

## 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)	การจัดการความปลอดภัยอาหาร: แนวทางปฏิบัติงานสำหรับอุตสาหกรรมเครื่องดื่ม
Name of the short course (English)	Food Safety Management: A Practical Guideline for The Beverage Industry
Contact person - E-mail - Telephone number - Fax	<ul style="list-style-type: none"><li>• Assistant Professor Dr. Warapa Mahakarnchanakul</li><li>• fagiwpm@ku.ac.th</li><li>• Tel. +66-2562-5020</li><li>• Fax. +66-2562-5021</li></ul>
Web address (of the course provider)	<a href="https://www.sea-abt.eu/">https://www.sea-abt.eu/</a>  <a href="http://agro.ku.ac.th/department.php?dep_id=3">http://agro.ku.ac.th/department.php?dep_id=3</a>
Start date of short course	December 2017
Length of course (days/hours)	1 days
Fees / charges to delegates	Free

## 2. The rationale of the programme

Educational objectives (brief statement) and Learning Outcomes (LO)	To introduce a significant microorganism associated with beverage, outbreaks and case studies in beverage, hygiene design in term of beverage processing, inactivation of microorganism by processing in beverage industry and sanitation in 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"> <li>• Understand how significant microorganism associated with beverages.</li> <li>• Search related websites and documents to find outbreaks cases in beverages.</li> <li>• Discuss hygiene design, inactivation of microorganism by processing and technology and sanitation in beverage industry</li> </ul>

## 3. Educational Process

Overview of the syllabus	<ul style="list-style-type: none"> <li>• Outbreaks Cases in Beverage due to Foodborne Pathogen</li> <li>• Processing in Beverage: Hygiene Design and the Inactivation Process of Microorganisms</li> <li>• Sanitation in Beverage Process Plant and the Important of Cleaning/Sanitizing</li> <li>• Food Safety Management in Beverage</li> </ul>
Learning and assessment (methods of assessment of LO as in Section 2.)	<p>- Lectures and group discussion</p> <p>- Answer question and Oral presentation</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 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>

## 4. Resources

Teaching and support staff (names, qualifications, number, and relevant	Dr. Warapa Mahakarnchanakul, A lecturer of the course Food safety and HACCP at Department of Food Science
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<p>professional experience and activities)</p>	<p>and Technology, Faculty of Agro-Industry, Kasetsart University</p> <p>Dr. Pitiya Kamonpatana, A lecturer of the course Food innovation at Department of Food Science and Technology, Faculty of Agro-Industry, Kasetsart University</p> <p>Dr. Kullanart Tongkhao, A lecturer of the course Food safety, Food hygiene and HACCP at Department of Food Science and Technology, Faculty of Agro-Industry, Kasetsart University</p> <p>Dr. Sudsai Trevanich, A lecturer of the course Food hygiene and sanitation at Department of Food Science and Technology, Faculty of Agro-Industry, Kasetsart University</p>
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### 5. Quality Assurance System

<p>How will the success of the course objectives and outcomes be assessed?</p>	<p>Oral quiz, group discussion and a short presentation.</p>
<p>Describe the educational process.</p>	<p>Intensive course as a module programme by lecture, case study, group discussion, presentation and quiz.</p>
<p>Give an analysis of student results (for courses that have run previously)</p>	<p>100% pass the quiz and all are able to discuss and present case study related to food safety management in beverage industry.</p>
<p>Give an analysis of feedback from students (for courses that have run previously)</p>	<p>Overall agree with good satisfaction in the contents, materials, instructors, workshop, duration and venue.</p>

<p>Give an analysis of feedback from employers (for courses that have run previously)</p>	<ul style="list-style-type: none"> <li>- Overall agree with good satisfaction.</li> <li>- Agree to allow other employee to join the training next time.</li> </ul>
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## 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"> <li>• How does it fit within the field of study or practice? What is its main purpose?</li> <li>• How was it developed?</li> <li>• How is it kept up to date?</li> </ul>	<p>Significant microorganism associated with beverages and outbreaks cases in beverage due to foodborne pathogens would be described and discussed. Process design and sanitation in beverage industry would be mentioned and issued. The case study in the course would update to participants every year.</p>
<p><i>Performance</i></p> <ul style="list-style-type: none"> <li>• What does employer / practitioner / professional body feedback reveal about the relevance of the course (where applicable)</li> <li>• What effects does completing the course have on the career path of the students?</li> </ul>	<p>By quiz, participants could answer key point of the problem. Participants would have idea and concern about food safety and sanitation in beverage industry. In addition, participants could apply technology for inactivation microorganism in beverage production line.</p>
<p><i>Quality &amp; Standards Management</i></p> <ul style="list-style-type: none"> <li>• How effective is the assessment strategy in supporting and demonstrating the fulfilment of the learning outcomes, and in discriminating between different levels of performance?</li> <li>• How effective are the processes for giving feedback to students on their progress and work?</li> <li>• Has student feedback led to any changes in the course?</li> <li>• Show how internal and external bodies help ensure the quality standards of the course</li> </ul>	<p>Group discussion and short presentation of case study could be evaluated. Participants could give their idea and discussed with the group and found the best solution of problem or question. Performance of each group and participants could be differentiated and evaluated.</p> <p>Questionnaire from participants after the course shows agreement with good satisfaction of the course.</p>

<p><i>Course Design &amp; Development</i></p> <ul style="list-style-type: none"><li>• Describe any employer / practitioner / professional body contribution to course design and their involvement in course developments.</li><li>• Explain how students have contributed to the course design and development</li><li>• How do you expect the course to develop in the next three years?</li></ul>	<p>Stakeholder roundtable has been also done to design the content of the process as well as the content of this course. Activities, new issues and case study mentioned in the class have to be updated annually.</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><b>KNOWLEDGE</b> In the context of EQF, knowledge is described as theoretical and/or factual.</p>	<p><b>SKILLS</b> 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><b>COMPETENCE</b> 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

<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><b>KNOWLEDGE</b> In the context of EQF, knowledge is described as theoretical and/or factual.</p>	<p><b>SKILLS</b> 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><b>COMPETENCE</b> In the context of EQF, competence is described in terms of responsibility and autonomy.</p>
<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>