City University of Hong Kong
Course Syllabus

offered by Department of Infectious Diseases and Public Health
with effect from Semester A 2019/20

Part I Course Overview

Course Title:	Food Safety and Regulation
Course Code:	VM 3003
Course Duration:	1 semester
Credit Units:	3 credits
Level:	B3
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Completion of Year 2 courses with C grade or above
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

An introduction to the principles of food safety regulation and national legal frameworks as part of an effective and efficient food control mechanism. A working knowledge of the concept of farm to fork, the responsibilities of primary producers, wholesalers, retailers and the consumer will also be covered. This includes governance of the entire supply chain from animal feed to veterinary drugs to animal disease. Veterinary public health and its veterinarians' responsibilities and relevance with regards to the production of safe food will be emphasised, and the roles in industry of regulation and certification of animals and animal products.

This course then prepares veterinary students to apply risk assessment principles as applied to food safety systems. Risk analysis frameworks and regulatory decision making, HACCP and evaluation of control parameters and methodology at critical control points, validating and auditing the effectiveness of critical control points, critical limits, monitoring tools, corrective action procedures, recordkeeping, verification procedures and certification in addressing biological, chemical and physical hazards that may be present in food products.

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.	Knowledge of and understanding of the legislative environment with regards to food, including how food legislation is constructed, and the stakeholders involved in food regulation (AVBC).	20%	✓		
2.	Knowledge of understanding of on-farm food safety practices such as farm to fork principles such as animal feed safety, drug residues, animal health and including areas where veterinarians have a responsibility and their role in conjunction with physicians, public health practitioners and risk analysts. (OIE).	45%	✓	✓	
3.	A working knowledge of the principles of risk analysis and how it can be applied in the context of food production, drug residues, animal disease and other related veterinary services (OIE).	25%		✓	✓
4.	A working knowledge of the principles of HACCP in the context of food safety production.	10%		✓	✓
** If weighting is assigned to CILOs, they should add up to 100%.*		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 regulation, risk analysis and HACCP	✓	✓	✓	✓			1 hr/wk x 11 wks
Tutorials	Problem based food safety case involving the drafting of new regulations to control a novel type of food product.	✓	✓	✓	✓			1 hr/wk x 11 wks
Field Trips	Observation of the food industry in action including HACCP	✓	✓	✓	✓			2hrs /trip x 3 trips
Presentations and group workshops	An opportunity to selectively develop an issue and discuss how food safety regulation will develop in the future.	✓	✓	✓	✓			1 hr/wk x 11 wks

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: 50%						
Food safety regulation drafting for novel food type including application of HACCP	✓	✓	✓	✓	20%	
Field trip to food producing companies to observe HACCP	✓	✓	✓	✓	15%	
Presentation of future developments in the food safety regulation arena	✓	✓	✓	✓	15%	
Examination: 50% (duration: 2 hours)						
** 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. Understanding of risk analysis and HACCP and how it can be applied to a novel food stuff such as GM meat	Able to apply fully the principles of risk analysis and HACCP in minimising the risk of food products to public health	Will display high competence in applying principles of HACCP and risk analysis in a public health situation	Will display good competence in applying principles of HACCP and risk analysis in a public health situation	Will display adequate competence in applying principles of HACCP and risk analysis in a public health situation	Will display poor competence in applying principles of HACCP and risk analysis in a public health situation
2. Observing a food production line and identifying critical control points and other aspects of food safety regulations	Able to fully identify the critical control points and show a sound grasp of food regulation principles	Shows very good competence in understanding HACCP and regulation both in theory and in practice	Shows good competence in understanding HACCP and regulation both in theory and in practice	Shows competence in understanding HACCP and regulation both in theory and in practice	Shows poor good competence in understanding HACCP and regulation both in theory and in practice
3. Food Safety regulation and future trends	Able to competently understand how food safety is regulated and how future trends will impact upon this system of regulation	Displays high competence understanding how food is regulated and shows awareness of trends in food safety	Displays good competence understanding how food is regulated and shows awareness of trends in food safety	Displays acceptable competence understanding how food is regulated and shows awareness of trends in food safety	Displays low competence understanding how food is regulated and shows awareness of trends in food safety
4. Final exam	Have obtained an understanding of the scientific principles of HACCP and Risk Analysis and how food safety is regulated and changing in today's world	Have obtained an excellent understanding of the scientific principles of HACCP and Risk Analysis and how food safety is regulated and changing in today's world	Have obtained a good understanding of the scientific principles of HACCP and Risk Analysis and how food safety is regulated and changing in today's world	Have obtained an understanding of the scientific principles of HACCP and Risk Analysis and how food safety is regulated and changing in today's world	Have obtained a poor understanding of the scientific principles of HACCP and Risk Analysis and how food safety is regulated and changing in today's world

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.)

HACCP, risk analysis, food safety, regulation

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.	Eds Dreyer et al. *Food Safety Governance: Integrating Science, Precaution and Public Involvement.*
2.	Hubbert et al. *Food Safety and Quality Assurance: Foods of Animal Origin.*
3.	David Vose. *Risk Analysis: A quantitative guide.*

2.2 Additional Readings

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

1.	None