COURSE OUTLINE

PUB719 Food Safety: Science and Regulatory Management

School: School of Health - Public Health

2027 | Session 3

Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

In this specialised course, you will gain an understanding of threats to food safety, food safety principles and laws, and how to investigate and manage food-borne illness outbreaks. You will learn how to assess food-borne risks, interpret and apply food legislation and the importance of fostering a food safety culture. Also covered are: food safety standards, compliance inspections, risk-based auditing of food businesses, food premises design and the systems-based approach to food safety management called HACCP (Hazard Analysis and Critical Control Points).

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – 11 hours of structured asynchronous online learning materials and an optional 1 hour online drop in consultation session.	12hrs	Week 1	6 times

1.3. Course Topics

- Food contaminants
- Food safety principles
- Food premise design
- Food safety governance
- Food safety law
- Food business inspections and risk-based decision making
- The HACCP (Hazard Analysis and Critical Control Points) framework
- Promoting a food safety culture

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1 Identify potential physical, microbiological and chemical contaminants of concern in foods.	Knowledgeable Creative and critical thinker Empowered Ethical
2 Provide advice on the investigation and management of food borne outbreaks.	Knowledgeable Creative and critical thinker Empowered Ethical
3 Apply HACCP principles to identify hazards and formulate risk management strategies.	Knowledgeable Creative and critical thinker Empowered
4 Interpret, communicate and apply food legislation requirements to minimise food safety risks.	Knowledgeable Creative and critical thinker Empowered Ethical

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in any Postgraduate Program

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early formative feedback will be provided for both tasks. Further details will be provided on Canvas.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Technical and Scientific, and Written Piece	Individual	30%	1500 words (+/- 10%)	Week 3	Online Assignment Submission with plagiarism check
All	2	Artefact - Technical and Scientific, and Written Piece	Individual	40%	3000 words (+/- 10%)	Week 5	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	30%	15 minutes	Week 6	Online Test (Quiz)

All - Assessment Task 1: Technical food premise evaluation report

GOAL:	To demonstrate your knowledge and understanding of food safety principles applied to food premise design, and the administration of food law, including the drafting of appropriate correspondence.
PRODUCT:	Artefact - Technical and Scientific, and Written Piece
FORMAT:	You will produce a written memo report suitable for a health regulator audience, with attached tabulated assessment and draft official response. You will assess a mock food business application and the associated plans for a food premise. This will involve the following tasks: 1. Assess application for compliance with relevant state legislation and any other relevant documents. 2. Write a memo to your team leader rationalising the assessment process you used, drawing conclusions regarding the suitability of the proposed premise in terms of legislative requirements and food safety principles, and the basis for your recommendations (e.g. to approve, seek further information or refuse the application). 3. Draft an official response to the applicant to attach to the memo for your Team leader seeking their approval to issue. Further information will be provided on Canvas. This report should be included in your Professional Environmental Health e-portfolio.
CRITERIA:	

No.		Learning Outcome assessed
1	Comprehensiveness of critical evaluation of regulatory compliance	4
2	Depth of reflection on food safety principles	4
3	Accuracy of rationale for and level of innovation of recommendations	4
4	Quality and brevity of written communication including mechanics of spelling, grammar, punctuation and adherence to genre	4

GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 2: Technical Report: Guidance on risk-based food premise inspection

GOAL:	To demonstrate your ability to design a risk-based inspection template to assess food related health risks and compliance with food safety law.
PRODUCT:	Artefact - Technical and Scientific, and Written Piece
FORMAT:	You will receive a food premise type and menu items. You will research risk-based auditing, develop an auditing template for this premise and menu, justify its health risk basis, and link relevant food standards to items in the template. Your report will include: - Overview of risk-based audit - Research into the risks associated with menu items - Flow charts for menu items with control points identified - Controls that should be in place at the identified control points - Auditing sheet - Discussion and conclusion Further information will be provided on Canvas. This report should be included in your Professional Environmental Health e-portfolio.

CRITERIA:

No.		Learning Outcome assessed
1	Accuracy with which physical, microbiological, and chemical risks specific to menu items are identified and supported by research evidence	1
2	Effectiveness of how hazards, risks and critical control points are integrated into the flow charts	1 4
3	Level of innovation and accuracy with how HACCP based principles are applied and reflected in the template	3
4	Clarity and conciseness of the discussion and conclusions linking risks to food standards and outcomes	4
5	Quality of written communication including mechanics of spelling, grammar, punctuation and adherence to genre	1 3 4

GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 3: Interactive oral viva

GOAL:	To demonstrate knowledge of the environmental health professional's role in foodborne disease outbreaks and ability to provide advice on the potential physical, microbiological and chemical contaminants of concern in foods, and investigation steps.
PRODUCT:	Oral
FORMAT:	You will answer a series of questions in relation to a food-related disease outbreak scenario in an online face to face interview.

CRITERIA:

No.		Learning Outcome assessed
1	Accuracy of identification of physical, microbiological and chemical contaminants relevant to the given outbreak scenario	1
2	Clarity with which environmental health professionals' responsibilities are articulated	1 2
3	Degree to which practical recommendations for management of the foodborne disease outbreak are prioritised and justified by evidence	2
4	Effectiveness of verbal communication	1 2

GENERIC SKILLS:	Communication, Problem solving, Information literacy

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

> There are no required/recommended resources for this course.

8.2. Specific requirements

Students will be required to have a reliable Internet connection, a computer, a microphone headset and a webcam for Technology Enabled Learning and Teaching Activities.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central