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Gatineau

Québec

K1A 0S5

Bid Fax: (819) 997-9776

Request For a Standing Offer Demande d'offre à commandes

National Master Standing Offer (NMSO)

Offre à commandes principale et nationale (OCPN)

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

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

Issuing Office - Bureau de distribution

Linguistic Services Division / Division des services linguistiques

Les Terrasses de la Chaudière

10, rue Wellington, 5e étage

Gatineau

Québec

K1A 0S5

Title - Sujet Online second language training Online second language Tutoring and training	
Solicitation No. - N° de l'invitation EN578-202723/C	Date 2020-11-30
Client Reference No. - N° de référence du client 20207273	GETS Ref. No. - N° de réf. de SEAG PW-\$\$ZF-521-38712
File No. - N° de dossier 521zf.EN578-202723	CCC No./N° CCC - FMS No./N° VME
Solicitation Closes - L'invitation prend fin at - à 02:00 PM Eastern Standard Time EST on - le 2021-01-19 Heure Normale du l'Est HNE	
Delivery Required - Livraison exigée See Herein – Voir ci-inclus	
Address Enquiries to: - Adresser toutes questions à: Courteau, Josianne	Buyer Id - Id de l'acheteur 521zf
Telephone No. - N° de téléphone (613)720-9517 ()	FAX No. - N° de FAX () -
Destination - of Goods, Services, and Construction: Destination - des biens, services et construction: DEPARTMENT OF PUBLIC WORKS AND GOVERNMENT SERVICES CANADA PORTAGE III 11 LAURIER ST National Capital Area (Gatineau) Gatineau Quebec K1A0S5 Canada	
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	
Telephone No. - N° de téléphone	
Facsimile No. - N° de télécopieur	
Name and title of person authorized to sign on behalf of Vendor/Firm (type or print)	
Nom et titre de la personne autorisée à signer au nom du fournisseur/ de l'entrepreneur (taper ou écrire en caractères d'imprimerie)	
Signature	Date

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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, the security requirement check list, the periodic usage report example, the technical evaluation criteria annexes and any other annexes.

1.2 Summary

- 1.2.1 Canada wishes to issue National Master Standing Offers (NMSOs) for its online language training needs. The NMSOs will be for the delivery of training divided into the following work streams:

Work Stream
1. Online self-study program with or without tutoring for English as a second language
2. Online self-study program with or without tutoring for French as a second language
3. Online tutoring, oral proficiency in English as a second language
4. Online tutoring, oral proficiency in French as a second language

- 1.2.2 The term during which call-ups may be made against the Standing Offer (SO) will run for 3 years from the SO issue date. Canada reserves the right to extend the term of the Standing Offers by 2 additional periods of one year each.
- 1.2.3 Given the nature of the services, multiple Standing Offers may be issued for some of the work streams. Canada makes no commitment to issue any or all of the standing offers indicated in Part 4 – Evaluation Procedures and Basis of Selection.
- 1.2.4 Offerors may submit an offer for one or more work streams.
- 1.2.5 The Request for Standing Offers (RFSO) is to establish National Master Standing Offers for the requirement detailed in the RFSO, to the Identified Users across Canada, excluding locations within Yukon, Northwest Territories, Nunavut, Quebec, and Labrador that are subject to Comprehensive Land Claims Agreements (CLCAs). Any requirement for deliveries to locations within CLCAs areas within Yukon, Northwest Territories, Nunavut, Quebec, or Labrador will have to be treated as a separate procurement, outside of the resulting standing offers.
- 1.2.6 This RFSO allows offerors to use the epost Connect service provided by Canada Post Corporation to transmit their offers electronically. Offerors must refer to Part 2 of the RFSO entitled Offeror Instructions and Part 3 of the RFSO entitled Offer Preparation Instructions, for further information on using this method.

1.3 Security Requirements

There are security requirements associated with 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](http://www.tpsgc-pwgsc.gc.ca/esc-src/introduction-eng.html) of Public Works and Government Services Canada (<http://www.tpsgc-pwgsc.gc.ca/esc-src/introduction-eng.html>) website.

1.4 Debriefings

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

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

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

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

PART 2 - OFFEROR INSTRUCTIONS

2.1 Standard Instructions, Clauses and Conditions

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

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

The [2006](#) (2020-05-28) 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: 120 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 Offeror is using its own licensing agreement for epost Connect.

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;
- 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: 2019-01](#) 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;
- g. number and amount (professional fees) of other contracts subject to the restrictions of a work force adjustment program.

2.4 Enquiries - Request for Standing Offers

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

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

2.5 Applicable Laws

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

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

2.6 Bid Challenge and Recourse Mechanisms

- (a) Several mechanisms are available to potential offerors to challenge aspects of the procurement process up to and including contract award.
- (b) Canada encourages offerors to first bring their concerns to the attention of the Contracting Authority. Canada's [Buy and Sell](#) website, under the heading "[Bid Challenge and Recourse Mechanisms](#)" contains information on potential complaint bodies such as:
 - Office of the Procurement Ombudsman (OPO)
 - Canadian International Trade Tribunal (CITT)
- (c) Offerors should note that there are **strict deadlines** for filing complaints, and the time periods vary depending on the complaint body in question. Offerors should therefore act quickly when they want to challenge any aspect of the procurement process.

PART 3 - OFFER PREPARATION INSTRUCTIONS

3.1 Offer Preparation Instructions

- If the Offeror chooses to submit its offer electronically, Canada requests that the Offeror submits its offer in accordance with section 08 of the 2006 standard instructions. The epost Connect system has a limit of 1GB per single message posted and a limit of 20GB per conversation. The offer must be gathered per section and separated as follows:

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

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

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

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

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

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

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

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

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

Section I: Technical Offer

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

1.1.2.1 Evaluation of a Joint Venture Offer

- a) Where the Offeror is a joint venture with existing experience as that joint venture, it may submit the experience that it has obtained as that joint venture.

Example: An Offeror is a joint venture consisting of members L and O. A Request for Standing Offer (RFSO) requires that the Offeror demonstrate experience providing maintenance and help desk services for a period of 24 months to a customer with at least 10,000 users. As a joint venture (consisting of members L and O), the Offeror has previously done the work. This Offeror can use this experience to meet the requirement. If member L obtained this experience while in a joint venture with a third party N, however, that experience cannot be used because the third party N is not part of the joint venture that is submitting an offer.

- b) A joint venture Offeror may rely on the experience of one of its members to meet any given technical criterion of this RFSO.

Example: An Offeror is a joint venture consisting of members X, Y and Z. If a RFSO requires: (a) that the Offeror have 3 years of experience providing maintenance service, and (b) that the Offeror have 2 years of experience integrating hardware with complex networks, then each of these two requirements can be met by a different member of the joint venture. However, for a single criterion, such as the requirement for 3 years of experience providing maintenance services, the Offeror cannot indicate that each of members X, Y and Z has one year of experience, totaling 3 years. Such a response would be declared non-responsive.

- c) Joint venture members cannot pool their abilities with other joint venture members to satisfy a single technical criterion of this RFSO. However, a joint venture member can pool its individual experience with the experience of the joint venture itself. Wherever substantiation of a criterion is required, the Offeror is requested to indicate which joint venture member satisfies the requirement. If the Offeror has not identified which joint venture member satisfies the requirement, the Standing Offer Authority will provide an opportunity to the Offeror to submit this information during the evaluation period. If the Offeror does not submitted this information within the period set by the Standing Offer Authority, its offer will be declared non-responsive.

Example: An Offeror is a joint venture consisting of members A and B. If a RFSO requires that the Offeror demonstrate experience providing resources for a minimum number of 100 billable days, the Offeror may demonstrate that experience by submitting either:

- Contracts all signed by A;
- Contracts all signed by B; or
- Contracts all signed by A and B in joint venture, or
- Contracts signed by A and contracts signed by A and B in joint venture, or
- Contracts signed by B and contracts signed by A and B in joint venture.

that show in total 100 billable days.

- d) Any Offeror with questions regarding the way in which a joint venture offer will be evaluated should raise such questions through the Enquiries process as early as possible during the bid solicitation period.

Section II: Financial Offer

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

Blank Prices: Offerors are requested to insert "\$0.00" for any item for which it does not intend to charge or for items that are already included in other prices set out in the tables. If the Offeror leaves any price blank, Canada will treat the price as "\$0.00" for evaluation purposes and may request that the Offeror confirm that the price is, in fact, \$0.00. No Offeror will be permitted to add or change a price as part of this

confirmation. Any Offeror who does not confirm that the price for a blank item is \$0.00 will be declared non-responsive.

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.

Section IV: Additional Information

In section IV of their offer, offerors should provide:

1. The information requested in the Offeror's form below.

Offeror's form

Offeror's Legal name	
Procurement Business Number (PBN)	
The name of the resource person authorized by the Offeror to communicate with Canada regarding their offer and any Standing Offer that may arise from their offer; and the following information relating to:	Name: Mailing address: Telephone number: Email:
Jurisdiction of the Standing Offer: Province or Territory in Canada the Offeror wishes to be the legal jurisdiction applicable to any resulting standing offer (if other than as specified in the RFSO)	
Former Public Servant See clause in Part 2 of the Request for Standing Offer titled "Former Public Servant" for a definition of Former Public Servant.	Is the Offeror a former public servant in receipt of a pension, as defined in the request for standing offer? YES ____ NO ____ If yes, provide the information requested in Part 2, clause "Former Public Servant".

	Is the Offeror a former public servant who received a lump sum payment pursuant to the terms of the Work Force Adjustment Directive? YES ___ NO ___ If yes, provide the information requested in Part 2, clause "Former Public Servant".	
	Work stream(s) for which Offeror wants to be considered	
1. Online self-study program with or without tutoring for English as a second language	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Online self-study program with or without tutoring for French as a second language	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Online tutoring, oral proficiency in English as a second language	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4. Online tutoring, oral proficiency in French as a second language	Yes <input type="checkbox"/>	No <input type="checkbox"/>

PART 4 - EVALUATION PROCEDURES AND BASIS OF SELECTION

4.1 Evaluation Procedures

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

4.1.1 Technical Evaluation

The technical evaluation will be conducted by work stream. For example, an offer could be technically compliant for the work stream 1 and non-compliant work stream 2.

4.1.1.1 Mandatory Technical Criteria

The Offer must meet the mandatory technical criteria specified in Annex F. The Offeror must provide the necessary documentation to support compliance with this requirement.

Canada reserves the right to stop its evaluation of the mandatory technical criteria for a stream as soon as one of the mandatory criteria is considered non-compliant.

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

4.1.1.2 Point Rated Technical Criteria

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

Canada reserves the right to stop its evaluation of the rated technical criteria for a stream as soon as one of the rated criteria is considered non-compliant based on the minimum points to obtain.

See Annex G of Part 4 of the Request for Standing Offers.

4.1.2 Financial Evaluation

The financial evaluation will be carried out by work stream.

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

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

4.2 Basis of Selection - Basis of Selection – Highest Combined Rating of Technical Merit 70% and Price 30%

4.2.1.1 To be declared responsive, an offer must:

- (a) comply with all the requirements of the Request for Standing Offer;
- (b) meet all the mandatory evaluation criteria; and
- (c) obtain the required minimum number of points specified in Annex G to Part 4 for the point rated technical criteria.

4.2.1.2 Offers not meeting 4.2.1.1 (a) or (b) or (c) will be declared non-responsive. Neither the responsive offer obtaining the highest number of points nor the one with the lowest evaluated price will necessarily be accepted.

4.2.1.3 The lowest evaluated price (LP) of all responsive offers will be identified and a pricing score (PS), determined as follows, will be allocated to each responsive offer (i): $PS_i = LP / P_i \times 30\%$.

P_i is the evaluated price (P) of each responsive offer (i).

4.2.1.4 A technical merit score (TMS), determined as follows, will be allocated to each responsive offer (i): $TMS_i = OS_i \times 70\%$. OS_i is the overall score (OS) obtained by each responsive offer (i) for all the point rated technical criteria specified in Annex G to Part 4, determined as follows: total number of points obtained / maximum number of points available.

4.2.1.5 The combined rating (CR) of technical merit and price of each responsive offer (i) will be determined as follows: $CR_i = PS_i + TMS_i$.

4.2.1.6 For streams 1 and 2:

The responsive offer with the highest combined rating of technical merit and price will be recommended for award of a Standing Offer. In the event that two or more responsive offers have the same highest combined rating of technical merit and price, the responsive offer that obtained the highest overall score for all the point-rated technical criteria detailed in Annex G to Part 4 will be recommended for award of a Standing Offer.

The Offeror who will be recommended for the award of a Standing Offer will be contacted by the Standing Offer Authority to meet the requirements in Annex H of Part 4 – Mandatory Accessibility Criteria. If these requirements are not met, the Offer will be considered non-responsive and the next highest rated Offeror will be recommended for the award of a Standing Offer.

4.2.1.7 For streams 3 and 4:

The responsive offers will be ranked in descending order of combined rating of technical merit and price; the responsive offer with the highest combined rating of technical merit and price being ranked first. Of the highest ranked responsive offers in descending order of combined rating of technical merit and price, the estimated number of standing offers mentioned in clause 4.2.2 will be recommended for award of a contract. In the event two or more responsive offers have the same highest combined rating of technical merit and price, these offers will be ranked in descending order of the overall scores obtained for all of the point rated technical criteria detailed in Attachment 1 to Part 4; the responsive offer obtaining the highest overall score being ranked the highest.

4.2.1.8 The table below illustrates an example where all three offers are responsive and the selection of the Offeror is determined by a 70/30 ratio of the technical merit and price, respectively.

Basis of Selection - Highest Combined Rating of Technical Merit (70%) and Price (30%)			
Offeror	Offeror 1	Offeror 2	Offeror 3
Overall Score for All the Point Rated Technical Criteria	OS1: 120/135	OS2: 98/135	OS3: 82/135

Offer Evaluated Price	P1: C\$60 000	P2: C\$55 000	LP and P3: C\$50 000
Calculations	Technical Merit Score (OSi x 70)	Pricing Score (LP/Pi x 30)	Combined Rating
Offeror 1	120/135 x 70 = 62.22	50/60 x 30 = 25.00	87.22
Offeror 2	98/135 x 70 = 50.81	50/55 x 30 = 27.27	78.08
Offeror 3	82/135 x 70 = 42.52	50/50 x 30 = 30.00	72.52

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

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

Work Stream	Estimated number of standing offers to be issued
1. Online self-study program with or without tutoring for English as a second language	1
2. Online self-study program with or without tutoring for French as a second language	1
3. Online tutoring, oral proficiency in English as a second language	20
4. Online tutoring, oral proficiency in French as a second language	50

4.3 Issuance of Standing Offers

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

Canada reserves the right to issue a higher or lower number of standing offers than the estimated number.

For streams 3 and 4, Canada reserves the right to seek an extension to the validity period of unsuccessful, but responsive offers, from offerors. If the Government of Canada has a larger than expected demand for service in stream 3 and 4 and the successful offers are insufficient to provide the services, the Government of Canada may add offers during the Standing Offer validity period.

PART 5 – CERTIFICATIONS AND ADDITIONAL INFORMATION

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

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

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

5.1 Certifications Required with the Offer

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

5.1.1 Integrity Provisions - Declaration of Convicted Offences

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

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

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

5.2.1 Integrity Provisions – Required Documentation

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

5.2.2 Federal Contractors Program for Employment Equity - Standing Offer Certification

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

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

5.2.3 Software Publisher Certification, Software Publisher Authorization and Software Contributor Certification – Stream 1 and 2 only

- (a) If the Offeror is the Software Publisher for any of the proprietary software products it offers, Canada requires that the Offeror confirm in writing that it is the Software Publisher. Offerors are requested to use the Software Publisher Certification Form included with the RFSO (see

Annex I). Although all the contents of the Software Publisher Certification Form are required, using the form itself to provide this information is not mandatory. For Offerors who use an alternate form, it is in Canada's sole discretion to determine whether all the required information has been provided. Alterations to the statements in the form may result in the offer being declared non-responsive.

- (b) Any Offeror that is not the Software Publisher of all the proprietary software products proposed in its offer is required to submit proof of the Software Publisher's authorization, which must be signed by the Software Publisher (not the Offeror). No Standing Offer will be awarded to a Offeror who is not the Software Publisher of all of the proprietary software it proposes to supply to Canada, unless proof of this authorization has been provided to Canada. If the proprietary software proposed by the Offeror originates with multiple Software Publishers, authorization is required from each Software Publisher. Offerors are requested to use the Software Publisher Authorization Form (see Annex I) included with the RFSO. Although all the contents of the Software Publisher Authorization Form are required, using the form itself to provide this information is not mandatory. For Offerors/Software Publishers who use an alternate form, it is in Canada's sole discretion to determine whether all the required information has been provided. Alterations to the statements in the form may result in the offer being declared non-responsive.
- (c) In this RFSO, "Software Publisher" means the owner of the copyright in any software products proposed in the offer, who has the right to license (and authorize others to license/sub-license) its software products.
- (d) If open source software is proposed as part of its offer, by submitting an offer, the Offeror certifies that it is a Contributor to all of the open source software products and components ("software products") and that it has all the rights necessary to grant the license to the software products on a royalty-free basis to Canada. The Offeror confirms that no terms and conditions will apply to limit Canada's use of the software products as intended by the resulting standing offer, and that the resulting standing offer will represent the entire agreement, including the license of all of the software products listed below. The Offeror undertakes to maintain its maintenance, support, warranty, liability and indemnity obligations to Canada as defined in the resulting standing offer for all included software products, despite any disclaimer otherwise associated with an individual software product. Canada requires that the Offeror submit the Software Contributor Authorization Form (see Annex I) identifying in writing the software products. Offerors are requested to use the Software Contributor Authorization Form included with the RFSO. Although all the contents of the Software Contributor Authorization Form are required, using the form itself to provide this information is not mandatory. For Offerors who use an alternate form, it is in Canada's sole discretion to determine whether all the required information has been provided. Alterations to the statements in the form may result in the offer being declared non-responsive.

5.2.4 Privacy Certification

By submitting an offer, the Offeror certifies its continued compliance with the Personal Information Protection and Electronic Documents Act (PIPEDA) or any provincial legislation deemed substantially similar. Applicable privacy legislation will be determined in accordance with the section of the Standing Offer entitled "Applicable Laws".

The Offeror undertakes to certify, on an ongoing basis, its compliance with its obligations under applicable privacy legislation, as amended. For greater certainty, this means that Offerors undertake to certify their continued compliance even if applicable privacy legislation is amended or replaced during the initial period of the Standing Offer (or during any extension periods of the Standing Offer, if applicable).

Solicitation No. - N° de l'invitation
EN578-202723/C
Client Ref. No. - N° de réf. du client
EN578-202723

Amd. No. - N° de la modif.
File No. - N° du dossier
521zf.EN578-202723

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

Canada will have the right to declare an Offer non-responsive or set aside the Standing Offer at any time if the Offeror, or any member of the joint venture if the Offeror is a joint venture, violates applicable privacy legislation, as declared by the Office of the Privacy Commissioner.

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](http://www.tpsgc-pwgsc.gc.ca/esc-src/introduction-eng.html) of Public Works and Government Services Canada (<http://www.tpsgc-pwgsc.gc.ca/esc-src/introduction-eng.html>) website.

PART 7 - STANDING OFFER AND RESULTING CONTRACT CLAUSES

A. STANDING OFFER

7.1 Offer

7.1.1 The Offeror offers to perform the Work in accordance with the Statement of Work at Annex A for the following work stream(s): *(to be completed at issuance of Standing Offer)*

Applicable Work Stream(s)	Qualification(s)	Rank
1. Online self-study program with or without tutoring for English as a second language		
2. Online self-study program with or without tutoring for French as a second language		
3. Online tutoring, oral proficiency in English as a second language		
4. Online tutoring, oral proficiency in French as a second language		

7.1.2 Training Services, Streams 1 and 2

- (i) granting usage rights to the Software as a Service (SaaS) identified in Annex A provided by or hosted by the Offeror;
- (ii) providing service Documentation;
- (iii) maintaining, upgrading, and updating the service(s);
- (iv) managing incidents and defects to ensure the service(s) operate at the applicable service levels; and
- (v) providing incidental and additionally required information technology infrastructure services.
- (vi) infrastructure services required to deliver the services.

(a) **Authority:** The Offeror represents and warrants that it owns or has obtained and will maintain throughout the Standing Offer Period all necessary authority, specifically including intellectual property rights required to provide the Services in accordance with the terms of this Standing Offer.

(b) **Additional Terms and Conditions:** The parties agree that any terms and conditions, including any "click-through" or "pop-up" notices that apply to the Offeror's commercial offer of the services, including third party tools or incidental infrastructure, will not apply to Canada's use of the services if those terms conflict with the express terms of this Standing Offer. The terms and conditions of third party tools not specified as a service in Annex A are not subject to this section.

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.

**a) SECURITY REQUIREMENT FOR CANADIAN SUPPLIER:
PWGSC FILE No. EN578-202723**

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 Contract Security Program (CSP), Public Works and Government Services Canada (PWGSC).
2. The Contractor/Offeror personnel requiring access to PROTECTED information, assets or sensitive site(s) must EACH hold a valid RELIABILITY STATUS, granted or approved by the CSP, PWGSC.
3. The Contractor/Offeror MUST NOT remove any PROTECTED information or assets from the identified site(s), and the Contractor/Offeror must ensure that its personnel are made aware of and comply with this restriction.
4. Subcontracts which contain security requirements are NOT to be awarded without the prior written permission of the CSP, PWGSC.
5. The Contractor/Offeror must comply with the provisions of the:
 - a) Security Requirements Check List and security guide (if applicable), attached at Annex C;
 - b) Industrial Security Manual (Latest Edition).

**b) SECURITY REQUIREMENTS FOR FOREIGN SUPPLIERS
PWGSC FILE #: EN578-202723_FOR, RELIABILITY, ACCESS TO AND SAFEGUARDING
OF CANADA PROTECTED A INFORMATION**

The Canadian Designated Security Authority (Canadian DSA) for industrial security matters in Canada is the Industrial Security Sector (ISS), Public Works and Government Services Canada (PWGSC), administered by International Industrial Security Directorate (IISD), PWGSC. The Canadian DSA is the authority for confirming **Contractor/Subcontractor** compliance with the security requirements for foreign suppliers. The following security requirements apply to the foreign recipient **Contractor/Subcontractor** incorporated or authorized to do business in a jurisdiction other than Canada and delivering outside of Canada the services listed and described in the subsequent **contract/subcontract**.

1. The Foreign recipient **Contractor/Subcontractor** must be from a Country within the North Atlantic Treaty Organization (NATO), the European Union (EU) or from a country with which Canada has an international bilateral security instrument. The Contract Security Program (CSP) has international bilateral security instruments with the countries listed on the following PWGSC website: <http://www.tpsgc-pwgsc.gc.ca/esc-src/international-eng.html>.
2. The Foreign recipient **Contractor/Subcontractor** must, at all times during the performance of the **contract/subcontract**, hold an equivalence to a valid Designated Organization Screening (DOS), issued by the Canadian DSA as follows:
 - i. The Foreign recipient **Contractor/Subcontractor** must provide proof that they are incorporated or authorized to do business in their jurisdiction.
 - ii. The Foreign recipient **Contractor/Subcontractor** must not begin the work, services or performance until the Canadian Designated Security Authority (DSA) is satisfied that all contract security requirement conditions have been met. Canadian DSA confirmation must be provided, in writing, to the foreign recipient **Contractor/Subcontractor** in an Attestation Form, to provide confirmation of compliance and authorization for services to be performed.

-
- iii. The Foreign recipient **Contractor/Subcontractor** must identify an authorized Contract Security Officer (CSO) and an Alternate Contract Security Officer (ACSO) (if applicable) to be responsible for the overseeing of the security requirements, as defined in this **contract/subcontract**. This individual will be appointed by the proponent foreign recipient **Contractor's/Subcontractor's** Chief Executive officer or Designated Key Senior Official, defined as an owner, officer, director, executive, and or partner who occupy a position which would enable them to adversely affect the organization's policies or practices in the performance of the **contract/subcontract**.
- iv. The Foreign recipient **Contractor/Subcontractor** must not permit access to **CANADA PROTECTED A** information/assets, except to its personnel subject to the following conditions:
- Personnel have a need-to-know for the performance of the **contract/subcontract**;
 - Personnel have been subject to a Criminal Record Check, with favourable results, from a recognized governmental agency or private sector organization in **their country** as well as a Background Verification, validated by the Canadian DSA;
 - The Foreign recipient **Contractor/Subcontractor** must ensure that personnel provide consent to share results of the Criminal Record and Background Checks with the Canadian DSA and other Canadian Government Officials, if requested; and
 - The Government of Canada reserves the right to deny access to **CANADA PROTECTED** information/assets to a foreign recipient **Contractor/Subcontractor** for cause.
3. **CANADA PROTECTED** information/assets provided or generated pursuant to this **contract/subcontract** must not be further provided to a third party Foreign recipient Subcontractor unless:
- written assurance is obtained from the Canadian DSA to the effect that the third-party Foreign recipient Subcontractor has been approved for access to **CANADA PROTECTED** information/assets by the Canadian DSA; and
 - written consent is obtained from the Canadian DSA, if the third-party Foreign recipient Subcontractor is located in a third country.
4. The Foreign recipient **Contractor/Subcontractor** MUST NOT remove **CANADA PROTECTED** information/assets from the identified work site(s), and the foreign recipient **Contractor/Subcontractor** must ensure that its personnel are made aware of and comply with this restriction.
5. The Foreign recipient **Contractor/Subcontractor** must not use the **CANADA PROTECTED** information/assets for any purpose other than for the performance of the **contract/subcontract** without the prior written approval of the Government of Canada. This approval must be obtained from the Canadian DSA.
6. The Foreign recipient **Contractor/Subcontractor** must immediately report to the Canadian DSA all cases in which it is known or there is reason to suspect that **CANADA PROTECTED** information/assets pursuant to this **contract/subcontract** has been compromised.
7. The Foreign recipient **Contractor/Subcontractor** must immediately report to the Canadian DSA all cases in which it is known or there is reason to suspect that **CANADA PROTECTED** information/assets accessed by the Foreign recipient **Contractor/Subcontractor**, pursuant to this **contract/subcontract**, have been lost or disclosed to unauthorized persons.
8. The Foreign recipient **Contractor/Subcontractor** must not disclose **CANADA PROTECTED** information/assets to a third party government, person, firm or representative thereof, without the prior written consent of the Government of Canada. Such consent must be sought through the Canadian DSA.

9. The foreign recipient **Contractor/Subcontractor** requiring access to **CANADA PROTECTED A** information/assets, under this **contract/subcontract**, must submit a Request for Site Access to the Chief Security Officer of the department.
10. In the event that a Foreign recipient **Contractor/Subcontractor** is chosen as a supplier for this **contract/subcontract**, subsequent country-specific foreign security requirement clauses must be generated and promulgated by the Canadian DSA, and provided to the Government of Canada Contracting Authority, to ensure compliance with the security provisions, as defined by the Canadian DSA, in relation to equivalencies.
11. Subcontracts which contain security requirements are **NOT** to be awarded without the prior written permission of the Canadian DSA.
12. All Subcontracts awarded to a third party foreign recipient are NOT to be awarded without the prior written permission of the Canadian DSA in order to confirm the security requirements to be imposed on the subcontractors.
13. All Subcontracts awarded by a third party foreign recipient are NOT to be awarded without the prior written permission of the Canadian DSA in order to confirm the security requirements to be imposed on the subcontractors.
14. The Foreign recipient **Contractor/Subcontractor** must comply with the provisions of the Security Requirements Check List attached at Annex C.
15. Canada has the right to reject any request to electronically access, process, produce, transmit or store **CANADA PROTECTED** information/assets related to the Work in any other country if there is any reason to be concerned about the security, privacy, or integrity of the information.

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) (<https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual>) issued by Public Works and Government Services Canada.

7.3.1 General Conditions

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

7.3.2 Standing Offers Reporting

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

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

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

The quarterly reporting periods are defined as follows:

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

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

Stream 1 and 2 Offerors could make the information available directly in the Learning Management System.

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 the Standing Offer issuance to _____. [3 year period]

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 an additional 2 period 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 30 days before the expiry date of the Standing Offer. A revision to the Standing Offer will be issued by the Standing Offer Authority.

7.4.3 Comprehensive Land Claims Agreements (CLCAs)

The Standing Offer (SO) is for the delivery of the requirement detailed in the SO to the Identified Users across Canada, excluding locations within Yukon, Northwest Territories, Nunavut, Quebec, and Labrador that are subject to Comprehensive Land Claims Agreements (CLCAs). Any requirement for deliveries to locations within CLCAs areas within Yukon, Northwest Territories, Nunavut, Quebec, or Labrador will have to be treated as a separate procurement, outside of the standing offer.

7.5 Authorities

7.5.1 Standing Offer Authority

The Standing Offer Authority is:

Name: Josianne Courteau
Title: Supply Team Leader
Public Works and Government Services Canada
Acquisitions Branch
Directorate: Specialized Professional Services Procurement Directorate
Address: 10 Wellington St., Gatineau, Quebec, K1A 0S5

Telephone: 613-720-9517

E-mail address: josianne.courteau@tpsgc-pwgsc.gc.ca

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

7.5.2 Project Authority

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

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

7.5.3 Offeror's Representative

(To be identified at issuance of standing offer)

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

By providing information on its status, with respect to being a former public servant in receipt of a [Public Service Superannuation Act](#) (PSSA) pension, the Contractor has agreed that this information will be reported on departmental websites as part of the published proactive disclosure reports, in accordance with [Contracting Policy Notice: 2019-01](#) 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

Allocation of work to the Offeror will be made in accordance with the following procedures, using the call-up instrument specified in article 7.9 below. Call-ups for Work against this Standing Offer will be processed as follows:

7.8.1 For Streams 1 and 2

Only one Offeror is qualified in each of these streams. The call-up will therefore be directed to the Identified Offeror.

Because each department manages language training differently, the Offeror will receive call-ups for either:

- a. the purchase of a package of subscriptions, individual tutoring, language evaluation and/or pedagogical services;
or
- b. the needs per learner of subscription, individual or group tutoring, language evaluation and/or pedagogical services;
or
- c. the purchase of a group tutoring package, with the learners pre-identified in the call-up.

When the call-up is made for a package of services, the Identified User will authorize the use of the services by the learners as required by communicating identifying information on the learner to the Offeror. Only the Identified User (or its representative identified in the call-up) may authorize the use of the services of the call-up.

For call-ups for group tutoring, the names of the learners should be identified at the time of call-up, as well as the desired training start date for each learner. This will allow the Offeror to plan groups and training start dates based on the call-ups received.

7.8.2 For Streams 3 and 4

- a) Identified Users can issue call-ups in accordance with the Government Contract Regulations, paragraph 6(b)(i) (current value of \$40,000) directly to a qualified Offeror.

This method will be used when the value of the total need is estimated at the limit mentioned or less than the limit mentioned in the Government Contract Regulations. If a call-up issued under this threshold must be amended to an amount above this threshold, the Identified User must

document his/her file accordingly, in accordance with the rules of the Government Contract Regulations.

- b) When the Identified User does not issue a call-up in accordance with the Government Contract Regulations, paragraph 6(b)(i), regardless of the value of the call-up, the call-ups will be allocated to Offerors on a rotation basis. The Standing Offer Authority will manage the rotation, which will be done according to rank pursuant to section 7.1.1, starting with the Offeror in first place and continuing with the Offeror in second place and so on until all Offerors have been issued a call-up. Canada will then repeat the process, starting again with the first-ranked Offeror and so on.

To do this, Identified Users will contact the Standing Offer Authority to find out which Offeror must receive his/her call-up. The Offerors will be notified by an email from the Standing Offer Authority when they are identified to receive a specific call-up. If an email from the Standing Offer Authority is not received but a call-up valued above the Government Contract Regulations threshold is awarded to the Offeror, the Offeror must refuse the call-up. If the Identified User decides not to make a call-up for which the Standing Offer Authority provided the rotation, the Offeror must inform the standing offer authority as soon as possible.

If the Offeror refuses the call-up received during the rotation, regardless of the reason, it will lose its turn and the call-up will be assigned to the next Offeror in the rotation. For example, if the 15th-ranked Offeror refuses a call-up, then the call-up will be assigned to the 16th-ranked Offeror. The rotation will continue thereafter with the Offeror in 17th place and so on. The 15th rank Offeror will not have another turn until the next rotation.

7.9 Call-up Instrument

The Work will be authorized or confirmed by the Identified User(s) using the duly completed forms or their equivalents as identified in paragraphs 2 and 3 below, 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
 - PWGSC-TPGSC 942-2 Call-up Against a Standing Offer - Multiple Delivery
 - PWGSC-TPSGC 944 Call-up Against Multiple Standing Offers (English version)
 - PWGSC-TPSGC 945 Commande subséquente à plusieurs offres à commandes (French version)

or

3. An equivalent form or electronic call-up document which contains at a minimum the following information:
 - standing offer number;
 - statement that incorporates the terms and conditions of the Standing Offer;
 - description and unit price for each line item;
 - total value of the call-up;
 - point of delivery;
 - confirmation that funds are available under section 32 of the Financial Administration Act;
 - confirmation that the user is an Identified User under the Standing Offer with authority to enter into a contract.

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 (2020-05-28) General Conditions - Higher Complexity - Services
- e) the supplemental general conditions 4003 (2010-08-16) Licensed Software;
- f) the supplemental general conditions 4004 (2013-04-25) Maintenance and Support Services for Licensed Software;
- g) Annex A, Statement of Work;
- h) Annex B, Basis of Payment;
- i) Annex C, Security Requirements Check List;
- j) Annex D, Periodic Usage Report Example;
- k) the Offeror's offer dated _____ (*insert date of offer*), (*if the offer was clarified or amended, insert at the time of issuance of the offer: "as clarified on _____" or "as amended on _____" and insert date(s) of clarification(s) or amendment(s) if applicable*).

7.12 Certifications and Additional Information

7.12.1 Compliance

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

Canada will have the right to set aside the Standing Offer at any time if the Offeror, or any member of the joint venture if the Offeror is a joint venture, violates applicable privacy legislation, as declared by the Office of the Privacy Commissioner.

7.13 Applicable Laws

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

7.14 Cancellation and Rescheduling of Training

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

7.14.2 Pursuant to paragraph 7.14.1 of this document and without restricting the generality of the other terms and conditions of the Standing Offer, Canada may, at any time before the start date of the

training planned pursuant to a call-up issued in accordance with section 7.8 – Call-up Procedures, cancel or reschedule, in whole or in part, the training provided under the call-up by sending written notice to the Offeror. Cancellation or rescheduling may apply to one or more groups and/or one or more individuals.

- 7.14.3 Canada will pay the Offeror fees (if applicable) in accordance with the “Tutoring Cancellation Fees” clause 7.16 hereunder.

7.15 Unforeseen Absences

7.15.1 Unforeseen Absences – Learner (Individual Tutoring)

The Identified User will pay the Offeror for a Learner's unforeseen absence for which at least one business day's written notice has not been given.

Unforeseen absences for which notice was sent one business day in advance may be made up at the end of the call-up period, but not after the date of the end of the call-up, unless they are authorized by the Identified User by way of a call-up amendment.

Unforeseen absences for which notice was not sent one day in advance may not be postponed, unless they are authorized by the Identified User by way of a call-up amendment.

A maximum of two unforeseen absences per month is permissible. If more than two unforeseen absences are requested, the Identified User will pay the Offeror 100% of the price of the cancelled tutoring session. An unforeseen absence is an absence of a maximum of three consecutive business days not identified in the call-up.

7.15.2 Unforeseen Absences – Learner (Group Tutoring)

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

7.15.3 Unforeseen Absences – Entire Group (Group Tutoring) (Streams 3 and 4 Only)

The Identified User shall pay the Offeror for any unforeseen absence of an entire group of learners if written notice was not given at least one business day in advance.

Unforeseen absences for which notice was sent one business day in advance may be made up at the end of the call-up period, but not after the date of the end of the call-up, unless they are authorized by the Identified User by way of a call-up amendment.

Unforeseen absences for which notice was not sent one day in advance may not be postponed, unless they are authorized by the Identified User by way of a call-up amendment.

A maximum of two unforeseen absences per month is permissible. If more than two unforeseen absences are requested, the Identified User will pay the Offeror 100% of the price of the cancelled group tutoring session. An unforeseen absence is an absence of a maximum of three consecutive business days not identified in the call-up.

7.16 Call-Up Cancellation Fees for Tutoring

In all cases, should notice be given at least 10 business days before the tutoring is to start, no cancellation fee will apply.

7.16.1 Learner (Individual Tutoring)

After 10 business days' notice has elapsed, the equivalent of 2% of the price of the unused training hours provided for in the call-up will be paid in cancellation fees. For example, if a call-up

provides for 100 hours of tutoring for Julie Tremblay and a cancellation is made after 10 hours of tutoring, the cancellation fee would be the equivalent of 1.8 hours of tutoring (2% of the remaining 90 hours in the call-up).

7.16.2 Learner in Group Training (Streams 1 and 2)

After 10 business days' notice has elapsed, the entire price of the training must be paid. For example, a group training period starting on September 28, 2020, should be cancelled no later than September 11, 2020, to avoid having to pay for the entire training period for the learner.

7.16.3 Tutoring Group (Streams 3 and 4)

After 10 business days' notice has elapsed, the equivalent of 2% of the price of the unused training hours provided for in the call-up shall be paid in cancellation fees. For example, if a call-up provides for 100 hours of tutoring for a group from department XYZ and a cancellation is made for the entire group after 10 hours of group tutoring have been used, the cancellation fee would be the equivalent of 1.8 hours of tutoring (2% of the remaining 90 hours in the call-up).

After 10 business days' notice has elapsed, if a learner of a group wishes to cancel his or her participation in the group, the group will continue without that learner and the hourly price will not be reduced. The Identified User may decide to replace the learner with a learner at the same level.

7.17 Qualifications of Staff, Replacements and Substitutes

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

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

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

7.18 Transition to an e-Procurement Solution (EPS)

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

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

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

7.19 Operational Changes (streams 1 and 2 only)

- (a) The Government of Canada is seeking an innovative training program and learning management system that can adapt and evolve with technological advances throughout the duration of the Standing Offer. The Offeror-delivered training program and learning management system must be extensible and adaptable to harness future technology innovations that the Offeror may use to upgrade their Licensed Software. The Offeror will be

required to provide to the Government of Canada all technological upgrades to the training program and learning management system free of charge where:

- (i) The upgrade has been made to their Licensed Software; and
- (ii) The upgrade has been given free of charge to the Offeror's other client(s).

7.20 Training Maintenance and Support (streams 1 and 2 only)

The Offeror must continuously maintain and support the training program and learning management system.

7.21 Evaluating accessibility

7.21.1 Achieving Compliance and Accommodation (Streams 1 and 2)

The Offeror who has provided a written confirmation that non-compliance with the accessibility requirements of Appendix 3 of Annex A – ICT Accessibility Requirements will be corrected within 12 months of award of the Standing Offer and who does not comply after that period will have its Standing Offer set aside. Compliance may be assessed by representatives of the Government of Canada.

7.21.2 Ongoing reassessment

The Offeror must revise its Accessibility Conformance Report annually from Standing Offer award to show all changes made to the provided products for accessibility during that period. The revisions must be marked to show the changes made during the applicable period. If no changes have been made during the period, the Offeror must advise the Standing Offer Authority in writing that the existing Accessibility Assessment is unchanged.

7.22 Protection and Security of Data Stored in Databases

1. The Offeror must ensure that all the databases containing any information related to the Work are located in Canada or, if the Standing Offer Authority has first consented in writing, in another country where:
 - a. equivalent protections are given to personal information as in Canada under legislation such as the [Privacy Act](#), R.S. 1985, c.P-21, and the [Personal Information Protection and Electronic Documents Act](#), S.C. 2000, c.5, and under any applicable policies of the Government of Canada; and
 - b. the laws do not allow the government of that country or any other entity or person to seek or obtain the right to view or copy any information relating to the Standing Offer without first obtaining the Standing Offer Authority's written consent.
2. In connection with giving its consent to locating a database in another country, the Standing Offer Authority may, at its option, require the Offeror to provide a legal opinion (from a lawyer qualified in the foreign country) that the laws in that country meet the above requirements, or may require the Offeror to pay for Canada to obtain such a legal opinion. Canada has the right to reject any request to store Canada's data in a country other than Canada if there is any reason to be concerned about the security, privacy, or integrity of Canada's data. Canada may also require that any data sent or processed outside of Canada be encrypted with Canada- approved cryptography and that the private key required to decrypt the data be kept in Canada in accordance with key management and storage processes approved by Canada.
3. The Offeror must control access to all databases on which any data relating to the Standing Offer is stored so that only individuals with the appropriate security clearance are able to access the database, either by using a password or other form of access control (such as biometric controls).

4. The Offeror must ensure that all databases on which any data relating to the Standing Offer is stored are physically and logically independent (meaning there is no direct or indirect connection of any kind) from all other databases, unless those databases are located in Canada (or in another country approved by the Standing Offer authority under subsection 1) and otherwise meet the requirements of this article.
5. The Offeror must ensure that all data relating to the Standing Offer is processed only in Canada or in another country approved by the Standing Offer Authority under subsection 1.
6. The Offeror must ensure that all domestic network traffic (meaning traffic or transmissions initiated in one part of Canada to a destination or individual located in another part of Canada) is routed exclusively through Canada, unless the Standing Offer Authority has first consented in writing to an alternate route. The Standing Offer Authority will only consider requests to route domestic traffic through another country that meets the requirements of subsection 1.
7. Despite any section of the General Conditions relating to subcontracting, the Offeror must not subcontract (including to an affiliate) any function that involves providing a subcontractor with access to any data relating to the Contract unless the Standing Offer Authority first consents in writing.

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 (2020-05-28), General Conditions - Higher Complexity - Services, apply to and form part of the Contract.

Section 17 Interest on Overdue Accounts, of General Conditions - Higher Complexity - Services 2035 (2020-05-28) will not apply to payments made by credit cards.

7.2.2 Supplemental General Conditions

- (i) supplemental general conditions 4003 (2010-08-16) Licensed Software;
 - (ii) supplemental general conditions 4004 (2013-04-25) Maintenance and Support Services for Licensed Software;
- apply to and form part of the Contract.

7.2.3 SACC Manual Clauses

C0711C (2008-05-12) Time Verification

7.3 Term of Contract

7.3.1 Period of the Contract

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

7.3.2 Auto-Renewal Opt Out (streams 1 and 2 only)

Canada hereby provides notice to the Contractor that it opts out of any auto-renewal of the term obligation. The Contractor acknowledges receipt of the notice, and represents that this Contract will be valid only until the end of the Contract Period, as defined above.

7.4 Proactive Disclosure of Contracts with Former Public Servants – if applicable

By providing information on its status, with respect to being a former public servant in receipt of a [Public Service Superannuation Act](#) (PSSA) pension, the Contractor has agreed that this information will be reported on departmental websites as part of the published proactive disclosure reports, in accordance with [Contracting Policy Notice: 2019-01](#) of the Treasury Board Secretariat of Canada.

7.5 Payment

7.5.1 Basis of Payment

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

7.5.2 Terms of Payment

For Tutoring Services

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

and/or

For Subscription(s) call-ups

SACC Manual clause [H1000C](#) (2008-05-12) Single Payment

7.5.3 SACC Manual Clauses

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

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);
- f. Large Value Transfer System (LVTS) (Over \$25M)

7.6 Invoicing Instructions

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

Each invoice must be supported by:

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

7.7 Dispute Resolution

- (a) The parties agree to maintain open and honest communication about the Work throughout and after the performance of the contract.
- (b) The parties agree to consult and co-operate with each other in the furtherance of the contract and promptly notify the other party or parties and attempt to resolve problems or differences that may arise.
- (c) If the parties cannot resolve a dispute through consultation and cooperation, the parties agree to consult a neutral third party offering alternative dispute resolution services to attempt to address the dispute.
- (d) Options of alternative dispute resolution services can be found on Canada's Buy and Sell website under the heading "[Dispute Resolution](#)".

7.8 Insurance

SACC Manual clause [G1005C](#) (2016-01-28) Insurance – No Specific Requirement

7.9 For Streams 1 and 2: Limitation or Liability

• First Party Liability

- **Contract Performance:** The Contractor is fully liable for all damages to Canada, arising from the Contractor's performance or failure to perform the Contract.
- **Data Breach:** The Contractor is fully liable for all damages to Canada resulting from its breach of security or confidentiality obligations resulting in unauthorized access to or unauthorized disclosure of records or data or information owned by Canada or a third party.
- **Limitation Per Incident:** Subject to the following section, irrespective of the basis or the nature of the claim, the Contractor's total liability per incident will not exceed the cumulative value of the Contract invoices for 12 months preceding the incident.
- **No Limitation:** The above limitation of Contractor liability does not apply to:
 - a. wilful misconduct or deliberate acts of wrongdoing, and
 - b. any breach of warranty obligations.

- **Third Party Liability:** Regardless whether the third party claims against Canada, the Contractor or both, each Party agrees that it will accept full liability for damages that it causes to the third party in connection with the Contract. The apportionment of liability will be the amount set out by agreement of the Parties or determined by a court. The Parties agree to reimburse each other for any payment to a third party in respect of damages caused by the other, the other Party agrees to promptly reimburse for its share of the liability.

7.10 Safeguarding Electronic Media

(a) Before using them on Canada's equipment or sending them to Canada, the Contractor must use a regularly updated product to scan electronically all electronic media used to perform the Work for computer viruses and other coding intended to cause malfunctions. The Contractor must notify Canada if any electronic media used for the Work are found to contain computer viruses or other coding intended to cause malfunctions.

(b) If magnetically recorded information or documentation is damaged or lost while in the Contractor's care or at any time before it is delivered to Canada in accordance with the Contract, including accidental erasure, the Contractor must immediately replace it at its own expense.

7.11 Personal Information Protection

Canada will have the right to declare an Offer non-responsive or set aside the Standing Offer at any time if the Offeror, or any member of the joint venture if the Offeror is a joint venture, violates applicable privacy legislation, as declared by the Office of the Privacy Commissioner.

Solicitation No. - N° de l'invitation
EN578-202723/C
Client Ref. No. - N° de réf. du client
EN578-202723

Amd. No. - N° de la modif.
File No. - N° du dossier
521zf.EN578-202723

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

ANNEX A

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ANNEX A

STATEMENT OF WORK

Online Language Training Program and Tutoring Services

1.0 BACKGROUND

Language training services are designed to ensure compliance with Government of Canada Official Languages Policies. As such, second language training (SLT) enables the Government of Canada's employees to obtain the level required for their positions on the Second Language Evaluation administered by the Public Service Commission, to develop their second language skills, to retain their acquired skills, and to improve the use of their second language in the workplace.

2.0 OBJECTIVE

Our objective is to offer online second language training services on a national scale in second official language in English and French in use in Canada, with or without tutoring services, in accordance with the Qualification Standards in relation to Official Languages. For the purpose of this document, the qualification standards are synonymous with proficiency levels or proficiency standards, as defined in Appendix 1.

Learners will have the personal objective of maintaining their level and/or achieving level A, B or C in order to meet the language requirements of their position.

3.0 SCOPE OF WORK

In order to give all employees a chance to take training according to their work schedules and professional and personal obligations, we favor a flexible learning approach that adapts to our employees' different schedules.

The services are divided into various work streams:

Stream 1 and Stream 2

The Offeror is required to provide online training using a training program for which it has the intellectual property ownership or right to use, which must allow to include individual and group (part-time or intensive) tutoring services by telephone and online video conferencing for learning English (stream 1) or French (stream 2) as a second language.

The Offeror must make a learning management system (LMS) available to the learners and to the Identified User (a Identified User corresponds to any representative or stakeholder of the Department).

Stream 3 and Stream 4

The Offeror must offer group and individual tutoring services for oral proficiency in English (stream 3) or French (stream 4) as a second language.

4.0 STREAM 1: ONLINE SELF-STUDY PROGRAM WITH OR WITHOUT TUTORING FOR ENGLISH AS A SECOND LANGUAGE

AND

STREAM 2: ONLINE SELF-STUDY PROGRAM WITH OR WITHOUT TUTORING FOR FRENCH AS A SECOND LANGUAGE

4.1 Self-Study Online Training Program

The Offeror's online training program must meet all the following technical requirements:

1. Offers a subscription that allows access to a number of subscriptions for the online training program to respond to all the training requests with and without tutoring;
2. Allows delivery of second language courses, for one of the two official languages in use in Canada, English or French, in order to achieve and maintain language proficiency - levels A (Beginner), B (Intermediate) and C (Advanced) for written comprehension, written expression and oral proficiency (in accordance with the Qualification Standards in Relation to Official Languages of the Government of Canada, see Appendix 1);
3. Is accessible 24 hours a day, 7 days a week;
4. Is accessible in self-study with or without a tutor;
5. Is accessible from a computer at work or at home;
6. Is accessible from each of the following operating system / browser combinations:
 - i. Windows 7 Service Pack 1 and above with Google Chrome 77 and above
 - ii. Windows 7 Service Pack 1 and above with Firefox 69 and above
 - iii. Windows 7 Service Pack 1 and above with Internet Explorer 11 and above
 - iv. macOS 10.12 and above with Google Chrome 77 and above
 - v. macOS 10.12 and above with Firefox 69 and above
 - vi. macOS 10.12 and above with Safari 10 and above
7. Includes maintenance (updates) and telephone and/or online technical support services throughout the learner's training, in both official languages, Monday to Friday from 7 a.m. to 10 p.m. (Eastern Time), except federal statutory holidays (see Appendix 2);
8. Answers to technical support requests within 24 hours (on working days);
9. Offers an individually assigned protected password for each user. The passwords must have the following features:
 - i. generated automatically and/or chosen by the learner;
 - ii. the password contains:
 - a) A minimum of 12 characters, or
 - b) A minimum of 10 characters with upper and lower case letters, or
 - c) A minimum of 9 characters with alphanumeric characters, or
 - d) A minimum of 8 characters with alphanumeric and special characters.
 - iii. In case a learner forgets his / her password, they can reset their password from their Portal login page.

The Offeror's program must also provide functionality and content that meets all of the following requirements:

- a) Allows the learner to choose English or French as the interface language, according to his/her preference;
- b) Provides the beginner learners (level A) with translations in their first official language (French or English) of explanations and new vocabulary;
- c) Offers an online language assessment (placement test) to determine the learner's initial module (see 4.4.4.2);
- d) Measures the knowledge acquired by the learner during training. In the online program it must be indicated where to find the activities that make it possible to verify what has been learned for each of levels A, B and C, for the following essential skills: oral comprehension, written comprehension and written expression;
- e) Enables the learner to review or redo an exercise (go back) as often as needed in order to respect his/her learning style and speed;
- f) Enables the learner to print and download vocabulary and grammar sections (excluding the exercises);
- g) Has full tracking capabilities enabling learners to pick-up their online learning exactly where they left off during their previous self-study session;
- h) Stores learners end-of-module online assessment result
- i) Provides audio activities, activities with visual aids and interactive activities at all language levels (A, B and C);
- j) Includes a help and a search function or a guide to help the learner use the self-study online program;
- k) Uses professional language and a presentation appropriate for adults;
- l) Uses language that is commonly used in Canada dialect, expressions, idioms in both French and English that are commonly used and accepted across Canada.
- m) Respects Canadian values such as, but not limited to, respect for human rights, gender equality, respect for the rule of law, tolerance, respect for cultural diversity, linguistic duality and respect for Indigenous peoples. All texts, scenarios, videos and audio documents must be free from any sexist, racist or offensive material, as well as any social or symbolic violence with a negative or pejorative bias toward a cultural or linguistic group; and
- n) Adheres to adult education principles.

4.1.1 Online Training Program – Optional Services

In addition, the program should be:

1. Sharable Content Object Reference Model (SCORM) compliant; and/or
2. Learning Tools Interoperability (LTI) compliant.

The program should also offer:

- a) to be accessible from a mobile device such as a smartphone or tablet running each of the following operating systems:
 - i. iOS 12 and above
 - ii. Android 8 and above
- b) A discussion forum (chat), blogs or Web conferences between users to practice what they have learned;
- c) Preparation online written tests based on government proficiency level (see Appendix 1 of Annex A);
- d) An error recognition with a correction and explanations system;
- e) A glossary, a dictionary and a grammar reference, conjugation tables;
- f) Phonetic exercises and phonetic exercise corrector;
- g) A progress bar, motivational and encouragement emails or notifications, or any other means to inform the learner of the good results he/she is achieving;
- h) A monthly per learner self-study and tutoring time summary;

- i) A mandatory passing mark or a minimum result needed after each section/module before being able to access the next section/module.
- j) Allow the learner to use a search function for the downloadable vocabulary and grammar sections.
- k) Provides the intermediate and advance learners (level B and C) with translations in their first official language (French or English) of explanations and new vocabulary.
- l) Print the exercises and the explanations.
- m) Answer of each exercise should include explanations.

4.2 *Learning Management System*

The Offeror's learning management system must meet all the following technical requirements:

1. Is accessible 24 hours a day, 7 days a week;
2. Provides a secure automated environment for registration, creation of personal profiles, attendance report, tracking the learner's training and progress and, learner's training hours information (total of tutoring hours authorized, total of hours charged and, total of hours available);
3. Permet aux apprenants de modifier les informations relatives à leur gestionnaire et coordonnateur de formation.
4. Offers:
 - a. for each learner, online access to his/her personal profile, progress reports, self-study progress, and his/her training schedule (number of hours per week of training, and tutoring schedule);
 - b. for Identified Users, online access with different access rights, such as the ability to consult the learner's profile assigned to them, tracking his/her progress, downloading / printing various usage reports, online attendance report to balance invoices received;
 - c. For training coordinators, full access to each learner's files associated with them, as well as to all learning management reports.
 - d. for the learner's manager, online access to the learner's personal profile, progress reports, self-study progress, training schedule (number of hours per week of tutoring and self-learning per week and tutoring schedule) and attendance to the tutoring sessions.
 - e. for each learner file, learning management system, reports that are downloadable in an editable format, printable, and accessible online and that provide:
 - i. online placement test results, including the recommended number of hours of training in self-study and the initial module recommended to achieve the target level;
 - ii. the training activities and the modules completed by the learner in self-study;
 - iii. the total number of hours per week spent completing self-learning activities;
 - iv. for learners with tutoring, the tutoring sessions completed by the learner, presented in the form of an attendance report (noting if present or absent for tutoring);
 - v. for learners with tutoring, the number of tutoring hours remaining for the learner;
 - vi. the type of training authorized by the Identified User (self-study only, self-study with pedagogical service, individual or group tutoring);
 - vii. for learners with tutoring or pedagogical services, the learner's progress, such as the Teaching Resources' notes and/or the results of the online program progress tests, throughout the training and according to the training type (tutoring, one-on-one, group); and
 - viii. for learners with tutoring, the end date of the tutoring period.

The Offeror must not share any personal information of learners with Canada in the Learning Management System. Canada does not collect personal information in the context of language training.

The system data must be up to date and accessible at all times throughout the training to allow the learner to review it and the Identified User to obtain information and generate reports.

4.2.1 Learning Management System - Optional Service

In addition, the learning management system should offer:

1. Filtering options to group the learners by department, branch, directorate and region;
2. Custom-made on-demand reports, in case an emerging need is identified;
3. For the Standing Offer Authority, online access to download a report on the total usage of the Offeror's services in an editable format (spreadsheet or word processor). This report must indicate the name of each department, the number of subscriptions, the number of group tutoring hours, the number of learners in group tutoring, the number of individual tutoring hours and the number of learners in individual tutoring. This data must be broken down by year of the Standing Offer and be updated at least on a quarterly basis; and
4. For the learner's file, the results of the Offeror's oral assessment (if applicable) may be available for learning management reports and downloadable in an editable, printable format and accessible online.

4.3 Learner Registration and Training Conditions

The Offeror must ensure that the registration procedures and conditions related to training are followed at all times.

The Offeror must ensure that the registration procedures are automated following a call-up. These procedures must include:

1. A dedicated registration link;
2. An online registration form allowing to confirm a given methodology (for example, self-study training or self-study training with tutoring);
3. An automated registration email to the Identified User, learner's manager and learner's training coordinator.

4.3.1 Acquisition of subscriptions

After receiving the call-up, the Offeror must provide the Identified User with one or more dedicated registration links or a valid user code for the number of subscription(s) purchased. The validity of each subscription acquired must begin when the learner registers and be valid for the duration mentioned in the call-up.

4.3.2 Subscription for Self-study with or without Tutoring

For self-study with tutoring, the learner or the identified user will request training in the Offeror's language management system.

The Offeror will send an automated email to all resources identified in the subscription. The Identified User will have two business days to modify the subscription in the event of an error. Tutoring services will only commence once the call-up for the learner is received by the Offeror.

The registration form must contain the following information:

- i. The Identified User's name;
- ii. The Identified User's work email address;
- iii. The learner's name;
- iv. The learner's work email address;
- v. The learner's work phone number;
- vi. The name of the department, branch and the region, requested with a drop down menu;
- vii. The name of the learner's manager;
- viii. The manager's work email address;
- ix. The name of the training coordinator (if applicable);
- x. The training coordinator's work email address (if applicable);
- xi. The target language;
- xii. The target levels;
- xiii. The number of hours of tutoring authorized per week and/or the total number of hours; and
- xiv. The approved training type (group part time, intensive or individual) and any other information considered relevant by the learner or the Department.

After receiving the request, the Offeror must create the account, including a profile, guide the learner through the procedures for taking the online placement test to indicate where to start in the program and how to begin training. In the case of a subscription with tutoring, the Offeror must also guide the learner through the procedures for the oral skills assessment.

4.4 Tutoring Services

The Teaching Resources must be able to start and finish the sessions on the time and must take into consideration the necessary connection time before the courses begin and the time to complete the necessary documentation after the end of the tutoring session.

In the event of a technical problem that prevents any form of communication between the learner(s) and the teaching resource, the course must be rescheduled within the call-up period. If the tutoring cannot be rescheduled within the call-up, the call-up will be modified to reflect this change in the service provided.

4.4.1 Virtual Platform for Tutoring

The virtual platform used for online tutoring must have all the following features:

1. video and audio conferencing (audio on the computer or by telephone with a Canadian telephone number);
2. electronic whiteboards;
3. screen and document sharing;
4. possibility of presenting an audio or video file;
5. chat; and
6. for group courses, the Offeror's virtual platform must be able to accommodate all learners at the same time

The virtual platform must not be used to record tutoring sessions where the voice and/or image of the learners are involved. This function, which is often available in this type of platform, should be disabled when the voice and/or image of the learners are featured.

The virtual platform used for online tutoring should also have the following features:

1. The ability to give control to another user;
2. A tool to test the connection and audio equipment;

3. The possibility for the learner to book his/her sessions from the platform and to have an agenda listing the different reserved sessions;
4. The ability to divide a group into sub-groups; and
5. The ability to give and receive homework.
6. The ability to remind moderators to turn off the recording function.
7. A notice visible to all participants when recording a session (in case the recording is activated by mistake)
8. A feature that prevents users from recording the audio or video signal, either with the native application or with third-party tools.
9. A feature that allows anonymity of participants during recording, such as image blurring and voice distortion, and where the real names of participants are not displayed.

4.4.2 Tutoring in Support of Online Training

The Offeror must provide tutoring services that includes all of the following:

1. Last at least one hour per tutoring session;
2. Are available Monday to Friday between 7 a.m. and 10 p.m. (Eastern Time), except federal statutory holidays (see Appendix 2) and from December 25 to January 1st;
3. Are delivered in Canadian context (using English or French used in Canada) and are in compliance with the Qualification Standards in Relation to Official Languages of the Government of Canada;
4. Include an end of module oral test conducted by a Teaching Resource or a Pedagogical Adviser;
5. Include interactive activities related to the work environment;
6. Aim to obtain language functions (see Appendix A) evaluated by the Public Service Commission for levels A, B and C;
7. Include tracking of the learner's progress, accessible in the learning management system, which must specify at least the following information for the current module/stage/lesson/session:
 - a) The learner's achievement of the learning objectives and the extent to which they were met during the learning period;
 - b) The elements to review or strengthen;
 - c) The recommended learning activities and comments from the Teaching Resource and/or the Pedagogical Adviser;
 - d) the date of the follow-up session;
 - e) the date of the next follow-up session; and
 - f) the name of the Teaching Resource or Pedagogical Adviser who provided the follow-up session.
8. Are offered by online videoconference (audio on the computer or by telephone with a Canadian telephone number) or by phone.

4.4.3 Individual Tutoring with Online Training

For placement purposes, the Offeror must assess each learner enrolling in self-study with tutoring. This assessment must include the following two parts: oral skills and an online placement test (see sections 4.4.4.1 and 4.4.4.2 below).

The teaching resource and the learner will have to establish the training schedule according to the information contained in the call-up. They will also have to agree on the communication method that will best meet the learner's needs (by online videoconference or by phone). The Identified User may limit the tutoring schedule to certain time periods only (for example, between 7:00 a.m. and 6:00 p.m. from Monday to Thursday), which must be respected by the Offeror when setting up the schedule with the learner.

The training must be completed as approved by the Identified User. Any change in the number of training hours and/or the training end date must be reported to, and is subject to the approval of, the Identified User. The identified user may have to amend the call-up.

4.4.4 Assessment of learners

4.4.4.1 Assessment of Oral Skills

The interview (oral interaction) must be of sufficient length to assess the learner's starting point in the online learning program. The interview must be conducted via videoconference or by telephone (depending on the learner's choice) by a pedagogical adviser or a teaching resource. The interview questions must be standardized.

4.4.4.2 Online Placement Test

The online placement test must assess the learner's starting point in the online training program. The placement test must use a standardized approach and include a written test to assess the learner's written expression and comprehension of the second language. It may also include an assessment of oral comprehension.

4.4.4.3 Placement Test Report

Based on the results of the placement tests and the assessment of oral skills, a placement test report must be available to the Identified User in the Learning Management System or sent per email within 5 working days of the last test being administered and must include any recommendations that affect the learner's placement.

The placement test reports must contain the following:

- a) the learner's name;
- b) the date of the evaluation;
- c) the target language levels;
- d) the learner's strengths;
- e) the competencies needing work;
- f) the pedagogical adviser's or teaching resource's specific comments;
- g) the initial module/stage/lesson/session recommended; and
- h) the total number of hours and weeks of training recommended depending of the type of tutoring requested (group or individual).

4.4.5 Group Tutoring with online self-learning

When creating the groups, the Offeror must take into account a number of factors, including the learners' time zone and proficiency level. The Offeror must make available to Identified Users a calendar of part time group tutoring (web-based or other). This calendar must also be share with the Standing Offer Authority. If the demand for part time group tutoring is high, the Offeror may add group sessions to its training calendar.

The Offeror will ensure that same-level groups are formed based on the results of the learners' assessment. The teaching resource providing the tutoring will monitor the group and each learner in the

group by recording notes and recommendations for each learner in the learning management system. Group progress and individual attendance reports will be made available to the Identified User through the learning management system. Learners will be able to view their individual progress reports in their learning management system profile.

4.4.5.1 Part Time Group Tutoring

The Offeror must evaluate, for placement purposes, each learner registering for part-time group tutoring. This assessment must be an online placement test (see section 4.4.4.2 above).

The Offeror must create the groups. A group must consist of a minimum of three learners and a maximum of four learners. These group tutoring sessions will be conducted by online videoconference. Each group tutoring session must run for 12 weeks and include 1 or 2 two-hour courses per week, as per the call-up.

The Offeror must provide, as a minimum, if enough learners have registered, part time group tutoring sessions starting in the week of the first Monday of each month.

4.4.5.2 Intensive Group Tutoring

The Offeror must assess, for placement purposes, each learner registering for Intensive Group Tutoring. This assessment must include the following two parts: oral skills as well as an online placement test (see sections 4.4.4.1 and 4.4.4.2 above).

The Offeror must create the groups. A group must consist of a minimum of three learners and a maximum of four learners. These group tutoring sessions will be conducted by online videoconference. Each group tutoring session must run for 12 weeks and include three hours of group tutoring per day, Monday to Friday (excluding holidays). Tutoring hours must be divided into two or three sessions per day, depending on the Offeror's schedule, but the daily total must be three hours. Each learner in the group must also receive 1 hour of individual tutoring per week. The individual tutoring time cannot be postponed from one week to the next if it is missed by the learner. A learner who misses his tutoring hour will be considered absent for that hour of tutoring and he/she will not be able to reschedule at another time in the same week.

The Offeror must provide, as a minimum, if enough learners are registered, intensive group tutoring sessions starting every three months. Intensive group tutoring must be scheduled so as to allow learners to register for one training session and move on to the next without a week's interruption (no gaps in the calendar).

The Offeror will be required to provide self-study exercises/modules for learners to complete prior to the next scheduled tutoring session. It is understood that learners registered for this type of training will dedicate a total of six to seven and a half hours per day to their language training.

4.4.6 Pedagogical Adviser Services

The Offeror must provide the services of pedagogical advisers to all learners with online tutoring. The pedagogical adviser is responsible for coaching and supervising a team of teaching resources. The Offeror must ensure that there are sufficient pedagogical advisers to provide all the services requested.

4.4.6.1 Training and Support for Teaching Resources

The pedagogical adviser must ensure that teaching resources have training in second language teaching approaches and techniques for adults. To do this, the pedagogical adviser should offer one or more training sessions, as well as tools and pedagogical references to teaching resources. The pedagogical adviser should also offer coaching in the form of meetings, workshops, sharing of teaching material, teaching observations, job shadowing with experienced teaching resources and any other method chosen to guide and train teaching resources. The pedagogical advisor must also provide technical training on the use of technological tools used during tutoring sessions and ensure that teaching resources are able to use technological tools appropriately.

4.4.6.2 Advice and Supervision of Teaching Resources

The pedagogical adviser must act as an educational consultant. He or she must provide the teaching resources under their responsibility with advice and information on the use of the material and the best teaching practices to adopt. He or she must also provide training on how to use the online program and the online platform used for the tutoring.

The pedagogical adviser must ensure that the activities led by teaching resources are appropriate, relevant, varied and provided effectively, so as to enable learners to meet their objectives. If this is not happening, the pedagogical adviser must monitor the teaching resource and provide additional tools (training, coaching, additional materials, etc.).

In addition, the pedagogical adviser must ensure that teaching resources are prepared and begin class on time. Preparation and organization of the material and equipment essential to the learner's training must be carried out before class begins. Completion of note and reports in the learning management system must be done after the class ends.

4.4.6.3 Advice and Follow-up of Learners with Tutoring

For a learner who is not progressing according to expectations, the pedagogical adviser must produce a follow-up plan in collaboration with the teaching resource in order to better meet this learner's needs. This follow-up plan should target realistic goals to be achieved as well as concrete means of achieving them. It will be given to the learner and to the Identified User upon request. The pedagogical adviser will supervise each personalized follow-up plan and review it on a monthly basis.

The pedagogical adviser must regularly meet with his/her teaching resources to evaluate the achievement of the objectives set for each learner and to propose corrective measures if necessary, in particular during:

- progress check; and
- supervision of the follow-up plan for learners who are not progressing according to expectations.

4.4.6.4 Advice and Follow-up of Self-Study Learners (optional service for learners)

The Offeror must provide self-study learners, who request it in a call-up, with pedagogical advice in the form of pedagogical consultation and progress reviews. During the period of validity of the self-study subscription, the learner must have a minimum of one personalized interaction per month with his/her pedagogical adviser or teaching resource. These interactions can be done by telephone or videoconference, as per the learner's choice, and have a minimum duration of 15 minutes each. During these interactions, the pedagogical adviser or teaching resource must verify the learner's time investment

toward his/her training and motivate the learner and give advice as well as objectives to be achieved. The Identified User may request additional interventions from the pedagogical adviser or teaching resource, if necessary.

4.4.7 Teaching Resources

4.4.7.1 Course Preparation

The teaching resource is responsible for course preparation, including course planning and the preparation of materials that will be used. Planning must be developed to meet the qualifications standards (Appendix 1).

4.4.7.2 Teaching

The teaching resource must deliver tutoring training sessions by carrying out teaching activities that meet the needs of learners. The teaching resource must manage the tutoring so as to comply with start and end times. The teaching resource must direct learners in their self-study. Tutoring sessions are meant to tutor the learners, as such the course preparation, planning tasks and learning management systems must be done outside of the dedicated tutoring sessions. Teaching resources must ensure that the tutoring service is provided from a quiet and silent place conducive to learning.

4.4.7.3 Learners' Needs Assessment and Follow-up

The teaching resource must regularly assess the needs of learners and adapt their teaching accordingly. The teaching resource must assess learner progress and update the learning management system. The teaching resources must not update the learning management system during the tutoring session.

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

5.0 STREAM 3: ONLINE TUTORING, ORAL PROFICIENCY IN ENGLISH AS A SECOND LANGUAGE AND STREAM 4: ONLINE TUTORING, ORAL PROFICIENCY IN FRENCH AS A SECOND LANGUAGE

The services in these work streams are aimed at participant learning retention, as well as preparing them for special events or for the Public Service Commission's second language evaluation of oral proficiency.

Teaching resources must be able to start and end sessions at the time specified in the call-up and must provide the necessary amount of time to connect before the courses start.

In the event of a technical problem that prevents any form of communication between the learner(s) and the teaching resource, the course must be rescheduled within the call-up period. If the tutoring cannot be rescheduled within the call-up, the call-up will be modified to reflect this change in the service provided.

These services must be available Monday to Friday, between 7:00 a.m. and 10:00 p.m. (Eastern Time), excluding federal government statutory holidays (refer to Appendix 2) and from December 25 to January 1.

5.1 Virtual Platform for Tutoring

The virtual platform used for online tutoring must have the following features:

1. video and audio conferencing (audio on the computer or by telephone with a Canadian telephone number);
2. electronic whiteboards;
3. screen and document sharing;
4. possibility of presenting an audio or video file;
5. chat; and
6. for group courses, the Offeror's virtual platform must be able to accommodate all learners at the same time

The virtual platform must not be used to record tutoring sessions where the voice and/or image of the learners are involved. This function, which is often available in this type of platform, should be disabled when the voice and/or image of the learners are featured.

The virtual platform used for online tutoring should also have the following features:

1. The ability to give control to another user;
2. A tool to test the connection and audio equipment;
3. The possibility for the learner to book his/her sessions from the platform and to have an agenda listing the different reserved sessions;
4. The ability to divide a group into sub-groups; and
5. The ability to give and receive homework.
6. The ability to remind moderators to turn off the recording function.
7. A notice visible to all participants when recording a session (in case the recording is activated by mistake)
8. A feature that prevents users from recording the audio or video signal, either with the native application or with third-party tools.
9. A feature that allows anonymity of participants during recording, such as image blurring and voice distortion, and where the real names of participants are not displayed.

5.2 Group Tutoring, Oral Communication

Identified Users will create groups of 2 to 4 learners at the same level (depending on the levels in Appendix 1) for group tutoring for learning retention purposes. The scheduling of this tutoring will be decided in collaboration with Identified Users and the Offeror's availability. Each group tutoring session will have a minimum duration of one hour and maximum of three hours.

The teaching resource must be prepared to facilitate group discussions, prepare topics for discussion, and correct and explain learners' errors during or after each discussion. The preparations, explanations and corrections by the teaching resource must take into account the level of the learners (refer to Appendix 1).

Group tutoring must uphold Canadian values such as, but not limited to, respect for human rights, gender equality, respect for the law, tolerance, respect for cultural diversity, linguistic duality and respect for Indigenous peoples. Among other things, the topics addressed must be free of any sexist, racist or offensive material, as well as any social or symbolic violence with a negative or pejorative bias toward a cultural or linguistic group.

5.3 Individual Tutoring, Oral Communication

The schedule for this tutoring will be decided in collaboration with the Offeror's and the learner's availability, while respecting the schedule limitations mentioned in the call-ups. The Identified User may limit the tutoring schedule to certain time periods only (for example, between 7:00 a.m. and 6:00 p.m. from Monday to Thursday), which must be respected by the Offeror when setting up the schedule with the learner. Each individual tutoring session will have a minimum duration of one hour.

When submitting the request, the Identified User will indicate the purpose of the individual tutoring, for example, to prepare for the Public Service Commission's second language evaluation (<https://www.canada.ca/en/public-service-commission/services/second-language-testing-public-service.html>), to prepare for a presentation or simply for learning retention.

In some cases, such as preparing for a presentation, the learner will have to provide the material to be discussed. The teaching resource must correct and explain the learner's errors during or after each discussion.

When the purpose of tutoring is learning retention or preparation for the Public Service Commission evaluation, the teaching resource must be prepared to facilitate discussions, prepare topics for discussion and correct the learner's errors during or after each discussion.

Individual tutoring must uphold Canadian values such as, but not limited to, respect for human rights, gender equality, respect for the law, tolerance, respect for cultural diversity, linguistic duality and respect for Indigenous peoples. Among other things, the topics addressed must be free of any sexist, racist or offensive material, as well as any social or symbolic violence with a negative or pejorative bias toward a cultural or linguistic group.

6.0 FOR ALL STREAMS

6.1 Accessibility requirements

6.1.1 All Information and Communication Technology (ICT) must conform with EN 301 549

All Information and Communication Technology (ICT) components of the proposed solution must conform with relevant accessibility requirements of the EN 301 549 (2018) as detailed in Annex A - Appendix 3, ICT Accessibility Requirements.

These components include but are not limited to:

- web conferencing system
- online self-learning program (stream 1 and 2 only)
- learning management system (stream 1 and 2 only)

6.1.2 Documents

6.1.2.1 Electronic documents

All electronic non-web documents (e.g. PDF, Microsoft Word and PowerPoint) must be in an accessible format conformant to clause 10 of the EN 301 549 (2018) as detailed in Annex A – Appendix 3- ICT Accessibility Requirements. Electronic documents include but are not limited to:

- learning materials,

- reports,
- email communications with government of Canada stakeholders.

6.1.2.2 Guidance for creating accessible documents

For practical guidance on creating accessible documents, refer to these [Accessible Document Guides](#).

6.1.2.3 Multiple formats

Where documents are provided in more than one format (for example a report provided in both PDF and Excel format), at least one of these must be accessible as detailed in Annex A- Appendix 3 - ICT Accessibility Requirements. The accessible version must provide equivalent information to the inaccessible version. A notice must be posted indicating which format is accessible.

6.1.3 Video conferencing “virtual delivery system”

The virtual delivery system must provide a dial-in option so that learners can access the training by phone.

The virtual delivery system must be able to display captions for classroom audio as per clause 9.1.2.4 “Captions (live)” as indicated in Annex A- Appendix 3 - ICT Accessibility Requirements. (Note that manual captioning service is only expected to be provided in response to an accommodation request, at the Identified User’s expense.)

Based on requests for accommodation, a specific virtual delivery system may be requested by the Identified User, to be agreed upon by both parties. If the Offeror doesn’t already uses the virtual delivery system agreed upon, the Identified User will provide the system or will be responsible for the expense.

6.2 Training Coordinator

The Training Coordinator acts as a liaison between the Offeror and the Identified User or the Standing Offer Authority on training matters. This role may be performed by the pedagogical adviser or by another person.

The Training Coordinator must also give the Standing Offer Authority, at the time the Standing Offer is awarded, a virtual orientation session for the use of the training program. He/she might also be called on to provide additional sessions, as requested by the Standing Offer Authority.

6.2.1 Intervention in the Case of a Complaint

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

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

6.2.2 Communications

The Training Coordinator must respond to requests from the Identified User or Standing Offer Authority within 2 business days and follow up with them.

6.3 Replacing a Teaching Resource

6.3.1 Group Tutoring

In the event that a teaching resource is absent, the Offeror must ensure a replacement immediately. Only teaching resources approved by the Standing Offer Authority who meet the requirements outlined in section 6.6 may act as substitute teaching resources. If a replacement cannot be found, the Offeror must inform the Identified User and the learners at least 30 minutes before the start of the tutoring.

If, for reasons beyond the Offeror's control, the teaching resource cannot be replaced before the start of the tutoring, the Offeror could postpone the tutoring to a period within the term of the call-up, depending on the learners availability. If training cannot be postponed within the call-up period, the call-ups will be amended to reflect this change in the service provided.

If a teaching resource must be permanently replaced, the Offeror must inform the learners and the Identified Users as soon as possible.

6.3.2 Individual Tutoring

In the event that a teaching resource is absent, the Offeror must inform the Identified User and the learner at least 30 minutes before the start of the tutoring.

The Offeror could postpone the tutoring to a period within the term of the call-up, depending on the learner availability. If training cannot be postponed within the call-up period, the call-up will be amended to reflect this change in the service provided.

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

6.4 Teaching Observation in the Virtual Classroom

The Standing Offer Authority or its authorized representative reserves the right to make observations in the virtual classroom upon 24 hours notice in order to ensure that training meets the requirements of this Standing Offer. If the teaching observed does not meet these requirements, a follow-up must be carried out by the Offeror. If the teaching is still not consistent with the requirements at a second evaluation by Canada, the teaching resource will no longer be able to teach under the Standing Offer.

6.5 Code of Conduct

The Offeror and all its personnel must:

1. avoid any conduct involving deceit, dishonesty, misrepresentation, unprofessional communication, harassment, discrimination, or other actions which may cause physical, emotional or moral injury;

2. create, through their attitude, a positive learning and working environment and encourage the learner(s) to follow their lead by always displaying positive and professional behaviour;
3. treat learners with respect and tolerance for different cultural values in a multicultural environment.
4. aim to foster an atmosphere of mutual trust among learners; and
5. work openly, honestly, and transparently to promote engagement, collaboration and respectful communication.

6.6 Requirements for Pedagogical Advisers and Teaching Resources

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

All resources must also be comfortable with computer-based tools (cameras, videos, audio documents, Web browsing, online platform, etc.), be trained in the supplier methodology and attend regular development sessions if necessary.

All proposed resources must be accepted by the Standing Offer Authority prior to commencing their duties. To do this, the Offeror must submit all necessary documents to the Standing Offer Authority at least 10 business days before the start of the resource's duties.

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

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

The Offeror must also provide a certificate confirming each resource's experience. The certificate must provide the following information: number of hours of experience, type of experience (teaching or supervision), start and end dates of the experience and the name of the organization in which the experience was acquired. Only experience obtained in a professional context will be accepted, experience acquired in an academic context will not be accepted. The Standing Offer Authority may, at any time, verify the accuracy of the information provided by the Offeror. Canada reserves the right to conduct any investigations necessary to evaluate the proposed resources.

6.6.1 Pedagogical Advisers Education and Experience Requirements

All pedagogical advisers must have the following education and experience described in the following table:

1. Supervisory experience
a) Since January 2010, a minimum of 1,000 hours of experience in supervising teaching resources who provide second language training to adults (online or in the classroom).

AND

2. Teaching experience and Education: One of the three following options (a b) or c)):		
a) At least 4,800 hours of experience since January 2010 teaching English and/or French as a second language to adults.	b) At least 3,000 hours of experience since January 2010 teaching English and/or French as a second language to adults. AND A bachelor's degree, master or doctorate from a recognized Canadian university	c) At least 3,800 hours of experience since January 2010 teaching English and/or French as a second language to adults. AND a one-year, full-time, university program diploma (for example, a certificate or a specialized graduate diploma) from a recognized Canadian university

6.6.2 Teaching Resources Education and Experience Requirements

All teaching resources must have the education and experience described in the following table:

1. Teaching experience and Education: One of the three following options (a b) or c)):		
a) At least 3,000 hours of experience since January 2010 teaching English and/or French as a second language to adults.	b) At least 1,200 hours of experience since January 2010 teaching English and/or French as a second language to adults. AND A bachelor's degree, master or doctorate from a recognized Canadian university	c) At least 2,000 hours of experience since January 2010 teaching English and/or French as a second language to adults. AND a one-year, full-time, university program diploma (for example, a certificate or a specialized graduate diploma) from a recognized Canadian university

6.7 QUALITY ASSURANCE

The services provided may be evaluated by the Standing Offer Authority (or its representative) through the following means to ensure service quality:

1. An online evaluation;
2. Verification of the tracking notes entered by the Teaching Resources and/or Pedagogical Advisors in the learning management system;
3. Tutoring session observations;
4. Validation of the qualifications required for the Offeror's resources; and/or
5. Any other verification the Standing Offer Authority considers necessary and authorize.

In the event the services provided by the Offeror do not meet the requirements of this Statement of Work, the Standing Offer Authority will notify the Offeror. The Offeror must provide a corrective action plan

addressing the deficiencies and detailing the actions taken and/or to be taken within the deadline prescribed by the Standing Offer Authority.

If certain program activities are considered inadequate by the Standing Offer Authority, adjustments must be proposed by the Offeror, at the Offeror's expense. For example, inappropriate images and/or comments.

ANNEX A - APPENDIX 1

QUALIFICATION STANDARDS IN RELATION TO OFFICIAL LANGUAGES

<http://www.tbs-sct.gc.ca/psm-fpfm/staffing-dotation/rqs-qcr/oqs-anq-eng.asp>

Introduction

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

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

There are two types of language qualifications for bilingual positions:

- General second official language qualifications – A, B and 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 Human Resources Management](#) – 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 the Linguistic Identification of Positions or Functions](#) – 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.

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

These tests and standards apply to all occupational groups.

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

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

They are cumulative:

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

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

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

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

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

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

Written Comprehension in the Second Official Language, Proficiency Level A

Standard Description

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

A person reading at this level can:

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

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

ExamplesA person at this level can read:	<ul style="list-style-type: none">• internal communications• letters• email messages• routine forms (e.g., requisitions, invoices)• very simple texts
-------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

In order to:	<ul style="list-style-type: none">• file• distribute• pick out specific units of information (e.g., dates, numbers, names)• process routine requests (e.g., requisitions, work orders, invoices)• fully understand very simple texts• understand the general idea regarding familiar, work-related topics• carry out routine, simple actions (e.g., understand photocopying instructions, order office supplies, read a meeting agenda)
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Written Comprehension in the Second Official Language, Proficiency Level B

Standard Description

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

A person reading at this level can:

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

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

Examples

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

Written Comprehension in the Second Official Language, Proficiency Level C

Standard Description

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

A person reading at this level can:

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

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

Examples

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

Written Expression in the Second Official Language, Proficiency Level A

Standard Description

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

A person writing at this level can:

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

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

Examples

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

Written Expression in the Second Official Language, Proficiency Level B

Standard Description

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

A person writing at this level can:

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

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

Examples

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

Written Expression in the Second Official Language, Proficiency Level C

Standard Description

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

A person writing at this level can:

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

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

Examples

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

Oral Proficiency in the Second Official Language – Level A

Standard Description

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

A person speaking at this level can:

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

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

Examples

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

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

Oral Proficiency in the Second Official Language – Level B

Standard Description

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

A person speaking at this level can:

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

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

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

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

Examples

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

- give and follow straightforward instructions or explanations about how work is to be done, what information is needed and what steps or alternatives are to be followed

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

Oral Proficiency in the Second Official Language – Level C

Standard Description

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

A person speaking at this level can:

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

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

Examples

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

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

ANNEX A – APPENDIX 2

STATUTORY HOLIDAYS

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

- a) New Year's (January 1)
- b) Good Friday
- c) Easter Monday
- d) Victoria Day
- e) June 24 (for services offered to learners working in the province of Quebec)
- f) Canada Day (July 1)
- g) Provincial Civic Holiday (first Monday in August, except for services offered to learners working in the province of Quebec)
- h) Labour Day (first Monday in September)
- i) Thanksgiving (second Monday in October)
- j) Remembrance Day (November 11)
- k) Christmas Day (December 25)
- l) Boxing Day (December 26)

ANNEX A - APPENDIX 3

ICT ACCESSIBILITY REQUIREMENTS (BASED ON EN 301 549 – 2018)

What is ICT?

Information and Communications Technology (ICT) includes hardware, software, voice communication, video capabilities and digital content (including web and non-web based information).

What is ICT accessibility and why is it important?

"ICT accessibility ensures that people with and without disabilities can access the same information, perform the same tasks, and receive the same services using information technology. It is the digital equivalent to accessibility in the physical environment —the curb cuts, ramps, railings, etc., of the digital age. While ICT accessibility can provide usability benefits to everyone who uses ICT, it is a vital necessity to many people with disabilities." - [NASCIO - Accessibility in IT Procurement](#)

About this document

This document lists relevant ICT accessibility requirements from the EN 301 549 V2.1.2 (2018-08) Harmonised European Standard "Accessibility requirements for ICT products and services", which includes the Web Content Accessibility Guidelines (WCAG) 2.1 level AA.

At first glance, some requirements may appear to be unrelated to this product or service. They have been included for consideration since the full feature set of a Vendor's product or service may not be known. For example, a video may be embedded into product documentation, so accessibility requirements for video and audio may become relevant.

Appendices include definitions, references, and practical guidance on creating accessible documentation.

Sources used to compile this document

- [Web Content Accessibility Guidelines \(WCAG\) 2.0](#)
- [EN 301 549 V2.12 \(2018-08\) Harmonised European Standard "Accessibility requirements for ICT products and services" \(PDF\)](#)
- [Web Content Accessibility Guidelines \(WCAG\) 2.1](#) (W3C Recommendation 05 June 2018)
- [Understanding WCAG 2.1](#) (Updated 16 November 2018)
- [How to Meet WCAG 2.1 \(Quick Reference\)](#)
- [VPAT® 2.3 EU](#)

Part A - Functional performance statements

These are explanatory (non-testable) statements that introduce the core aspects that the offered product or service must provide to be considered accessible.

4.2.1. Usage without vision: Where ICT provides visual modes of operation, some users need ICT to provide at least one mode of operation that does not require vision.

- NOTE 1: A web page or application with a well formed semantic structure can allow users without vision to identify, navigate and interact with a visual user interface.
- NOTE 2: Audio and tactile user interfaces may contribute towards meeting this clause.

4.2.2. Usage with limited vision: Where ICT provides visual modes of operation, some users will need the ICT to provide features that enable users to make better use of their limited vision.

- NOTE 1: Magnification, reduction of required field of vision and control of contrast, brightness and intensity can contribute towards meeting this clause.
- NOTE 2: Where significant features of the user interface are dependent on depth perception, the provision of additional methods of distinguishing between the features may contribute towards meeting this clause.
- NOTE 3: Users with limited vision may also benefit from non-visual access (see clause 4.2.1).

4.2.3. Usage without perception of colour: Where ICT provides visual modes of operation, some users will need the ICT to provide a visual mode of operation that does not require user perception of colour.

- NOTE: Where significant features of the user interface are colour-coded, the provision of additional methods of distinguishing between the features may contribute towards meeting this clause.

4.2.4. Usage without hearing: Where ICT provides auditory modes of operation, some users need ICT to provide at least one mode of operation that does not require hearing.

- NOTE: Visual and tactile user interfaces may contribute towards meeting this clause.

4.2.5. Usage with limited hearing: Where ICT provides auditory modes of operation, some users will need the ICT to provide enhanced audio features.

- NOTE 1: Enhancement of the audio clarity, reduction of background noise, increased range of volume and greater volume in the higher frequency range can contribute towards meeting this clause.
- NOTE 2: Users with limited hearing may also benefit from non-hearing access (see clause 4.2.4).

4.2.6. Usage without vocal capability: Where ICT requires vocal input from users, some users will need the ICT to provide at least one mode of operation that does not require them to generate vocal output.

- NOTE 1: This clause covers the alternatives to the use of orally-generated sounds, including speech, whistles, clicks, etc.
- NOTE 2: Keyboard, pen or touch user interfaces may contribute towards meeting this clause.

4.2.7. Usage with limited manipulation or strength: Where ICT requires manual actions, some users will need the ICT to provide features that enable users to make use of the ICT through alternative actions not requiring manipulation or hand strength.

- NOTE 1: Examples of operations that users may not be able to perform include those that require fine motor control, path dependant gestures, pinching, twisting of the wrist, tight grasping, or simultaneous manual actions.
- NOTE 2: One-handed operation, sequential key entry and speech user interfaces may contribute towards meeting this clause.
- NOTE 3: Some users have limited hand strength and may not be able to achieve the level of strength to perform an operation. Alternative user interface solutions that do not require hand strength may contribute towards meeting this clause.

4.2.8. Usage with limited reach: Where ICT products are free-standing or installed, the operational elements will need to be within reach of all users.

- NOTE: Considering the needs of wheelchair users and the range of user statures in the placing of operational elements of the user interface may contribute towards meeting this clause.

4.2.9. Minimize photosensitive seizure triggers: Where ICT provides visual modes of operation, some users need ICT to provide at least one mode of operation that minimizes the potential for triggering photosensitive seizures.

- NOTE: Limiting the area and number of flashes per second may contribute towards meeting this clause.

4.2.10. Usage with limited cognition: Some users will need the ICT to provide features that make it simpler and easier to use.

- NOTE 1: This clause is intended to include the needs of persons with limited cognitive, language and learning abilities.
- NOTE 2: Adjustable timings, error indication and suggestion, and a logical focus order are examples of design features that may contribute towards meeting this clause.

4.2.11. Privacy: Where ICT provides features that are provided for accessibility, some users will need their privacy to be maintained when using those ICT features that are provided for accessibility.

- NOTE: Enabling the connection of personal headsets for private listening, not providing a spoken version of characters being masked and enabling user control of legal, financial and personal data are examples of design features that may contribute towards meeting this clause.

Part B - Functional accessibility requirements

Explanation of the table columns

The format closely follows the VPAT® 2.3 EU, but includes additional information.

- **"EN 301 549 Clauses"** includes all Clauses of the Harmonised European Standard EN 301 549 V2.12 (2018-08) that may apply to the ICT product or service. If WCAG 2.1 applies, we include the full text of the criterion along with links to the criterion, "Understanding the requirement", "How to meet the requirement" and definitions of standardized words.

- **"Determination of Compliance"** describes how to test if you have met the requirement. These are copied from EN 301 549 Annex C.
- **"Supports?"** is to be filled in by the Vendor, except when the cell contains hyphens (---), with one of the following terms:
 - **Supports:** The functionality of the product or service has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
 - **Partially Supports:** Some functionality of the product or service does not meet the criterion.
 - **Does Not Support:** The majority of product or service functionality does not meet the criterion.
 - **Not Applicable:** The criterion is not relevant to the product or service.
- **"Explanations"** is to be filled in by the Vendor, except when the cell contains hyphens (---), and should explain the Vendor's response to "Supports?".
 - **If "Supports":** Explain how the product or service meets the requirement.
 - **If "Partially Supports" or "Does Not Support":** Explain what functions fail to meet the criterion and expected time-frame to meet, or accessible alternatives provided which meet the Functional Performance Statements in Part A.
 - **If "Not Applicable":** Explain why the criterion does not apply.

Scope

The following Functional Accessibility Requirements are applicable to the Functional Performance Statements in Part A. If a solution meets all of these it is considered to have met the Functional Performance Statements and is therefore deemed to conform with EN 301 549.

Clauses 5.2, 6.1, 6.5.2, 6.5.3, 6.5.4, 9.1.1.1, 9.1.2.1, 9.1.2.2, 9.1.2.3, 9.1.2.4, 9.1.2.5, 9.1.3.1, 9.1.3.2, 9.1.3.3, 9.1.3.4, 9.1.3.5, 9.1.4.1, 9.1.4.2, 9.1.4.3, 9.1.4.4, 9.1.4.5, 9.1.4.10, 9.1.4.11, 9.1.4.12, 9.1.4.13, 9.2.1.1, 9.2.1.2, 9.2.1.4, 9.2.2.1, 9.2.2.2, 9.2.3.1, 9.2.4.1, 9.2.4.2, 9.2.4.3, 9.2.4.4, 9.2.4.5, 9.2.4.6, 9.2.4.7, 9.2.5.1, 9.2.5.2, 9.2.5.3, 9.2.5.4, 9.3.1.1, 9.3.1.2, 9.3.2.1, 9.3.2.2, 9.3.2.3, 9.3.2.4, 9.3.3.1, 9.3.3.2, 9.3.3.3, 9.3.3.4, 9.4.1.1, 9.4.1.2, 9.4.1.3, 9.5, 10.1.1.1, 10.1.2.1, 10.1.2.2, 10.1.2.3, 10.1.2.4, 10.1.2.5, 10.1.3.1, 10.1.3.2, 10.1.3.3, 10.1.3.4, 10.1.3.5, 10.1.4.1, 10.1.4.2, 10.1.4.3, 10.1.4.4, 10.1.4.5, 10.1.4.10, 10.1.4.11, 10.1.4.12, 10.1.4.13, 10.2.1.1, 10.2.1.2, 10.2.1.4, 10.2.2.1, 10.2.2.2, 10.2.3.1, 10.2.4.2, 10.2.4.3, 10.2.4.4, 10.2.4.6, 10.2.4.7, 10.2.5.1, 10.2.5.2, 10.2.5.3, 10.2.5.4, 10.3.1.1, 10.3.1.2, 10.3.2.1, 10.3.2.2, 10.3.3.1, 10.3.3.2, 10.3.3.3, 10.3.3.4, 10.4.1.1, 10.4.1.2, 10.5, 10.6, 12.1.1 and 12.1.2 have been deemed relevant to this ICT.

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
5 Generic requirements	C.5 Generic requirements	---	---
5.2 Activation of accessibility features Where ICT has documented accessibility features, it shall be possible to activate those documented accessibility features that are required to meet a specific need without relying on a method that does not support that need.	C.5.2 Activation of accessibility features Type of assessment Inspection Pre-conditions 1. The ICT has documented accessibility features to meet a specific need. Procedure		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
	<p>1. Check that it is possible to activate those accessibility features without relying on a method that does not support that need.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
6 ICT with two-way voice communication	C.6 ICT with two-way voice communication	---	---
<p>6.1 Audio bandwidth for speech</p> <p>Where ICT provides two-way voice communication, in order to provide good audio quality, that ICT shall be able to encode and decode two-way voice communication with a frequency range with an upper limit of at least 7,000 Hz.</p> <p>NOTE 1: For the purposes of interoperability, support of Recommendation ITU-T G.722 [i.21] is widely used.</p> <p>NOTE 2: Where codec negotiation is implemented, other standardized codecs such as Recommendation ITU-T G.722.2 [i.22] are sometimes used so as to avoid transcoding.</p>	<p>C.6.1 Audio bandwidth for speech</p> <p>Type of assessment</p> <p>Measurement</p> <p>Pre-conditions</p> <p>1. The ICT under test provides two-way voice communication.</p> <p>Procedure</p> <p>1. Check that the ICT can encode and decode audio with a frequency range with an upper limit of at least 7 000 Hz.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
6.5 Video communication	C.6.5 Video communication	---	---
<p>6.5.1 General (informative)</p> <p>Clause 6.5 (Video communications) provides performance requirements that support users who communicate using sign language and lip-reading. For these users, good usability is achieved with Common Intermediate Format (CIF) resolution, a frame rate of 20 frames per second and over, with a time difference between speech audio and video that does not exceed 100 ms.</p> <p>When the resolution is reduced to Quarter Common Intermediate Format (QCIF) and the frame rate drops to 12 frames per second the</p>	<p>C.6.5.1 General (informative)</p> <p>Clause 6.5.1 is informative only and contains no requirements requiring test.</p>	---	---

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>communication is still usable with some restrictions.</p> <p>A lower resolution causes less disturbance to the perception of sign language and lip-reading than that caused by a lower frame rate.</p> <p>Delay can be a problem in video communication. Overall delay values below 0,4 s are preferred, with an increase in preference down to 0,1 s. Values over 0,8 s are felt to hinder a good sign conversation. Overall delay depends on multiple factors, including e.g. network delay and video processing. For this reason a testable requirement on minimum values for overall delay cannot be produced.</p>			
<p>6.5.2 Resolution</p> <p>Where ICT that provides two-way voice communication includes real-time video functionality, the ICT:</p> <ul style="list-style-type: none"> a. shall support at least QCIF resolution; b. should preferably support at least CIF resolution. 	<p>C.6.5.2 Resolution</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <ul style="list-style-type: none"> 1. The ICT provides 2 way voice communication. 2. The ICT includes real-time video functionality. <p>Procedure</p> <ul style="list-style-type: none"> 1. Check that the video communication resolution is QCIF resolution or better. <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>6.5.3 Frame rate</p> <p>Where ICT that provides two-way voice communication includes real-time video functionality, the ICT:</p> <ul style="list-style-type: none"> a. shall support a frame rate of at least 12 frames per second (FPS); b. should preferably support a frame rate of at least 20 frames per second (FPS) with or without sign language in the 	<p>C.6.5.3 Frame rate</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <ul style="list-style-type: none"> 1. The ICT provides 2 way voice communication. 2. The ICT includes real-time video 		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
video stream.	<p>functionality.</p> <p>Procedure</p> <p>1. Check that the video communication frame rate is equal to or higher than 12 frames per second.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>6.5.4 Synchronization between audio and video</p> <p>Where ICT that provides two-way voice communication includes real-time video functionality, the ICT should ensure a maximum time difference of 100 ms between the speech and video presented to the user.</p>	<p>C.6.5.4 Synchronization between audio and video</p> <p>Type of assessment</p> <p>Measurement</p> <p>Pre-conditions</p> <p>1. The ICT provides 2 way voice communication.</p> <p>2. The ICT includes real-time video functionality.</p> <p>Procedure</p> <p>1. Check that the time difference between the speech and video presented to the user is equal to or less than 100 ms.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
9 Web	C.9 Web	---	---
<p>9.0 General (informative)</p> <p>Requirements in clause 9 apply to web pages (as defined in clause 3.1) including:</p> <ul style="list-style-type: none"> Conformance with WCAG 2.0 Level AA is equivalent to conforming with clauses 9.1.1, 9.1.2, 9.1.3.1 to 9.1.3.3, 9.1.4.1 to 9.1.4.5, 9.2.1.1, 9.2.1.2, 9.2.1.4, 9.2.1.1, 9.2.1.2, 9.2.2, 9.2.3, 9.2.4, 9.3, 9.4.1.1, 9.4.1.2 and the 	<p>C.9.0 General (informative)</p> <p>Clause 9.0 is informative only and contains no requirements requiring test.</p>	---	---

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>conformance requirements of clause 9.5 of the present document.</p> <ul style="list-style-type: none"> Conformance with WCAG 2.1 Level AA is equivalent to conforming with all of clauses 9.1 to 9.4 and the conformance requirements of clause 9.5 of the present document. Requirements for other documents and software are provided in clauses 10 and 11 respectively. <p>NOTE 1: When evaluating web sites they are evaluated as individual web pages. Web applications, mobile web applications etc. are covered under the definition of web page which is quite broad and covers all web content types.</p> <p>The web content requirements in clauses 9.1 to 9.4 set out all of the Level A and Level AA Success Criteria from the</p> <p>W3C Web Content Accessibility Guidelines (WCAG 2.1) [5]:</p> <ul style="list-style-type: none"> Web Pages conforming to WCAG 2.0 Level A and AA also conform to clauses 9.1.1.1 to 9.1.3.3, 9.1.4.1 to 9.1.4.5, 9.2.1.1, 9.2.1.2, 9.2.2.1 to 9.2.4.7, 9.3.1.1 to 9.4.1.2 and the conformance requirements of clause 9.5. Web Pages that conform to WCAG 2.1 Level AA conform to all of clauses 9.1 to 9.4 and the conformance requirements of clause 9.5. Web Pages conforming to clauses 9.1.1.1 to 9.1.3.3, 9.1.4.1 to 9.1.4.5, 9.2.1.1, 9.2.1.2, 9.2.2.1 to 9.2.4.7, 9.3.1.1 to 9.4.1.2, and the conformance requirements of clause 9.5, also conform to WCAG 2.0 Level AA. Web Pages that conform to all of clauses 9.1 to 9.4, and the conformance requirements of clause 9.5, conform to WCAG 2.1 Level AA. <p>NOTE 2: WCAG 2.0 is identical to ISO/IEC 40500 (2012): "Information technology - W3C Web Content Accessibility Guidelines (WCAG)</p>			

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>2.0" [4].</p> <p>The requirements in clauses 9.1 to 9.4 are written using the concept of satisfying success criteria (defined in clause 3.1).</p> <p>A web page satisfies a WCAG success criterion when the success criterion does not evaluate to false when applied to the web page. This implies that if the success criterion puts conditions on a specific feature and that specific feature does not occur in the web page, then the web page satisfies the success criterion.</p> <p>NOTE 3: For example, a web page that does not contain pre-recorded audio content in synchronized media will automatically satisfy WCAG success criterion 1.2.2 (captions - pre-recorded) and, in consequence, will also conform to clause 9.1.2.2.</p> <p>In addition to Level AA success criteria, the Web Content Accessibility Guidelines also include success criteria for Level AAA.</p> <p>NOTE 4: The body of the present document does not include the Level AAA success criteria, both to avoid confusion with the Level A and Level AA based requirements and for harmonisation with other procurement standards.</p> <p>Web authors and procurement accessibility specialists are encouraged to improve accessibility beyond the requirements of the present document and should therefore consider whether any of the WCAG Level AAA success criteria offer suggestions that may be applicable and relevant to their project, as well as potentially beneficial to some users.</p> <p>NOTE 5: The W3C states that "It is not recommended that Level AAA conformance be required as a general policy for entire sites because it is not possible to satisfy all Level AAA Success Criteria for some content".</p>			
9.1 Perceivable	C.9.1 Perceivable	---	---
9.1.1 Text alternatives	C.9.1.1 Text alternatives	---	---

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>9.1.1.1 Non-text content</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.1.1 Non-text content.</p> <p>WCAG 2.1 Success Criterion 1.1.1 Non-text content</p> <p>Understanding Non-text Content</p> <p>How to Meet Non-text Content</p> <p>(Level A)</p> <p>All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below.</p> <ul style="list-style-type: none"> Controls, Input: If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Success Criterion 4.1.2 for additional requirements for controls and content that accepts user input.) Time-Based Media: If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to Guideline 1.2 for additional requirements for media.) Test: If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content. Sensory: If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content. CAPTCHA: If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types 	<p>C.9.1.1.1 Non-text content</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.1.1 Non-text content.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>of sensory perception are provided to accommodate different disabilities.</p> <ul style="list-style-type: none"> • Decoration, Formatting, Invisible: If non-text content is <u>pure decoration</u>, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by <u>assistive technology</u>. 			
9.1.2 Time-based media	C.9.1.2 Time-based media	---	---
<p>9.1.2.1 Audio-only and video-only (prerecorded)</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.2.1 Audio-only and Video-only (Prerecorded)</u>.</p> <p>WCAG 2.1 Success Criterion 1.2.1 Audio-only and Video-only (Prerecorded)</p> <p><u>Understanding Audio-only and Video-only (Prerecorded)</u></p> <p><u>How to Meet Audio-only and Video-only (Prerecorded)</u></p> <p>(Level A)</p> <p>For <u>prerecorded audio-only</u> and prerecorded <u>video-only</u> media, the following are true, except when the audio or video is a <u>media alternative for text</u> and is clearly labeled as such:</p> <ul style="list-style-type: none"> • Prerecorded Audio-only: An <u>alternative for time-based media</u> is provided that presents equivalent information for prerecorded audio-only content. • Prerecorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content. 	<p>C.9.1.2.1 Audio-only and video-only (prerecorded)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.2.1 Audio-only and Video-only (Prerecorded)</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.1.2.2 Captions (prerecorded)</p> <p>Where ICT is a web page, it shall satisfy the <u>WCAG 2.1 Success Criterion 1.2.2 Captions (Prerecorded)</u>.</p>	<p>C.9.1.2.2 Captions (prerecorded)</p> <p>Type of assessment</p> <p>Inspection</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
WCAG 2.1 Success Criterion 1.2.2 Captions (Prerecorded) <u>Understanding Captions (Prerecorded)</u> <u>How to Meet Captions (Prerecorded)</u> (Level A) <u>Captions</u> are provided for all <u>prerecorded audio</u> content in <u>synchronized media</u> , except when the media is a <u>media alternative for text</u> and is clearly labeled as such.	Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.2.2 Captions (Prerecorded)</u> . Result Pass: Check 1 is true Fail: Check 1 is false		
9.1.2.3 Audio description or media alternative (prerecorded) Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded)</u> . WCAG 2.1 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded) <u>Understanding Audio Description or Media Alternative (Prerecorded)</u> <u>How to Meet Audio Description or Media Alternative (Prerecorded)</u> (Level A) An <u>alternative for time-based media</u> or audio description of the <u>prerecorded</u> video content is provided for <u>synchronized media</u> , except when the media is a <u>media alternative for text</u> and is clearly labeled as such.	C.9.1.2.3 Audio description or media alternative (prerecorded) Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded)</u> . Result Pass: Check 1 is true Fail: Check 1 is false		
9.1.2.4 Captions (live) Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.2.4 Captions (Live)</u> . WCAG 2.1 Success Criterion 1.2.4 Captions (Live) <u>Understanding Captions (Live)</u> <u>How to Meet Captions (Live)</u> (Level AA)	C.9.1.2.4 Captions (live) Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.2.4</u>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<u>Captions</u> are provided for all <u>live audio</u> content in <u>synchronized media</u> .	<u>Captions (Live)</u> . Result Pass: Check 1 is true Fail: Check 1 is false		
9.1.2.5 Audio description (prerecorded) Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.2.5 Audio Description (Prerecorded)</u> . WCAG 2.1 Success Criterion 1.2.5 Audio Description (Prerecorded). <u>Understanding Audio Description (Prerecorded)</u> <u>How to Meet Audio Description (Prerecorded)</u> (Level AA) <u>Audio description</u> is provided for all <u>prerecorded video</u> content in <u>synchronized media</u> .	C.9.1.2.5 Audio description (prerecorded) Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.2.5 Audio Description (Prerecorded)</u> . Result Pass: Check 1 is true Fail: Check 1 is false		
9.1.3 Adaptable	C.9.1.3 Adaptable	---	---
9.1.3.1 Info and relationships Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.3.1 Info and Relationships</u> . WCAG 2.1 Success Criterion 1.3.1 Info and Relationships <u>Understanding Info and Relationships</u> <u>How to Meet Info and Relationships</u> (Level A) Information, <u>structure</u> , and <u>relationships</u> conveyed through <u>presentation</u> can be <u>programmatically determined</u> or are available in text.	C.9.1.3.1 Info and relationships Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.3.1 Info and Relationships</u> . Result Pass: Check 1 is true Fail: Check 1 is false		
9.1.3.2 Meaningful sequence	C.9.1.3.2 Meaningful sequence		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.3.2 Meaningful Sequence.</p> <p>WCAG 2.1 Success Criterion 1.3.2 Meaningful Sequence</p> <p>Understanding Meaningful Sequence</p> <p>How to Meet Meaningful Sequence</p> <p>(Level A)</p> <p>When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.</p>	<p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.3.2 Meaningful Sequence.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.1.3.3 Sensory characteristics</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.3.3 Sensory Characteristics.</p> <p>WCAG 2.1 Success Criterion 1.3.3 Sensory Characteristics</p> <p>Understanding Sensory Characteristics</p> <p>How to Meet Sensory Characteristics</p> <p>(Level A)</p> <p>Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, color, size, visual location, orientation, or sound.</p> <p>Note: For requirements related to color, refer to Guideline 1.4.</p>	<p>C.9.1.3.3 Sensory characteristics</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.3.3 Sensory Characteristics.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.1.3.4 Orientation</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.3.4 Orientation.</p> <p>WCAG 2.1 Success Criterion 1.3.4 Orientation</p> <p>Understanding Orientation</p> <p>How to Meet Orientation</p>	<p>C.9.1.3.4 Orientation</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.3.4</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>(Level AA)</p> <p>Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential.</p> <p>Note: Examples where a particular display orientation may be essential are a bank check, a piano application, slides for a projector or television, or virtual reality content where binary display orientation is not applicable.</p>	<p><u>Orientation.</u></p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.1.3.5 Identify input purpose</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.3.5 Identify Input Purpose</u>.</p> <p>WCAG 2.1 Success Criterion 1.3.5 Identify Input Purpose</p> <p><u>Understanding Identify Input Purpose</u></p> <p><u>How to Meet Identify Input Purpose</u></p> <p>(Level AA)</p> <p>The purpose of each input field collecting information about the user can be <u>programmatically determined</u> when:</p> <ul style="list-style-type: none"> The input field serves a purpose identified in the <u>Input Purposes for User Interface Components</u> section; and The content is implemented using technologies with support for identifying the expected meaning for form input data. 	<p>C.9.1.3.5 Identify input purpose</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.3.5 Identify Input Purpose</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
9.1.4 Distinguishable	C.9.1.4 Distinguishable	---	---
<p>9.1.4.1 Use of colour</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.4.1 Use of Color</u>.</p> <p>WCAG 2.1 Success Criterion 1.4.1 Use of Color</p>	<p>C.9.1.4.1 Use of colour</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p><u>Understanding Use of Color</u></p> <p><u>How to Meet Use of Color</u></p> <p>(Level A)</p> <p>Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.</p> <p>Note: This success criterion addresses color perception specifically. Other forms of perception are covered in <u>Guideline 1.3</u> including programmatic access to color and other visual presentation coding.</p>	<p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.4.1 Use of Color</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.1.4.2 Audio control</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.4.2 Audio Control</u>.</p> <p>WCAG 2.1 Success Criterion 1.4.2 Audio Control</p> <p><u>Understanding Audio Control</u></p> <p><u>How to Meet Audio Control</u></p> <p>(Level A)</p> <p>If any audio on a Web page plays automatically for more than 3 seconds, either a <u>mechanism</u> is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level.</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether or not it is used to meet other success criteria) must meet this success criterion. See <u>Conformance Requirement 5: Non-Interference</u>.</p>	<p>C.9.1.4.2 Audio control</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.4.2 Audio Control</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.1.4.3 Contrast (minimum)</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.4.3 Contrast (Minimum)</u>.</p> <p>WCAG 2.1 Success Criterion 1.4.3 Contrast</p>	<p>C.9.1.4.3 Contrast (minimum)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
(Minimum) <u>Understanding Contrast (Minimum)</u> <u>How to Meet Contrast (Minimum)</u> (Level AA) The visual presentation of <u>text</u> and <u>images of text</u> has a <u>contrast ratio</u> of at least 4.5:1, except for the following: <ul style="list-style-type: none"> • Large Text: <u>Large-scale text</u> and images of large-scale text have a contrast ratio of at least 3:1; • Incidental: Text or images of text that are part of an inactive <u>user interface component</u>, that are <u>pure decoration</u>, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no contrast requirement. 	1. The ICT is a web page. Procedure 1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.4.3 Contrast (Minimum)</u> . Result Pass: Check 1 is true Fail: Check 1 is false		
9.1.4.4 Resize text Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.4.4 Resize text</u> . WCAG 2.1 Success Criterion 1.4.4 Resize text <u>Understanding Resize text</u> <u>How to Meet Resize text</u> (Level AA) Except for <u>captions</u> and <u>images of text</u> , <u>text</u> can be resized without <u>assistive technology</u> up to 200 percent without loss of content or functionality.	C.9.1.4.4 Resize text Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.4.4 Resize text</u> . Result Pass: Check 1 is true Fail: Check 1 is false		
9.1.4.5 Images of text Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.4.5 Images of Text</u> . WCAG 2.1 Success Criterion 1.4.5 Images	C.9.1.4.5 Images of text Type of assessment Inspection		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>of Text.</p> <p><u>Understanding Images of Text</u></p> <p><u>How to Meet Images of Text</u></p> <p>(Level AA)</p> <p>If the technologies being used can achieve the visual presentation, <u>text</u> is used to convey information rather than <u>images of text</u> except for the following:</p> <ul style="list-style-type: none"> Customizable: The image of text can be <u>visually customized</u> to the user's requirements; Essential: A particular presentation of text is <u>essential</u> to the information being conveyed. <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p>	<p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.4.5 Images of Text</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.1.4.10 Reflow</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.4.10 Reflow</u>.</p> <p>WCAG 2.1 Success Criterion 1.4.10 Reflow</p> <p><u>Understanding Reflow</u></p> <p><u>How to Meet Reflow</u></p> <p>(Level AA)</p> <p>Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:</p> <ul style="list-style-type: none"> Vertical scrolling content at a width equivalent to 320 <u>CSS pixels</u>; Horizontal scrolling content at a height equivalent to 256 <u>CSS pixels</u>. <p>Except for parts of the content which require two-dimensional layout for usage or meaning.</p> <p>Note: 320 CSS pixels is equivalent to a starting viewport width of 1280 CSS pixels wide at 400% zoom. For web content which are designed to scroll horizontally (e.g. with vertical text), the 256 CSS pixels is equivalent to a starting viewport height of 1024 pixels at</p>	<p>C.9.1.4.10 Reflow</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.4.10 Reflow</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>400% zoom.</p> <p>Note: Examples of content which require two-dimensional layout are images, maps, diagrams, video, games, presentations, data tables, and interfaces where it is necessary to keep toolbars in view while manipulating content.</p>			
<p>9.1.4.11 Non-text contrast</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.4.11 Non-text Contrast.</p> <p>WCAG 2.1 Success Criterion 1.4.11 Non-text Contrast</p> <p>Understanding Non-text Contrast</p> <p>How to Meet Non-text Contrast</p> <p>(Level AA)</p> <p>The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):</p> <ul style="list-style-type: none"> User Interface Components: Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author; Graphical Objects: Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed. 	<p>C.9.1.4.11 Non-text contrast</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.4.11 Non-text Contrast.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.1.4.12 Text spacing</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.4.12 Text spacing.</p> <p>WCAG 2.1 Success Criterion 1.4.12 Text spacing</p> <p>Understanding Text Spacing</p> <p>How to Meet Text Spacing</p>	<p>C.9.1.4.12 Text spacing</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>(Level AA)</p> <p>In content implemented using markup languages that support the following <u>text style properties</u>, no loss of content or functionality occurs by setting all of the following and by changing no other style property:</p> <ul style="list-style-type: none"> Line height (line spacing) to at least 1.5 times the font size; Spacing following paragraphs to at least 2 times the font size; Letter spacing (tracking) to at least 0.12 times the font size; Word spacing to at least 0.16 times the font size. <p>Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script.</p>	<p>fail <u>WCAG 2.1 Success Criterion 1.4.12 Text spacing</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.1.4.13 Content on hover or focus</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.4.13 Content on Hover or Focus</u>.</p> <p>WCAG 2.1 Success Criterion 1.4.13 Content on Hover or Focus</p> <p><u>Understanding Content on Hover or Focus</u></p> <p><u>How to Meet Content on Hover or Focus</u></p> <p>(Level AA)</p> <p>Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <ul style="list-style-type: none"> Dismissable: A <u>mechanism</u> is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an <u>input error</u> or does not obscure or replace other content; Hoverable: If pointer hover can trigger the additional content, then the pointer 	<p>C.9.1.4.13 Content on hover or focus</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.4.13 Content on Hover or Focus</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>can be moved over the additional content without the additional content disappearing;</p> <ul style="list-style-type: none"> Persistent: The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid. <p>Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.</p> <p>Note: Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML title attribute.</p> <p>Note: Custom tooltips, sub-menus, and other non-modal popups that display on hover and focus are examples of additional content covered by this criterion.</p>			
9.2 Operable	C.9.2 Operable	---	---
9.2.1 Keyboard accessible	C.9.2.1 Keyboard accessible	---	---
<p>9.2.1.1 Keyboard</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.1.1 Keyboard.</p> <p>WCAG 2.1 Success Criterion 2.1.1 Keyboard</p> <p>Understanding Keyboard</p> <p>How to Meet Keyboard</p> <p>(Level A)</p> <p>All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints.</p> <p>Note: This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function</p>	<p>C.9.2.1.1 Keyboard</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.1.1 Keyboard.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
(text input) does not. Note: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.			
9.2.1.2 No keyboard trap Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.1.2 No Keyboard Trap . WCAG 2.1 Success Criterion 2.1.2 No Keyboard Trap Understanding No Keyboard Trap How to Meet No Keyboard Trap (Level A) If keyboard focus can be moved to a component of the page using a keyboard interface , then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference .	C.9.2.1.2 No keyboard trap Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.1.2 No Keyboard Trap . Result Pass: Check 1 is true Fail: Check 1 is false		
9.2.1.4 Character key shortcuts Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.1.4 Character Key Shortcuts . WCAG 2.1 Success Criterion 2.1.4 Character Key Shortcuts Understanding Character Key Shortcuts How to Meet Character Key Shortcuts (Level A) If a keyboard shortcut is implemented in	C.9.2.1.4 Character key shortcuts Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.1.4 Character Key Shortcuts .		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:</p> <ul style="list-style-type: none"> • Turn off: A <u>mechanism</u> is available to turn the shortcut off; • Remap: A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc.); • Active only on focus: The keyboard shortcut for a <u>user interface component</u> is only active when that component has focus. 	<p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
9.2.2 Enough time	C.9.2.2 Enough time	---	---
<p>9.2.2.1 Timing adjustable</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 2.2.1 Timing Adjustable</u>.</p> <p>WCAG 2.1 Success Criterion 2.2.1 Timing Adjustable</p> <p><u>Understanding Timing Adjustable</u></p> <p><u>How to Meet Timing Adjustable</u></p> <p>(Level A)</p> <p>For each time limit that is set by the content, at least one of the following is true:</p> <ul style="list-style-type: none"> • Turn off: The user is allowed to turn off the time limit before encountering it; or • Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or • Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or • Real-time Exception: The time limit is a 	<p>C.9.2.2.1 Timing adjustable</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 2.2.1 Timing Adjustable</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or</p> <ul style="list-style-type: none"> Essential Exception: The time limit is essential and extending it would invalidate the activity; or 20 Hour Exception: The time limit is longer than 20 hours. <p>Note: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with Success Criterion 3.2.1, which puts limits on changes of content or context as a result of user action.</p>			
<p>9.2.2.2 Pause, stop, hide</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.2.2 Pause, Stop, Hide.</p> <p>WCAG 2.1 Success Criterion 2.2.2 Pause, Stop, Hide</p> <p><u>Understanding Pause, Stop, Hide</u></p> <p><u>How to Meet Pause, Stop, Hide</u></p> <p>(Level A)</p> <p>For moving, blinking, scrolling, or auto-updating information, all of the following are true:</p> <ul style="list-style-type: none"> Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, 	<p>C.9.2.2.2 Pause, stop, hide</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.2.2 Pause, Stop, Hide.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential.</p> <p>Note: For requirements related to flickering or flashing content, refer to Guideline 2.3.</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p> <p>Note: Content that is updated periodically by software or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so.</p> <p>Note: An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken.</p>			
9.2.3 Seizures and physical reactions	C.9.2.3 Seizures and physical reactions	---	---
<p>9.2.3.1 Three flashes or below threshold</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.3.1 Three Flashes or Below Threshold.</p> <p>WCAG 2.1 Success Criterion 2.3.1 Three Flashes or Below Threshold</p> <p>Understanding Three Flashes or Below Threshold</p> <p>How to Meet Three Flashes or Below Threshold</p> <p>(Level A)</p>	<p>C.9.2.3.1 Three flashes or below threshold</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.3.1 Three Flashes or Below Threshold.</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p><u>Web pages</u> do not contain anything that flashes more than three times in any one second period, or the <u>flash</u> is below the <u>general flash and red flash thresholds</u>.</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See <u>Conformance Requirement 5: Non-Interference</u>.</p>	<p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
9.2.4 Navigable	C.9.2.4 Navigable	---	---
<p>9.2.4.1 Bypass blocks</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 2.4.1 Bypass Blocks</u>.</p> <p>WCAG 2.1 Success Criterion 2.4.1 Bypass Blocks</p> <p><u>Understanding Bypass Blocks</u></p> <p><u>How to Meet Bypass Blocks</u></p> <p>(Level A)</p> <p>A <u>mechanism</u> is available to bypass blocks of content that are repeated on multiple <u>Web pages</u>.</p>	<p>C.9.2.4.1 Bypass blocks</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 2.4.1 Bypass Blocks</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.2.4.2 Page titled</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 2.4.2 Page Titled</u>.</p> <p>WCAG 2.1 Success Criterion 2.4.2 Page Titled</p> <p><u>Understanding Page Titled</u></p> <p><u>How to Meet Page Titled</u></p> <p>(Level A)</p> <p><u>Web pages</u> have titles that describe topic or purpose.</p>	<p>C.9.2.4.2 Page titled</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 2.4.2 Page Titled</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
	Fail: Check 1 is false		
9.2.4.3 Focus Order Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.4.3 Focus Order . WCAG 2.1 Success Criterion 2.4.3 Focus Order Understanding Focus Order How to Meet Focus Order (Level A) If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability.	C.9.2.4.3 Focus Order Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.4.3 Focus Order . Result Pass: Check 1 is true Fail: Check 1 is false		
9.2.4.4 Link purpose (in context) Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.4.4 Link Purpose (In Context) . WCAG 2.1 Success Criterion 2.4.4 Link Purpose (In Context) Understanding Link Purpose (In Context) How to Meet Link Purpose (In Context) (Level A) The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context , except where the purpose of the link would be ambiguous to users in general .	C.9.2.4.4 Link purpose (in context) Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.4.4 Link Purpose (In Context) . Result Pass: Check 1 is true Fail: Check 1 is false		
9.2.4.5 Multiple ways Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.4.5 Multiple Ways . WCAG 2.1 Success Criterion 2.4.5 Multiple Ways Understanding Multiple Ways	C.9.2.4.5 Multiple ways Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p><u>How to Meet Multiple Ways</u> (Level AA)</p> <p>More than one way is available to locate a <u>Web page</u> within a <u>set of Web pages</u> except where the Web Page is the result of, or a step in, a <u>process</u>.</p>	<p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 2.4.5 Multiple Ways</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.2.4.6 Headings and labels</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 2.4.6 Headings and Labels</u>.</p> <p>WCAG 2.1 Success Criterion 2.4.6 Headings and Labels</p> <p><u>Understanding Headings and Labels</u></p> <p><u>How to Meet Headings and Labels</u> (Level AA)</p> <p>Headings and <u>labels</u> describe topic or purpose.</p>	<p>C.9.2.4.6 Headings and labels</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 2.4.6 Headings and Labels</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.2.4.7 Focus visible</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 2.4.7 Focus Visible</u>.</p> <p>WCAG 2.1 Success Criterion 2.4.7 Focus Visible</p> <p><u>Understanding Focus Visible</u></p> <p><u>How to Meet Focus Visible</u> (Level AA)</p> <p>Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.</p>	<p>C.9.2.4.7 Focus visible</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 2.4.7 Focus Visible</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
9.2.5 Input modalities	C.9.2.5 Input modalities	---	---

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>9.2.5.1 Pointer gestures</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.5.1 Pointer Gestures.</p> <p>WCAG 2.1 Success Criterion 2.5.1 Pointer Gestures</p> <p>Understanding Pointer Gestures</p> <p>How to Meet Pointer Gestures</p> <p>(Level A)</p> <p>All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-based gesture is essential.</p> <p>Note: This requirement applies to web content that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).</p>	<p>C.9.2.5.1 Pointer gestures</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.5.1 Pointer Gestures.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.2.5.2 Pointer cancellation</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.5.2 Pointer Cancellation.</p> <p>WCAG 2.1 Success Criterion 2.5.2 Pointer Cancellation</p> <p>Understanding Pointer Cancellation</p> <p>How to Meet Pointer Cancellation</p> <p>(Level A)</p> <p>For functionality that can be operated using a single pointer, at least one of the following is true:</p> <ul style="list-style-type: none"> No Down-Event: The down-event of the pointer is not used to execute any part of the function; Abort or Undo: Completion of the function is on the up-event, and a mechanism is available to abort the function before completion or to undo the function after completion; 	<p>C.9.2.5.2 Pointer cancellation</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.5.2 Pointer Cancellation.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<ul style="list-style-type: none"> Up Reversal: The up-event reverses any outcome of the preceding down-event; Essential: Completing the function on the down-event is <u>essential</u>. <p>Note: Functions that emulate a keyboard or numeric keypad key press are considered essential.</p> <p>Note: This requirement applies to web content that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).</p>			
<p>9.2.5.3 Label in name</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 2.5.3 Label in Name</u>.</p> <p>WCAG 2.1 Success Criterion 2.5.3 Label in Name</p> <p><u>Understanding Label in Name</u></p> <p><u>How to Meet Label in Name</u></p> <p>(Level A)</p> <p>For user <u>interface components</u> with <u>labels</u> that include <u>text</u> or <u>images of text</u>, the <u>name</u> contains the text that is presented visually.</p> <p>Note: A best practice is to have the text of the label at the start of the name.</p>	<p>C.9.2.5.3 Label in name</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 2.5.3 Label in Name</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.2.5.4 Motion actuation</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 2.5.4 Motion Actuation</u>.</p> <p>WCAG 2.1 Success Criterion 2.5.4 Motion Actuation</p> <p><u>Understanding Motion Actuation</u></p> <p><u>How to Meet Motion Actuation</u></p> <p>(Level A)</p> <p><u>Functionality</u> that can be operated by device motion or user motion can also be operated by</p>	<p>C.9.2.5.4 Motion actuation</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 2.5.4 Motion Actuation</u>.</p> <p>Result</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p><u>user interface components</u> and responding to the motion can be disabled to prevent accidental actuation, except when:</p> <ul style="list-style-type: none"> Supported Interface: The motion is used to operate functionality through an <u>accessibility supported</u> interface; Essential: The motion is <u>essential</u> for the function and doing so would invalidate the activity. 	<p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
9.3 Understandable	C.9.3 Understandable	---	---
9.3.1 Readable	C.9.3.1 Readable	---	---
<p>9.3.1.1 Language of page</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 3.1.1 Language of Page</u>.</p> <p>WCAG 2.1 Success Criterion 3.1.1 Language of Page</p> <p><u>Understanding Language of Page</u></p> <p><u>How to Meet Language of Page</u></p> <p>(Level A)</p> <p>The default <u>human language</u> of each <u>Web page</u> can be <u>programmatically determined</u>.</p>	<p>C.9.3.1.1 Language of page</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.1.1 Language of Page</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.3.1.2 Language of parts</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 3.1.2 Language of Parts</u>.</p> <p>WCAG 2.1 Success Criterion 3.1.2 Language of Parts</p> <p><u>Understanding Language of Parts</u></p> <p><u>How to Meet Language of Parts</u></p> <p>(Level AA)</p> <p>The <u>human language</u> of each passage or phrase in the content can be <u>programmatically</u></p>	<p>C.9.3.1.2 Language of parts</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.1.2 Language of Parts</u>.</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<u>determined</u> except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text.	Result Pass: Check 1 is true Fail: Check 1 is false		
9.3.2 Predictable	C.9.3.2 Predictable	---	---
9.3.2.1 On focus Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 3.2.1 On Focus</u> . WCAG 2.1 Success Criterion 3.2.1 On Focus <u>Understanding On Focus</u> <u>How to Meet On Focus</u> (Level A) When any <u>user interface component</u> receives focus, it does not initiate a <u>change of context</u> .	C.9.3.2.1 On focus Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.2.1 On Focus</u> . Result Pass: Check 1 is true Fail: Check 1 is false		
9.3.2.2 On input Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 3.2.2 On Input</u> . WCAG 2.1 Success Criterion 3.2.2 On Input <u>Understanding On Input</u> <u>How to Meet On Input</u> (Level A) Changing the setting of any <u>user interface component</u> does not automatically cause a <u>change of context</u> unless the user has been advised of the behavior before using the component.	C.9.3.2.2 On input Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.2.2 On Input</u> . Result Pass: Check 1 is true Fail: Check 1 is false		
9.3.2.3 Consistent navigation Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 3.2.3 Consistent</u>	C.9.3.2.3 Consistent navigation Type of assessment		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p><u>Navigation.</u></p> <p>WCAG 2.1 Success Criterion 3.2.3 Consistent Navigation</p> <p><u>Understanding Consistent Navigation</u></p> <p><u>How to Meet Consistent Navigation</u></p> <p>(Level AA)</p> <p>Navigational mechanisms that are repeated on multiple <u>Web pages</u> within a <u>set of Web pages</u> occur in the <u>same relative order</u> each time they are repeated, unless a change is initiated by the user.</p>	<p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.2.3 Consistent Navigation</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.3.2.4 Consistent identification</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 3.2.4 Consistent Identification</u>.</p> <p>WCAG 2.1 Success Criterion 3.2.4 Consistent Identification</p> <p><u>Understanding Consistent Identification</u></p> <p><u>How to Meet Consistent Identification</u></p> <p>(Level AA)</p> <p>Components that have the <u>same functionality</u> within a <u>set of Web pages</u> are identified consistently.</p>	<p>C.9.3.2.4 Consistent identification</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.2.4 Consistent Identification</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
9.3.3 Input assistance	C.9.3.3 Input assistance	---	---
<p>9.3.3.1 Error identification</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 3.3.1 Error Identification</u>.</p> <p>WCAG 2.1 Success Criterion 3.3.1 Error Identification</p> <p><u>Understanding Error Identification</u></p> <p><u>How to Meet Error Identification</u></p> <p>(Level A)</p> <p>If an <u>input error</u> is automatically detected, the</p>	<p>C.9.3.3.1 Error identification</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.3.1 Error Identification</u>.</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
item that is in error is identified and the error is described to the user in text.	Result Pass: Check 1 is true Fail: Check 1 is false		
9.3.3.2 Labels or instructions Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 3.3.2 Labels or Instructions . WCAG 2.1 Success Criterion 3.3.2 Labels or Instructions Understanding Labels or Instructions How to Meet Labels or Instructions (Level A) Labels or instructions are provided when content requires user input.	C.9.3.3.2 Labels or instructions Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail WCAG 2.1 Success Criterion 3.3.2 Labels or Instructions . Result Pass: Check 1 is true Fail: Check 1 is false		
9.3.3.3 Error suggestion Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 3.3.3 Error Suggestion . WCAG 2.1 Success Criterion 3.3.3 Error Suggestion Understanding Error Suggestion How to Meet Error Suggestion (Level AA) If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content.	C.9.3.3.3 Error suggestion Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail WCAG 2.1 Success Criterion 3.3.3 Error Suggestion . Result Pass: Check 1 is true Fail: Check 1 is false		
9.3.3.4 Error prevention (legal, financial, data) Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 3.3.4 Error Prevention (Legal, Financial, Data) . WCAG 2.1 Success Criterion 3.3.4 Error	C.9.3.3.4 Error prevention (legal, financial, data) Type of assessment Inspection		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
Prevention (Legal, Financial, Data) Understanding Error Prevention (Legal, Financial, Data) How to Meet Error Prevention (Legal, Financial, Data) (Level AA) For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. 	Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail WCAG 2.1 Success Criterion 3.3.4 Error Prevention (Legal, Financial, Data) . Result Pass: Check 1 is true Fail: Check 1 is false		
9.4 Robust	C.9.4 Robust	---	---
9.4.1 Compatible	C.9.4.1 Compatible	---	---
9.4.1.1 Parsing Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 4.1.1 Parsing . WCAG 2.1 Success Criterion 4.1.1 Parsing Understanding Parsing How to Meet Parsing (Level A) In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. Note: Start and end tags that are missing a	C.9.4.1.1 Parsing Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail WCAG 2.1 Success Criterion 4.1.1 Parsing . Result Pass: Check 1 is true Fail: Check 1 is false		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete.			
<p>9.4.1.2 Name, role, value</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 4.1.2 Name, Role, Value.</p> <p>WCAG 2.1 Success Criterion 4.1.2 Name, Role, Value</p> <p>Understanding Name, Role, Value</p> <p>How to Meet Name, Role, Value</p> <p>(Level A)</p> <p>For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies.</p> <p>Note: This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.</p>	<p>C.9.4.1.2 Name, role, value</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 4.1.2 Name, Role, Value.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>9.4.1.3 Status messages</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 4.1.3 Status Messages.</p> <p>WCAG 2.1 Success Criterion 4.1.3 Status Messages</p> <p>Understanding Status Messages</p> <p>How to Meet Status Messages</p> <p>(Level AA)</p> <p>In content implemented using markup languages, status messages can be programmatically determined through role or</p>	<p>C.9.4.1.3 Status messages</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 4.1.3 Status Messages.</p> <p>Result</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
properties such that they can be presented to the user by <u>assistive technologies</u> without receiving focus.	Pass: Check 1 is true Fail: Check 1 is false		
9.5 WCAG conformance requirements Where ICT is a web page, it shall satisfy all the following five WCAG 2.1 conformance requirements at Level AA [5]. Conformance level Full pages Complete processes Only Accessibility-Supported Ways of Using Technologies Non-interference NOTE 1: A Web page that meets all of requirements 9.1 to 9.4, or where a Level AA conforming alternate version (as defined in WCAG 2.1 [5]) is provided, will meet conformance requirement 1. NOTE 2: According to W3C: "WCAG 2.1 extends Web Content Accessibility Guidelines 2.0 [4], which was published as a W3C Recommendation December 2008. Content that conforms to WCAG 2.1 also conforms to WCAG 2.0, and therefore to policies that reference WCAG 2.0" [4]. NOTE 3: Conformance requirement 5 states that all content on the page, including content that is not otherwise relied upon to meet conformance, meets clauses 9.1.4.2, 9.2.1.2, 9.2.2.2 and 9.2.3.1. WCAG 2.1 conformance requirements at Level AA [5]	C.9.5 WCAG conformance requirements Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page satisfies WCAG 2.1 [5] conformance requirement "1: Conformance level" at Level AA. 2. Check that the web page satisfies WCAG 2.1 [5] conformance requirement "2: Full pages". 3. Check that the web page satisfies WCAG 2.1 [5] conformance requirement "3: Complete processes". 4. Check that the web page satisfies WCAG 2.1 [5] conformance requirement "4: Only Accessibility-Supported Ways of Using Technologies". 5. Check that the web page satisfies WCAG 2.1 [5] conformance requirement "5: Non-interference". Result Pass: All checks are true Fail: Any check is false		
10 Non-web documents	C.10 Non-web documents	---	---
10.0 General (informative) Requirements in clause 10 apply to documents: <ul style="list-style-type: none"> that are not web pages; 	C.10.0 General (informative)	---	---

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<ul style="list-style-type: none"> that are not embedded in web pages; that are embedded in web pages and that are not used in the rendering and that are not intended to be rendered together with the web page in which they are embedded. <p>Clause 9 provides requirements for documents that are in web pages or that are embedded in web pages and that are used in the rendering or that are intended to be rendered together with the web page in which they are embedded.</p> <p>NOTE 1: Some examples of documents are letters, spreadsheets, emails, books, pictures, presentations, and movies that have an associated user agent such as a document reader, editor or media player.</p> <p>NOTE 2: A single document may be composed of multiple files such as the video content, closed caption text, etc. This fact is not usually apparent to the end-user consuming the document/content.</p> <p>NOTE 3: Documents require a user agent in order for the content to be presented to users. The requirements for user agents can be found in clause 11.</p> <p>NOTE 4: The requirements for content that is part of software, can be found in clause 11.</p> <p>NOTE 5: The success criteria set out in clause 10 are intended to harmonize with the Working Group Note [i.26] produced by the W3C's WCAG2ICT Task Force.</p>			
10.1 Perceivable	C.10.1 Perceivable	---	---
10.1.1 Text alternatives	C.10.1.1 Text alternatives	---	---
10.1.1.1 Non-text content Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.1.1 Non-text Content . NOTE: CAPTCHAs do not currently appear outside of the Web. However, if they do	C.10.1.1.1 Non-text content Type of assessment Inspection Pre-conditions 1. The ICT is a non-web document.		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>appear, this guidance is accurate.</p> <p>WCAG 2.1 Success Criterion 1.1.1 Non-text Content</p> <p><u>Understanding Non-text Content</u></p> <p><u>How to Meet Non-text Content</u></p> <p>(Level A)</p> <p>All <u>non-text content</u> that is presented to the user has a <u>text alternative</u> that serves the equivalent purpose, except for the situations listed below.</p> <ul style="list-style-type: none"> • Controls, Input: If non-text content is a control or accepts user input, then it has a <u>name</u> that describes its purpose. (Refer to <u>Success Criterion 4.1.2</u> for additional requirements for controls and content that accepts user input.) • Time-Based Media: If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to <u>Guideline 1.2</u> for additional requirements for media.) • Test: If non-text content is a test or exercise that would be invalid if presented in <u>text</u>, then text alternatives at least provide descriptive identification of the non-text content. • Sensory: If non-text content is primarily intended to create a <u>specific sensory experience</u>, then text alternatives at least provide descriptive identification of the non-text content. • <u>CAPTCHA</u>: If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities. • Decoration, Formatting, Invisible: If non-text content is <u>pure decoration</u>, is used only for visual formatting, or is 	<p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.1.1 Non-text content</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
not presented to users, then it is implemented in a way that it can be ignored by <u>assistive technology</u> .			
10.1.2 Time-based media	C.10.1.2 Time-based media	---	---
<p>10.1.2.1 Audio-only and video-only (prerecorded)</p> <p>Where ICT is a non-web document, it shall satisfy <u>WCAG 2.1 Success Criterion 1.2.1 Audio-only and Video-only (Prerecorded)</u>.</p> <p>NOTE: The alternative can be provided directly in the document - or provided in an alternate version that meets the success criterion.</p> <p>Success Criterion 1.2.1 Audio-only and Video-only (Prerecorded)</p> <p><u>Understanding Audio-only and Video-only (Prerecorded)</u></p> <p><u>How to Meet Audio-only and Video-only (Prerecorded)</u></p> <p>(Level A)</p> <p>For <u>prerecorded audio-only</u> and prerecorded <u>video-only</u> media, the following are true, except when the audio or video is a <u>media alternative for text</u> and is clearly labeled as such:</p> <ul style="list-style-type: none"> • Prerecorded Audio-only: An <u>alternative for time-based media</u> is provided that presents equivalent information for prerecorded audio-only content. • Prerecorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content. 	<p>C.10.1.2.1 Audio-only and video-only (prerecorded)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.2.1 Audio-only and Video-only (Prerecorded)</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.1.2.2 Captions (prerecorded)</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 1.2.2 Captions (Prerecorded)</u>.</p> <p>NOTE: The WCAG 2.1 definition of "captions"</p>	<p>C.10.1.2.2 Captions (prerecorded)</p> <p>Type of assessment</p> <p>Inspection</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>notes that "in some countries, captions are called subtitles". They are also sometimes referred to as "subtitles for the hearing impaired". Per the definition in WCAG 2.1, to meet this success criterion, whether called captions or subtitles, they would have to provide "synchronized visual and / or text alternative for both speech and non-speech audio information needed to understand the media content" where non-speech information includes "sound effects, music, laughter, speaker identification and location".</p> <p>WCAG 2.1 Success Criterion 1.2.2 Captions (Prerecorded).</p> <p><u>Understanding Captions (Prerecorded)</u></p> <p><u>How to Meet Captions (Prerecorded)</u></p> <p>(Level A)</p> <p><u>Captions</u> are provided for all <u>prerecorded</u> audio content in <u>synchronized media</u>, except when the media is a <u>media alternative for text</u> and is clearly labeled as such.</p>	<p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.2.2 Captions (Prerecorded)</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.1.2.3 Audio description or media alternative (prerecorded)</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded)</u>.</p> <p>NOTE 1: The WCAG 2.1 definition of "audio description" says that "audio description" is "Also called 'video description' and 'descriptive narration'".</p> <p>NOTE 2: Secondary or alternate audio tracks are commonly used for this purpose.</p> <p>WCAG 2.1 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded).</p> <p><u>Understanding Audio Description or Media Alternative (Prerecorded)</u></p> <p><u>How to Meet Audio Description or Media Alternative (Prerecorded)</u></p> <p>(Level A)</p>	<p>C.10.1.2.3 Audio description or media alternative (prerecorded)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded)</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media , except when the media is a media alternative for text and is clearly labeled as such.			
<p>10.1.2.4 Captions (live)</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.2.4 Captions (Live).</p> <p>NOTE: The WCAG 2.1 definition of "captions" notes that "in some countries, captions are called subtitles". They are also sometimes referred to as "subtitles for the hearing impaired". Per the definition in WCAG 2.1, to meet this success criterion, whether called captions or subtitles, they would have to provide "synchronized visual and / or text alternative for both speech and non-speech audio information needed to understand the media content" where non-speech information includes "sound effects, music, laughter, speaker identification and location".</p> <p>WCAG 2.1 Success Criterion 1.2.4 Captions (Live)</p> <p>Understanding Captions (Live)</p> <p>How to Meet Captions (Live)</p> <p>(Level AA)</p> <p>Captions are provided for all live audio content in synchronized media.</p>	<p>C.10.1.2.4 Captions (live)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.2.4 Captions (Live).</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.1.2.5 Audio description (prerecorded)</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.2.5 Audio Description (Prerecorded).</p> <p>NOTE 1: The WCAG 2.1 definition of "audio description" says that audio description is "Also called 'video description' and 'descriptive narration'".</p> <p>NOTE 2: Secondary or alternate audio tracks are commonly used for this purpose.</p> <p>WCAG 2.1 Success Criterion 1.2.5 Audio Description (Prerecorded)</p>	<p>C.10.1.2.5 Audio description (prerecorded)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.2.5 Audio Description (Prerecorded).</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<u>Understanding Audio Description (Prerecorded)</u> <u>How to Meet Audio Description (Prerecorded)</u> (Level AA) <u>Audio description</u> is provided for all <u>prerecorded video</u> content in <u>synchronized media</u> .	Result Pass: Check 1 is true Fail: Check 1 is false		
10.1.3 Adaptable	C.10.1.3 Adaptable	---	---
10.1.3.1 Info and relationships Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 1.3.1 Info and Relationships</u> . WCAG 2.1 Success Criterion 1.3.1 Info and Relationships <u>Understanding Info and Relationships</u> <u>How to Meet Info and Relationships</u> (Level A) Information, <u>structure</u> , and <u>relationships</u> conveyed through <u>presentation</u> can be <u>programmatically determined</u> or are available in text.	C.10.1.3.1 Info and relationships Type of assessment Inspection Pre-conditions 1. The ICT is a non-web document. Procedure 1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.3.1 Info and Relationships</u> . Result Pass: Check 1 is true Fail: Check 1 is false		
10.1.3.2 Meaningful sequence Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 1.3.2 Meaningful Sequence</u> . WCAG 2.1 Success Criterion 1.3.2 Meaningful Sequence <u>Understanding Meaningful Sequence</u> <u>How to Meet Meaningful Sequence</u> (Level A) When the sequence in which content is presented affects its meaning, a <u>correct reading sequence</u> can be <u>programmatically determined</u> .	C.10.1.3.2 Meaningful sequence Type of assessment Inspection Pre-conditions 1. The ICT is a non-web document. Procedure 1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.3.2 Meaningful Sequence</u> . Result Pass: Check 1 is true Fail: Check 1 is false		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>10.1.3.3 Sensory characteristics</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.3.3 Sensory Characteristics.</p> <p>WCAG 2.1 Success Criterion 1.3.3 Sensory Characteristics.</p> <p>Understanding Sensory Characteristics</p> <p>How to Meet Sensory Characteristics</p> <p>(Level A)</p> <p>Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, color, size, visual location, orientation, or sound.</p> <p>Note: For requirements related to color, refer to WCAG 2.1 - Guideline 1.4.</p>	<p>C.10.1.3.3 Sensory characteristics</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.3.3 Sensory Characteristics.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.1.3.4 Orientation</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.3.4 Orientation.</p> <p>WCAG 2.1 Success Criterion 1.3.4 Orientation</p> <p>Understanding Orientation</p> <p>How to Meet Orientation</p> <p>(Level AA)</p> <p>Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential.</p> <p>Note: Examples where a particular display orientation may be essential are a bank check, a piano application, slides for a projector or television, or virtual reality content where binary display orientation is not applicable.</p>	<p>C.10.1.3.4 Orientation</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions:</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.3.4 Orientation.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.1.3.5 Identify input purpose</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.3.5</p>	<p>C.10.1.3.5 Identify input purpose</p> <p>Type of assessment</p> <p>Inspection</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p><u>Identify Input Purpose.</u></p> <p>WCAG 2.1 Success Criterion 1.3.5 Identify Input Purpose</p> <p><u>Understanding Identify Input Purpose</u></p> <p><u>How to Meet Identify Input Purpose</u></p> <p>(Level AA)</p> <p>The purpose of each input field collecting information about the user can be <u>programmatically determined</u> when:</p> <ul style="list-style-type: none"> The input field serves a purpose identified in the <u>Input Purposes for User Interface Components</u> section; and The content is implemented using technologies with support for identifying the expected meaning for form input data. 	<p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.3.5 Identify Input Purpose.</u></p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
10.1.4 Distinguishable	C.10.1.4 Distinguishable	---	---
<p>10.1.4.1 Use of colour</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 1.4.1 Use of Color.</u></p> <p>WCAG 2.1 Success Criterion 1.4.1 Use of Color.</p> <p><u>Understanding Use of Color</u></p> <p><u>How to Meet Use of Color</u></p> <p>(Level A)</p> <p>Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.</p> <p>Note: This success criterion addresses color perception specifically. Other forms of perception are covered in <u>Guideline 1.3</u> including programmatic access to color and other visual presentation coding.</p>	<p>C.10.1.4.1 Use of colour</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.4.1 Use of Color.</u></p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
10.1.4.2 Audio control	C.10.1.4.2 Audio control		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.1.</p> <p>Table 10.1: Document success criterion: Audio control</p> <p>If any audio in a document plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level.</p> <p>NOTE 1: Since any part of a document that does not meet this success criterion can interfere with a user's ability to use the whole document, all content in the document (whether or not it is used to meet other success criteria) shall meet this success criterion.</p> <p>NOTE 2: This success criterion is identical to the WCAG 2.1 Success Criterion 1.4.2 Audio Control, replacing "on a Web page" with "in a document", "any content" with "any part of a document", "whole page" with "whole document", "on the Web page" with "in the document", removing "See Conformance Requirement 5: Non-Interference" and adding note 1.</p> <p>WCAG 2.1 Success Criterion 1.4.2 Audio Control</p> <p>Understanding Audio Control</p> <p>How to Meet Audio Control</p> <p>(Level A)</p>	<p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.1.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.1.4.3 Contrast (minimum)</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.4.3 Contrast (Minimum).</p> <p>WCAG 2.1 Success Criterion 1.4.3 Contrast (Minimum)</p> <p>Understanding Contrast (Minimum)</p> <p>How to Meet Contrast (Minimum)</p> <p>(Level AA)</p> <p>The visual presentation of text and images of</p>	<p>C.10.1.4.3 Contrast (minimum)</p> <p>Type of assessment: Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.4.3 Contrast (Minimum).</p> <p>Result</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p><u>text</u> has a <u>contrast ratio</u> of at least 4.5:1, except for the following:</p> <ul style="list-style-type: none"> Large Text: <u>Large-scale</u> text and images of large-scale text have a contrast ratio of at least 3:1; Incidental: Text or images of text that are part of an inactive <u>user interface component</u>, that are <u>pure decoration</u>, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. Logotypes: Text that is part of a logo or brand name has no contrast requirement. 	<p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.1.4.4 Resize text</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 1.4.4 Resize Text</u>.</p> <p>NOTE 1: Content for which there are software players, viewers or editors with a 200 percent zoom feature would automatically meet this success criterion when used with such players, unless the content will not work with zoom.</p> <p>NOTE 2: This success criterion is about the ability to allow users to enlarge the text on screen at least up to 200 % without needing to use assistive technologies. This means that the application provides some means for enlarging the text 200 % (zoom or otherwise) without loss of content or functionality or that the application works with the platform features that meet this requirement.</p> <p>WCAG 2.1 Success Criterion 1.4.4 Resize Text</p> <p><u>Understanding Resize text</u></p> <p><u>How to Meet Resize text</u></p> <p>(Level AA)</p> <p>Except for <u>captions</u> and <u>images of text</u>, <u>text</u> can be resized without <u>assistive technology</u> up to 200 percent without loss of content or</p>	<p>C.10.1.4.4 Resize text</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.4.4 Resize text</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
functionality.			
<p>10.1.4.5 Images of text</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 1.4.5 Images of Text</u>.</p> <p>WCAG 2.1 Success Criterion 1.4.5 Images of Text</p> <p><u>Understanding Images of Text</u></p> <p><u>How to Meet Images of Text</u></p> <p>(Level AA)</p> <p>If the technologies being used can achieve the visual presentation, <u>text</u> is used to convey information rather than <u>images of text</u> except for the following:</p> <ul style="list-style-type: none"> Customizable: The image of text can be <u>visually customized</u> to the user's requirements; Essential: A particular presentation of text is <u>essential</u> to the information being conveyed. <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p>	<p>C.10.1.4.5 Images of text</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.4.5 Images of Text</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.1.4.10 Reflow</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.2.</p> <p>Table 10.2: Document success criterion: Reflow</p> <p>Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:</p> <ul style="list-style-type: none"> Vertical scrolling content at a width equivalent to 320 <u>CSS pixels</u>; Horizontal scrolling content at a height equivalent to 256 <u>CSS pixels</u>. <p>Except for parts of the content which require two-dimensional layout for usage or meaning.</p> <p>NOTE 1: 320 CSS pixels is equivalent to a</p>	<p>C.10.1.4.10 Reflow</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.2.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>starting viewport width of 1280 CSS pixels wide at 400% zoom. For documents which are designed to scroll horizontally (e.g. with vertical text), the 256 CSS pixels is equivalent to a starting viewport height of 1024 pixels at 400% zoom.</p> <p>NOTE 2: Examples of content which require two-dimensional layout are images, maps, diagrams, video, games, presentations, data tables, and interfaces where it is necessary to keep toolbars in view while manipulating content.</p> <p>NOTE 3: This success criterion is identical to the WCAG 2.1 Success Criterion 1.4.10 Reflow replacing the original WCAG 2.1 notes with notes 1 and 2, above.</p> <p>WCAG 2.1 Success Criterion 1.4.10 Reflow</p> <p>Understanding Reflow</p> <p>How to Meet Reflow</p> <p>(Level AA)</p>			
<p>10.1.4.11 Non-text contrast</p> <p>Where ICT is a non-web document, it shall satisfy WCAG 2.1 Success Criterion 1.4.11 Non-text Contrast.</p> <p>WCAG 2.1 Success Criterion 1.4.11 Non-text Contrast.</p> <p>Understanding Non-text Contrast</p> <p>How to Meet Non-text Contrast</p> <p>(Level AA)</p> <p>The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):</p> <ul style="list-style-type: none"> User Interface Components: Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author; Graphical Objects: Parts of graphics required to understand the content, 	<p>C.10.1.4.11 Non-text contrast</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document that does not have a fixed size content layout area that is essential to the information being conveyed.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.4.11 Non-text Contrast.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
except when a particular presentation of graphics is <u>essential</u> to the information being conveyed.			
<p>10.1.4.12 Text spacing</p> <p>Where ICT is a non-web document that does not have a fixed size content layout area that is essential to the information being conveyed, it shall satisfy <u>WCAG 2.1 Success Criterion 1.4.12 Text spacing</u>.</p> <p>WCAG 2.1 Success Criterion 1.4.12 Text spacing</p> <p><u>Understanding Text Spacing</u></p> <p><u>How to Meet Text Spacing</u></p> <p>(Level AA)</p> <p>In content implemented using markup languages that support the following <u>text style properties</u>, no loss of content or functionality occurs by setting all of the following and by changing no other style property:</p> <ul style="list-style-type: none"> • Line height (line spacing) to at least 1.5 times the font size; • Spacing following paragraphs to at least 2 times the font size; • Letter spacing (tracking) to at least 0.12 times the font size; • Word spacing to at least 0.16 times the font size. <p>Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script.</p>	<p>C.10.1.4.12 Text spacing</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.4.12 Text spacing</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.1.4.13 Content on hover or focus</p> <p>Where ICT is a non-web document, it shall satisfy <u>WCAG 2.1 Success Criterion 1.4.13 Content on Hover or Focus</u>.</p> <p>WCAG 2.1 Success Criterion 1.4.13 Content on Hover or Focus</p> <p><u>Understanding Content on Hover or Focus</u></p>	<p>C.10.1.4.13 Content on hover or focus</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p><u>How to Meet Content on Hover or Focus</u></p> <p>(Level AA)</p> <p>Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <ul style="list-style-type: none"> Dismissable: A <u>mechanism</u> is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an <u>input error</u> or does not obscure or replace other content; Hoverable: If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing; Persistent: The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid. <p>Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.</p> <p>Note: Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML <u>title attribute</u>.</p> <p>Note: Custom tooltips, sub-menus, and other nonmodal popups that display on hover and focus are examples of additional content covered by this criterion.</p>	<p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.4.13 Content on Hover or Focus</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
10.2 Operable	C.10.2 Operable	---	---
10.2.1 Keyboard accessible	C.10.2.1 Keyboard accessible	---	---
<p>10.2.1.1 Keyboard</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 2.1.1 Keyboard</u>.</p> <p>WCAG 2.1 Success Criterion 2.1.1</p>	<p>C.10.2.1.1 Keyboard</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
Keyboard <u>Understanding Keyboard</u> <u>How to Meet Keyboard</u> (Level A) All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. Note: This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function (text input) does not. Note: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.	1. The ICT is a non-web document. Procedure 1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 2.1.1 Keyboard</u> . Result Pass: Check 1 is true Fail: Check 1 is false		
10.2.1.2 No keyboard trap Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.3. Table 10.3: Document success criterion: No keyboard trap If keyboard focus can be moved to a component of the document using a keyboard interface , then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. NOTE 1: Since any part of a document that does not meet this success criterion can interfere with a user's ability to use the whole document, it is necessary for all content in the document (whether or not it is used to meet other success criteria) to meet this success criterion. NOTE 2: Standard exit methods may vary by platform. For example, on many desktop platforms, the Escape key is a standard	C.10.2.1.2 No keyboard trap Type of assessment Inspection Pre-conditions 1. The ICT is a non-web document. Procedure 1. Check that the document does not fail the Success Criterion in Table 10.3. Result Pass: Check 1 is true Fail: Check 1 is false		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>method for exiting.</p> <p>NOTE 3: This success criterion is identical to the WCAG 2.1 Success Criterion 2.1.2 No Keyboard Trap replacing "page" and "Web page" with "document", removing "See Conformance Requirement 5: Non-Interference" and with the addition of note 2 above and with note 1 above re-drafted to avoid the use of the word "must".</p> <p>WCAG 2.1 Success Criterion 2.1.2 No Keyboard Trap</p> <p>Understanding No Keyboard Trap</p> <p>How to Meet No Keyboard Trap</p> <p>(Level A)</p>			
<p>10.2.1.4 Character key shortcuts</p> <p>Where ICT is a non-web document, it shall satisfy WCAG 2.1 Success Criterion 2.1.4 Character Key Shortcuts.</p> <p>WCAG 2.1 Success Criterion 2.1.4 Character Key Shortcuts</p> <p>Understanding Character Key Shortcuts</p> <p>How to Meet Character Key Shortcuts</p> <p>(Level A)</p> <p>If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:</p> <ul style="list-style-type: none"> • Turn off: A mechanism is available to turn the shortcut off; • Remap: A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc.); • Active only on focus: The keyboard shortcut for a user interface component is only active when that component has focus. 	<p>C.10.2.1.4 Character key shortcuts</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure:</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 2.1.4 Character Key Shortcuts.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
10.2.2 Enough time	C.10.2.2 Enough time	---	---

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>10.2.2.1 Timing adjustable</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.4.</p> <p>Table 10.4: Document success criterion: Timing adjustable</p> <p>For each time limit that is set by the document, at least one of the following is true:</p> <ul style="list-style-type: none"> • Turn off: The user is allowed to turn off the time limit before encountering it; or • Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or • Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or • Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or • Essential Exception: The time limit is <u>essential</u> and extending it would invalidate the activity; or • 20 Hour Exception: The time limit is longer than 20 hours. <p>NOTE 1: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with <u>WCAG 2.1 Success Criterion 3.2.1</u>, which puts limits on changes of content or context as a result of user action.</p> <p>NOTE 2: This success criterion is identical to the <u>WCAG 2.1 Success Criterion 2.2.1 Timing Adjustable</u> replacing "the content" with "documents" and with the words "WCAG 2.1" added before the word "Success Criterion" in note 1 above.</p>	<p>C.10.2.2.1 Timing adjustable</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.4.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
WCAG 2.1 Success Criterion 2.2.1 Timing Adjustable Understanding Timing Adjustable How to Meet Timing Adjustable (Level A)			
10.2.2.2 Pause, stop, hide Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.5. Table 10.5: Document success criterion: Pause, stop, hide For moving, blinking , scrolling, or auto-updating information, all of the following are true: <ul style="list-style-type: none"> Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential. NOTE 1: For requirements related to flickering or flashing content, refer to WCAG 2.1 Guideline 2.3 . NOTE 2: Since any part of a document that does not meet this success criterion can interfere with a user's ability to use the whole document, it is necessary for all content in the document (whether it is used to meet other success criteria or not) to meet this success criterion.	C.10.2.2.2 Pause, stop, hide Type of assessment Inspection Pre-conditions 1. The ICT is a non-web document. Procedure 1. Check that the document does not fail the Success Criterion in Table 10.5. Result Pass: Check 1 is true Fail: Check 1 is false		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>NOTE 3: Content that is updated periodically by software or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so.</p> <p>NOTE 4: An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken.</p> <p>NOTE 5: This success criterion is identical to the WCAG 2.1 Success Criterion 2.2.2 Pause, Stop, Hide replacing "page" and "Web page" with "document", removing "See Conformance Requirement 5: Non-Interference" in note 2 of the success criterion, with the words "WCAG 2.1" added before the word "Guideline" in note 1 above and with note 2 above re-drafted to avoid the use of the word "must".</p> <p>Guideline 2.3 Seizures and Physical Reactions</p> <p>Do not design content in a way that is known to cause seizures or physical reactions.</p> <p>WCAG 2.1 Success Criterion 2.2.2 Pause, Stop, Hide</p> <p>Understanding Pause, Stop, Hide</p> <p>How to Meet Pause, Stop, Hide</p> <p>(Level A)</p>			
10.2.3 Seizures and physical reactions	C.10.2.3 Seizures and physical reactions	---	---
<p>10.2.3.1 Three flashes or below threshold</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.6.</p> <p>Table 10.6: Document success criterion: Three flashes or below threshold</p>	<p>C.10.2.3.1 Three flashes or below threshold</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>Documents do not contain anything that flashes more than three times in any one second period, or the <u>flash</u> is below the <u>general flash and red flash thresholds</u>.</p> <p>NOTE 1: Since any part of a document that does not meet this success criterion can interfere with a user's ability to use the whole document, it is necessary for all content in the document (whether it is used to meet other success criteria or not) to meet this success criterion.</p> <p>NOTE 2: This success criterion is identical to the <u>WCAG 2.1 Success Criterion 2.3.1 Three Flashes or Below Threshold</u> replacing "Web pages" with "documents", "the whole page" with "the whole document", "the Web page" with "the document" and removing "See Conformance Requirement 5: Non-Interference" and with note 1 above re-drafted to avoid the use of the word "must".</p> <p>WCAG 2.1 Success Criterion 2.3.1 Three Flashes or Below Threshold</p> <p><u>Understanding Three Flashes or Below Threshold</u></p> <p><u>How to Meet Three Flashes or Below Threshold</u></p> <p>(Level A)</p>	<p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.6.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
10.2.4 Navigable	C.10.2.4 Navigable	---	---
<p>10.2.4.2 Document titled</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.7.</p> <p>Table 10.7: Document success criterion: Document titled</p> <p>Documents have titles that describe topic or purpose.</p> <p>NOTE 1: The name of a document (e.g. document, media file) is a sufficient title if it describes the topic or purpose.</p> <p>NOTE 2: This success criterion is identical to the <u>WCAG 2.1 Success Criterion 2.4.2 Page Titled</u> replacing "Web pages" with "documents"</p>	<p>C.10.2.4.2 Document titled</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.7.</p> <p>Result</p> <p>Pass: Check 1 is true</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
and with the addition of note 1 above. WCAG 2.1 Success Criterion 2.4.2 Page Titled Understanding Page Titled How to Meet Page Titled (Level A)	Fail: Check 1 is false		
10.2.4.3 Focus Order Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.8. Table 10.8: Document success criterion: Focus order If a document can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. NOTE: This success criterion is identical to the WCAG 2.1 Success Criterion 2.4.3 Focus Order replacing "Web page" with "document". WCAG 2.1 Success Criterion 2.4.3 Focus Order Understanding Focus Order How to Meet Focus Order (Level A)	C.10.2.4.3 Focus Order Type of assessment Inspection Pre-conditions 1. The ICT is a non-web document. Procedure 1. Check that the document does not fail the Success Criterion in Table 10.8. Result Pass: Check 1 is true Fail: Check 1 is false		
10.2.4.4 Link purpose (in context) Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 2.4.4 Link Purpose (In Context) . WCAG 2.1 Success Criterion 2.4.4 Link Purpose (In Context) Understanding Link Purpose (In Context) How to Meet Link Purpose (In Context) (Level A) The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context , except where the purpose of the	C.10.2.4.4 Link purpose (in context) Type of assessment Inspection Pre-conditions 1. The ICT is a non-web document. Procedure 1. Check that the document does not fail WCAG 2.1 Success Criterion 2.4.4 Link Purpose (In Context) . Result Pass: Check 1 is true		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
link would be <u>ambiguous to users in general</u> .	Fail: Check 1 is false		
10.2.4.6 Headings and labels Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 2.4.6 Headings and Labels</u> . WCAG 2.1 Success Criterion 2.4.6 Headings and Labels <u>Understanding Headings and Labels</u> <u>How to Meet Headings and Labels</u> (Level AA) Headings and <u>labels</u> describe topic or purpose	C.10.2.4.6 Headings and labels Type of assessment Inspection Pre-conditions 1. The ICT is a non-web document. Procedure 1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 2.4.6 Headings and Labels</u> . Result Pass: Check 1 is true Fail: Check 1 is false		
10.2.4.7 Focus visible Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 2.4.7 Focus Visible</u> . WCAG 2.1 Success Criterion 2.4.7 Focus Visible <u>Understanding Focus Visible</u> <u>How to Meet Focus Visible</u> (Level AA) Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.	C.10.2.4.7 Focus visible Type of assessment Inspection Pre-conditions 1. The ICT is a non-web document. Procedure 1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 2.4.7 Focus Visible</u> . Result Pass: Check 1 is true Fail: Check 1 is false		
10.2.5 Input modalities	C.10.2.5 Input modalities	---	---
10.2.5.1 Pointer gestures Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.9. Table 10.9: Document success criterion: Pointer gestures All <u>functionality</u> that uses multipoint or path-	C.10.2.5.1 Pointer gestures Type of assessment Inspection Pre-conditions		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>based gestures for operation can be operated with a <u>single pointer</u> without a path-based gesture, unless a multipoint or path-based gesture is <u>essential</u>.</p> <p>NOTE 1: This requirement applies to documents that interpret pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).</p> <p>NOTE 2: This success criterion is identical to the <u>WCAG 2.1 Success Criterion 2.5.1 Pointer Gestures</u> replacing the original WCAG 2.1 note with note 1 above.</p> <p>WCAG 2.1 Success Criterion 2.5.1 Pointer Gestures</p> <p><u>Understanding Pointer Gestures</u></p> <p><u>How to Meet Pointer Gestures</u></p> <p>(Level A)</p>	<p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.9</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.2.5.2 Pointer cancellation</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.10.</p> <p>Table 10.10: Document success criterion: Pointer cancellation</p> <p>For <u>functionality</u> that can be operated using a <u>single pointer</u>, at least one of the following is true:</p> <ul style="list-style-type: none"> No Down-Event: The <u>down-event</u> of the pointer is not used to execute any part of the function; Abort or Undo: Completion of the function is on the <u>up-event</u>, and a <u>mechanism</u> is available to abort the function before completion or to undo the function after completion; Up Reversal: The up-event reverses any outcome of the preceding down-event; Essential: Completing the function on the down-event is <u>essential</u>. <p>NOTE 1: Functions that emulate a keyboard or numeric keypad key press are considered</p>	<p>C.10.2.5.2 Pointer cancellation</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the success criterion in Table 10.10</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>essential.</p> <p>NOTE 2: This requirement applies to a document that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).</p> <p>NOTE 3: This success criterion is identical to the WCAG 2.1 Success Criterion 2.5.2 Pointer Cancellation replacing the original WCAG 2.1 note with notes 1 and 2 above.</p> <p>WCAG 2.1 Success Criterion 2.5.2 Pointer Cancellation</p> <p>Understanding Pointer Cancellation</p> <p>How to Meet Pointer Cancellation</p> <p>(Level A)</p>			
<p>10.2.5.3 Label in name</p> <p>Where ICT is a non-web document, it shall satisfy WCAG 2.1 Success Criterion 2.5.3 Label in Name.</p> <p>WCAG 2.1 Success Criterion 2.5.3 Label in Name</p> <p>Understanding Label in Name</p> <p>How to Meet Label in Name</p> <p>(Level A)</p> <p>For user interface components with labels that include text or images of text, the name contains the text that is presented visually.</p> <p>Note: A best practice is to have the text of the label at the start of the name.</p>	<p>C.10.2.5.3 Label in name</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 2.5.3 Label in Name.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.2.5.4 Motion actuation</p> <p>Where ICT is a non-web document, it shall satisfy WCAG 2.1 Success Criterion 2.5.4 Motion Actuation.</p> <p>WCAG 2.1 Success Criterion 2.5.4 Motion Actuation</p> <p>Understanding Motion Actuation</p> <p>How to Meet Motion Actuation</p>	<p>C.10.2.5.4 Motion actuation</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>(Level A)</p> <p><u>Functionality</u> that can be operated by device motion or user motion can also be operated by <u>user interface components</u> and responding to the motion can be disabled to prevent accidental actuation, except when:</p> <ul style="list-style-type: none"> Supported Interface: The motion is used to operate functionality through an <u>accessibility supported</u> interface; Essential: The motion is <u>essential</u> for the function and doing so would invalidate the activity. 	<p>fail <u>WCAG 2.1 Success Criterion 2.5.4 Motion Actuation</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
10.3 Understandable	C.10.3 Understandable	---	---
10.3.1 Readable	C.10.3.1 Readable	---	---
<p>10.3.1.1 Language of page</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.11.</p> <p>Table 10.11: Document success criterion: Language of page</p> <p>The default <u>human language</u> of each document can be <u>programmatically determined</u>.</p> <p>NOTE: This success criterion is identical to the <u>WCAG 2.1 Success Criterion 3.1.1 Language of Page</u> replacing "web page" with "document".</p> <p>WCAG 2.1 Success Criterion 3.1.1 Language of Page</p> <p><u>Understanding Language of Page</u></p> <p><u>How to Meet Language of Page</u></p> <p>(Level A)</p>	<p>C.10.3.1.1 Language of page</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.11.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.3.1.2 Language of parts</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.12.</p> <p>Table 10.12: Document success criterion: Language of parts</p>	<p>C.10.3.1.2 Language of parts</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>The human language of each passage or phrase in the document can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text.</p> <p>NOTE 1: There are some document technologies where there is no assistive technology supported method for marking the language for the different passages or phrases in the document, and it would not be possible to meet this success criterion with those technologies.</p> <p>NOTE 2: Inheritance is one common method. For example a document provides the language that it is using and it can be assumed that all of the text or user interface elements within that document will be using the same language unless it is indicated.</p> <p>NOTE 3: This success criterion is identical to the WCAG 2.1 Success Criterion 3.1.2 Language of Parts replacing "content" with "document" and with the addition of notes 1 and 2 above.</p> <p>WCAG 2.1 Success Criterion 3.1.2 Language of Parts</p> <p>Understanding Language of Parts</p> <p>How to Meet Language of Parts</p> <p>(Level AA)</p>	<p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.12.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
10.3.2 Predictable	C.10.3.2 Predictable	---	---
<p>10.3.2.1 On focus</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 3.2.1 On Focus.</p> <p>NOTE: Some compound documents and their user agents are designed to provide significantly different viewing and editing functionality depending upon what portion of the compound document is being interacted with (e.g. a presentation that contains an embedded spreadsheet, where the menus and toolbars of the user agent change depending</p>	<p>C.10.3.2.1 On focus</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 3.2.1</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>upon whether the user is interacting with the presentation content, or the embedded spreadsheet content). If the user uses a mechanism other than putting focus on that portion of the compound document with which they mean to interact (e.g. by a menu choice or special keyboard gesture), any resulting change of context would not be subject to this success criterion because it was not caused by a change of focus.</p> <p>WCAG 2.1 Success Criterion 3.2.1 On Focus</p> <p><u>Understanding On Focus</u></p> <p><u>How to Meet On Focus</u></p> <p>(Level A)</p> <p>When any <u>user interface component</u> receives focus, it does not initiate a <u>change of context</u>.</p>	<p><u>On Focus.</u></p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.3.2.2 On input</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 3.2.2 On Input</u>.</p> <p>WCAG 2.1 Success Criterion 3.2.2 On Input</p> <p><u>Understanding On Input</u></p> <p><u>How to Meet On Input</u></p> <p>(Level A)</p> <p>Changing the setting of any <u>user interface component</u> does not automatically cause a <u>change of context</u> unless the user has been advised of the behavior before using the component.</p>	<p>C.10.3.2.2 On input</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 3.2.2 On Input</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
10.3.3 Input assistance	C.10.3.3 Input assistance	---	---
<p>10.3.3.1 Error identification</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 3.3.1 Error Identification</u>.</p> <p>WCAG 2.1 Success Criterion 3.3.1 Error Identification</p>	<p>C.10.3.3.1 Error identification</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p><u>Understanding Error Identification</u></p> <p><u>How to Meet Error Identification</u></p> <p>(Level A)</p> <p>If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text.</p>	<p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 3.3.1 Error Identification</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.3.3.2 Labels or instructions</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 3.3.2 Labels or Instructions</u>.</p> <p>WCAG 2.1 Success Criterion 3.3.2 Labels or Instructions</p> <p><u>Understanding Labels or Instructions</u></p> <p><u>How to Meet Labels or Instructions</u></p> <p>(Level A)</p> <p><u>Labels</u> or instructions are provided when content requires user input.</p>	<p>C.10.3.3.2 Labels or instructions</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 3.3.2 Labels or Instructions</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.3.3.3 Error suggestion</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 3.3.3 Error Suggestion</u>.</p> <p>WCAG 2.1 Success Criterion 3.3.3 Error Suggestion</p> <p><u>Understanding Error Suggestion</u></p> <p><u>How to Meet Error Suggestion</u></p> <p>(Level AA)</p> <p>If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content.</p>	<p>C.10.3.3.3 Error suggestion</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 3.3.3 Error Suggestion [4]</u>.</p> <p>Result:</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
10.3.3.4 Error prevention (legal, financial,	C.10.3.3.4 Error prevention (legal,		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>data)</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.13.</p> <p>Table 10.13: Document success criterion: Error prevention (legal, financial, data)</p> <p>For documents that cause <u>legal commitments</u> or financial transactions for the user to occur, that modify or delete <u>user-controllable</u> data in data storage systems, or that submit user test responses, at least one of the following is true:</p> <p>Reversible: Submissions are reversible.</p> <p>Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.</p> <p>Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.</p> <p>NOTE: This success criterion is identical to the <u>WCAG 2.1 Success Criterion 3.3.4 Error Prevention (Legal, Financial, Data)</u> replacing "web pages" with "documents".</p> <p>WCAG 2.1 Success Criterion 3.3.4 Error Prevention (Legal, Financial, Data)</p> <p><u>Understanding Error Prevention (Legal, Financial, Data)</u></p> <p><u>How to Meet Error Prevention (Legal, Financial, Data)</u></p> <p>(Level AA)</p>	<p>financial, data)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.13.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
10.4 Robust	C.10.4 Robust	---	---
10.4.1 Compatible	C.10.4.1 Compatible	---	---
<p>10.4.1.1 Parsing</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.14.</p> <p>Table 10.14: Document success criterion: Parsing</p> <p>For documents that use markup languages, in such a way that the markup is separately</p>	<p>C.10.4.1.1 Parsing</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>exposed and available to assistive technologies and accessibility features of software or to a user-selectable user agent, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features.</p> <p>NOTE 1: Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete.</p> <p>NOTE 2: Markup is not always available to assistive technology or to user selectable user agents such as browsers. In such cases, conformance to this provision would have no impact on accessibility as it can for web content where it is exposed.</p> <p>NOTE 3: Examples of markup that is separately exposed and available to assistive technologies and to user agents include but are not limited to: documents encoded in HTML, ODF, and OOXML. In these examples, the markup can be parsed entirely in two ways: (a) by assistive technologies which may directly open the document, (b) by assistive technologies using DOM APIs of user agents for these document formats.</p> <p>NOTE 4: This success criterion is identical to the WCAG 2.1 Success Criterion 4.1.1 Parsing replacing "In content implemented using markup languages" with "For documents that use markup languages, in such a way that the markup is separately exposed and available to assistive technologies and accessibility features of software or to a user-selectable user agent" with the addition of notes 2 and 3 above.</p> <p>WCAG 2.1 Success Criterion 4.1.1 Parsing</p> <p>Understanding Parsing</p> <p>How to Meet Parsing</p> <p>(Level A)</p>	<p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.14.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>10.4.1.2 Name, role, value</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.15.</p> <p>Table 10.15: Document success criterion: Name, role, value</p> <p>For all <u>user interface components</u> (including but not limited to: form elements, links and components generated by scripts), the <u>name</u> and <u>role</u> can be <u>programmatically determined</u>; states, properties, and values that can be set by the user can be <u>programmatically set</u>; and notification of changes to these items is available to <u>user agents</u>, including <u>assistive technologies</u>.</p> <p>NOTE 1: This success criterion is primarily for software developers who develop or use custom user interface components. Standard user interface components on most accessibility-supported platforms already meet this success criterion when used according to specification.</p> <p>NOTE 2: For document formats that support interoperability with assistive technology, standard user interface components often meet this success criterion when used according to the general design and accessibility guidance for the document format.</p> <p>NOTE 3: This success criterion is identical to the <u>WCAG 2.1 Success Criterion 4.1.2 Name, Role, Value</u> replacing the original WCAG 2.1 note with note 1 and with the addition of note 2 above.</p> <p>WCAG 2.1 Success Criterion 4.1.2 Name, Role, Value</p> <p><u>Understanding Name, Role, Value</u></p> <p><u>How to Meet Name, Role, Value</u></p> <p>(Level A)</p>	<p>C.10.4.1.2 Name, role, value</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.15.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		
<p>10.5 Caption positioning</p> <p>Where ICT is a non-web document that contains synchronized media with captions, the captions should not obscure relevant</p>	<p>C.10.5 Caption positioning</p> <p>Clause 10.5 contains no requirements requiring test.</p>		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
information in the synchronized media.			
10.6 Audio description timing Where ICT is a non-web document that contains synchronized media with audio description, the audio description should not interfere with relevant audio information in the synchronized media.	C.10.6 Audio description timing Clause 10.6 contains no requirements requiring test.		
12 Documentation and support services	C.12 Documentation and support services	---	---
12.1 Product documentation	C.12.1 Product documentation	---	---
12.1.1 Accessibility and compatibility features Product documentation provided with the ICT whether provided separately or integrated within the ICT shall list and explain how to use the accessibility and compatibility features of the ICT. NOTE: Accessibility and compatibility features include accessibility features that are built-in and accessibility features that provide compatibility with assistive technology.	C.12.1.1 Accessibility and compatibility features Type of assessment Inspection Pre-conditions 1. Product documentation is supplied with the ICT. Procedure 1. Check that product documentation provided with the ICT lists and explains how to use the accessibility and compatibility features of the ICT. Result Pass: Check 1 is true Fail: Check 1 is false		
12.1.2 Accessible documentation Product documentation provided with the ICT shall be made available in at least one of the following electronic formats: <ul style="list-style-type: none"> a. a Web format that conforms to the requirements of clause 9, or b. a non-web format that conforms to the requirements of clause 10. NOTE 1: This does not preclude the possibility	C.12.1.2 Accessible documentation Type of assessment Inspection Pre-conditions 1. Product documentation in electronic format is supplied with the ICT. Procedure 1. Check that product documentation		

EN 301 549 (2018) clauses	Determination of compliance	Supports?	Explanation
<p>of also providing the product documentation in other formats (electronic or printed) that are not accessible.</p> <p>NOTE 2: It also does not preclude the possibility of providing alternate formats that meet the needs of some specific type of users (e.g. Braille documents for blind people or easy-to-read information for persons with cognitive impairments).</p> <p>NOTE 3: Where the documentation is integral to the ICT it will be provided through the user interface which is accessible.</p> <p>NOTE 4: A user agent that supports automatic media conversion would be beneficial to enhancing accessibility.</p>	<p>in electronic format provided with the ICT conforms to the requirements of clauses 9 or 10 as appropriate.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>		

Annex - References (from EN 301 549)

2.1 Normative references

References are specific, identified by date of publication and/or edition number or version number. Only the cited version applies.

Referenced documents which are not found to be publicly available in the expected location might be found at [ETSI References in docbox](#).

- NOTE: While any hyperlinks included in this clause were valid at the time of publication, PSPC cannot guarantee their long term validity.

The following referenced documents are necessary for the application of the present document.

[1] ETSI ETS 300 381 (Edition 1) (December 1994): "Telephony for hearing impaired people; Inductive coupling of telephone earphones to hearing aids".

[2] ETSI ES 200 381-1 (V1.2.1) (October 2012): "Telephony for hearing impaired people; Inductive coupling of telephone earphones to hearing aids Part 1: Fixed-line speech terminals".

[3] ETSI ES 200 381-2 (V1.1.1) (October 2012): "Telephony for hearing impaired people; Inductive coupling of telephone earphones to hearing aids; Part 2: Cellular speech terminals".

[4] W3C Recommendation (December 2008) /ISO/IEC 40500:2012: "Web Content Accessibility Guidelines (WCAG) 2.0".

- NOTE: Available at [WCAG 2.0](#).

[5] W3C Proposed Recommendation (June 2018): "Web Content Accessibility Guidelines (WCAG) 2.1".

- NOTE: Available at [WCAG 2.1](#).

2.2 Informative references

References are either specific (identified by date of publication and/or edition number or version number) or non-specific. For specific references, only the cited version applies. For non-specific references, the latest version of the referenced document (including any amendments) applies.

- NOTE: While any hyperlinks included in this clause were valid at the time of publication, PSPC cannot guarantee their long term validity.

The following referenced documents are not necessary for the application of the present document but they assist the user with regard to a particular subject area.

[i.1] ANSI/IEEE C63.19 (2011): "American National Standard Method of Measurement of Compatibility between Wireless Communication Devices and Hearing Aids".

[i.2] ANSI/TIA-4965: "Receive volume control requirements for digital and analogue wireline terminals".

[i.3] European Commission M 376-EN: "Standardization Mandate to CEN, CENELEC and ETSI in support of European accessibility requirements for public procurement of products and services in the ICT domain".

[i.4] ETSI EG 201 013: "Human Factors (HF); Definitions, abbreviations and symbols".

[i.5] ETSI ES 202 975: "Human Factors (HF); Requirements for relay services".

[i.6] ETSI ETS 300 767: "Human Factors (HF); Telephone Prepayment Cards; Tactile Identifier".

[i.7] ETSI CEN/CENELEC/ETSI TR 101 550: "Documents relevant to EN 301 549 "Accessibility requirements suitable for public procurement of ICT products and services in Europe"".

[i.8] ETSI CEN/CENELEC/ETSI TR 101 551: "Guidelines on the use of accessibility award criteria suitable for publicly procured ICT products and services in Europe".

[i.9] ETSI TR 102 612: "Human Factors (HF); European accessibility requirements for public procurement of products and services in the ICT domain (European Commission Mandate M 376, Phase 1)".

[i.10] ETSI TS 126 114: "Universal Mobile Telecommunications System (UMTS); LTE; IP Multimedia Subsystem (IMS); Multimedia telephony; Media handling and interaction (3GPP TS 26.114)".

[i.11] ETSI TS 122 173: "Digital cellular telecommunications system (Phase 2+) (GSM); Universal Mobile Telecommunications System (UMTS); LTE; IP Multimedia Core Network Subsystem (IMS) Multimedia Telephony Service and supplementary services; Stage 1 (3GPP TS 22.173)".

[i.12] ETSI TS 134 229: "Universal Mobile Telecommunications System (UMTS); LTE; Internet Protocol (IP) multimedia call control protocol based on Session Initiation Protocol (SIP) and Session Description Protocol (SDP); User Equipment (UE) conformance specification (3GPP TS 34.229)".

[i.13] IETF RFC 4103 (2005): "RTP Payload for Text Conversation".

[i.14] ISO/IEC 17007:2009: "Conformity assessment - Guidance for drafting normative documents suitable for use for conformity assessment".

[i.15] ISO 9241-11:1998: "Ergonomic requirements for office work with visual display terminals (VDTs) -- Part 11: Guidance on usability".

[i.16] ISO 9241-110:2006: "Ergonomics of human-system interaction -- Part 110: Dialogue principles".

[i.17] ISO 9241-171:2008: "Ergonomics of human-system interaction-Part 171: Guidance on software accessibility".

[i.18] ISO 26800:2011: "Ergonomics - General approach, principles and concepts".

[i.19] ISO/IEC 13066-1:2011: "Information technology - Interoperability with assistive technology (AT) - Part 1: Requirements and recommendations for interoperability".

[i.20] Recommendation ITU-T E.161 (2001): "Arrangement of digits, letters and symbols on telephones and other devices that can be used for gaining access to a telephone network".

[i.21] Recommendation ITU-T G.722 (1988): "7 kHz audio-coding within 64 kbit/s".

[i.22] Recommendation ITU-T G.722.2 (2003): "Wideband coding of speech at around 16 kbit/s using Adaptive Multi-Rate Wideband (AMR-WB)".

[i.23] Recommendation ITU-T V.18 (2000): "Operational and interworking requirements for DCEs operating in the text telephone mode".

[i.24] TIA-1083-A (2010): "Telecommunications; Telephone Terminal equipment; Handset magnetic measurement procedures and performance requirements".

[i.25] US Department of Justice: "2010 ADA Standards for Accessible Design".

[i.26] W3C Working Group Note 5 September 2013: "Guidance on Applying WCAG 2.0 to Non-Web Information and Communications Technologies (WCAG2ICT)".

- NOTE: Available at [WCAG2ICT](#).

[i.27] Commission Implementing Decision of 27.4.2017 on a standardisation request to the European standardisation organisations in support of Directive (EU) 2016/2102 of the European Parliament and of the Council on the accessibility of the websites and mobile applications of public sector bodies.

[i.28] Directive (EU) 2016/2102 of the European Parliament and of the Council of 26 October 2016 on the accessibility of the websites and mobile applications of public sector bodies.

[i.29] ETSI EN 301 549 (V1.1.2) (04-2015): "Accessibility requirements suitable for public procurement of ICT products and services in Europe".

[i.30] ETSI TR 101 552: "Guidance for the application of conformity assessment to accessibility requirements for public procurement of ICT products and services in Europe".

Annex - Definitions and abbreviations (from EN 301 549)

3.1 Definitions

For the purposes of the present document, the terms and definitions given in ETSI EG 201 013 [i.4] and the following apply:

accessibility: extent to which products, systems, services, environments and facilities can be used by people from a population with the widest range of characteristics and capabilities, to achieve a specified goal in a specified context of use (from ISO 26800 [i.18])

- NOTE 1: Context of use includes direct use or use supported by assistive technologies.

- NOTE 2: The context in which the ICT is used may affect its overall accessibility. This context could include other products and services with which the ICT may interact.

assistive technology: hardware or software added to or connected to a system that increases accessibility for an individual

- NOTE 1: Examples are Braille displays, screen readers, screen magnification software and eye tracking devices that are added to the ICT.
- NOTE 2: Where ICT does not support directly connected assistive technology, but which can be operated by a system connected over a network or other remote connection, such a separate system (with any included assistive technology) can also be considered assistive technology.

audio description: additional audible narrative, interleaved with the dialogue, which describes the significant aspects of the visual content of audio-visual media that cannot be understood from the main soundtrack alone

- NOTE: This is also variously described using terms such as "video description" or variants such as "descriptive narration".

authoring tool : software that can be used to create or modify content

- NOTE 1: An authoring tool may be used by a single user or multiple users working collaboratively.
- NOTE 2: An authoring tool may be a single stand-alone application or be comprised of collections of applications.
- NOTE 3: An authoring tool may produce content that is intended for further modification or for use by end-users.

caption: synchronized visual and/or text alternative for both speech and non-speech audio information needed to understand the media content (after WCAG 2.1 [5])

- NOTE: This is also variously described using terms such as "subtitles" or variants such as "subtitles for the deaf and hard-of-hearing".

closed functionality : functionality that is limited by characteristics that prevent a user from attaching, installing or using assistive technology

content: information and sensory experience to be communicated to the user by means of software, including code or mark-up that defines the content's structure, presentation, and interactions (after WCAG2ICT [i.26])

- NOTE: Content occurs in three places: web pages, documents and software. When content occurs in a web page or a document, a user agent is needed in order to communicate the content's information and sensory experience to the user. When content occurs in software, a separate user agent is not needed in order to communicate the content's information and sensory experience to the user - the software itself performs that function.

context of use: users, tasks, equipment (hardware, software and materials), and the physical and social environments in which a product is used (from ISO 9241-11 [i.15])

open functionality: functionality that supports access by assistive technology

- NOTE: This is the opposite of Closed Functionality.

operable part : component of ICT used to activate, deactivate, or adjust the ICT

- NOTE: Operable parts can be provided in either hardware (see mechanically operable parts, above) or software. An on-screen button is an example of an operable part provided by software.

platform software : collection of software components that runs on an underlying software or hardware layer, and that provides a set of software services to other software components that allows those applications to be isolated from the underlying software or hardware layer (after ISO/IEC 13066-1 [i.19])

- NOTE: A particular software component might play the role of a platform in some situations and a client in others.

programmatically determinable : able to be read by software from developer-supplied data in a way that other software, including assistive technologies, can extract and present this information to users in different modalities

- NOTE: WCAG 2.1 uses "determined" where this definition uses "able to be read" (to avoid ambiguity with the word "determined").

real-time text : form of a text conversation in point to point situations or in multipoint conferencing where the text being entered is sent in such a way that the communication is perceived by the user as being continuous

satisfies a success criterion: success criterion does not evaluate to "false" when applied to the ICT (after WCAG 2.1 [5])

terminal: combination of hardware and/or software with which the end user directly interacts and that provides the user interface

- NOTE 1: The hardware may consist of more than one device working together e.g. a mobile device and a computer.
- NOTE 2: For some systems, the software that provides the user interface may reside on more than one device such as a telephone and a server.

user agent: software that retrieves and presents content for users (after WCAG 2.1 [5])

- NOTE 1: Software that only displays the content contained within it is treated as software and not considered to be a user agent.
- NOTE 2: An example of software that is not a user agent is a calculator application that does not retrieve the calculations from outside the software to present it to a user. In this case, the calculator software is not a user agent, it is simply software with a user interface.
- NOTE 3: Software that only shows a preview of content such as a thumbnail or other non-fully functioning presentation is not providing user agent functionality.

user interface: all components of an interactive system (software or hardware) that provide information and/or controls for the user to accomplish specific tasks with the interactive system (from ISO 9241-110 [i.16])

user interface element: entity of the user interface that is presented to the user by the software (after ISO 9241-171 [i.17])

- NOTE 1: This term is also known as "user interface component".
- NOTE 2: User-interface elements can be interactive or not.

web content: content that belongs to a web page, and that is used in the rendering or that is intended to be used in the rendering of the web page

web page: non-embedded resource obtained from a single URI using HTTP plus any other resources that are used in the rendering or intended to be rendered together with it by a user agent (after WCAG 2.1 [5])

3.2 Abbreviations

For the purposes of the present document, the following abbreviations apply:

ADA Americans with Disabilities Act

ANSI American National Standards Institute

AT Assistive Technology

CIF Common Intermediate Format

CSS Cascading Style Sheets

DOM Document Object Model

EU European Union

FPS Frames Per Second

FXML XML-based user interface markup language

HTML HyperText Markup Language

HTTP HyperText Transfer Protocol

ICT Information and Communication Technology

IETF Internet Engineering Task Force

IMS IP Multimedia System

IP Internet Protocol

JWG Joint Working Group (of CEN/CENELEC/ETSI)

ODF Open Document Format

OOXML Office Open eXtensible Markup Language

PSTN Public Switched Telephone Network

QCIF Quarter Common Intermediate Format

RFC Request For Comment

RTT Real-Time Text SC Success Criterion

SIP Session Initiation Protocol

URI Uniform Resource Identifier

USB Universal Serial Bus

VoIP Voice over IP

W3C World Wide Web Consortium

WCAG Web Content Accessibility Guidelines (of W3C)

XML eXtensible Markup Language

XUL XML User interface Language

Annex - Practical guidance for accessible non-web documentation

In WCAG “success criteria” are all technology agnostic. The requirements for non-web documents are based on the WCAG 2.1 level AA requirements, which means all level A and AA criteria relevant to documents must be met.

The W3C publishes [sufficient techniques](#) to meet WCAG success criteria, including techniques for non-web document formats such as PDF. Using a given technique is considered “sufficient” to meet the criteria relevant to the technique, but you can also meet the criteria in other ways.

Various software vendors and organizations offer supplementary material that provides more concrete or simplified instructions for making documents accessible.

- [Adobe PDF accessibility](#)
- [Accessible Digital Office Document \(ADOD\) Project](#)
- [Microsoft Accessibility Checker](#)
- [Webaim: Microsoft Word Techniques](#)
- [Webaim: PDF Techniques](#)
- [Canada.ca Content Style Guide](#)
- [Google Docs – Make your document or presentation accessible](#)
- [Web Accessibility Perspectives - Compilation of 10 Topics/Videos](#)
- [18F Web Accessibility Guide](#)
- [University of Washington Accessible Document Guides](#)

NOTE: Following the guidance given in the links above does not guarantee compliance with WCAG 2.1. Links are provided for reference only.

ANNEX B

BASIS OF PAYMENT

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

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

- (1) the relocation of resources.

For purposes of evaluating offers and selecting the Offeror only, where applicable, the price calculated for an offer will be determined in accordance with the pricing schedules listed below in section 1. To simplify the offers submission process, the tables below are available in editable format on buy and sell.

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

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

1. Firm all-inclusive rate per learner offer (streams 1 to 4)

Offerors must provide firm all-inclusive rate per learner for work stream (s) 1 to 4 for which they provide an offer and include it in their financial offer.

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

1. preparation and delivery of deliverables;
2. Work of the all resources;
3. the Offeror's facilities, if applicable;
4. travel costs incurred by Offeror's resources in performing the Work;
5. course preparation time by the teaching resource;
6. acquisition and/or creation of training material;
7. implementation course (creation) of group courses for group training if applicable; and
8. all expenses related to the means of communication used by the Offeror for tutoring services, if applicable.

Rates for Subscriptions (Streams 1 and 2) must include:

The Offeror represents and warrants that the services include:

1. hosting and maintenance of the training and learning management system;
2. provision of all incidental and additional required information technology infrastructure services;
3. the technical infrastructure that complies with all required security standards, allowing Canada to use the training and learning management system software;
4. unfettered access and use, regardless of the amount of data created, processed or stored by the training and learning management system software, all of which is included in the price.

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

Tables 1: Work Stream 1 - Online self-study program with or without tutoring for English as a second language

Table 1.1: Subscriptions

Type of services		A. Estimated annual usage	B. Firm rate for call-ups issued during the period				
			Year 1	Year 2	Year 3	Option period 1	Option period 2
a) Subscription for a period of 3 months to the language training program accessible via a web portal	1. Subscription for 1 user	150	\$	\$	\$	\$	\$
	2. Subscription for 20 users	10	\$	\$	\$	\$	\$
	3. Subscription for 100 users	4	\$	\$	\$	\$	\$
	4. Subscription for 500 users	1	\$	\$	\$	\$	\$
b) Subscription for a period of 12 months to the language training program accessible via a web portal	5. Subscription for 1 user	100	\$	\$	\$	\$	\$
	6. Subscription for 20 users	25	\$	\$	\$	\$	\$
	7. Subscription for 100 users	5	\$	\$	\$	\$	\$
	8. Subscription for 500 users	1	\$	\$	\$	\$	\$
Evaluated price (AxB)			\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)			\$				

Table 1.2: Language Assessment

Type of services	A. Estimated annual usage	B. Firm rate for assessments made during the period				
		Year 1	Year 2	Year 3	Option period 1	Option period 2
Assessment of oral skills	100	\$	\$	\$	\$	\$
Evaluated price (AxB)		\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)		\$				

Table 1.3: Package for pedagogical follow-up

Type of services	A. Estimated annual usage	B. Firm monthly rate per learner for package call-ups made during the period				
		Year 1	Year 2	Year 3	Option period 1	Option period 2
Package for pedagogical follow-up services for self-study learners	240	\$	\$	\$	\$	\$

Evaluated price (AxB)	\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)	\$				

Table 1.4: Pedagogical follow-up

Type of services	A. Estimated annual usage	B. Firm hourly rate per learner for services rendered during the period				
		Year 1	Year 2	Year 3	Option period 1	Option period 2
Pedagogical follow-up services in addition to the package for a self-study learner	20 hours	\$	\$	\$	\$	\$
Evaluated price (AxB)		\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)		\$				

Table 1.5: Tutoring

Type of services	A. Estimated annual usage	B. Firm hourly rate per learner for services rendered during the period				
		Year 1	Year 2	Year 3	Option period 1	Option period 2
Tutoring services—Individual online training	26,000 hours	\$	\$	\$	\$	\$
Part time online group tutoring services (3 to 4 learners) Groups created by the Offeror	10,400 hours	\$	\$	\$	\$	\$
Intensive online group tutoring services (3 to 4 learners) for tutoring hours in group setting. Groups created by the Offeror	9,360 hours	\$	\$	\$	\$	\$
Intensive online group tutoring services (3 to 4 learners) for the individual tutoring weekly hour.	625 hours	\$	\$	\$	\$	\$
Evaluated price (AxB)		\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)		\$				

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

Tables 2: Work Stream 2 - Online self-study program with or without tutoring for French as a second language

Table 2.1: Subscriptions

Type of services		A. Estimated annual usage	B. Firm rate for call-ups issued during the period				
			Year 1	Year 2	Year 3	Option period 1	Option period 2
a) Subscription for a period of 3 months to the language training program accessible via a web portal	9. Subscription for 1 user	1,000	\$	\$	\$	\$	\$
	10. Subscription for 20 users	40	\$	\$	\$	\$	\$
	11. Subscription for 100 users	20	\$	\$	\$	\$	\$
	12. Subscription for 500 users	2	\$	\$	\$	\$	\$
b) Subscription for a period of 12 months to the language training program accessible via a web portal	13. Subscription for 1 user	600	\$	\$	\$	\$	\$
	14. Subscription for 20 users	200	\$	\$	\$	\$	\$
	15. Subscription for 100 users	35	\$	\$	\$	\$	\$
	16. Subscription for 500 users	7	\$	\$	\$	\$	\$
Evaluated price (AxB)			\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)			\$				

Table 2.2: Language Assessment

Type of services	A. Estimated annual usage	B. Firm rate for assessments made during the period				
		Year 1	Year 2	Year 3	Option period 1	Option period 2
Assessment of oral skills	900	\$	\$	\$	\$	\$
Evaluated price (AxB)		\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)		\$				

Table 2.3: Package for pedagogical follow-up

Type of services	A. Estimated annual usage	B. Firm monthly rate per learner for package call-ups made during the period				
		Year 1	Year 2	Year 3	Option period 1	Option period 2
Package for pedagogical follow-up services for self-study learners	600	\$	\$	\$	\$	\$

Evaluated price (AxB)	\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)	\$				

Table 2.4: Pedagogical follow-up

Type of services	A. Estimated annual usage	B. Firm hourly rate per learner for services rendered during the period				
		Year 1	Year 2	Year 3	Option period 1	Option period 2
Pedagogical follow-up services in addition to the package for a self-study learner	50 hours	\$	\$	\$	\$	\$
Evaluated price (AxB)		\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)		\$				

Table 2.5: Tutoring

Type of services	A. Estimated annual usage	B. Firm hourly rate per learner for services rendered during the period				
		Year 1	Year 2	Year 3	Option period 1	Option period 2
Tutoring services— Individual online training	234,000 hours	\$	\$	\$	\$	\$
Part time online group tutoring services (3 to 4 learners) Groups created by the Offeror	100,000 hours	\$	\$	\$	\$	\$
Intensive online group tutoring services (3 to 4 learners) for tutoring hours in group setting. Groups created by the Offeror	93,000 hours	\$	\$	\$	\$	\$
Intensive online group tutoring services (3 to 4 learners) for the individual tutoring weekly hour.	6,200 hours	\$	\$	\$	\$	\$
Evaluated price (AxB)		\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)		\$				

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

Tables 3: **Work Stream 3 - Online tutoring, oral proficiency in English as a second language**

Table 3.1: Individual tutoring

Type of services	A. Estimated annual usage	B. Firm hourly rate per learner for services rendered during the period				
		Year 1	Year 2	Year 3	Option period 1	Option period 2
Tutoring services— Individual online training	5,200 hours	\$	\$	\$	\$	\$
Evaluated price (AxB)		\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)		\$				

Table 3.2: Group tutoring

Type of services	A. Estimated annual usage	B. Firm hourly rate per group of learners for services rendered during the period				
		Year 1	Year 2	Year 3	Option period 1	Option period 2
Part time online group tutoring services (2 to 4 learners) Groups created by the federal departments	1,050 hours	\$	\$	\$	\$	\$
Evaluated price (AxB)		\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)		\$				

Tables 4: **Work Stream 4 - Online tutoring, oral proficiency in French as a second language**

Table 4.1: Individual tutoring

Type of services	A. Estimated annual usage	B. Firm hourly rate per learner for services rendered during the period				
		Year 1	Year 2	Year 3	Option period 1	Option period 2
Tutoring services— Individual online training	46,800 hours	\$	\$	\$	\$	\$
Evaluated price (AxB)		\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)		\$				

Table 4.2: Group tutoring

Type of services	A. Estimated annual usage	B. Firm hourly rate per group of learners for services rendered during the period				
		Year 1	Year 2	Year 3	Option period 1	Option period 2
Part time online group tutoring services (2 to 4 learners) Groups created by the federal departments	9,400 hours	\$	\$	\$	\$	\$

Evaluated price (AxB)	\$	\$	\$	\$	\$
Total evaluated price (sum of all periods)	\$				

2. All-inclusive firm hourly rates (optional services for accessibility)

Offerors should offer firm all-inclusive hourly rates for each of the following accessibility-related services.

It should be noted that these rates will not be evaluated during the financial evaluation.

Table 5: Accessibility Services

Type of services	Firm hourly rate for services rendered during the period				
	Year 1	Year 2	Year 3	Option period 1	Option period 2
Live subtitles for tutoring	\$	\$	\$	\$	\$
Visual interpretation for tutoring	\$	\$	\$	\$	\$
Pedagogical advisor services for learners with learning disability	\$	\$	\$	\$	\$

Solicitation No. - N° de l'invitation
EN578-202723/C
Client Ref. No. - N° de réf. du client
EN578-202723

Amd. No. - N° de la modif.
File No. - N° du dossier
521zf.EN578-202723

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

ANNEX C

SECURITY REQUIREMENTS CHECK LIST



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



PART A (continued) / PARTIE A (suite)

8. Will the supplier require access to PROTECTED and/or CLASSIFIED COMSEC information or assets?
Le fournisseur aura-t-il accès à des renseignements ou à des biens COMSEC désignés PROTÉGÉS et/ou CLASSIFIÉS? ☒ No ☐ Yes
Non Oui
If Yes, indicate the level of sensitivity:
Dans l'affirmative, indiquer le niveau de sensibilité :

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

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

Document Number / Numéro du document :

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

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

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

Special comments:

Commentaires spéciaux : _____

NOTE: If multiple levels of screening are identified, a Security Classification Guide must be provided.

REMARQUE : Si plusieurs niveaux de contrôle de sécurité sont requis, un guide de classification de la sécurité doit être fourni.

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

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

INFORMATION / ASSETS / RENSEIGNEMENTS / BIENS

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

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

PRODUCTION

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

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

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

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



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

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

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



No
Non



Yes
Oui

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

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

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

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



No
Non



Yes
Oui

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

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

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File No. - N° du dossier
521zf.EN578-202723

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

ANNEX D

PERIODIC USAGE REPORT EXAMPLE

	Call-up or Amendment	Call-up No	Amendment No	Call- up/Amendment Issuance Date (DD-MM-YYYY)	Call-up Start Date (DD-MM-YYYY)	Call-up End Date (DD-MM-YYYY)	Client Department	Number of subscriptions	Number of tutoring hours	Comments
1										
2										
3										
4										
5										

Solicitation No. - N° de l'invitation
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Client Ref. No. - N° de réf. du client
EN578-202723

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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);
- ☐ Large Value Transfer System (LVTS) (Over \$25M)

ANNEX F of PART 5 of the Request for Standing Offer

MANDATORY TECHNICAL CRITERIA

The Offer must meet the Mandatory Technical Criteria specified below. The Offeror must provide the necessary documentation to support compliance with this requirement.

Offers that fail to meet Mandatory Technical Criteria for a work stream will be declared non-responsive for that work stream. Each Mandatory Technical Criterion should be addressed separately.

For the purposes of the Mandatory Technical Criteria set out below, the Offeror's experience will be considered.

A response template for a tutoring project is provided at the end of this Annex for the language tutoring experience criteria (M1.5, M1.6, M2.5, M2.6, M3.1, M3.2, M4.1 and M4.2).

1. Mandatory Criteria for Stream 1: Online Self-Study Program with or without Tutoring for English as a Second Language

Number	Description
M1.1	<p>ACCESSIBILITY</p> <p>The Offeror's response must include written confirmation that the Offeror:</p> <ol style="list-style-type: none">has reviewed the requirements described in Annex A – Statement of Work and Appendix 3 of Annex A - ICT Accessibility Requirements. <p>AND either:</p> <ol style="list-style-type: none">the proposed solution already fully conforms with the accessibility requirements <p>OR</p> <ol style="list-style-type: none">the proposed solution will be brought to full conformance within 12 months of a standing offer award, and that the Offeror is solely responsible for any upgrades, subcontracting or other work required to achieve this.
M1.2	<p>TRAINING PROGRAM</p> <p>The Offeror must demonstrate how its online program allows learners to achieve the general second language qualifications (English) at each of the three 3 levels (A, B and C) (see Appendix 1 of Annex A) for the following three language skills:</p> <ul style="list-style-type: none">Written comprehension in the second official languageWritten expression in the second official languageOral proficiency in the second official language <p>The Offeror's demonstration must make the connection between the description of the standard (see Appendix 1 of Annex A) and each level of each of the language skills. The Offeror's demonstration may include, but is not limited to, exercises that allow the learner to achieve the level or links between of the Offeror's training program and the qualifications.</p>

M1.3	<p>Access to the Language Training Program The Offeror must provide access to its training program. This access must allow the evaluation team to verify that the program meets all of the following requirements:</p> <ul style="list-style-type: none"> o) Allows the learner to choose English or French as the interface language, according to his/her preference; p) Provides the beginner learners (level A) with translations in their first official language (French or English) of explanations and new vocabulary; q) Offers an online language assessment (placement test) to determine the learner's initial module; r) Measures the knowledge acquired by the learner during training. In the online program it must be indicated where to find the activities that make it possible to verify what has been learned for each of levels A, B and C, for the following essential skills: oral comprehension, written comprehension and written expression; s) Enables the learner to review or redo an exercise (go back) as often as needed in order to respect his/her learning style and speed; t) Enables the learner to print and download vocabulary and grammar sections (excluding the exercises); u) Has full tracking capabilities enabling learners to pick-up their online learning exactly where they left off during their previous self-study session; v) Stores learners end-of-module online assessment result w) Provides audio activities, activities with visual aids and interactive activities at all language levels (A, B and C); x) Includes a help and a search function or a guide to help the learner use the self-study online program.
M1.4	<p>Access to the Learning Management System The Offeror must provide access to its Learning Management System. This access must allow the evaluation team to verify that the Learning Management System meets all of the following requirements:</p> <ul style="list-style-type: none"> f. for each learner, online access to his/her personal profile, progress reports, self-study progress, and his/her training schedule (number of hours per week of training, and tutoring schedule); g. for Identified Users, online access with different access rights, such as the ability to consult the learner's profile assigned to them, tracking his/her progress, downloading / printing various usage reports, online timesheets to balance invoices received; h. For training coordinators, full access to each learner's files associated with them, as well as to all learning management reports. i. for the learner's manager, online access to the learner's personal profile, progress reports, self-study progress, training schedule (number of hours per week of tutoring and self-learning per week and tutoring schedule) and attendance to the tutoring sessions. j. for each learner file, learning management system, reports that are downloadable in an editable format, printable, and accessible online and that provide: <ul style="list-style-type: none"> ix. online placement test results, including the recommended number of hours of training and the initial module recommended to achieve the target level; x. the training activities and the modules completed by the learner in self-

	<p>study;</p> <ul style="list-style-type: none"> xi. the total number of hours per week spent completing self-learning activities; xii. the tutoring sessions completed by the learner, presented in the form of an attendance report (noting if present or absent for tutoring); xiii. the number of tutoring hours remaining for the learner; xiv. the type of training authorized by the Identified User (self-study only, self-study with pedagogical service, individual or group tutoring); xv. the learner's progress, such as the Teaching Resources' notes and/or the results of the online program progress tests, throughout the training and according to the training type (tutoring, one-on-one, group); and xvi. the end date of the tutoring period.
M1.5	<p>Experience in Virtual Group Language Tutoring</p> <p>The Offeror must demonstrate a minimum of 2,000 hours of experience in delivering virtual group English as a second language tutoring (minimum of two learners) to adults since January 2015. To demonstrate this experience, the Offeror must submit one or more tutoring projects. Each tutoring project must meet all of the following requirements:</p> <ul style="list-style-type: none"> a) delivery of virtual group tutoring since January 2015; b) use of a minimum of one language training program; c) English as a Second Language tutoring; d) tutoring was delivered to adults; e) tutoring was delivered by a teaching resource; f) tutoring was supervised by a pedagogical advisor; g) the method(s) of communication used (telephone, virtual classroom, etc); h) Number of learners in the group. <p>A maximum of 15 different tutoring projects in virtual group tutoring delivery will be considered for this mandatory criterion. If the Offeror presents more than 15 tutoring projects, only the first 15, in order of presentation, will be evaluated.</p> <p>For each tutoring project submitted by the Offeror, valid contact information (name, email address and/or telephone number) for a reference, in the client organization, confirming the information on the virtual group language tutoring services must be submitted.</p> <p>Canada may conduct reference checks to verify the accuracy of the information provided. If reference checks are done, they will be conducted in writing by e-mail (unless the contact at the reference is only available by telephone). Canada will allocate the reference 5 working days to provide a response. On the third working day after sending out the e-mails, if Canada has not received a response, Canada will notify the Offeror by e-mail, to allow the Offeror to contact its reference directly to ensure that it responds to Canada within 5 working days allocated.</p> <p>In the event that the tutoring project submitted by the Offeror cannot be confirmed by the reference or that the reference doesn't reply within the 5 working days allocated, the tutoring project will be considered non-responsive and no further consideration will be given to it. The evaluation will continue with the remaining projects.</p>
M1.6	<p>Experience in Virtual Individual Language Tutoring</p> <p>The Offeror must demonstrate a minimum of 3,000 hours of experience in delivering virtual</p>

individual English as a second language tutoring to adults since January 2015. To demonstrate this experience, the Offeror must submit one or more tutoring projects. Each tutoring project must meet all of the following requirements:

- a) delivery of virtual individual tutoring since January 2015;
- b) use of a minimum of one language training program;
- c) English as a Second Language tutoring;
- d) tutoring was delivered to adults;
- e) tutoring was delivered by a teaching resource;
- f) tutoring was supervised by a pedagogical advisor;
- g) the method(s) of communication used (telephone, virtual classroom, etc).

A maximum of 15 different tutoring projects in virtual individual tutoring delivery will be considered for this mandatory criterion. If the Offeror presents more than 15 tutoring projects, only the first 15, in order of presentation, will be evaluated.

For each tutoring project submitted by the Offeror, valid contact information (name, email address and/or telephone number) for a reference, in the client organization, confirming the information on the virtual individual language tutoring services must be submitted.

Canada may conduct reference checks to verify the accuracy of the information provided. If reference checks are done, they will be conducted in writing by e-mail (unless the contact at the reference is only available by telephone). Canada will not allocate the reference 5 working days to provide a response. On the third working day after sending out the e-mails, if Canada has not received a response, Canada will notify the Offeror by e-mail, to allow the Offeror to contact its reference directly to ensure that it responds to Canada within 5 working days allocated.

In the event that the tutoring project submitted by the Offeror cannot be confirmed by the reference or that the reference doesn't reply within the 5 working days allocated, the tutoring project will be considered non-responsive and no further consideration will be given to it. The evaluation will continue with the remaining projects.

2. Stream 2 Mandatory Criteria: Online self-study program with or without tutoring for French as a second language

Number	Description
M2.1	<p>ACCESSIBILITY</p> <p>The Offeror's response must include written confirmation that the Offeror:</p> <ol style="list-style-type: none">has reviewed the requirements described in Annex A – Statement of Work and Appendix 3 of Annex A - ICT Accessibility Requirements. <p>AND either:</p> <ol style="list-style-type: none">the proposed solution already fully conforms with the accessibility requirements <p>OR</p> <p>the proposed solution will be brought to full conformance within 12 months of a standing offer award, and that the Offeror is solely responsible for any upgrades, subcontracting or other work required to achieve this.</p>
M2.2	<p>TRAINING PROGRAM</p> <p>The Offeror must demonstrate how its online program allows learners to achieve the general second language qualifications (French) at each of the three 3 levels (A, B and C) (see Appendix 1 of Annex A) for the following three language skills:</p> <ul style="list-style-type: none">Written comprehension in the second official languageWritten expression in the second official languageOral proficiency in the second official language <p>The Offeror's demonstration must make the connection between the description of the standard (see Appendix 1 of Annex A) and each level of each of the language skills. The Offeror's demonstration may include, but is not limited to, exercises that allow the learner to achieve the level or links between of the Offeror's training program and the qualifications.</p>
M2.3	<p>Access to the Language Training Program</p> <p>The Offeror must provide access to its training program. This access must allow the evaluation team to verify that the program meets all of the following requirements:</p> <ol style="list-style-type: none">Allows the learner to choose English or French as the interface language, according to his/her preference;Provides the beginner learners (level A) with translations in their first official language (French or English) of explanations and new vocabulary;Offers an online language assessment (placement test) to determine the learner's initial module;Measures the knowledge acquired by the learner during training. In the online program it must be indicated where to find the activities that make it possible to verify what has been learned for each of levels A, B and C, for the following essential skills: oral comprehension, written comprehension and written expression;

	<ul style="list-style-type: none"> e) Enables the learner to review or redo an exercise (go back) as often as needed in order to respect his/her learning style and speed; f) Enables the learner to print and download vocabulary and grammar sections (excluding the exercises); g) Has full tracking capabilities enabling learners to pick-up their online learning exactly where they left off during their previous self-study session; h) Stores learners end-of-module online assessment result i) Provides audio activities, activities with visual aids and interactive activities at all language levels (A, B and C); j) Includes a help and a search function or a guide to help the learner use the self-study online program.
M2.4	<p>Access to the Learning Management System</p> <p>The Offeror must provide access to its Learning Management System. This access must allow the evaluation team to verify that the Learning Management System meets all of the following requirements:</p> <ul style="list-style-type: none"> a) for each learner, online access to his/her personal profile, progress reports, self-study progress, and his/her training schedule (number of hours per week of training, and tutoring schedule); b) for Identified Users, online access with different access rights, such as the ability to consult the learner's profile assigned to them, tracking his/her progress, downloading / printing various usage reports, online timesheets to balance invoices received; c) For training coordinators, full access to each learner's files associated with them, as well as to all learning management reports. d) for the learner's manager, online access to the learner's personal profile, progress reports, self-study progress, training schedule (number of hours per week of tutoring and self-learning per week and tutoring schedule) and attendance to the tutoring sessions. e) for each learner file, learning management system, reports that are downloadable in an editable format, printable, and accessible online and that provide: <ul style="list-style-type: none"> i. online placement test results, including the recommended number of hours of training and the initial module recommended to achieve the target level; ii. the training activities and the modules completed by the learner in self-study; iii. the total number of hours per week spent completing self-learning activities; iv. the tutoring sessions completed by the learner, presented in the form of an attendance report (noting if present or absent for tutoring); v. the number of tutoring hours remaining for the learner; vi. the type of training authorized by the Identified User (self-study only, self-study with pedagogical service, individual or group tutoring); vii. the learner's progress, such as the Teaching Resources' notes and/or the results of the online program progress tests, throughout the training and according to the training type (tutoring, one-on-one, group); and viii. the end date of the tutoring period.
M2.5	<p>Experience in Virtual Group Language Tutoring</p> <p>The Offeror must demonstrate a minimum of 2,000 hours of experience in delivering virtual</p>

	<p>group French as a second language tutoring (minimum of two learners) to adults since January 2015. To demonstrate this experience, the Offeror must submit one or more tutoring projects. Each tutoring project must meet all of the following requirements:</p> <ul style="list-style-type: none"> a) delivery of virtual group tutoring since January 2015; b) use of a minimum of one language training program; c) French as a Second Language tutoring; d) tutoring was delivered to adults; e) tutoring was delivered by a teaching resource; f) tutoring was supervised by a pedagogical advisor; g) the method(s) of communication used (telephone, virtual classroom, etc); h) Number of learners in the group. <p>A maximum of 15 different tutoring projects in virtual group tutoring delivery will be considered for this mandatory criterion. If the Offeror presents more than 15 tutoring projects, only the first 15, in order of presentation, will be evaluated.</p> <p>For each tutoring project submitted by the Offeror, valid contact information (name, email address and/or telephone number) for a reference, in the client organization, confirming the information on the virtual group language tutoring services must be submitted.</p> <p>Canada may conduct reference checks to verify the accuracy of the information provided. If reference checks are done, they will be conducted in writing by e-mail (unless the contact at the reference is only available by telephone). Canada will allocate the reference 5 working days to provide a response. On the third working day after sending out the e-mails, if Canada has not received a response, Canada will notify the Offeror by e-mail, to allow the Offeror to contact its reference directly to ensure that it responds to Canada within 5 working days allocated.</p> <p>In the event that the tutoring project submitted by the Offeror cannot be confirmed by the reference or that the reference doesn't reply within the 5 working days allocated, the tutoring project will be considered non-responsive and no further consideration will be given to it. The evaluation will continue with the remaining projects.</p>
M2.6	<p>Experience in Virtual Individual Language Tutoring</p> <p>The Offeror must demonstrate a minimum of 3,000 hours of experience in delivering virtual individual French as a second language tutoring to adults since January 2015. To demonstrate this experience, the Offeror must submit one or more tutoring projects. Each tutoring project must meet all of the following requirements:</p> <ul style="list-style-type: none"> a) delivery of virtual individual tutoring since January 2015; b) use of a minimum of one language training program; c) French as a Second Language tutoring; d) tutoring was delivered to adults; e) tutoring was delivered by a teaching resource; f) tutoring was supervised by a pedagogical advisor; g) the method(s) of communication used (telephone, virtual classroom, etc). <p>A maximum of 15 different tutoring projects in virtual individual tutoring delivery will be considered for this mandatory criterion. If the Offeror presents more than 15 tutoring projects, only the first 15, in order of presentation, will be evaluated.</p>

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File No. - N° du dossier
521zf.EN578-202723

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521zf
CCC No./N° CCC - FMS No./N° VME

	<p>For each tutoring project submitted by the Offeror, valid contact information (name, email address and/or telephone number) for a reference, in the client organization, confirming the information on the virtual individual language tutoring services must be submitted.</p> <p>Canada may conduct reference checks to verify the accuracy of the information provided. If reference checks are done, they will be conducted in writing by e-mail (unless the contact at the reference is only available by telephone). Canada will not allocate the reference 5 working days to provide a response. On the third working day after sending out the e- mails, if Canada has not received a response, Canada will notify the Offeror by e-mail, to allow the Offeror to contact its reference directly to ensure that it responds to Canada within 5 working days allocated.</p> <p>In the event that the tutoring project submitted by the Offeror cannot be confirmed by the reference or that the reference doesn't reply within the 5 working days allocated, the tutoring project will be considered non-responsive and no further consideration will be given to it. The evaluation will continue with the remaining projects.</p>
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3. Stream 3 Mandatory Criteria: Online tutoring, oral proficiency in English as a second language

M3.1	<p>Experience in Virtual Group Language Tutoring</p> <p>The Offeror must demonstrate a minimum of 500 hours of experience in delivering virtual group English as a second language tutoring (minimum of two learners) to adults since January 2015. To demonstrate this experience, the Offeror must submit one or more tutoring projects. Each tutoring project must meet all of the following requirements:</p> <ul style="list-style-type: none">a) delivery of virtual group tutoring since January 2015;b) English as a Second Language tutoring;c) tutoring was delivered to adults;d) tutoring was delivered by a teaching resource;e) the method(s) of communication used (telephone, virtual classroom, etc);f) Number of learners in the group. <p>A maximum of 15 different tutoring projects in virtual group tutoring delivery will be considered for this mandatory criterion. If the Offeror presents more than 15 tutoring projects, only the first 15, in order of presentation, will be evaluated.</p> <p>For each tutoring project submitted by the Offeror, valid contact information (name, email address and/or telephone number) for a reference, in the client organization, confirming the information on the virtual group language tutoring services must be submitted.</p> <p>Canada may conduct reference checks to verify the accuracy of the information provided. If reference checks are done, they will be conducted in writing by e-mail (unless the contact at the reference is only available by telephone). Canada will not allocate the reference 5 working days to provide a response. On the third working day after sending out the e- mails, if Canada has not received a response, Canada will notify the Offeror by e-mail, to allow the Offeror to contact its reference directly to ensure that it responds to Canada within 5 working days allocated.</p> <p>In the event that the tutoring project submitted by the Offeror cannot be confirmed by the reference or that the reference doesn't reply within the 5 working days allocated, the tutoring project will be considered non-responsive and no further consideration will be given to it. The evaluation will continue with the remaining projects.</p>
M3.2	<p>Experience in Virtual Individual Language Tutoring</p> <p>The Offeror must demonstrate a minimum of 1,000 hours of experience in delivering virtual individual English as a second language tutoring to adults since January 2015. To demonstrate this experience, the Offeror must submit one or more tutoring projects. Each tutoring project must meet all of the following requirements:</p> <ul style="list-style-type: none">a) delivery of virtual individual tutoring since January 2015;b) English as a Second Language tutoring;c) tutoring was delivered to adults;d) tutoring was delivered by a teaching resource;e) the method(s) of communication used (telephone, virtual classroom, etc). <p>A maximum of 15 different tutoring projects in virtual individual tutoring delivery will be considered for this mandatory criterion. If the Offeror presents more than 15 tutoring projects,</p>

	<p>only the first 15, in order of presentation, will be evaluated.</p> <p>For each tutoring project submitted by the Offeror, valid contact information (name, email address and/or telephone number) for a reference, in the client organization, confirming the information on the virtual individual language tutoring services must be submitted.</p> <p>Canada may conduct reference checks to verify the accuracy of the information provided. If reference checks are done, they will be conducted in writing by e-mail (unless the contact at the reference is only available by telephone). Canada will not allocate the reference 5 working days to provide a response. On the third working day after sending out the e- mails, if Canada has not received a response, Canada will notify the Offeror by e-mail, to allow the Offeror to contact its reference directly to ensure that it responds to Canada within 5 working days allocated.</p> <p>In the event that the tutoring project submitted by the Offeror cannot be confirmed by the reference or that the reference doesn't reply within the 5 working days allocated, the tutoring project will be considered non-responsive and no further consideration will be given to it. The evaluation will continue with the remaining projects.</p>
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4. Stream 4 Mandatory Criteria: Online tutoring, oral proficiency in French as a second language

M4.1	<p>Experience in Virtual Group Language Tutoring</p> <p>The Offeror must demonstrate a minimum of 500 hours of experience in delivering virtual group French as a second language tutoring (minimum of two learners) to adults since January 2015. To demonstrate this experience, the Offeror must submit one or more tutoring projects. Each tutoring project must meet all of the following requirements:</p> <ul style="list-style-type: none"> a) delivery of virtual group tutoring since January 2015; b) French as a Second Language tutoring; c) tutoring was delivered to adults; d) tutoring was delivered by a teaching resource; e) the method(s) of communication used (telephone, virtual classroom, etc); f) Number of learners in the group. <p>A maximum of 15 different tutoring projects in virtual group tutoring delivery will be considered for this mandatory criterion. If the Offeror presents more than 15 tutoring projects, only the first 15, in order of presentation, will be evaluated.</p> <p>For each tutoring project submitted by the Offeror, valid contact information (name, email address and/or telephone number) for a reference, in the client organization, confirming the information on the virtual group language tutoring services must be submitted.</p> <p>Canada may conduct reference checks to verify the accuracy of the information provided. If reference checks are done, they will be conducted in writing by e-mail (unless the contact at the reference is only available by telephone). Canada will not allocate the reference 5 working days to provide a response. On the third working day after sending out the e- mails, if Canada has not received a response, Canada will notify the Offeror by e-mail, to allow the Offeror to contact its reference directly to ensure that it responds to Canada within 5 working days</p>
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	<p>allocated.</p> <p>In the event that the tutoring project submitted by the Offeror cannot be confirmed by the reference or that the reference doesn't reply within the 5 working days allocated, the tutoring project will be considered non-responsive and no further consideration will be given to it. The evaluation will continue with the remaining projects.</p>
M4.2	<p>Experience in Virtual Individual Language Tutoring</p> <p>The Offeror must demonstrate a minimum of 1,000 hours of experience in delivering virtual individual French as a second language tutoring to adults since January 2015. To demonstrate this experience, the Offeror must submit one or more tutoring projects. Each tutoring project must meet all of the following requirements:</p> <ul style="list-style-type: none"> f) delivery of virtual group tutoring since January 2015; g) French as a Second Language tutoring; h) tutoring was delivered to adults; i) tutoring was delivered by a teaching resource; j) the method(s) of communication used (telephone, virtual classroom, etc). <p>A maximum of 15 different tutoring projects in virtual individual tutoring delivery will be considered for this mandatory criterion. If the Offeror presents more than 15 tutoring projects, only the first 15, in order of presentation, will be evaluated.</p> <p>For each tutoring project submitted by the Offeror, valid contact information (name, email address and/or telephone number) for a reference, in the client organization, confirming the information on the virtual individual language tutoring services must be submitted.</p> <p>Canada may conduct reference checks to verify the accuracy of the information provided. If reference checks are done, they will be conducted in writing by e-mail (unless the contact at the reference is only available by telephone). Canada will not allocate the reference 5 working days to provide a response. On the third working day after sending out the e- mails, if Canada has not received a response, Canada will notify the Offeror by e-mail, to allow the Offeror to contact its reference directly to ensure that it responds to Canada within 5 working days allocated.</p> <p>In the event that the tutoring project submitted by the Offeror cannot be confirmed by the reference or that the reference doesn't reply within the 5 working days allocated, the tutoring project will be considered non-responsive and no further consideration will be given to it. The evaluation will continue with the remaining projects.</p>

Table 1 – Template of a tutoring project for the experience of the Offeror

The Offeror must provide the information required in the mandatory criteria. Table 1 below has been provided to assist with presenting this information.

Table 1 – Template of a tutoring project for the experience of the Offeror			
The number/name of the experience (for easy identification):			
Experience to consider in the stream:			
Offeror's name:			
Client Organization to whom the tutoring was delivered:			
The name, title, and valid contact information of the client (who can confirm the experience):			
Language of the tutoring delivered:	French <input type="checkbox"/> English <input type="checkbox"/>	Total number hours of tutoring (must not include hours prior to January 2015):	_____ hours
Start Date of tutoring delivered (month/year):		End Date of tutoring delivered (month/year):	
Please describe the tutoring provided (e.g. number of learners, group or individual tutoring, group size, type of learners (adults or others), delivery method, teaching method, supervised by a pedagogical advisor, etc.). Please ensure that you have met the Mandatory Criterion for which you are providing an answer:			

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

ANNEX G of PART 5 of the REQUEST FOR STANDING OFFER

RATED TECHNICAL CRITERIA

Rated Criteria R1 to R8 apply to Streams 1 and 2.

R1 – Human Resources Plan	
Maximum number of points : 10 Minimum points required : 7 The Offeror should provide a human resources plan including a description of the following elements. Each element must be explained to be considered in the evaluation.	
Elements	Demonstration
a) Provide and explain a recruitment and retention strategy for teaching resources and pedagogical advisors. 0.5 points will be awarded for each recruitment or retention method demonstrated. A maximum of 2 points will be awarded for this criterion.	To demonstrate each recruitment or retention method, the Offeror must clearly explain the method, how it will be done, and the strengths and weaknesses of the method proposed. Listing methods without an explanation is not considered to be a demonstration.
b) Provide your approach for verifying the language proficiency of pedagogical advisors and teaching resources in the two official languages (proficiency in the language taught and sufficient proficiency in the other official language). Written and oral comprehension and expression skills should be addressed. 0.5 points will be awarded for each skill demonstrated. A maximum of 2 points will be awarded for this criterion.	The demonstration of each skill must clearly demonstrate that it will verify the language proficiency in the language to be taught and in the other official language for pedagogical advisors and teaching resources. Listing skills without an explanation is not considered to be a demonstration.
c) Present your approach for training and coaching new employees (teaching resources and pedagogical advisors). 0.5 points will be awarded for each training and coaching approach demonstrated. A maximum of 2 points will be awarded for this criterion.	The approach proposed must clearly demonstrate how the training or coaching helps new employees become familiar with and/or learn their new tasks. Listing approaches without an explanation is not considered to be a demonstration.
d) Present methods and approaches to promote and support the ongoing professional development of pedagogical advisors and teaching resources. 0.5 points will be awarded for each approach to promote and support the ongoing professional development demonstrated.	Each method or approach to promote and support the ongoing professional development must include, at a minimum, a clear explanation that demonstrates how the method or approach enables pedagogical advisors and teaching resources to develop in their work.

A maximum of 2 points will be awarded for this criterion.	Listing methods or approaches without an explanation is not considered to be a demonstration.
<p>e) Provide procedures that will be put in place to respond to the fluctuating demand of tutoring services, recognizing that the federal government's demand for tutoring services is higher at certain times of the year (e.g. September and January) and lower at other times (e.g. summer).</p> <p>1 point will be awarded for each procedure demonstrated that will be put in place to respond to the fluctuating demand.</p> <p>A maximum of 2 points will be awarded for this criterion.</p>	<p>Each procedure that will be put in place to respond to the fluctuating demand must clearly demonstrate, at a minimum, the various measures taken at the human resources and client management level.</p> <p>Listing procedures without an explanation is not considered to be a demonstration.</p>

R2 – Quality Control Plan	
<p>Maximum number of points : 6 Minimum points required : 4</p> <p>The Offeror should provide a quality control management plan that must include a description of the following elements. Each element must be explained to be considered in the evaluation.</p>	
Elements	Demonstration
<p>a) Present the quality control and monitoring mechanisms to ensure the quality of training services provided.</p> <p>The control mechanisms include but are not limited to:</p> <ul style="list-style-type: none"> • Learner satisfaction monitoring • Learners' progress monitoring • Resource monitoring and training • Training material • Problem prevention <p>0.33 points will be awarded for each control mechanism implemented (where 0.99 points will be rounded to 1 point).</p> <p>A maximum of 2 points will be awarded for this criterion.</p>	<p>Each quality control and monitoring mechanism must clearly demonstrate how it will ensure the quality of training services.</p> <p>Listing mechanisms without an explanation is not considered to be a demonstration.</p>
<p>b) Present your communication management approach with all stakeholders, including but not limited to:</p> <ul style="list-style-type: none"> • Identified users • Standing offer authority • Learners • Offeror resources <p>0.5 points will be awarded for each communication</p>	<p>Each communication management approach with a stakeholder must clearly demonstrate how the approach achieves the work to be performed as described in the Statement of Work (Annex A).</p> <p>Listing approaches without an explanation is not considered to be a demonstration.</p>

management approach with a stakeholder demonstrated. A maximum of 2 points will be awarded for this criterion.	
c) Provide the procedures for managing complaints regarding language training, including but not limited to resources, pedagogical material and billing. 0.5 points will be awarded for each procedure for managing complaints demonstrated. A maximum of 2 points will be awarded for this criterion.	Each procedure for managing complaints must clearly demonstrate how a complaint will be managed until it is resolved, the resources involved, and the average time required to manage this type of complaint. Listing procedures without an explanation is not considered to be a demonstration.

Criteria R3 to R8 will be evaluated using the access to the Training Program or the Learning Management software given for the evaluation of the Mandatory Criteria.

R3	<p>Rated on conformance level (streams 1 and 2 only)</p> <p>(A) The evaluation team will award points based on the current level of conformance with the accessibility requirements detailed in Part B of Appendix 3 of Annex A - ICT Accessibility Requirements. A "conformance score" between 0 and 1 will be calculated as follows, then multiplied by 10 for a maximum of 10.</p> <p>(B) If the Accessibility Compliance Report provided by the Offeror disagrees with the evaluators' conclusions, the Offeror will receive the points given by the evaluators only.</p> <p>How the conformance score will be calculated:</p> <ol style="list-style-type: none"> For each clause listed under "Scope" in Part B of Appendix 3 of Annex A - ICT Accessibility Requirements which is subsidiary to clause 9, 1 point will be given when marked as "Supports" or "Not Applicable"; 0.5 points will be given when marked "Partially Supports"; and 0 points will be given when marked "Not Supports" or no response is given. (The definitions of "Supports", "Partially Supports", "Not Supports" and "Not Applicable" are given in Part B of Appendix 3 of Annex A - ICT Accessibility Requirements.) The total points calculated in step 1 will be divided by 50 (the number of criteria listed under "Scope" in Part B of Appendix 3 of Annex A - ICT Accessibility Requirements). This calculation yields a "conformance score" between 0 and 1. <p>Example In step 1 above, a total of 25.5 points are given out of a maximum of 51. Conformance score = $25.5/51 = 0.5$ Points for (A) = $0.5 * 10 = 5$ Maximum points for (A): 10</p>
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	Maximum: 10 points
R4	<p>The online Training Program should allow the use of a digital tablet and/or smartphone compatible with an iOS or Android operating system.</p> <p>Points will be allocated as follows:</p> <p>iOS 12 and above operating system – 1 point Android 8 and above operating system – 1 point</p> <p>Points will be allocated for each operating system available for the proposed program.</p> <p>Maximum: 2 points</p>
R5	<p>The online program should have an error recognition system.</p> <p>Points will be allocated as follows:</p> <p>Error recognition – 1 point Error recognition with corrections or explanations – 1.5 points Error recognition with corrections and explanations – 2 points</p> <p>The points allocated are not cumulative.</p> <p>Maximum: 2 points</p>
R6	<p>The online program should offer phonetic exercises.</p> <p>Points will be allocated as follows:</p> <p>Phonetic exercises – 2 points Phonetic exercise corrector – 1 point</p> <p>Points will be allocated for each exercise provided under the proposed program.</p> <p>Maximum: 3 points</p>
R7	<p>The online program should offer motivational and encouragement emails during the training period.</p> <p>Maximum: 1 point</p>
R8	<p>The online program should require a mandatory passing mark or a minimum result after each section/module before the learner can go to the next section/module.</p> <p>Maximum: 1 point</p>

Rated Criteria Summary and Minimum Required Scores for Streams 1 and 2

Criteria	Minimum score required	Maximum score
R1	7	10
R2	4	6
R3	0	10
R4	0	2
R5	0	2
R6	0	3
R7	0	1

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R8	0	1
For all criteria (R1 to R8)	20	35

Rated Criteria R9 to R10 apply to Streams 3 and 4.

R9 – Human Resources Plan

Maximum number of points : 10

Minimum points required : 7

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

Elements	Demonstration
<p>a) Provide and explain a recruitment and retention strategy for teaching resources.</p> <p>0.5 points will be awarded for each recruitment or retention method demonstrated.</p> <p>A maximum of 2 points will be awarded for this criterion.</p>	<p>To demonstrate each recruitment or retention method, the Offeror must clearly explain the method, how it will be done, and the strengths and weaknesses of the method proposed.</p> <p>Listing methods without an explanation is not considered to be a demonstration.</p>
<p>b) Provide your approach for verifying the language proficiency of teaching resources in the two official languages (proficiency in the language taught and sufficient proficiency in the other official language).</p> <p>Written and oral comprehension and expression skills should be addressed.</p> <p>0.5 points will be awarded for each skill demonstrated.</p> <p>A maximum of 2 points will be awarded for this criterion.</p>	<p>The demonstration of each skill must clearly demonstrate that it will verify the language proficiency in the language to be taught and in the other official language for pedagogical advisors and teaching resources.</p> <p>Listing skills without an explanation is not considered to be a demonstration.</p>
<p>c) Present your approach for training and coaching new teaching resources.</p> <p>0.5 points will be awarded for each training and coaching approach demonstrated.</p> <p>A maximum of 2 points will be awarded for this criterion.</p>	<p>The approach proposed must clearly demonstrate how the training or coaching helps new teaching resources become familiar with and/or learn their new tasks.</p> <p>Listing approaches without an explanation is not considered to be a demonstration.</p>
<p>d) Present methods and approaches to promote and support the ongoing professional development of teaching resources.</p> <p>0.5 points will be awarded for each approach to promote and support the ongoing professional development demonstrated.</p> <p>A maximum of 2 points will be awarded for this criterion.</p>	<p>Each method or approach to promote and support the ongoing professional development must include, at a minimum, a clear explanation that demonstrates how the method or approach enables teaching resources to develop in their work.</p> <p>Listing methods or approaches without an explanation is not considered to be a demonstration.</p>
<p>e) Provide procedures that will be put in place to respond to</p>	<p>Each procedure that will be put in place to</p>

<p>the fluctuating demand of tutoring services, recognizing that the federal government's demand for tutoring services is higher at certain times of the year (e.g. September and January) and lower at other times (e.g. summer).</p> <p>1 point will be awarded for each procedure demonstrated that will be put in place to respond to the fluctuating demand.</p> <p>A maximum of 2 points will be awarded for this criterion.</p>	<p>respond to the fluctuating demand must clearly demonstrate, at a minimum, the various measures taken at the human resources and client management level.</p> <p>Listing procedures without an explanation is not considered to be a demonstration.</p>
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<p>R10 – Quality Control Plan</p> <p>Maximum number of points : 6 Minimum points required : 4</p> <p>The Offeror should provide a quality control management plan that must include a description of the following elements. Each element must be explained to be considered in the evaluation.</p>	
Elements	Demonstration
<p>a) Present the quality control and monitoring mechanisms to ensure the quality of tutoring services provided.</p> <p>The control mechanisms include but are not limited to:</p> <ul style="list-style-type: none"> • Learner satisfaction monitoring • Resource monitoring and training • Problem prevention <p>0.5 points will be awarded for each control mechanism implemented .</p> <p>A maximum of 2 points will be awarded for this criterion.</p>	<p>Each quality control and monitoring mechanism must clearly demonstrate how it will ensure the quality of tutoring services.</p> <p>Listing mechanisms without an explanation is not considered to be a demonstration.</p>
<p>b) Present your communication management approach with all stakeholders, including but not limited to:</p> <ul style="list-style-type: none"> • Identified users • Standing offer authority • Learners • Offeror resources <p>0.5 points will be awarded for each communication management approach with a stakeholder demonstrated.</p> <p>A maximum of 2 points will be awarded for this criterion.</p>	<p>Each communication management approach with a stakeholder must clearly demonstrate how the approach achieves the work to be performed as described in the Statement of Work (Annex A).</p> <p>Listing approaches without an explanation is not considered to be a demonstration.</p>

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<p>c) Provide the procedures for managing complaints regarding language training, including but not limited to resources, material and billing.</p> <p>0.5 points will be awarded for each procedure for managing complaints demonstrated.</p> <p>A maximum of 2 points will be awarded for this criterion.</p>	<p>Each procedure for managing complaints must clearly demonstrate how a complaint will be managed until it is resolved, the resources involved, and the average time required to manage this type of complaint.</p> <p>Listing procedures without an explanation is not considered to be a demonstration.</p>
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ANNEX H of PART 5 of the REQUEST FOR STANDING OFFER

MANDATORY ACCESSIBILITY CRITERIA

For streams 1 and 2 only

Remediation Roadmap: Successful bidder, before Standing Offer award

The successful Offeror, if they do not presently conform with the accessibility requirements, must provide a remediation plan (roadmap) before Standing Offer award. This plan will detail how they will fully meet the requirements within 12 months of Standing Offer award, including:

- timelines to remediate accessibility issues identified by the evaluation team
- timelines to identify accessibility issues not previously identified
- software upgrade options that would resolve accessibility issues
- plans to subcontract accessibility audits and remediation
- plans and ability to internally audit and remediate accessibility

Evaluation Procedure for this Mandatory Criterion:

The successful Offeror will be contacted by email by the Standing Offer Authority or his/her representative. A period of 10 business days will be granted to provide the requested documentation. If the documentation is not provided within the prescribed time frame, the criterion and the Offer will be considered non-responsive.

ANNEX I of PART 5 of the REQUEST FOR STANDING OFFER

**SOFTWARE PUBLISHER CERTIFICATION, SOFTWARE PUBLISHER AUTHORIZATION AND
SOFTWARE CONTRIBUTOR CERTIFICATION**

FORM 1 – SOFTWARE PUBLISHER CERTIFICATION FORM

Software Publisher Certification Form (to be used where the Offeror itself is the Software Publisher)
The Offeror certifies that it is the software publisher of all the following software products and that it has all the rights necessary to license them (and any non-proprietary sub-components incorporated into the software) on a royalty-free basis to Canada pursuant to the terms set out in the resulting standing offer:
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<hr/>
<hr/>
<hr/>
<i>[Offerors should add or remove lines as needed]</i>

FORM 2 – SOFTWARE PUBLISHER AUTHORIZATION FORM

Software Publisher Authorization Form (to be used where the Offeror is not the Software Publisher)
<p>This confirms that the software publisher identified below has authorized the Offeror named below to license its proprietary software products under the standing offer resulting from the request for standing offer identified below. The software publisher acknowledges that no shrink-wrap or click-wrap or other terms and conditions will apply, and that the standing offer resulting from the request for standing offer (as amended from time to time by its parties) will represent the entire agreement, including with respect to the license of the software products of the software publisher listed below. The software publisher further acknowledges that, if the method of delivery (such as download) requires a user to "click through" or otherwise acknowledge the application of terms and conditions not included in the request for standing offer, those terms and conditions do not apply to Canada's use of the software products of the software publisher listed below, despite the user clicking "I accept" or signalling in any other way agreement with the additional terms and conditions.</p> <p>This authorization applies to the following software products:</p> <hr/> <hr/>
<i>[Offerors should add or remove lines as needed]</i>

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Name of Software Publisher (SP)

Signature of authorized signatory of SP

Print Name of authorized signatory of SP

Print Title of authorized signatory of SP

Address for authorized signatory of SP

Telephone no. for authorized signatory of SP

Email address for authorized signatory of SP

Date signed

RFSO Number

Name of Offeror

FORM 3 – SOFTWARE CONTRIBUTOR CERTIFICATION FORM

Software Contributor Certification Form

(to be used where the Offeror is including Open Source Software products)

The Offeror certifies that it is a Contributor to all of the open source software products and components ("software products") and that it has all the rights necessary to license them on a royalty-free basis to Canada. The Offeror confirms that no terms and conditions will apply to limit Canada's use of the software products as intended by the resulting standing offer, and that the resulting standing offer will represent the entire agreement, including the license of all of the software products listed below. The Offeror undertakes to maintain its maintenance, support, warranty, liability and indemnity obligations to Canada as defined in the resulting standing offer for all included software products, despite any disclaimer otherwise associated with an individual software product.

The Offeror certification applies to the following software products:

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[Offerors should add or remove lines as needed]
