

SHORT COURSE CERTIFICATION-APPLICATION FORM

Please adjust the size of the tables at your convenience

Formal Data

Name of the short course (language of the economic region)	ข้อกำหนดและมาตรฐานสำหรับเครื่องดื่ม
Name of the short course (English)	Regulations and Standards for Beverages
Contact person - E-mail - Telephone number - Fax	<ul style="list-style-type: none">• Assistant Professor Dr.Kriskamol Na Jom• kriskamol.n@ku.ac.th• Tel. +66-2562-5020 ext.5219• Fax. +66-2562-5021
Web address (of the course provider)	https://www.sea-abt.eu/ http://agro.ku.ac.th/department.php?dep_id=3
Start date of short course	June 2019
Length of course (days/hours)	2 days
Fees / charges to delegates	52.50 Euro (2,000 Baht)

2. The rationale of the programme

Educational objectives (brief statement) and Learning Outcomes (LO)	To introduce a common overview of beverage laws, regulations, policies and regulatory systems in various jurisdictions domestic and international similarities and differences that govern beverage regulation worldwide and the application of key principles of beverage laws and regulations to the beverage industry.
Programme outcomes (consistency with the objectives, consistency with general outcomes such as knowledge, competences and personal skills)	<p>Participants are able to</p> <ul style="list-style-type: none"> • Understand both domestic and international laws and regulations related to beverages. • Search related websites and documents to locate information correlated to laws, standards and regulations related to beverages. • Apply knowledge of relation while developing new beverage products or seeking the approval of new beverage products.

3. Educational Process

Overview of the syllabus	<ul style="list-style-type: none"> • Introduction to beverage regulation by Thai FDA • An Overview of Beverage Laws and Regulation in Thailand • The Labeling of Beverage Products in Thailand • Issues Related to Beverage in International Regulation and International Regulatory Agencies • The Importation and Exportation of Beverage • Codex Standard for Beverage Products • FSMA and the US Regulation for Beverage • EFSA and EU Legislation for Beverage • Japanese and Chinese Laws and Regulation for Beverage Products
Learning and assessment (methods of assessment of LO as in Section 2.)	<p>- Lectures and group workshop</p> <p>- Written test by online application (Kahoot) and oral presentation of assignment (Workshop)</p>
Alignment matrix with European Qualification Framework (see Annex I)	<p>Level 5 (Equivalent to first cycle, diploma level)</p> <p>Comprehensive, specialised, factual and theoretical</p>

	<p>knowledge within a field of work. Comprehensive range of cognitive and practical skills required to develop creative solutions. Exercise management and supervision in contexts of work.</p>
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4. Resources

<p>Teaching and support staff (names, qualifications, number, and relevant professional experience and activities)</p>	<p>Dr. Kriskamol Na Jom, A lecturer of the course “Food Standards and Regulation” at Department of Food Science and Technology, Faculty of Agro-Industry, Kasetsart University</p> <p>Ms. Narumon Chatsa-nga, Head of Devison of Post-Marketing, Bureau of Food, Thai FDA</p> <p>An Expert from Department of Agriculture, Ministry of Agriculture and Co-operatives</p> <p>Experts from Industry Responsible for Audit i.e. Pepsi-Cola (Thailand) Trading Co, Ltd., Thainamthip Co, Ltd.</p>
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5. Quality Assurance System

<p>How will the success of the course objectives and outcomes be assessed?</p>	<p>Written examination (Quiz by online) and a small workshop.</p>
<p>Describe the educational process.</p>	<p>Intensive course as a module programme by lecture, group discussion, experience sharing, workshop, presentation and online-test.</p>
<p>Give an analysis of student results (for courses that have run previously)</p>	<p>100% pass the test and all are able to present regulation and standard related to beverage products that are assigned in each group.</p>

Give an analysis of feedback from students (for courses that have run previously)	Overall agree with satisfaction in the contents, materials, instructors, workshop, duration and venue.
Give an analysis of feedback from employers (for courses that have run previously)	<ul style="list-style-type: none"> - By interview. - Overall satisfaction. - Agree to allow other employee to participate next time.

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.

<p>Context (particularly where the course has been run on several occasions)</p> <ul style="list-style-type: none"> • 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? 	<p>New issue of law, standard and regulation for beverages both national and international would be guideline and approved by experts from related organization. The content in the course would always update to participants at the class every year.</p>
<p><i>Performance</i></p> <ul style="list-style-type: none"> • 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? 	<p>By interview, participants understand the process to apply products to FDA administration and what they should concern about the products. Participants of the course would have idea and concern about the product. Moreover, they have inspiration to produce premium products with high standard to meet requirement of FDA.</p>
<p><i>Quality & Standards Management</i></p> <ul style="list-style-type: none"> • How effective is the assessment strategy in supporting and demonstrating the fulfilment of the learning outcomes, and in discriminating between different levels of performance? 	<p>Workshop, group discussion and oral presentation could be evaluated. Participants could give their idea and discussed with the group and found the</p>

<ul style="list-style-type: none"> • 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 	<p>best solution of their problem or question. By oral presentation, performance of each group and participants could be differentiated and evaluated.</p> <p>Questionnaire from participants after the course shows agreement and satisfaction of the course. However, some more issues of international law and regulation related to beverage products should be added to the content.</p>
<p><i>Course Design & Development</i></p> <ul style="list-style-type: none"> • 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? 	<p>Stakeholder roundtable has been done to design the content of the process and content of this course. The content of the course and activities in the class has to be update and active every year.</p>
<p><i>Additional information</i> (Optional: please add anything that will support your application).</p>	

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

<p><i>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.</i></p>	<p>KNOWLEDGE In the context of EQF, knowledge is described as theoretical and/or factual.</p>	<p>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).</p>	<p>COMPETENCE In the context of EQF, competence is described in terms of responsibility and autonomy.</p>
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
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
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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<p>Level 6 (Equivalent to first cycle, Bachelor's degrees)</p>	<p>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</p>	<p>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</p>	<p>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</p>
<p>Level 7 (Equivalent to second cycle, Master's degrees)</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Level 8 (Equivalent to third cycle, doctorates)</p>	<p>Knowledge of the most advanced frontier of a field of work or study and at the interface between fields</p>	<p>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</p>	<p>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</p>