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PART 1 - GENERAL INFORMATION

1.1 Introduction

The bid solicitation is divided into seven parts plus attachments and annexes, as follows:

- Part 1 General Information: provides a general description of the requirement;
- Part 2 Bidder Instructions: provides the instructions, clauses and conditions applicable to the bid solicitation;
- Part 3 Bid Preparation Instructions: provides Bidders with instructions on how to prepare their bid;
- Part 4 Evaluation Procedures and Basis of Selection: indicates how the evaluation will be conducted, the evaluation criteria that must be addressed in the bid, 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 Other Requirements: includes specific requirements that must be addressed by Bidders; and
- Part 7 Resulting Contract Clauses: includes the clauses and conditions that will apply to any resulting contract.

List of attachments:

Attachment 1 to Part 3, Pricing schedule
Attachment 1 to Part 4, Technical criteria
Attachment 1 to Part 5, Certifications Precedent to Contract Award

List of Annexes:

Annex A, Statement of Work
Annex B, Basis of Payment
Annex C, Security Requirements check list
Annex D, Insurance requirements
Annex E, Example of Task Authorization Form
Annex F, Sample of an MS Office Spreadsheet for period usage reports
Annex G, Electronic Payment Instruments

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1.2 Summary

1.2.1 The Centre for Foreign Languages (CFSL) has a requirement for foreign language training, testing and related services to be provided to its clients in the National Capital Region and in some cases, throughout Canada, the United States and overseas. The Contractor may be required to provide foreign language training services on a full time or part time basis, to a group or to individual clients, in the classroom or by delivery in a virtual distance learning format.

1.2.2 CFSL is a learning Centre that is part of the Canadian Foreign Service Institute (CFSI) which is the primary training provider for Global Affairs Canada (GAC). CFSL is mandated to provide language training and testing services in a number of foreign languages to GAC staff and their eligible dependents. CFSL also offers foreign language training, testing and ancillary services to federal, provincial and municipal governments in Canada and foreign governments

1.2.3 The objective of this Contract is to enable CFSL to carry out its mandate to provide full-time and part-time proficiency oriented language training in a large variety of foreign languages. CFSL training programs are aimed at increasing professional competency and facilitate social integration during the assignment abroad of the employees of Global Affairs Canada (GAC).

1.2.4 The Bidder could be required to provide the following services:

- 1.2.4.1 Foreign Language Teaching services
- 1.2.4.2 Foreign Language Proficiency Testing services
- 1.2.4.3 Pedagogical Advisory services
- 1.2.4.4 Foreign Language Test Design and Development services
- 1.2.4.5 Foreign Language Learning and Testing Product Design and Development services
- 1.2.4.6 Research and Strategic Analysis Services Related to Foreign Language Training and Testing
- 1.2.4.7 IT Support Services
- 1.2.4.8 Coordination Services Related to Foreign Language Training and Testing.

1.2.5 The bid solicitation is intended to result in the award of one (1) contract covering an initial period of three (3) years, with the irrevocable option to extend the period of the contract by up to two (2) additional one (1)-year periods under the same conditions. There is also a two (2) months optional transition period from the contract to a new contract with another supplier.

1.2.6 There are security requirements associated with this requirement. For additional information, consult Part 6 - Security, Financial and Other Requirements, and Part 7 - Resulting Contract Clauses. For more information on personnel and organization security screening or security clauses, bidders should refer to the Industrial Security Program (ISP) of Public Works and Government Services Canada (<http://ssi-iss.tpsgc-pwgsc.gc.ca/index-eng.html>) website.

1.2.7 The requirement is subject to the following provisions:

- Canadian Free Trade Agreement (CFTA);
- Canada-Chile Free Trade Agreement (CCFTA);
- Canada-Colombia Free Trade Agreement (CCoFTA);
- Canada - Honduras Free Trade Agreement
- Canada-Panama Free Trade Agreement;
- Canada-Peru Free Trade Agreement (CPFTA).

1.2.8 The resulting Contract is not to be used for deliveries within a Comprehensive Land Claims Settlement Area (CLCSA). All requirements for delivery within a CLCSA are to be submitted to the Department of Public Works and Government Services for individual processing.

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1.2.9 The Federal Contractors Program (FCP) for employment equity applies to this procurement; see Part 5 - Certifications, Part 7 - Resulting Contract Clauses and the attachment 1 to Part 5 titled Federal Contractors Program for Employment Equity - Certification.

1.2.10 Bidders must use the epost Connect service provided by Canada Post Corporation to transmit their bid electronically. Bidders must refer to Part 2 entitled Bidder Instructions, and Part 3 entitled Bid Preparation Instructions, of the bid solicitation, for further information.

1.3 Debriefings

Bidders may request a debriefing on the results of the bid solicitation process. Bidders should make the request to the Contracting Authority within 15 working days from receipt of the results of the bid solicitation process. The debriefing may be in writing, by telephone or in person.

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PART 2 – BIDDER INSTRUCTIONS

2.1 Standard Instructions, Clauses and Conditions

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

Bidders who submit a bid agree to be bound by the instructions, clauses and conditions of the bid solicitation and accept the clauses and conditions of the resulting contract.

The [2003](#) (2020-05-28), Standard Instructions - Goods or Services - Competitive Requirements, are incorporated by reference into and form part of the bid solicitation.

Subsection 5.4 of 2003, Standard Instructions - Goods or Services - Competitive Requirements, is amended as follows:

Delete: 60 days

Insert: 210 calendar days.

2.2 Submission of Bids

UNTIL FURTHER NOTICE, BIDS MUST BE SENT BY FAX OR EPOST ONLY

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

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

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

Note: Bids 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 [2003](#), or to send bids through an epost Connect message if the bidder 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, Bidders must provide in writing before contract award for each question below, the answer and, as applicable, the information required.

If the Contracting Authority has not received the answer to the question and, as applicable, the information required by the time the evaluation of bids is completed, Canada will inform the Bidder of a time frame within which to provide the answer and, as applicable, the information required. Failure to comply with Canada's request and meet the requirement within the prescribed time frame will render the bid non-responsive.

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

Former Public Servant in Receipt of a Pension

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

pension? **Yes** () **No** ()

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

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

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

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Work Force Adjustment Directive

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

Yes () No ()

If so, the Bidder must provide the following information:

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

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

2.4 Inquiries - Bid Solicitation

All enquiries must be submitted in writing to the Contracting Authority no later than 10 calendar days before the bid closing date. Enquiries received after that time may not be answered.

Bidders should reference as accurately as possible the numbered item of the bid solicitation to which the enquiry relates. Care should be taken by Bidders 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 the Bidder do so, so that the proprietary nature of the question(s) is eliminated and the enquiry can be answered to all Bidders. Enquiries not submitted in a form that can be distributed to all Bidders may not be answered by Canada.

2.5 Applicable Laws

Any resulting contract must be interpreted and governed, and the relations between the parties determined, by the laws in force in Ontario.

Bidders may, at their discretion, substitute the applicable laws of a Canadian province or territory of their choice without affecting the validity of their bid, 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 Bidders.

2.6 Basis for Canada's Ownership of Intellectual Property

Global Affairs Canada (GAC) has determined that any intellectual property rights arising from the performance of the Work under the resulting contract will belong to Canada, for the following reasons, as set out in the Policy on Title to Intellectual Property Arising Under Crown Procurement Contracts: the Intellectual Property in Foreground Information consists of material subject to copyright, with the exception of computer software and all documentation pertaining to that software.

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2.7 Bid Challenge and Recourse Mechanisms

(a) Several mechanisms are available to potential suppliers to challenge aspects of the procurement process up to and including contract award.

(b) Canada encourages suppliers 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) Suppliers should note that there are strict deadlines for filing complaints, and the time periods vary depending on the complaint body in question. Suppliers should therefore act quickly when they want to challenge any aspect of the procurement process.

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PART 3 – BID PREPARATION INSTRUCTIONS

3.1 Bid Preparation Instructions

Until further notice, Bidder must submit its bid electronically.

Canada requests that the Bidder submits its bid in accordance with section 08 of the 2003 standard instructions. The epost Connect system has a limit of 1GB per single message posted and a limit of 20GB per conversation.

Canada request that Bidders provide their bid in separately bound as follows:

Section I: Technical Bid;
Section II: Financial Bid;
Section III: Certifications; and
Section IV: Additional Information.

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

Canada requests that Bidders follow the format instructions described below in the preparation of their bid:

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

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](#).

To assist Canada in reaching its objectives, Bidders should:

1. use paper containing fiber 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 color printing, printing double sided/duplex, using staples or clips instead of cerlox, duo tangs or binders.

Section I: Technical Bid

In their technical bid, Bidders should demonstrate their understanding of the requirements contained in the bid solicitation and explain how they will meet these requirements. Bidders should demonstrate their capability and describe their approach in a thorough, concise and clear manner for carrying out the work.

The technical bid should address clearly and in sufficient depth the points that are subject to the evaluation criteria against which the bid will be evaluated. Simply repeating the statement contained in the bid solicitation is not sufficient. In order to facilitate the evaluation of the bid, Canada requests that Bidders address and present topics in the order of the evaluation criteria under the same headings. To avoid duplication, Bidders may refer to different sections of their bids by identifying the specific paragraph and page number where the subject topic has already been addressed.

Part 4, Evaluation Procedures, contains additional instructions that Bidders should consider when preparing their technical bid.

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Section II: Financial Bid

A. Bidders must submit their financial bid in Canadian funds and in accordance with the pricing schedule detailed in Attachment 1 to Part 3. The total amount of Applicable Taxes must be shown separately.

B. Bidders must submit their rates FOB destination; Canadian customs duties and excise taxes included, as applicable; and Applicable Taxes excluded.

C. When preparing their financial bid, Bidders should review clause 4.1.2, Financial Evaluation, of Part 4 of the bid solicitation; and article 7.6, Payment, of Part 7 of the bid solicitation.

D. SACC Manual Clauses

[C3011T](#) (2013-11-06), Exchange Rate Fluctuation

E. Electronic Payment of Invoices – Bid

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

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

Section III: Certifications

In Section III of their bid, Bidders should provide the certifications required under Part 5 and, as applicable, any associated additional information.

Section IV: Additional Information

In Section IV of their bid, Bidders should provide:

1. their legal name;
2. their Procurement Business Number (PBN);
3. the name of the contact person (provide also this person's mailing address, phone and facsimile numbers and email address) authorized by the Bidder to enter into communications with Canada with regards to their bid, and any contract that may result from their bid; and
4. for Part 2, article 2.3, Former Public Servant, of the bid solicitation: the required answer to each question; and, if the answer is yes, the required information.
5. for Part 6, article 6.1, Security Requirement, of the bid solicitation:

a) for each individual who will require access to classified or protected information, assets or sensitive work sites:

- 1) the name of the individual;
- 2) if available, information confirming the individual meets the security requirement as indicated in Part 7 - Resulting Contract Clauses;

and

b) As indicated in Part 6 under Security Requirements, the Bidder must provide the full addresses of the Bidder's and proposed individuals' sites or premises for which

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safeguarding measures are required for Work Performance:

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

The Company Security Officer must ensure through the [Contract Security Program](#) that the Bidder and proposed individuals hold a valid security clearance at the required level, as indicated in Part 6 – Security, Financial and Other Requirements.

3.2 Accessibility Standards

In accordance with the [Treasury Board Contracting Policy](#) and the Accessible Canada Act, federal departments and agencies must consider accessibility criteria and features when procuring goods or services. Therefore, bidders are encouraged to highlight all the accessibility features and components of their proposal for this requirement and must:

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ATTACHMENT 1 TO PART 3, PRICING SCHEDULE

1.0 The Bidder should complete this pricing schedule and include it in its financial bid once completed. As a minimum, the Bidder must respond to this pricing schedule by including in its financial bid for each of the periods and for each of the service categories identified below its quoted firm all-inclusive rates (CAD).

2.0 The firm all-inclusive hourly rate for each resource category must include:

- 2.1 preparation and provision of deliverables;
- 2.2 access and user account management;
- 2.3 recruitment and training of resources; and
- 2.4 travel and living expenses as per 5.0 below.

3.0 The percentage of the mark-up for each resource category indicated below are inclusive of all costs associated with delivery of the work which includes:

- 3.1 preparation and provision of deliverables;
- 3.2 access and user account management;
- 3.3 recruitment and training of resources; and
- 3.4 travel and living expenses as per 5.0 below.

4.0 The volumetric data included in this pricing schedule are provided for bid evaluated price determination purposes only. They are not to be considered as a contractual guarantee. Their inclusion in this pricing schedule does not represent a commitment by Canada that Canada's future usage of the services described in the bid solicitation will be consistent with this data.

5.0 The rates included in this pricing schedule exclude the total estimated cost of the authorized travel and living expenses described in clause 7.6.1.2 Travel and Direct Costs of Part 7 of the bid solicitation. However, the rates must include the total estimated cost of any unauthorized travel and living expenses, which include expenses incurred by the Contractor for:

- 5.1 the relocation of resources required to satisfy its contractual obligations; and
- 5.2 travel within a radius of 40 kilometers of the location for which services are required as identified in the task authorization.

6.0 Travel and living expenses must be included in the firm all-inclusive hourly rates and cannot be listed directly or separately from the professional fees in any contract resulting from the bid solicitation.

7.0 The firm all-inclusive monthly rates for Virtual Platform services indicated below are inclusive of all costs associated with the delivery of services.

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PRICING SCHEDULE

| TABLE 1 – FOREIGN LANGUAGE TEACHING SERVICES IN CANADA (IN-PERSON) | | | |
|---|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 129,000 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 43,000 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 43,000 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 7,165 hours | \$ / hour | \$ |
| Foreign Language Teacher in Canada (in classroom)- sub-total | | | \$ |

| TABLE 2 – FOREIGN LANGUAGE TEACHING SERVICES (VIRTUAL) | | | |
|--|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 129,000 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 43,000 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 43,000 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 7,165 hours | \$ / hour | \$ |
| Foreign language teacher in Canada (Virtual)- sub-total | | | \$ |

| TABLE 3 - PROGRAM MANAGER SERVICES | | | |
|---|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 5,000 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 1,700 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 1,700 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 285 hours | \$ / hour | \$ |
| Program Manager- sub-total | | | \$ |

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| TABLE 4 - PEDAGOGICAL ADVISOR SERVICES | | | |
|---|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 5,000 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 1,700 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 1,700 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 285 hours | \$ / hour | \$ |
| Pedagogical Advisor- sub-total | | | \$ |

| TABLE 5 - COORDINATOR-ADMINISTRATOR SERVICES | | | |
|---|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 7,500 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 2,500 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 2,500 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 200 hours | \$ / hour | \$ |
| Coordinator-Administrator- sub-total | | | \$ |

| TABLE 6 - FOREIGN LANGUAGE PROFICIENCY TESTER SERVICES | | | |
|---|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 13,500 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 4,500 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 4,500 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 750 hours | \$ / hour | \$ |
| Language Proficiency Tester- sub-total | | | \$ |

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| TABLE 7 - FOREIGN LANGUAGE TESTING ADVISOR SERVICES | | | |
|--|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 4,500 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 1,500 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 1,500 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 250 hours | \$ / hour | \$ |
| Testing Advisor- subtotal | | | \$ |

| TABLE 8 - COURSE DESIGNER AND DEVELOPER SERVICES | | | |
|---|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 3,600 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 1,200 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 1,200 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 200 hours | \$ / hour | \$ |
| Course Designer and Developer- sub-total | | | \$ |

| TABLE 9 - FOREIGN LANGUAGE TEST DESIGNER AND DEVELOPER SERVICES | | | |
|--|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 2,250 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 750 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 750 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 175 hours | \$ / hour | \$ |
| Test Designer and Developer- sub-total | | | \$ |

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| TABLE 10 - INSTRUCTIONAL DESIGNER SERVICES (E-LEARNING/ONLINE) | | | |
|---|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 1,050 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 350 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 350 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 55 hours | \$ / hour | \$ |
| Instructional Designer (E-Learning/Online)- sub-total | | | \$ |

| TABLE 11 - GRAPHIC DESIGNER SERVICES | | | |
|---|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 150 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 50 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 50 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 10 hours | \$ / hour | \$ |
| Graphic Designer- sub-total | | | \$ |

| TABLE 12 - E-LEARNING DESIGNER AND DEVELOPER SERVICES | | | |
|--|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 2,250 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 750 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 750 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 125 hours | \$ / hour | \$ |
| E-learning Instructional Designer services- sub-total | | | \$ |

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| TABLE 13 - DATABASE APPLICATION DESIGNER AND DEVELOPER SERVICES | | | |
|--|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 1,500 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 500 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 500 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 40 hours | \$ / hour | \$ |
| Database Application Designer and Developer- sub-total | | | \$ |

| TABLE 14 - MEDIA PRODUCER SERVICES | | | |
|---|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 600 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 200 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 200 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 30 hours | \$ / hour | \$ |
| Media Producer- sub-total | | | \$ |

| TABLE 15 - RESEARCHER / STRATEGIC ANALYST SERVICES | | | |
|---|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 975 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 325 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 325 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 50 hours | \$ / hour | \$ |
| Researcher / Strategic Analyst- sub-total | | | \$ |

| TABLE 16 - LEARNING PRODUCT MANAGER SERVICES | | | |
|---|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 540 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 180 hours | \$ / hour | \$ |

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| | | | |
|--|-----------|-----------|-----------|
| Option to Extend the Contract - Period 2 | 180 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 30 hours | \$ / hour | \$ |
| Learning Product Manager- sub-total | | | \$ |

| TABLE 17 - IT SUPPORT SPECIALIST SERVICES | | | |
|--|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 4,500 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 1,500 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 1,500 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 250 hours | \$ / hour | \$ |
| IT Support Specialist- sub-total | | | \$ |

| TABLE 18 – FOREIGN LANGUAGE TRAINING ADVISOR SERVICES | | | |
|--|------------------------------------|---|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive hourly rate (CAD) | Total (volumetric data x firm all-inclusive hourly rate) |
| Initial Period of the Contract - Year 1 - 3 | 4,500 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 1 | 1,500 hours | \$ / hour | \$ |
| Option to Extend the Contract - Period 2 | 1,500 hours | \$ / hour | \$ |
| Option to Extend - Transition Period | 250 hours | \$ / hour | \$ |
| Foreign Language Training Advisor- sub-total | | | \$ |

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| TABLE 19 - FOREIGN LANGUAGE TEACHING SERVICES ABROAD | | | | |
|---|------------------------------------|------------------------------------|---------------------------|---|
| Period | Volumetric Data (estimated) | Estimated hourly rate (CAD) | Percent age Markup | Total (volumetric data x estimated hourly rate x markup) |
| Initial Period of the Contract - Year 1 - 3 | 3,000 hours | \$75.00 | % | \$ |
| Option to Extend the Contract - Period 1 | 1,000 hours | \$75.00 | % | \$ |
| Option to Extend the Contract - Period 2 | 1,000 hours | \$75.00 | % | \$ |
| Option to Extend - Transition Period | 165 hours | \$75.00 | % | \$ |
| Foreign language Specialist Abroad- sub-total | | | | \$ |

| TABLE 20 – SUBJECT MATTER EXPERT SERVICES | | | | |
|--|------------------------------------|------------------------------------|---------------------------|---|
| Period | Volumetric Data (estimated) | Estimated hourly rate (CAD) | Percent age Markup | Total (volumetric data x estimated hourly rate x markup) |
| Initial Period of the Contract - Year 1 - 3 | 300 hours | \$75.00 | % | \$ |
| Option to Extend the Contract - Period 1 | 100 hours | \$75.00 | % | \$ |
| Option to Extend the Contract - Period 2 | 100 hours | \$75.00 | % | \$ |
| Option to Extend - Transition Period | 20 hours | \$75.00 | % | \$ |
| Subject Matter Expert- sub-total | | | | \$ |

| Table 21 – VIRTUAL TRAINING PLATFORM SERVICES | | | |
|--|------------------------------------|--|---|
| Period | Volumetric Data (estimated) | Firm all-inclusive monthly rate (CAD) | Total (volumetric data x monthly rate) |
| Initial Period of the Contract - Year 1 - 3 | 36 months | \$ / per month | \$ |
| Option to Extend the Contract – Period 1 | 12 months | \$ / per month | \$ |
| Option to Extend the Contract - Period 2 | 12 months | \$ / per month | \$ |
| Option to Extend - Transition Period | 2 months | \$ / per month | \$ |
| Virtual Training Platform- sub-total | | | \$ |

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| TOTAL ESTIMATED COST OF THE BID | |
|---|---------------------------------------|
| RESOURCE CATEGORIES | Firm all-inclusive rates (CAD) |
| 1. Foreign Language Teaching services in Canada (In-Person) sub-total | \$ |
| 2. Foreign Language Teaching services (Virtual) sub-total | \$ |
| 3. Program Manager services sub-total | \$ |
| 4. Pedagogical Advisor services sub-total | \$ |
| 5. Coordinator-Administrator services sub-total | \$ |
| 6. Foreign Language Proficiency Tester services sub-total | \$ |
| 7. Foreign Language Testing Advisor services sub-total | \$ |
| 8. Course Designer and Developer services sub-total | \$ |
| 9. Foreign Language Test Designer and Developer services sub-total | \$ |
| 10. Instructional Designer services (E-Learning/Online) sub-total | \$ |
| 11. Graphic Designer services sub-total | \$ |
| 12. E-Learning Designer and Developer services sub-total | \$ |
| 13. Database Application Designer and Developer services sub-total | \$ |
| 14. Media Producer services sub-total | \$ |
| 15. Researcher / Strategic Analyst services sub-total | \$ |
| 16. Learning Product Manager services sub-total | \$ |
| 17. IT Support Specialist services sub-total | \$ |
| 18. Foreign Language Training Advisor services sub-total | \$ |
| 19. Foreign Language Teaching services Abroad (In-Person) sub-total | \$ |
| 20. Subject Matter Expert services sub-total | \$ |
| 21. Virtual Training Platform services sub-total | \$ |
| TOTAL ESTIMATED COST OF THE TENDER (CAD) | \$ |

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PART 4 – EVALUATION PROCEDURES AND BASIS OF SELECTION

4.1 Evaluation Procedures

Bids will be assessed in accordance with the entire requirement of the bid solicitation including the technical and financial evaluation criteria.

An evaluation team composed of representatives of Canada will evaluate the bids.

4.1.1 Technical Evaluation

4.1.1.1 Joint Venture Experience

a) Where the Bidder 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: A bidder is a joint venture consisting of members L and O. A bid solicitation requires that the bidder 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 bidder has previously done the work. This bidder 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 bidding.

b) A joint venture bidder may rely on the experience of one of its members to meet any given technical criterion of this bid solicitation.

Example: A bidder is a joint venture consisting of members X, Y and Z. If a solicitation requires: (a) that the bidder have 3 years of experience providing maintenance service, and (b) that the bidder 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 bidder 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 bid solicitation. 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 Bidder is requested to indicate which joint venture member satisfies the requirement. If the Bidder has not identified which joint venture member satisfies the requirement, the Contracting Authority will provide an opportunity to the Bidder to submit this information during the evaluation period. If the Bidder does not submit this information within the period set by the Contracting Authority, its bid will be declared non-responsive.

Example: A bidder is a joint venture consisting of members A and B. If a bid solicitation requires that the bidder demonstrate experience providing resources for a minimum number of 100 billable days, the bidder 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

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

4.1.1.2 Mandatory Technical Criteria

The mandatory technical criteria are included in Attachment 1 to Part 4.

4.1.1.3. Point Rated Technical Criteria

The point rated technical criteria are included in Attachment 1 to Part 4.

4.1.2 Financial Evaluation

4.1.2.1 For bid evaluation and Contractor selection purposes only, the evaluated price of a bid will be determined based on the total estimated cost of the Bidder's financial bid in accordance with the Pricing Schedule in Attachment 1 to Part 3.

4.2 Basis of Selection

4.2.1. Lowest Evaluated Price per Point

4.2.1.1 To be declared responsive, a bid must:

(a) comply with all the requirements of the bid solicitation;

(b) meet all mandatory evaluation criteria; and

(c) obtain the required minimum number of points specified in Attachment 1 to Part 4 for the point rated technical criteria.

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

4.2.1.3 The evaluated price per point of a responsive bid will be determined by dividing its evaluated price by the overall score it obtained for all the point rated technical criteria detailed in Attachment 1 to Part 4.

4.2.1.4 The responsive bid with the lowest evaluated price per point will be recommended for award of a contract. In the event two or more responsive bids have the same lowest evaluated price per point, the responsive bid that obtained the highest overall score for point rated technical criteria PRTC 8, PRTC 9, PRTC 10, PRTC 11, PRTC 12, PRTC 13 and PRTC 14 detailed in Attachment 1 to Part 4 will be recommended for award of a contract.

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ATTACHMENT 1 TO PART 4, TECHNICAL CRITERIA

MANDATORY TECHNICAL CRITERIA (MTC)

For the purposes of evaluation of the MTC:

- the concept of "foreign languages" is defined as any official language of a foreign state which is not an Official Language of Canada;" and
- all major proficiency scales with established equivalencies to the Interagency Language Roundtable (ILR) scale are accepted.

| BIDDER'S EXPERIENCE | | DESCRIPTION OF MANDATORY TECHNICAL CRITERIA | Evaluation results (Y/N) |
|---------------------|--|---|--------------------------|
| MTC 1 | Bidder's Foreign Language Training Experience | <p>The Bidder must demonstrate that it has acquired the experience described below in the teaching of foreign languages within the last three (3) years, up to the bid solicitation closing date. To demonstrate this experience, the Bidder must provide a description for the Bidder's work that clearly demonstrates the required experience. The description must include all of the following elements:</p> <ol style="list-style-type: none"> 1) Teaching three (3) foreign languages to adult professional learners¹ for at least 1,800 hours per language. 2) Teaching three (3) foreign languages and each of the three (3) foreign languages must have each been taught to learners of advanced proficiency (Interagency Language Roundtable (ILR)² levels of proficiency Level 2 or above). 3) The name of the client organization(s) and the name(s) and current telephone number and/or e-mail address of a contact person from the client organization who will be able to corroborate the acquired experience described above. <p>For the purpose of evaluating MTC 1: 1. Adult professional learners" refers to learners who are 18 years old and over and need to study a foreign language for work-related purposes. 2. The Interagency Language Roundtable (ILR) is further defined in Appendix 2 - Interagency Language Roundtable Skill Level Descriptions, found in Annex A Statement of Work.</p> | |

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| BIDDER'S PROPOSED RESOURCES EXPERIENCE | | DESCRIPTION OF MANDATORY TECHNICAL CRITERIA | Evaluation results (Y/N) |
|--|-----------------|---|--------------------------|
| MTC 2 | Program Manager | <p>The Bidder must provide the name of one (1) Program Manager capable of providing the services identified in Section 8.1 a) of the Statement of Work and demonstrate how she or he meets the following minimum requirements:</p> <ol style="list-style-type: none"> 1) Has a University Bachelor's degree from a recognized university¹ with specialization in language instruction or related fields such as arts, social sciences, philology, humanities or Business Administration. 2) Has the ability to speak fluently (fluent is defined as ILR level 3) in English or French and be functional in the other (functional is defined as ILR level 2). 3) Has acquired at least three (3) years' experience within the last five (5) years up to the bid solicitation closing date working on a full-time basis in managing and supervising the delivery of foreign language training and testing services including staff supervision, work assignment, project/program management, staff training and recruitment. Experience may have been gained non-consecutively. <p>To demonstrate the acquired experience, the Bidder must provide a detailed description of each project or work assignment that demonstrates the experience in the management and supervision of delivery of training and testing services, including:</p> <ol style="list-style-type: none"> a) The start and end dates (from mm/yy to mm/yy) of the acquired experience; b) The role played in the project/program or work assignment; c) The name and contact information of the client. <p>For the purpose of evaluating MTC 2:</p> <ol style="list-style-type: none"> 1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada | |

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| BIDDER'S PROPOSED RESOURCES EXPERIENCE | | DESCRIPTION OF MANDATORY TECHNICAL CRITERIA | Evaluation results (Y/N) |
|--|---------------------------------|--|--------------------------|
| MTC 3 | Pedagogical Advisor | <p>The Bidder must provide the name of one (1) Pedagogical Advisor capable of providing the services identified in 8.1 b) of the Statement of Work and demonstrate how she or he meets the following minimum requirements:</p> <ol style="list-style-type: none"> 1) Has a University Bachelor's degree from a recognized university with specialization in language, or related fields such as arts, social sciences, philology or humanities.¹ 2) Has acquired at least two (2) years' full-time experience within the last five (5) years up to the bid solicitation closing date in providing expert advice to trainers in foreign language instruction methodology and in foreign language curriculum design. Experience may have been gained non-consecutively. 3) Has the ability to speak fluently in English or French (fluent is defined as ILR level 3) <p>For the purpose of evaluating MTC 3: 1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> | |
| MTC 4 | Learning Product Manager | <p>The Bidder must provide the name of (1) one (1) Learning Product Manager capable of providing the services identified in Section 8.1 c) of the Statement of Work and demonstrate how she or he meets the following requirements:</p> <ol style="list-style-type: none"> 1) Has a degree or diploma from a recognized university or post-secondary institution in Audio-Visual Technology, Computer Science, Journalism, Broadcasting, Multimedia Production, or a related field¹. 2) Has five (5) years of demonstrated project management experience on a full- or part-time basis developing e-learning, web, multimedia, video, print or similar media products (apps, wikis, online collaboration tools, etc.) and services in the last ten (10) years. Experience may have been gained non-consecutively. | |

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| | | |
|-------------------------------------|---|--|
| | <p>3) Is fluent in both English and French.</p> <p>For the purpose of evaluating MTC 4:</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> | |
| MANDATORY TECHNICAL CRITERIA | | |

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POINT RATED TECHNICAL CRITERIA (PRTC)

For the purposes of evaluation of the PRTC:

- a) the concept of "foreign languages" is defined as any official language of a foreign state which is not an Official Language of Canada;"
- b) all major proficiency scales with established equivalencies to the ILR scale are accepted.

| Summary of Point Rated Technical Criteria (PRTC) | | | Maximum points | Minimum points required |
|---|-----------|---|-----------------------|--------------------------------|
| PRTC | 1 | Foreign Language Courses Offered | 48 | |
| PRTC | 2 | Program Manager | | |
| | | PRTC 2.1 Program Manager's Level of Education | 12 | |
| | | PRTC 2.2 Program Manager's acquired experience in managing and supervising the delivery of language training services over the last ten (10) years, up to the closing date of this bid solicitation | 12 | |
| PRTC | 3 | E-Learning and/or Online Product Design and Development | | |
| | | PRTC 3.1 Management of E-Learning and Online Learning Projects | 8 | |
| | | PRTC 3.2 Design and Development of Online Learning Products (synchronous/asynchronous) | 16 | |
| PRTC | 4 | Provision of Pedagogical Advisory Services in Foreign Language Learning | 12 | |
| PRTC | 5 | Design and development of Custom Database and/or Applications in Support of Learning Services | 12 | |
| PRTC | 6 | IT Specialist Support Services for Learning | 12 | |
| PRTC | 7 | Research and Strategic Advisory Services | 12 | |
| PRTC | 8 | Bidder's Approach to Course Delivery | | |
| | | PRTC 8.1 Bidder's Approach to Course Delivery for in-person classroom instruction | 24 | |
| | | PRTC 8.2 Bidder's Approach to Course Delivery for synchronous online virtual delivery | 24 | |
| PRTC | 9 | Bidder's Approach, Methodology and Structure: Recruitment Procedures | 20 | |
| PRTC | 10 | Bidder's Approach, Methodology and Structure: Staff Retention Procedures | 20 | |

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| Summary of Point Rated Technical Criteria (PRTC) | | | Maximum points | Minimum points required |
|---|-----------|---|-----------------------|--------------------------------|
| PRTC | 11 | Bidder's Approach, Methodology and Structure: Staff training | 20 | |
| PRTC | 12 | Bidder's Approach to Classroom Management | | |
| | | PRTC 12.1 The Bidder should provide a detailed description of the methodology it intends to use for groups with students with different proficiency levels. | 20 | |
| | | PRTC 12.2 The Bidder should provide a detailed description of the methodology it intends to use for groups with students with different learning styles. | 20 | |
| | | PRTC 12.3 The Bidder should provide a detailed description of the methodology it intends to use for groups with students with different progress rates. | 20 | |
| | | PRTC 12.4 The Bidder should provide a detailed description of its proposed methodology, with supporting examples, on how it will monitor and manage learner progress. | 20 | |
| PRTC | 13 | Bidder's Approach to Quality Control | 20 | |
| PRTC | 14 | Bidder's Approach to Management and Administration | 20 | |
| OVERALL TOTAL | | | 372 | 260 |

| PRTC 1 | Foreign Language Courses Offered | | Bidder's Score |
|---------------|---|--|-----------------------|
| | | The Bidder should demonstrate its acquired experience within the last three (3) years, up to the bid solicitation closing date, in providing training to learners of advanced proficiency (ILR skill level 2 or above) in any foreign language. The descriptions of the proficiency ILR levels can be found under Appendix 2 - Interagency Language Roundtable (ILR) Skill Level Descriptions found in Annex A, Statement of Work. | |
| | | Maximum points: | 48 |
| | | 2,500 hours to 4,999 hours | 12 |
| | | 5,000 hours to 7,499 hours | 24 |
| | | 7,500 hours to 9,499 hours | 36 |
| | | 10,000 hours or more | 48 |

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| PRTC 2 | Program Manager | The Bidder should demonstrate how the proposed Program Manager submitted in response to MTC 2 meets the following requirements. | Bidder's Score | | | | | | | | | | |
|---|-----------------|---|---|---|-----------------------------------|---|---------|---|---------|----|-----------------|----|--|
| | | PRTC 2.1 Program Manager's Level of Education | | | | | | | | | | | |
| | | <p style="text-align: right;">Maximum points: 12</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="640 483 1675 509">University Bachelor's degree from a recognized university</td> <td data-bbox="1675 483 1810 509" style="text-align: center;">6</td> </tr> <tr> <td data-bbox="640 509 1675 535">Certificate in Project Management</td> <td data-bbox="1675 509 1810 535" style="text-align: center;">6</td> </tr> </table> <p>The Bidder must provide a photocopy of the degree and certificate to clearly demonstrate that it meets criterion PRTC 2.1.</p> | University Bachelor's degree from a recognized university | 6 | Certificate in Project Management | 6 | | | | | | | |
| University Bachelor's degree from a recognized university | 6 | | | | | | | | | | | | |
| Certificate in Project Management | 6 | | | | | | | | | | | | |
| | | PRTC 2.2 Program Manager's acquired experience in managing and supervising the delivery of training services over the last ten (10) years, up to the closing date of this bid solicitation | | | | | | | | | | | |
| | | <p style="text-align: right;">Maximum points: 12</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="640 730 1675 756">3 years</td> <td data-bbox="1675 730 1810 756" style="text-align: center;">4</td> </tr> <tr> <td data-bbox="640 756 1675 782">4 years</td> <td data-bbox="1675 756 1810 782" style="text-align: center;">6</td> </tr> <tr> <td data-bbox="640 782 1675 808">5 years</td> <td data-bbox="1675 782 1810 808" style="text-align: center;">8</td> </tr> <tr> <td data-bbox="640 808 1675 834">6 years</td> <td data-bbox="1675 808 1810 834" style="text-align: center;">10</td> </tr> <tr> <td data-bbox="640 834 1675 860">7 years or more</td> <td data-bbox="1675 834 1810 860" style="text-align: center;">12</td> </tr> </table> <p>The Bidder must provide the following information to clearly demonstrate that it meets the criterion PRTC 2.2:</p> <ol style="list-style-type: none"> a) The Program Manager's years' of acquired experience in managing and supervising the delivery of language training services including the start and end dates (from month/year to month/year); and b) A list of projects or work assignments, including a description of the project or work assignment, the Program Manager's role; and name and contact information of the client(s) for each project or work assignment. c) Experience may have been gained non-consecutively on a full- or part-time basis. | 3 years | 4 | 4 years | 6 | 5 years | 8 | 6 years | 10 | 7 years or more | 12 | |
| 3 years | 4 | | | | | | | | | | | | |
| 4 years | 6 | | | | | | | | | | | | |
| 5 years | 8 | | | | | | | | | | | | |
| 6 years | 10 | | | | | | | | | | | | |
| 7 years or more | 12 | | | | | | | | | | | | |

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| PRTC 3 | E-Learning and/or Online Learning Product Design and Development | The Bidder should demonstrate its acquired experience in the design and development of e-learning and/or online learning products in the last five (5) years up to the bid solicitation closing date. | Bidder's Score | | |
|--------|--|---|----------------|--|--|
| | | PRTC 3.1 Management of E-Learning and/or Online Learning Projects | | | |
| | | Maximum points: | 8 | | |
| | | 1 to 4 E-Learning and/or Online learning product development projects | 2 | | |
| | | 5 to 8 E-Learning and/or Online learning product development projects | 4 | | |
| | | 9 to 12 E-Learning and/or Online learning product development projects | 6 | | |
| | | 13 or more E-Learning and/or Online learning product development projects | 8 | | |
| | | The Bidder must provide the following information to clearly demonstrate that it meets criterions PRTC 3.1 a) The title and description of the E-Learning and Online Learning projects managed by the Bidder in the last five (5) years up to the bid solicitation closing date (descriptions should not exceed 50 words per project); b) The period (month/year to month/year) during which the learning projects were managed; and c) The Bidder must provide the name and contact information of the client for whom each learning product was provided and who can corroborate the information provided by the Bidder. | | | |
| | | PRTC 3.2 Design and Development of E-Learning and/or Online Learning Products (synchronous/asynchronous) | | | |
| | | Maximum points: | 16 | | |
| | | 1 to 4 E-Learning and/or Online learning products | 4 | | |
| | | 5 to 8 E-Learning and/or Online learning products | 8 | | |
| | | 9 to 12 E-Learning and/or Online learning products | 12 | | |
| | | 13 or more E-Learning and/or Online learning products | 16 | | |
| | | The Bidder must provide the following information to clearly demonstrate that it meets criterions PRTC 3.2 a) The title and description of the E-Learning and/or Online Learning Product designed and developed by the Bidder in the last five (5) years up to the bid solicitation closing date (descriptions should not exceed 50 words per product); b) The period (month/year) by which the E-Learning and/or Online Learning Product was completed; and c) The Bidder must provide the name and contact information of the client for whom each learning product was provided and who can corroborate the information provided by the Bidder. | | | |

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| PRTC 4 | Pedagogical Advisory Services in Foreign Language Learning | The Bidder should demonstrate its acquired experience within the last ten (10) years, up to the bid solicitation closing date, in providing Pedagogical Advisory services in foreign language learning. | Bidder's Score | | | | | | | | | | | | |
|---|--|---|-----------------|--|----|---|--|---|---|--|---|---|--|----|----------------|
| | | <p>PRTC 4 Provision of Pedagogical Advisory services in the field of foreign language learning</p> <table border="1" data-bbox="632 428 1797 553"> <tr> <td colspan="2" style="text-align: right;">Maximum points:</td> <td style="text-align: center;">12</td> </tr> <tr> <td>1,000 to 2,499 hours</td> <td></td> <td style="text-align: center;">6</td> </tr> <tr> <td>2,500 to 4,999 hours</td> <td></td> <td style="text-align: center;">9</td> </tr> <tr> <td>5,000 hours or more</td> <td></td> <td style="text-align: center;">12</td> </tr> </table> <p>The Bidder must demonstrate its acquired experience in providing Pedagogical Advisory Services similar to Section 8.0 in the Statement of Work.</p> <p>a) A description of the Pedagogical Advisory Services provided by the Bidder in the last ten (10) years and developed by the Bidder in the last ten (10) years up to the bid solicitation closing date; b) The period (month/year to month/year) during which the Pedagogical Advisory Services were provided; and c) The Bidder must provide the name and contact information of the client for whom the services were provided and who can corroborate the information provided by the Bidder.</p> | Maximum points: | | 12 | 1,000 to 2,499 hours | | 6 | 2,500 to 4,999 hours | | 9 | 5,000 hours or more | | 12 | |
| Maximum points: | | 12 | | | | | | | | | | | | | |
| 1,000 to 2,499 hours | | 6 | | | | | | | | | | | | | |
| 2,500 to 4,999 hours | | 9 | | | | | | | | | | | | | |
| 5,000 hours or more | | 12 | | | | | | | | | | | | | |
| PRTC 5 | Design and Development of Custom Database and/ or Applications | <p>The Bidder should demonstrate its acquired experience within the last seven (7) years, up to the bid solicitation closing date, in the Design and Development of Custom Database and/or Applications in Support of Learning Services.</p> <p>PRTC 5 Design and development of Custom Database and/or Applications in Support of Learning Services</p> <table border="1" data-bbox="632 915 1797 1097"> <tr> <td colspan="2" style="text-align: right;">Maximum points:</td> <td style="text-align: center;">12</td> </tr> <tr> <td>1 Custom Database and/or Applications in Support of Learning Services</td> <td></td> <td style="text-align: center;">6</td> </tr> <tr> <td>2 Custom Database and/or Applications in Support of Learning Services</td> <td></td> <td style="text-align: center;">9</td> </tr> <tr> <td>3 or more Custom Database and/or Applications in Support of Learning Services</td> <td></td> <td style="text-align: center;">12</td> </tr> </table> <p>The Bidder must provide the following information to clearly demonstrate that it meets criterions PRTC 5</p> <p>a) The title and description of the Custom Database and/or Applications in Support of Learning Services designed and developed by the Bidder in the last seven (7) years up to the bid solicitation closing date (descriptions should not exceed 150 words per database and/or application); b) The period (month/year) by which the Custom Database and/or Applications in Support of Learning Services. was designed and developed; and c) The Bidder must provide the name and contact information of the client for whom each learning product was provided and who can corroborate the information provided by the Bidder.</p> | Maximum points: | | 12 | 1 Custom Database and/or Applications in Support of Learning Services | | 6 | 2 Custom Database and/or Applications in Support of Learning Services | | 9 | 3 or more Custom Database and/or Applications in Support of Learning Services | | 12 | Bidder's Score |
| Maximum points: | | 12 | | | | | | | | | | | | | |
| 1 Custom Database and/or Applications in Support of Learning Services | | 6 | | | | | | | | | | | | | |
| 2 Custom Database and/or Applications in Support of Learning Services | | 9 | | | | | | | | | | | | | |
| 3 or more Custom Database and/or Applications in Support of Learning Services | | 12 | | | | | | | | | | | | | |

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| PRTC 6 | IT Specialist Support Services for Learning | The Bidder should demonstrate its acquired experience within the last five (5) years, up to the bid solicitation closing date, in providing IT Specialist Support services in the field of learning and training. | Bidder's Score | | | | | | |
|--|---|--|--|---|--|---|--|----|--|
| | | <p>PRTC 6 Provision of IT Specialist Support services in the field of in the field of learning and training Maximum points: 12</p> <table border="1" data-bbox="724 477 1816 574"> <tr> <td>500 to 999 hours</td> <td>6</td> </tr> <tr> <td>1,000 to 1,499 hours</td> <td>9</td> </tr> <tr> <td>1,500 hours or more</td> <td>12</td> </tr> </table> <p>The Bidder must demonstrate its acquired experience in providing IT Specialist support similar services to Section 6.3.6 in the Statement of Work to clearly demonstrate that it meets criterions PRTC 6.</p> <p>a) A description of the IT Specialist Support for Learning and Training provided by the Bidder in the last ten (10) years and developed by the Bidder in the last five (5) years up to the bid solicitation closing date; b) The period (month/year to month/year) during which the IT Specialist Support services for Learning and Training was provided; and c) The Bidder must provide the name and contact information of the client for whom each learning product was provided and who can corroborate the information provided by the Bidder.</p> | 500 to 999 hours | 6 | 1,000 to 1,499 hours | 9 | 1,500 hours or more | 12 | |
| 500 to 999 hours | 6 | | | | | | | | |
| 1,000 to 1,499 hours | 9 | | | | | | | | |
| 1,500 hours or more | 12 | | | | | | | | |
| | | <p>PRTC 7 Research and/or Strategic Advisory Services Maximum points: 12</p> <table border="1" data-bbox="724 1036 1816 1133"> <tr> <td>1 to 4 Research or Strategic Advisory projects</td> <td>4</td> </tr> <tr> <td>5 to 9 Research or Strategic Advisory projects</td> <td>8</td> </tr> <tr> <td>Above 10 Research or Strategic Advisory projects</td> <td>12</td> </tr> </table> <p>The Bidder must provide the following information to clearly demonstrate that it meets criterions PRTC 7</p> <p>a) The title and description of the Research and Strategic Advisory Services in the field of foreign language training designed and developed by the Bidder in the last ten (10) years up to the bid solicitation closing date (descriptions should not exceed 150 words per project); b) The period (month/year to month/year) during which the Research and Strategic Advisory Services were provided; c) The Bidder must provide the name and contact information of the client for whom each learning product was provided and who can corroborate the information provided by the Bidder.</p> | 1 to 4 Research or Strategic Advisory projects | 4 | 5 to 9 Research or Strategic Advisory projects | 8 | Above 10 Research or Strategic Advisory projects | 12 | |
| 1 to 4 Research or Strategic Advisory projects | 4 | | | | | | | | |
| 5 to 9 Research or Strategic Advisory projects | 8 | | | | | | | | |
| Above 10 Research or Strategic Advisory projects | 12 | | | | | | | | |

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| PRTC 8 | Bidder's Approach to Course Delivery | The Bidder should provide a detailed description of the approach used for language course delivery by responding to each of the points below by submitting lesson plan which addresses items a) through f) for both in-person classroom instruction one for synchronous online virtual instruction. The lesson plans for PRTC 8.1 and PRTC 8.2 should cover the same content. | Bidder's Score | | | | | | | | | | | | |
|---|--------------------------------------|---|--|---|--------------------------|---|--|---|--|---|---|---|---|---|--|
| | | <p>PRTC 8.1 Bidder's Approach to Course Delivery for In-Person Classroom Delivery</p> <p style="text-align: right;">Maximum points: 24</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="726 548 1677 578">a) Use of teaching techniques that promote learners' participation and oral production</td> <td data-bbox="1677 548 1818 578" style="text-align: center;">4</td> </tr> <tr> <td data-bbox="726 578 1677 607">b) Variety of activities</td> <td data-bbox="1677 578 1818 607" style="text-align: center;">4</td> </tr> <tr> <td data-bbox="726 607 1677 636">c) Adaptation to different learning styles</td> <td data-bbox="1677 607 1818 636" style="text-align: center;">4</td> </tr> <tr> <td data-bbox="726 636 1677 730">d) Appropriate error correction strategy: An appropriate error correction strategy adapts to the proficiency level of the learner, is motivating, encouraging and respectful. The corrections should be focused on a specific item, be short and clear and should prompt student repair.</td> <td data-bbox="1677 636 1818 730" style="text-align: center;">4</td> </tr> <tr> <td data-bbox="726 730 1677 841">e) Appropriate ratio of teacher/learner speaking time: An appropriate ratio of teacher/learner speaking time will depend on the lesson learning objective. In general, the teacher will restrict his/her speaking time to explanations, correction, elicitation, and modeling in the target language.</td> <td data-bbox="1677 730 1818 841" style="text-align: center;">4</td> </tr> <tr> <td data-bbox="726 841 1677 935">f) Appropriate use of learning materials: An appropriate use of learning materials means that the material chosen is illustrative of the content taught, clear, adapted to the learner proficiency level and conducive to reaching the lesson objectives.</td> <td data-bbox="1677 841 1818 935" style="text-align: center;">4</td> </tr> </table> <p>The Bidder must provide the following information to clearly demonstrate that it meets criterions PRTC 8.1:</p> <p>A written description of the approach used for language course delivery, in the form of a detailed lesson plan that addresses items in PRTC 8.1 a) to f) inclusive.</p> | a) Use of teaching techniques that promote learners' participation and oral production | 4 | b) Variety of activities | 4 | c) Adaptation to different learning styles | 4 | d) Appropriate error correction strategy: An appropriate error correction strategy adapts to the proficiency level of the learner, is motivating, encouraging and respectful. The corrections should be focused on a specific item, be short and clear and should prompt student repair. | 4 | e) Appropriate ratio of teacher/learner speaking time: An appropriate ratio of teacher/learner speaking time will depend on the lesson learning objective. In general, the teacher will restrict his/her speaking time to explanations, correction, elicitation, and modeling in the target language. | 4 | f) Appropriate use of learning materials: An appropriate use of learning materials means that the material chosen is illustrative of the content taught, clear, adapted to the learner proficiency level and conducive to reaching the lesson objectives. | 4 | |
| a) Use of teaching techniques that promote learners' participation and oral production | 4 | | | | | | | | | | | | | | |
| b) Variety of activities | 4 | | | | | | | | | | | | | | |
| c) Adaptation to different learning styles | 4 | | | | | | | | | | | | | | |
| d) Appropriate error correction strategy: An appropriate error correction strategy adapts to the proficiency level of the learner, is motivating, encouraging and respectful. The corrections should be focused on a specific item, be short and clear and should prompt student repair. | 4 | | | | | | | | | | | | | | |
| e) Appropriate ratio of teacher/learner speaking time: An appropriate ratio of teacher/learner speaking time will depend on the lesson learning objective. In general, the teacher will restrict his/her speaking time to explanations, correction, elicitation, and modeling in the target language. | 4 | | | | | | | | | | | | | | |
| f) Appropriate use of learning materials: An appropriate use of learning materials means that the material chosen is illustrative of the content taught, clear, adapted to the learner proficiency level and conducive to reaching the lesson objectives. | 4 | | | | | | | | | | | | | | |

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|---|---|--|-----------------|--|----|--|--|---|--------------------------|--|---|--|--|---|--|--|---|---|--|---|---|--|---|--|
| PRTC 8 | Bidder's Approach to Course Delivery | The Bidder should provide a detailed description of the approach used for language course delivery by responding to each of the points below by submitting lesson plan which addresses items a) through f) for both in-person classroom instruction and for synchronous online virtual instruction. The lesson plans for PRTC 8.1 and PRTC 8.2 should cover the same learning content. | Bidder's Score | | | | | | | | | | | | | | | | | | | | | |
| | | <p>PRTC 8.2 Bidder's Approach to Course Delivery for synchronous online virtual instruction Delivery</p> <table border="1" data-bbox="730 542 1812 959"> <tr> <td colspan="2" style="text-align: right;">Maximum points:</td> <td style="text-align: right;">24</td> </tr> <tr> <td>a) Use of teaching techniques that promote learners' participation and oral production</td> <td></td> <td style="text-align: right;">4</td> </tr> <tr> <td>b) Variety of activities</td> <td></td> <td style="text-align: right;">4</td> </tr> <tr> <td>c) Adaptation to different learning styles</td> <td></td> <td style="text-align: right;">4</td> </tr> <tr> <td>d) Appropriate error correction strategy: An appropriate error correction strategy adapts to the proficiency level of the learner, is motivating, encouraging and respectful. The corrections should be focused on a specific item, be short and clear and should prompt student repair.</td> <td></td> <td style="text-align: right;">4</td> </tr> <tr> <td>e) Appropriate ratio of teacher/learner speaking time: An appropriate ratio of teacher/learner speaking time will depend on the lesson learning objective. In general, the teacher will restrict his/her speaking time to explanations, correction, elicitation, and modeling in the target language.</td> <td></td> <td style="text-align: right;">4</td> </tr> <tr> <td>f) Appropriate use of learning materials: An appropriate use of learning materials means that the material chosen is illustrative of the content taught, clear, adapted to the learner proficiency level and conducive to reaching the lesson objectives.</td> <td></td> <td style="text-align: right;">4</td> </tr> </table> <p>The Bidder must provide the following information to clearly demonstrate that it meets criterions PRTC 8.2:</p> <p>A written description of the approach used for language course delivery, in the form of a detailed lesson plan that addresses items in PRTC 8.1 a) to f) inclusive.</p> | Maximum points: | | 24 | a) Use of teaching techniques that promote learners' participation and oral production | | 4 | b) Variety of activities | | 4 | c) Adaptation to different learning styles | | 4 | d) Appropriate error correction strategy: An appropriate error correction strategy adapts to the proficiency level of the learner, is motivating, encouraging and respectful. The corrections should be focused on a specific item, be short and clear and should prompt student repair. | | 4 | e) Appropriate ratio of teacher/learner speaking time: An appropriate ratio of teacher/learner speaking time will depend on the lesson learning objective. In general, the teacher will restrict his/her speaking time to explanations, correction, elicitation, and modeling in the target language. | | 4 | f) Appropriate use of learning materials: An appropriate use of learning materials means that the material chosen is illustrative of the content taught, clear, adapted to the learner proficiency level and conducive to reaching the lesson objectives. | | 4 | |
| Maximum points: | | 24 | | | | | | | | | | | | | | | | | | | | | | |
| a) Use of teaching techniques that promote learners' participation and oral production | | 4 | | | | | | | | | | | | | | | | | | | | | | |
| b) Variety of activities | | 4 | | | | | | | | | | | | | | | | | | | | | | |
| c) Adaptation to different learning styles | | 4 | | | | | | | | | | | | | | | | | | | | | | |
| d) Appropriate error correction strategy: An appropriate error correction strategy adapts to the proficiency level of the learner, is motivating, encouraging and respectful. The corrections should be focused on a specific item, be short and clear and should prompt student repair. | | 4 | | | | | | | | | | | | | | | | | | | | | | |
| e) Appropriate ratio of teacher/learner speaking time: An appropriate ratio of teacher/learner speaking time will depend on the lesson learning objective. In general, the teacher will restrict his/her speaking time to explanations, correction, elicitation, and modeling in the target language. | | 4 | | | | | | | | | | | | | | | | | | | | | | |
| f) Appropriate use of learning materials: An appropriate use of learning materials means that the material chosen is illustrative of the content taught, clear, adapted to the learner proficiency level and conducive to reaching the lesson objectives. | | 4 | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|---------------|---|---|----------------|
| PRTC 9 | Bidder's Approach, Methodology and Structure: Recruitment Procedures | <p>The Bidder should provide a detailed description of the methodology it intends to use for recruitment procedures for teachers.</p> <p>The description of the methodology should include the following elements: best practices and lessons learned, quality control measures, risks and mitigation strategies, advantages over alternative options and strategies, and demonstrates adaptability in its proposed methodology to meet the requirements. For each element, the Bidder must clearly demonstrate its applicability to the requirement.</p> | Bidder's Score |
|---------------|---|---|----------------|

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| | | <p>PRTC 9 Recruitment Procedures for Teachers</p> <p style="text-align: right;">Maximum points: 20</p> <p>a) Incorporates best practices and lessons learned 4</p> <p>b) Includes quality control measures 4</p> <p>c) Identifies risks and proposes mitigation strategies 4</p> <p>d) Outlines the advantages over alternative options and strategies 4</p> <p>e) Demonstrates adaptability 4</p> <p>The Bidder must provide the following information to clearly demonstrate that it meets criterions PRTC 9</p> <p>A written description of the methodology it intends to use for recruitment procedures for teachers, with a detailed response to items in PRTC 9 a) to e) inclusive. The responses to items a) to e) should not exceed 250 words per each item (e.g. 250 words or less for item a); 250 words or less for item b), etc.).</p> | |
| PRTC 10 | Bidder's Approach, Methodology and Structure: Staff Retention Procedures | <p>The Bidder should provide a detailed description of the methodology it intends to use for staff retention procedures for teachers.</p> <p>The description of the methodology should include the following elements: best practices and lessons learned, quality control measures, risks and mitigation strategies, advantages over alternative options and strategies, and demonstrates adaptability in its proposed methodology to meet the requirements. For each element, the Bidder must clearly demonstrate its applicability to the requirement.</p> <p style="text-align: right;">Maximum points: 20</p> <p>a) Incorporates best practices and lessons learned 4</p> <p>b) Includes quality control measures 4</p> <p>c) Identifies risks and proposes mitigation strategies 4</p> <p>d) Outlines the advantages over alternative options and strategies 4</p> <p>e) Demonstrates adaptability 4</p> <p>The Bidder must provide the following information to clearly demonstrate that it meets criterions PRTC 10</p> <p>A written description of the methodology it intends to use for staff retention procedures for teachers, with a detailed response to items in PRTC 10 a) to e) inclusive. The responses to items a) to e) should not exceed 250 words per each item (e.g. 250 words or less for item a); 250 words or less for item b), etc.).</p> | Bidder's Score |

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|--|---|---|--|---|--------------------------------------|---|--|---|--|---|------------------------------|---|--|
| PRTC 11 | Bidder's Approach, Methodology and Structure: Staff training | <p>The Bidder should provide a detailed description of the methodology it intends to use for the professional development of its employees throughout the duration of the Contract.</p> <p>The description of the methodology should include the following elements: best practices and lessons learned, quality control measures, risks and mitigation strategies, advantages over alternative options and strategies, and demonstrates adaptability in its proposed methodology to meet the requirements. For each element, the Bidder must clearly demonstrate its applicability to the requirement.</p> <p style="text-align: right;">Maximum points: 20</p> | Bidder's Score | | | | | | | | | | |
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">a) Incorporates best practices and lessons learned</td> <td style="width: 20%; text-align: center;">4</td> </tr> <tr> <td>b) Includes quality control measures</td> <td style="text-align: center;">4</td> </tr> <tr> <td>c) Identifies risks and proposes mitigation strategies</td> <td style="text-align: center;">4</td> </tr> <tr> <td>d) Outlines the advantages over alternative options and strategies</td> <td style="text-align: center;">4</td> </tr> <tr> <td>e) Demonstrates adaptability</td> <td style="text-align: center;">4</td> </tr> </table> <p>The Bidder must provide the following information to clearly demonstrate that it meets criterions PRTC 11</p> <p>A written description of the methodology it intends to use for the professional development of its employees, with a detailed response to items in PRTC 11 a) to e) inclusive. The responses to items a) to e) should not exceed 250 words per each item (e.g. 250 words or less for item a); 250 words or less for item b), etc.).</p> | a) Incorporates best practices and lessons learned | 4 | b) Includes quality control measures | 4 | c) Identifies risks and proposes mitigation strategies | 4 | d) Outlines the advantages over alternative options and strategies | 4 | e) Demonstrates adaptability | 4 | |
| a) Incorporates best practices and lessons learned | 4 | | | | | | | | | | | | |
| b) Includes quality control measures | 4 | | | | | | | | | | | | |
| c) Identifies risks and proposes mitigation strategies | 4 | | | | | | | | | | | | |
| d) Outlines the advantages over alternative options and strategies | 4 | | | | | | | | | | | | |
| e) Demonstrates adaptability | 4 | | | | | | | | | | | | |
| PRTC 12 | Bidder's Approach to Classroom management | <p>PRTC 12.1 The Bidder should provide a detailed description of the methodology it intends to use for groups with students with different proficiency levels.</p> <p>The description of the methodology should include the following elements: best practices and lessons learned, quality control measures, risks and mitigation strategies, advantages over alternative options and strategies, and demonstrates adaptability in its proposed methodology to meet the requirements. For each element, the Bidder must clearly demonstrate its applicability to the requirement.</p> <p style="text-align: right;">Maximum points: 20</p> | Bidder's Score | | | | | | | | | | |
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">a) Incorporates best practices and lessons learned</td> <td style="width: 20%; text-align: center;">4</td> </tr> <tr> <td>b) Includes quality control measures</td> <td style="text-align: center;">4</td> </tr> <tr> <td>c) Identifies risks and proposes mitigation strategies</td> <td style="text-align: center;">4</td> </tr> <tr> <td>d) Outlines the advantages over alternative options and strategies</td> <td style="text-align: center;">4</td> </tr> <tr> <td>e) Demonstrates adaptability</td> <td style="text-align: center;">4</td> </tr> </table> | a) Incorporates best practices and lessons learned | 4 | b) Includes quality control measures | 4 | c) Identifies risks and proposes mitigation strategies | 4 | d) Outlines the advantages over alternative options and strategies | 4 | e) Demonstrates adaptability | 4 | |
| a) Incorporates best practices and lessons learned | 4 | | | | | | | | | | | | |
| b) Includes quality control measures | 4 | | | | | | | | | | | | |
| c) Identifies risks and proposes mitigation strategies | 4 | | | | | | | | | | | | |
| d) Outlines the advantages over alternative options and strategies | 4 | | | | | | | | | | | | |
| e) Demonstrates adaptability | 4 | | | | | | | | | | | | |

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 521zf 08349-140092

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

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| | | | |
|--|--|---|---|
| | | <p>PRTC 12.2 The Bidder should provide a detailed description of the methodology it intends to use for groups with students with different learning styles.</p> <p>The description of the methodology should include the following elements: best practices and lessons learned, quality control measures, risks and mitigation strategies, advantages over alternative options and strategies, and demonstrates adaptability in its proposed methodology to meet the requirements. For each element, the Bidder must clearly demonstrate its applicability to the requirement.</p> <p style="text-align: right;">Maximum points: 20</p> | |
| | | a) Incorporates best practices and lessons learned | 4 |
| | | b) Includes quality control measures | 4 |
| | | c) Identifies risks and proposes mitigation strategies | 4 |
| | | d) Outlines the advantages over alternative options and strategies | 4 |
| | | e) Demonstrates adaptability | 4 |
| | | <p>PRTC 12.3 The Bidder should provide a detailed description of the methodology it intends to use for groups with students with different progress rates.</p> <p>The description of the methodology should include the following elements: best practices and lessons learned, quality control measures, risks and mitigation strategies, advantages over alternative options and strategies, and demonstrates adaptability in its proposed methodology to meet the requirements. For each element, the Bidder must clearly demonstrate its applicability to the requirement.</p> <p style="text-align: right;">Maximum points: 20</p> | |
| | | a) Incorporates best practices and lessons learned | 4 |
| | | b) Includes quality control measures | 4 |
| | | c) Identifies risks and proposes mitigation strategies | 4 |
| | | d) Outlines the advantages over alternative options and strategies | 4 |
| | | e) Demonstrates adaptability | 4 |
| | | <p>PRTC 12.4 The Bidder should provide a detailed description of its proposed methodology, with supporting examples, on how it will monitor and manage learner progress.</p> <p>The description of the methodology should include the following elements: best practices and lessons learned, quality control measures, risks and mitigation strategies, advantages over alternative options and strategies, and demonstrates adaptability in its proposed methodology to meet the requirements. For each element, the Bidder must clearly demonstrate its applicability to the requirement.</p> <p style="text-align: right;">Maximum points: 20</p> | |
| | | a) Incorporates best practices and lessons learned | 4 |
| | | b) Includes quality control measures | 4 |
| | | c) Identifies risks and proposes mitigation strategies | 4 |

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| | | d) Outlines the advantages over alternative options and strategies | 4 | |
| | | e) Demonstrates adaptability | 4 | |
| | | The Bidder must provide the following information to clearly demonstrate that it meets criterion for PRTCs 12.1, 12.2, 12.3 and 12.4: A written description of the methodology it intends to use for groups with students with different proficiency levels, with a detailed response to items in PRTC 12.1, 12.2, 12.3 and 12.4 a) to e) inclusive. The responses to items a) to e) should not exceed 300 words per each item (e.g. 300 words or less for item a); 300 words or less for item b), etc.). | | |
| PRTC 13 | Bidder's Approach to Quality Control | The Bidder should provide a detailed description of the methodology it intends to control and continuously improve the quality of the teaching services. The description of the methodology should include the following elements: best practices and lessons learned, quality control measures, risks and mitigation strategies, advantages over alternative options and strategies, and demonstrates adaptability in its proposed methodology to meet the requirements. For each element, the Bidder must clearly demonstrate its applicability to the requirement. The responses to items a) to e) should not exceed 500 words in total for all items combined. | Maximum points: 20 | Bidder's Score |
| | | a) Incorporates best practices and lessons learned | 4 | |
| | | b) Includes quality control measures | 4 | |
| | | c) Identifies risks and proposes mitigation strategies | 4 | |
| | | d) Outlines the advantages over alternative options and strategies | 4 | |
| | | e) Demonstrates adaptability | 4 | |
| | | The Bidder must provide the following information to clearly demonstrate that it meets criterion for PRTC 13: A written description of the methodology it intends to use for groups with students with different proficiency levels, with a detailed response to items in PRTC 13 a) to e) inclusive. The responses to items a) to e) should not exceed 500 words in total for all items combined. | | |

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|--|--|---|--|---|---------------------------------|---|-----------------------|---|--|---|---|---|--|
| PRTC 14 | Bidder's Approach to Management/ Administration | <p>The Bidder should provide a detailed description of its approach to managing the client relationship and providing administrative support.</p> <p>The description of the approach should demonstrate the following elements of management and administration: responding to requests for services; quality control on invoices; tracking deadlines; completing and submitting reports such as Attendance Records, reports, and the creation and maintenance of electronic records for each course; and communicating and sharing information with CFSL including issues, problems, and areas of concern. For each element, the Bidder must clearly demonstrate its applicability to the requirement. The responses to items a) to e) should not exceed 500 words in total for all items combined.</p> <p style="text-align: right;">Maximum points: 20</p> | Bidder's Score | | | | | | | | | | |
| | | <table border="1"> <tr> <td>a) Responding to requests for services</td> <td style="text-align: center;">4</td> </tr> <tr> <td>b) Quality control on invoicing</td> <td style="text-align: center;">4</td> </tr> <tr> <td>c) Tracking deadlines</td> <td style="text-align: center;">4</td> </tr> <tr> <td>d) Completing and submitting reports such as Attendance Records, reports, and the creation and maintenance of electronic records for each course</td> <td style="text-align: center;">4</td> </tr> <tr> <td>e) Communicating and sharing information including issues, problems and areas of concern.</td> <td style="text-align: center;">4</td> </tr> </table> | a) Responding to requests for services | 4 | b) Quality control on invoicing | 4 | c) Tracking deadlines | 4 | d) Completing and submitting reports such as Attendance Records, reports, and the creation and maintenance of electronic records for each course | 4 | e) Communicating and sharing information including issues, problems and areas of concern. | 4 | |
| a) Responding to requests for services | 4 | | | | | | | | | | | | |
| b) Quality control on invoicing | 4 | | | | | | | | | | | | |
| c) Tracking deadlines | 4 | | | | | | | | | | | | |
| d) Completing and submitting reports such as Attendance Records, reports, and the creation and maintenance of electronic records for each course | 4 | | | | | | | | | | | | |
| e) Communicating and sharing information including issues, problems and areas of concern. | 4 | | | | | | | | | | | | |
| | | <p>The Bidder must provide the following information to clearly demonstrate that it meets criterion for PRTC 14:</p> <p>A written description of the approach it intends to use in managing client relationship and providing administrative support with a detailed response to items in PRTC 14 a) to e) inclusive. The responses to items a) to e) should not exceed 500 words in total for all items combined.</p> | | | | | | | | | | | |

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PART 5 – CERTIFICATIONS AND ADDITIONAL INFORMATION

Bidders must provide the required certifications and additional information to be awarded a contract.

The certifications provided by Bidders to Canada are subject to verification by Canada at all times. Canada will declare a bid non-responsive, or will declare a contractor in default if any certification made by the Bidder is found to be untrue, whether made knowingly or unknowingly, during the bid evaluation period or during the contract period.

The Contracting Authority will have the right to ask for additional information to verify the Bidder's certifications. Failure to comply and to cooperate with any request or requirement imposed by the Contracting Authority will render the bid non-responsive or constitute a default under the Contract.

5.1 Certifications Required with the Bid

Bidders must submit the following duly completed certifications as part of their bid.

5.1.1 Declaration of Convicted Offences

In accordance with the Integrity Provisions of the Standard Instructions, all bidders must provide with their bid, if applicable, the Integrity 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 Contract Award and Additional Information

The certifications and additional information listed below should be submitted with the bid but may be submitted afterwards. If any of these required certifications or additional information is not completed and submitted as requested, the Contracting Authority will inform the Bidder 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 specified will render the bid non-responsive.

5.2.1 Integrity Provisions - List of Names

In accordance with the Integrity Provisions and the Ineligibility and Suspension Policy, the following must be provided as part of the solicitation process.

Bidders that are corporate entities, including those bidding as joint ventures, must provide a complete list of names of all current directors or, for a privately owned corporation, the names of the owners of the corporation.

Bidders bidding as sole proprietors, including sole proprietors bidding as joint ventures, must provide a complete list of the names of all owners.

Bidders that are a partnership do not need to provide a list of names. Contracting officers only need to submit the information provided by the bidder, offeror or supplier when requesting an integrity verification.

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5.2.2 Federal Contractors Program for Employment Equity - Bid Certification

By submitting a bid, the Bidder certifies that the Bidder, and any of the Bidder's members if the Bidder 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 (ESDC) - Labour's website (<https://www.canada.ca/en/employment-social-development/programs/employment-equity/federal-contractor-program.html#>).

Canada will have the right to declare a bid non-responsive if the Bidder, or any member of the Bidder if the Bidder is a Joint Venture, appears on the "FCP Limited Eligibility to Bid list at the time of contract award.

Canada will also have the right to terminate the Contract for default if a Contractor, or any member of the Contractor if the Contractor is a Joint Venture, appears on the "[FCP Limited Eligibility to Bid](#)" list during the period of the Contract.

The Bidder must provide the Contracting Authority with a completed annex [titled Federal Contractors Program for Employment Equity - Certification](#), before contract award. If the Bidder is a Joint Venture, the Bidder must provide the Contracting Authority with a completed annex Federal Contractors Program for Employment Equity - Certification, for each member of the Joint Venture.

Attachment 1 to Part 5, Additional Certifications Precedent to Contract Award, includes a copy of the certification.

5.2.3 Additional Certifications Precedent to Contract Award

Refer to Attachment 1 to Part 5, Additional Certifications Precedent to Contract Award.

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ATTACHMENT 1 TO PART 5, ADDITIONAL CERTIFICATIONS PRECEDENT TO CONTRACT AWARD

1. Federal Contractors Program for Employment Equity – Certification

I, the Bidder, by submitting the present information to the Contracting Authority, certify that the information provided is true as of the date indicated below. The certifications provided to Canada are subject to verification at all times. I understand that Canada will declare a bid non-responsive, or will declare a contractor in default, if a certification is found to be untrue, whether during the bid evaluation period or during the contract period. Canada will have the right to ask for additional information to verify the Bidder's certifications. Failure to comply with any request or requirement imposed by Canada may render the bid non-responsive or constitute a default under the Contract.

For further information on the Federal Contractors Program for Employment Equity visit [Employment and Social Development Canada \(ESDC\) – Labour's](#) website.

Date: _____ (YYYY/MM/DD) (If left blank, the date will be deemed to be the bid solicitation closing date.)

Complete both A and B.

A. Check only one of the following:

- A1. The Bidder certifies having no work force in Canada.
- A2. The Bidder certifies being a public sector employer.
- A3. The Bidder certifies being a [federally regulated employer](#) being subject to the [Employment Equity Act](#).
- A4. The Bidder certifies having a combined work force in Canada of less than 100 permanent full-time and/or permanent part-time employees.

A5. The Bidder has a combined workforce in Canada of 100 or more employees; and

- A5.1. The Bidder certifies already having a valid and current [Agreement to Implement Employment Equity \(AIEE\)](#) in place with ESDC-Labour.

OR

- A5.2. The Bidder certifies having submitted the [Agreement to Implement Employment Equity \(LAB1168\)](#) to ESDC-Labour. As this is a condition to contract award, proceed to completing the form Agreement to Implement Employment Equity (LAB1168), duly signing it, and transmit it to ESDC-Labour.

B. Check only one of the following:

- B1. The Bidder is not a Joint Venture.

OR

- B2. The Bidder is a Joint venture and each member of the Joint Venture must provide the Contracting Authority with a completed annex Federal Contractors Program for Employment Equity - Certification. (Refer to the Joint Venture section of the Standard Instructions).

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2. Status and Availability of Resources

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

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

3. Education and Experience

The Bidder certifies that all the information provided in the résumés and supporting material submitted with its bid, particularly the information pertaining to education, achievements, experience and work history, has been verified by the Bidder to be true and accurate. Furthermore, the Bidder warrants that every individual proposed by the Bidder for the requirement is capable of performing the Work described in the resulting contract.

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PART 6 – SECURITY, FINANCIAL AND OTHER REQUIREMENTS

6.1 Security Requirement

6.1.1 Before award of a contract, the following conditions must be met:

- a) the Bidder must hold a valid organization security clearance as indicated in Part 7 - Resulting Contract Clauses;
- b) the Bidder's proposed individuals requiring access to classified or protected information, assets or sensitive work site(s) must meet the security requirement as indicated in Part 7 - Resulting Contract Clauses;
- c) the Bidder must provide the name of all individuals who will require access to classified or protected information, assets or sensitive work sites;

6.1.2 Bidders are reminded to obtain the required security clearance promptly. Any delay in the award of a contract to allow the successful Bidder to obtain the required clearance will be at the entire discretion of the Contracting Authority.

6.1.3 For additional information on security requirements, Bidders should refer to [the Industrial Security Program \(ISP\)](http://ssi-iss.tpsgc-pwgsc.gc.ca/index-eng.html) of Public Works and Government Services Canada (<http://ssi-iss.tpsgc-pwgsc.gc.ca/index-eng.html>) website.

6.2 Financial Capability

SACC Manual clause A9033T (2012-07-16) Financial Capability

6.3 Insurance – Specific Requirements

The Contractor must comply with the insurance requirements specified in Annex D. The Contractor must maintain the required insurance coverage for the duration of the Contract. Compliance with the insurance requirements does not release the Contractor from or reduce its liability under the Contract.

The Contractor is responsible for deciding if additional insurance coverage is necessary to fulfill its obligation under the Contract and to ensure compliance with any applicable law. Any additional insurance coverage is at the Contractor's expense, and for its own benefit and protection.

The Contractor must forward to the Contracting Authority within ten (10) days after the date of award of the Contract, a Certificate of Insurance evidencing the insurance coverage and confirming that the insurance policy complying with the requirements is in force. For Canadian-based Contractors, coverage must be placed with an Insurer licensed to carry out business in Canada, however, for Foreign-based Contractors, coverage must be placed with an Insurer with an A.M. Best Rating no less than "A-". The Contractor must, if requested by the Contracting Authority, forward to Canada a certified true copy of all applicable insurance policies.

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PART 7 – RESULTING CONTRACT CLAUSES

The following clauses and conditions apply to and form part of any contract resulting from the bid solicitation.

7.1 Statement of Work

- a) The Contractor must perform the Work in accordance with the Statement of Work in Annex A, and the Contractor's technical bid entitled _____, dated _____. (To be inserted upon contract award.)
- b) **Reorganization of Client:** The Contractor's obligation to perform the Work will not be affected by (and no additional fees will be payable as a result of) the renaming, reorganization, reconfiguration, or restructuring of any Client. The reorganization, reconfiguration and restructuring of the Client includes the privatization of the Client, its merger with another entity, or its dissolution, where that dissolution is followed by the creation of another entity or entities with mandates similar to the original Client. In connection with any form of reorganization, Canada may designate another department or government body as the Contracting Authority or Project Authority, as required to reflect the new roles and responsibilities associated with the reorganization.

7.1.1 Task Authorization

A. Work described in Annex A, Statement of Work, will be performed under the Contract on an “as and when requested basis”.

B. With respect to the Work mentioned under paragraph A of this clause,

1. an obligation will come into force only when the Contractor receives a Task Authorization (TA), inclusive of any revisions, authorized and issued in accordance with this clause, and only to the extent designated in the authorized TA;
2. the TA Authority and limit will be determined in accordance with paragraph C of this clause;
3. the Contractor must not commence work until a TA, inclusive of any revisions, has been authorized and issued in accordance with the Contract. The Contractor acknowledges that work performed before a TA, inclusive of any revisions, has been authorized and issued in accordance with the Contract will be done at the Contractor's own risk and expense;
4. the task description, inclusive of any revisions, included in an authorized TA must fall within the scope of the Statement of Work, in Annex A; and
5. the TA, inclusive of any revisions, will be authorized under the Contract through the use of Annex E Task Authorization Form. An authorized TA is a completed Annex E authorized by the TA Authority.

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C. TA Authority and Limit

The Project Authority may authorize individual TAs inclusive of any revisions up to a limit of \$ _____ (To be inserted upon contract award.), Applicable Taxes extra. Any TA the total value of which would exceed that limit or any revision to a previously authorized TA that would increase the TA total value above that limit must be authorized by the Contracting Authority before issuance to the Contractor.

D. The authority specified under paragraph C of this clause is granted subject to the sum specified in the Contract under clause 7.6.2 (Canada's Total Liability, Cumulative Total of all authorized TAs) not being exceeded.

E. TA Process

For each task or revision of a previously authorized task, the Project Authority will provide the Contractor with a request to perform a task prepared using Annex E, Task Authorization Form, containing as a minimum:

- the task number (as applicable, the revision number of the task);
- the task or revised task description of the Work required,
- the Contract security requirements applicable to the task or revised task;
- the total estimated cost for performing the task or, as applicable, revised task.

F. Contractor's Response for Foreign Language Training, Testing and Related Services.

Within five (5) working days of the receipt of the request or unless an extension is granted by the Project Authority, the Contractor must provide the Project Authority with a written response prepared and submitted by email using the TA form received from the Project Authority, containing as a minimum:

1. written acceptance of the task or proof of Best Effort in accordance with paragraph I of this clause;
2. confirmation of the total estimated cost for performing the task or, as applicable, revised task; and
3. confirmation of the breakdown of that cost in accordance with Annex B - Basis of Payment.

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G. TA Authorization

1. The TA Authority will review the Contractor's response for each TA. The TA Authority will authorize the TA based on:
 - the request submitted to the Contractor pursuant to paragraph E of this clause;
 - the Contractor's response received, submitted pursuant to paragraph F; and
 - the agreed total estimated cost for performing the task or, as applicable, revised task.
2. If the TA Authority is satisfied with proposed response, it will send a confirmation that the TA is authorized by the TA Authority.
3. The authorized TA will be issued to the Contractor by email.

H. Best Effort for Foreign Language Training, Testing and Related Task Authorizations

1. If the Contractor is unable to locate qualified resources available to perform a Foreign Language Training, Testing and Related task, the Contractor must inform the Project Authority in writing before the deadline for responding to the TA. In such case, the Contractor must demonstrate to the Project Authority that "best effort" was used in an attempt to find qualified resources.
2. The Project Authority may, at its sole discretion and at the request of the Contractor, authorize the extension of the deadline to provide a response to the TA.
3. For the purpose of this Contract, "best efforts" requires the Contractor to find qualified resource(s) by:
 - a) communicating with potential qualified resource(s) or service providers; and
 - b) publishing advertisements, in the medium of its choice, seeking qualified resource(s) or service provider(s) within different geographical locations.
4. In the event that the Contractor has not demonstrated the use of best efforts to find qualified resources, the failure to provide qualified resources will be deemed a refusal to provide the service for which Canada reserves the right to cancel the TA. If the TA is cancelled on the basis that the Contractor has not demonstrated the use of best efforts to find qualified resources, there will be no payment to the Contractor for late cancellations in accordance with the clause 7.7 Cancellation Policy.
5. If, despite best efforts, the Contractor is unable to provide qualified resources, Canada will cancel the TA and there will be no payment to the Contractor for late cancellations in accordance with the clause 7.7. Cancellation Policy. Canada may cancel up to 1% of all issued TA's in a calendar month on the basis of unavailable resources.
6. Subject to sections 4 and 5, if Canada is required to cancel more than 1% of all issued TA's in a calendar month on the basis that the Contractor is unable to provide qualified resources, the Project Authority will submit to the Contractor a Summary Report on Compliance with Quality Standards. The Contractor must then submit a written reply within 30 calendar days of receipt of the Report, detailing the remedial steps the Contractor has taken to ensure the refusal of TA's remains lower than 1% of all issued TA's in a calendar month.

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7. If a TA is cancelled on the basis that the Contractor is unable to provide qualified resources, Canada reserves the right to acquire the Work by other means.

I. Minimum Work Guarantee - All the Work - Authorized TAs

1. "Maximum Contract Value" means the sum specified in Contract clause 7.6.2 (Canada's Total Liability, Cumulative Total of all authorized TAs); and "Minimum Contract Value" means 5% of the Maximum Contract Value on the date the contract is first issued.
2. Canada's obligation under the Contract is to request Work in the amount of the Minimum Contract Value or, at Canada's option, to pay the Contractor at the end of the Contract in accordance with paragraph I.3 of this clause. In consideration of such obligation, the Contractor agrees to stand in readiness throughout the Contract period to perform the Work. Canada's maximum liability for Work requested in authorized TAs, performed by the Contractor and accepted by Canada must not exceed the Maximum Contract Value, unless an increase is authorized in writing by the Contracting Authority.
3. In the event that Canada does not request Work in the amount of the Minimum Contract Value during the period of the Contract, Canada must pay the Contractor the difference between the Minimum Contract Value and the cost of the Work requested in authorized TAs, performed by the Contractor and accepted by Canada.
4. Canada will have no obligation to the Contractor under this clause if Canada terminates the Contract in whole or in part for default.

J. Periodic Usage Reports - Contracts with TAs

1. The Contractor must compile and maintain detailed and current data on its performance of Work required and requested under TAs (inclusive of any revisions) authorized and issued under the Contract.
2. No later than 15 calendar days after the end of each of the reporting periods below, the Contractor must submit to the Contracting Authority and Project Authority a periodic usage report containing, in an electronic spreadsheet (such as MSOffice Excel), the data elements specified in paragraphs J.3 and J.4 of this clause in the order they are presented. Where at the end of a reporting period, no changes are required to be made to the data contained in the periodic usage report submitted for the previous period, the Contractor must submit a "NIL" report to the Contracting Authority and Project Authority.

The reporting periods are defined as follows:

- 1st quarter: April 1 to June 30;
- 2nd quarter: July 1 to September 30;
- 3rd quarter: October 1 to December 31; and
- 4th quarter: January 1 to March 31.

A sample spreadsheet containing the data elements contained in paragraphs J.3 and J.4 of this clause is provided in Annex F.

3. For each TA authorized and issued under the Contract, the data must contain the following data elements in the order presented:

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- a) the TA number appearing on the TA form;
- b) the TA revision number appearing on the TA form, if applicable;
- c) the date the task was authorized appearing on the TA form;
- d) the total estimated cost of the task including all revisions (Applicable Taxes extra);
- e) the total cost invoiced for the task (as last revised, as applicable), Applicable Taxes extra;
- f) the total amount of Applicable Taxes invoiced; and
- g) the total amount paid, Applicable Taxes included.

4. For all TAs authorized and issued under the Contract, the data must contain the following data elements in the order presented:

- a) the sum (Applicable Taxes extra) specified in clause 7.6.2, Canada's Total Liability, Cumulative Total of all Authorized TAs, as last amended;
- b) the total cost invoiced for all authorized tasks inclusive of any revisions, Applicable Taxes extra;
- c) the total amount of Applicable Taxes invoiced for all authorized tasks inclusive of any revisions; and
- d) the total amount paid for all authorized tasks inclusive of any revisions, Applicable Taxes included.

7.2 Standard Clauses and Conditions

All clauses and conditions identified in the Contract 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.

7.2.1 General Conditions

2035 (2020-05-28), General Conditions - Higher Complexity - Services, apply to and form part of the Contract.

7.2.2 Inspection and Acceptance

The Project Authority is the Inspection Authority. All reports, deliverable items, documents, goods and all services rendered under the Contract are subject to inspection by the Inspection Authority or representative. Should any report, document, good or service not be in accordance with the requirements of the Statement of Work and to the satisfaction of the Inspection Authority, as submitted, the Inspection Authority will have the right to reject it or require its correction at the sole expense of the Contractor before recommending payment.

7.2.3 Specific Person(s)

The Contractor must provide the services of the following person(s) to perform the Work as stated in the Contract:

Program Manager: _____ (To be inserted upon contract award.)

Pedagogical Advisor: _____ (To be inserted upon contract award.)

Learning Product Manager: _____ (To be inserted upon contract award.)

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7.3 Security Requirement

SECURITY REQUIREMENT FOR CANADIAN SUPPLIER: PWGSC FILE No. 08893-200320

1. The Contractor/Offeror must, at all times during the performance of the Contract/Standing Offer, hold a valid Designated Organization Screening (DOS) with approved Document Safeguarding at the level of PROTECTED A, 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 site(s) must EACH hold a valid RELIABILITY STATUS, granted or approved by the CSP, PWGSC. Until the security screening of the Contractor personnel required by this Contract has been completed satisfactorily by the CSP, PWGSC, the Contractor/ personnel MAY NOT HAVE ACCESS to (PROTECTED) information or assets, and MAY NOT ENTER sites where such information or assets are kept, without an escort.
3. The Contractor MUST NOT utilize its Information Technology systems to electronically process, produce or store PROTECTED A information until the CSP, PWGSC has issued written approval. After approval has been granted or approved, these tasks may be performed at the level of PROTECTED A.
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) *Contract Security Manual* (Latest Edition)

7.4 Term of Contract

7.4.1 Period of the Contract

The period of the Contract is from date of Contract to _____ (To be inserted upon contract award.) inclusive.

7.4.2 Option to Extend the Contract

The Contractor grants to Canada the irrevocable option to extend the term of the Contract by up to two (2) additional one (1) year periods under the same conditions. The Contractor agrees that, during the extended period of the Contract, it will be paid in accordance with the applicable provisions as set out in the Basis of Payment.

Canada may exercise this option at any time by sending a written notice to the Contractor at least 30 calendar days before the expiry date of the Contract. The option may only be exercised by the Contracting Authority, and will be evidenced for administrative purposes only, through a contract amendment.

Solicitation No. - N° de l'invitation
08893-200320/A
Client Ref. No. - N° de réf. du client
08893-200320

Amd. No. - N° de la modif.
File No. - N° du dossier
503zf.08893-200320

Buyer ID - Id de l'acheteur
503zf
CCC No./N° CCC - FMS No./N° VME

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7.4.3 Option to Extend - Transition Period

The Contractor acknowledges that the nature of the services provided under the Contract requires continuity and that a transition period may be required at the end of the Contract. The Contractor agrees that Canada may, at its discretion, extend the Contract by a period of two (2) months under the same conditions to ensure the required transition. The Contractor agrees that, during the extended period of the Contract, it will be paid in accordance with the applicable provisions as set out in the Basis of Payment.

The Contracting Authority will advise the Contractor of the extension by sending a written notice to the Contractor at least 30 calendar days before the contract expiry date. The extension will be evidenced for administrative purposes only, through a contract amendment.

7.5 Authorities

7.5.1 Contracting Authority

The Contracting Authority for the Contract is:

Name: Christophe Hakizimana
Title: Supply Specialist
Public Works and Government Services Canada (PWGSC)
Linguistic Services Division
Address: Terrasses de la Chaudière 5th floor
10 Wellington Street, Gatineau, Quebec
K1A 0S5, 5th Floor
Telephone: 873-354-7592
E-mail address: christophe.hakizimana@tpsgc-pwgsc.gc.ca

The Contracting Authority is responsible for the management of the Contract and any changes to the Contract must be authorized in writing by the Contracting Authority. The Contractor must not perform work in excess of or outside the scope of the Contract based on verbal or written requests or instructions from anybody other than the Contracting Authority.

7.5.2 Project Authority

The Project Authority for the Contract is: (To be inserted upon contract award.)

Name: _____
Title: _____
Organization: _____
Address: _____
Telephone: _____
Facsimile: _____
E-mail address: _____

The Project Authority is the representative of the department or agency for whom the Work is being carried out under the Contract and is responsible for all matters concerning the technical content of the Work under the Contract. Technical matters may be discussed with the Project Authority; however, the Project Authority has no authority to authorize changes to the scope of the Work. Changes to the scope of the Work can only be made through a contract amendment issued by the Contracting Authority.

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7.5.3 Contractor's Representative

(To be inserted upon contract award.)

7.6 Payment

7.6.1 Basis of Payment

7.6.1.1 Authorized TA

TA subject to a Limitation of Expenditure

When the basis of payment specified in a TA authorized and issued under the Contract is limitation of expenditure, the Contractor will be reimbursed for the costs reasonably and properly incurred in the performance of the Work specified in the authorized TA, as determined in accordance with the basis of payment cost elements, in Annex B, to the limitation of expenditure specified in the authorized TA.

Canada's total liability to the Contractor under the authorized TA must not exceed the limitation of expenditure specified in the authorized TA. Customs duties are included and Applicable Taxes are extra.

No increase in the liability of Canada or in the price of the Work specified in the authorized TA resulting from any design changes, modifications or interpretations of the Work specified in the authorized TA will be authorized or paid to the Contractor unless these design changes, modifications or interpretations have been authorized, in writing, by the TA Authority before their incorporation into the Work specified in the authorized TA. The Contractor must not perform any work or provide any service that would result in Canada's total liability being exceeded before obtaining the written authorization of the TA Authority. The Contractor must notify the TA Authority in writing as to the adequacy of this sum as soon as the Contractor considers that the authorized TA funds are inadequate for the completion of the Work specified in the authorized TA.

If the notification is for inadequate authorized TA funds, the Contractor must provide to the TA Authority, a written estimate for the additional funds required. Provision of such information by the Contractor does not increase Canada's liability.

7.6.1.2 Travel and Direct Costs

The Contractor will be reimbursed for the authorized travel and living expenses, and direct costs reasonably and properly incurred in the performance of the Work in accordance with Annex B, Basis of Payment.

7.6.2 Canada's Total Liability

Cumulative Total of all authorized TAs

- A. Canada's total liability to the Contractor under the Contract for all authorized TAs, inclusive of any revisions, must not exceed the sum of \$_____ (To be inserted upon contract award.). Customs duties are included and the Applicable Taxes are extra.
- B. No increase in the total liability of Canada will be authorized or paid to the Contractor unless an increase has been approved, in writing, by the Contracting Authority.
- C. The Contractor must notify the Contracting Authority, in writing, as to the adequacy of this sum:

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1. when it is 75 percent committed, or
2. four (4) months before the Contract expiry date, or
3. as soon as the Contractor considers that the sum is inadequate for the completion of the Work required and requested in all authorized TAs, inclusive of any revisions, the applicable basis of payment of which is limitation of expenditure contract clause 7.6.1.1. TA subject to a Limitation of Expenditure,

whichever comes first.

- D. If the notification is for inadequate contract funds, the Contractor must provide to the Contracting Authority a written estimate for the additional funds required. Provision of such information by the Contractor does not increase Canada's liability.

7.6.3 Method of Payment

H1008C (2008-05-12), Monthly Payment

7.6.4 SACC Manual Clauses

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

7.6.5 Discretionary Audit

C0705C (2010-01-11), Discretionary Audit

7.7 Cancellation Policy

7.7.1 Cancellation of Training Session

- a) For the purpose of the cancellation policy, a training session is defined as one training session performed within one working day by one single teacher.
- b) Canada reserves the right to cancel foreign language training sessions. Canada will notify the Contractor of any cancellation.
- c) In the event Canada notifies the Contractor of its intent to cancel a foreign language training session (Classroom or virtual) less than 48 hours prior to the scheduled start time of the training session, Canada will pay the Contractor for the total estimated costs of the cancelled training session specified in the Task Authorization.
- d) When learners are not present for a training session and Canada has not provided the Contractor with a confirmation of training session cancellation, the Contractor's teacher(s) must be present at the class for the following period of time:
 - i. The teacher(s) must wait for half an hour after the scheduled starting time of the training session in the event the student (s) arrives for the training session or unless Canada confirms the late cancellation within that half an hour. If the Contractor does not receive confirmation from Canada of the late cancellation within that half an hour, the Contractor's teacher(s) will no longer be required to wait for the student(s) and the Contractor will be paid for the hours of the cancelled training session in accordance with the Basis of Payment. When the training session is cancelled, the Contractor must inform

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Canada in writing as soon as possible. If one student arrives to class within half an hour after the scheduled starting time of the training session, the teacher(s) must provide the training for the remaining hours of the training period.

7.7.2 Cancellation of Testing Session

a) Canada reserves the right to cancel testing sessions. Canada will notify the Contractor of any cancellation.

b) In the event Canada notifies the Contractor of its intent to cancel a foreign language testing session less than 48 hours prior to the scheduled start time of the testing session, Canada will pay the Contractor for the total estimated costs of the testing session specified in the Task Authorization. There will be no payment for cancellation if Canada notifies the Contractor 48 hours or more before the scheduled test.

7.7.3 Cancellation of foreign language related services

- a. For the purpose of the cancellation policy, foreign language related services is defined as:
- i) Foreign Language Teaching services in Canada (In-person)
 - ii) Foreign Language Teaching services (Virtual)
 - iii) Program Manager
 - iv) Pedagogical Advisor
 - v) Coordinator-Administrator
 - vi) Foreign Language Proficiency Tester
 - vii) Foreign Language Testing Advisor
 - viii) Course Designer and Developer
 - ix) Foreign Language Test Designer and Developer
 - x) Instructional Designer (E-Learning/Online)
 - xi) Graphic Designer
 - xii) E-learning Designer and Developer
 - xiii) Database Application Design and Developer
 - xiv) Media Producer
 - xv) Researcher / Strategic Analyst
 - xvi) Learning Product Manager
 - xvii) IT Support Specialist
 - xviii) Foreign Language Training Advisor
 - xix) Foreign Language Teaching Services Abroad (In-person)
 - xx) Subject Matter Experts
 - xxi) Virtual training platform
- b. In the event Canada notifies the Contractor of its intent to cancel a foreign language related service after the Task Authorization has been authorized, Canada will pay the Contractor for:
- i. the total estimated cost as specified on the Task Authorization for the number of hours of work completed before receiving the cancellation notification for the foreign language related service; and
 - ii. if applicable, all related costs for the foreign language related service incurred by the Contractor that have been approved by Canada upon submission of an itemized statement supported by receipt vouchers.
- c. This policy will apply only if:
- i. a resource has been confirmed and approved by Canada; and
 - ii. Canada has not been able to provide other related tasks for the same time period to fill the confirmed resource's schedule.

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7.8 Invoicing Instructions

7.8.1 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. Invoices should be linked to the time sheets as captured by CFSL's software platform.

Each invoice must be supported by:

- a. a copy of time sheets to support the time claimed;
- b. a copy of the invoices, receipts, vouchers for all direct expenses, and all travel and living expenses.

7.8.2 Invoices must be distributed as follows:

- a. The original and one (1) copy must be forwarded to the address shown on page 1 of the Contract for certification and payment.

7.8.3 Electronic Payment of Invoices – Contract

The Contractor accepts to be paid using the following Electronic Payment Instrument(s):
(To be inserted upon contract award, if applicable.)

7.9 Certifications

7.9.1 Compliance

The continuous compliance with the certifications provided by the Contractor in its bid and the ongoing cooperation in providing additional information are conditions of the Contract. Certifications are subject to verification by Canada during the entire period of the Contract. If the Contractor does not comply with any certification, fails to provide the additional information, or if it is determined that any certification made by the Contractor in its bid is untrue, whether made knowingly or unknowingly, Canada has the right, pursuant to the default provision of the Contract, to terminate the Contract for default.

7.9.2 Federal Contractors Program for Employment Equity - Default by the Contractor

The Contractor understands and agrees that, when an Agreement to Implement Employment Equity (AIEE) exists between the Contractor and Employment and Social Development Canada (ESDC)-Labour, the AIEE must remain valid during the entire period of the Contract. If the AIEE becomes invalid, the name of the Contractor will be added to the "FCP Limited Eligibility to Bid" list. The imposition of such a sanction by ESDC will constitute the Contractor in default as per the terms of the Contract.

7.10 Applicable Laws

The Contract must be interpreted and governed, and the relations between the parties determined, by the laws in force in _____. (To be inserted upon contract award.)

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 Articles of Agreement;
- (b) the General conditions 2035 (2020-05-28), General Conditions - Higher Complexity - Services;

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- (c) Supplemental general conditions 4007 (2010-08-16) - Canada to Own Intellectual Property Rights in Foreground Information
- (d) Annex A, Statement of Work;
- (e) Annex B, Basis of Payment;
- (f) Annex C, Security Requirements Check List;
- (g) Annex D, Insurance Requirements;
- (h) Annex E, Example of Task Authorization Forms;
- (i) Annex F, Sample Periodic Usage Report;
- (j) the authorized Task Authorizations (including all of its annexes, if any); and
- (k) the Contractor's bid dated_____. (To be inserted upon contract award.)

7.12 Foreign Nationals

SACC Manual clause A2001C (2006-06-16), Foreign Nationals (Foreign Contractor)

SACC Manual clause A2000C (2006-06-16), Foreign Nationals (Canadian Contractor)

7.13 Access to Facilities and Equipment

SACC Manual clause B9028C (2007-05-25) Access to Facilities and Equipment

7.14 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](#)".

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ANNEX A, STATEMENT OF WORK

1.0 Background

- 1.1 The Centre for Foreign Languages (CFSL) is part of the Canadian Foreign Service Institute (CFSI) in Global Affairs Canada (GAC). CFSL is responsible for providing language training and testing in a number of foreign languages to GAC employees and their eligible dependants. CFSL also offers foreign language training and testing services to federal, provincial and municipal governments in Canada and foreign governments.
- 1.2 CFSL delivers its foreign language training mandate through a variety of language training programs, each consisting of courses with separate objectives aimed at learners (CFSL clients) with different levels of language proficiency in a foreign language.
- 1.3 Although "foreign language" means any official language of a foreign state which is not an Official Language of Canada, Appendix 4 provides a non-exhaustive list of the foreign languages for which CFSL usually requests training, testing and related services.
- 1.4 Courses offered by CFSL are led by teachers who must be experts in the field of attaining and maintaining language proficiency at commonly recognized levels.
- 1.5 In pursuit of CFSL's foreign language testing mandate, language proficiency levels acquired either prior to, during or after training, are validated through tests, conducted and/or rated by qualified testers.
- 1.6 Language training is mostly delivered on a yearly cycle, roughly coinciding with GAC's schedule of staffing positions abroad. Course duration within the cycle depends primarily on the training program offered, the desired level of language proficiency sought and the level of difficulty assigned to the language being taught. Other factors influencing the duration of foreign language training include: the language-learning aptitude of the individual learner, learning disabilities, and organizational priorities.

2.0 Objective

- 2.1 The objective of this Contract is to enable CFSL to carry out its mandate to provide full-time and part-time proficiency oriented language training in a large variety of foreign languages. CFSL training programs are aimed at increasing professional competency and facilitate social integration during the assignment abroad of the employees of Global Affairs Canada (GAC).

3.0 Scope of Work

- 3.1 The Contractor must, as-and-when-requested, provide foreign language training and testing services as well as related services to CFSL clients in the National Capital Region and in some cases, to CFSL clients located throughout Canada, the United States and overseas.
- 3.2 The Contractor must, as-and-when-requested, provide foreign language training on either full-time or part-time, in group or to individual CFSL clients, at a distance or in classrooms which will be provided by CFSL.
- 3.3 The Contractor must, as-and-when-requested, provide Non-Management/Administrative resources listed in Appendix 6, which will be specified in a request for service form, in accordance with sections 4.0, 5.0 and 6.0 of this statement of work.

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- 3.4** The Contractor must provide the Management/Administrative resources listed in Appendix 7, as and when requested in a request for service form, in accordance with section 8.0 Management/Administrative Services and Resources of this Statement of Work.

4.0 Foreign Language Training Services

The Contractor must, as-and-when-requested, provide language training services to CFSL clients in the foreign language requested by CFSL through a request for service; these services may be required in the classroom or by delivery in a virtual distance learning format. The language training must enable CFSL clients to attain various levels of foreign language proficiency as described by the Interagency Language Roundtable (ILR) scale (see Appendix 2).

4.1 Language Teacher Resources

The Contractor must propose the requested amount of Language Teacher resources to perform the Work when CFSL requests foreign language training or related services.

When the training is offered on a full-time basis (six hours a day), the Contractor must provide two different Language Teachers, one for the morning session and another one for the afternoon session.

4.2 Language Teacher Resources Qualifications

The qualifications of each Language Teacher resource proposed by the Contractor to provide foreign language training services or related services will be evaluated by CFSL at request for service stage in accordance with the Language Teacher resource category qualifications found in Appendix 6 and following the procedures outlined in section 7.0 Human Resources Required for Services found in this Statement of Work.

4.3 Language Training Programs

At a minimum, the Contractor's Language Teacher resource(s) must provide foreign language training services for the following CFSL language training programs:

- a) Professional Proficiency
- b) Maintenance (Polyglot Program)
- c) Social Integration
- d) Flexible Fluency
- e) Foreign language Training for Other Government Departments (OGDs)

Definitions for each of the language training programs is found in Appendix 1 - CFSL Foreign Languages Training Programs.

4.4 Preparation of daily lesson plan and materials

In conjunction with other Language Teachers assigned to the course, Language Teacher resources must prepare a daily lesson plan for full-time and part-time classes, in order to include all additional material such as photocopies, prior to each training session.

The daily lesson plan must be based on the existing course plan provided by CFSL (if available) and must take into consideration the individual needs of learners such as target proficiency level, learning styles or learning disabilities or the accommodation for learning. When requested by CFSL, the Contractor's Language Teacher(s) must provide CFSL Project Authority with a copy of the daily lesson plan.

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4.5 Foreign Language Training Session

The Contractor's Language Teacher resources must:

- a) Liaise with CFSL, as required, regarding any course-specific requirements;
- b) Arrive at the class location (physical or virtual) prior to the scheduled start time, so as to have sufficient time to fully prepare for class (i.e. to set up, ensure materials are prepared, verify the correct functioning of technical equipment). In the instance of virtual teaching, be online before the scheduled start to ensure the setup is functioning to proceed with instruction;
- c) Distribute learning materials and daily lesson plan to each learner, if applicable;
- d) Maintain a daily attendance record of learners and ensure that all information is filled accurately;
- e) Record class activities, including units studied, resource used, and record information about learners' progress in a logbook at the end of each class period;
- f) For the initial training session, when training is occurring in a physical classroom setting, provide administrative briefing, such as the location of fire exits, washrooms, lunchroom, requirement for passes, parking (how to fill out the attendance sheets and any other relevant administrative matters; and
- g) Perform other related training services.

4.6 Language Training Principles and Strategies

- a) When providing foreign language training services, the Contractor's Language Teachers must take into consideration that adults entering a learning situation come with a variety of needs, differences and expectations. They must also endeavour to create an environment that is conducive to adult learning by respecting the following principles:
 - i. The adult is an active learner as opposed to a passive observer;
 - ii. The adult has immediate objectives and needs to apply the learning rapidly;
 - iii. The adult learns easily when he/she is aware of the content to learn and the methods that will be used;
 - iv. The adult learns best when the learning relates to his/her life, and takes into account his/her past experience;
 - v. The adult receives training in order to solve a problem or find possible solutions to different issues;
 - vi. The adult is unique from other learners because of his/her personal and professional experience;
 - vii. The adult is motivated by a goal, an objective, the training activity itself and the anticipated training;
 - viii. The adult learns best when he/she is an active, stress-free participant, in an atmosphere of empathy, cordiality and patience, free of value judgements; and
 - ix. The adult is more comfortable using his/her first language as the referent in learning other languages.

The Contractor's Language Teachers must implement innovative teaching strategies in order to foster accelerated learning, with employees who are required to achieve specific results within strict time limitations (see Appendix 3 "Examples of estimated FLT Durations Based on Levels and Language Groups" and Appendix 4 "List of Commonly Taught Foreign Languages")

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4.7 Language Training Facilitation

The Contractor's Language Teachers must facilitate effective language training by:

- a) Familiarizing themselves with the course objectives as described in the course plans provided by CFSL;
- b) Using instructional means (either those suggested by the course plan or others as appropriate) to achieve the training objectives detailed in the course plan;
- c) Applying the principles of the communicative approach;
- d) Focusing on the development of four language skills, namely listening comprehension, reading comprehension, oral expression and written expression;
- e) Exposing learners to the economic, cultural, political and social contexts of the country or region where the language is spoken;
- f) Providing periodic feedback to learners on progress and maintain records of their progress, achievements, strengths and areas of improvement;
- g) Ensuring there is interaction between the teacher and learners and among learners;
- h) Ensuring training of each learner is aligned with his/her learning style;
- i) Maintaining a pace that ensures all learners are able to follow and understand the material, while staying on schedule, since all learners assigned to intensive classes must follow a testing schedule to measure proficiency acquired;
- j) When requested by CFSL, prepare reports on the progress of learners;
- k) Facilitating CFSL's attendance to the courses in progress for observation purposes;
- l) Meeting with CFSL, when requested, to receive feedback arising from course observations; collaborate with CFSL to offer and implement solutions to identified issues within one week; and
- m) Organizing, as required by CFSL, workshops in the target foreign language that will be delivered by individuals with various areas of cultural expertise, describing economic, cultural, social and political aspects of the target country or countries (for example, a presentation in Arabic on the Syria conflict by a Middle East expert). The cost of these workshops will be remunerated by CFSL and take place at varying intervals, depending on the language being taught.

4.8 Course Sizes, Composition and Duration

CFSL will determine the size and composition of a course and classes (e.g. the number of learners who will attend, and their assignment to each course or class), as well as individual training durations. CFSL may consult with the Contractor in this regard.

CFSL reserves the right to modify the course size and composition, and the training durations assigned to CFSL clients through a revision of the request for service (RS).

4.9 Teacher Certification

- 4.9.1 All Language Teachers providing foreign language training services must take the CFSL designed Teacher Certification Test (one-hour test and one-hour preparation) at no cost to the Contractor. CFSL will pay the firm all-inclusive hourly rate for Language Teacher Services found in Annex B, Basis of Payment for the one-hour preparation and one-hour duration of the test.
- 4.9.2 The CFSL Teacher Certification will be valid for a period of three years from the date the CFSL Certification test is passed. The CFSL Teacher Certification can be renewed by successfully taking the Teacher Certification Test. CFSL reserves the right to extend the validity period of the Certification in some cases (e.g., if a teacher has taught for a considerable amount of time and is very familiar with CFSL programs).
- 4.9.3 The Teacher Certification Test will address the following two subjects:
 - 4.9.3.1 CFSL's: mandate; description of main programs; roles and responsibilities of CFSL staff; learner population; roles and responsibilities of the Contractor's resources under the Contract; learning support services; and

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4.9.3.2 Teachers' responsibilities, teaching methodologies; best practices in relation to learning styles, motivation, error correction, reaching proficiency goals, dealing with learning disabilities, proficiency levels.

4.9.4 CFSL will provide the Contractor with up-to-date information covering the subjects mentioned in 4.9.3, so prospective Language Teachers may prepare. One hour of preparation time will be paid by CFSL.

4.9.5 CFSL reserves the right to change the content of the Teacher Certification Test at any time, with notification to the Contractor. If the content of the Teacher Certification Test is changed, CFSL may request some or all Language Teachers that previously passed the Teacher Certification Test to take a refresher test on any of the new topics. CFSL will pay the firm all-inclusive hourly rate for Language Teacher Services found in Annex B, Basis of Payment for the duration of the refresher test.

4.10 Foreign Language Teacher Training

At the request of CFSL, and when new information technology tools or practices, unique and specific to the CFSL environment are introduced, CFSL will fund training to the Contractor's Foreign Language Teachers and CFSL will pay for their time at the firm all-inclusive hourly rate for Foreign Language Teacher Services found in Annex B, Basis of Payment.

CFSL will inform the Contractor of the number of Language Teachers that must receive the foreign language teacher training through a request for services.

5.0 Foreign Language Proficiency Testing Services

The Contractor must, as-and-when-requested, provide Language Proficiency Testing Services in the foreign languages requested by CFSL through a request for service. Proficiency Tests must be conducted by Language Proficiency Testers.

5.1 Language Proficiency Tester Resources

The Contractor must provide the requested Language Proficiency Tester resources to perform the Work when CFSL requests foreign language proficiency testing services.

5.2 Language Proficiency Tester Qualifications

The qualifications of each Language Proficiency Tester proposed by the Contractor to provide foreign language proficiency testing services will be evaluated at request for service stage by CFSL in accordance with the Language Proficiency Tester resource category qualifications found in Appendix 6 and following the procedures outlined in section 7.0 Human Resources Required for Services found in this Statement of Work.

5.3 Proficiency and Language Aptitude Tests

At a minimum, the Contractor's Language Proficiency Tester resource(s) must provide foreign language proficiency testing services for the following types of proficiency tests:

5.3.1 CFSL Oral and Reading Foreign Language Proficiency Test

5.3.1.1 The CFSL oral and reading foreign language proficiency test is to be administered to any person who needs official GAC certification of foreign language proficiency. In most cases, the Contractor must, as-and-when-

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requested, provide one or more Language Proficiency Testers - to conduct and rate these tests. Language Proficiency Testers must use the CFSL proficiency test protocol and CFSL provided testing materials. For each foreign language being tested, the Contractor must supply Language Proficiency Testers fluent (level 2 in the Interagency Language Roundtable [ILR] Scale, see Appendix 2) in the Canadian official language in which the examinee wishes the test to be administered.

5.3.1.2 Language Proficiency Testers must interact with the examinee in the tested language and in the examinee's official language of choice, obtain a rateable sample and/or rate the results. Tests may be conducted face-to-face, by telephone or other technology based medium of communication (such as video conferencing) as determined by CFSL.

5.3.1.3 Once the test is completed or within 48 hours following the end of the test, the Language Proficiency Tester must assign a proficiency level along with a written report to justify the rating based on the examinee's performance throughout the test.

5.3.2 Modern Language Aptitude Test (MLAT) and Test d'aptitude en langues vivantes (TALV)

5.3.2.1 The contractor must, as-and-when-requested, provide the Modern Language Aptitude Test (MLAT) and the Test d'aptitude en langues vivantes (TALV). The contractor must, as-and-when-requested, procure all the testing material necessary for the administration of both tests.

5.3.2.2 The contractor must, proctor the Modern Language Aptitude Test (MLAT) and the Test d'aptitude en langues vivantes (TALV).

5.3.2.2 The contractor must, determine the test results based on the assessment methodology specific to each test and provide the test results to CFSL.

5.4 Tester Certification

5.4.1 All Language Proficiency Testers that administer the CFSL Oral and Reading Foreign Language Proficiency Test must have a valid CFSL-provided Tester Certification;

5.4.2 In order to receive the Tester Certification, all testers must complete CFSL's Tester Certification Program (see Appendix 9) and sign the Tester's Code of Ethics (see Appendix 8);

5.4.3 Tester Certifications are valid for three years after date of issuance. CFSL reserves the right to extend or terminate tester certifications depending on the level of testing activity and the performance of testers. CFSL will not pay the Contractor for the re-certification of testers.

5.4.4 CFSL reserves the right to change the content of the Tester Certification Test at any time, with notification to the Contractor. If the content of the Tester Certification Program or if the testing protocol changes, CFSL may request, through a request for service form, that some or all certified Language Proficiency Testers take a refresher course on any of the new topics. CFSL will pay the firm all-inclusive hourly rate for Language Proficiency Tester Services found in Annex B, Basis of Payment, for each Language Proficiency Tester for the duration of the refresher test.

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5.6 Foreign Language Tester Training

At the request of CFSL, the Contractor's Language Proficiency Testers must receive the following training provided by CFSL:

- 5.6.1 Tester Certification for the CFSL Oral and Reading Foreign Language Proficiency Test is provided for a maximum of 10 Language Proficiency Testers per fiscal year multiplied by 45 hours per Language Proficiency Tester at the firm all-inclusive hourly rate for Language Proficiency Tester Services found in Annex B, Basis of Payment;
- 5.6.2 When tester norming is requested by CFSL, CFSL will pay for each identified Language Proficiency Tester per hour spent norming the tester at the firm all-inclusive hourly rate for Language Proficiency Tester Services found in Annex B, Basis of Payment;
- 5.6.3 When an individualized tester coaching session is requested by CFSL, CFSL will provide individual Language Proficiency Testers with feedback on their elicitation technique. CFSL will remunerate Language Proficiency Tester at the firm all-inclusive hourly rate for Language Proficiency Tester Services found in Annex B, Basis of Payment;
- 5.6.4 When tester refreshers are requested by CFSL, for Language Proficiency Tester with limited testing experience, CFSL will provide a revision of all essential points of elicitation and rating and provide answers to questions. CFSL will pay for a maximum of 1.5 hours per Language Proficiency Tester at the firm all-inclusive hourly rate for Language Proficiency Tester Services found in Annex B, Basis of Payment.

6.0 Language Training and Testing Related Services

6.1 Course update, design and development

The Contractor must, as-and-when-requested, provide course update, design and development services by providing the services of a Course Designer and Developer to carry out the following activities:

- a) Perform learning needs analysis which may involve:
 - i. identification of and meeting with stakeholders to determine what issues and language competencies the course should address;
 - ii. selection of appropriate information collection methodology, i.e. one-on-one interviews, focus groups, surveys, analysis of CFSL internal and external documents, benchmark studies, etc.;
 - iii. identification and analysis of key CFSL internal and external documents and key programs, policies, processes which would provide context for any course;
 - iv. development of interview guides, conducting interviews with focus groups, stakeholders or experts analyzing and reporting results of interviews to CFSL;
 - v. analysis of the information collected to identify recurring themes and learning gaps, major issues and preparation of a report setting out the findings and recommendations coming out of the research and analysis;
 - vi. identification of preliminary performance objectives, critical subject matter or competencies to be developed;
 - vii. creation of a detailed evaluation framework, including measures of achievement; and
 - viii. delivery of needs analysis report that contains, but is not limited to:
 - 1. key language functions and challenges and how they can be addressed through a course;
 - 2. a recommended development strategy around which the course (including course curriculum) can be built; and

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3. prioritized lists of competencies, skills and knowledge required to successfully meet the course objectives.
 - b) Design a course plan based on the needs analysis report and the advice and feedback of CFSL. The course plan may include but is not limited to the following:
 - i. identification of learning objectives and enabling objectives or competencies to be developed;
 - ii. description of the competencies to be developed;
 - iii. description of the learning points and the methodologies/activities proposed to address the learning and enabling objectives;
 - iv. identification of information technology resources applicable to a blended learning solution;
 - v. description of the evaluation framework including measures of achievement;
 - vi. identification of key elements and guidelines to be incorporated by teachers in the design of lesson plans;
 - vii. selection of background materials to assist teachers with preparation and delivery.
 - c) Perform instructional design adjustment or content update to existing course plans and/or related instructional materials;
 - d) Research and recommend purchase of new instructional materials;
 - e) Review documentation related to training in foreign languages;
 - f) Prepare and present workshops on foreign language learning and training matters; and
 - g) Perform other related course update, design and development services.

6.2 Test update, design and development

The Contractor must, as-and-when-requested, provide test update, design and development services by providing the services of a Test Designer and Developer to carry out the following activities:

- a) Review and/or analyze proficiency tests;
- b) Revise or update existing proficiency test materials in any language, or develop new test materials; and
- c) Perform other related test update, design or development services.

6.3 Foreign Language Learning and Testing Product Design and Development

The Contractor must, as-and-when-requested, provide Foreign Language Learning and Testing Product Design and Development services such as:

- a) Instructional Design (E-Learning/Online) for Foreign Language Learning and Tester Training Products
- b) Graphic Design for Foreign Language Learning, Testing and Tester Training Products
- c) E-Learning Design and Development
- d) Media Production of Foreign Language Learning and Testing Products
- e) Database Application Design and Development
- f) IT Support

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6.1.1 Instructional Designer (E-Learning/Online)

The Contractor must, as-and-when-requested, provide Instructional Design of Foreign Languages Learning and/or Testing E-Learning/Online products by providing the services of an Instructional Designer to carry out the following activities:

- a) In conjunction with the Project Authority, define project scope:
 - i. Conduct a needs analysis by assessing learning and/ or testing requirements;
 - ii. Conduct background research, interviews and analysis of relevant documentation and materials for the development of written materials for inclusion in electronic publications (Internet or intranet), video scripts, e-learning products, print media, user guides and administrative guides;
 - iii. Prepare draft and final versions of text on the indicated subject matter and submit these to CFSL;
 - iv. validate learning and/or testing outcomes with CFSL or CFSL clients;
 - v. interview project stakeholders;
 - vi. assess technical and learning requirements;
 - vii. analyze the current state of any available content;
 - viii. identify requirements which necessitate involvement from subject matter experts;
 - ix. characterize the target audience (background, skills, knowledge);
 - x. elaborate on the learning and/or testing needs of the target audience (i.e. goals, learning approach, product scope and implementation context), with particular emphasis on the needs of adult learners. Undertake the necessary revision and editing of the documents, according to the requirements of CFSL and the rules of the language of work;
 - xi. Read and edit copy to be published to detect and correct errors in spelling, grammar and syntax, and shorten or lengthen copy as space or time requires; and
 - xii. Prepare and produce scripts for educational media products (e.g. video, radio, Web, multi-media).
- b) In conjunction with the Project Authority, implement a content analysis:
 - i. Review the existing content;
 - ii. Identify content gaps;
 - iii. Identify technical specifications for the developed solution;
 - iv. Identify sources of content;
 - v. Generate content with subject matter experts; and
 - vi. Develop a work plan to source, develop and validate the required content.
- c) Generate and validate content with subject matter experts:
 - i. Obtain and generate content through research, structured interviews or focus groups;
 - ii. Develop examples, exercises, case studies, simulations, anecdotal materials, video and other multi-media productions, scenarios and other relevant information, as required;
 - iii. Structure the content into an instructionally and/or testing valid sequence; and
 - iv. Validate the content as complete, comprehensive and correct.
- d) Develop an instructional and/or testing plan, which may include a description of the following items:
 - i. Learning goals and objectives;
 - ii. Implementation context;
 - iii. Content scope;
 - iv. Target audience;

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- v. Instructional/Testing design considerations;
 - vi. Evaluation methods to measure the achievement of learning objectives by learners;
 - vii. Product evaluation and validation;
 - viii. Product structure, including learning activities; and
 - ix. Sequence and courseware specifications chart.
- e) Develop scripted storyboards:
- i. Develop instructional design scripted storyboards, which outline navigation flow, detailed interaction descriptions and graphical elements for each web page;
 - ii. Validate with CFSL, CFSL clients and subject matter experts that the scripted storyboards meet the learning objectives and demonstrate a high level of interactivity for all learning styles including simulations, games and job aids; and
 - iii. Review and validate the scripted storyboards with graphic designers and developers.
- f) Based on the instructional plan, and with input from graphic designers, developers and other specialists, prepare and develop a Presentation Design document that describes the instructional, creative and all functional requirements of the e-learning product to be developed.

6.3.2 Graphic Design for Foreign Language Learning, Testing and Tester Training Products

The Contractor must, as-and-when-requested, provide graphic design services for the design and development of foreign language learning and testing products by providing the services of a Graphic Designer to carry out the following activities:

- a) Consult with CFSL to establish the overall look, graphic elements and content of print materials in order to meet its needs;
- b) Design and develop the creative elements of the required learning and testing product (look and feel, relative theme, style and metaphor) and validate that the design is engaging, appropriate, and that it conforms with the final product and established Government of Canada standards;
- c) Prepare sketches/composites, layouts and graphic elements of the subjects to be rendered using digital design software and tools compatible with GOC-approved IT applications;
- d) Produce hard-copy, colour output for approvals and distribution and inventory/organize all CFSL print-related documents (learning materials and communications materials);
- e) Identify all graphic design components, for example, graphics and photos; and
- f) Perform other related graphic design services for the design and development of foreign language learning and testing products.

6.3.3 E-Learning Designer/Developer

The Contractor must, as-and-when-requested, provide e-learning design and development services for the design of foreign language learning and/or testing products by providing the services of a E-Learning Designer/Developer signer to carry out the following activities:

- a) The design and development of custom e-learning course and applications and testing products; and
- b) The design and development of rapid e-learning courses and applications and testing products.

Design and development of e-learning courses and applications and testing products include:

- a) In conjunction with the Project Authority, conduct review, analysis and recommendations on programming issues in project documentation, including:
 - i. Coding standard chosen;
 - ii. Assessment of client needs; and
 - iii. Infrastructure topology.

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- b) Develop leading edge components for the project including:
 - i. User interface according to the style guide;
 - ii. Advanced Course Elements JavaScript;
 - iii. Set of Course Items and Related Resources;
 - iv. Shared Content Elements and Item Metadata Documents;
 - v. SCORM® compliance and user-friendliness test;
 - vi. Quality Assurance Testing; and
 - vii. Maintenance Guide which provides relevant information for modifying and maintaining final products.

- c) Perform the coding or programming of items of e-learning products in accordance with course design documents, including:
 - i. Multimedia Elements;
 - ii. Interactive elements;
 - iii. Content of the course;
 - iv. Elements of shared content;
 - v. Evaluation tools; and
 - vi. Means of assessment.

- d) Provide technical guidance, including:
 - i. Recommend best practices;
 - ii. Make recommendations on the development of e-learning products;
 - iii. Develop and recommend solutions to identified coding problems;
 - iv. Review test documentation; and
 - v. Document solutions or alternatives to identified problems.

- e) Activities and tasks for rapid e-learning development can include:
 - i. Create multimedia animations using images, sound and videos;
 - ii. Use authoring software to assemble e-learning content and publish the course in accordance with educational design documents;
 - iii. Design and create interactions that are included in rapid e-learning software;
 - iv. Diagnose breakdowns and resolve issues related to online course interactions that do not properly publish or report data to a learning management system;
 - v. Develop content in collaboration with training designers based on scenarios;
 - vi. Provide advice on appropriate interaction and also on the limitations of some applications; and
 - vii. Create reusable online content.

6.3.4 Media Production for Foreign Language Learning and Testing Products

The Contractor must, as-and-when-requested, provide multimedia design and development services for the design and development of foreign language learning and testing products by providing the services of a Media Producer to carry out the following activities:

- c) Creating multimedia projects for web, Internet, Learning Management Systems and any other medium;
- d) Interview video subjects for research and production;
- e) Coordinate and plan logistics (pre-production through to post-production) of single-camera documentary-style and studio-style productions;
- f) Operate professional quality video production equipment to capture interviews, live events and other related activities;
- g) Designing and developing video, motion graphic and interactive multimedia products using applications

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- such as Final Cut Pro, Adobe After Effects, Adobe Premiere, ProTools, Garage Band, Vvond, Crazy Talk, Prezi, Flash Professional, Maya, Nuke;
- h) Working with the proposed Learning Product Manager and the CFSL Project Authority or his/her delegate representative to publish information on the Internet, intranet, LMS, social media, virtual learning platforms and/or standalone or similar electronic environments;
 - i) Collaborate with the Learning Product Manager and the CFSL Project Authority or his/her delegate representative to edit recorded video footage;
 - j) Create various formats of video, audio and motion graphic files for multiple delivery platforms;
 - k) Provide Quality Assurance and testing services; and
 - l) Provide other related services, as required.

6.3.5 Database Application Design and Development

The Contractor must, as-and-when-requested, provide database (such as Microsoft SQL Server, MySQL, LAMP/Moodle, etc.) design, development and administration services for the design and development of foreign language learning and testing products. The Database Application Designer/Developer will support custom Foreign Language Database applications and a Moodle Learning Management System (LMS). The Database Application Designer/Developer will perform the following range of services:

- a) Provide database(s);
- b) Design and implement data conversion strategies;
- c) Control and coordinate changes to the database, including the deletion of records, changes to the existing records, additions to the database;
- d) Develop and maintain security procedures for the database, including access and user account management;
- e) Create and maintain data dictionaries;
- f) Troubleshoot and apply solutions to complex database problems or to specific design constraints;
- g) Conduct performance and tuning reviews;
- h) Review application code and make recommendations for enhancements;
- i) Code the database management systems (DBMS) access paths;
- j) Develop technical architectures, frameworks and strategies;
- k) Ensure the integration of all aspects of technology solutions;
- l) Load and unload the data;
- m) Monitor and tune the DBMS;
- n) Perform database reorganization;
- o) Generate periodic and ad hoc reports from learning program management databases; and
- p) Perform other related database development and administration services for the design and development of foreign language learning products.

6.3.6 IT Support Specialist

The Contractor must, as-and-when-requested, provide technical support services for laptops, tablets and similar devices (non-Signet) used in support of training and delivery environments by carrying out the following activities:

- a) Personal Computer Environments:
 - i. Update and configure workstations, laptops, tablets and servers to function on non-Signet networks;
 - ii. Install hardware, software and device drivers on standalone and non-Signet networked computers;
 - iii. Install and configure computer networks including LAN and WAN;
 - iv. Manage network configurations to ensure that all computers on a network can communicate effectively;
 - v. Upgrade software, patches and operating systems on a continuous basis;

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- vi. Install and configure monitors, keyboards and printers;
 - vii. Troubleshoot hardware and software problems;
 - viii. Act as a technical resource in order to assist users with resolving computer issues;
 - ix. Answer tickets and emails pertaining to users' computer problems;
 - x. Ensure that all computers are secured effectively by installing and updating antivirus software;
 - xi. Set up and organize IPs appropriately;
 - xii. Train users on new software;
 - xiii. Analyze network problems and manage preventative maintenance procedures;
 - xiv. Explain the role of network applications and equipment to the end users;
 - xv. Maintain documentation of technical maintenance procedures carried out; and
 - xvi. Provide other related services, as required.

b) Tablets and Mobile Environments:

- i. Set up, maintain, deploy and train employees in the use of multimedia and computer devices (e.g. iPad);
- ii. Develop web-based environment for mobile learning, testing and tester training;
- iii. Coordinate all phases of tablet set-up for training environment including: technical input to the planning and scheduling of activities for the maintenance of the LAN/WAN; researching hardware-software solutions for multimedia learning lab;
- iv. Assist trainers in the deployment of tablets;
- v. Provide basic troubleshooting support; and
- vi. Provide other related services, as required.

6.4 Research and Strategic Analysis Services Related to Foreign Language Training and Testing

The Contractor must, as-and-when-requested, provide Research and Strategic Analysis services by providing the services of a Researcher/Strategic Analyst to carry out the following activities:

- a) Monitoring developments in language training, language testing, adult education and learning and testing technologies and providing recommended direction to support existing and evolving CFSL language training programs;
- b) Determining what instructional approaches, technology and tools are available, ready and useful, in order to better meet learner needs and best attain performance objectives;
- c) Conducting needs analysis, strategic and business planning analysis, visioning exercises, gathering and consolidating needs assessments and environmental scans in support of CFSL programs;
- d) Analyzing existing capabilities and requirements, developing redesigned research frameworks and recommending areas for improved capability;
- e) Developing standards and processes;
- f) Developing management, implementation, and evaluation strategies for introduction of new learning approaches and/or technologies;
- g) Developing learning product and services management and administration strategies;
- h) Developing and conducting CFSL program evaluations;
- i) Developing metrics and conducting benchmarking;
- j) Conducting analyses to develop the following deliverables:
 - i. need assessments
 - ii. capability assessments
 - iii. technology assessments
 - iv. strategic analyses and plans
 - v. implementation plans (including schedule and resource budget)
 - vi. requirements definition documents
 - vii. standards and processes documents
 - viii. pilot testing strategies and evaluations; and
 - ix. readiness reports.

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- k) Implementing research framework;
- l) Developing instruments (surveys, interview structures);
- m) Collecting and sorting data (interviews, focus groups, surveys);
- n) Performing other related Research and Strategic Analysis services.

6.5 Coordination and Administration Services Related to Foreign Language Training and Testing

- 6.5.1 The Contractor must, as-and-when-requested, provide Coordination Services Related to Foreign Language Training and Testing.
- 6.5.2 The Contractor must, as-and-when-requested, provide Foreign Language Training Advisory services by providing the services of a Foreign Language Training Advisor to carry out the following activities:
- a) Plan, design and deliver, foreign language learning programs;
 - b) Oversee and guide the learning progress of trainees;
 - c) Evaluate and report on trainee progress, learning disabilities, learning styles, class dynamics, group configuration, teacher-trainee relationship and any other variable that could have an impact on language learning acquisition rate;
 - d) Advise, recommend and implement solutions on the design, implementation and evaluation of foreign language learning initiatives to meet foreign language training needs and related educational issues;
 - e) Conduct research and develop new foreign language training approaches and services; and
 - f) Perform other related Training Advisory and Coordination services.
- 6.5.3 The Contractor must, as-and-when-requested, provide Foreign Language Testing Advisory services by providing the services of a Foreign Language Testing Advisor to carry out the following activities:
- a) Research on developments and trends in language testing;
 - b) Design, development and delivery of foreign languages testing programs in response to evolving business needs and testing and learning requirements;
 - c) Review and propose improvements to the work of foreign language testers;
 - d) Develop proficiency evaluation and validation frameworks for testing activities;
 - e) Provide foreign language proficiency training;
 - f) Assist CFSL in developing scope of work for foreign language proficiency projects;
 - g) Take active part in the design and delivery of projects related to foreign language testing; and
 - h) Perform other related Testing Advisory and Coordination services.
- 6.5.4 The Contractor must, as-and-when-requested, provide Coordination and/or Administration services by providing the services of a Coordinator to carry out the following activities:
- a) Assist CFSL in administering all aspects of Foreign Language training or testing delivery;
 - b) Provide assistance to foreign language learners/examinees in the following fields: facilities and accommodation management, security, SIGNET and access cards and filing systems;
 - c) Use learning management systems to post courses in the course calendar, send course registration invitations to learners and manage the booking of classrooms;
 - d) Prepare reports on evaluation data or other activities in support of programs;
 - e) Use a learning management systems to post various test results;
 - f) Participate in various projects related to foreign language testing, including identification of foreign language requirements for positions abroad;
 - g) Provide information to prospective examinees, examinees, managers about proficiency testing;
 - h) Provide advice and information to prospective learners, learners, managers; and
 - i) Perform other related Coordination and/or Administration services.

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- 6.5.5 The Contractor must, as and when requested, provide the services of Subject Matter Experts (SMEs) to augment the delivery of learning events. SMEs typically contribute to learning events for a half day and are expected to speak about current aspects of their country of origin, including but not limited to: history; geography; government; culture and society; communications; recent events; special concerns; etc. and provide an understanding of differences in culture, society and relationships between the country/culture being presented and Canada. Services related to SMEs include the following:
- a) Liaise with CFSL Project Authority regarding any event-specific requirements and resource qualifications;
 - b) Provide the services of subject matter experts to augment the delivery of learning events by performing the following tasks:
 - i. Familiarize themselves with the objectives of the learning event and the learners' needs, and
 - ii. Provide country-specific and/or subject-specific information to participants appropriate to the needs of the participants; and
 - c) Perform other related services, as specified in the RS.

6.6 Virtual Learning Platform

The Contractor must use CFSL-defined virtual platforms or as-and-when requested through a Request for Services, provide virtual (online) platform(s) and/or tools. The Virtual classroom must allow visual sharing (video conferencing, screen sharing, and electronic whiteboard) and communication (oral and written). The Contractor must utilize technology that is consistent with applicable Government of Canada requirements and acceptable to CFSL. As a minimum, the Contractors' virtual platform must include the following functionalities:

- a) Ability to record and listen to interactions;
- b) Breakout rooms for group training to facilitate paired or small group work;
- c) Chat;
- d) Screen sharing;
- e) Video and audioconferencing; and
- f) Whiteboard.

7.0 Human Resources Required for Services

7.1 General Provisions

- 7.1.1 The Contractor must provide requested human resources to complete the Work in the timeframe required, as specified in each request for service.
- 7.1.2 All human resources provided by the Contractor must meet stated minimum qualifications (see Appendix 6 and Appendix 7) in order to deliver services to CFSL in accordance with the Contract.
- 7.1.3 When the Contractor proposes a new resource that has not been previously submitted by the Contractor and accepted by CFSL, the Contractor must submit the proposed resource to CFSL for acceptance.
- 7.1.4 For each proposed resource, the Contractor must demonstrate through the provision of CV's and other applicable documentation that the proposed resources meet all specified minimum qualifications within the personnel category for which they are proposed, and any additional requirements as defined in an RS.
- 7.1.5 In exceptional cases, CFSL may dispense with some or all of the stated minimum qualifications for a human resource where the Contractor demonstrates to CFSL that in spite of best efforts (see request for service, I. Best Effort for Foreign Language Training, Testing and Related Request for services found in the Contract clauses) no qualified resource could be found. If this dispensation occurs, the Contractor must provide remedial training throughout the time the service is delivered.

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- 7.1.6 In cases where CFSL determines that the performance delivered by a resource offered under this section is unsatisfactory, and no remedial action is acceptable, the Contractor must provide a qualified replacement of that resource within 48 hours of receipt of a written request and documentation to that effect from CFSL. The process for determination is outlined under 7.2 Steps to determine unsatisfactory performance.
- 7.1.7 Once a teacher is accepted to a given course, changes must be minimized to avoid class disruption. The Contractor must minimize the number of teachers assigned to a given course, by assigning replacement teachers only when strictly necessary. A replacement teacher, even if required for a short period of time, must always meet the minimum qualifications unless subject to a dispensation as described in 7.1.5.
- 7.1.8 If the Contractor is unable to provide the services of a teacher confirmed in a RS, it must, as soon as possible, give notice to CFSL of the period of time the teacher must be replaced and provide:
- a) the name, qualifications and experience of the proposed replacement; and
 - b) proof that the proposed replacement has the required reliability status granted by Canada, and has passed the Teacher Certification.

The Contractor must not, in any circumstance, allow performance of the Work by unauthorized replacement persons.

- 7.1.9. On occasion, CFSL may request the change of a teacher based on its operational or pedagogical requirements despite the teacher meeting minimum qualifications.
- 7.1.10 The Contractor must ensure that all resources have completed the induction training before being assigned to a course and have passed the Teacher Certification Test (see 12.1).

7.2 Steps to determine unsatisfactory performance

- 7.2.1 CFSL will use the following methodology when determining if a human resource is providing an unsatisfactory performance.
- a) "Unsatisfactory performance" means any action that is contrary to the requirements and standards set for services described in the RS or the Contract, (including the Tester's Code of Ethics for testers [see Appendix 8] agreed to by testers);
 - b) In reaching its determination, CFSL will document all instances of unsatisfactory performance, linking the performance to specific requirements in the RS or Contract, and to standards set out in this Statement of Work, and forward the documentation to the Contractor, together with its written request for replacement or remedial action.
- 7.2.2 The Contractor will be given the opportunity to discuss the documentation with CFSL, as a means for cooperation in improving service quality and diminishing requests for replacement.

7.3 Resource Categories and Minimum Qualifications

- 7.3.1 Resource categories and minimum qualifications are found in Appendix 6 and Appendix 7.

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8.0 Management/Administrative Services and Resources

8.1 The Contractor must provide Program Manager, Pedagogical Advisor and Learning Product Manager services, as-and-when requested in a request for service (RS):

- a) The Program Manager must, as and when required in an RS:
 - i. Monitor and supervise all human resources that are providing services/deliverables in accordance with the RS's;
 - ii. Liaise with CFSL on all matters concerning technical aspects of the work and performance of its human resources;
 - iii. Manage the transition of any human resource(s) turnover during the period of the RS;
 - iv. Ensure that meetings are held with CFSL at minimum on a monthly basis to review and resolve any issues arising from the Contract or the performance of the Contractor. These meetings will normally be held at CFSL's place of work. Any related travel and accommodation expenses to the Contractor to attend these meetings will be borne by the Contractor;
 - v. Ensure fully completed Attendance Records for all classes are submitted in the format prescribed by CFSL;
 - vi. Follow the strategies proposed by the Contractor in response to the Contract;
 - vii. Submit additional reports on other matters relevant to the management and administration of the Work when specified in an RS; and
 - viii. During the RS period, be physically present at the CFSL's place of work and available during CFSL's regular working hours (8:00 a.m. to 4:00 p.m.).

- b) The Pedagogical Advisor must, as and when required in an RS, provide dedicated managerial and administrative services as follows:
 - i. Ensure learners' learning styles and needs are met with appropriate teaching styles, including through recommendations on grouping and matching the right teacher for each learner;
 - ii. Follow up on issues of teachers' performance and corrective measures to improve performance by providing feedback, professional development training and coaching to teachers;
 - iii. Ensure all teachers are prepared to take the Teacher and Tester Certification Test and coordinate with CFSL to schedule the test;
 - iv. Provide recommendations to improve training tools and resources;
 - v. Ensure training and testing related services comply with CFSL quality standards; and
 - vi. During the RS period, be physically present at the CFSL's place of work and available during CFSL's regular working hours (8:00 a.m. to 4:00 p.m.).

- c) The Learning Product Manager must, as and when required in an RS, provide services for the design and development of learning products by carrying out the following activities:
 - i. Managing the design, development and maintenance of e-learning products, web products (websites, micro-sites, electronic magazines and/or electronic newsletters), database-driven applications, video and motion graphic products, print and electronic documents, and other related deliverables as identified in a Request for service form. These services include:
 1. acting as the primary point of contact between CFSL and Contractor resources;
 2. determining the project scope, including budget, deliverables; and timelines;
 3. validating the project scope with the appropriate CFSL authority;
 4. developing and updating detailed project plans;

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5. sourcing subject matter experts, as required;
 6. documenting technical requirements;
 7. assigning specific deliverables to resources;
 8. managing the design and development of deliverables;
 9. tracking project plans and managing resources;
 10. monitoring and controlling projects to ensure they remain on budget and to ensure on-time delivery and client satisfaction;
 11. managing risks and implementing problem resolutions;
 12. ensuring accurate and complete documentation provided for all deliverables (technical and any required user documentation);
 13. planning, organizing, and ensuring quality assurance of deliverables;
 14. developing, in consultation with CFSL authorities, an approach to ensure high quality translation of deliverables;
 15. managing accurate internal project reporting;
 16. managing client communications and reporting;
 17. obtaining sign-offs on projects and milestones; and,
 18. during the RS period, be available during CFSL's regular working hours (8:00 a.m. to 4:00 p.m.).
- ii. Managing the human resource needs of the Contractor team members in relation to a Request for service, which includes instructional designers, graphic designers, e-learning developers, database developers, and media production crews.
 - iii. Supporting the development, implementation and delivery of learning product related services, project and production management, instructional design, web development and management, media production, technical support for presentations and design and production services; and
 - iv. Providing on-going and as required assistance and direction to team members and CFSL representatives in regard to the development of e-learning, media, database applications, and other learning support services required by CFSL.
- e) As and when required in an RS, provide managerial and administrative services for training course coordination and administration, including the following activities:
- i. Create and maintain current, accurate and comprehensive electronic records for each course, including but not limited to: course title; language taught, start and end dates; duration (in number of hours per participant and per course), number of participants; teacher(s) name(s); financial data; originating RS; applicable Contract;
 - ii. Coordinate and administer each course by carrying out all necessary activities, including but not limited to:
 1. Assess the requirements outlined in the RS and respond to RS';
 2. In consultation with and subject to prior approval by CFSL, select and assign teachers (and other expert resources) to courses;
 3. Where required, and with prior approval by CFSL, make travel and accommodation arrangements for teachers (and other expert resources, if needed);
 4. Assign teachers or testers to conduct placement tests and rate the tests according to CFSL guidelines, in order to provide recommendations on the appropriate level and class in which the learner will begin language training;
 5. In consultation with CFSL, arrange and ensure the set-up of course training facilities, including IT equipment, course materials, etc.;
 6. Produce and distribute course materials and course plans to learners;

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7. Verify and ensure that all course materials borrowed from the CFSL Resource Centre by a teacher be returned on the last day of teaching/end of teaching contract, and follow up accordingly to ensure that everything is returned in a timely fashion;
 8. Have all necessary resources to comply fully and in a timely manner with all course-related deliverables;
 9. Ensure all teachers and testers have a valid CFSL-issued certification.
- f) As and when required in an RS request for service, provide managerial and administrative services for testing coordination and administration, including the following activities:
- i. Identify and screen potential candidates for Tester Certification;
 - ii. Provide testers and/or raters to administer and/or rate tests and work on testing-related projects;
 - iii. Ensure testers and/or raters follow the test schedule with punctuality and provide reports on a timely manner;
 - iv. Follow up with testers on issues as required by CFSL;
 - v. Ensure testers abide by the Code of Ethics;
 - vi. Identify testers and/or raters in need of professional development and training activities and advise the CFSL Testing Unit staff accordingly.
- g) For each newly proposed resource, the Contractor must provide CFSL with the following information:
- i. the name of the proposed resource;
 - ii. the resume of the proposed resource; and
 - iii. a demonstration that the proposed resource meets the Contract security requirements.

8.2 Management/Administrative Resources Qualifications

Each Program Manager, Pedagogical Advisor and Learning Product Manager proposed by the Contractor to provide management/administrative services must meet the minimum qualifications in accordance with the resource category qualifications found in Appendix 7.

9.0 CFSL Support to the Contractor

- 9.1** CFSL will ensure that the appropriate personnel from within CFSL is available to the Contractor, as required, to provide input, answer questions, evaluate deliverables and participate in meetings, to enable the Contractor to proceed on schedule with the provision of resources and services.
- 9.2** For Contractor resources that may be required at a GAC site (Program Manager[s], Pedagogical Advisor[s] and Learning Product Manager[s]), CFSL may provide, work stations, at its main campus facility in the NCR at 115 Bisson Street, Gatineau, QC.
- 9.3** As required, CFSL will provide the Contractor with access to its web related infrastructure and personnel in a timely manner, to enable the Contractor to proceed on schedule with the delivery of services and deliverables.
- 9.4** Except for the exceptions listed below, the Contractor must provide, at its own expense, all materials and tools needed to perform the Work.
- 9.4.1 CFSL will select and provide the instructional materials required for courses, such as handbooks, exercise books and textbooks, in consultation with the Contractor. The Contractor will reimburse CFSL for any damages to, or loss of instructional materials supplied by CFSL for use by the Contractor's resources;
 - 9.4.2 CFSL will determine the appropriate information technology and multimedia tools for teachers and testers to deliver the required Work in the most effective and efficient manner. CFSL will give

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reasonable advance notice to the Contractor of its intention to introduce new tools, so the Contractor may provide the minimum operational training required.

- 9.5** CFSL will provide course plans (if available) for full-time and part-time classes to the Contractor.
- 9.6** CFSL may give training to all human resources provided by the Contractor. If CFSL gives security, health and safety or other training required, CFSL will pay the Contractor the firm all-inclusive hourly rate for the associated resource category found in Annex B, Basis of Payment for each resource for the duration of the training.

10.0 Reporting and Communication Standards

- 10.1** The Contractor and the Contractor's resources must communicate with CFSL on a regular basis to ensure CFSL is informed of plans, decisions, proposed approaches, implementation, and results of work described in the TA and in the Contract, and to ensure that the work is progressing well and in accordance with the Contract.
- 10.2** Modes of communication may include: phone calls, electronic mail, faxes, mailings and meetings. In addition, the Contractor must immediately notify CFSL of any issues, problems, or areas of concern in relation to any work completed under the Contract, as they arise.

11.0 Quality of Service and Human Resources Standards

- 11.1** CFSL will measure the Contractor's performance in connection with the outcomes and results of the Contractor's work, together with the extent to which the work is carried out in a timely manner, to CFSL's clients' satisfaction and in accordance with the established standards, as stated in the Contract and request for services. The following methods will be used to measure the Contractor's performance:
- a) Adherence to the minimum requirements set out in this statement of work such as: section 3.0 "Scope of Work"; section 4.0 "Foreign Language Training Services"; section 5.0 "Foreign Language Proficiency Testing Services"; section 6.0 "Language Training and Testing Related Services"; section 7.0 "Human Resources Required for Services"; section 8.0 "Management/Administrative Services and Resources"; and section 10.0 "Reporting and Communication Standards";
 - b) Adherence to the reporting requirements set out in sub-section 11.2 of this section;
 - c) Consistency of performance against RS requirements, particularly but not exclusively those requesting the best fit between a teacher's qualifications and experience and the requirements of his/her future learners;
 - d) Maximum of 1% of RS' issued in a rolling 30-day basis, not fulfilled by the Contractor;
 - e) Achievement of a 70% success rate among learners at the end of each course under the Professional Proficiency Program; "success rate" being defined as achievement of the level of linguistic proficiency under the ILR scale commensurate with the time spent in training;
 - f) Timely and qualified staffing of all positions mentioned in section 7.0 "Human Resources Required for Services";
 - g) Delivery of all activities and timely and qualified staffing of all positions mentioned in section 8.0 "Management/Administrative Services and Resources";
 - h) Performance feedback from CFSL learners/examinees, from CFSL staff and from participants in CFSL language training programs regarding their satisfaction with the Contractor's training and testing services;

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i) Work being carried out in a timely manner, "timely manner" meaning respect for deadlines for the provision of either or both services and human resources, as established in each RS

j) Strict adherence to the approach and methodologies submitted by the Contractor in response to the bid solicitation (08893-200320).

11.2 CFSL will submit to the Contractor when a need is identified, a Summary Report on Compliance with Quality Standards. The Report will contain an assessment by CFSL on whether the Contractor has met each criterion listed in 11.1, giving evidence if, in CFSL's opinion, there has been a significant lack of compliance. If the latter occurs, the Contractor must submit a written reply within 30 days of receipt of the Report, detailing the remedial steps it has taken to comply.

12.0 Professional Training/Development Requirements

12.1 Induction Training

12.1.1 Prior to offering human resources as part of a service requested by CFSL, or providing them as administrative/management support, the Contractor must provide each resource with an induction training session that covers each of the following topics:

- a) Familiarization with CFSL's mandate, structure and programs, including characteristics of CFSL's learner population;
- b) Role of the Contractor under the Contract;
- c) Familiarization with the relationship between CFSL and the Contractor;
- d) Caution about creating employee-employer relationships as defined in the Canada Revenue Agency publication RC 4110, Employee or Self-Employed? (<https://www.canada.ca/en/revenue-agency/services/forms-publications/publications/rc4110/employee-self-employed.html>).

12.1.2 For some of its resources (Language Teacher, Language Proficiency Tester, Training Advisor, Testing Advisor, Course Designer and Developer, Test Designer and Developer) the Contractor must also provide the following topics in the induction training session:

- a) CFSL teaching requirements as listed in the Section 4;
- b) CFSL administrative requirements regarding teachers and testers;
- c) Exposure to general notions of proficiency, levels and testing;
- d) Issues related to the type of work which learners are being prepared to perform in a foreign country; and
- e) Learning support services for Contractors' resources available at CFSL.

12.1.3 CFSL reserves the right to participate in, or observe any induction training session.

12.1.4 The Contractor must keep a log of when resources received their induction training and must provide the Induction Training log to CFSL when requested.

12.1.5 When requested by CFSL, the Contractor must provide an Induction Training refresher to resources that have been identified by CFSL.

12.2 Reporting on Professional Training and Development

12.2.1 Included in its offer in response to the bid solicitation (08893-200320), the Contractor provided its approach, methodology and structure for staff training.

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12.2.2 Reporting

- a) The Contractor must submit a biannual report to CFSL on all professional development activities that have been provided to the Contractor's resources providing services under this Contract. For each professional development activity reported on, the Contractor must include details concerning the title, description and duration of each professional development activity. The report will be compared against the Contractor's response to the bid solicitation.
- b) If the Contractor is not providing its resources the professional development mentioned in its proposal in response to the bid solicitation (08893-200320), CFSL will notify the Contractor in writing of the discrepancy. If the Contractor receives a written notice from CFSL detailing the professional development that has not been provided to its resources, the Contractor must provide the missing professional development to its resources within 60 working days of receiving the written notice in order to comply with the Contractor's proposal in response to the bid solicitation (08893-200320).

13.0 Location of Work, and Time

13.1 Location of Work

Most in-person training will take place in CFSL classrooms at the main campus facility located at the Bisson Campus, in Gatineau, Quebec. If CFSL's main campus facility changes location, CFSL will advise the Contractor in writing 60 days before the move.

At the direction and discretion of CFSL, language training may be delivered virtually.

13.2 Time of Work

All courses, tests and related activities are normally delivered between the hours of 8:00 a.m. and 10:00 p.m., (EST/EDT) Monday to Friday, except official holidays at the location of delivery. However, there may be exceptions for weekend or holiday delivery or evening courses to meet demands in certain language programs or availability of individuals for being tested.

14.0 Language of Work

CFSL is required under the Official Languages Act to provide its services in the official language of its clients' choice. The Contractor must provide resources with the capacity to deliver training courses and proficiency tests in English, French or both. "Capacity to deliver" in this context means the ability to communicate orally and in writing.

The Contractor may communicate with the CFSL representative in the official language of the contractor's choice. If training course or test participants are required to communicate by telephone with the Contractor, the Contractor must ensure that all resources, including receptionists and other contacts who will be receiving these calls, can communicate in English or French.

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Appendix 1

CFSL Foreign Languages Training Programs

All CFSL program descriptions are subject to change. CFSL reserves the right to add or terminate programs at its discretion.

Professional Proficiency

Program aimed at training individuals to attain a commonly recognized, certified level of proficiency in a foreign language. Most learners are being assigned to a Foreign Service position outside of Canada, which requires the incumbent to possess at least an intermediate or professional level of linguistic proficiency in order to perform his/her duties effectively ("foreign language-designated position"). Course duration depends on the proficiency level sought for the learner and the level of difficulty for learning the foreign language. Training is intensive, with teacher-led instruction six hours a day plus one hour of self-study, five days a week, except holidays. Classroom or distance instruction is given, depending on individual circumstances. Teachers are usually based in the National Capital Region, but sometimes are required elsewhere in Canada or, on occasion, outside of the country. Courses include in-foreign-country training, with duration depending on the level of difficulty of the target language. Professional Proficiency at Mission is usually part-time; since learners are located abroad, teaching is done on-line.

Maintenance (Polyglot)

Program aimed at maintaining proficiency in selected foreign priority languages (Arabic, German, Spanish, Portuguese, Italian, Russian, Japanese and Mandarin), provided to GAC employees. Training is offered part-time at various locations and on flexible timelines via distance learning and classroom based formats.

Social Integration

Program aimed at developing proficiency for daily oral interaction in a foreign language. Full time, part time, or after hours' language training (depending on individual situations) is provided, mostly to employees being assigned to a Mission, but occupying a non-foreign language designated position, and their dependants. Training is delivered face-to-face or at distance, depending on the location of the employee. Full-time courses consist of six hours per day of classroom training, five days per week. Total number of hours per course depends on the level of difficulty of the language taught and ranges anywhere from three weeks to six months.

Flexible Fluency at Headquarters and Regional Offices

Language training at GAC or GAC Regional Offices for employees not assigned to, or occupying a designated foreign language position abroad, who wish to maintain proficiency in one or several foreign languages. Training is provided full or part time.

Other Government Departments (OGDs)

Program learning objectives varies depending on the needs of the client. Learners are employees of departments other than GAC who receive face-to-face or on-line classes, on a part-time or full-time basis. Teachers may be required to go to different locations in the National Capital Region.

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Appendix 2

Interagency Language Roundtable (ILR) Skill Level Descriptions

For the purposes of this Contract, all major proficiency scales with established equivalencies to the ILR scale are accepted.

Speaking

ILR Level 5 WELL-EDUCATED NATIVE PROFICIENCY

Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken.

CONTENT: All topics from general to highly abstract, including those that only a well-educated native speaker would be expected to handle correctly.

FUNCTIONS: **Language usage and ability to function are superior throughout.** Can handle sophisticated tasks that are accessible to highly articulate native speakers. Performance is distinguished over a variety of culturally loaded and highly specialized topics. These characteristics are noted especially in the following: assurance, great versatility in the use of complex structures, richness of vocabulary and lexicon precision.

COMPREHENSION: Comprehension is equivalent to the well-educated and sophisticated native speaker.

DISCOURSE: Very smooth and well-organized sophisticated discourse.

STRUCTURE AND PRONUNCIATION: Uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all its features. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect.

LEXICALIZATION AND REGISTER: All sophisticated features of the language are appreciated and used in a fashionable manner including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references. Speech reflects the cultural standards of the country where the language is spoken.

FLUENCY: Functionally equivalent to a highly articulate well-educated native speaker of a standard dialect.

ILR Level 4+ ADVANCED PROFESSIONAL, PLUS

Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language usage and ability to function are fully successful.

CONTENT: All topics B general, abstract, professional, technical, and culture-specific.

FUNCTIONS: Can handle the tasks pertaining to level 5. Language ability does not impede the performance of any language-use tasks. Yet, there are occasional slips or weaknesses in structure, lexicon or pronunciation that indicate the person is not a native speaker.

COMPREHENSION: Understanding is complete. Understands all forms and styles of speech and shows strong sensitivity to social and cultural references. Can understand plays, films, academic debates, literary readings and most jokes and puns. May have some difficulties with some dialects and slang.

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DISCOURSE: Organizes discourse well, employing functional rhetorical speech devices, native cultural references and understanding. **Uses functional rhetorical speech devices intuitively.**

STRUCTURE AND PRONUNCIATION: Has a wide range and control of all the structures. An occasional non-native slip may occur.

LEXICALIZATION AND REGISTER: Has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation or cultural references.

FLUENCY: Speaks effortlessly and smoothly, but **would not necessarily be perceived as a native speaker.**

ILR Level 4 ADVANCED PROFESSIONAL PROFICIENCY

Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Language usage and ability to function are fully successful.

CONTENT: Highly abstract topics normally pertinent to personal and professional needs or experiences. Social problems of a general nature. Culture-specific references. Complex non-technical situations which are not part of professional responsibilities or specialty.

FUNCTIONS: Complex supported opinion, including supporting a point of view other than one's own (devil's advocate); **abstract conceptual tasks**, including influencing tasks (counsel, persuade, advise, negotiate), **tailoring language** (register shifts between formal and informal), complex hypothesis, **culture-specific tasks**.

COMPREHENSION: Understands detailed information, nuances, and shifts of both subject matter and tone. Understands the details and ramifications of concepts that are culturally or conceptually different from his/her own. Understands all forms and styles of speech and shows strong sensitivity to social and cultural references. Can understand most jokes and puns. May have some difficulties with some dialects and slang.

DISCOURSE: Organizes discourse well, using appropriate rhetorical devices, native cultural references and understanding in a natural and intuitive way.

STRUCTURE AND PRONUNCIATION: Structural accuracy and flexibility approaches bilingual competence. While phonetically the speech may be identifiably non-native, there are essentially no phonological errors. Morpho-syntactic correctness is essentially complete. Can serve as an informal interpreter in a range of unpredictable circumstances.

LEXICALIZATION AND REGISTER: **Can tailor language to a variety of audiences and use various registers appropriately according to the context/situation.** Can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Uses and understands details and ramifications of cultural references. Can set and shift the tone of exchanges with a variety of native speakers. Appropriate use of register shifts according to the context, situation and audience.

FLUENCY: Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities.

ILR Level 3+ GENERAL PROFESSIONAL PROFICIENCY, PLUS

Able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.

CONTENT: General, concrete and abstract topics on social, professional/specialized, and cultural issues.

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FUNCTIONS: Able to speak at length and **discuss in depth** a variety of unfamiliar and abstract topics. Can support opinion, explain complex matters in detail, hypothesize, provide lengthy and coherent narrations and talk about cultural and abstract concepts, using native-like discourse strategies. The individual at this level can discuss specific fields of competence and interest with ease. Able to produce subtlety and nuance, persuade, counsel, negotiate and interpret informally for dignitaries, while using precise complex language structures accurately. Yet, may not be able to tailor language to audience (level 4).

COMPREHENSION: Understanding is complete, including idioms, nuances, register shifts and humour. However, may not understand excessively rapid, highly colloquial speech, or speech that has strong cultural references.

DISCOURSE: Well-organized extended discourse in a wide range of contexts and tasks, **often matching a native speaker=s strategic and organizational abilities and expectations.**

STRUCTURE AND PRONUNCIATION: Structural precision, with sophisticated features that are readily, accurately and appropriately controlled. Pronunciation may still be influenced by the native language (or another language). Flaws in stress, pitch, tones rarely disturb the native interlocutor.

LEXICALIZATION AND REGISTER: Loan translations and errors of register are rare. Shortcomings are often difficult to attribute solely to grammar or lexicon; there are gaps in performance which might stem from the low frequency of lexical items tied to specific topics, to nuances which certain grammatical patterns take on, or to complex patterns for which complete command has not yet been achieved. Typically there is particular strength in fluency and one or more, but not all, of the following: breadth of lexicon, including low and medium-frequency items, especially socio-linguistic/cultural references and nuances of close synonyms; structural precision; appropriate use of register according to the context and situation. But may not be able to tailor language in a totally appropriate manner to the audience.

FLUENCY: Speaks effortlessly, but may exhibit some hesitancy or uncertainty when using the language highly embedded in culture.

ILR Level 3 GENERAL PROFESSIONAL PROFICIENCY

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Able to discuss issues at the abstract level.

CONTENT: Concrete and abstract topics. Social and professional topics. Specialized topics related to special fields of competence and/or scholarly interests. Can use the language as part of formal professional duties such as answering objections, clarifying points, justifying decisions, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. May not be able to tailor language to various audiences or discuss in depth highly abstract or unfamiliar topics (Level 4).

FUNCTIONS: Can converse extensively in formal and informal situations; discuss abstract topics; support opinions; hypothesize; deal with unfamiliar topics and situations; clarify points.

COMPREHENSION: Comprehension is virtually complete. Able to understand all conversations in a standard dialect at a normal rate of speech, including professional discussions within a special field. Understands discourse involving use of different time frames or aspects, such as present, habitual or imperfective. May not fully understand cultural references, proverbs, humour or irony, and the complications of nuances and idiom.

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DISCOURSE: Can produce an extended discourse that is both coherent and cohesive. Ideas are clearly organized and easy to follow. However, such discourse, while coherent, may still be influenced by the speaker's own language patterns, rather than those of the target language.

STRUCTURE AND PRONUNCIATION: Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Can effectively combine structure and vocabulary to convey meaning accurately. The language use is acceptable, but with some noticeable imperfections; yet, errors almost never interfere with understanding and rarely disturb the native speaker. A small portion of utterances may still be literal translations from the native language. Pronunciation may still be influenced by the first language [or another language], individual sounds are accurate; but stress, intonation and pitch control may still be somewhat faulty.

LEXICALIZATION AND REGISTER: Vocabulary is broad enough that speaker rarely has to grope for a word. Can discuss social and political issues, as well as particular interests and special fields of competence with ease. Varying degrees of competence in usage of idiomatic expressions and slang. May be only partially familiar with regional or other dialectal variants. Appropriate use of register, but may not be able to tailor language to the audience.

FLUENCY: Speaks readily and fills pauses suitably.

ILR Level 2+ LIMITED WORKING PROFICIENCY, PLUS

Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively in special fields of competence. **Often shows a high degree fluency and ease of speech**, but performance is uneven.

CONTENT: Concrete topics (own background, own interests, work, current events, past experiences, past events, memories, future plans and expectations, travel, recreational activities, limited work requirements), as well as more abstract topics and issues (political, social, economic, etc.) and areas of particular interest and special fields of competence.

FUNCTIONS: Able to discuss topics extensively, explain in detail, narrate fully and accurately in all time frames, and hypothesize. However, this ability is not yet consistent over a variety of topics and under pressure without some breakdown in syntax, vocabulary and/or discourse.

COMPREHENSION: Comprehension of normal native speech is typically nearly complete. Understands main ideas and most details of connected discourse on a variety of topics, as well as discourse involving use of different time frames or aspects, such as present, habitual or imperfective. May miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways.

DISCOURSE: Ideas are normally well organized in paragraph level; however, limitations either in range of contexts, types of tasks or level of accuracy may hinder cohesiveness.

STRUCTURE AND PRONUNCIATION: Good control of basic structures. Irregular control of complex structures. **When called on to perform Level 3 tasks, may avoid the tasks altogether or resort to simplification through the use of description or narration instead of argument or hypothesis. May give concrete examples to illustrate a point instead of arguing the point abstractly.** Quite good at using compensation strategies (paraphrasing, circumlocution) to make up for a lack of structure or vocabulary.

LEXICALIZATION AND REGISTER: Vocabulary may still be generic (general) rather than precise. Native speakers may also perceive the individual's speech to contain awkward or inaccurate phrasing of ideas or to be in some way inappropriate, if not strictly incorrect. **Often strong in either grammar or vocabulary, but not in both.** Weakness or unevenness in one of the foregoing occasionally results in miscommunication. Can discuss some topics abstractly, especially those related to own field of interest or expertise, but in general is more comfortable discussing topics concretely.

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FLUENCY: Speaks with confidence and often shows fluency and ease of speech, except when under pressure (i.e. when called on to perform Level 3 tasks).

ILR Level 2 LIMITED WORKING PROFICIENCY

Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs a native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family and autobiographical information.

CONTENT: Concrete topics relating to own background, own interests, work, home and leisure activities, past experiences, past events, memories, future plans and expectations, travel, recreational activities, limited work requirements; arrangements regarding work, study and travel involving minor complications (e.g. losing documents or traveller=s cheques, missing an appointment, travel connections); topics of general public interest (e.g. academic programs, social life, current events), make factual comparisons (e.g. life in Canada vs. life in a foreign country).

FUNCTIONS: Can **narrate and describe in major time frames** (past, present and future) by providing a full account with a relatively good control of aspect (i.e. adequate use of relations between tenses/time frames). Can **state opinion, make comparisons** (e.g. life in a city vs. life in a rural area), **and explain a process**. But cannot conjecture or coherently support an opinion.

COMPREHENSION: Understands main ideas and most details of connected discourse on a variety of daily concrete topics, as well as discourse involving use of different time frames or aspects, such as present, habitual or imperfective. Able to understand speech in a standard dialect, delivered at a normal rate with some repetition and rewording by a native speaker not used to dealing with foreigners.

DISCOURSE: Speech is characterized by connected, paragraph-length discourse with sufficient use of simple cohesive devices. Utterances are minimally cohesive.

STRUCTURE AND PRONUNCIATION: Simple structures and basic grammatical relations are typically controlled; however, errors are frequent in complex structures. Linguistic structure is usually not very elaborate. Structure of the dominant language may still show up in the use of false cognates, literal translations, or the oral paragraph structure of the speaker=s own language rather than that of the target language. Strategies such as circumlocution, pause fillers, stalling devices, and different rates of speech are used fairly successfully to make up for lexical or syntactic limitations.

Accuracy at level 2 means that, in spite of speaker error and inaccuracy, the message is readily understood by the listener who does not have to make special or repeated effort to decipher meaning. For example, the speaker is able to tell a story in the past by staying in the appropriate time frame and maintain a significant degree of logical sequencing and cohesiveness in the discourse. The speaker may sporadically use incorrect verb forms (verb stems, faulty stress, etc.) or show lack of precision in aspect, but the listener has no difficulty in following the story and in understanding what happened.

LEXICALIZATION AND REGISTER: Vocabulary use is appropriate for high-frequency utterances, but unusual or imprecise elsewhere. Frequently, the lexical choices within a given phrase, sentence or topic may appear to be drawn from different stylistic registers.

FLUENCY: Speak with confidence on concrete topics. When dealing with more complex or abstract topics, fluency breaks down (pauses, hesitations, reformulations).

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ILR Level 1+ ELEMENTARY PROFICIENCY, PLUS

Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands.

CONTENT: Can converse with relative confidence when dealing with routine tasks and social situations, i.e. provide basic information related to self, work, daily activities, leisure activities, particular interests, likes/dislikes, and areas of competence, though hesitations and errors may be evident.

FUNCTIONS: Can make **simple descriptions** (objects, places and people) and **narrations in present tense**. May perform most ILR Level 2 functions, but range and control of the language is limited.

COMPREHENSION: Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Shows some spontaneity in understanding, although not consistently. Limited vocabulary range necessitates repetition.

DISCOURSE: Evidence of connected discourse, i.e. begins to speak at the paragraph level with simple connectors. Errors occur in more complex patterns such as causality and purpose. At times, there may be gaps in communication or disintegration of connected discourse, and /or significant amount of hesitation due to lack of vocabulary. May hesitate and change the intended message due to lack of language resources.

STRUCTURE AND PRONUNCIATION: Accuracy in basic grammatical relations is evident, but may make frequent errors in formation and selection. Cannot sustain coherent structures in longer utterances or unfamiliar situations. While some structures are established, errors occur in more complex patterns. While common word order is established, errors still occur in more complex patterns. Can combine most significant sounds with reasonable comprehensibility, but may have some difficulty in producing certain sounds in certain positions and in certain combinations.

LEXICALIZATION AND REGISTER: Ability to describe and give precise information is limited due to lack of vocabulary. Influence of first language is evident in the use of false cognates and literal translations. Can generally be understood by native interlocutors who are not used to dealing with non-native speakers, although repetition and reformulation may be needed. Inconsistent use of register.

FLUENCY: Often speaks with confidence on familiar topics; but speech is usually labored.

ILR Level 1 ELEMENTARY PROFICIENCY

Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture.

CONTENT: Can talk simply about self and family members, participate in simple conversations on topics beyond the most immediate needs, e.g. personal history, daily activities (shopping, getting to work, etc.), leisure time activities, interests and personal preferences, and work activities. Can give and obtain simple information to satisfy survival needs (food, shopping, travel, lodging, services, prices, asking and giving directions) without resorting to English or French.

FUNCTIONS: Can create with language, in part by combining and recombining known elements. Can initiate, maintain and bring to close simple conversations by asking and responding to simple questions.

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COMPREHENSION: Able to understand sentence-length utterances on basic content areas provided these are delivered more clearly and slower than normal with frequent repetitions or paraphrases. Can listen to simple face-to-face conversations and shorter speeches. Misunderstandings are frequent, but can ask for help and to verify comprehension of native speech.

DISCOURSE: Can consistently form sentences and some strings of sentences with the use of simple connectors, such as Aand,@ Abut,@ and Abecause.@

STRUCTURE AND PRONUNCIATION: Some grammatical accuracy in some basic structures. However, structural accuracy is likely to be random or severely limited. Time concepts are vague. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Pronunciation, stress and intonation are generally poor, often heavily influenced by the first language [or another language].

LEXICALIZATION AND REGISTER: Vocabulary is extremely limited and characteristically does not include modifiers. Speech is characterized by frequent pauses, reformulations and self-corrections as the individual searches for adequate vocabulary and appropriate language forms to express him/herself. At times, may be forced to change the sense of the intended message in order to accommodate for lexical deficiencies.

FLUENCY: Fluency is very strained but may be quite natural while within familiar territory. Often speaks with great difficulty. Can be understood, albeit with repetition and reformulation, by sympathetic listeners, i.e. native interlocutors who are used to dealing with non-native speakers.

ILR Level 0+ MEMORIZED PROFICIENCY

Able to satisfy immediate needs using mostly rehearsed utterances. Communication is severely limited even with sympathetic interlocutors.

CONTENT: Basic personal information (e.g. name, age, status, names of immediate family members), a limited number of activities and preferences and common areas such as numbers, colours, days of the week, months of the year, telling time, names of basic objects.

FUNCTIONS: Communicates mostly through enumeration and learned phrases, but can occasionally expand learned utterances through simple recombination of their elements.

COMPREHENSION: Able to understand short, learned utterances if speech is very clear. Comprehends words and phrases from very simple questions and statements. May require repetition, rephrasing or a slowed rate of speech. The individual can usually differentiate most significant sounds when produced in isolation, but, when combined in words or group of words, errors may be frequent.

DISCOURSE: Emerging sentence-level speech. Most utterances are isolated words, expressions or memorized sentences.

STRUCTURE AND PRONUNCIATION: Relies heavily on learned phrases or recombination of these and words used by the interlocutor. Pronunciation, stress, intonation, tone are usually quite faulty. Even with repetition, communication is severely limited, even with native interlocutors who are used to dealing with non-native speakers.

LEXICALIZATION AND REGISTER: Vocabulary is limited to areas of immediate survival needs. Strong influence of first language (or another language) in syntax and lexicon (borrowed words, loan-translations).

FLUENCY: Very halting when conversation requires speaker to go beyond memorized material. Shows little real autonomy of expression, flexibility, or spontaneity. Lots of hesitations, repetitions and pauses due to lack of vocabulary and /or sentence structures.

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ILR Level 0 NO FUNCTIONAL PROFICIENCY

Unable to function in the spoken language.

CONTENT: Conversational gambits (Hello, good morning/afternoon/evening, goodbye, thank you). May be able to exchange greetings, give identity, and name a number of familiar objects from the immediate environment.

FUNCTIONS: Has essentially no functional communicative ability.

COMPREHENSION: May only comprehend words and short, learned utterances. May ask for repetition frequently.

DISCOURSE: Occasionally isolated words and memorized phrases.

STRUCTURE AND PRONUNCIATION: At this level, the speaker has no real functional ability. Difficulties in pronunciation and stress restrict communication severely. The listener often has to decode.

LEXICALIZATION AND REGISTER: Only isolated memorized vocabulary.

FLUENCY: No fluency.

Reading

ILR Level 5 WELL-EDUCATED NATIVE PROFICIENCY

Reading proficiency is functionally equivalent to that of the well-educated native speaker. Can read extremely difficult and abstract writings.

CONTENT: All types of written language from general to highly abstract, including general legal, literary texts, technical writings, and classical / archaic forms of literature.

FUNCTIONS: Can understand all types of sophisticated writings that are accessible to well-educated native speakers. Able to read classical / archaic forms of literature with the same degree of facility as a well-educated, but non-specialist native. Performance is distinguished over a variety of culturally loaded and highly specialized reading materials. These characteristics are noted especially in the following: assurance, great versatility in understanding complex structures, all kinds of writing styles, richness of vocabulary and lexicon precision.

OVERALL COMPREHENSION: Accuracy of comprehension is equivalent to that of a well-educated and sophisticated native reader.

DISCOURSE COMPREHENSION: Understands a wide variety of styles and genres. Able to read literary texts, typically including contemporary avant-gardes prose, poetry and theatrical writing.

STRUCTURAL COMPREHENSION: Fully understands all forms of the language, including some dialectal variants, archaic forms, and literary license with the same degree of facility as an educated native reader.

LEXICAL COMPREHENSION: Understands a wide variety of vocabulary and idioms, slang and pertinent cultural references. However, may have difficulty with highly specialized vocabulary not generally understood by a non-specialist.

FLUENCY: Reads with ease and versatility. Naturally adjusts the manner of reading to the reading purpose and the text.

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ILR Level 4+ ADVANCED PROFESSIONAL, PLUS

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references.

CONTENT: Almost all types of written language from general to highly abstract, including general legal, literary texts, technical writings, and classical / archaic forms of literature.

FUNCTIONS: Almost can understand all types of sophisticated writings that are accessible to well-educated native speakers. Able to read classical / archaic forms of literature with the same degree of facility as a well-educated, but non-specialist native. Performance is distinguished over a variety of culturally loaded and highly specialized reading materials. Yet, there may be occasional slips or weaknesses when processing the texts.

OVERALL COMPREHENSION: Understands all forms and styles of the language pertinent to professional needs and essentially all general material intended for a native well-educated reader. May sporadically miss some nuances and subtleties.

DISCOURSE COMPREHENSION: Understands a wide variety of styles and genres. Able to “read beyond the lines” (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political or social environment).

STRUCTURAL COMPREHENSION: Understands almost all forms of the language, including some dialectal variants and literary license (meaning that the freedom to break rules or principles when producing literature or works of art) in the structure.

LEXICAL COMPREHENSION: Understands a wide variety of vocabulary and idioms, slang and pertinent cultural references, but may occasionally miss some unusual idioms, slangs or dialectal variants.

FLUENCY: Reads effortlessly and smoothly, but **would not necessarily be perceived as a native speaker.**

ILR Level 4 ADVANCED PROFESSIONAL PROFICIENCY

Able to read and understand accurately all styles and forms of the language pertinent to professional needs and to the general public.

CONTENT: Understands essentially all types and forms of the language in any subject matter areas and in any genres, including cultural, political, philosophical, social, technical, literary texts and official and professional documents and correspondence.

FUNCTIONS: Able to “read beyond the lines”. Understands the intent of writers’ use of nuance and subtlety. Can follow unpredictable turns of thought readily in any subject matter areas directed to the general reader.

OVERALL COMPREHENSION: Understands all styles and forms of the language pertinent to professional needs and essentially all general material intended for general readers. Able to understand political, social, and cultural ramifications of a wide range of sophisticated texts in the context of broad experience. May have some difficulty with slang or culturally embedded expressions.

DISCOURSE COMPREHENSION: Can follow even unpredictable or unusual text organization in a wide variety of material. Can understand many nuances and subtleties, and the writer’s intent or tone. Able to discern relationships among sophisticated written materials in the context of broad experience. Able to “read beyond the lines”. Comprehension may only be limited by cultural background or lack of specialized knowledge.

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STRUCTURAL COMPREHENSION: Able to understand most low frequency and highly complex structures.

LEXICAL COMPREHENSION: Understanding of lexical items is generally comparable to that of a general native reader. Understands specialized vocabulary in areas of expertise or interest, but may have difficulty with slang, dialectal variants, or low-frequency idioms.

FLUENCY: Reads almost all styles and forms of the language effortlessly and accurately.

ILR Level 3+ GENERAL PROFESSIONAL PROFICIENCY, PLUS

Can comprehend a variety of styles and forms of the language pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences.

CONTENT: Contemporary expository, technical and literary texts which do not rely heavily on slang and unusual items.

FUNCTIONS: Almost always able to “read beyond lines”. Often understands the intent of writers’ use of nuance and subtlety. Can follow unpredictable turns of thought readily in any subject matter areas directed to the general reader; however, performance is inconsistent.

OVERALL COMPREHENSION: Understands all styles and forms of the language pertinent to professional needs and essentially all general material intended for an educated reader. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties.

DISCOURSE COMPREHENSION: Able to follow most unpredictable or unusual text organization in a wide variety of material. Can understand most writers’ intent or tone. However, may misinterpret complex text organization or uncommon connotative intensions.

STRUCTURAL COMPREHENSION: Able to comprehend a considerable range of intentionally complex structures. May miss complex structural implications occasionally.

LEXICAL COMPREHENSION: Understanding of lexical items is generally close to that of a native educated reader; however, may not fully understand some nuances, subtleties, low frequency idioms, and slang.

FLUENCY: Able to read a variety of styles and forms of the language pertinent to professional needs with facility and efficiency. However, accuracy is not complete.

ILR Level 3 GENERAL PROFESSIONAL PROFICIENCY

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is NOT dependent on subject matter knowledge.

CONTENT: Almost all written texts are intended for general native readers, including news stories, international news items in major media; routine correspondence, general reports and technical material in one’s professional field; all of these may include hypothesis, argumentation and supported opinions.

FUNCTIONS: Almost always able to interpret material correctly, relate ideas and “read between the lines”, (that is understand the writers’ implicit intents in text of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance.

OVERALL COMPREHENSION: Rarely misinterprets general material, even on unfamiliar topics. Can get the gist of more sophisticated texts. Misreading rare. Generally able to “read between the lines”, but may be unable to understand

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subtlety and nuance. May not comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside the test taker's general experience and not accompanied by explanation.

DISCOURSE COMPREHENSION: Can relate ideas, derive implicit meaning, and interpret the writers' intent in all general material. Material may include, but is not limited to international news items, correspondence, reports, technical material in one's professional field. Is able to follow a range of rhetorical devices (hypothesis, periphrasis, etc.) May have difficulty following unusual or complex text organization.

STRUCTURAL COMPREHENSION: Understands most regularly occurring morphological and syntactic structure. May misinterpret long or unusually complex sentences. May miss some structural implications.

LEXICAL COMPREHENSION: Has a broad range of vocabulary to comprehend almost all general material and material in one's field of interest. However, may have difficulty understanding technical material outside one's field of expertise or interest. May have difficulty recognizing low-frequency vocabulary and idioms or connotative meanings. May misread appropriate contextual meaning of items with multiple definitions.

FLUENCY: Reads almost all general material readily and efficiently. Rarely has to pause over or reread general material. May be marginally efficient on more sophisticated and complex texts.

ILR Level 2+ LIMITED WORKING PROFICIENCY, PLUS

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussion on concrete topics related to special professional interest.

CONTENT: Concrete and factual material on a variety of topics intended for general native readers.

FUNCTIONS: Able to interpret factual material and some discussions on concrete topics related to special professional interests. Able to separate the main ideas and details from lesser ones and use the distinction to advance understanding.

OVERALL COMPREHENSION: Able to understand most factual and concrete material written in formal and informal language. Able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material.

DISCOURSE COMPREHENSION: Able to get the gist of main and subsidiary ideas in most general material; however, may have difficulty following complex text organization.

STRUCTURAL COMPREHENSION: Correctly interprets most common structures, but misinterprets some complex structures.

LEXICAL COMPREHENSION: Has a broad active reading vocabulary. Can use context to derive appropriate meaning of unfamiliar words and expressions; but misunderstanding may occur at times due to lack of specific terms. **Often strong in either grammar or vocabulary, but not in both.**

FLUENCY: Reads most general material readily with some weaknesses including slowness, uncertainty, inability to discern nuance and / or intentionally disguised meaning. Is markedly more proficient at reading materials on a familiar topic.

ILR Level 2 LIMITED WORKING PROFICIENCY

Sufficient comprehension to read with some misunderstandings straightforward, familiar, factual material on familiar topics.

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CONTENT: Familiar, factual, straightforward material including descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters and simple technical material written for the general public.

FUNCTIONS: Can locate and understand the main ideas and details in material written for the general public; but usually unable to draw inferences directly from the linguistic aspects of the text.

OVERALL COMPREHENSION: Can read uncomplicated material on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Can locate and understand the main ideas and some details in most straightforward texts, except those on unfamiliar topics. When dealing with texts on unfamiliar topics or those of greater complexity, misunderstandings occur.

DISCOURSE COMPREHENSION: Able to recognize most common organization of straightforward texts. Can scan text to find specific information, but may occasionally have difficulty with linking devices and may misinterpret textual transitions, topic shifts, change of point of view, contrasts markers, etc. Can use contextual and real world-knowledge to interpret text, but may not be able to identify sources of misinterpretation.

STRUCTURAL COMPREHENSION: Able to interpret high frequency structural patterns, but often misinterprets lower frequency or complex structures. Structural implications are generally missed.

LEXICAL COMPREHENSION: Understanding of lexical items may not be broad, but can use context to derive appropriate meaning of unfamiliar words and expressions. Sometimes may fail to understand even straightforward text due to the inability to comprehend crucial words or expressions. May have a broader lexical range in area of professional expertise and / or interest. Unable to understand many common idiomatic phrases.

FLUENCY: Processes texts with familiar formats and on familiar content with some efficiency. Able to use contextual and real world cues to understand main ideas and some details in most factual texts. Characteristically, however, is quite slow in performing such a process.

ILR Level 1+ ELEMENTARY PROFICIENCY, PLUS

Sufficient comprehension to understand simple material for informative social purposes.

CONTENT: Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines.

FUNCTIONS: Can get main ideas and some details on familiar daily topics and locate routine information of professional significance in more complex texts, though not consistently.

OVERALL COMPREHENSION: Able to understand main ideas and some details on most familiar straightforward daily reading materials, **but comprehension is inconsistent.** Can follow essential points of written discussion at an elementary level on topics in his/her special professional field. May have difficulty with straightforward material.

DISCOURSE COMPREHENSION: Able to recognize most common organizations of straightforward texts, but not consistently. Can scan text to find specific information often, but has some difficulty with cohesive factors, such as linking devices, textual transitions, topic shifts, change of point of view, etc.

STRUCTURAL COMPREHENSION: Has a minimum understanding of structures. Basic grammatical relations are often misinterpreted.

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LEXICAL COMPREHENSION: Understands most high frequency vocabulary. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. May fail to understand some straightforward text due to the inability to comprehend crucial words or expressions.

FLUENCY: Processes texts on familiar content with limited efficiency. May have to read material several times for understanding.

ILR Level 1 ELEMENTARY PROFICIENCY

Sufficient comprehension to read very simple connected written material on very familiar topics. Some misunderstandings possible on simple texts.

CONTENT: Can read texts about descriptions of persons, places or things, and information related to the immediate environment (transportation, instructions, directions, shopping, restaurants, hotel, time, activities, events, advertisements, government services, etc.)

FUNCTIONS: Able to read simple texts containing only the highest frequency structural patterns and vocabulary. May get some main ideas and locate prominent items of professional significance in more complex texts. Able to identify general subject matter in some straightforward texts.

OVERALL COMPREHENSION: Can read very simple texts with familiar content although not consistently. Usually unable to make effective use of textual clues to confirm meaning. May misunderstand very simple texts.

DISCOURSE COMPREHENSION: Usually able to recognize predictable text organization, make sense of the relationship among simple ideas, and locate specific information in simple straightforward texts.

STRUCTURAL COMPREHENSION: Usually can understand high frequency structural patterns, but often misinterprets basic morphology and syntax.

LEXICAL COMPREHENSION: Understanding of lexical items is limited. Can recognize various forms of highest frequency vocabulary.

FLUENCY: Processes text slowly and with great difficulty. Makes frequent errors of recognition.

ILR Level 0+ MEMORIZED PROFICIENCY

Able to read some isolated words and phrases in very simple materials with little accuracy.

CONTENT: Basic immediate needs: may recognize some or all of the following: person or street names, job titles, personal status, age, kinship, recreational activities, basic objects, numbers, colours, dates and times, food, street signs, office and shop signs, and simple instructions.

FUNCTIONS: Understands some short, isolated learned words, expressions and /or sentences, but misunderstands are frequent.

OVERALL COMPREHENSION: May only recognize words and phrases from very simple texts. Understanding is limited to one's immediate needs, but misunderstandings on those items are still frequent.

DISCOURSE COMPREHENSION: Unable to read connected text.

STRUCTURAL COMPREHENSION: Typically misinterprets basic structural elements.

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LEXICAL COMPREHENSION: Understanding of lexical items is minimal and limited to areas of immediate survival needs. Misunderstandings or non-understandings on basic vocabulary are frequent.

FLUENCY: Unable to process simple text, even with extensive re-reading.

ILR Level 0 NO FUNCTIONAL

No practical ability to read the language.

CONTENT: May be able to recognize a few learned items.

FUNCTIONS: No ability to read the language. Consistently misunderstands or cannot comprehend at all.

OVERALL COMPREHENSION: Consistently misunderstands or cannot comprehend at all. May recognize occasionally isolated letters, characters or words.

DISCOURSE COMPREHENSION: No real reading ability.

STRUCTURAL COMPREHENSION: No real reading ability.

LEXICAL COMPREHENSION: Only isolated memorized letters, characters, words and / or phrases.

FLUENCY: No fluency.

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Appendix 3

Examples of Foreign Language Training Durations Based on Levels and Language Groups

| Example FLT Duration Based on Levels and Language Groups | Group 1 | Group 2 | | Group 3 | Group 4 | | |
|--|--|----------------------|-----------------------|----------------------|----------------------|----------------------|----------------------|
| | | 2.A | 2.B | | 4. A | 4.B | 4.C |
| IRL 0 - IRL 1 | 180 hrs / 1 month | 180 hrs / 1.5 months | 180 hrs / 1.5 months | 320 hrs / 3 months | 480 hrs / 4 months | 480 hrs / 4 months | 480 hrs / 4 months |
| IRL 0 - IRL 1+ | 340 hrs / 3 months | 360 hrs / 3 months | 400 hrs / 3 months | 600 hrs / 5 months | 900 hrs / 7 months | 960 hrs / 8 months | 960 hrs / 8 months |
| IRL 0 - IRL 2 | 440 hrs / 4 months | 480 hrs / 4 months | 520 hrs / 5 months | 720 hrs / 6 months | 1200 hrs / 10 months | 1320 hrs / 10 months | 1440 hrs / 12 months |
| IRL 0 - IRL 2+ | 720 hrs / 5 months | 840 hrs / 5 months | 900 hrs / 6 months | 1140 hrs / 9 months | 1860 hrs / 14 months | 2040 hrs / 15 months | 2220 hrs / 18 months |
| IRL 0 - IRL 3 | 900 hrs / 7.5 months | 1080 hrs / 9 months | 1200 hrs / 10 months | 1440 hrs / 12 months | 2400 hrs / 20 months | 2640 hrs / 22 months | 2880 hrs / 24 months |
| IRL 1 - IRL 2 | 260 hrs / 2 months | 300 hrs / 2.5 months | 340 hrs / 3 months | 400 hrs / 3 months | 720 hrs / 6 months | 840 hrs / 6.5 months | 960 hrs / 8 months |
| IRL 1 - IRL 3 | 720 hrs / 5.5 months | 900 hrs / 7.5 months | 1020 hrs / 8.5 months | 1120 hrs / 9 months | 1920 hrs / 16 months | 2160 hrs / 18 months | 2400 hrs / 20 months |
| IRL 1+ - IRL 3 | 560 hrs / 5 months | 720 hrs / 6 months | 800 hrs / 7 months | 840 hrs / 8 months | 1500 hrs / 14 months | 1680 hrs / 16 months | 1920 hrs / 16 months |
| IRL 2 - IRL 3 | 460 hrs / 3.5 months | 600 hrs / 5 months | 680 hrs / 5 months | 720 hrs / 6 months | 1200 hrs / 10 months | 1320 hrs / 11 months | 1440 hrs / 12 months |
| IRL 2+ - IRL 3 | 180 hrs / 1.5 months | 240 hrs / 2.5 months | 300 hrs / 3 months | 300 hrs / 3 months | 540 hrs / 6 months | 600 hrs / 7 months | 660 hrs / 8 months |
| | | | | | | | |
| | | | | | | | |
| GROUP 1 | Afrikaans, Catalan, Creole, Dutch, Italian, Portuguese (Brazilian and European/African), Romanian, Spanish, Swedish | | | | | | |
| GROUP 2 | Indonesian, Malay, Swahili, German | | | | | | |
| GROUP 3 | Amharic, Bambara, Burmese, Dari, Greek, Hebrew, Hindi, Lithuanian, Moore, Mongolian, Polish, Russian, Serbian, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Wolof | | | | | | |
| | | | | | | | |
| GROUP 4 | Modern Standard Arabic, Arabic Dialects, Chinese (traditional and simplified), Cantonese, Korean, Japanese | | | | | | |

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Appendix 4

List of languages taught at CFSL

| List of languages names | | | | | |
|-------------------------|------------------------|----|------------|----|--|
| 1 | Afrikaans | 16 | Dutch | 31 | Portuguese (Brazilian, European and African) |
| 2 | Amharic | 17 | German | 32 | Romanian |
| 3 | Modern Standard Arabic | 18 | Greek | 33 | Russian |
| 4 | Arabic - Gulf | 19 | Hebrew | 34 | Serbian |
| 5 | Arabic - Jordanian | 20 | Hindi | 35 | Spanish |
| 6 | Arabic - Lebanese | 21 | Indonesian | 36 | Swahili |
| 7 | Arabic – Libyan | 22 | Italian | 37 | Swedish |
| 8 | Arabic - Palestinian | 23 | Japanese | 38 | Thai |
| 9 | Bambara | 24 | Korean | 39 | Turkish |
| 10 | Burmese | 25 | Latvian | 40 | Ukrainian |
| 11 | Catalan | 26 | Lithuanian | 41 | Urdu |
| 12 | Chinese - Cantonese | 27 | Malay | 42 | Vietnamese |
| 13 | Chinese - Mandarin | 28 | Mongolian | 43 | Wolof |
| 14 | Creole | 29 | Moore | 44 | Zulu |
| 15 | Dari | 30 | Polish | | |

This list is non-exhaustive and subject to change.

The Contractor must supply human resources capable of teaching and/or testing national or regional dialects of foreign languages listed in Appendix 4, or gender-based variations of those languages.

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Appendix 5 Sample Attendance Record

CFSL Attendance
Français

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Adding Hours / Absences for RS ID 9999

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| | GREEN = PRESENT | YELLOW = PARTIAL | RED = ABSENT | LIGHT RED = TESTING | ORANGE = LATE CANCELLATION | LIGHT GREEN = SELF-STUDY | PURPLE = IMMERSION | BLUE = NO RECORD | GREY = STAT HOLIDAYS | | | | | | | | | | | | | | | | | | | | | | | |
|---------------|-----------------|------------------|--------------|---------------------|----------------------------|--------------------------|--------------------|------------------|----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----|
| AAA, Student | Mar 01 | Mar 02 | Mar 03 | Mar 04 | Mar 05 | Mar 06 | Mar 07 | Mar 08 | Mar 09 | Mar 10 | Mar 11 | Mar 12 | Mar 13 | Mar 14 | Mar 15 | Mar 16 | Mar 17 | Mar 18 | Mar 19 | Mar 20 | Mar 21 | Mar 22 | Mar 23 | Mar 24 | Mar 25 | Mar 26 | Mar 27 | Mar 28 | Mar 29 | Mar 30 | Mar 31 | |
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Appendix 6

Minimum Qualifications for Non-Management/Administrative Resources

*By highly proficient speaker, we understand a person who:

- has been extensively immersed in the linguistic and cultural environment of a region and/or country where the target language is the most commonly spoken language among the local population and/or within formal institutions;
- has received sufficient formal education in the target language to fully master the phonetic, lexical and structural features of the target language; and,
- has a combination of educational and/or professional experience in the target language to readily discuss a broad range of societal topics with a high degree of ease and sophistication.

| Resource Category | Minimum Qualifications |
|--------------------------|---|
| Foreign Language Teacher | <p>Be a highly proficient* speaker of the language to be taught;</p> <p>A Bachelor's degree from a recognized¹ university;</p> <p>If the Bachelor's Degree is not in a field related to linguistics, languages, literature, foreign languages teaching, philology, have at least 500 hours of experience teaching the language to adults;</p> <p>Proficiency at the ILR's Level 4 in the language to be taught;</p> <p>At CFSL's request, be successfully tested against the ILR scale on either the language to be taught and/or the official language(s);</p> <p>Fluency in either English or French;</p> <p>Capability in the use of information technology and/or multimedia tools supplied by CFSL;</p> <p>Obtain the CFSL's Teacher Certification.</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |

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| Resource Category | Minimum Qualifications |
|-----------------------------------|--|
| Foreign Language Training Advisor | <p>A Bachelor's degree from a recognized¹ university with a specialization in humanities or social sciences;</p> <p>Five hundred (500) hours' experience teaching a foreign language to adults in the last ten (10) years;</p> <p>Fluency in either English or French.</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |
| Foreign Language Testing Advisor | <p>A Bachelor's degree from a recognized¹ university;</p> <p>One year experience in testing or test design;</p> <p>Fluency in either English or French;</p> <p>Assets: Testing Certificate delivered by a recognized testing institution (CFSI, ACTFL, ETS, FSI, etc.); 400 hours of experience in teaching a foreign language to adult learners in the last ten years.</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |

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| Resource Category | Minimum Qualifications |
|-------------------------------------|--|
| Foreign Language Proficiency Tester | <p>A Bachelor's degree from a recognized¹ university taught in the foreign language to be tested.</p> <p>Proficiency at the ILR level 4 in the language to be tested, as attested by a recognized language proficiency testing institution (such as CFSI, FSI, ACTFL, etc.);</p> <p>Proficiency at the ILR level 2 in either English or French;</p> <p>CFSL Tester Certification (see 4.2 above);</p> <p>If requested by CFSL, be successfully tested against the ILR scale in the language to be tested;</p> <p>Agree to the Tester's Code of Ethics (Appendix 8).</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |
| Coordinator-Administrator | <p>A degree or diploma from a recognized¹ university or post-secondary institution;</p> <p>Two (2) years demonstrated experience coordinating and administering learning events in the last five (5) years; and</p> <p>Fluency in either English or French.</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |

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| Resource Category | Minimum Qualifications |
|--|--|
| Course Designer/Developer | <p>Be a native* speaker of the language to be taught;</p> <p>A Bachelor's degree from a recognized¹ university;</p> <p>Proficiency at least at the Level 4 of ILR Scale in Appendix 2 (oral and writing) in the target foreign language;</p> <p>Fluency in either English or French;</p> <p>Completed at least 500 hours of experience teaching the language to adults;</p> <p>At CFSL's request, be successfully tested against the ILR scale on either the language to be taught and/or the official language(s).</p> <p>Obtain the CFSL's Teacher Certification.</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |
| Foreign Language Test Designer/Developer | <p>A Bachelor's degree from a recognized¹ university;</p> <p>Proficiency at least at the Level 4 of ILR Scale in Appendix 2 (oral and writing) in the target foreign language;</p> <p>Fluency in either English or French;</p> <p>Have the Certification for the CFSL Oral and Reading Foreign Language Proficiency Test (see 5.5 above);</p> <p>At CFSL's request, be successfully tested against the ILR scale on either the language to be tested and/or the official language(s).</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |

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| Resource Category | Minimum Qualifications |
|--|--|
| Instructional Designer E-Learning and Online | <p>A diploma or certificate in Education, Organizational Development, Instructional Design, Technology Based Education, or Multimedia Design and three (3) years' work experience in instructional design in the last ten (10) years; OR a degree or diploma from a recognized university or post-secondary institution and five (5) years' work experience in instructional design for e-learning and/or online learning in the last ten (10) years;</p> <p>Fluency in either English or French.</p> |
| Graphic Designer | <p>A degree or diploma from a recognized¹ university or post-secondary institution in visual arts with specialization in graphic design, commercial art, or graphic communications and three (3) years demonstrated experience in graphic design in the last ten (10) years; OR a degree or diploma from a recognized post-secondary institution and five (5) years demonstrated experience in graphic design in the last ten (10) years;</p> <p>Fluency in either English or French.</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |
| E-Learning Designer/Developer | <p>A degree or diploma from a recognized¹ university or post-secondary in Computer Science, E-learning Development, Communications, Multimedia Production, or a related field and three (3) years of professional experience working on synchronous/asynchronous and other online learning products in past ten (10) years; OR a degree or diploma from a recognized university or post-secondary institution and five (5) years professional experience working on synchronous/asynchronous and other online learning products in past ten (10) years;</p> <p>Fluency in either English or French.</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |

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| Resource Category | Minimum Qualifications |
|-------------------|--|
| Media Producer | <p>A degree or diploma from a recognized¹ university or post-secondary institution in Film production, Media Production and Design, or similar and three (3) years proven experience in the creation and production of audio, video, motion graphic and similar products; OR A degree or diploma from a recognized university or post-secondary institution and five (5) years proven experience in the creation and production of audio, video, motion graphic and similar products;</p> <p>Fluency in either English or French.</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at: http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |

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| Resource Category | Minimum Qualifications |
|---|---|
| Database Application Designer and Developer | <p>A degree or diploma from a recognized¹ university or post-secondary institution in Computer Science, Systems Engineering or related field, from a recognized academic institution;</p> <p>Five (5) years professional work experience as a Database Developer/Application Developer in the last ten (10) years;</p> <p>Three (3) years professional work experience in the development and maintenance of custom applications and databases for learning management and administration;</p> <p>Fluency in English and French.</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |
| IT Support Specialist | <p>A degree or diploma from a recognized¹ university or post-secondary institution OR a combination of relevant education and experience in computer technology support;</p> <p>Performed a minimum of three (3) years IT support for both PC and mobile platforms in the past 10 years;</p> <p>Provided network administration and support services for LAN/WAN; Moodle LMS;</p> <p>Fluency in either English or French.</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |

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| Resource Category | Minimum Qualifications |
|------------------------------|--|
| Researcher/Strategic Analyst | <p>A University Degree from a recognized¹ institution;</p> <p>Completed 5 assignments or projects providing research and/or strategic analysis services in the last 10 years, at least one related to learning;</p> <p>Fluency in either English or French.</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |
| Subject Matter Expert | <p>Subject Matter Expert (SME) qualifications may vary, and will be determined at the time of TA issuance. The Contractor will present CFSL with proposed Subject Matter Experts, detailing their relative experience and qualifications, from which the CFSL Project Authority or his/her delegated representative will select the most appropriate candidate for the specific task. SMEs may include country nationals, returnees from countries and country specialists, sectoral and specific content specialists, and foreign language learning specialists.</p> |

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Appendix 7

Minimum Qualifications for Management/Administrative Resources

| Resource Category | Minimum Qualifications |
|---------------------|--|
| Program Manager | <p>A University Bachelor's degree from a recognized university¹ with specialization in language instruction, or related fields such as arts, social sciences, philology, humanities or Business Administration.</p> <p>The ability to speak fluently (fluent is defined as ILR level 3) in English or French and be functional in the other (functional is defined as ILR level 2).</p> <p>Has acquired at least three (3) years' experience within the last five (5) years up to the bid solicitation closing date in managing and supervising the delivery of foreign language training and testing services including staff supervision, work assignment, project management, staff training and recruitment.</p> <p>* In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |
| Pedagogical Advisor | <p>A University Bachelor degree from a recognized¹ university with specialization in language instruction, or related fields such as arts, social sciences, philology or humanities;*</p> <p>Three (3) years' experience within the last 10 years in providing expert advice to trainers in foreign language instruction methodology and application;</p> <p>Two (2) years' experience within the last 5 years in foreign language curriculum design;</p> <p>Fluency in either English or French.</p> <p>* In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |

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| Resource Category | Minimum Qualifications |
|--------------------------|--|
| Learning Product Manager | <p>The Learning Product Manager must have, at a minimum, the following qualifications:</p> <p>A degree or diploma from a recognized¹ university or post-secondary institution in Audio-Visual Technology, Computer Science, Journalism, Broadcasting, Multimedia Production, or a related field;</p> <p>Five (5) years of demonstrated project management experience developing e-learning, web, multimedia, video, print or similar media products and services in the last ten (10) years;</p> <p>Fluency in both English and French.</p> <p>1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> |

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Appendix 8

Tester's Code of Ethics

CODE OF ETHICS AND PRACTICE FOR FOREIGN LANGUAGE TESTERS

I, as a Tester, agree that:

1. I will faithfully follow the administration and rating procedures of the Oral and Reading Proficiency Tests established by the Centre for Foreign Languages of the Global Affairs Canada.
2. I will create by my attitude a testing climate that maximizes the performance of the examinee.
3. I will administer each test in a professional manner.
4. I will keep confidential any information obtained during the test.
5. I will not discuss with anyone, except the CFSL Evaluation Unit when required, the candidate's test results and performance.
6. I will report to the CFSL Evaluation Unit any incident or circumstance whereby a candidate or any other person has put pressure on me or tried to influence my administration or rating of a test to the advantage or disadvantage of a specific examinee.
7. I will treat testing materials and documents as confidential and classified documents.

I ACCEPT THAT FAILURE TO ABIDE BY THIS CODE WILL BE REGARDED WITH THE UTMOST SERIOUSNESS AND COULD LEAD TO SEVERE PENALTIES INCLUDING MY DISMISSAL FROM THE ACTIVITIES OF THE CFSL EVALUATION UNIT.

(Name – PRINT)

(Signature)

(Date)

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Appendix 9

Foreign Language Tester Certification Program

Certification is a process by which the CFSL Foreign Language Evaluation Unit of the Canadian Foreign Service Institute ensures that Testers have received appropriate training and are able to follow the protocol of the Foreign Language Proficiency Test. Participants who are certified have demonstrated that they have the knowledge and practical ability to reliably fulfill the role of Tester.

SCHEDULE

| | |
|---|---|
| Date TBC | Confirmation of participants' names Tester Manuals and Online Course access to be sent to participants. |
| Dates TBC (5 HOURS) | Self-study (Pre-Course Material) Participants are required to study the Tester Manuals and take the Online Course. |
| Dates TBC (1 HOUR) | Online Tester Certification Exam Participants must obtain a minimum score of 70% in order to proceed with the Certification process. Topics covered in the exam are from the Tester Manuals and Online Course. |
| Dates and location TBC (18 HOURS) | Tester Certification Workshops Six workshops will be facilitated by the Evaluation Unit staff. Participants will have the opportunity to apply and practice the elicitation and rating principles and techniques they have learned from the self-study portion of the Certification Program. |
| Dates and location TBC | Tester Certification Coaching Sessions Participants will meet CFSL Evaluation Unit staff to listen to two test samples in the target language and receive individualized coaching on elicitation, rating and the online platform used for test administration. |
| Time frame: 2 weeks (11 HOURS) | Rating Assignment Participants must demonstrate that they are able to rate a sample correctly by <i>listening to and rating accurately a number of samples of Proficiency Tests.</i> <u>The deadline for completing the rating assignment is two weeks after the date of the Tester Certification Coaching Session.</u> |
| Location TBC (3 HOURS) | Test Observation Participants are required to observe three hours of tests in the testing room (equivalent to one Oral and one Reading Proficiency Test if applicable), rate the sample and compare rating with the one assigned by senior testers'. |

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| | |
|--|---|
| <p>Date and location TBC (3 HOURS)</p> | <p>Mock tests Participants will perform two mock tests (one Oral and One Reading Proficiency Test if applicable) with volunteer test-takers, rate the sample and receive feedback on performance after the test. Upon completion of the Mock Tests, participants will receive provisional certification and sign the Code of Ethics.</p> |
| <p>Date and location TBC</p> | <p>Real tests Participants must demonstrate ability to effectively and consistently elicit and rate samples by successfully completing 2-5 Proficiency Tests. Tester Coaching sessions may be scheduled by the CFSL Evaluation Unit to provide participants with feedback on their performance in their first real tests.</p> <p>Upon successful completion of 2-5 Proficiency Tests, participants will obtain full certification and receive the Foreign Language Tester Certificate.</p> |

OBSERVATIONS

1. Testers must abide consistently by the Evaluation Unit's ethical and professional standards and demonstrate proper conduct without any violations during the whole program and their testing practice.
2. It is the participant's responsibility to meet the deadlines for the self-study and rating assignments.
3. Tester Certification may be suspended or revoked by the Evaluation Unit. Grounds for such actions are based on the interests of Global Affairs Canada for ensuring the integrity, reliability and validity of the Foreign Language Proficiency Tests. Reasons for dismissal may include but are not limited to the following:
 - a. Failure to follow the test protocol and rate accurately and consistently.
 - b. Compromising confidentiality of test materials by copying, making available to, or sharing information on content of test material with test-takers or other unauthorized individuals outside the prescribed usage in a test.
 - c. Disclosing of any information provided by test-takers during the test.
 - d. Discussing the test-taker's performance and rating with unauthorized individuals, that is, any individual who is not an Evaluation Unit staff member. That includes but is not limited to: the test-taker's teachers, other testers, colleagues, family, friends, acquaintances, etc.

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ANNEX B, BASIS OF PAYMENT

A- Contract Period (From ____ to ____) (To be inserted upon contract award.)

During the initial period of the Contract, the Contractor will be paid the firm all-inclusive rates specified below for the Work performed pursuant to a request for service. Customs duties are included and the Applicable Taxes are extra.

The firm all-inclusive hourly rates for each resource category indicated below are inclusive of all costs associated with delivery of the Work which includes:

1. preparation and provision of deliverables;
2. access and user account management;
3. recruitment and training of resources; and
4. travel and living expenses as per 5.0 below.

The percentage of the mark-up for each resource category indicated below are inclusive of all costs associated with delivery of the Work which includes:

1. preparation and provision of deliverables;
2. access and user account management;
3. recruitment and training of resources; and
4. travel and living expenses as per 5.0 below.

The firm all-inclusive monthly rates for Virtual Platform services indicated below are inclusive of all costs associated with the delivery of services.

1.0 Firm all-inclusive rates

The Contractor will be paid firm all-inclusive rates as follows:

| INITIAL PERIOD OF THE CONTRACT - YEAR 1 to 3 (Inclusive) | |
|--|---------------------------------------|
| RESOURCE CATEGORIES | Firm all-inclusive rates (CAD) |
| 1. Foreign Language Teaching services in Canada (In-Person) | \$ |
| 2. Foreign Language Teaching services (Virtual) | \$ |
| 3. Program Manager | \$ |
| 4. Pedagogical Advisor | \$ |
| 5. Coordinator-Administrator | \$ |
| 6. Foreign Language Proficiency Tester | \$ |
| 7. Foreign Language Testing Advisor | \$ |
| 8. Course Designer and Developer | \$ |

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| INITIAL PERIOD OF THE CONTRACT - YEAR 1 to 3 (Inclusive) | |
|--|---------------------------------------|
| RESOURCE CATEGORIES | Firm all-inclusive rates (CAD) |
| 9. Foreign Language Test Designer and Developer | \$ |
| 10 Instructional Designer (E-Learning/Online) | \$ |
| 11. Graphic Designer | \$ |
| 12. E-Learning Designer and Developer | \$ |
| 13. Database Application Designer and Developer | \$ |
| 14. Media Producer | \$ |
| 15. Researcher / Strategic Analyst | \$ |
| 16. Learning Product Manager | \$ |
| 17. IT Support Specialist | \$ |
| 18. Foreign Language Training Advisor | \$ |
| 19. Foreign Language Teaching Services Abroad (In-Person) | \$ |
| 20. Subject Matter Expert | \$ |
| 21. Virtual Training Platform (Firm all-inclusive monthly rate) | \$ |

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B- Option to Extend the Term of the Contract

During the extended period of the Contract specified below and in accordance with clause 7.4.2 and clause 7.4.3 of Part 7 of the bid solicitation, the Contractor will be paid the firm all-inclusive rates specified below for the Work performed pursuant to a request for service. Customs duty are included and Applicable Taxes are extra.

The firm all-inclusive hourly rates for each resource category indicated below are inclusive of all costs associated with delivery of the Work which includes:

1. preparation and provision of deliverables;
2. access and user account management;
3. recruitment and training of resources; and
4. travel and living expenses as per 5.0 below.

The percentage of the mark-up for each resource category indicated below are inclusive of all costs associated with delivery of the Work which includes:

1. preparation and provision of deliverables;
2. access and user account management;
3. recruitment and training of resources; and
4. travel and living expenses as per 5.0 below.

The firm all-inclusive monthly rates for Virtual Platform services indicated below are inclusive of all costs associated with the delivery of services.

1.0 Firm all-inclusive rates

The Contractor will be paid firm all-inclusive rates as follows:

| OPTION TO EXTEND THE CONTRACT – Period 1 | |
|--|---------------------------------------|
| RESOURCE CATEGORIES | Firm all-inclusive rates (CAD) |
| 1. Foreign Language Teaching services in Canada (In-Person) | \$ |
| 2. Foreign Language Teaching services (Virtual) | \$ |
| 3. Program Manager | \$ |
| 4. Pedagogical Advisor | \$ |
| 5. Coordinator-Administrator | \$ |
| 6. Foreign Language Proficiency Tester | \$ |
| 7. Foreign Language Testing Advisor | \$ |
| 8. Course Designer and Developer | \$ |
| 9. Foreign Language Test Designer and Developer | \$ |
| 10 Instructional Designer (E-Learning/Online) | \$ |

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| OPTION TO EXTEND THE CONTRACT – Period 1 | |
|---|---------------------------------------|
| RESOURCE CATEGORIES | Firm all-inclusive rates (CAD) |
| 11. Graphic Designer | \$ |
| 12. E-Learning Designer and Developer | \$ |
| 13. Database Application Designer and Developer | \$ |
| 14. Media Producer | \$ |
| 15. Researcher / Strategic Analyst | \$ |
| 16. Learning Product Manager | \$ |
| 17. IT Support Specialist | \$ |
| 18. Foreign Language Training Advisor | \$ |
| 19. Foreign Language Teaching Services Abroad (In-Person) | \$ |
| 20. Subject Matter Expert | \$ |
| 21. Virtual Training Platform (Firm all-inclusive monthly rate) | \$ |

| OPTION TO EXTEND THE CONTRACT – Period 2 | |
|--|---------------------------------------|
| RESOURCE CATEGORIES | Firm all-inclusive rates (CAD) |
| 1. Foreign Language Teaching services in Canada (In-Person) | \$ |
| 2. Foreign Language Teaching services (Virtual) | \$ |
| 3. Program Manager | \$ |
| 4. Pedagogical Advisor | \$ |
| 5. Coordinator-Administrator | \$ |
| 6. Foreign Language Proficiency Tester | \$ |
| 7. Foreign Language Testing Advisor | \$ |
| 8. Course Designer and Developer | \$ |
| 9. Foreign Language Test Designer and Developer | \$ |
| 10. Instructional Designer (E-Learning/Online) | \$ |
| 11. Graphic Designer | \$ |
| 12. E-Learning Designer and Developer | \$ |
| 13. Database Application Designer and Developer | \$ |
| 14. Media Producer | \$ |

Solicitation No. - N° de l'invitation
08893-200320/A
Client Ref. No. - N° de réf. du client
08893-200320

Amd. No. - N° de la modif.
File No. - N° du dossier
503zf.08893-200320

Buyer ID - Id de l'acheteur
503zf
CCC No./N° CCC - FMS No./N° VME

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| OPTION TO EXTEND THE CONTRACT – Period 2 | |
|---|---------------------------------------|
| RESOURCE CATEGORIES | Firm all-inclusive rates (CAD) |
| 15. Researcher / Strategic Analyst | \$ |
| 16. Learning Product Manager | \$ |
| 17. IT Support Specialist | \$ |
| 18. Foreign Language Training Advisor | \$ |
| 19. Foreign Language Teaching Services Abroad (In-Person) | \$ |
| 20. Subject Matter Expert | \$ |
| 21. Virtual Training Platform (Firm all-inclusive monthly rate) | \$ |

| OPTION TO EXTEND THE CONTRACT – TRANSITION PERIOD (2 MONTHS) | |
|---|---------------------------------------|
| RESOURCE CATEGORIES | Firm all-inclusive rates (CAD) |
| 1. Foreign Language Teaching services in Canada (In-Person) | \$ |
| 2. Foreign Language Teaching services (Virtual) | \$ |
| 3. Program Manager | \$ |
| 4. Pedagogical Advisor | \$ |
| 5. Coordinator-Administrator | \$ |
| 6. Foreign Language Proficiency Tester | \$ |
| 7. Foreign Language Testing Advisor | \$ |
| 8. Course Designer and Developer | \$ |
| 9. Foreign Language Test Designer and Developer | \$ |
| 910 Instructional Designer (E-Learning/Online) | \$ |
| 11. Graphic Designer | \$ |
| 12. E-Learning Designer and Developer | \$ |
| 13. Database Application Designer and Developer | \$ |
| 14. Media Producer | \$ |
| 15. Researcher / Strategic Analyst | \$ |
| 16. Learning Product Manager | \$ |
| 17. IT Support Specialist | \$ |
| 18. Foreign Language Training Advisor | \$ |

Solicitation No. - N° de l'invitation
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| OPTION TO EXTEND THE CONTRACT – TRANSITION PERIOD (2 MONTHS) | |
|--|---------------------------------------|
| RESOURCE CATEGORIES | Firm all-inclusive rates (CAD) |
| 19. Foreign Language Teaching Services Abroad (In-Person) | \$ |
| 20. Subject Matter Expert | \$ |
| 21. Virtual Training Platform (Firm all-inclusive monthly rate) | \$ |

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C - Cost Reimbursable Expenses

1.0 Authorized travel and living expenses for Work

The Contractor will be reimbursed its authorized travel and living expenses reasonably and properly incurred in the performance of the Work done, delivered or performed outside a radius of 40 kilometers of the location for which services are required as indicated in the Request for service, at cost, without any allowance for profit and administrative overhead, in accordance with the meal, private vehicle and incidental expenses provided in Appendices B, C and D of the Treasury Board Travel Directive, and with the other provisions of the directive referring to "travellers", rather than those referring to "employees".

All travel must have the prior authorization of the Project Authority.

The authorized travel and living expenses will be paid upon submission of an itemized statement supported by receipt vouchers. All payments are subject to government audit.

Canada will not accept any travel and living expenses incurred by the Contractor for:

1. the relocation of resources required to satisfy its contractual obligations; and
2. travels within a radius of 40 kilometers of the location for which services are required identified in the request for service.

2.0 Other Direct Expenses

In certain cases, and at the sole discretion of Canada, the Contractor will be reimbursed the other direct expenses it incurred in the performance of the Work and as requested in the authorized Request for service. All such authorized direct expenses will be invoiced at cost with no allowance therein for overhead or profit. These expenses will be paid upon submission of an itemized statement supported by receipt vouchers. All payments are subject to Government Audit.

ANNEX C, SECURITY REQUIREMENTS CHECK LIST



Government of Canada / Gouvernement du Canada

| |
|--|
| Contract Number / Numéro du contrat 08893-200320 (PSPC) |
| Security Classification / Classification de sécurité Unclassified |

SECURITY REQUIREMENTS CHECK LIST (SRCL) LISTE DE VÉRIFICATION DES EXIGENCES RELATIVES À LA SÉCURITÉ (LVERS)

| PART A - CONTRACT INFORMATION / PARTIE A - INFORMATION CONTRACTUELLE | | |
|---|---|---|
| 1. Originating Government Department or Organization / Ministère ou organisme gouvernemental d'origine Global Affairs Canada | 2. Branch or Directorate / Direction générale ou Direction HCM/CFSS/CFSL | |
| 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 Foreign Language training, testing and ancillary services delivered to GAC employees | | |
| 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"/> | No release restrictions / Aucune restriction relative à la diffusion <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"/> | 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 A / PROTÉGÉ A <input type="checkbox"/> |
| PROTECTED B / PROTÉGÉ B <input type="checkbox"/> | NATO RESTRICTED / NATO DIFFUSION RESTREINTE <input type="checkbox"/> | PROTECTED B / PROTÉGÉ B <input type="checkbox"/> |
| PROTECTED C / PROTÉGÉ C <input type="checkbox"/> | NATO CONFIDENTIAL / NATO CONFIDENTIEL <input type="checkbox"/> | PROTECTED C / PROTÉGÉ C <input type="checkbox"/> |
| CONFIDENTIAL / CONFIDENTIEL <input type="checkbox"/> | NATO SECRET / NATO SECRET <input type="checkbox"/> | CONFIDENTIAL / CONFIDENTIEL <input type="checkbox"/> |
| SECRET / SECRET <input type="checkbox"/> | COSMIC TOP SECRET / COSMIC TRÈS SECRET <input type="checkbox"/> | SECRET / SECRET <input type="checkbox"/> |
| TOP SECRET / TRÈS SECRET <input type="checkbox"/> | | TOP SECRET / TRÈS SECRET <input type="checkbox"/> |
| TOP SECRET (SIGINT) / TRÈS SECRET (SIGINT) <input type="checkbox"/> | | TOP SECRET (SIGINT) / TRÈS SECRET (SIGINT) <input type="checkbox"/> |

TBS/SCT 350-103(2004/12)

Security Classification / Classification de sécurité
Unclassified

Canada



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
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
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
Oui
If Yes, will unscreened personnel be escorted?
Dans l'affirmative, le personnel en question sera-t-il escorté? No Yes
Oui

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

INFORMATION / ASSETS / RENSEIGNEMENTS / BIENS

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

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

PRODUCTION

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

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

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

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



| |
|--|
| Contract Number / Numéro du contrat 08893-200320 (PSPC) |
| Security Classification / Classification de sécurité Unclassified |

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

For users completing the form **manually** use the summary chart below to indicate the category(ies) and level(s) of safeguarding required at the supplier's site(s) or premises.
Les utilisateurs qui remplissent le formulaire **manuellement** doivent utiliser le tableau récapitulatif ci-dessous pour indiquer, pour chaque catégorie, les niveaux de sauvegarde requis aux installations du fournisseur.

For users completing the form **online** (via the Internet), the summary chart is automatically populated by your responses to previous questions.
Dans le cas des utilisateurs qui remplissent le formulaire **en ligne** (par Internet), les réponses aux questions précédentes sont automatiquement saisies dans le tableau récapitulatif.

SUMMARY CHART / TABLEAU RÉCAPITULATIF

| Category / Catégorie | PROTECTED / PROTÉGÉE | | | CLASSIFIED / CLASSIFIÉE | | | NATO | | | | COMSEC | | | | | |
|--|-------------------------------------|---|---|-----------------------------|--------|--------------------------|---|---------------------------------------|-------------|--|----------------------|---|---|-----------------------------|--------|--------------------------|
| | A | B | C | CONFIDENTIAL / CONFIDENTIEL | SECRET | TOP SECRET / TRÈS SECRET | NATO RESTRICTED / NATO DIFFUSION RESTREINTE | NATO CONFIDENTIAL / NATO CONFIDENTIEL | NATO SECRET | COMSEC TOP SECRET / COMSEC TRÈS SECRET | PROTECTED / PROTÉGÉE | | | CONFIDENTIAL / CONFIDENTIEL | SECRET | TOP SECRET / TRÈS SECRET |
| | | | | | | | | | | | A | B | C | | | |
| Information / Assets / Renseignements / Biens / Production | <input checked="" type="checkbox"/> | | | | | | | | | | | | | | | |
| IT Media / Support TI | <input checked="" type="checkbox"/> | | | | | | | | | | | | | | | |
| 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).

ANNEX D, INSURANCE REQUIREMENTS

1.0 Commercial General Liability insurance

1. The Contractor must obtain Commercial General Liability Insurance, and maintain it in force throughout the duration of the Contract, in an amount usual for a contract of this nature, but for not less than \$2,000,000 per accident or occurrence and in the annual aggregate.
2. The Commercial General Liability policy must include the following:
 - a. Additional Insured: Canada is added as an additional insured, but only with respect to liability arising out of the Contractor's performance of the Contract. The interest of Canada should read as follows: Canada, as represented by Public Works and Government Services Canada.
 - b. Bodily Injury and Property Damage to third parties arising out of the operations of the Contractor.
 - c. Products and Completed Operations: Coverage for bodily injury or property damage arising out of goods or products manufactured, sold, handled, or distributed by the Contractor and/or arising out of operations that have been completed by the Contractor.
 - d. Personal Injury: While not limited to, the coverage must include Violation of Privacy, Libel and Slander, False Arrest, Detention or Imprisonment and Defamation of Character.
 - e. Cross Liability/Separation of Insureds: Without increasing the limit of liability, the policy must protect all insured parties to the full extent of coverage provided. Further, the policy must apply to each Insured in the same manner and to the same extent as if a separate policy had been issued to each.
 - f. Blanket Contractual Liability: The policy must, on a blanket basis or by specific reference to the Contract, extend to assumed liabilities with respect to contractual provisions.
 - g. Employees and, if applicable, Volunteers must be included as Additional Insured.
 - h. Employers' Liability (or confirmation that all employees are covered by Worker's compensation (WSIB) or similar program)
 - i. Broad Form Property Damage including Completed Operations: Expands the Property Damage coverage to include certain losses that would otherwise be excluded by the standard care, custody or control exclusion found in a standard policy.
 - j. Notice of Cancellation: The Insurer will endeavour to provide the Contracting Authority thirty (30) days written notice of policy cancellation.
 - k. If the policy is written on a claims-made basis, coverage must be in place for a period of at least 12 months after the completion or termination of the Contract.
 - l. Owners' or Contractors' Protective Liability: Covers the damages that the Contractor becomes legally obligated to pay arising out of the operations of a subcontractor.

- m. Non-Owned Automobile Liability - Coverage for suits against the Contractor resulting from the use of hired or non-owned vehicles.
- n. All Risks Tenants Legal Liability - to protect the Contractor for liabilities arising out of its occupancy of leased premises.
- o. Litigation Rights: Pursuant to subsection 5(d) of the [Department of Justice Act](#), S.C. 1993, c. J-2, s.1, if a suit is instituted for or against Canada which the Insurer would, but for this clause, have the right to pursue or defend on behalf of Canada as an Additional Named Insured under the insurance policy, the Insurer must promptly contact the Attorney General of Canada to agree on the legal strategies by sending a letter, by registered mail or by courier, with an acknowledgement of receipt.

*For the province of Quebec, send to:
Director Business Law
Directorate, Quebec
Regional Office (Ottawa),
Department of Justice,
284 Wellington Street, Room
SAT-6042, Ottawa, Ontario, K1A
0H8*

*For other provinces and territories, send to:
Senior General
Counsel, Civil
Litigation
Section,
Department of
Justice
234 Wellington Street,
East Tower Ottawa,
Ontario K1A 0H8*

A copy of the letter must be sent to the Contracting Authority. Canada reserves the right to co-defend any action brought against Canada. All expenses incurred by Canada to co-defend such actions will be at Canada's expense. If Canada decides to co-defend any action brought against it, and Canada does not agree to a proposed settlement agreed to by the Contractor's insurer and the plaintiff(s) that would result in the settlement or dismissal of the action against Canada, then Canada will be responsible to the Contractor's insurer for any difference between the proposed settlement amount and the amount finally awarded or paid to the plaintiffs (inclusive of costs and interest) on behalf of Canada.

2.0 Errors and Omissions Liability Insurance

1. The Contractor must obtain Errors and Omissions Liability (a.k.a. Professional Liability) insurance, and maintain it in force throughout the duration of the Contract, in an amount usual for a contract of this nature but for not less than \$1,000,000 per loss and in the annual aggregate, inclusive of defence costs.
2. If the policy is written on a claims-made basis, coverage must be in place for a period of at least 12 months after the completion or termination of the Contract.
3. The following endorsement must be included:
Notice of Cancellation: The Contractor will provide the Contracting Authority thirty (30) days prior written notice of policy cancellation or any changes to the insurance policy.

ANNEX E, EXAMPLE OF TASK AUTHORIZATION FORM

CONTRACTOR:

CONTRACT NUMBER: 08893-200220/A

TASK AUTHORIZATION NUMBER:

PERIOD OF SERVICES:

TOTAL ESTIMATED COSTS:

SERVICES TO BE RENDERED:

SIGNING AUTHORITIES

PROJECT AUTHORITY:

[Name] Date
Director, Centre for Foreign Languages (CFSL)
Global Affairs Canada

CONTRACTING AUTHORITY:

[Name] Date
[Title] Date
Public Works and Government Services Canada

ANNEX F, SAMPLE PERIODIC USAGE REPORT

Contract No.: _____

Periodic Usage Report (Authorized RS') for the period from _to_

| Authorized RS Number | RS Revision Number (if applicable) | Authorized on | Total Estimated Cost of Service including all revisions (GST/HST extra) | Total Cost Invoiced, GST/HST extra | GST/HST Invoiced | Total Amount Paid, GST/HST included |
|--|------------------------------------|---------------|---|------------------------------------|------------------|-------------------------------------|
| 1 | 000 | May 15, 2022 | \$5,000.00 | \$4,000.00 | \$520.00 | \$4,520.00 |
| 2 | 001 | Aug. 15, 2022 | \$12,500.00 | \$2,500.00 | \$325.00 | \$2,825.00 |
| 3 | 004 | Nov. 15, 2020 | \$20,000.00 | \$0.00 | \$0.00 | \$0.00 |
| | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| TOTAL | | | \$37,500.00 | \$6,500.00 | \$845.00 | \$7,345.00 |
| Sum of Canada's Total Liability, Cumulative Total of all Authorized RSs, as last amended, specified in clause 7.6.2 | | | \$50,000.00 | | | |
| Percent committed * | | | 75% | | | |

** The Contractor must notify the Contracting Authority, in writing, when 75 percent of Canada's Total Liability is committed as specified in clause 7.6.2.*

ANNEX G, PART 3 OF THE BID SOLICITATION - ELECTRONIC PAYMENT INSTRUMENTS

The Bidder 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)