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-   SHORT COURSE CERTIFICATION-APPLICATION FORM

-   Please adjust the size of the tables at your convenience

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-    Formal Data

- Name of the short course (language of the economic region)	- "Fruit and vegetable juices"
- Name of the short course (English)	- "Fruit and vegetable juices"
- Contact person - - E-mail - - Telephone number - - Fax	- Prof. Frank Will Frank.will@hs-gm.de - 0049 6722502313
- Web address (of the course provider)	- https://www.hs-geisenheim.de/personen/person/337/
- Start date of short course	- 24th April 2018
- Length of course (days/hours)	- 2 days / 17 hours
- Fees / charges to delegates	- 1000 THB

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  - 2. The rationale of the programme

- Educational objectives (brief statement) and Learning Outcomes (LO)	- Processing of fruit and vegetable matrices for beverage production - LO: Fruit and vegetable processing operations, production of semi-finished products
- Programme outcomes (consistency with the objectives, consistency with general outcomes such as knowledge, competences and personal skills)	Attendants are excepted to gain knowledge of: - State of the art for fruit and vegetables juice processing of european raw materials - EU law and regulation for the fruit juice industry - Food safety and quality assurance for fruit juice - Innovative ingredients for fruit based beverages - Waste utilization for the fruit juice industry

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  - 3. Educational Process

- Overview of the syllabus	Post harvest storage, washing, sorting, process technology for juices and purees, juice extraction, clear/cloudy juices, enzyme technology, mash treatment, clarification and stabilization, degassing, pasteurization, sterilization, evaporation, aroma recovery, storage of the different products
- Learning and assessment (methods of assessment of LO as in Section 2.)	No assessment of the learnings is performed
- Alignment matrix with European Qualification Framework - (see Annex I)	LEVEL 2

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  - 4. Resources

- Teaching and support staff (names, qualifications, number, and relevant	Prof. Dr. Frank Will, HGU, (Germany) Beverage technologies (bachelor course), beverage analytics (master course), valorization of fruit

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professional experience and activities)	and vegetables (Master course) Asst. Prof. Pisit Dhamvithee, Kasetsart University (Thailand) Asst. Prof. Warapa Mahakarnchanakul, Kasetsart University (Thailand) Ms. Narissara Devakul Na Ayudhya, Brenntag Ingredients (Thailand) Dr. Pitiya Kamolpattna, Kasetsart University (Thailand)

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- 5. Quality Assurance System

- How will the success of the course objectives and outcomes be assessed? - - -	A survey has been carried out by the attendants of the course in order to assess quality of contents, lecturers and venue
- Describe the educational process. - - - -	Lectures duration ranged from 30 to 90 minutes according to the topic. At the end of every lecture there is time dedicated to questions and also discussion between participants is encouraged
Give an analysis of student results (for courses that have run previously)	No questionnaire for student was carried out so no results are available (ask Sasitorn confirmation about it)
- Give an analysis of feedback from students (for courses that have run previously) - -	Course attendants showed high satisfaction with an average evaluation: - to material provided and instructors of 4.37/5. - to contents addressed of 4.27/5 - to duration and venue of 4.3/5

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-	In particular some of the sessions were particular appreciated for the contents addressed whereas for some of the attendants room of the event was not suitable to host the course
- Give an analysis of feedback from employers (for courses that have run previously) - - -	

- 6. Supporting information about the study programme

- Indicative headings and content guidance – please consider which of these you wish use and then expand and develop.

- Context (particularly where the course has been run on several occasions) • How does it fit within the field of study or practice? What is its main purpose? • How was it developed? • How is it kept up to date?	
- Performance • What does employer / practitioner / professional body feedback reveal about the relevance of the course (where applicable) • What effects does completing the course have on the career path of the students?	Knowledge transfer, gain of basic knowledge of fruit and vegetable based ingredient and beverages
- Quality & Standards Management • How effective is the assessment strategy in supporting and demonstrating the fulfilment of the learning outcomes, and in	

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discriminating between different levels of performance?

- How effective are the processes for giving feedback to students on their progress and work?

- Has student feedback led to any changes in the course?

- Show how internal and external bodies help ensure the quality standards of the course

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- Course Design & Development

- Describe any employer / practitioner / professional body contribution to course design and their involvement in course developments.

- Explain how students have contributed to the course design and development

- How do you expect the course to develop in the next three years?

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The course will be updated based on research and studies carried out in the later years along with lecturer direct personal experience on the fruit juices sector

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- *Additional information* (Optional: please add anything that will support your application).

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- Language of the presentation

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- Annex 1. Educational Levels as Defined by the European Qualification Framework for Lifelong-learning

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- Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.	- KNOWLEDGE - In the context of EQF, knowledge is described as theoretical and/or factual.	- SKILLS In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	- COMPETENCE In the context of EQF, competence is described in terms of responsibility and autonomy.
Level 1	- Basic general knowledge	- Basic skills required to carry out simple tasks	- Work or study under direct supervision in a structure context
Level 2	- Basic factual knowledge of a field of work or study	- Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	- Work or study under supervision with some autonomy

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- Level 3 - (Equivalent to school leaving qualifications, eg UK A-levels)	- Knowledge of facts, principles, processes and general concepts, in a field of work or study	- A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	- Take responsibility for completion of tasks in work or study Adapt own behaviour to circumstances in solving problems
- Level 4 - (Equivalent to first cycle, certificate level)	- Factual and theoretical knowledge in broad contexts within a field of work or study	- A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	- Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

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| Level 5

(Equivalent to first cycle, diploma level) | - Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge | - A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems | - Exercise management and supervision in contexts of work or study activities where there is unpredictable change

Review and develop performance of self and others |

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- Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.	- KNOWLEDGE - In the context of EQF, knowledge is described as theoretical and/or factual.	- SKILLS In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	- COMPETENCE In the context of EQF, competence is described in terms of responsibility and autonomy.
Level 6 - (Equivalent to first cycle, Bachelor's degrees)	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	- Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups

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Level 7 (Equivalent to second cycle, Master's degrees)	- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	- Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches Take responsibility for contributing for professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8 - (Equivalent to third cycle, doctorates)	- Knowledge of the most advanced frontier of a field of work or study and at the interface between fields	- The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	- Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

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