

Professional Cook Training Articulation Committee 2019

Meeting Minutes

Meeting Dates: Monday, April 29th & Tuesday, April 30th 2019

North Island College

Tyee Hall, Room 204

Comox Valley Campus

2300 Ryan Road, Courtenay

Chair: Collin Gill (Vancouver Community College)

Transcriber: Kim Pfeifer (North Island College)

In Attendance:

Collin Gill (Vancouver Community College & Committee Chair)	Al Irving (North Island College, Port Alberni Campus)
Ysabel Sukic (Vancouver Community College)	Mike Barillaro (Okanagan College, Kelowna Campus)
Dennis Innes (Vancouver Community College)	David Lang (Camosun College)
Debbie Shore (Vancouver Island University)	Ron Christian (College of New Caledonia)
Jason Lloyd (Vancouver Island University)	Xavier Bauby (Nicola Valley Institute of Technology)
Kimberly Johnstone (Thompson River University)	Sian Hurley (University of the Fraser Valley)
Simon Paer (Selkirk College)	Tim Curnow (College of the Rockies)
Ron Matthews (Selkirk College)	Darlene Godfrey (Coast Mountain College)
Martin Keyserlingk (Selkirk College)	

Guests:

Colleen Rogan (Industry Training Authority, BC)	Bill Gregorash (Confederation College, Thunder Bay)
Vern Webber (Industry Training Authority, BC)	Dennis Green (Go2HR)

Monday, April 29, 2019

Agenda item as follows:

1:00 pm Call to Order

1. Introductions and Welcome from C. Gill, VCC, Committee Chair

- a) Brief introductions provided by group.
- b) C. Gill (VCC) outlined key points from the last Articulation Committee meeting:
 - Recommendations to ITA re: Red Seal training program, international students, environmentally friendly programs, student mental health, indigenized program content, learning resources (i.e. Totara).
- c) C. Gill (VCC) called on the group for a prioritized list of recommendations regarding harmonization and indigenization for presentation to the ITA.

2. Approval of Agenda and Any Additional Items

Motion: Approve Agenda Items – Debbie Shore (VIU)	Second: Kimberly Johnstone (TRU)	Carried: All
---	--	---------------------

3. Approval of Previous Minutes of the Articulation Committee Meeting

Motion: Approve Minutes from previous Articulation Meeting – David Lang (Camosun)	Second: Debbie Shore (VIU)	Carried: All
--	-----------------------------------	---------------------

4. Institutional Reports

a) Jason Lloyd (VIU)

- Campus expansion and improvements continue with proposed \$3M upgrade to the main cafeteria and food services area.
- Experiencing strong enrollment overall, specifically the Nanaimo campus. International intake is full and domestic is almost full; domestic seats were released to international students to make room.
- Staffing is in transition with Debbie Shore retiring as Program Chair; Jason took over as Chair in Dec. 2018. A new Professional Baking & Pastry Arts Chair (Rita Gower) has joined VIU.
- Have scaled back Totara requirements, and are using VIU Learn (online learning), as well as “On Cooking” (7thed.) including the integration of its online components.
- New grading policy where students must achieve 70% in theory and practical vs. a blended grade as in the past. Student attendance issues and mental health/sick days seem to have plateaued.
- A combined pastry and culinary cohort will participate in a 16-day Paris and Brussels trip this year. It is student funded; however, they can apply for a stipend through volunteering where up to \$1600 will go towards the total cost of trip (\$3500 incl. flights).

b) Kimberly Johnstone (TRU)

- Program is to celebrate 50 years of continuous training in 2021; celebration activities are in the planning stage.
- Student enrollment is up, with an increase of international students. Due to the increase, two new faculty members were hired. The classroom demographic is split evenly among indigenous, international and domestic students.
- They are looking at running a PC3 work-based training model this summer.

c) Xavier Bauby (NVIT)

- NVIT’s newest campus addition, the Centre of Excellence in Sustainability, includes a teaching kitchen for NVIT culinary students. The program began Jan. 2019 with 12 students; it is now at 10. The Centre’s kitchen is equipped to cater up to 500 people, and the program is set to provide food for this May’s graduation celebration.
- Attendance continues to be an issue.
- Grounded in indigenous culture and knowledge, X. Bauby commented that NVIT could be a leader in developing the groundwork for indigenization of PC1 at other institutions.

d) David Lang (Camosun)

- Expecting 1200 new students; however, the college is currently over capacity and looking at expanding the existing facility by one floor.
- The Culinary Arts program runs in partnership with the Songhees First Nation, D. Lang commented this presents some challenges, but it is overall a great partnership.
- Attendance is not good due to an increase in student mental health issues; as a result, they have implemented a standardized discipline program around attendance.

- e) Al Irving (NIC, Port Alberni Campus)**
- Have a small cohort of 15 graduating students; five are dual-credit students from Port Alberni High School.
 - Working with the BC Salmon Farmers Association to teach students about salmon farming.
 - PC1 students are operating Roger Street Bistro (30 seats) during breakfast and lunch.
 - Facebook is used for demos and for visuals during testing.
- f) Mike Barillaro (OC, Kelowna Campus)**
- Continuing to deliver four Culinary Certificate intakes a year, with international students dispersed throughout multiple intakes.
 - Fall enrollment is generally good, but winter enrollment is weak. They have been visiting different campuses and high schools to promote the program and to recruit.
 - Low industry wages are tied to poor enrollment, as students are hesitant to pay for an education that ends in low-paying employment.
 - Facilities are old and space is short; there are plans to move into new building, but it is likely 7-10 years away.
 - PC1 is delivered to Adam's Lake Band students by alumni from OC; it started with 12-14 students and is now at 10. In addition, they offer a one-time funded Indigenous Program designed to encourage indigenous students to achieve their Red Seal credential. It blends indigenous content with the ITA curriculum.
- g) Simon Paer (Selkirk)**
- Post-Graduate program demographic changed regarding international students. During the first two years of the program, the majority of international students were from the Philippines; however, now in its 3rd year, the bulk of international students are Indian. As a result, they have incorporated Indian cuisine in the Dining Room, and Indian cooking methods in the classroom.
 - They use Ruby as an instructional method; it offers good videos. Filmed Instructor-led demos are used in curriculum delivery.
 - Many program graduates are going on to work in Whistler and Banff, with some remaining local as Nelson is becoming more international.
- h) Ron Matthews (Selkirk)**
- Strong enrollment in PC1 & PC2, many international students. Attendance among international students is good, as they need to attend to pass.
 - Run a "Top Chef" competition once a year. Students design menus, cook and present their creations. There are 10 cooks/team, half are international and half are domestic students, merging post-grad with PC1/2.
- i) Tim Curnow (COTR)**
- Soft enrollment has resulted in a program review. Program will be losing an intake; currently do not have any international students.
 - Market demand is high, and all graduates are working.
 - Discussion on how to bolster enrollment.
- j) Ron Christian (CNC)**
- Low intake, the year started with 22 students and dropped to 15 by Christmas.
 - There is an increase of international students at the college, but not many enrolled in the Culinary Arts Program.

- CNC uses a variety of online educational resources, but Ruby is preferred because of the excellent videos.
- Running “Trades Discovery Program” where high school students try a trade for 3 hours/day for 6 weeks. Some students go on to the Culinary Arts Program.
- Partnership with Earl’s Restaurant - 11 PC1 students working towards Red Seal.
- The college offers the use of a translator, but students are afraid to use the resource provided.

k) Sian Hurley (UFV)

- Working towards a 3-year-program for the community. Would like to develop a hybrid program, part online and part practical.
- Enrollment is at 13 students; however, next year the program will grow to accommodate 18. Currently 21 students have applied, and the program may have wait list. They have never had international Students.
- S. Hurley is the only instructor, and is currently looking for relief instructors.
- Using Totara for an educational resource, basing all tests off of it for PC2. However, S. Hurley felt service for Totara is lacking with only one person providing support.
- Planning to make the program more student-centred vs. profit-centred. They are closing the cafeteria when needed, and they have brought in food trucks.
- Attendance is issue (three students are on final notice); attendance is built into their grades.

l) Darlene Godfrey (CMC)

- College has rebranded from Northwest Community College to Coast Mountain College.
- Culinary Arts Program is providing service to the college as a whole, yet no shared revenue from food services.
- With exception of a cancelled PC3 class due to low enrollment, there are no issues with enrollment or attendance.
- Facilities are lacking; however, CMC has ordered a trade’s trailer that can be adapted to each trade. It will contain a full industrial kitchen, and is slated for delivery to Smithers next year.
- Staffing – Two full-time instructors, 1 term instructor. CMC has changed structure; there is now one coordinator for each trade vs. one coordinator for five trades.
- Working on a 2-year-Diploma Program, focused on attracting more international students.

m) Collin Gill (VCC)

- Continuous monthly intakes for PC1 & PC2; they have recently blended international and domestic students.
- Offering PC1 plus, this adds entrepreneurial skills and better integrates students into the community (extends program by 1 month and is non-funded). Have also added International Cuisine/Ethnic credits to PC2, and offer ESL Culinary once a year.
- Cactus Club and Earl’s are primary apprenticeships, White Spot now has own apprenticeship program. There are also four bridging programs through local high schools.
- Enrollment is high in Fraser Valley, but in other areas like North & West Vancouver, there is low interest. More recruitment is required - need to visit schools.
- Attendance is an issue, especially among international students.
- There has been a large investment (\$20,000) in new equipment over the last 3 years.
- Staffing – two instructors retiring (Bob Feist and Harold Bonkowski).
- Curriculum – balancing practical with theory at an average ratio of 70:30.

- Program initiative to run lean with less waste, making more sustainable choices (planning to “sell out”).
- Traditional kitchen culture (i.e. “Hell’s Kitchen”) is counter to VCC’s brand, which is receptive to all. The program has established a learning environment that still has a sense of urgency, but is respectful. On Pink Shirt Day, pink chef jackets were worn to spearhead the new culture.
- Working on indigenization.

5. Harmonization – Group Discussion led by C. Gill regarding the ITA “Red Flag” webinar:

- Due to PC1’s heavy course load, ITA moved content from PC1 to PC2 (i.e., PC1 curriculum no longer includes sauces and soups). Group discussion concluded that this might work for training purposes, but not for an institutional delivery. In addition, PC1 practical exams now cannot be used due to this change.
- The group felt the new ITA leveling map needed more discussion, as there is a conflict between the ITA criteria for PC1 and the delivery of PC1 in institutional programs. It was suggested that PC1 be taught using the old criteria; however, some of the course material would then not be part of the ITA assessment and may result in lack of student engagement.
- The committee’s main goal during the harmonization process is to maintain the integrity of program, ensuring completion rates, and carrying students through to the end of the program.
- At this point, BC and The Maritimes are the only provinces planning to harmonize.
- A suggestion was put forth that the ITA create an advisory committee of industry and institutional professionals to guide and support the apprenticeship program.

6. Adjournment for April 29, 2019 – 4:30 p.m.

1. Meeting called to order - Tuesday, April 30, 2019 - 8:00 a.m.

2. Introductions/Welcome

a) Harmonization – Group Discussion cont’d...

- C. Gill (VCC) commented that BC is the only province that does not have a foundational program, and remarked that this could be an opportunity to affect change.
- D. Shore (VIU) shared that over time the program has been reduced from 52 to 28 weeks, and attributes this to the current program feeling cramped with too many key elements missing.
- The group felt that practical assessment criteria is not agreed upon, and that leaving articulation of the curriculum to each institution’s discretion would result in an inconsistent delivery of the material.
- Group discussion around the content shift between PC1 and PC2 and how to facilitate this as well as how to manage teaching time. Group agreed that PC2 is already jammed packed at 14 weeks.
- M. Barillaro (OC) remarked that at Okanagan College they teach missing curriculum components in their Culinary Arts Certificate Program.

3. Harmonization, Indigenous PC1 Program Outline – Colleen Rogan, Manager Program Standards (ITA) & Vern Webber, Program Development Director (ITA)

a) Harmonization PowerPoint Presentation – Colleen Rogan (ITA)

[\(ITA Harmonization PowerPoint presentation link\)](#)

Goal – to attain substantive alignment of apprenticeship programs across Canada. C.

Rogan stated it would be difficult to obtain 100% consensus due to subtle differences among jurisdictions.

Slide 1

C. Rogan introduced Program Standards and outlined its work and responsibilities. She emphasized the collaborative nature of ITA's work and acknowledged the participation of previous Cook SMEs (Industry & Instructors).

Slide 2

The agenda was presented, which consisted of i) Harmonization update ii) BC Cook Proposal for RSOS Structure iii) Program Development Process iv) Next Steps v) Apprenticeship numbers vi) Exam development and statistics.

Slide 3

C. Rogan presented a Harmonization recap, outlining the Harmonization Initiative and the 4 Harmonization priorities of 1) Use of the Red Seal trade name 2) Consistent total training hours (in-school and on-the-job) 3) Same number of training levels 4) Consistent sequencing of training content.

Slide 4

C. Rogan reviewed the Changes for BC in light of Harmonization: no change to Trade name, no change to number of training levels, a small decrease (140) of total training hours, and some changes to sequencing of training topics.

Slide 5

C. Rogan presented a chronology of Cook trade updates, focusing upon BC's proposal to ISEC and ESDC on RSOS Structure. The proposal triggered national and provincial industry consultations on the BC proposal. BC suggestions for the RSOS Structure contained within the proposal were incorporated into the starting structure of the new standard at the RSOS workshop in Ottawa. A handout ([click here for ITA handout](#)) was shared with committee members outlining which suggestions had been incorporated into the language and structure of the RSOS draft version.

Slide 6

C. Rogan reviewed the Cook Program Development Process. She discussed the RSOS workshop in Ottawa, the Red Flag Webinar on sequencing in April, the upcoming Pan-Canadian Webinar on sequencing (June), and the upcoming Program Outline workshop (TBD). CR explained that Program Standards would be undertaking industry consultation on the Credentialing Model in light of changes to sequencing. She invited Articulation Committee members to pass along any references for consultation.

Slide 7

C. Rogan reviewed the purpose and scope of the Program Outline as an ITA communication tool to industry, apprentices, training providers and the public. Also, she suggested that once the Program Outline workshop was done, Totoro may have to be revisited and re-aligned.

Slide 8

Next steps were discussed. Looking beyond the Program Outline workshop, there would be transition planning and exam development. Concern was raised over the September 2020 implementation date for Harmonization, given the consultation work to be done on the Program Credentialing Model, the transition planning, the exam development, and resource development. C. Rogan explained that if necessary the implementation date may be moved to meet program development needs.

Slide 9

C. Rogan provided an overview of the Transition Planning Process, from undertaking a Gap Analysis to draft scenarios to the consultative webinars to discuss transition, to the communication piece announcing finalized transition. C. Rogan emphasized the collaborative aspect of the Transition process and explained that ITA has a multi-departmental transition team in place.

Slide 10-11

C. Rogan presented Apprenticeship numbers, illustrating the number of registered apprentices who had not yet started technical training, had finished Professional Cook 1 technical training, Professional Cook 2 technical training and Cook (3) technical training, in both direct entry and institutional entry streams.

Slide 12

C. Rogan presented the Standard level Exam Development Process. She outlined the steps involved, including the exam development process, the pilot exam and post-pilot review, the peer review of the exam, and the monitoring of exams over the next year. Also, emphasis was placed on the direct relationship of the Program Outline to exam development.

Slide 13-15

C. Rogan presented recent (2018) Professional Cook 1 & 2 exam statistics showing Pass Rates, Average Exam Mark, and breakdown of percentage scores by General Area of Competency (GACs). She also shared recent (2018) Inter-provincial (IP) statistics showing Pass Rates, Average Exam Mark, and breakdown of percentage scores by General Area of Competency (GACs).

b) Further Group Discussion:

- The Articulation Committee felt there should be a new focus on seafood as more international and ethnic cuisines are introduced to the program. V. Webber (ITA) responded there would be time to review the RSOS document at the ITA validation workshop, and the ITA would be open to changes brought forward. C. Rogan (ITA) invited committee members to participate in the upcoming RSOS workshop, as the ITA will be looking for participants.

c) Indigenous Discussion:

- Okanagan College is the first college to work closely with the indigenous community to include indigenous program content. M. Barillaro (OC) explained there is no testing on indigenous content; it is added as talking points to the existing program (i.e. treatment of animals, harvest calendar, different foods that they eat - porcupine, treatment of foods, foraging...etc.) They are using books found online about indigenous foods. The program started with 10 students and is now down to 8. They have not had a lot of time to recruit students, and attendance is an issue. This is an added 5th intake; getting teachers was a challenge. It's open to all students, and the goal is to get aboriginal students to their Red Seal credential. It's a full 52-week program.
- C. Rogan (ITA) affirms this is how the ITA Indigenous programs will operate, infusing indigenous content into existing programs. D. Lang (Camosun) shared concern that "one size won't fit all" as the indigenous nations near Camosun eat and cook distinctly different foods than the indigenous nations near Okanagan College. C. Rogan (ITA) commented that it would be up to each institution to fine tune and build out their curriculum specific to their region.
- Y. Sukic (VCC) asked how are non-indigenous instructors feel about teaching indigenous content to indigenous students? C. Rogan (ITA) remarked that there are "Knowledge Keepers" within the ITA program – not necessarily elders, but experts that help and support instructors within the program.

4. Ethnic Cook Committee – Dennis Green (Go2HR)

D. Green provided an update on Ethnic Cook Training. He spoke about how community research conducted over the past 2 years has shown there is a need for training in ethnic cuisines, especially for Chinese restaurant owners as it is difficult for them to find specialized cooks trained in Chinese cuisine.

a) **Ethnic cook training needs assessment:** D. Green stated that Go2HR began gathering research for the project in Jan. 2019, and the findings are as follows:

- Summary of 9000 trip advisor listings in BC - 30% ethnic restaurants (most were Chinese, Japanese, and Indian, not French or Italian).
- Terrace had a high percentage of ethnic restaurants vs Whistler that had a low percentage of ethnic restaurants (no Chinese restaurant in Whistler).
- Proportionately high percentage of ESL in Chinese restaurants vs. other ethnic restaurants.
- Looked at world research for ethnic cook training, specifically Australia, South Africa, and New Zealand, to compare Red Seal standards. The results reaffirmed that in Pacific Rim countries culinary training starts off the same, but then branches out into ethnic specialities.
- Australia had the best certification model. The main course load was similar to BC's core course offering, but certificates were structured differently. A Hospitality Certificate was foundational and a following Certificate II level broke into a Western and then an Asian focus. Certificate III is an Asian stream offering course selections in Chinese, Japanese, and Indian. D. Green felt it was a well-structured, very robust program with lots of flexibility looking at eastern, western and institutional cooking.
- They are at the primary research stage, and plan to survey students to determine interest levels in an Ethnic Cooking Program. D. Green asked committee to provide alumni lists for survey purposes.
- Government commitment to funding is there; however, issues arise when students interested in training in ethnic cooking wind up working in a different ethnicity restaurant from what government funding was provided for.
- The goal of the program is to get Canadian students to train in ethnic cuisines.
- D.Shore (VIU) commented that there is demand for chefs with specialized ethnic cooking experience within the industry, and asked if there were groups who would lobby the federal government to provide subsidizes for culinary training.
- D.Green commented on the measure of success regarding the Red Seal program. For example, if a student signed up as an apprentice today, and 6 years from now gained a Red Seal designation, this would be considered a success. However, if the student didn't complete the program with a Red Seal designation, but still used the training received (i.e., opened a restaurant) it wouldn't be considered a success. It was noted that this measure of success isn't conducted in academic programs (i.e., a BSC student's career path is not monitored and measured from start to finish).

5. Closing Comments

- Moodle Manager is needed; C.Gill (VCC) now has the shell from BCAAT, but asked Committee Members for help managing it.
- C.Gill (VCC) will be in contact with those who are struggling with shared challenges (i.e., absenteeism, recruitment, front-loading levels...etc.).
- Discussion on where the next meeting will be held.

6. Adjournment for April 30, 2019 – 4:00 pm

BC Cook Suggestions for RSOS Structure

TASK / SUB-TASK	BC SUGGESTION	RESULT
Uses Tools and Equipment	Add <i>Uses Tools and Equipment</i> as a new Task (with new sub-tasks)	Added to RSOS draft
Plans Menu and Mise en Place	Change <i>Plans Menu and Preparation Activities</i>	RSOS draft retains <i>mise en place</i> . BC Industry also voiced concern over changing <i>mise en place</i>
Prepares Food According to Health and Dietary Restrictions	Change <i>restrictions</i> to <i>requirements</i>	Change reflected in new RSOS draft
Prepares Food to Respect Eating Regimes	Remove this sub-task	Sub-task removed from RSOS draft
Stocks and Soups	Move <i>Prepares Marinades and Brines</i> out of Stocks and Soups.	This task and sub-tasks moved out of Soups and Stocks in RSOS draft
Dairy and Egg Products and Plant Based Alternatives	Replace <i>alternatives</i> with <i>Plant based alternatives</i>	RSOS draft changed to: Cheese, Dairy, Plant-based Dairy alternatives and Egg Products
Pastas	Replace with <i>Pastas, Noodles and Dumplings</i>	Change reflected in new RSOS draft
Grains, Seeds, Pulses, Nuts and Soy – and Wheat Based Proteins	Replace <i>Soy</i> with Plant Based	RSOS draft changed to: Grains, Pulses, Seeds, Nuts and Alternative Proteins
Fish and Shellfish	Replace with <i>Seafood</i>	RSOS draft changed to: Fish and Seafood
Prepares Fish	Replace with Prepares Fin Fish	Change reflected in new RSOS draft
Seafood	Add new Task and Sub-tasks re: <i>seafood</i> (i.e prepare, select, process, cook, finish other seafood)	Change reflected in new RSOS draft
Garde Manger	Replace with <i>Cold Kitchen</i>	This Block redistributed in RSOS draft.
Prepares Dressings	Replace with <i>Prepares Salad Dressings</i> and move to Task <i>Prepares Condiments and Accompaniments</i>	Dressings re-grouped with <i>Condiments, Preserves</i> in RSOS draft
Prepares Hors D'oeuvres	Replace with Finger Foods	RSOS draft retains <i>hors d'oeuvres</i> , but adds <i>and finger foods</i> . BC Industry also voiced concern over changing <i>hors d'oeuvres</i>

Prepares Charcuterie	Replace with <i>Prepares Food for Cold Kitchen</i>	RSOS draft retains <i>Charcuterie</i> , but adds <i>and cured products</i> . BC Industry also voiced concern over changing <i>Charcuterie</i> .
Stores chocolate	Remove this sub-task	Sub-task removed from RSOS draft