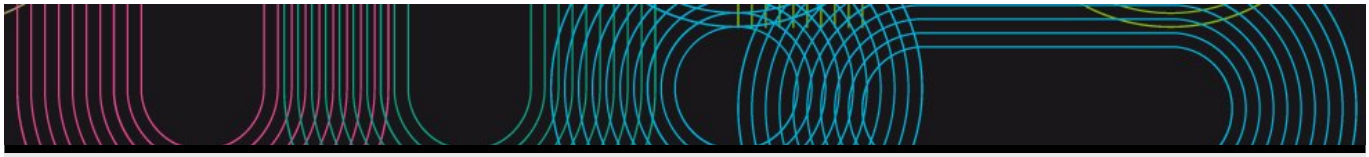

| IDENTIFYING DATA | | | | |
|---|---|---|---|---|
| **Food safety and quality. Hygiene, toxicology and food legislation. Risks prevention** | | | | |
| Subject | Food safety and quality. Hygiene, toxicology and food legislation. Risks prevention | | | |
| Code | V11M085V02105 | | | |
| Study programme | Máster Universitario en Ciencia y Tecnología de Conservación de Productos de la Pesca | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Mandatory | 1st | 1st |
| Teaching language | Spanish<br>Galician | | | |
| Department | | | | |
| Coordinator | Longo González, María Asunción | | | |
| Lecturers | | | | |
| E-mail | | | | |
| Web | http://http://webs.uvigo.es/pesca_master/ | | | |
| General description | Through the study of this subject, the student is expected to be able to analyze the evaluation of toxic risk through the identification of dangers and the evaluation of exposure to toxic substances through the intake of foods of marine origin, as well as manage a food crisis. To this end, the agenda of this subject will address various issues on: physical-chemical-biological parameters of the characterization of the quality of foods of marine origin, the basic principles of General Toxicology, and Food Safety, and the application of the same to fishery products (studying the toxicology of marine toxins, metals, emerging toxic agents, etc.), and the current regulations on these issues and on occupational risk prevention in the fishing and canning industries. | | | |

| Training and Learning Results | |
|---|---|
| Code | |
| A1 | Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context. |
| A2 | That students know how to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study. |
| A4 | That students know how to communicate their conclusions, and the knowledge and ultimate reasons that sustain them, to specialized and non-specialized audiences in a clear and unambiguous way. |
| B1 | That the students acquire the comprehension, analysis and synthesis capacities. |
| B4 | That the students develop the problem-solving abilities of application of the theoretical knowledge in practice. |
| C2 | Know the parameters of safety and characterization of the quality of fishery products, as well as their possible toxicological risks, and the legislation applicable to such products. |
| D1 | Ability to understand the meaning and application of the gender perspective in the different fields of knowledge and professional practice with the aim of achieving a more just and egalitarian society. |
| D2 | Sustainability and environmental commitment. Equitable, responsible and efficient use of resources. |
| D5 | Commitment to ethics in the profession and in society. |

| Expected results from this subject | |
|---|---|
| Expected results from this subject | Training and Learning Results |

| | |
|---|---|
| That the students acquire the knowledge of quality control of fishing and aquaculture products. | A1<br>A2<br>B1<br>B4<br>C2<br>D1<br>D2 |
| That students know the principles of toxicology: marine toxins, metals, toxic agents, etc. | A1<br>A4<br>B1<br>B4<br>C2<br>D1<br>D2 |
| That students know the aspects of chemical and biological safety in foods of marine origin. | A1<br>A2<br>A4<br>B1<br>B4<br>C2<br>D1<br>D2 |
| For students to develop hazard identification and food safety limits skills. | A1<br>A4<br>B1<br>B4<br>C2<br>D2<br>D5 |
| That the students know the legislation related to the quality of the products of the fishing and the aquaculture, as well as risk prevention. | A1<br>A2<br>B1<br>C2<br>D2<br>D5 |

| **Contents** | |
|---|---|
| Topic | |
| 1.-Quality control parameters of fishery and aquaculture products according to EU regulations. | (*) |
| 2.-Principles of General Toxicology | (*) |
| 3.-Chemical and biological safety in foods of marine origin: marine toxins, metals, emerging toxic agents, etc. | (*) |
| 4.-Characterization of food risk through the identification of hazards and the evaluation of exposure to toxins through food intake. Security limits. Parameters used in food safety. | (*) |
| 5.-Crises related to food security. Rapid alert system, crisis management and emergency situations. Food toxicological surveillance. European, national and regional organizations related to food safety. | (*) |
| 6.-Legislation relating to the quality of fishery and aquaculture products. | (*) |
| 7.-Prevention of occupational hazards in industries related to fishing and aquaculture products. | (*) |

| **Planning** | | | |
|---|---|---|---|
| | Class hours | Hours outside the classroom | Total hours |
| Lecturing | 16 | 40 | 56 |
| Case studies | 4 | 7 | 11 |
| Seminars | 2 | 2 | 4 |
| Objective questions exam | 1 | 1 | 2 |

| | | | |
|---|---|---|---|
| Self-assessment | 1 | 1 | 2 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

## Methodologies

| | Description |
|---|---|
| Lecturing | Explanation by the lecturer of the contents of the course, theoretical bases and exercises to be developed by the student. Blackboard and audiovisual means will be used. |
| Case studies | Resolution of cases, doubts and queries both individually or in a small group regarding the follow-up and study of the course contents. |
| Seminars | Personalized and/or group tutorials: student interviews with the course's teaching staff for advice / development of activities of the learning process. |

## Personalized assistance

| Methodologies | Description |
|---|---|
| Lecturing | The lecturers will answer the questions posed by the students, in face-to-face or online tutorials, or by email. |
| Case studies | The student will be guided in the acquisition of basic skills and problem solving related to the subject matter of study. The progress of the student will be monitored. |
| Seminars | The student receives, in group and/or individually, advice from the teacher on the theoretical and practical concepts of the subject, for the development of the objectives of the course. |

## Assessment

| | Description | Qualification | Training and Learning Results | | | |
|---|---|---|---|---|---|---|
| Lecturing | The attendance and participation of the students in the classes, in the discussion of contents and exercises, will be evaluated. | 20 | A1 | B1 | C2 | D1 |
| | | | | B4 | | D2 |
| Case studies | Problem solving and practical cases will be evaluated, as well as the student's autonomous work. | 20 | A2 | B1 | C2 | D1 |
| | | | A4 | B4 | | D5 |
| Objective questions exam | There will be an exam with multiple choice questions that will evaluate the theoretical and practical knowledge acquired in the course. | 40 | A1 | B1 | C2 | D1 |
| | | | A4 | B4 | | D5 |
| Self-assessment | Test-type questionnaires will be carried out through the teaching platform, so that students can evaluate their degree of acquisition of the subject's competences. | 20 | A1 | B1 | C2 | D1 |
| | | | A4 | B4 | | D5 |

## Other comments on the Evaluation

To pass the course, the student must obtain a grade equal to or greater than 4.5 points out of 10 in the final exam. In case of not reaching this grade, a "Fail" grade will be assigned, with the numerical value of the grade obtained in the final exam.

## Sources of information

### Basic Bibliography

Stine, K.E.Ç Brown, T.M., **Principles of Toxicology**, 3ª,

Shibamoto, Takayuki, **Introduction to food toxicology**, 2ª,

Cabaleiro Portela, Víctor Manuel, **Prevención de riesgos laborales: normativa de seguridad e higiene en el puesto de trabajo**,

### Complementary Bibliography

Botana, L. M.; Alfonso, A., **Phycotoxins. Chemisyry and Biochemistry**, 2ª,

## Recommendations

### Other comments

In case of discrepancies, the Spanish version of this guide will prevail.