

# ANNEX A- STATEMENT OF WORK

## 1 TITLE

National virtual language training for English as a second language

## 2 OBJECTIVES

To meet the needs of Employment and Social Development Canada (ESDC) in official languages, ESDC wishes to retain the services of Offerors for the management of a language training service and a service of pedagogical advisors, lead evaluators, teaching resources to give "on demand" virtual courses in English across Canada and for the management of training resources.

This Statement of Work is for virtual language training to take place during business hours for employees residing in the following regions:

	Number of standing offers
Delivery regions	English as a second language
Central (Quebec, Ontario and Manitoba and the National Capital Region)	2

Note: The intention is that the Offerors will provide language training in the region for which they have been selected. For more operational flexibility, Canada reserves the right to ask Offerors to optionally provide services in other delivery regions or to include learners from regions other than those for which they have been selected.

## 3 BACKGROUND STATEMENT

Canada's two official languages, English and French, are a fundamental characteristic of Canadian identity. Throughout its history, our country has passed legislation such as the Official Languages Act (OLA) and adopted policies to better protect and promote its official languages in the interest of Canadians from coast to coast. To comply with Parts IV and V of the OLA, ESDC must provide language training services to its employees to develop and maintain their second language skills (English and French). The Qualification Standards in Relation to Official Languages of the Treasury Board Secretariat are used to establish the language requirements of positions in the federal public service. These standards define the proficiency levels required for each of the three language skills and are to serve as guidelines for language training offered by Offerors.

## 4 SCOPE

The College@ESDC (hereinafter called the College) needs "on request" language training services in English across Canada that meet the [Qualification Standards in Relation to Official Languages of the Treasury Board Secretariat](#).

The chosen Offerors must offer placement evaluation, teaching and pedagogical services as well as preparation courses for [Second language evaluation](#) in the public service at level B or C for the three skills tested (reading comprehension, written expression and oral proficiency) by the Public Service Commission or the mandated agency.

### 4.1 Work streams

1. Full-time training

2. Part-time training
3. Learner assessment
  - 3.1. Assessment for low intensity training
  - 3.2. Assessment for intensive training
4. Tutoring for Preparation to the Second Language Evaluation Tests
5. Conversation groups (maintenance)

Group, maximum of six (6) learners each, or individual training, either full-time or part-time, will be provided remotely, depending on the requirements of the call-up.

The Offeror shall ensure that its MS Team platform (virtual solution) is accessible to ESDC employees and meets the accessibility requirements outlined in section 12 of this Statement of Work.

## 4.2 Training management service

The Offeror will be responsible for managing the resources that deliver the training in collaboration with EDSC.

The management service will include:

- Communication with the Technical Authority and Project Authority
- Deployment of necessary resources
- Schedule management and training schedule
- Learner follow-up
- Continuous evaluation of the language training provided by its resources and maintaining a quality assurance service
- Management and delivery of deliverables according to the schedule
- Management of information and course materials
- Maximizing resources based on EDSC training needs

## 4.3 Level of effort required – English as a second language

### 4.4.1 Table – Details of the effort required two weeks after issuance of standing offer

Central (Quebec, Ontario and Manitoba and the National Capital Region)

Service streams	Resource description	Required numbers	Effort
For all streams	Pedagogical advisor	1	Part-time resources (depending on the task)
i. Full-time training	Teaching resources	1	Approximately 1,800 hr/year
ii. Part-time training	Teaching resources	3	Approximately 1,800 hr/year/resource <b>Total: 5,400 hr/year</b>
iii. Learner assessment a. Assessment for low-intensity training	Pedagogical advisor (Lead evaluator)	1	Can be the same advisor as for all streams, depending

b. Assessment for intensive training			on the task (see Section 13)
c. Evaluation of oral competency			
d. Online written assessment			
e. Placement report			
iv. Tutoring for second language test preparation sessions	Teaching resources	1	Approximately 1 part-time resource
v. Conversation group	Teaching resources	1	Approximately 1 part-time resource
<b>Total</b>		1 part-time pedagogical advisor who also acts as a lead evaluator  4 full-time teaching resources  Approximately 1 part-time resource for tutoring and conversation groups	

#### 4.3.2 Table – Historical level of effort – Annual

Central (Quebec, Ontario and Manitoba and the National Capital Region)

Service streams	Resource description	Effort
i. Full-time training	Pedagogical advisor	N/A
	Teaching resources	Approximately 840 hr
ii. Part-time training	Pedagogical advisor	N/A
	Teaching resources	Approximately 5,050 hr
iii. Learner assessment	Pedagogical advisor	Approximately 60 assessments for low-intensity training
a. Assessment for low-intensity training		
b. Assessment for intensive training		
c. Evaluation of oral competency		
d. Online written assessment		
e. Placement report		
iv. Tutoring for second language test preparation sessions	Pedagogical advisor	N/A
	Teaching resources	Approximately 400 hr/year
v. Conversation group	Pedagogical advisor	N/A
	Teaching resources	Approximately 540 hr/year

\* The effort of the pedagogical advisors is not calculable as we currently have several Offerors in several standing offers. Pedagogical advisors typically supervise several teaching resources and several groups (see the Ratio of pedagogical advisors to learners in section 13 for details).

## 5 CODE OF CONDUCT

The Offeror and all its personnel shall:

Avoid conduct that is deceptive, dishonest, misrepresentation, unprofessional communication, harassment, discrimination or other acts that may cause physical, emotional or moral harm ;

Create a positive learning and working environment, through their behaviour, and encourage the learner(s) to follow this example by behaving in a professional and positive manner;

Treat learners with respect and show tolerance for different cultural values in a multicultural environment;

Avoid bringing up certain sensitive topics such as, but not limited to, religion, politics and sexuality in conversation with learners;

Aim to foster an atmosphere of mutual trust among learners; and work in a spirit of openness, honesty, and transparency that promotes engagement, collaboration, and respectful communication.

## 6 TASKS

### 6.1 Work stream - general

#### 6.1.1 The Offeror must:

##### a. Language training services :

- i Provide second language training in Canadian English for the employees of ESDC;
- ii Form groups of learners at the same level according to the Placement assessment and provide the Course Loading Template (see Appendix 5 of Annex A) to the Project Authority and the Technical Authority. Under this statement, the Project Authority or the Technical Authority reserves the right to:
  - Request changes to the Course Loading.
- iii Create class sessions in MS Teams, send invitations to teaching resources and learners for each group and for each individual training, as well as deliver MS Teams links for each group/individual training to the Project Authority or its representative in the Course loading at least one (1) week prior to the start of classes;
- iv Regularly verify the quality of the training delivered;
- v Update and manage course materials;
- vi Ensure that course materials, shared documents, and other materials are organized and readily available to pedagogical advisors, teaching resources, and learners;
- vii Have a quality assurance service in place to support the skills of the teaching resources;
- viii Follow up with learners and teaching resources;

##### b. Resource management :

- i Provide experienced and qualified teachers to teach the languages according to the standards established by the Treasury Board Secretariat. Under this statement, the Technical Authority reserves the right to:
  - observe the teachers;
  - provide feedback and briefings to the Teaching Resources with the Pedagogical Advisor present;
  - make recommendations to the Offeror to improve service quality;
  - request corrective action from the Offeror;
  - request the withdrawal of a teaching resources or an pedagogical advisor in the event of a major complaint or insufficient corrective measures.;
- ii Verify the language skills of the lead evaluator, pedagogical advisors, and teaching resources (proficiency in the language being taught and evaluated as well as sufficient proficiency in the other official language);

- iii Confirm the Pedagogical Advisor's proficiency, experience and ability to manage all the training services and to work and follow up with learners in response to a request or complaint from a learner, the Technical Authority or the Project Authority;
- iv Ensure that registration and training procedures are followed by teaching resources at all times and that they manage connection issues;
- v Train and guide new employees, including mandatory training on the internal workings of the school, the video conference platform and the tools used;
- vi Provide training and development activities for these resources (see Appendix 6 of Annex A);
- vii Ensure that teaching resources are ready to deliver the training session at the agreed upon date and time;
  - In the event of an unforeseen absence of a teaching resource or any change in the teaching resource, the Offeror will ensure the replacement of a teaching resource, who is in attendance, with another teaching resource capable of delivering the training according to the requirements of the standing offer. Otherwise, the Offeror is required to inform the participants and the Project Authority of any absences.
- viii Develop a contingency plan, for all types of resources, for vacation management, for resource replacement, for increased or decreased demand, etc;
- ix Develop a recruitment and retention strategy for all types of resources to meet the demands of the Project Authority throughout the standing offer;
- x Report any changes in pedagogical advisors and teaching resources throughout the month to the Project Authority and the Technical Authority within two (2) business days of an anticipated change. In accordance with this statement, the Technical Authority reserve the right to:
  - Observe the teachers;
  - Provide feedback and information sessions to the teacher in the presence of the pedagogical advisor;
  - Make recommendations to the Offeror to improve the quality of service;
  - Request that the Offeror implement corrective measures;
  - Request the removal of a teaching resource or pedagogical advisor in the event of a major complaint or inadequate corrective action.
- xi Ensure that teaching resources devote one hour to course preparation for every six (6) hours of instruction;
- xii Plan a monthly meeting to establish and maintain the collaborative relationships of the teaching resources. The Offeror must allow these teaching resources to meet to discuss and collaborate on lesson planning;
- xiii Create and manage the general schedules of teaching resources based on the number of training hours and learners provided by the Project Authority;
- xiv Identify qualified resources to deliver training in the respective service areas;
- xv Maximize resources based on the Project Authority training needs;
- xvi Ensure that teaching resources have the necessary materials to plan the training of their learners;

**c. Customer service :**

- i Motivate learners throughout training using, but not limited to, in-training motivational and encouraging emails, positive reinforcement, etc;
- ii Develop and implement a quality control and monitoring mechanism to ensure the quality of training services provided, including but not limited to:
  - Monitoring of learner satisfaction levels;
  - Monitoring of learner progress;
  - Monitoring and evaluation of teaching resources;
  - Evaluation of teaching materials;
  - Mechanisms to prevent problems (e.g., with replacements, the platform, etc.).

- iii Receive, process and manage customer call-ups;
- iv Build lasting relationships and ensure Project Authority and Technical Authority satisfaction through open, effective and interactive communication;
- v Ensure learner satisfaction;
- vi Provide learners and project authority by email, in the week prior to the start date of the first class, with an orientation package that outlines the Offeror's rules of operation, the objectives of the virtual training, the role of the Pedagogical Advisor, the Offeror's program, and the resources used, with instruction as needed (platform, information management, etc.);
- vii Provide customer service and troubleshooting for learners;
- viii Offer effective and accessible technical support for the platform used (MS Teams) throughout the learners' activity period;
- ix Coordinate the production of deliverables and forward them to the Project Authority or the Technical Authority according to the prescribed time frames.

**d. Communication :**

- i Respond to concerns submitted in writing by the Project Authority or the Technical Authority, to the satisfaction of the Project Authority, within two (2) business days;
- ii Provide the telephone numbers and email address of the person who will act as the Pedagogical Advisor to the Project Authority and Technical Authority as soon as the appointment is known;
- iii Send the name and email of new teaching resources to the Technical Authority prior to the start of their duties.
- iv Manage communication with the learners, teaching resources, pedagogical advisors, lead evaluators, and the Project Authority and the Technical Authority;

**6.1.2 The Pedagogical advisor of the Offeror must:**

- a. Ensure the quality of services offered by conducting audits of grades and follow-ups by teaching resources, at least every three (3) months;
- b. Coach the entire teaching resource team, through the following duties:
  - i. Provide training on how to use MS Teams, on course material information management, and preparation for the Public Service Commission's second language tests;
  - ii. Act as a pedagogical consultant by providing recommendations and information on how to use the material and on the best pedagogical practices to adopt; and
  - iii. Ensure supervision of all teaching resources.
- c. Jointly organize meetings between the Technical Authority and the Offeror's representative to discuss the progress of learners and make pedagogical recommendations, as needed;
- d. Train the teachers, within the confines of the federal government's language training, using the Curriculum (see Appendix 1 of Annex A). Under this statement, the Technical Authority reserves the right to:
  - i. ask the Offeror for a report indicating the teacher training provided (type of training, frequency of training, dates, names of teachers, what training needs it addresses, who developed the training, who delivered it, etc.);
  - ii. attend the teacher training provided by the Offeror, upon request; and
  - iii. ask the Offeror to hold regular teacher meetings to facilitate the exchange of best practices (e.g. coaching, team-teaching, shadowing).
- e. Ensure communication between the Offeror and the Technical Authority on pedagogical matters in both official languages;
- f. Assess learner progress according to the Curriculum (see Appendix 1 of Annex A) and the Treasury Board Secretariat's Qualification Standards in Relation to Official Languages;
- g. Analyze the language needs of each learner, revise the training plan accordingly, communicate issues with the Project Authority and the Technical Authority and propose a solution to meet the needs of the learner;
- h. Conduct interventions and follow-ups with learners, following a complaint from a learner or a request from the Project Authority or Technical Authority, and submit an intervention report (see template in Appendix 12 to

Annex A) to the Project Authority within two (2) business days following a complaint. Under this statement, the Technical Authority or its representative reserves the right to:

- i. assess the quality of the services provided by the Pedagogical Advisor. This could be done quarterly and includes but is not limited to:
    - i. assessing the quality of documents completed or signed by the Pedagogical Advisor (see section 15) (progress reports, placement interview assessment charts, timelines of interventions, etc.);
    - ii. intermittently monitoring assessments by the advisor (placement interviews, progress tests, etc.);
    - iii. ensuring compliance with deliverables (see section 15) and service standards;
  - ii. make recommendations to the Offeror to address shortcomings; and
  - iii. request corrective action by the Offeror to enhance the quality of services to the satisfaction of the Technical Authority.
- i. Manage any situation that may impede the effective operation of the group or a learner's progress. Under this statement, the Technical Authority or the Project Authority reserves the right to:
- i. request an intervention within two (2) business days;
  - ii. request a corrective action plan to resolve the situation; and
  - iii. make recommendations to the Offeror to resolve the situation.

#### **6.1.3 The Teaching resources of the Offeror must :**

- a. Offer second language training that emphasizes oral and written comprehension and expression in accordance with current standards, as evaluated by the Public Service Commission and established by the Treasury Board Secretariat (see hyperlink in Second 15);
- b. Provide quality directives, teaching aids, course materials, and other necessary pedagogical tools that meet accessibility standards to learners;
- c. Advise learners at the beginning of class sessions how to use live captions on the video conferencing platform.
  - i. See [detailed instructions](#).
- d. Record course attendance electronically (see Appendix 11 of Annex A) and send the monthly attendance reports to Offeror;
- e. Report issues related to attendance and the impact on learning to the Pedagogical advisor in a timely manner so that educational and administrative measures can be taken as required.
- f. Effectively manage each participant's speaking time;
- g. Communicate promptly with the pedagogical advisor in the event of a participant's incorrect placement or when a problem arises;
- h. Conduct well-woven conversations on work-related topics, on relevant current events; avoiding sensitive topics such as religion, politics and sexuality;
- i. Offer training and maintenance activities throughout the call-up according to a schedule established jointly by the Project Authority and the Pedagogical Advisor.

#### **6.1.4 The Project Authority must:**

- a. Respond to written requests from the Offeror within two (2) business days of receipt of the request;
- b. Provide the names and telephone numbers of learners for assessment of learners ;
- c. Determine training start dates, in consultation with the Pedagogical Advisor, that is acceptable to all parties;
- d. Remove learners from any language course by giving notice to the Pedagogical Advisor;
- e. Monitor and ensure the quality of deliverables;
- f. Support the Pedagogical Advisor in managing complaints, as needed;
- g. Contact learners to confirm their registration.

#### **6.1.5 The Technical Authority must:**

- a. Respond to written requests from the Offeror within two (2) business days of receipt of the request;

- b. Jointly organize meetings between the Technical Authority and the Pedagogical Advisor to discuss the progress of learners and make pedagogical recommendations, as needed;
- c. Monitor and ensure the quality of deliverables;
- d. Support the Pedagogical Advisor in managing complaints, as needed;
- e. Audit the accessibility of digital components.

#### 6.1.6 Time zones

The Offeror must be able to provide virtual language training to serve EDSC employees for the respective service area time zones.

Delivery regions	Time zones
Central (Quebec, Ontario and Manitoba and the National Capital Region)	Eastern Daylight Time (EDT) Central Daylight Time (CDT) for the provinces of Quebec, Ontario, Manitoba

## 6.2 Full-time Training

### 6.2.1 The Pedagogical Advisor of the Offeror shall, in addition to the duties outlined in the Work stream – general section:

- a. Administer and correct Advancement Evaluation to determine each learner's progress, as well as the certificate of progress to the next stage or level. Under this statement, the Technical Authority reserves the right to:
  - i. request tests and the results of placement interviews and advancement evaluation;
  - ii. perform audit tests and examinations periodically (by analyzing documents and observing the administration of assessments by Pedagogical Advisors, etc.);
  - iii. administer learner advancement evaluation;
  - iv. make recommendations to the Offeror;
  - v. request corrective action by the Offeror; and
  - vi. withhold the certificate of progress to the next step or level.
- b. Report issues related to insufficient learner progress as well as issues related to absences that impact learning to the Project Authority and the Technical Authority in a timely manner;
- c. Produce an individual follow-up plan (see template in Appendix 9 of Annex A) in collaboration with teaching resources in order to better meet the needs of this learner in the case of a learner who is not progressing according to expectations.
- d. Provide the learner, the Project Authority and the Technical Authority with the follow-up plan;
- e. Meet with teaching resources on a regular basis to assess the achievement of the objectives set for each learner with an individual follow-up plan and to propose corrective action as needed, including at the following times:
  - Signing of the progress report;
  - Administration of learner advancement evaluation;
  - Supervision of the follow-up plan for learners who are not progressing according to expectations;
  - Moving on to the next step or not.

### 6.2.2 The teaching resources of the Offeror shall, in addition to the duties outlined in the Work stream – general section:

- a. Prepare and implement training plans, upon approval by the Project Authority, to meet learner needs and the Project authority requirements.

### 6.2.3 The Project Authority shall, in addition to the duties outlined in the Work stream – general section:



- a. Combine groups at a similar level or cancel groups no later than two (2) weeks after the start of class in cases where certain groups do not have enough learners.

#### **6.2.4 Duration**

##### **6.2.4.1 FULL-TIME GROUP TRAINING**

The training period for each week is 37.5 hours and shall be conducted at any time from 8:00 a.m. to 6:00 p.m. local time, Monday through Friday, except for holidays and from December 25 to January 1.

Virtual tutoring sessions are to be divided into three-hour time blocks, including breaks and must not exceed six hours per day, excluding self-learning.

##### **6.2.4.2 FULL-TIME INDIVIDUAL TRAINING**

The number of weeks per session will vary based on the employee's evaluation. The training period in each week will vary from fifteen (15) to thirty-seven and a half (37.5) hours and shall be conducted at any time from 8:00 a.m. to 6:00 p.m. local time, Monday through Friday, except for holidays and from December 25 to January 1.

Virtual tutoring sessions are to be divided into three-hour time blocks, including breaks and must not exceed six hours per day, excluding self-learning.

#### **6.2.5 Quality assurance**

The Technical authority may evaluate the quality of the services provided by the following means:

- a. An online assessment;
- b. Verification of follow-up notes recorded by teaching resources;
- c. Observations of training sessions;
- d. An accessibility audit of digital components;
- e. Validation of the Department's required qualifications for the Offeror's resources; and/or
- f. Any other verification that the Technical Authority deems necessary.

In the event that the services provided by the Offeror do not meet the requirements of this Statement of Work, the Technical Authority will contact the Offeror to advise it of this. The Technical Authority shall provide a corrective plan addressing the deficiencies and detailing the actions taken or to be taken within the time frame specified by the Project Authority. If any program activities are deemed inappropriate by the Technical Authority, adjustments should be proposed by the Offeror, at its expense (e.g., inappropriate images or language).

### **6.3 Part-time training**

#### **6.3.1 The Offeror shall, in addition to the duties outlined in the Work Stream – General section:**

- a. Offer part-time training at each of the five levels and provide English maintenance activities for levels B and C in accordance with existing standards established by the Treasury Board Secretariat (see hyperlink in Section 15 of Annex A) :
  - a. IN ENGLISH: 1) Real Beginner; 2) Beginner; 3) Intermediate; 4) Upper Intermediate; 5) Advanced.

#### **6.3.2 The Pedagogical Advisor of the Offeror shall, in addition to the duties outlined in the Work stream – general section:**

- a. Administer and correct advancement evaluation to determine each learner's progress, as well as the certificate of progress to the next stage or level. Under this statement, the Technical Authority reserves the right to:
  - i. request tests and the results of placement interviews and Advancement Evaluation;
  - ii. perform audit tests and examinations periodically (by analyzing documents and observing the administration of assessments by Pedagogical Advisors, etc.);

- iii. administer learner advancement evaluation;
  - iv. make recommendations to the Offeror;
  - v. request corrective action by the Offeror; and
  - vi. withhold the certificate of progress to the next step or level.
- b. Report issues related to insufficient learner progress as well as issues related to absences that impact learning to the Project Authority and the Technical Authority in a timely manner;
- c. Produce an individual follow-up plan (see Appendix 9 of Annex A) in collaboration with teaching resources in order to better meet the needs of this learner in the case of a learner who is not progressing according to expectations.
- d. Provide the learner and the Project Authority and the Technical Authority with the follow up plan;
  - e. Meet with teaching resources on a regular basis to assess the achievement of the objectives set for each learner with an individual follow-up plan and to propose corrective action as needed, including at the following times:
    - Signing of the progress report;
    - Administration of learner advancement evaluation;
    - Supervision of the follow-up plan for learners who are not progressing according to expectations;
    - Moving on to the next step or not.

**6.3.3 The teaching resources of the Offeror shall, in addition to the duties outlined in the Work Stream – General section:**

- a. Prepare and implement training plans, upon approval by the Project Authority, to meet learner needs and Project Authority requirements.
- b. Offer part-time training at each of the five levels and provide English maintenance activities for levels B and C in accordance with existing standards established by the Treasury Board Secretariat (see hyperlink in Section 15 of Annex A) :
  - a. IN ENGLISH: 1) Real Beginner; 2) Beginner; 3) Intermediate; 4) Upper Intermediate; 5) Advanced

**6.3.4 The Project Authority shall, in addition to the duties outlined in the Work Stream – General section:**

- a. Combine groups at a similar level or cancel groups no later than two (2) weeks after the start of class in cases where certain groups do not have enough learners.

**6.3.5 DURATION**

The number of weeks per part-time training session will vary depending on the call-up. The training period for a week will vary from two (2) to fifteen (15) hours and shall be conducted during working hours, 8:00 a.m. to 6:00 p.m. local time, Monday through Friday, except for holidays and from December 25 to January 1.

Virtual tutoring sessions are to be divided into three hour time blocks, including breaks and must not exceed six hours per day, excluding self-learning.

**6.3.6 Quality assurance**

The Technical authority may evaluate the quality of the services provided by the following means:

- a. An online assessment;
- b. Verification of follow-up notes recorded by teaching resources;
- c. Observations of training sessions;
- d. An accessibility audit of digital components;
- e. Validation of the Department's required qualifications for the Offeror's resources; and/or
- f. Any other verification that the Technical Authority deems necessary.

In the event that the services provided by the Offeror do not meet the requirements of this Statement of Work, the Technical Authority will contact the Offeror to advise it of this. The Technical Authority shall provide a corrective plan addressing the deficiencies and detailing the actions taken or to be taken within the time frame specified by the Project Authority. If any program activities are deemed inappropriate by the Technical Authority, adjustments should be proposed by the Offeror, at its expense (e.g., inappropriate images or language).

## **6.4 Learner assessment**

### **6.4.1 Assessment for low intensity training**

A low-intensity training assessment will be used for participants who will soon begin part-time training (between two (2) and fifteen (15) hours per week). The purpose of this type of assessment is to identify a starting point in the curriculum (see Appendix 1 of Annex A) to train groups of learners at the same level. As a result, the assessment process is less time-consuming and arduous than the assessment for intensive training.

#### **6.4.1.1 Evaluation of Oral Competency**

The interview must permit the Lead evaluator to assess the employee's knowledge and speaking skills to identify a starting point in the curriculum (see Appendix 1 of Annex A). The interview must be conducted via video conference or by phone by the lead evaluator. The offeror must use a standardized approach and placement tool for all employees.

#### **6.4.1.2 Placement report**

Based on the results of the evaluation of Oral Competency, a placement report must be made available to the Project Authority via email within 5 business days of the test administration. To produce the placement report, the Lead Evaluator should refer to the English as a second language curriculum (see Appendix 1 of Annex A), when identifying a starting point for part-time training.

### **6.4.2 Assessment for intensive training**

An assessment for intensive training will be used for participants who will soon begin full-time group training or individual training of sixteen (16) hours or more per week. The objective of this type of assessment is to evaluate knowledge, identify a starting point and identify an estimate duration.

#### **6.4.2.1 Evaluation of Oral Competency**

The interview must permit the Lead evaluator to assess the employee's knowledge and speaking skills to identify a starting point in the curriculum (see Appendix 1 of Annex A). The interview must be conducted via video conference or by phone by the lead evaluator. The offeror must use a standardized approach and placement tool for all employees.

#### **6.4.2.2 Online Written Assessment**

The online written evaluation must assess the learner's starting point in the online training program. The evaluation must use a standardized approach and include a written test to assess the learner's second language expression and reading comprehension.

#### **6.4.2.3 Placement report**

Based on the results of the evaluation of Oral Competency and the Online Written Assessment, a placement report must be made available to the Project Authority via email within 5 business days of the test administration. To produce the placement report, the Lead Evaluator should refer to the English as a second language curriculum (see Appendix 1 of Annex A), when suggest starting point and duration for Full-time training.

A placement report template for Learner assessment for intensive training is provided in Appendix 1 of Annex A.

### **6.4.3 The Offeror shall in addition to the duties outlined in the Work Stream – General section:**

- a. Provide the online written assessment (reading comprehension and written expression);
- b. Provide the interview plan and tools to assess oral skills for both low-intensity and intensive training;
- c. Manage complaints related to the assessment process and in the event of a challenge to the results of the placement evaluation.

- d. Invite the learner, administer and correct the written assessments (part of the placement evaluation) to find out the level of each learner and transmit the results to the lead evaluator;
  - The invitation message should suggest that the learner inform the Offeror if they have accessibility needs for the assessment.
- e. Share placement reports with the Project Authority and its representatives.
  - In accordance with this statement, the Project Authority or the Technical Authority reserve the right to:
    - Collaborate with the Offeror on placement or administer them itself;
    - Impose a placement result on a learner;
    - Conduct intermittent testing and examination reviews (by analyzing documents and observing the administration of assessments by pedagogical advisors, etc.);
    - Make recommendations to the Offeror;
    - Request that the Offeror implement corrective measures.

#### **6.4.4 The Lead Evaluator of the Offeror shall:**

- a. The evaluator is a pedagogical advisor who performs all evaluations for the Offeror.
- b. Coordinate the assessments to be done with the learner, as requested;
- c. Assess learner language skills, as requested, in relation to the Public Service Commission qualification standards (see hyperlink in Section 15) and curriculum (see Appendix 1 of Annex A) using a standardized approach and grading tool for all participants in the same type of assessment;
- d. Ensure consistency between each assessment when placing learners;
- e. Complete, review and validate the placement report.

#### **6.4.5 The Project Authority shall, in addition to the duties outlined in the Work Stream – General section:**

- b. Discuss the results of the training evaluation (by the learners), with the Offeror, at their discretion.

#### **6.4.6 Quality assurance**

The Technical authority may evaluate the quality of the services provided by the following means:

- a. An online assessment;
- b. Verification of follow-up notes recorded by teaching resources;
- c. Observations of training sessions;
- d. An accessibility audit of digital components;
- e. Validation of the Department's required qualifications for the Offeror's resources; and/or
- f. Any other verification that the Technical Authority deems necessary.

In the event that the services provided by the Offeror do not meet the requirements of this Statement of Work, the Technical Authority will contact the Offeror to advise it of this. The Technical Authority shall provide a corrective plan addressing the deficiencies and detailing the actions taken or to be taken within the time frame specified by the Project Authority. If any program activities are deemed inappropriate by the Technical Authority, adjustments should be proposed by the Offeror, at its expense (e.g., inappropriate images or language).

### **6.5 Tutoring for Preparation to the Second Language Evaluation Tests**

#### **6.5.1 Objectives**

The tutoring for Preparation to the Second Language Evaluation test prepares learners for the assessment of one or more of the following skills: reading, writing and oral interaction. These sessions are designed to help the learner prepare for the PSC assessments **after having acquired the targeted level**. A preparation session should not be used to acquire a second language at the desired language level.

#### **6.5.2 The Offeror shall, in addition to the duties outlined in the Work Stream – General section:**

- a. Ensure that Second Language Evaluation preparation sessions are offered in accordance with the Second Language Evaluation criteria and the Public Service Commission (PSC) tests in effect at the time of the training;
- b. Provide and maintain training materials in line with the Second Language Evaluation criteria and PSC tests in effect at the time of training;
  - i. In accordance with this statement, The Technical authority reserve the right to review these materials before they are shared with learners;
- c. Develop a participant guide and have it approved by the Technical Authority for distribution to each participant;
- d. Train its teaching resources to use the material. The Technical Authority may offer information sessions on assessment criteria to teaching resources and the pedagogical advisor.
- e. Provide, at a minimum, the services of a pedagogical advisor;
- f. Provide the participant attendance list in Excel format and initialled by each learner, along with the invoice. The template for attendance reports will be modified and provided by the Technical Authority and is subject to change.

**6.5.3 The teaching resources of the Offeror shall, in addition to the duties outlined in the Work Stream – General section:**

- a. Follow the session plan;
- b. Keep themselves informed of current Public Service Commission assessment criteria and test procedures;
- c. Lead group sessions;
- d. Record course attendance electronically. The attendance template will be modified for this stream (tutoring for test preparation) and will be subject to change.

**6.5.4 The Project Authority shall, in addition to the duties outlined in the Work Stream – General section:**

- a. Determine the final schedule of sessions in collaboration with the Offeror. It will be transmitted to the Offeror two (2) weeks prior to the start of the training;
- b. Provide the Offeror with a written list of participants (minimum of two (2) learners and maximum of six (6) learners) at least two (2) weeks prior to the start of scheduled training;
  - i. The list of participants and their contact information, sent by email to the Offeror, must include the name of the session, the start and end date of the session, the contact person or their address and the target language.

**6.5.5 The Technical Authority shall, in addition to the duties outlined in the Work Stream – General section:**

- a. Provide the Attendance template to use before the start of the session
- b. Observe certain sessions to ensure the quality of service provided. In this case, the Offeror will be notified 48 hours in advance;
- c. Request, in writing, that the Offeror replace the teaching resource in the event they are not following the program and/or performance remains an issue (after an intervention), or a serious misconduct. At any time during the call-up, with at least five (5) business days notice, in order to allow for the replacement of the teaching resource.

**6.5.6 Duration**

Virtual tutoring sessions are to be divided into three-hour time blocks, including breaks and must not exceed six hours per day, excluding self-learning.

Distance learning second language test preparation sessions will be offered to groups of learners on a part-time basis. These sessions will be for approximately three (3) to eighteen (18) hours of part-time training for a number ranging from 2 to 6 learners.

#### **6.5.7 Quality assurance**

The Technical authority may evaluate the quality of the services provided by the following means:

- a. An online assessment;
- b. Verification of follow-up notes recorded by teaching resources;
- c. Observations of training sessions;
- d. An accessibility audit of digital components;
- e. Validation of the Department's required qualifications for the Offeror's resources; and/or
- f. Any other verification that the Technical Authority deems necessary.

In the event that the services provided by the Offeror do not meet the requirements of this Statement of Work, the Technical Authority will contact the Offeror to advise it of this. The Technical Authority shall provide a corrective plan addressing the deficiencies and detailing the actions taken or to be taken within the time frame specified by the Project Authority. If any program activities are deemed inappropriate by the Technical Authority, adjustments should be proposed by the Offeror, at its expense (e.g., inappropriate images or language).

### **6.6 Conversation group (Maintenance)**

#### **6.6.1 Objectives**

The conversation groups are professional language training offered, in French and English, in the form of lunch-and-learn discussion groups to help ESDC employees maintain their knowledge and competency of their second official language. The objective of the initiative is to assist in the maintenance of the second official language. The targeted approach is the communicative approach, which puts participants at the heart of the conversations and offers them several opportunities to express themselves in an informal setting.

In the discussion groups, participants will be able to

- engage in conversations about work-related topics (e.g., time management, technology, communication, current work issues, etc.);
- Participate in conversations on relevant current topics;
- Correct themselves through feedback on mistakes made during discussions;
- expand and refine their vocabulary;
- (for management groups) facilitate discussions on work-related topics.

The Teaching Resources of the Offeror will be required to facilitate their sessions virtually, ensuring that they meet a time distribution percentage of 80/10/10 for conversation; vocabulary and feedback/correction (see Appendix 10 of Annex A).

#### **6.6.2 The Offeror shall, in addition to the duties outlined in the Work Stream – General section:**

- a. Ensure that registration procedures and training requirements are followed by the pedagogical advisors and teaching resources at all times;
- b. Submit invoicing monthly, using a copy of the participant list submitted by the Project Authority and email it to the Project Authority (which must include the title of the training, the dates the sessions were held, the name of the Offeror, the names of the participants);
- c. Provide, at a minimum, the services of a pedagogical advisor;
- d. Provide the participant attendance list in Excel format and initialled by each learner, along with the invoice. The template for attendance reports will be modified and provided by the Technical Authority and is subject to change.

**6.6.3 The Pedagogical Advisor of the Offeror shall, in addition to the duties outlined in the Work Stream – General section:**

- a. Ensure communication between the Offeror and the Project Authority on pedagogical matters in both official languages;

**6.6.4 The teaching resources of the Offeror shall, in addition to the duties outlined in the Work Stream – General section:**

- a. Ensure that conversation sessions are offered with a communicative approach to enable participants to express themselves in an informal setting and be able to:
  - i. Participate in conversations about work-related topics (e.g., time management, technology, communication, current work issues, etc.)
  - ii. Participate in conversations on relevant current events;
  - iii. Correct themselves through feedback on mistakes made during discussions;
  - iv. Enrich and clarify their vocabulary;
  - v. For management groups: lead discussions on work-related topics.
- b. Emphasize the communicative approach by placing the learner at the centre of the interactions/discussions, focusing on the presentation and facilitation of discussions, feedback/mistake correction, and self-learning suggestions to remedy weaknesses and supplement class discussions;
- c. Correct participants in a friendly manner during conversations when they observe mistakes in pronunciation, vocabulary, grammar, etc.; formal grammatical reminders will be brief and incidental to group discussions;
  - i. Emphasis will be placed on allowing participants to talk to each other about topics that lend themselves to B-level functions (telling a story, giving instructions, describing a task, etc.) or C-level functions (expressing an opinion, justifying a decision, speculating on an outcome, etc.).
- d. Adjust the course to the level of the participants (to the average);
- e. Record course attendance electronically. The attendance template will be modified and provided by the Technical Authority for this stream (conversation group) and will be subject to change.

**6.6.5 The Project Authority shall, in addition to the tasks listed in the “For all streams” section:**

- a. Determine the final schedule of sessions in collaboration with the Offeror. It will be transmitted to the Offeror two (2) weeks prior to the start of the training;
- b. Provide the Offeror with a written list of participants (minimum of two (2) learners and maximum of six (6) learners) at least two (2) business days prior to the start of scheduled training;
- c. Transfer certain participants to a weaker (C to B) or more advanced (B to C) group, during the first 2–3 weeks, in collaboration with the Offeror, the Project Authority, provided that there are places available in the desired groups, or simply withdrawing a participant who would not be at the level.

**6.6.6 The Technical Authority shall, in addition to the tasks listed in the “For all streams” section:**

- a. Provide the Attendance template to use before the start of the session ;
- b. Observe certain conversation groups to ensure the quality of service provided. In this case, the Offeror will be notified 48 hours in advance;
- c. Request, in writing, that the Offeror replace the teaching resource in the event they are not following the program and/or performance remains an issue (after an intervention), or a serious misconduct. At any time during the call-up, with at least five (5) business days notice, in order to allow for the replacement of the teaching resource;
- d. Request a virtual information session for the use of the training program from the Offeror as needed.

**6.6.7 Duration**

Each training session will be one (1) to three (3) hour long and will take place once a week for 2 to 6 learners per group. The schedule and details for this offering will be determined in a call-up.

### **6.6.8 Quality assurance**

The Technical authority may evaluate the quality of the services provided by the following means:

- a. An online assessment;
- b. Verification of follow-up notes recorded by teaching resources;
- c. Observations of training sessions;
- d. An accessibility audit of digital components;
- e. Validation of the Department's required qualifications for the Offeror's resources; and/or
- f. Any other verification that the Technical Authority deems necessary.

In the event that the services provided by the Offeror do not meet the requirements of this Statement of Work, the Technical Authority will contact the Offeror to advise it of this. The Technical Authority shall provide a corrective plan addressing the deficiencies and detailing the actions taken or to be taken within the time frame specified by the Project Authority. If any program activities are deemed inappropriate by the Technical Authority, adjustments should be proposed by the Offeror, at its expense (e.g., inappropriate images or language).

## **7 VIDEO CONFERENCE PLATFORM**

The Offeror must use the MS Teams platform for training delivery and provide access to the platform to the Project Authority and Technical Authority.

An online platform must be provided by the Offeror. The Offeror will ensure that teaching resources are trained to use of this platform. The Offeror's virtual platform must include the following functionalities:

- Videoconference and audioconference;
- Electronic whiteboard;
- Screen sharing;
- Break-out rooms;
- Chat;
- Allows the use of a digital tablet and/or a smart phone compatible with an IOS, Android, Windows or other operating system;
- Includes technical support and accessibility throughout the activity period of the learners;
- Provide a dial-up option for learners to access the training by phone.

The MS Teams platform must be configured to the training service delivery of the Offeror and must allow the Offeror to:

- Integrate training materials into MS Teams whenever possible;
- Review the functionalities and capabilities of MS Teams with respect to the training delivered through live, interactive demonstrations;
- Display and include a team or group layout;
- Create and join a team or group and a channel;
- Discuss in a team or group or channel;
- Conduct private chat conversations;
- Download files on a channel;
- Create, use and manage calendar meetings;
- Manage files.

All resources must also be comfortable with computer tools (cameras, video, audio, virtual platform, etc.), be trained in the Offeror's methodology, and attend regular refresher sessions as needed.



The virtual platform **should not** be used to record classroom sessions where the voices and/or images of learners appear. This function, which is often available in this type of platform, must be deactivated when the voice and/or image of the learners appear.

## **8 CONSTRAINTS**

### **8.1 Language of communication with learners**

The Project Authority and the Pedagogical Advisor who is responsible for the learners, must be able to communicate comfortably and accurately in the two official languages.

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

## **9 TEACHING MATERIALS**

### **9.1 Objectives**

The training program used by the Offeror must comply with the objectives and content essential to achieving levels B and C, and must align with the Qualification Standards in relation to Official Languages (levels A, B and C) described in the section 15 of Annex A.

It must include:

- Learning activities referring to the English as a second language curriculum;
- Authentic material;
- Self-learning materials;
- High-quality and diverse activities;
- A logical progression;
- All aspects of the language including phonetics;
- Additional material for consolidation;
- Regular updates of activities.

Teachers may present other innovative training materials to learners, from time to time, to complement and reinforce the programs used. However, they must respect copyright (see hyperlink in Section 15).

### **9.2 Requirements**

Access to email software is required to enable effective communication with the Project Authority, the Technical Authority and learners.

Course materials must be logically organized so that teaching resources and learners can access and find materials quickly and easily. The Technical Authority may verify how the material is organized and managed with a demonstration by the Offeror.

Documents must be submitted in MS Office Suite (Microsoft Word, Excel, etc.) 2016 version or higher, or PDF format. Documents must comply with accessibility standards (see Section 12).

## 10 INFORMATION MANAGEMENT

Sharing of ESDC's protected information between the Project Authority, the Technical Authority and Offeror's (and its employees) MUST only be done through a virtual desktop Access – SAVE-D (up to Protected B) or encrypted USB key provided by the Department or via encrypted mails using a Government approved encryption methodology. Electronic information cannot be stored on the laptop's hard drives.

The Offeror, and its employees, must comply with Government of Canada teleworking protocol and cannot work outside of Canada.

The Offeror is responsible for safeguarding all protected information provided to its personnel. If a breach or loss of protected information is discovered, the Offeror will inform the Technical Authority immediately.

## 11 PRIVACY REQUIREMENT

- I. For the purpose of allowing the Offeror to perform the work under the contract, ESDC must make available to the Offeror, in accordance with the Financial Administration Act and other applicable laws governing the protection of information under its control, the following information, which is stored in ESDC's Personal Information Bank Professional Services Contracts (PSU 912):
  - a. Names of employees
  - b. Language levels and results of employees
- II. Unless otherwise required by law or authorised in writing by the individuals to whom that information relates, the Offeror must not use or disclose the information referred to in section I above except for the purpose of performing the work under the contract.
- III. The Offeror must maintain all information referred to in section I above, and make sure it is only accessible, in Canada.
- IV. The Offeror must segregate all records containing information referred to in section I above (whether in electronic format or in hard copy) from other records, and keep all databases in which such records are to be maintained physically independent from all other database, directly or indirectly, which are located outside Canada.
- V. The Offeror must ensure that all aspects of the processing of information referred to in section I above are conducted in, and only accessible in Canada.
- VI. The Offeror must take all necessary measures to ensure that every person hired, or the services of whom it retains to fulfill obligations under this contract, knows and complies with all the terms and conditions of this contract with respect to the protection of information referred to in section I above.
- VII. Unless otherwise required by law or authorised in writing by the individuals to whom that information relates, the Offeror will ensure that no information referred to in section I above, is disclosed to a third party for a purpose authorised herein, unless there is a written agreement between the Offeror and the third party, imposing upon the third party obligations that are the same as those that are imposed upon the Offeror under this contract with respect to the protection of this information.
- VIII. The information referred to in section I above remains at all times under the control of ESDC.
- IX. The information referred to in section I above is protected by the Privacy Act and any other applicable federal laws governing the protection of personal information held by federal institutions. That information must be treated as such by the Offeror in accordance with the ESDC Security Policy and Procedures Manual, the Government of Canada Security Policy or other instructions that ESDC may issue.
- X. Unless otherwise required by law or authorised in writing by the individuals to whom that information relates, the Offeror must not make any copies of the information referred to in section I above except with the written consent of ESDC.
- XI. Unless otherwise required by law or authorised in writing by the individuals to whom that information relates, upon expiry or termination of the contract, whichever is earlier, the Offeror must destroy the information referred to in section I above and copies thereof, if any.
- XII. All information must be destroyed in accordance with the ESDC Security Policy and Procedures Manual or other instructions that ESDC may issue.
- XIII. The Offeror's premises must be open for inspection by authorized representatives of ESDC at reasonable times to ensure compliance with the provisions of this contract governing the protection of personal information.
- XIV. The Offeror must notify ESDC immediately after he becomes aware that a breach of any provision of this contract governing the protection of personal information has occurred.

- XV. Any intentional breach by the Offeror of any provision of this contract governing the protection of personal information constitutes a fundamental breach of contract such that the contract may be terminated by ESDC.

## **12 ACCESSIBILITY**

### **12.1 Language training services**

Language training services with digital components must comply with applicable clauses of the standard [EN 301549 \(2021\)](#).

### **12.2 Digital components**

All digital components must comply with the applicable accessibility requirements of the standard [EN 301549 \(2021\)](#), except for components where a particular capability is essential to the learning outcome. For example, components related to oral comprehension are exempt from requirements related to non-hearing use.

“Digital components” could include:

- Non-web documents such as materials provided to students, reports, product documentation, and emails by the Offeror;
- Registration process and forms;
- Course content.

Where documents or other digital components are provided in multiple formats (for example a report provided in both PDF and Excel formats), at least one of the formats must be accessible. The accessible version must provide equivalent information to the inaccessible version. A notice must be posted concerning the accessible format.

### **12.3 Compliance assurance during the standing offer**

In the event that the services provided by the Offeror do not fully comply with accessibility requirements at the time of bid closing, compliance with these requirements must be ensured by the Offeror within 24 months of award of standing offer.

### **12.4 Printed documents**

Where printed materials are used in the delivery of services, accessible electronic versions with content equivalent to the printable materials must be provided.

Printed materials provided to students must meet the specific requirements of electronic documents, including but not limited to text contrast and colour use.

### **12.5 Handling of accessibility complaints**

In the event that services are not fully compliant with accessibility requirements, an end-user may submit a problem, complaint or accommodation request to the Offeror. While permanent solutions may already be included in an accessibility remediation plan, immediate accommodations are needed to ensure that learners can continue their training with minimal disruption.

Learners must receive accessibility accommodations within fifteen (15) business days of the Offeror receiving the problem, complaint or request, in accordance with the Government of Canada’s accessibility strategy.

## 13 RATIO OF PEDAGOGICAL ADVISORS TO LEARNERS

The Offeror must assign pedagogical advisors in accordance with the ratio applicable to their work stream:

- One (1) Pedagogical Advisor for 10 full-time groups
- One (1) Pedagogical Advisor for 25 full-time individual learners
- One (1) Pedagogical Advisor for 30 part-time groups
- One (1) Pedagogical Advisor for 50 part-time individual learners
- There is no quantity requirement for students engaged in self-learning only, although the senior Pedagogical Advisor is expected to answer their questions as needed.

The Pedagogical advisor who also is lead evaluator must have a balanced assignment of roles associated with the training; his or her assignment will be adjusted proportionately to the above ratio. For example, if an academic advisor allocates 50% of their time to assessments of learners, their assignment ratio per learner will be cut in half.

## 14 MINIMUM QUALIFICATIONS REQUIRED

### 14.1 Education and experience requirements for replacement staff

All proposed resources must be accepted by the designated user before starting their tasks. When offering a resource for the first time, the supplier must provide the Technical authority with a certification confirming the experience and education of each resource at least ten (10) business days prior to the start of the resource's tasks.

The certification must contain the following information: number of hours of experience, type of experience (teaching or supervision), start and end dates of the experience and the name of the organization in which the experience was gained. Only experience obtained in a professional setting will be accepted; experience obtained in an academic setting will be refused. At any time, the designated user may verify the accuracy of the information provided by the Offeror. Canada reserves the right to complete any necessary audits to evaluate the proposed resources.

#### 14.1.1 Education and experience requirements for Lead Evaluators

All Lead Evaluators must have the education and experiences described in the following table:

<b>Education</b>
The resource proposed by the Offeror must have one (1) of the following two (2) options: <ul style="list-style-type: none"><li>• A bachelor's degree listed in Appendix 7 of Annex A from a recognized Canadian university. An equivalent degree recognized by an accredited institution would be accepted. If the bachelor's degree is not listed in this appendix, it is the responsibility of the provider to demonstrate the link to second language instruction. In the case of a foreign degree, only a comparative evaluation from an <a href="#">accredited institution</a> will be accepted.</li><li>• A Bachelor's degree from a recognized Canadian university <b>and</b> a certificate listed in Appendix 7 of Annex A from a recognized Canadian institution. An equivalent degree recognized by an accredited institution would be accepted. If the certificate is not listed in this appendix, it is the responsibility of the provider to demonstrate the link to second language instruction.</li></ul>
<b>Resource supervision</b>
The resource proposed by the Offeror must have a minimum of 1,200 hours of experience supervising at least

five (5) teaching resources at the same time within the past six (6) years.
<b>Learner Assessments</b> <p>The resource proposed by the Offeror must have completed a minimum of 50 second language proficiency and skills assessments for full-time training within the past five (5) years.</p>
<b>Hours of teaching experience</b> <p>The resource proposed by the Offeror must have a minimum of 3,600 hours of experience in teaching English as a second language to adults. * The specialization must be in the language taught by the resource within the past 10 years.</p>

#### 14.1.2 Education and experience requirements for Pedagogical Advisors

All Pedagogical Advisors must have the education and experiences described in the following table:

<b>Education</b> <p>The resource proposed by the Offeror must have one (1) of the following two (2) options:</p> <ul style="list-style-type: none"> <li>• A bachelor's degree listed in Appendix 7 of Annex A from a recognized Canadian university. An equivalent degree recognized by an accredited institution would be accepted. If the bachelor's degree is not listed in this appendix, it is the responsibility of the provider to demonstrate the link to second language instruction. * In the case of a foreign degree, only a comparative evaluation from an <a href="#">accredited institution</a> will be accepted.</li> <li>• A Bachelor's degree from a recognized Canadian university <b>and</b> a certificate listed in Appendix 7 of Annex A from a recognized Canadian institution. An equivalent degree recognized by an accredited institution would be accepted. If the certificate is not listed in this appendix, it is the responsibility of the provider to demonstrate the link to second language instruction.</li> </ul>
<b>Resource supervision</b> <p>The resource proposed by the Offeror must have a minimum of 1,200 hours of experience supervising at least five (5) teaching resources at the same time within the past six (6) years.</p>
<b>Hours of teaching experience</b> <p>The resource proposed by the Offeror must have a minimum of 3,600 hours of experience in teaching English as a second language to adults. * The specialization must be in the language taught by the resource within the past 10 years.</p>

#### 14.1.3 Education and experience requirements for Teaching Resources

All Teaching Resources must have the education and experiences described in the following table:

<b>Education</b> <p>The resource proposed by the Offeror must have one (1) of the following two (2) options:</p> <ul style="list-style-type: none"> <li>• A bachelor's degree listed in Appendix 7 of Annex A from a recognized Canadian university. An equivalent degree recognized by an accredited institution would be accepted. If the bachelor's degree is not listed in this appendix, it is the responsibility of the provider to demonstrate the link to second language instruction. * In the case of a foreign degree, only a comparative evaluation from an <a href="#">accredited institution</a> will be accepted.</li> </ul>
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- A Bachelor's degree from a recognized Canadian university **and** a certificate listed in Appendix 7 of Annex A from a recognized Canadian institution. An equivalent degree recognized by an accredited institution would be accepted. If the certificate is not listed in this appendix, it is the responsibility of the provider to demonstrate the link to second language instruction.

#### **Hours of teaching experience**

The resource proposed by the Offeror must have a minimum of 600 hours of experience in teaching English as a second language to adults. \* The specialization must be in the language to be taught within the past six (6) years.

## **14.2 Security requirements**

All Pedagogical Advisors and Lead Evaluators must meet the security requirements specified in Part 7A – Standing offer. The Offeror shall submit the following to the Contractual Authority:

- The PSPC safety record number and date of birth of the proposed resource.

## **15 REFERENCE DOCUMENTS**

**All the documents below are draft versions and are subject to change. The official versions will be shared at the awarding of standing offers.**

[Qualification Standards in relation to Official Languages](#) of the Treasury Board Secretariat

[Copyright Act](#)

For more information on levels A, B and C, please visit the Public Service Commission (PSC) website at <https://www.canada.ca/en/treasury-board-secretariat/services/staffing/qualification-standards/relation-official-languages.html>

English as second language curriculum (Appendix 1 of Annex A)

Progress report template for Full-time (Appendix 2 of Annex A)

Progress report template for part-time (Appendix 3 of Annex A)

Placement report template for English as a second language (Appendix 4 of Annex A)

Course loading template (Appendix 5 of Annex A)

List of recommended professional development training for teachers (Appendix 6 of Annex A)

List of accepted bachelor's degrees and certificates (Appendix 7 of Annex A)

Weekly planning template (Appendix 8 of Annex A)

Follow-up plan template (Appendix 9 of Annex A)

Conversation Group – Memory Aid for Teaching Resources (Appendix 10 of Annex A)

Attendance Report Template (Appendix 11 of Annex A)

## 16 DELIVERABLES, MILESTONES AND SCHEDULE

### 16.1 Work Streams: Full-time training and Part-time training

Deliverables and details	Schedule	Milestones
<b>Teacher training report:</b> Report on the training provided to teachers: type of training, frequency of training, dates, participating teaching resources, objectives, person responsible for developing the training, name of facilitator(s), etc.	At the request of the technical authority	
<b>Course loading:</b> List of learners submitted to the Project Authority using the template in Appendix 5 of Annex A for each session and must include MS Teams links for each class, no later than one (1) week prior to the start of the sessions. Any changes to the update shall be sent to the Project Authority no later than two (2) business days after the change.		No later than one (1) week prior to the start of the courses
<b>In case of complaints and feedback from learners:</b> the Offeror will respond to the complainant and inform the Project Authority AND the technical authority no later than two (2) business days after receiving the complaints; the pedagogical advisor will meet with the learner and then submit an intervention report to the department representative.		No later than two (2) business days after receipt of complaints
<b>Intervention plan report:</b> A common communication tool that documents a problematic situation by chronologically listing the facts observed and the interventions carried out. This ensures that the information pertaining to each complaint is complete. The template to be used is provided in Appendix 12 of Annex A and must be shared with the Project Authority and Technical Authority.		Within two (2) business days of the complaint
<b>Invoicing:</b> to be provided monthly by email to the Project Authority (which must include the title of the training, dates of the sessions, name of the provider, name of the participants):	Monthly	The first Monday of the month
<b>Progress report:</b> The Offeror will submit a report at the midpoint of a full-time training session to the Project authority and technical authority describing the progress of each learner. The report template to be used is provided in Appendix 2 of Annex A.	At the midpoint of the session	Monday of the week at the midpoint of the session
<b>End of session report:</b> The Offeror will submit a report two (2) weeks prior to the end of the part-time training session to the Project authority and technical authority describing the progress of the learner and the level recommendation for the next session. The report template to be used is provided in Appendix 3 of Annex A.		Two (2) weeks prior to the last day of the session
<b>Advancement Evaluation Results:</b> For full-time training, the progress report identifies the learner's progress and level of language proficiency in comprehension, written expression, listening		Three (3) business days after

comprehension, and oral expression. The Offeror shall provide the results to the Project Authority and Technical authority three (3) business days after the assessment.		the assessment
<b>Follow-up plan (upon request):</b> In the case of a learner who is not progressing according to expectations, the pedagogical advisor will have to produce an individual follow-up plan (see template in Appendix 9 of Annex A) in collaboration with teaching resources in order to better meet the needs of this learner. This follow up plan should identify realistic objectives to be achieved and concrete ways to achieve them. It will be given to the learner, the Project Authority and Technical authority.	on demand / as needed	
<b>Weekly planning:</b> The Offeror must provide learners and the Technical Authority with the weekly planning by the first day of each week. It is the responsibility of the Offeror to implement the language objectives of the curriculum (see Appendix 1 of Annex A) using relevant and varied pedagogical activities. The template to be used is provided in Appendix 8 of Annex A.	Weekly	Monday of the current week
<b>Activity Calendar:</b> to be provided no later than four (4) business days prior to the start of the session to the Project Authority and Technical Authority. For each group, the Activity calendar contains the breakdown of the training and its different components.	Per session	No later than four (4) business days prior to the start of the session
<b>Attendance report:</b> The lists of participants in Excel format and initialled by each learner, one report per learner, must be submitted to the Project Authority along with the invoice on a monthly basis. The report template to be used is provided in Appendix 11 of Annex A.	Monthly	The first Monday of the month (with invoicing)

## 16.2 Work Streams: Learner Assessment

Deliverables and details	Schedule	Milestones
<p><b>Placement report:</b> A document required to determine the training needs of the employee at the time of initial enrolment, the Offeror will administer the placement tests to the learner and forward the results in the placement report provided to the Project Authority and Technical Authority within five (5) business days of the assessment.</p> <p>The placement report must be based on the type of assessment requested, the results of the oral interview, and written assessment for the intensive training assessment. It must identify a starting lesson in the English as a second language curriculum (see Appendix 1 of Annex A) and estimate the number of hours to reach the targeted levels according to the training mode (full time, part time, group or individual).</p> <p>The report template to be used for <b>Intensive training assessment</b> is provided in Appendix 4 of Annex A. A modified report for the low intensity</p>		Five (5) business days after the assessment



training evaluation may be provided to the Offeror prior to the start of the training by the Technical Authority.		
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### 16.3 Work Stream: Tutoring for second language test preparation sessions

Deliverables and details	Schedule	Milestones
<b>In case of complaints and feedback from learners:</b> the Offeror will respond to the complainant and inform the Project Authority and Technical Authority no later than two (2) business days after receiving the complaints; the pedagogical advisor will meet with the learner and then submit an intervention report to the department representative.	As needed	Two (2) business days after receipt of complaints
<b>Intervention plan report:</b> A common communication tool that documents a problematic situation by chronologically listing the facts observed and the interventions carried out. This ensures that the information pertaining to each complaint is complete. The template to be used is provided in Appendix 12 of Annex A. It must be shared with the Project Authority and Technical Authority.		Within two (2) business days of the complaint
<b>Course loading:</b> List of learners submitted to the Project Authority and must include MS Teams links for each class, no later than one (1) week prior to the start of the sessions. Any changes to the update shall be sent to the Project Authority no later than two (2) business days after the change. A template for the course loading will be provided by the Technical Authority and is subject to change.		No later than one (1) week prior to the start of the courses
<b>Invoicing:</b> by email, using a copy of the participant list submitted by email to the Project Authority (which must include the title of the training, the dates the sessions were held, the name of the Offeror, the names of the participants).		Two (2) business days after the end of a session
<b>Attendance Report:</b> Provide participant lists in Excel format and initialled by each learner, along with the invoice. A template for attendance reports will be provided by the Technical Authority and is subject to change.		

### 16.4 Work Stream: Conversation group

Deliverables and details	Schedule	Milestones
<b>Teacher training report:</b> upon request of the Technical Authority, the Offeror will provide a report on the training provided to the teachers: type of training, frequency of training, dates, participating teaching resources, objectives, person responsible for developing the training, name of facilitator(s), etc.	Upon request	
<b>In case of complaints and feedback from learners:</b> the Offeror will respond to the complainant and inform the Project Authority and the Technical Authority no later than two (2) business days after receiving the complaints; the pedagogical advisor will meet with the learner and then submit an intervention report to the department representative.		No later than two (2) business days after

		receipt of complaints
<b>Course loading:</b> List of learners submitted to the Project Authority and must include MS Teams links for each class, no later than one (1) week prior to the start of the sessions. Any changes to the update shall be sent to the Project Authority no later than two (2) business days after the change. A template for the course loading will be provided by the Technical Authority and is subject to change.		No later than one (1) week prior to the start of the courses
<b>Intervention plan report:</b> A common communication tool that documents a problematic situation by chronologically listing the facts observed and the interventions carried out. This ensures that the information pertaining to each complaint is complete. The template to be used is provided in Appendix 12 of Annex A and must be shared with the Project Authority and Technical Authority.		Within two (2) business days of the complaint
<b>Invoicing:</b> by email, to be provided monthly, using a copy of the participant list submitted, by email it to the Project Authority (which must include the title of the training, the dates the sessions were held, the name of the Offeror, the names of the participants).	Monthly	
<b>Attendance report:</b> Provide lists of participants in Excel format and initialled along with the invoice. A template for attendance reports will be modified and provided by the Technical Authority and is subject to change.	Monthly	

## 17 PERFORMANCE AND FOLLOW-UP

We could provide feedback to Offerors on the following:

Performance indicators:

Criteria	
1	Identify and assign teaching staff (regular assignment and substitute) taking into account the needs of all parties involved: <ul style="list-style-type: none"> <li>• Ensure that assigned teachers are qualified according to the standards set out in the SO;</li> <li>• Notify the Project Authority, in a timely manner, of any changes in the teachers for its groups.</li> </ul>
2	Provide guidance, advice and assistance to teachers and learners during language training: <ul style="list-style-type: none"> <li>• Regularly observe the teaching resources;</li> <li>• Provide regular feedback;</li> <li>• Share messages from the Technical Authority with them.</li> </ul>
3	Provide teachers with training and development activities.
4	Perform administrative duties related to managing the training groups: <ul style="list-style-type: none"> <li>• Forward deliverables on time.</li> </ul>
5	Perform pedagogical duties related to training group management by leading the development and implementation of learner training plans.
6	Conduct employee placement evaluations for course loading purposes: <ul style="list-style-type: none"> <li>• Ensure that the evaluation criteria are linked to the curricula used and the Public Service Commission's second language proficiency levels.</li> </ul>
7	Greet learners and inform them of the educational and administrative practices of the Offeror's training facility.
8	Ensure that learners in the group have been placed correctly at the start of training (preferably within the first two weeks, but not limited to that timeline). .

	Inform the Project Authority and Technical Authority and take corrective action, in the event of errors, to ensure the progress and success of the learners involved.
9	Provide the Project Authority and Technical Authority with a training calendar for each group, with key dates for the various training events so that the Project Authority knows when it will receive progress reports and Advancement evaluation results, and is able to book test dates at the appropriate time, etc.
10	Ensure the quality of weekly planning for ESDC groups.
11	<p>Assess achievement of the objectives set out for each learner and propose corrective action as needed, including at the following times:</p> <ul style="list-style-type: none"> <li>• Signing of the progress report (full-time and part-time learners);</li> <li>• Administration of progress test;</li> <li>• Supervision of the follow-up plan;</li> <li>• Management of progression through stages.</li> </ul>
12	Report issues related to insufficient progress to the Project Authority and Technical Authority in a timely manner.
13	Report attendance issues and their impact on learning to the Project Authority and Technical Authority in a timely manner.
14	Respond to requests from the Project Authority and technical authority and follow up with them during language training for ESDC employees.
15	Protect the personal information of learners who are ESDC employees.
16	<p>Manage complaints effectively including:</p> <ul style="list-style-type: none"> <li>• meet with the learner;</li> <li>• inform the Project Authority and Technical Authority in a timely manner;</li> <li>• provide a report quickly that gives a chronology of the observed facts and interventions carried out.</li> </ul>