INTRODUCTION of ATTENDEES:

Debbie Shore (VIU) – Chairperson
Dennis Thistlewait (NWCC)
Christine Lilholm (NIC)
Geoffrey Couper (Okanagan College)
Tim Curnow (College of the Rockies)
Gilbert Noussitou (Camosun College)
Linda Halingten (g02hr)
Dennis Green (go2hr)
Diane Evans (ITA)
Gary Thompson (Selkirk College)
Ed Walker (Thompson Rivers University)
Ron Matthews (Selkirk College)
Colin Gill (VCC)
Tony Rechsteiner (CNC)
Pat Rakosh (NIC)
Bruce Corbeil (UFA)
David Bens-Miller (UFV)

MEETING CALLED TO ORDER at ______________

APPROVAL OF AGENDA: ____________________, Seconded by ______________________

APPROVAL OF 2013 MINUTES: ____________________, Seconded by ______________________
ROUND TABLE REPORTS:

NB from Deb Shore: minute taker had wrong schedule so round table from some of the institutions is missing. Many spaces I do not have the answer to what was happening in the conversation.

GO2HR?
We are the only people doing distance education with the ____________?? starting 2006 with work safe
Then we get one from tourism destination BC _________??, we do some market research products, we do deliver market relationships with Market BC programs and things like that

Big picture this year ITA funding for us is a little over $500,000 with the total budget of $2.5M which is approximately 20% - with everything disappearing it’s still on the table with what we do, our role in the association is _________?? we’re still available to recruit and deal with training issues with really good research and coordinate operating projects, that what we do really well
We help _________?? That i’s the bulk of our funding
We deliver food safe by correspondent in appose to on-line and face to face course you get to work on your own pace and do it in your own community

?who
As we go around the table and the look at our industry and the need for cooks and chefs, the lack of students for cooks and chefs, the lack of training and the needs for our students, we need to look at marketing and how we are marketing in this province for culinary training and how we are marketing this province for culinary training
There are a lot of great resources out there but as we go around the table and look at our industry and our needs, I think if we talk about some of things at our colleges we know best of what brings those in to do the programs - I think the best approach is talking about what works really well, and what doesn’t work
And the philosophy around about the whole marketing outside your area – this winter we had an obstacle with college marketing Bow Island and whether that is OK, or whether we’re concerned about that - and we’re fighting over the same apprentices over Cook 2 and 3 - if we’re all fighting over these same apprentices over Cook 3, one of us is going to have to give, it starts from the bottom up - and what we’re doing with Cook 2’s and the number of bodies out there so we’re not all running with low intakes and being self sufficient.
PC1 is going well everywhere, PC2 is not happening and much less for PC3 – how to share the funding classes to funding seats there was big pressure – is there enough competition on the island to support 3 colleges – Victoria experienced the lowest number of 12
Funding was low, and now you can’t get unemployment at all – the problem the numbers for PC1 is low now, and PC2 is not happening – this is part of the issue now but it will pick up again
In some markets we offer PC1 then you have to move if you want to go on to PC2, PC3 and Red Seal – this takes a particular type of student to do this – and this is the type of student we want to entice Level 1, 2 and 3 was all basic – we have combined level 1 and 2, now there is no more basic training 1 – but it’s a lot higher than what most people are looking for
What can we do for the intro to Level 1?
Consider doing a basic level – but how is that going to affect the PC1
Federally funded fees that have 4 weeks work experience – they do lots of stuff including serving at break – this is called ES essential skills – if applying for this PC2 skills must be used for this – PC1 is 28 weeks and now it is costing a whole lot less for training these skills
PC1 is good education but it’s questionable if we need the 3 years training?
Necessary to make sure that PC1 is being trained to all so students can ladder in if they want to go on
All the skills are taught in PC1 but do we need the 3 year structure – could it be we have basic training and advanced training?
Who made the 28 week decision?
ITA is driven by industry needs – they consult with industry and they decide what will fill that niche – you are dealing with filling classrooms
Remodeling credentials be guarded, industry is setting the market
Students are pretty employable with PC1 – the number of restaurants that are looking for higher skills are much lower
The need is an industry need – we don’t remodel credentials because colleges thinks it has to be restructured
Comment Tony: Industry thinks they don’t need more than PC1 – and in most cases industry is hiring without any requirements and are looking for somebody to fill the holes – this attitude needs to change
Some industries are requiring Red Seal – now we have that superior standard

BC is top in Canada for Red Seal

Our industry is not catching up to the top restaurants – people should not be working in industry without training
Industry members will have to be lobbied to have the standard we are trying to achieve – being Red Seal

Are we wasting money training cooks? NO
Interior Health requires PC1 as necessary to work in some if their industries
Interesting fact: you can work in a hospital if you take only a 1-2 day food safe training course!
How are we going to market people into the industry?

PC1 – you get a job (provincial standards)
PC2 and PC3 – you are career oriented
We need to decide who teaches what
Mandate – ITA is the governing body
When we’re getting calls for full fledge chefs we are always training to the highest standard
If Care Facilities workers need culinary credentials – PC1 would be the level they would need
Industry chains are those that are ensuring their staff have Red Seal requirements – would that hotel chain want to hire a chef from White Spot to be a chef de partie
Some industries approach high schools – and some industries are the ones who are having their employees take the next step
Some of the huge hotel chains are those that are not requesting our culinary level standards
Our students are trained to be ready for the highest requirements – and we feel students should have at least PC1 rather than Red Seal
Level 1, 2, 3 are tired of not getting enough Red Seals – 95% articulate into L1
Consideration of PC1 and PC2 be at the college level – PC1 would be the highest skill level, and with PC2 you’re still learning a lot
At present 340 hours are for program study and 840 hours for the practical
PC1 works – PC2 doesn’t work with industry, and you need PC2 to get into PC3
Level 1 is entry level for high school students – some high schools don’t have the budget for this – perhaps consideration would be to bump up Level 1
We cannot eliminate Red Seal – this is an international requirement
The question is that everyone has PC1 and PC2 but we don’t have the numbers at all the institutions
BC needs marketing support – students are anticipating that what they register for is what they are getting
BCCAT Update – presented by John FitzGibbons

Notes from John’s presentation:

For many articulations, not many transfer of credits

What is our role:

1. Role as the agency to provide advice for system issues
2. Help coordinate system of articulation - have archive of all meetings

Role of Articulation Meeting: Relationship with ITA and how we teach in trades

1. Conversation with ITA – what is the best valuation of articulation issues
2. Since BCCAT have been around students have been able to utilize the system

If any of you know anyone who is valid for an award, please ensure you give me their name

Issues out there that are common to all:

1. Learning outcomes – as they relate to transfer of credits
2. Block transfer agreements – we use to have a provincial agreement (Tony commented it was an informal agreement)
3. Another offer transfer innovations fund – open to anyone in articulation

Known the most is tracking students mobility – how many students come in, where they come from, and where they go

We’re not able to track courses – this is one issue

Also we’re not able to track in the apprenticeships

Facilities track them, but only if they come back

These two systems should be merged – we’re likely to see this happen down the road

Question: How do we increase value of appeal of Culinary Arts – trades and non trades and Tracking of learning outcomes – how can they be tracked through out the world – transfer learning into credits

Answer: Level of mastery and qualification requirements allows the student to __________??

Equivalency

University teaching – different relationship in training – we should be leaning toward ______________??

Trades in Alberta – 10 high school teachers were given 2 years classroom and training - these people could teach trades

Looking how we can arrange this same setup with the high schools in the next 6 years

Taking trades courses and incorporating business courses is called ‘Business for Trades’

Providing BBA for people who have trades qualification – if they need to change occupation, or move into management, this is ideal

Question from Pat:

Cost of delivery for all programs (some pay more and some pay less), what does it cost to deliver a program – instructors should not be responsible for raising money

We’re looking for improvements in this repository – this is a big shift

We’re also looking at collaborative buying at all our institutions – a lot of our institutions are so wide spread – who is your voice at BCATTA

We’re talking about requirements for two new hospitals – can they consider including a room dedicated for teaching students? This can result in buying into some of the buying power so the institution can benefit from some funding for teaching equipment.

Talked about the population growth going down – increased number are international and those in the higher age bracket – different location costs

Where does ITA stand on relationships for available funding?

How do we pocket that availability of extra provincial funding?

Working with students with disabilities – this needs to come to the forefront
Equal academic credits – how do we look at that very broad range, and have that piece of paper to back that
John FitzGibbons question to all: Doing a study in dual enrollment – what are your opinions?
Tony: High schools are getting ACIT funding – a lot of the school districts are not paying for the tuition for ACIT
ACIT is for the students in the schools districts, includes such things as books and outfits
**Marketing Programs, Catchment Areas, What Works/Doesn’t Work**

Should we be marketing – what are you doing to attract students?

**Selkirk**
- Put ads out and radio spots (Gary needs to outline what his ad includes)
- Extra days in school
- Had enough interest to run a class

**TRU**
- Every 3rd Wednesday of the month we have ‘Spotlight on Culinary’, ½ spend the morning in culinary and the other ½ are in retail (meat cutting), then in the afternoon they switch
- 12 students/month participate - this is one of our best recruitment tools - mostly grade 10 students (uniforms are supplied, they have to sign a waiver)

**CNC**
- Tony’s culinary department does __________________________
- Problem is high school counsellors are not trades people – they lean toward non-trade programs
- Perhaps giving them a better idea of what we offer would help

**VIU**
- Debbie’s school offers tour and dinner to counsellors
- Baking is now called “Professional Baking and Pastry Arts”
- Discovery days on campus – bussing into schools – we promote the whole shadow day – and includes talking to our students in the field
- Mostly Grade 10’s and up
- Students Twitter photos on what is happening (they really enjoy this) – our rule is no more than 4/week
- Contest on that page gets traffic, not sure if this increases numbers but students enjoy it
- Linda (go2hr) mentioned they did a presentation – and maybe the institutions could share the Facebook suggestions

**UFV**
- Have skills competition happening when students visit
- Visitors get to see all the trades and everything that goes with the program

**Camosun College**
- Have a partnership with all schools
- We cover all the trades
- Open House every year
- Skills Canada
- South Island Partnership (Malahat South)
- Facebook is a good marketing tool

**VCC**
- TCC Trade Shows
- Our marketing stress Twitter online

**NIC**
- Marketing on TV and Radio reaches the parents

**Brenda McGregor / TRU**
- Get counsellors to recognize who and what we are
- Suggest large TV screen(s) in a strategic place(s) showing what we do in culinary arts – this would be a continuously showing video for when we have visitors (especially prospective students)
- The TV will also include the Trades as well

**TRU**
- As a group we need to get across to schools and governments of what is going to be lost if we lose these culinary programs
- They’re vital for our economy

ITA
- Why is industry prepared to have a non-trade for $12/hour doing meat cutting, when they could have a fully trained/qualified meat cutter for eg. $25/hour

TRU
- Responded – when you graduate from meat cutting you will be making $12-$15 – but within 5 years you are going to be making $50,000
- If students follow the right plan, and progress in school, this is what is going to happen

There was discussion among all regarding textbooks and cookbooks:
- Do we make our own choice of text(s) or follow BCIT where we will be stuck with 1 textbook
- Or do we use what really works for our individual colleges
- Another suggestion was on-line text book – but there is concern that some students would not use this properly
- Some learning guides are in handouts (and are not included in book)
- There is talk of all using the same cookbooks
- Debbie mentioned that at a go2hr meeting – some use textbooks but all instructors have their own recipe packages
- Open textbook initiative – rolling out free e-books in 20 trades programs
- Possible funds for open textbooks – instructors can utilize what they want as handouts
- Funding is available but it has to be a continuous revision process
- If students have to have 2 textbooks it’s going to be very expensive for them, and some won’t get them
- Question by many: What are we going to use province wide?

It was suggest by Gilbert there is need to put in a realignment of the programs:
- We need to be looking at industry and what is going on
- Suggestion: take some of the basic skills of PC2 and include them in PC1; and the more advanced skills of PC2, include them into PC3; then the Red Seal
- There was more discussion of the amount of time taking PC2 and PC2 (12 weeks? each?) – and comments about the time doing the apprenticeship – and if you add PC1 and PC2 resulting in 360 hours technical training – unfortunately there was so many talking at the same time I could not get the accurate details??
- There was discussion about supplying employers with students and what they are satisfied with; there is not enough training in industry, nobody challenges PC2; we’re pushing these students into challenge mode; also question about co-op programs concerns, they’re going to leave PC1, what will entice them to come back; enter and exit points.

- ITA commented that there is a constant battle with front ended programs – what happens is students come out with high expectation when they have completed each program
- Gilbert’s suggested model for example, sauces; there are basic sauces in PC1, then we go into more elaboration with sauces in PC2 – then at the end of PC2 we give them their certificate – why don’t we do it to the end?? – if they come back they go into PC3
- Diane (ITA) summarized: we can have all these discussions, but this is not our decision.

SPECIAL PRESENTATION by Scott Roberts - BC Culinary Arts Specialist Associate (BCCASA) K-12 System
There are 70 teaching kitchens in the province
All chefs at the conference are/were facing funding cuts – 3 weeks ago Scott was going to be cut – now he’s back on staff
Some of the situations we’re faced with are:
We have a lot of high risk students – they need to go through Culinary School even if they only work at Swiss Chalet
“Bouquet Garni” association newsletter – Culinary Arts Programs saved from the chopping block
Our goal is to teach students a little better to prepare them for PC1
Scott stated: “I have them for 1 hour” – this is some of the challenges I’m faced with
How to prepare students for PC1 – there is lots of challenges as a Chef Instructor to prepare them for going out to work
Question Tony: There is a funnel of quality students that take Chef Training at High School
Answer Scott: Sometimes I feel like I’m the last stop for students not wanting to take anything else – and not necessarily do they want and go on from there – we have problems with low accuplacer for the students who will be taking the Chef Training – the kids who want to learn to cook will hopefully go on to work in camps
We’re trying to work with TRU – the students are bussed in – and have individual shadowing which hopefully will entice them – what are the basics they should have as “everything is absorbed like a sponge”
Comment Scott: Stated the biggest struggle is money
Question Debbie: How do you decide where you are eligible to travel to?
Answer Scott: Next year the conference is in Kamloops – it would be great having some of you participating at our yearly conference which is usually 2 days
Question Debbie: As a recommendation what do you suggest to students?
Answer Scott: Go where you’re happy to go to school – recommend TRU so you can still live at home (which is more economical) – but is you’re anxious to get on your own, going to another institution is OK (whatever makes sense) – but going to TRU is most sense and CTC pays for the program

SPECIAL PRESENTATION by Diane Evans and Dennis Green ITA/ITO News
Power point presentation (forwarded to Debbie Shore) is in the attachment
A question was presented – “How can this advisory support you”
Diane’s response: Some of my training programs engage with industry groups
Question Debbie: We’ve gotten use to go2hr to be working with ITO – how are we going to maintain this arrangement with GO2. It is a healthy working relationship. Who will pay for this?
Answer Dennis: They’re pretty entrepreneurial looking as these requirements as a priority – the end goal is to be strategic
Question from Debbie: Is that (online gap training and PC curriculum) owned by the ITA? So with the entrepreneurial piece, I should assume there should be a fee for that? How will that be laid out?
Answer Dennis: They are expecting us to bring back all the questions to address at ITA
Answer Pat: We had a lot of costs that we’ve not thought of _______________?? - my viewpoint, there isn’t capacity to put in the time and to sustain _________________??
Question Gilbert: All the learning guides sold have a fee for updating content. If we contract out – there was a pot of money at the Ministry – suggest this should be mentioned to the Ministry
Answer Dennis: Other learning guides have the ________________?? - other jurisdictions don’t necessary have ________________?? - Alberta has the ________________?? - can it be both _________________?? Yes.
Answer Diane: We can collaborate and work together using people’s strengths to do the necessary adjustments and edits - it’s good at the end of the day and ITA supports it
Comment Pat: Something paid by the tax payers money should be public
Comment Bruce: So you deal with private institutions?
Answer Dennis: Yes, only if they pay for what they use ITA’s for it
Question Dennis T: What they use ITO’s for - we want to articulate that our school fits in with the mandate of other schools
Special Presentation continued - Practical Assessments:
Comment Dennis: I plan to get out to as many schools as I can – if any of you are having a practicum please let me know
Grading of the practical assessment – everyone is happy but the _________________?? - there’s a feeling to wait for the quality there is _________________?? - I need your feedback of the mark that goes into it
PC3 – Practical assessment – Recording Sheet Professional Cook – last page ________?? combine _________________??
Comment from Debbie: When marking – there is sometimes more than one competency being marked
One box __________??
Another box _____________??
Time is a performance box
Answer Dennis: The last page will be out of 10 not 30
Question Gary: How many come back for their performance?
Answer Debbie: Give them notice that it will be pass or fail

More discussion amongst the groups included: how to we assess if a dish comes in 10 minutes late; or if the student mentions that the dish will be certain amount of time late (eg . 5 minutes), this has to be clarified; for these reasons we might give a pass or failure; concerning desserts, some criteria don’t comply; if we write down what time the plate is served, if it’s on the form we have some consistency;
servable product doesn’t have any, and if the temperature is unacceptable (especially if the dish was chicken) is it a failure; Linda commented if a plate is going to be late it better be good; what are the agreeable limits?

Answer Dennis: We can adjust the marking to clarify timing - no more than 15 minutes in your work plan – there has to be time frame allowances

Answer Linda H.: Really breaking it down you may fail one item, but that doesn’t mean you’re going to fail whole exam or program

Comment Pat and Gilbert: The system must be user friendly – we have to trust the professionals with their decision making

Comment Diane: We’ve had an appeal on cook – if there are 100 eyes am I able to justify the decision – a year later you will be struggling to remember the details behind the decision that was made – minimizing, if 100 eyes observed, would I justify the decision? – it has to be consistent in the decision with the mark. Record with photos

More comments within the group: Have more of the criteria where TIME is one of them; bread making; meats, sauces, entrees; new menus; blueberry muffins; eggs benedict; we shouldn’t be changing the menus, not consistent; if there is a different menu, there maybe a problem if there is an appeal; buying in specific skills might result in budget restraints

Answers Dennis: For specific recipes I will be happy to do a draft and roll it out to everyone; buying in certain skills and budget restraints, there will definitely be some discussions on that

More comments within the group: If there is specific skills included, then we shouldn’t make changes; we need to keep some variety in the menu’s; we should have 12-15 menu’s so all recipes balance out within the program requirements; there should be a list of definitions for the program(s); some of us use the same menu’s for budgetary reasons

Answers Dennis: PC1, PC2 and PC3 menus’ – these are things we are going to work on over the year; Dennis also stated “I’ll do “ (I never got the rest of his statement)

Continued SPECIAL PRESENTATION by Dennis Green – Gap / Upgrade / Refresher Training

(An overhead presentation – I asked Dennis to forward it to me for the minutes ... to date I have not received it)

Welcome to the go2hr Totara Site - same information as in the application package

Re-evaluate to the their learning

If you work with moodles, it’s very easy to access this

Check lists and lessons are all accessible, including videos and quizzes – the outcome shows the student where they are at and what they need to improve on

Starting out you do an assessment to see where you are at – each certification has a review

Position framework – from list of competencies you build your own goals

Developed for corporate training

Plus it links to existing materials

Comment from Debbie: I am under the impression that we will all be teaching the same information! If it’s all there I don’t understand why we can’t all use it to do the theory competencies? Is this something we all agree on – going toward the end result of passing exams?

Answer Dennis: Anyone who applies to challenge – we’re not supporting it for this year – it’s not expensive – blended learning to be used as a support tool – can use it as a teaching tool and support it with a video - monitor students pace and log book entries - opportunity to scale ability - do practical after all modules are complete - if someone fails, they can have access to their modules

Continued comments from Dennis: Limited access to your group – if you want to try it out please send a request to Linda – If you want access, we’ll give you access
Practice test are exactly laid out as PC1, PC2, PC3 and Red Seal
Export results and grade marking into moodle

Comment Debbie: It would be good for me to have a training day, IT training, learning centre – are they going to be offered before this becomes available? Training and test results will show students where they went wrong.

Comments Dennis: If there are points that need to be addressed by us as a group – we are presenting this next week and need to talk further about it – we need to have agreement amongst all – we’re not working along trying to write this ourselves

Question Debbie: Students don’t like workbooks, plus it’s a revenue strain on some
Answer Dennis: There will be a small access fee, students will possibly pay $40

Question Debbie: What happens if they graduate from PC1 and PC2, how are they going to have continued access
Answer Dennis: This is a strategy question, everyone should have access through all stages of their education - right now it’s only available to public institutions who utilize ITA

Comment Linda: I have a report to do for this meeting – I am incredibly impressed with the responses – the ability to apply this tool with the trades is remarkable

Comment Diane: This group has contributed tremendous input to make this happen

ISSUES CARRIED OVER:

Question Dennis T: Regarding book access – will there be anything new to share with our students?
Answer Dennis: It’s all in there, Gilbert has done an outstanding job, may need a little cleaning up – dedicated items – how do you envision accessing this new access?
Answer Gilbert: There will be a formation of a Test Bank, requesting that all questions be lined up – plans to build the bank to 5000 questions, not the same and some challenging

Comment Tony: I’ve been building a test bank at CNC

Comment David: Had a student access bank to challenge PC___?? When doing apprenticeship must have 75% results – time needs to be spent on theory

Comment Diane: These are guidelines

Comment Dennis: Sometimes there is too much information for some recipes – need strategies for what we’re planning

Comment Debbie: I was in a meeting where we want you to do practical, BUT we need to do this ??

Comment Gilbert: Doing well in practical but not as good in theory ________________??

Comment Dennis: It used to be 50/50 with practical and theory – practical needs more weight – can’t have someone who is inadequate in one, result can’t be Red Seal

Comment Tony: I had a student who had 69%, going back to someone who can do the practical jog but can’t do text taking – we penalizing this person

Comment Pat: In Welding, you can get 65% on practical and have never done any theory

Comment Gilbert: Students have to do really bad in practical – is their knowledge __________ ?? – 50/50 makes more sense

Comment Christine: Welding is happy the system is now in place; in other programs instructors give high in school, to be in blend you have to be close to the 70% mark

To Dennis’s point regarding people who can’t pass exams, it’s more than passing a test, the is the end result is working toward the Red Seal

Comment Gilbert: A lot has to do how we deliver, PC2 delivery by different lecturers had varying marks – online has a lot of value

Comment Christine: Students are changing all the time and instructors have to be doing the same
Comment Gilbert: During the learning guide they are assessed, 2nd part is filled with quizzes and block tests

Comment Dennis T: I like it, but some students are not motivated, what do we do with these students?

Comment Gilbert: I you don’t learn that block, give them one more time to do it – in most cases they will do it – if they don’t they’re out

**ACADEMIC PROBATION** is a good tool to get everything done

There will be no more lectures in the classroom, student will do their theory on their time, then when they come to class they will be working at the station they were targeted for

Debbie asked: Is there anything else to discuss?

Question Colin to Dennis G: What is the industry thinking?

Answer Dennis G: We’re still have to work with industry – we are mentoring the employers who are interested – we are putting our energy in with those who want to participate and work collectively – for those out there who don’t want any part of this, we’re not going to be involved with them

There will be values we can all collectively agree on – but some may need to have other values for this to work for them

Comment Gilbert: I’ve had some contact with those involved with unions – is there a way to discuss apprenticeships with unions? As an exam there are ________________?? but not guaranteed a job

Comment Pat: The trades ________________?? It’s driving the standard

Comment Tony: There has to be on going incentives for businesses to utilize apprentices – 80% of incentives go to 10% of the ________________??

Comment Diane: There is going to be a condition of contracts to accept apprenticeships

Comment Dennis T: First Nations have access to monies for apprenticeships – everyone should have the same opportunities

Comment Linda: There are funds to employers available for the first 2 of 24 months of apprenticeship

Comment Ed: Apprenticeship Grant – if TRU sponsors can the employer still access funds - if the student is registered as an apprentice YES they can claim it

Comment Diane: Meat Cutters are eligible for $4000 for completing 1st and 2nd sessions ??
LOCATION AND DATE OF NEXT MEETING: Christine moved the next meeting be in Cranbrook, Gary seconded the motion – date will be advised

Christine moved that Debbie remain as Chairperson because she is doing such a great job and it establishes continuity - seconded by ________________??

Gilbert moved to adjourn the meeting – seconded by Tony