

**City University of Hong Kong
Course Syllabus**

**offered by Department of Department of Infectious Diseases and Public Health
with effect from Semester B 2020 /2021**

Part I Course Overview

Course Title: Introduction to Food Safety

Course Code: VM 2104

Course Duration: 1 semester

Credit Units: 3 credits

Level: B2

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Completion of Year 1 courses with C grade or above
(Course Code and Title)

Precursors: One Health VM 2001
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course prepares veterinary students to understand the complex nature of food production from farm to the fork, including seafood production. It also provides an overview of the multidisciplinary nature of the food industry and food production systems, whilst emphasising food hygiene and quality and food security. The transport and handling of cattle, sheep, pigs, poultry and fish will be covered as well as basic welfare issues in relation to these practices. The course will also cover slaughter techniques, (including ritualistic slaughter), meat inspection, slaughterhouse operation, data collection and tracking of animals.

The students will become familiar with the microbiology and epidemiology of food-borne pathogens and intoxications and how these enter or can be prevented from entering the food chain. The course introduces the principles of sanitation, food production, food processing, food transportation and related quality assurance practices regulations. Global food issues such as food sustainability, agro-terrorism, drug residues, and animal identification will be discussed as well. Food safety issues concerning milk production, processing, transport and storage, will also be addressed.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Explain how safe food is produced, processed, transported, stored and displayed in order to be able to advise on public health and food safety (RCVS).	25%	✓	✓	
2.	Evaluate <i>ante mortem</i> -, slaughtering and <i>post mortem</i> inspection in food-producing animals, in order to assess animal health and welfare and identify conditions affecting the quality and safety of products of animal origin and exclude those animals that are unsuitable for the food-chain (RCVS, OIE).	30%	✓	✓	
3.	Assess the microbiology and epidemiology of major food-borne infections and intoxications in order to plan and design a food safety investigation.	30%	✓	✓	
4.	Analyse global food issues such as food security, sustainability, trade and agro-terrorism in order to hypothesize future impacts on food security and safety and propose recommended prevention strategies.	15%	✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Introduction to food safety from farm to the fork	✓	✓	✓	✓			1 hr/wk
Tutorials	Problem based food safety investigation	✓	✓	✓	✓			1 hr/wk
Field Trips *	Observation of the food industry in action including slaughterhouses	✓	✓	✓	✓			4 hrs/4 times
Presentations and group workshops	An opportunity to selectively develop an issue and discuss how food safety/security will be affected in the next few decades	✓	✓	✓	✓			1 hr/wk

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: <u>50%</u>							
Food safety investigation	✓	✓	✓			25%	
Ante-mortem and post-mortem inspection of food producing animals	✓	✓	✓			25%	
Examination; (duration: 2hours)	✓	✓	✓	✓		50%	
* The weightings should add up to 100%.						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C)	Failure (F)
1. Food safety investigation	Able to plan, get history, suggest testing methodology and test hypotheses	Displays high competency in developing a plan and carrying out a food safety investigation	Displays good competency in developing a plan and carrying out a food safety investigation	Displays competency in developing a plan and carrying out a food safety investigation	Lacks competency in planning, developing or carrying out a food safety investigation
2. Ante-mortem and post-mortem inspection of livestock	Able to complete an ante and post-mortem inspection in livestock	Displays high competency and familiarisation with inspection of live and slaughtered animals	Displays good competency and familiarisation with inspection of live and slaughtered animals	Displays competency and familiarisation with inspection of live and slaughtered animals	Lacks competency or familiarisation with inspection of live and slaughtered animals
3. Final Exam	Able to demonstrate knowledge and understanding of public health and food safety (AVBC)	Displays a high level of knowledge and understanding of public health and food safety	Displays a good level of knowledge and understanding of public health and food safety	Displays a competent level of knowledge and understanding of public health and food safety	Lacks a competent level of knowledge and understanding of public health and food safety

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Food safety, ante-mortem, post-mortem, slaughterhouse, foodborne illness, foodborne pathogen, outbreak investigation, epidemiology, animal welfare, global food security

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Christine Dodd, Tim Aldsworth, Richard Stein (2017). Foodborne diseases.32 nd edition. Academic Press.
2.	Practical Food Safety: Contemporary Issues and Future Directions. 1st Edition. Wiley Blackwell
3.	Gracey's meat hygiene. 11 th edition. Wiley Blackwell

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	None
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