statutory holidays
Statutory holidays recognized by the federal government:
- New Year's Day (January 1, or the following Monday if January 1 falls on a Saturday or Sunday)
- Good Friday
- Easter Monday
- Victoria Day
- Canada Day (July 1 or the Monday following this date if July 1 falls on a Saturday or Sunday)
- Civic Holiday (statutory holiday in the province where the course is being given)
- Labour Day (1st Monday in September)
- Thanksgiving Day (2nd Monday in October)
- Remembrance Day (November 11)
- Christmas Day and Boxing Day (December 25 and 26)

Family Day is a provincial statutory holiday in some provinces but is not recognized as a statutory holiday by the Government of Canada.
Full-time training
Training provided between 15 and 35 hours per week
Learning level
Part-time training programs are divided into three levels: beginner, intermediate and advanced. The learning level is to be determined on the basis of an evaluation or a candidate's self-assessment.

Learning pace
A learner's learning pace is determined during the evaluation for the language learning plan. It is defined by the total hours of full-time training a learner needs to achieve the target level.

Part-time training
Training provided from 3 to 6 hours per week.

Programme de base de français au travail (PBFT) de l'École
CSPC program developed by the Language Training Centre and previously used to enable learners to attain levels A, B and C. It emphasized communication in the context of everyday tasks. This program has been replaced by Programme de français langue seconde, PFL2 A and B, and by Programme de français langue seconde, PFL2 C.

Programme de français langue seconde, Levels A and B (PFL2 A and B)
CSPS communication-based training program focusing on French in the workplace. This program is used to teach French as a second language at the beginner and intermediate levels (levels A and B).

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Programme de français langue seconde, Level C (PFL2 C)
CSPS communication-based training program focusing on French in the workplace. This program is used to teach French as a second language at the advanced level (level C).

Qualification standards in relation to official languages (OL)
Qualification standards in relation to official languages(see Qualification standards in relation to official languages below). See Appendix 1 to this Annex.

Second language evaluation (SLE):
Public Service Commission (PSC) language tests administered at the end of English or French as a second language training in order to assess language proficiency levels (A, B or C) in reading, writing and oral interaction. These tests are administered only if required by Canada.

Session
Group training is delivered in the form of sessions. IUs may also create custom course sessions.

Step
CSPS language training programs are divided into four phases for levels A and B and two phases for level C.

Training materials
CSPC training programs contain instructions regarding the structure, content, training objectives, delivery and other program requirements. These instructions are included in each program's "learning materials".

Training objectives (TOs)
Training objectives that the learners must achieve during the training program. Training objectives are part of CSPS training programs and are defined in the training documents.

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ANNEX A2 – APPENDIX 4

CSPS TRAINING PROGRAM OBJECTIVES

Preparation for the oral proficiency test takes place after:
- the consolidation following step 4 (Consolidation 4) of PFL2 A and B for learners aiming to achieve Level B in French as a second language;
- Module 4 of PFL2 C for learners aiming to achieve Level C in French as a second language;
- step 4 of CEWP A and B for learners aiming to achieve Level B in English as a second language;
- phase 3 of CEWP C for learners aiming to attain Level C in English as a second language.

1. PFL2 – A and B

At the end of each step of PFL2 A and B, there is a step consolidation session.

PFL2 A and B Training Objectives

STEP 1:

OF 1 – S'identifier et identifier des personnes
OF 2 – Identifier des objets ou des documents
OF 3 – Exprimer des relations d'appartenance
OF 4 – Exprimer des relations de possession
OF 5 – Indiquer où est une personne, un objet/document, un lieu
OF 6 – Indiquer des données chiffrées
OF 7 – Orienter quelqu'un dans l'espace
OF 8 – Situer un événement dans le temps
OF 9 – Situer un événement dans le temps : passé, présent, futur
OF 10 – Assigner des tâches
OF 11 – Préciser comment accomplir une tâche
OF 12 – Indiquer la répartition et une quantité non numérique

STEP 2:

OF 13 – Fournir de l'information sur un événement ou une habitude passés
OF 14 – S'informer ou informer d'un événement
OF 15 – S'informer ou informer d'une requête ou de l'obtention de quelque chose
OF 16 – Faire une offre et réagir à une offre
OF 17 – S'informer ou informer de la présence ou de la disponibilité de personnes ou de choses
OF 18 – Exprimer une volonté, un souhait, des goûts, des préférences
OF 19 – Évaluer des choses
OF 20 – Évaluer des personnes
OF 21 – (Se) renseigner sur l'application de normes et de règlements
OF 22 – Préciser les modalités d'exécution (temps) d'un travail

STEP 3:

OF 23 – Préciser les conditions de réalisation d'un projet
OF 24 – Situer des événements par rapport à d'autres
OF 25 – Indiquer les étapes d'un processus
OF 26 – Décrire des déplacements
OF 27 – Décrire une tâche (opérations physiques) OF 28 – Préciser l'importance d'une directive
OF 29 – Apprécier les capacités ou les compétences de quelqu'un
OF 30 – Permettre ou interdire quelque chose

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OF 31 – Exprimer la volonté, le souhait
OF 32 – Formuler des conditions
OF 33 – Exprimer un choix

STEP 4:

OF 34 – Proposer des solutions à un problème
OF 35 – Faire des prévisions
OF 36 – Demander ou donner de l'information sur un projet
OF 37 – Décrire la démarche suivie dans la réalisation d'un projet
OF 38 – Exposer le pourquoi et les effets d'une action, d'un événement, d'une situation
OF 39 – Évaluer un changement proposé
OF 40 – Persuader quelqu'un de quelque chose

2. PFL2 – C

Program component

STEP 5:

Preparatory Session 1

Preparatory Session 2

Unit 1

Unit 2

STEP 6:

Unit 3

Unit 4

CEWP A and B

CEWP Learning Objectives	
Livre	INTERFACE (program A - B): TRAINING OBJECTIVE (TO)
STEP 1	
1	TO 1 - talk about one's self
	TO 2 - talk about occupations and professions
	TO 3 - say what things are
	TO 4 - express possession
	TO 5 - alphabet and spelling
	TO 6 - use social expressions

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	TO 7 - say what/where things are (to be, stative verb use)
	TO 8 - phone someone (give/get numbers, answer calls, request)
	TO 9 - get to know someone (give and get personal information)
	TO 10 - give and get addresses (numbers)
	TO 11 - talk about family / introduce people
	TO 12 - tell the time
	TO 13 - ask about people (who, where, stative questions)
	TO 14 - ask someone to do something (polite requests)
2	TO 15 - describe your job (stative verbs, routines)
	TO 16 - ask / say which one (demonstratives)
	TO 17 - say / ask what one is doing (present action)
	TO 18 - talk about leisure activities (present, simple vs. progressive)
	TO 19 - give / get info on past activities (past, time adverbials)
	TO 20 - dates (prepositions, day, month, year)
	TO 21 - talk about who it belongs to (possessive pronouns, ownership)
	TO 22 - ask for things (availability, quantity, there is/are)
	TO 23 - future plans (present simple for future, time adverbials)
	TO 24 - talking about the weather (adjectives, intensifiers)
	TO 25 - giving locations (prepositions of place)
	TO 26 - small talk (review mixed tenses, weather, plans)
3	TO 27 - directing phone calls
	TO 28 - asking about language (pronunciation, spelling, meaning clarification)
	TO 29 - describing people (giving /getting physical info; descriptive adjectives)
	TO 30 - habits and routines (simple present; adverbs of frequency)
	TO 31 - giving / getting personal data

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	TO 32 - temporary situations (time adverbials, contrast present vs. continuous aspect)
	TO 33 - giving directions (adverbs of movement, direction)
	TO 34 - giving / getting info on past actions and events
	TO 35 - ability (modal auxiliaries: can, could; adverbs manner)
	TO 36 - making appointments

STEP 2

4	TO 37 - giving assurance (will; time adverbials; (in)direct objects)
	TO 38 - describing things
	TO 39 - asking / granting permission (modal use: can, could, may, have to)

	TO 40 - making comparisons (comparative; superlatives; intensifiers)
	TO 41 - alphabet and spelling / social formulation
	TO 42 - telling what happened (contrast past aspects)
	TO 43 - leaving and taking a message (modals: can, could, would)
	TO 44 - talking about intentions (intro: conditional sentences)
5	TO 45 - polite requests (can, could, will, would, mind+)
	TO 46 - asking about cost and quantity (much, many, a few…)
	TO 47 - arriving for an appointment
	TO 48 - ongoing situations (into: present perfect)
	TO 49 - showing how, giving instructions (adverbs for sequence)
	TO 50 - health (modal: should, ought to)
	TO 51 - Review social expression, introductions
	TO 52 - talking about the recent past (contrast past, present perfect, time expressions)
1 - 5	**CONSOLIDATION Level A objectives (Review)**

STEP 3

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6	TO 53 - explaining how to get somewhere
	TO 54 - making inquiries (info, yes/no, indirect)
	TO 55 - offering help
	TO 56 -remembering the past (discontinued habit; modals)
	TO 57 - speculating (modals + be)
	TO 58 - looking for people and things (indirect questions; modals)
	TO 59 - similarities and differences (both, neither, (n)or, intensifiers)
	TO 60 - arranging to meet with someone (modal auxiliaries)
7	TO 61 - hypothetical situations (conditional: probable, improbable)
	TO 62 - satisfaction and dissatisfaction (like, enjoy, hate, can't stand..)
	TO 63 - referring (mixed modals)
	TO 64 - past experience (present perfect, simple past, used to, time adverbials)
	TO 65 - getting together (inviting; modals, social expressions)
	TO 66 - opinions and reactions (agreement; so/too; (n)either)
	TO 67 - skills and know-how (gerunds for activity, good at)
	TO 68 - relaying a message (reported speech)
STEP 4	
8	TO 69 - making suggestions (should, could, instead)
	TO 70 - interests and preferences (gerunds)
	TO 71- offering encouragement (indecision, concerns; worries)
	TO 72 - giving positive/negative feedback (modal perfect)
	TO 73 - expressing wishes (conditionals, wish, hope)
	TO 74 - making / handling complaints; expressing frustration
	TO 75 - expressing regrets (modal perfect expressions)
	TO 76 - completing tasks (gerunds, adverbials of degree)

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4. CEWP level C

INTERACTION (program A – B, C)

STEP 5

Review Phase
Phase 1

STEP 6

Phase 2
Phase 3

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APPENDIX 5
TEACHING EVALUATION REPORT

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

Date:

Evaluation performed by:

Name: **Title:**

Offeror: **Teaching resource:**

Group No.: **Program step:**

Training mode (check appropriate box):

	Group	Individual
Full-time	☐	☐
Part-time	☐	☐

Activities observed:

☐ **PFL2 A and B TO:** **Activity:** **Unit (specify):**

☐ **PFL2 C** **Preparatory session:** **or Module:** **Activity:**

☐ **Other (specify)**

Put an x in the box next to any criteria that need improvement.
Then indicate the rating for the teaching resource's performance:
> 3 – meets 80% or more of the requirements
> 2* – meets 60% to 79% of the requirements
> 1** – meets 59% or fewer of the requirements

*Show and comment on the point(s) needing improvement.
**Indicate measures to be taken by the pedagogical advisor and teaching resource to meet the following criteria.
***If the criteria do not apply to the activities observed, state this in the comments section.

---

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

The teaching resource:

a) establishes links between activities and training objectives ☐
b) ensures that learners understand the training objectives ☐

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Rating: 1 / 2 / 3
Comments / Points to be improved on

> 3. **The instructions are clear.**

The teaching resource:

a)	explains the instructions and gives examples in the learner's second language ☐
b)	checks and confirms learner comprehension ☐
c)	provides additional information (when necessary) ☐

Rating: 1 / 2 / 3
Comments / Points to be improved on

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

The teaching resource:

a)	varies how she/he presents activities while maintaining the training objective ☐
b)	relates the learners' experience to the objectives of the scheduled activities ☐
c)	tailors activities to the learners' various learning styles, needs and interests ☐
d)	gives clear, specific and varied explanations ☐
e)	makes appropriate use of writing to support the activity's objective ☐
f)	adjusts time allocated to activities to learners' needs ☐
g)	uses authentic documents ☐
h)	leads activities in a way that maximizes the learners' speaking time ☐

Rating: 1 / 2 / 3
Comments / Points to be improved on

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

The teaching resource:

a)	varies correction in line with the activity objective of the unit of study ☐
b)	gives corrections in line with the learner's needs and the training objective at hand ☐
c)	limits his/her interventions during communication activities, correcting only errors that obscure meaning ☐

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d)	uses written support when necessary ☐

e)	revisits difficulties encountered during an activity before moving on to the next one ☐

f)	uses positive reinforcement ☐

Rating: 1 / 2 / 3
Comments / Points to be improved on

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

The teaching resource:

a)	requires the participation of all learners ☐

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

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

d)	equally distributes speaking opportunities among learners ☐

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

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

Rating: 1 / 2 / 3
Comments / Points to be improved on

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

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

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

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

d)	The activities selected meet the learners' needs ☐

e)	The teaching resource uses online learning tools judiciously ☐

f)	The objective of the activity is met ☐

Rating: 1 / 2 / 3
Comments / Points to be improved on

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

The teaching resource:

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

Rating: 1 / 2 / 3
Comments / Points to be improved on

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

The teaching resource:

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

Rating: 1 / 2 / 3
Comments / Points to be improved on

8. Observations and comments on the group

The learners:

a)	are progressing and are at roughly the same level ☐
b)	speak spontaneously ☐
c)	ask questions ☐
d)	participate actively ☐
e)	use their second language in class ☐
f)	contribute to creating an atmosphere which is conducive to learning ☐

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Evaluator's comments:

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APPENDIX 6

MINIMUM CONTENT OF IN-HOUSE TRAINING SESSIONS (clause 7.1, Section II)

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

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

1. use PFL2 A and B, PFL2 C or CEWP classroom and self-directed learning materials
2. teach and coach learners using a communicative approach and adult education principles
3. manage in-class activities (units, objectives) and adapt to learners' needs
4. carry out weekly planning
5. create individual work plans
6. understand the roles and responsibilities of learners, teaching resources.
7. prepare absence, progress, end-of-session and recommendation reports

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APPENDIX 7
PROGRESS REPORT

1. Template for full-time individual training

In French, this document is written in the masculine for ease of reading

Name / Nom		Department / Ministère	
Month / Mois **TO / OF** **Module/Phase**		**School / École**	

Overall assessment / Évaluation globale
This month, the learner / Ce mois-ci, l'apprenant :

1. Has achieved the current program objectives / A atteint les objectifs actuels du programme.
2. Has almost achieved the current program objectives / A presque atteint les objectifs actuels du programme.
3. Has progressed but has not achieved the current program objectives / A progressé mais n'a pas atteint les objectifs actuels du programme.
4. Has not made significant progress / N'a pas progressé de façon significative.
5. Make-up group / Groupe de reprise

Comments / Remarques

Learner / Apprenant
I understand all of the above points, which have been explained to me clearly / Ce rapport m'a été expliqué clairement et j'en comprends le contenu. **Comments / Commentaires**

Teacher / Ressource enseignante :   **Date:**

Pedagogical Officer / Conseiller pédagogique :   **Date:**

2. Template for part-time individual training

In French, this document is written in the masculine for ease of reading

Name / Nom		Department / Ministère	
Level / Niveau	beginner / débutant intermediate / intermédiaire advanced / avancé	**School / École** **Period assessed /** **Période évaluée**	

Overall assessment / Évaluation globale :
Comments / Remarques :   Date:

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ANNEX B

BASIS OF PAYMENT

1.0 Professional services

The Offeror will be paid at the firm all-inclusive hourly rate per learner below and must at least include:

1) preparation and delivery of deliverables;
2) work of the teacher and the pedagogical adviser;
3) the Offeror's facilities where applicable;
4) any other costs incurred by the Offeror's resources in performing the Work;
5) teacher preparation time of the courses;
6) printing fees up to 50 pages per month per Learner;
7) acquisition of training material (the CSPS's teaching program – PLF[2] and CEWP);
8) course loading (creation) of group courses for the work stream – Group Training;
9) coffee breaks for the teacher and the pedagogical adviser; and
10) direct costs, indirect costs, general and administrative expenses as well as profit.

Work Streams 1, 2, 3, 5, 7A, 8A, 9A and 10A: (*will be indicated at standing offer issuance*)

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

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

Firm All-inclusive Hourly Rate per Learner	Work Stream	Initial Period (24 Months) From ___ to ___	Extension Period 1 From ___ to ___	Extension Period 2 From ___ to ___	Extension Period 3 From ___ to ___
	4				
	6				
	7B				
	8B				
	9B				
	10B				

2.0 Cancellation and Postponement Fees

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

2.1 Prior to commencement of Training

Training Format	If Notice of at least:	Contractor will be paid equivalent of:
Full-time Group	≥ 10 business days	$0
	< 10 business days	100% of the initial value of the Call-up.
Part-time Group	≥ 10 business days	$0

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	< 10 business days	The number of planned teaching hours, as indicated in the Call-up, for the first 10 business days, up to the initial value of the Call-up.
Individual full-time	≥ 10 business days	$0
	< 10 business days	100% of the initial value of the Call-up.
Individual part-time	≥ 10 business days	$0
	< 10 business days	The number of planned teaching hours, as indicated in the Call-up, for the first 10 business days, up to the initial value of the Call-up.

2.2 Following Commencement of Training

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

2.3   Group training:

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

2.3.2   A substitute learner will be accepted by Canada with approval from the Technical Authority following a cancellation after the commencement of training if the substitute learner is at the same level as the learner being replaced (the candidate must demonstrate that he or she is at the same level as the learner being replaced by providing a current learning plan [for full-time training] or a self-evaluation form [for part-time training].

2.4   **Individual training**

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

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2.5   If the training is postponed by the Offeror, Canada shall not pay the Contractor any fees or penalties. However, if training is postponed less than ten (10) business days before training starts, and after postponing the training, the IU decides to cancel the training before it starts, the cancellation fees for notice of less than ten (10) business days will apply.

2.6   No other fees or compensation of any kind shall be payable by Canada.

3.0   <u>Travel and Living</u>

Canada will not directly pay for travel and living expenses, including moving expenses, incurred by the Contractor or the employees proposed by the Contractor to perform the Work.

4.0   GST or HST is excluded from the amounts above, where applicable.

5.0   All deliverables are F.O.B. destination, and Canadian customs duties included, where applicable.

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ANNEX C

CONTRACTOR'S PROFILE AND ASSISTANCE WITH THE REQUEST FOR AVAILABILITY

PART 1. CONTRACTOR'S PROFILE (*To be indicated upon issuance of the Standing Offers*)

Legal name of business:
Address:
Contact person:
Telephone:
Fax:
Toll free number:
E-mail:

PART 2. GEOGRAPHIC AREAS WHERE SERVICES ARE PROVIDED

	Training on the Offeror's Premises*	Training at a Federal Institution
Geographical area 1 : Greater Toronto and Adjacent Areas (GTAA)		
Geographical area 2 : Southeast 1 (SE 1)		
Geographical area 3 : Southeast 2 (SE 2)		
Geographical area 4 : Southeast 3 (SE 3)		
Geographical area 5 : Southwest 1 (SW 1)		
Geographical area 6: Southwest 2 (SW 2)		
Geographical area 7: Southwest 3 (SW 3)		
Geographical area 8: Northeast 1 (NE 1)		
Geographical area 9: Northeast 2 (NE 2)		
Geographical area 10: Northeast 3 (NE 3)		

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

Services	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7	Area 8	Area 9	Area 10
Classrooms in which the Offeror will provide one computer per learner.										
Wireless Internet access in the Offeror's facilities.										
Closed room separate and reserved for computer-assisted learning located in the same facilities as										

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classes. This room will have at least five operational work stations separated by walls measuring at least four feet of height to ensure privacy of each learner, and operational equipment that meets the minimum system requirements as stated in the Statement of Work											
The classrooms proposed by the Offeror are served by a parking lot (free parking or pay parking), which is located no more than 0.50 km from the proposed facility.											
The classrooms proposed by the Offeror are located at a maximum distance of 0.50 km from a public transit stop.											
The proposed classrooms have direct access to daylight.											
At least one facility provides access for persons with limited mobility.											
At least one facility provides learners with access to a meal area outside the classrooms which includes a refrigerator and a microwave.											

If, at no additional cost to Canada in accordance with the Basis of Payment in Annex B, the Offeror is able to provide language training services outside the specified geographical areas specified while remaining in the province of Ontario, the Offeror must so indicate in its offer at Part 2 of Annex C directly on the form:

_____
_____

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PART 3. ASSISTANCE WITH THE REQUEST FOR AVAILABILITY

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

Date of request:
Name of contact person:
Telephone number of the contact person:
Fax number of the contact person:

Offeror name: _
Fax number of the Offeror:
Response requested by: _____ at _____

Geographical area(s): _____

Training requested:

☐ Work Stream 1: Full-time Group Training in French on the Offeror's Premises
☐ Work Stream 2: Full-time Group Training in English on the Offeror's Premises
☐ Work Stream 3: Part-time Group Training in French on the Offeror's Premises
☐ Work Stream 4: Part-time Group Training in French at a Federal Institution
☐ Work Stream 5: Part-time Group Training in English on the Offeror's Premises
☐ Work Stream 6: Part-time Group Training in English at a Federal Institution
☐ Work Stream 7A: Full-time Individual Training in French on the Offeror's Premises
☐ Work Stream 7B: Full-time Individual Training in French at a Federal Institution
☐ Work Stream 8A: Full-tine Individual Training in English on the Offeror's Premises
☐ Work Stream 8B: Full-time Individual Training in English at a Federal Institution
☐ Work Stream 9A: Part-time Individual Training in French on the Offeror's Premises
☐ Work Stream 9B: Part-time Individual Training in French at a Federal Institution
☐ Work Stream 10A: Part-time Individual Training in English on the Offeror's Premises
☐ Work Stream 10B: Part-time Individual Training in English at a Federal Institution

Delay of response: _____

Other elements: _____

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ANNEXE D

SECURITY REQUIREMENT CHECK LIST

Government of Canada Gouvernement du Canada

Contract Number / Numéro du contrat
E6TOR-18RM07
Security Classification / Classification de sécurité
UNCLASSIFIED

SECURITY REQUIREMENTS CHECK LIST (SRCL)
LISTE DE VÉRIFICATION DES EXIGENCES RELATIVES À LA SÉCURITÉ (LVERS)

PART A - CONTRACT INFORMATION / PARTIE A - INFORMATION CONTRACTUELLE

1. Originating Government Department or Organization / Ministère ou organisme gouvernemental d'origine
Public Works and Government Services Canada

2. Branch or Directorate / Direction générale ou Direction
ontario region

3. a) Subcontract Number / Numéro du contrat de sous-traitance

3. b) Name and Address of Subcontractor / Nom et adresse du sous-traitant

4. Brief Description of Work / Brève description du travail

Canada intends to issue Regional Master Standing Offers (RMSOs) for its language training requirements on an as and when requested basis on behalf of Federal Government Departments, Crown Corporations and Agencies in the Ontario Region.

5. a) Will the supplier require access to Controlled Goods?
Le fournisseur aura-t-il accès à des marchandises contrôlées?
☑ No / Non ☐ 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?
☑ No / Non ☐ 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)
☑ No / Non ☐ 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.
☐ No / Non ☑ 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?
☑ No / Non ☐ 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 ☐	NATO / OTAN ☐	Foreign / Étranger ☐

7. b) Release restrictions / Restrictions relatives à la diffusion

No release restrictions Aucune restriction relative à la diffusion ☐	All NATO countries Tous les pays de l'OTAN ☐	No release restrictions Aucune restriction relative à la diffusion ☐
Not releasable À ne pas diffuser ☐		
Restricted to: / Limité à : ☐ Specify country(ies): / Préciser le(s) pays :	Restricted to: / Limité à : ☐ Specify country(ies): / Préciser le(s) pays :	Restricted to: / Limité à : ☐ Specify country(ies): / Préciser le(s) pays :

7. c) Level of information / Niveau d'information

PROTECTED A / PROTÉGÉ A ☐	NATO UNCLASSIFIED / NATO NON CLASSIFIÉ ☐	PROTECTED A / PROTÉGÉ A ☐
PROTECTED B / PROTÉGÉ B ☐	NATO RESTRICTED / NATO DIFFUSION RESTREINTE ☐	PROTECTED B / PROTÉGÉ B ☐
PROTECTED C / PROTÉGÉ C ☐	NATO CONFIDENTIAL / NATO CONFIDENTIEL ☐	PROTECTED C / PROTÉGÉ C ☐
CONFIDENTIAL / CONFIDENTIEL ☐	NATO SECRET / NATO SECRET ☐	CONFIDENTIAL / CONFIDENTIEL ☐
SECRET / SECRET ☐	COSMIC TOP SECRET / COSMIC TRÈS SECRET ☐	SECRET / SECRET ☐
TOP SECRET / TRÈS SECRET ☐		TOP SECRET / TRÈS SECRET ☐
TOP SECRET (SIGINT) / TRÈS SECRET (SIGINT) ☐		TOP SECRET (SIGINT) / TRÈS SECRET (SIGINT) ☐

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PART A *(continued)* **/ PARTIE A** *(suite)*

8. Will the supplier require access to PROTECTED and/or CLASSIFIED COMSEC information or assets?
Le fournisseur aura-t-il accès à des renseignements ou à des biens COMSEC désignés PROTÉGÉS et/ou CLASSIFIÉS?
If Yes, indicate the level of sensitivity:
Dans l'affirmative, indiquer le niveau de sensibilité :   ☑ No / Non ☐ Yes / Oui

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

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

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

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

☑ RELIABILITY STATUS COTE DE 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

The Contractor/Offeror personnel requiring access to sensitive work site(s) must EACH hold a valid RELIABILITY STATUS, granted or approved by CISD / PWGSC.

Special comments:
Commentaires spéciaux :

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

10. b) May unscreened personnel be used for portions of the work?
Du personnel sans autorisation sécuritaire peut-il se voir confier des parties du travail?   ☑ No / Non ☐ Yes / Oui

If Yes, will unscreened personnel be escorted?
Dans l'affirmative, le personnel en question sera-t-il escorté?   ☑ No / Non ☐ Yes / Oui

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

INFORMATION / ASSETS   /   RENSEIGNEMENTS / BIENS

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

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

PRODUCTION

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

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

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

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

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

For users completing the form **manually** use the summary chart below to indicate the category(ies) and level(s) of safeguarding required at the supplier's site(s) or premises.
Les utilisateurs qui remplissent le formulaire **manuellement** doivent utiliser le tableau récapitulatif ci-dessous pour indiquer, pour chaque catégorie, les niveaux de sauvegarde requis aux installations du fournisseur.

For users completing the form **online** (via the Internet), the summary chart is automatically populated by your responses to previous questions.
Dans le cas des utilisateurs qui remplissent le formulaire **en ligne** (par Internet), les réponses aux questions précédentes sont automatiquement saisies dans le tableau récapitulatif.

SUMMARY CHART / TABLEAU RÉCAPITULATIF

Category Catégorie	PROTECTED PROTÉGÉ			CLASSIFIED CLASSIFIÉ			NATO				COMSEC					
	A	B	C	CONFIDENTIAL CONFIDENTIEL	SECRET	TOP SECRET TRÈS SECRET	NATO RESTRICTED NATO DIFFUSION RESTREINTE	NATO CONFIDENTIAL NATO CONFIDENTIEL	NATO SECRET	COSMIC TOP SECRET COSMIC TRÈS SECRET	PROTECTED PROTÉGÉ A	B	C	CONFIDENTIAL CONFIDENTIEL	SECRET	TOP SECRET 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, classifier 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, classifier 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).

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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);

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ANNEX F

STANDING OFFER REPORT REQUIREMENTS

Suppliers must report on a quarterly basis on the call-up/contract activities. Such reports may contain, but are not limited to, the following information:

1. The standing offer/supply arrangement number;
2. The supplier name;
3. The reporting period;
4. The call-up/contract number for each call-up/contract, including amendments;
5. The client department;
6. The contracting authority;
7. The date of the call-up/contract;
8. The call-up/contract period;
9. The line items acquired/services provided;
10. The value of the call-up/contract, Goods or Services Tax/Harmonized Sales Tax included, as applicable.