Course Handbook
MSc Food Safety Management
Academic Year 2020/21
Course Leader: Dr Brigit Ramsingh
School of Sport and Health Sciences

Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School.

This applies to the materials in their entirety and to any part of the materials.
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1. **Welcome to the course**

We would like to welcome you to the School of Sport and Health Sciences and the International Institute of Nutritional Sciences and Applied Food Safety Studies (iINSAFSs) within the Division of Sport, Exercise & Nutritional Sciences. More specifically, welcome to the MSc Food Safety Management suite of eLearning programmes. To those students who are returning to the University, we hope that you have had a good break and are looking forward to the programme of study that awaits you. To those students who are just starting their studies, a warm welcome on behalf of the course team.

It is important for anyone developing their career in the food sector to ensure they are appropriately informed and trained in all aspects of food safety management. This unique suite of courses is designed to meet the needs of food safety professionals and is delivered completely by eLearning. This exciting and innovative approach to course delivery offers flexible opportunities for knowledge, skills and experience acquisition whilst progressing continuing professional development at postgraduate level.

The courses and modules which form the Food Safety Management programmes have evolved in response to the global need to improve the safety of food and water to assure public health. They were developed to assist professionals working in all related areas of food hygiene, safety and control including technical and quality assurance related roles as well as enforcement, consultancy and analytical professions. The programmes accentuate and emphasise the development and utilisation of transferable skills and the application of knowledge and theory to practice.

The purpose of this handbook is twofold. First, it aims to address many of the administrative questions that you may have during the early stages of the course. This may relate to enrolment or registering for the appropriate number of modules. Secondly, it addresses many academic issues including the modules that are available during each stage of the course and on the various sub-programmes. This handbook should be used alongside other university guides and should be kept in a safe place.

From past experiences, the first few weeks of a new programme of study are enjoyable but can also be confusing. As a team of academics and administrators, we are here to help. The Administrators can be contacted on sstoacademicadminist@uclan.ac.uk and can assist you in all administrative matters and help you to contact your Course Leader or Personal Tutor.

The School is very proud of its MSc Food Safety Management suite of courses and a team of dedicated and enthusiastic staff will be in charge of teaching. In return we expect the highest levels of motivation and commitment from our students.

We would like to take this opportunity to wish you the very best in your studies.

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**Dr Brigit Ramsingh**
Course Leader

**Prof Carol Wallace**
Food Safety Research Lead

**Dr Jan Soon**
Lecturer
1.1 Rationale, aims and learning outcomes of the course

Food safety management is the use of practices, procedures and processes which are designed to prevent or reduce the contamination of food in order to avoid harm to the consumer. Food safety legislation in the UK and many other countries supports consumer protection with regard to food safety, requiring that all food intended for human consumption should be safe to eat, so that it does not injure health. An integrated approach is necessary to ensure food safety from the place of primary production up to and including placing on the market and on the plate (“from farm to fork”) and this means that control measures aiming to eliminate, reduce and/or prevent food safety hazards should be applied at different locations along the food chain to assure food safety.

The internationally agreed approach to food safety control is based on the HACCP (Hazard Analysis Critical Control Point) System, which specifies and defines how food safety hazards should be controlled in a food operation. HACCP forms a cornerstone on any food safety management programme and, together with supporting Prerequisite Programmes, Management Practices, Safe food Design and an appropriate Organisational Culture, gives businesses the tools they need to make sure their food products are safe.

Course Aims

Aims of the Programme:

- To develop an understanding of the theoretical foundations and techniques used in food safety management for health and brand protection in the Global food supply chain.
- To enable students to explore and extend an extensive knowledge base and critical appreciation of the control and management of foodborne disease in a global context
- To enable students to apply the principles of food safety management to develop effective management systems for the production of safe and legal food products, thus integrating theory with practice in their own and other food-related environments.
- To provide a learning environment in which students are encouraged to achieve personal growth in terms of a wide range of transferable skills, including critical thinking and independence of thought, and communication of complex ideas to a range of audiences.

Learning Outcomes

You will have to demonstrate that you have fulfilled a range of learning outcomes specific to each module. You will be able to graduate from the programme upon the achievement of these outcomes. All learning outcomes are listed in the appropriate Module Descriptor. The learning outcomes for each programme is listed in the programme specification in section 8.1 of this handbook.

Awards

On successful completion of your course of study you will receive your target award that you chose at enrolment. Within the food safety suite of eLearning programmes, this will most often be the MSc Food Safety Management, although you may also have chosen the PG Cert in HACCP Development or the PG Dip in Food Safety Management Systems in Practice. These latter two awards are also available as exit awards for MSc students who are unable to complete their target course of study for some reason but have completed the correct modules for the PG Cert or PG Dip awards. Some students may have chosen to enrol on single module award programmes, in
which case the award would be a Cert or Advanced Cert in the appropriate module topic, e.g. the Cert in International Food Law.

1.2 Course Team

<table>
<thead>
<tr>
<th>Name and Job role</th>
<th>Role within the Course</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Stephanie Dillon</td>
<td>Independent</td>
<td>Darwin Building 202</td>
</tr>
</tbody>
</table>
| Principal Lecturer and Academic Lead Division of Sport, Exercise and Nutritional Sciences | Academic Lead | 01772 893516  
  sdillon@uclan.ac.uk |
| Dr Brigit Ramsingh Lecturer in Food Safety Management | Course Leader; Module Leader and Tutor | Darwin Building 201  
  01772 896370  
  bramsingh@uclan.ac.uk |
| Prof Carol Wallace, Professor of Food Safety Management Systems | Food Safety Research Lead; Module Tutor | Darwin Building 203  
  01772 893657  
  cawallace@uclan.ac.uk |
| Dr Jan Mei Soon Lecturer in Food Safety Management | Module Leader and Tutor | Darwin Building 203  
  01772 894567  
  jmsoon@uclan.ac.uk |
| Gordon Hayburn, Associate Lecturer | Module Tutor | gwhayburn@uclan.ac.uk |

1.3 Expertise of staff
The team involved in teaching on the programme are well qualified both academically and by their work experience. You are encouraged to read the mini biographies of staff on the University and Institute web pages and check out information about their publications. Just Click Here

1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.
Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Greenbank Building
Sport and Health Sciences
Management Business
telephone: 01772 891992/891993 email:
GreenbankHub@uclan.ac.uk

Students and the Tutors are supported by the school administrative staff in the Greenbank hub, in particular the Programme Administrators who can be contacted on:

sstoadministrator@uclan.ac.uk

The admin staff are there to help you whilst you are at University. They will try to answer most queries of a general nature, but are not Personal Tutors or Student Counsellors. Our Programme Administrator will deal with all administrative aspects of your Student Record. You should check with the Programme Administrator if you have any queries regarding your programme of study.

Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Communicating with the Course Leader, module and personal tutors, and other students is a fundamental and important part of studying in a higher education environment.

You are encouraged to maintain regular contact with members of the course team, especially your module tutors and personal tutor. This is normally the best way to deal with any academic issues and these should be dealt with as soon as they emerge.

You can arrange appointments with all members of staff. Appointments can be made via email and you can suggest your preferred method of communication, e.g. telephone, Skype or Adobe Connect/Chat. You should make sure that you have a clear agenda of what you would like to discuss in order to make sure that appointments are an effective use of time.

Information about your course will be displayed on the course discussion boards and calendar in Blackboard. Information on changes, guest lecturers, etc. is posted frequently and it is your responsibility to make sure that you are aware of the necessary information by checking for postings.
1.7 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The current External Examiner for the MSc Food Safety Management suite of eLearning programmes is Dr Richard Marshall from Bath Spa University.
2. Structure of the course

2.1 Overall structure

This section outlines the course structure and important information on the range of modules at each level is provided.

Each of the courses and levels of the MSc course consists of a number of modules. Some of these modules are single modules and have a credit rating of 20. Others are double modules and have a credit rating of 40. The teaching session for some modules is in Semester 1 while the teaching session for others is Semester 2-3. As a general rule, the food safety double modules run from January to the end of July (Semester 2-3) and the single modules run from September to January (Semester 1).

You must ensure that you register for the required modules each year depending on your target award.

Compulsory Modules
You must register for the compulsory modules that form the dominant part of the programme of study. The teaching, learning and assessments that take place within the compulsory modules form the essential aspects of the programme at each level.

Option Modules
In addition to the compulsory modules, you have the opportunity to select one of the optional modules to make up your total modules on the MSc.

Intake Points
The MSc course has intake points in both September and January so students may start with XS4019 HACCP Development (September) or XS4018 Foodborne Disease (January).
2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Year One¹

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module</th>
<th>Semester 1, 2, 3 or year long</th>
<th>Module Size</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>XS4019</td>
<td>Foodborne Disease</td>
<td>2-3</td>
<td>2</td>
<td>40</td>
</tr>
</tbody>
</table>

¹ This running order relates to the January start (PW Code programme). September starters commence their studies with XS4031 or XS4032 and move on to XS4018 in January.
XS4018 Foodborne Disease

This module explores the problem of food-borne disease in a global context, analyse its causes and identify preventative strategies. It also represents the personal skills development and planning section of the first year, introducing and developing vocational and academic skills needed to work effectively at postgraduate level and for career development following successful completion of this course. In addition to working on the technical content, you will assess yourselves and your skills development and will consider action plans for the remainder of your course.

XS4019 HACCP Development:

This module aims to enable students to develop competence in Hazard Analysis and Critical Control Point (HACCP) methodology for food safety management.

This module is also available as a stand-alone University Certificate Award.

Year 1 of the MSc is also equivalent to the PG Cert in HACCP Development Award

Year Two

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module</th>
<th>Semester 1, 2, 3 or year long</th>
<th>Module Size</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>XS4030</td>
<td>Effective Food Safety Management Systems</td>
<td>2-3</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>XS4034</td>
<td>Research Methods for Postgraduate Study</td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

XS4030 – Effective Food Safety Management Systems:

This module provides students with an understanding of the theoretical foundations and practical techniques and to develop skills necessary to effectively manage and audit HACCP-based food safety management systems, as well as considering the wider aspects of systems effectiveness such as food safety culture and training considerations.

This module is also available as a stand-alone Advanced University Certificate Award.

XS4034 – Research Methods for Postgraduate Study

This module enables students to develop their knowledge of research aims and processes so that they can critically evaluate research in preparation for individual research study in year 3.

Year 2 of the MSc is also equivalent to the PG Dip in HACCP Audit & Management Award

Year Three

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module</th>
<th>Semester 1, 2, 3 or year long</th>
<th>Module Size</th>
<th>Credit Rating</th>
</tr>
</thead>
</table>
Option Modules – Choose 1 from:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module</th>
<th>Semester 1, 2 or year long</th>
<th>Module Size</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>XS4031</td>
<td>International Food Law</td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>XS4032</td>
<td>Managing Food Allergy &amp; Intolerance</td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>XS4010</td>
<td>Applied Food Safety Project</td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
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XS4033 – Current Issues in Food Safety Management:

This module aims to develop an in-depth, critical awareness of the scientific, technical and social factors relating to an issue of current concern in food safety. It will enable students to develop and apply a range of investigative techniques and present their findings in a range of styles appropriate to the information needs of different groups.

XS4031 International Food Law

This module aims to review the role of government/non-government bodies in relation to food legislation internationally and identify the implications for manufacturers, retailers and consumers.

This module is also available as a stand-alone University Certificate Award.

XS4032 – Managing Food Allergy and Intolerance

The module aims to develop the students understanding of the causes, diagnosis and treatment of adverse reactions to foods and to enable students to evaluate the processes involved in food preparation and food production with respect to their contribution to adverse reactions to foods.

This module is also available as a stand-alone University Certificate Award.

XS4010 – Applied Food Safety Project

Building upon the work completed in XS4033, this module aims to further develop students’ abilities to design a research project and compose a publication based on findings in order to contribute to current knowledge in the field. For their chosen topic in food safety, students will have the ability to proceed with data collection and further steps in the research process culminating in a research paper which can be developed with his/her tutor for publication in a nominated peer-reviewed publication.
2.3 Course requirements
Each of the courses and levels of the MSc course consists of a number of modules. Some of these modules are single modules and have a credit rating of 20. Others are double modules and have a credit rating of 40.

The teaching session for some modules is in Semester 1 while the teaching session for others is Semester 2-3. As a general rule, the food safety double modules run from January to the end of July (Semester 2-3) and the single modules run from September to January (Semester 1).

You must ensure that you register for the required modules each year depending on your target award.

Compulsory Modules
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Option Modules
In addition to the compulsory modules, you have the opportunity to select one of the optional modules to make up your total modules on the MSc.

2.4 Module Registration Options
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time
2.5.1 Weekly timetable
A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study
Students often ask about the workload on the Course.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes time working on set learning activities and assignments and time spent in private study.

2.5.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your Module Leader or the CAS hub:

Greenbank Building
Sport and Health Sciences Management Business
telephone: 0177291992/891993
email: GreenbankHub@uclan.ac.uk
If you do not engage with the learning materials, do not respond to communications from the University and if you are ‘absent’ in terms of lack of engagement for substantial periods with no notice given to tutors, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of engagement. We monitor engagement via the Blackboard system as this helps to identify where students may be experiencing difficulties.

Please contact your Module Leader in the first instance if you expect to have attendance issues.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

The curriculum content is delivered by eLearning using the UCLAN Blackboard platform, through a series of units of study. Each unit contains the syllabus content and student learning activities. The introductory units of each module set the scene and provide all students with an overview the theory underpinning the subject area. In later units active learning is engaged using a range of techniques as formative development work, integrating theory with practice. Theoretical issues will be developed with increasing complexity as we move from the foundation themes in year one through to the contextualisation and critical and reflective learning in later years of study.

Study methods via eLearning use a combination of learning activities with tutor-facilitated asynchronous discussion facilities (Blackboard Discussion Board), tutor-facilitated web presentations and discussions (Adobe Connect Broadcasts and Recordings), individual study and group work.

The programme will be delivered with the following criteria in mind:

- The importance of offering a diverse range of teaching styles, both within modules where this is appropriate, and the programme as a whole.
- The need to ensure that the mode of delivery and learning for each module is appropriate to the aims and learning outcomes of both the module itself and the programme of study.
- The need to ensure the progressive development of knowledge and skill throughout each year of the programme.
- The need to develop confidence and independence of learning in a progressive manner through the course and encourage a reflective and critical approach to the process of learning about management issues within events.

3.2 Study skills

The development of study skills are supported throughout the programmes in a number of ways, with the most significant of these being through the use of personal skills review and development planning (PDP). This is inherent within all our programmes so as to equip you with the essential skills required to successfully undertake the course and to develop additional skills which will enhance your future employability. There are a variety of services available to support students and these include:

WISER [http://www.uclan.ac.uk/students/study/wiser/index.php](http://www.uclan.ac.uk/students/study/wiser/index.php)

Study Skills - ‘Ask Your Librarian’

[https://www.uclan.ac.uk/students/support/study/it_library_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)
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You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as “My lecturer says I need a wider variety of sources in my references, what do I do?”
"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"

3.3 Learning resources
3.3.1 Learning Information Services (LIS)
The best place to start when exploring the Library resources available to you is;
• Your ‘Subject Guide’ can be found in the Library Resources
• Your ‘My Library’ tab in the Student Portal
• Library search

Extensive Resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. Whilst many of these free sessions are designed with on-campus students in mind, it is often possible to book one-to-one appointments with LIS staff to discuss specific issues either over the telephone or Skype, etc. and tutors can arrange for online sessions for the student group where required.

The LIS provide an extensive range of resources and support particularly relevant for this course. You will be given reading lists as well as more specific reading suggestions by your tutors within each module. You can also use the LIS databases to search for your own study materials and will learn how to do this within the first module of study.

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. These will provide extension to your studies and additional interactive learning materials will be made available on Blackboard to support your studies.

3.4 Personal development planning
The course provides an intellectually rigorous programme of academic study and enables students to demonstrate a depth of understanding in issues central to hospitality management both theoretically and practically.

The modules enable students to develop professional and personal skills in order to enhance future career prospects. Students will evaluate their core skills and assess their personal, academic and professional competencies with the view of developing appropriate strategies to enhance these in the context of a service sector environment.

3.5 Preparing for your career
Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. Most students on the MSc Food Safety Management suite of programmes are already working in an area of the food industry but will likely be aiming to develop their careers further and possibly move into new areas of food safety work. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations.
Programme Specification Template

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university.

4. Student Support
Information on the support available is at: https://www.uclan.ac.uk/students/

The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the 'I' shop and UCLan Financial Support Bursary (first year students only).

4.1 Academic Advisors
At the start of a course, you will be assigned to one member of the academic staff to act as your academic advisor. You will normally liaise with your academic advisor at least once per semester and their primary role is to guide you on the academic aspects of your programme. However, if you are encountering personal problems or difficulties, your academic will be able to refer you to specialist services within the University such as the Student Counselling Service.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students' Union
The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment
5.1 Assessment Strategy
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Assignments allow you to develop your own arguments and conclusions related to set tasks as there are often many possible solutions to a particular problem. Assessment is largely based on the ability to demonstrate clearly which approach you have taken and why.

The most appropriate method of assessment has been selected in order to meet the specified
Programme Specification Template

learning outcomes outlined in the module information pack. Assessment methods used include:

- Formal essays and reports
- Industry based projects and case studies
- Individual and group presentations
- Seminar papers on nominated topics
- Log books, diaries and portfolio of practical work
- Practical observations and skill competence

The course team has devised the assessment strategy with the needs of the food industry in mind. The emphasis towards case studies, critical reports and presentational skills reflect the need and abilities of the industry more adequately than conventional examinations and you would be expected, therefore, to have a professional approach to a wide range of assessment situations.

On this suite of programmes, 100% of the assessed work is through coursework assignments and there are no examinations.

5.2 Notification of assignments and examination arrangements
All of the hand-in deadlines for formal assessments and assignment specifications are published in the Blackboard assignments area within each module homepage at the start of each module delivery. A reminder of the assignment deadlines will normally also be placed on the Blackboard calendar. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit within the hand-in deadlines. Learning materials and activities are designed to support your assignment submission and failure to engage with the course may result in inability to produce a good assignment submission.

5.3 Referencing
Learning to be an effective student is also about learning to be an effective academic. In other words, it is important to understand the ways that effective academics perform their work. Referencing is carried out by all academics in a specific way appropriate to their discipline. Students’ work becomes professional and demonstrates higher levels of academic attainment if methods and modes of referencing are learnt. If referencing is not learnt and applied, students will not become competent academics and this generally leads to a loss of substantial marks.

Essentially the purpose of referencing is to ensure that presented work is substantiated with and supported by appropriate theories and evidence. By referencing, presented work for the most part becomes more reliable and valid. As a result, examiners are more likely to reward greater credit to students for their work.

The need to reference occurs at either of two specific moments. If any ideas “that belong to an author” is being expressed, it must be identified as belonging to that author. If any words are being written from the words of the author, then these must be clearly identified as not the students’ but the author. There must be no doubt in the examiners mind as to when your words and ideas start and finish and where the words and ideas of others are included.

Another key moment is when specific ideas that are being presented in assignments need
Programme Specification Template

substantiating and justifying. This can often be done by using the work of others to provide evidence and support for the ideas that are being presented.

Throughout your programme, referencing should, for the most part, occur in the majority of written work (and presentations too). If there is any doubt, students must seek guidance from their module tutors.

Referencing within academic work can take many different forms. The Harvard style of referencing is the style that must be adopted in your academic work unless it has been specified otherwise. The following are some of the more common approaches and techniques within the style.

One approach is to directly or explicitly quote the work of other academic(s) or author(s). It is normal for the direct quotation to be placed in quotation marks, followed by the surname of the author(s), the year of the publication and the page number(s) where the quote may be found. Where the extract is longer than three lines of normal text, it is convention to have the quote as a separate paragraph indented from the left and right margins without quotation marks. The use of large amounts of directly quoted text, even where properly referenced, is not encouraged because it uses up the word allowance limiting your ability to express your ideas effectively. Therefore this approach should be used sparingly for direct quotes deemed essential to the assignment.

The more common approach is to make reference to the work of others indirectly, i.e. you write the information in your own words and cite the authors where the ideas came from. In this case quotations marks are not used and the page number is omitted. When writing scientific reports or papers, essays it is common practice to reference indirectly and this is what will be expected many of your assignments.

The list of references that has been used in compiling the work follows the conclusion to a piece of academic work. Note: This is not called a bibliography. The reference list will include all the references that have been used in the study. In addition, it should NOT include additional reading that has not been referred to or referenced in the study. All entries in the reference list must be in alphabetical order.

The following are examples of how a reference list would appear:

References

Griffith, C., 2014, *Developing and Maintaining a Positive Food Safety Culture*, Highfield.co.uk limited, Doncaster, UK.


Programme Specification Template


Further information regarding “How to Reference” can be found at [https://www.uclan.ac.uk/students/study/wiser/referencing_guides.php](https://www.uclan.ac.uk/students/study/wiser/referencing_guides.php). It is recommended that you visit this website.

5.4 Confidential material
It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their any research data collection activities (such as a project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one’s research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should

- safeguard the interests of those involved in or affected by their work
- report their findings accurately and truthfully
- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University’s ethical framework.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?
Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.
All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as ‘critical friends’ and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give.

In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

On the MSc Food Safety Management suite of programmes, student feedback has resulted in changes to how webinars and discussions are used on individual modules.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.
Students are able to voice their opinion about their course in a number of ways, including via timetabled webinar sessions with whole cohort of students, on-line discussion, via email to tutors and/or the Course Leader and Module Evaluation Questionnaires (MEQs).

A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting
- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
Programme Specification Template

- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

As well as the Student-Staff Liaison Meetings, student representatives can arrange meetings with the Course Leader to raise important issues.
Programme Specification Template

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Uclan Preston Campus</td>
</tr>
</tbody>
</table>
| 3. University School/Centre | School of Sport and Health Sciences  
                            International Institute of Nutritional Sciences and Applied Food Safety Studies |
| 4. External Accreditation | n/a |
| 5. Title of Final Award | MSc Food Safety Management |
| 6. Modes of Attendance offered | Distance Learning (eLearning) part-time |
| 7. UCAS Code  
JACS Code | n/a  
B910 |
| 9. Other external influences | Industry bodies and research, legislation and consumer trends |
| 10. Date of production/revision of this form | March 2017 |

11. Aims of the Programme

- To develop an understanding of the theoretical foundations and techniques used in food safety management for health and brand protection in the Global food supply chain.
- To enable students to explore and extend an extensive knowledge base and critical appreciation of the control and management of foodborne disease in a global context
- To enable students to apply the principles of food safety management to develop effective management systems for the production of safe and legal food products, thus integrating theory with practice in their own and other food-related environments.
To provide a learning environment in which students are encouraged to achieve personal growth in terms of a wide range of transferable skills, including critical thinking and independence of thought, and communication of complex ideas to a range of audiences.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Analyse case studies to determine the causes of foodborne disease and determine preventative strategies to reduce the risk of illness associated with the contamination of food.</td>
</tr>
<tr>
<td>A2</td>
<td>Assess a range of designs and methods currently used in research in the study domain.</td>
</tr>
<tr>
<td>A3</td>
<td>Identify, investigate and critically evaluate a current issue in food safety by applying selected theory and research techniques developed during the course to the chosen area.</td>
</tr>
<tr>
<td>A4</td>
<td>Critically evaluate the national and international legislative and enforcement frameworks in which all sectors of the food industry operate.</td>
</tr>
<tr>
<td>A5</td>
<td>Appreciate the range of common food hypersensitivities and evaluate the mechanisms of allergic and intolerance reactions</td>
</tr>
<tr>
<td>A6</td>
<td>Critically assess and discuss the epidemiological evidence relating to food allergy and intolerance with reference to methods of diagnosis and treatments and consumer perception of food allergy.</td>
</tr>
<tr>
<td>A7</td>
<td>Identify and critically evaluate food safety hazards and determine their significance as risks to public health in food operations and products.</td>
</tr>
</tbody>
</table>

Teaching and Learning Methods

- Self-directed online study and learning activities
- Asynchronous discussion boards
- Live and recorded web-cast seminar sessions
- Synchronous chat sessions
- Online tutor support

Assessment methods

- Case studies
- Critical reports
- Portfolio critical reflection
- Project proposal and planning
- Essays
- Presentations

B. Subject-specific skills

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Assess surveillance and other relevant epidemiological data and estimate costs associated with incidents of foodborne disease.</td>
</tr>
<tr>
<td>B2</td>
<td>Analyse the relationship between prerequisite programmes and HACCP systems in the development of food safety management systems.</td>
</tr>
<tr>
<td>B3</td>
<td>Apply HACCP methodology to a food operation in order to develop a HACCP plan.</td>
</tr>
<tr>
<td>B4</td>
<td>Critically evaluate approaches to HACCP implementation in food operations in the context of private and public food standards and guidelines.</td>
</tr>
<tr>
<td>B5</td>
<td>Perform HACCP and food safety management system verification, including design, planning and execution of appropriate verification programmes.</td>
</tr>
<tr>
<td>B6</td>
<td>Apply some of the tools and techniques for managing projects and change in the context of the design and implementation of a HACCP project.</td>
</tr>
<tr>
<td>B7</td>
<td>Synthesise and apply relevant food safety and/or food standards legislation to different industry sectors and international settings.</td>
</tr>
<tr>
<td>B8</td>
<td>Critically assess requirements for allergen labelling and consumer information, including legislative and health protection requirements.</td>
</tr>
<tr>
<td>B9</td>
<td>Implement a planned research investigation, and critically analyse and evaluate the findings in the context of current knowledge in the field</td>
</tr>
</tbody>
</table>

Teaching and Learning Methods

- Self-directed online study and learning activities
- Asynchronous discussion boards
- Live and recorded web-cast seminar sessions
Programme Specification Template

- Synchronous chat sessions
- Online tutor support

Assessment methods
- Case studies
- Critical reports
- Portfolio critical reflection
- Project proposal and planning
- Essays
- Presentations

C. Thinking Skills

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Discuss food safety hazards and critically evaluate the suitability of physical and human resources employed in the global food supply chain for production of safe food.</td>
</tr>
<tr>
<td>C2</td>
<td>Reflect and critique the process of HACCP and Food Safety Management System verification in relation to current theory/practice literature and compare FSMS in different sectors of the food industry.</td>
</tr>
<tr>
<td>C3</td>
<td>Assess the factors affecting successful implementation and management of a HACCP-based food safety management and discuss practical strategies to overcoming barriers to system implementation.</td>
</tr>
<tr>
<td>C4</td>
<td>Evaluate critically the key concepts and theories of food safety culture, managing projects and change in relation to development and implementation of effective HACCP-based food safety management programmes.</td>
</tr>
<tr>
<td>C5</td>
<td>Evaluate research methods employed to answer a range of research questions.</td>
</tr>
<tr>
<td>C6</td>
<td>Analyse contemporary theoretical and methodological issues in relation to current published research literature in the domain, including appraisal of design, analysis and interpretation of results.</td>
</tr>
<tr>
<td>C7</td>
<td>Identify research gaps in the chosen area and determine priority research questions with reference to current food safety theory and practice.</td>
</tr>
<tr>
<td>C8</td>
<td>Evaluate the impact of legislation and enforcement on the food industry and consumers, with reference to case law examples.</td>
</tr>
<tr>
<td>C9</td>
<td>Reflect and critique the process of effective allergen management in the global food supply chain, with reference to the application of prerequisite programmes and HACCP-based Food Safety Management Systems.</td>
</tr>
<tr>
<td>C10</td>
<td>Research independently a current issue of interest in food safety</td>
</tr>
</tbody>
</table>

Teaching and Learning Methods

- Self-directed online study and learning activities
- Asynchronous discussion boards
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- Synchronous chat sessions
- Online tutor support

Assessment methods

- Case studies
- Critical reports
- Portfolio critical reflection
- Project proposal and planning
- Essays
- Presentations

D. Other skills relevant to employability and personal development

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Communicate ideas in a coherent and scientific manner.</td>
</tr>
<tr>
<td>D2</td>
<td>Critically evaluate how the learning activities and development of a personal portfolio has enhanced key skills for postgraduate level study.</td>
</tr>
<tr>
<td>D3</td>
<td>Systematically search, select and critically evaluate literature and material relevant to the chosen issue topic.</td>
</tr>
<tr>
<td>D4</td>
<td>Plan and manage an independent research project and communicate effectively a comprehensive outline of the factors relating to the issue in a logical, precise and coherent manner.</td>
</tr>
</tbody>
</table>
D5 Independently access legal data and interpret statute, demonstrating an understanding of the difference between statutory obligations and recommended practice.

D6 Apply HACCP methodology to a food operation in order to develop a HACCP plan.

D7 Design and implement a research project and communicate the findings in a scientific journal style format.

Teaching and Learning Methods

- Self-directed online study and learning activities
- Asynchronous discussion boards
- Live and recorded web-cast seminar sessions
- Synchronous chat sessions
- Online tutor support

Assessment methods

- Case studies
- Critical reports
- Portfolio critical reflection
- Project proposal and planning
- Essays
- Presentations

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>XS4018</td>
<td>Foodborne Disease</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>XS4019</td>
<td>Hazard Analysis Critical Control Point Development</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS4030</td>
<td>Effective Food Safety Management Systems – Culture, Management and Assessment Practices</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>XS4034</td>
<td>Research Methods for Postgraduate Study</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS4033</td>
<td>Current Issues in Food Safety Management</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>XS4031</td>
<td>International Food Law</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS4032</td>
<td>Managing Food Allergy and Intolerance</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS4010</td>
<td>Applied Food Safety Project</td>
<td>20</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

- MSc Food Safety Management
  Requires 180 credits at Level 7
- Postgraduate Diploma in Food Safety Management Systems in Practice exit award, 120 credits
- Postgraduate Certificate in HACCP Development exit award, 60 credits

15. Personal Development Planning

Students are encouraged to assess skills on a regular basis and develop personal development plans to meet the requirements of their studies and the application of new knowledge and skills to the work situation. The course makes use of portfolio building and reflection, and provides links to skills resources material for core skills.
### 16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

- A recognised first degree or its equivalent, or
- A professional qualification deemed to be a degree or equivalent, or
- Managerial, professional or technical experience in a food related field deemed to be appropriate for the programme of study, or
- NVQ level 5,
  - AND
- A suitable level of proficiency in relation to information technology

  AND, for students whose first language is not English
  - A grade C in the Cambridge Proficiency Certificate in English, or
  - A minimum score of 6.5 in the IELTS/British Council examinations

### 17. Key sources of information about the programme

- Course Website – [www.uclan.ac.uk/foodsafety](http://www.uclan.ac.uk/foodsafety)
## Programme Specification Template

### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed.

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td>LEVEL 7</td>
<td>XS4018</td>
<td>Foodborne Disease</td>
<td>COMP</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>XS4019</td>
<td>Hazard Analysis Critical Control Point Development</td>
<td>COMP</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>XS4030</td>
<td>Effective Food Safety Management Systems – Culture, Management and Assessment Practices</td>
<td>COMP</td>
<td></td>
<td>✓</td>
<td>✓</td>
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<td></td>
<td>XS4034</td>
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<td>✓</td>
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<td>International Food Law</td>
<td>COMP</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>XS4032</td>
<td>Managing Food Allergy &amp; Intolerance</td>
<td>O</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>XS4010</td>
<td>Applied Food Safety Project</td>
<td>O</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks.
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>XS4018</td>
<td>Foodborne Disease</td>
<td>COMP</td>
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<td>Applied Food Safety Project</td>
<td>O</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
19. Exit Award Learning Outcomes (PG Cert and PG Dip)

Exit Award: PG Cert HACCP Development

A Knowledge and Understanding:

A1: Analyse case studies to determine the causes of foodborne disease and determine preventative strategies to reduce the risk of illness associated with the contamination of food.

A2: Assess a range of designs and methods currently used in research in the study domain.

B: Subject-Specific Skills

B1: Assess surveillance and other relevant epidemiological data and estimate costs associated with incidents of foodborne disease.

B2: Analyse the relationship between prerequisite programmes and HACCP systems in the development of food safety management systems.

B3: Apply HACCP methodology to a food operation in order to develop a HACCP plan.

B4: Critically evaluate approaches to HACCP implementation in food operations in the context of private and public food standards and guidelines.

C: Thinking Skills

C1: Discuss food safety hazards and critically evaluate the suitability of physical and human resources employed in the global food supply chain for production of safe food.

D: Other skills relevant to employability and personal development

D1: Communicate ideas in a coherent and scientific manner

D2: Critically evaluate how the learning activities and development of a personal portfolio has enhanced key skills for postgraduate level study.

D3: Systematically search, select and critically evaluate literature and material relevant to the chosen issue topic.
Exit Award: PG Dip Food Safety Management Systems in Practice

A Knowledge and Understanding:

A1: Analyse case studies to determine the causes of foodborne disease and determine preventative strategies to reduce the risk of illness associated with the contamination of food.

A2: Assess a range of designs and methods currently used in research in the study domain.

B: Subject-Specific Skills

B1: Assess surveillance and other relevant epidemiological data and estimate costs associated with incidents of foodborne disease.

B2: Analyse the relationship between prerequisite programmes and HACCP systems in the development of food safety management systems.

B3: Apply HACCP methodology to a food operation in order to develop a HACCP plan.

B4: Critically evaluate approaches to HACCP implementation in food operations in the context of private and public food standards and guidelines.

B5: Perform HACCP and food safety management system verification, including design, planning and execution of appropriate verification programmes.

B6: Apply some of the tools and techniques for managing projects and change in the context of the design and implementation of a HACCP project.

C: Thinking Skills

C1: Discuss food safety hazards and critically evaluate the suitability of physical and human resources employed in the global food supply chain for production of safe food.

D: Other skills relevant to employability and personal development

D1: Communicate ideas in a coherent and scientific manner

D2: Critically evaluate how the learning activities and development of a personal portfolio has enhanced key skills for postgraduate level study.

D3: Systematically search, select and critically evaluate literature and material relevant to the chosen issue topic