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# COURSE HANDBOOK

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MPH-5161: Food Safety & Hygiene



**DEPARTMENT OF PUBLIC HEALTH  
FACULTY OF ALLIED HEALTH SCIENCES  
2020**



## **COURSE NAME:**

**MPH-5161: Food Safety & Hygiene**

## **Course Leader:**

**Dr. Arif Chowdhury Apou**

Assistant Professor,  
Dept. of Public Health  
**Daffodil International University**



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## Introduction:

### Welcome to the MPH-5161: Food Safety & Hygiene

This handbook covers the description of topics, contents and assessments of the above mentioned course. The topics and contents have been derived from the MPH OBE program syllabus. This course will help you to learn the concepts, methods and insights of Safe food and Hygiene learning methods.

This manuals are designed to assist you in your studies and will provide the core information relating to the course, including assessment and teaching process. You should also refer to the University Catalogue and to the University Regulations on the Daffodil International University website and student portal.

This handbook is available on Blended Learning Centre (BLC) platform.

If you have any queries about this course, please do not hesitate to contact me.

Thank you.

*DR MD BELLAL HOSSAIN*

## Contact Information:

Course Leader:

*DR MD BELLAL HOSSAIN*  
Professor

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## Course Description:

Academic Subject:	MPH
Course Code:	MPH- 5161
Course Title:	Food Safety & Hygiene
Credit Points:	3.0
Total Marks	100
Course Leader:	Dr. Md Bellal Hossain, Associate Dean, Faculty of Allied Health Sciences, Daffodil International University

### Overview/Rationale

This course is aimed to provide basic food safety and hygiene information and advice for departmental handling of food for human consumption. The ultimate aim is to prevent food poisoning. This course will provide the information about food safety hazards, temperature, refrigeration, chilling & cold storage techniques of food and also processing of food.

### Objectives:

On successful completion of this course, students will be able to:

- Provide information on good personal food hygiene practice
- Provide information on good practice relating to premises and equipment
- Provide information on good operational food safety practice
- Provide information on the basics of Hazard Analysis and Critical Control Point (HACCP) and risk assessment
- Provide information on the basic legal requirements relating to food safety

### Learning Outcomes

***On completion of this Course, the successful student will be able to:***

1. Learn basic concepts of Food Safety, Food Hygiene, Principles of Food Hygiene, Food Hazards, Personal Hygiene, Cleaning & Sanitizing etc
2. Define Micronutrient Malnutrition and its consequences and preventions, Food-based Strategies.
3. Will be able to know about Food-borne diseases and its preventions, Cause of food-borne illness, Food borne infections vs intoxication, Keys to safer food



4. Familiar with Food Handling related issues like Personal Hygiene, Cleaning, Principles of safe food storage, Food Premises & Equipment
5. Know about Concepts of Food Anthropology, Cultural perceptions in foods
6. Able to know about Cleaning and Waste Management: Cleaning, Waste, Pest Control and HACCP etc.
7. Know about Food Control related issues like Delivery, Storage, Temperature Control, Allergens
8. Able to know about Quality Management System: International organization for standardization (ISO) applied in food quality and control (ISO 9001, 9004, 22000 and ISO 26000), BRC global Standard, GMP and HACCP (Hazard Analysis and Critical Control Point), Implementing HACCP in food processing

## **Syllabus**

**The course syllabus will cover the following contents/topics:**

1. Introduction to Hygiene
2. Micronutrient, Macronutrient and Malnutrition
3. Food borne diseases
4. Food Handling
5. Food Anthropology
6. Cleaning and waste management
7. Food control

## **Learning and Teaching Strategy**

### **1. For Face-to-Face Scenario:**

- 1.1. Lectures: Lectures will set out the main principles of each subject, putting particular topics into context and identifying links with professional practice, as appropriate. You will be given tasks both individually and in groups to complete within class. The tasks will be in a variety of settings including simulated learning activities, case studies, and use of second life where appropriate.
- 1.2. Seminars and Discussion: Seminars will provide an opportunity to undertake research, and promote student debate/discussion (including group discussion). Seminars should aid students in the assessment process and active participation on an individual basis both in terms of preparation and involvement in class will assist in enhancing their knowledge base and ability to integrate the learning within the Course

- 1.3. Directed or Self Study: Directed study helps fostering autonomy in planning and implementation of own learning and development of research skills. Much of the assessment is based around problem solving scenarios where individual and group appraisal is required.

## **2. Online Scenario:**

There are variety of teaching methods can be adopted for online teaching. But some suggested methods are below:

- 2.1. Blended Teaching: Blended courses (also known as hybrid or mixed-mode courses) are classes where a portion of the traditional face-to-face instruction is replaced by web-based online learning. It can also be blended between synchronised and non-synchronised teaching. Blended courses can be a method to infuse new engagement opportunities into established courses or, for some, provide a transitional opportunity between fully face-to-face and fully online instruction. Blended courses offer students the conveniences of learning.
- 2.2. Flipped Classroom: It is a pedagogical approach that inverts the traditional learning model – the classwork is done at home and the homework is done in the class. The instructions will be given to explore topics in-depth and gain functional understanding of the concept, while introductory materials can be consumed by the learners before attending the class. Students are actually encouraged to prepare for lessons prior to class. This may involve taking the time to read course material or even complete relevant assignments. After that, teachers will organize classes (including online session) to further discuss the lesson, share ideas and allow students to interact in a dynamic learning environment.
- 2.3. Mind mapping: It is one of the online teaching techniques to implement for the visual learners within your group. A mind map is a diagram of related ideas and concepts that can be used as an aid for studying, a way of organizing information or even a springboard for a writing assignment. This helps teachers in structuring classroom discussions, classifying ideas and gradually bringing learners to the central idea.
- 2.4. Adaptive Learning: Students learn differently. This method involves mixing different methods of online techniques (videos, discussion forum, journal clubs etc.) as viable teaching option. For example, some students will learn a particular topic by watching a video; but others may learn better through participating in online discussion forums.
- 2.5. Self-learning or Reflective Learning: It is a great way to get students invest time to explore a subject matter in ways that apply to real-life situations. In an online



setting, consider having students explore different facets of one centralized concept. From there, ask students to report back to the class on their own findings, thus helping them achieve a more well-rounded understanding of the concept as a whole. In this way, each student will be able to study the subject in a way that genuinely interests them and then reflect what they have learned.





## **Assessment Scheme**

**Total Course Marks: 100**

### **Formative:**

1. Attendance (10% Marks)
2. Assignment or Problem Solving Course Works (10 Marks)
3. Quizzes (10% Marks)
4. Presentation (5% Marks)
5. Mid-Term Written Exam (25% Marks)

### **Summative**

1. Final Written Exam (40% Marks)

## **Learning Materials**

### **Recommended Readings:**

#### **Recommended Books:**

1. Food Hygiene and Sanitation, Sunetra Roday (2017) publishers – Amazon.
2. Ethical traceability and Communicating Food, Coff, C., Korthals, M. and Barling, D. (2008).
3. WHO protocol on HACCP
4. WHO handbook on five keys to safe food
5. BASTI HAND MANUAL , FSMS
6. Bangladesh Food Safety Regulations -2013
7. HALAL , MIHAS , Malaysia
8. Preventive Control of Food Safety , FDA, USA

## Lecture Contents and Schedule:

Learning Outcomes	Course Content	Teaching Learning Strategy	Assessment Strategy
Able to learn basic concepts of Food Safety, Food Hygiene, Principles of Food Hygiene, Food Hazards, Personal Hygiene, Cleaning & Sanitizing etc.	Introduction to food hygiene	Lecture, discussions, group works	Assignment, quiz, problem solving
Able to define Micronutrient Malnutrition and its consequences and preventions, Food-based Strategies.	Micronutrient, Macronutrient Malnutrition	Lecture, discussions, group works	Assignment, quiz, problem solving
Will be able to know about Food-borne diseases and its preventions, Cause of food-borne illness, Food borne infections vs intoxication, Keys to safer food	Food borne diseases	Lecture, discussions, group works	Assignment, quiz, problem solving
Will be familiar with Food Handling related issues like Personal Hygiene, Cleaning, Principals of safe food storage, Food Premises & Equipment	Food Handling	Lecture, discussions, group works	Assignment, quiz, problem solving
Able to know about Concepts of Food Anthropology, Cultural perceptions in foods.	Food Anthropology	Lecture, discussions, group works	Assignment, quiz, problem solving
Able to know about Cleaning and Waste Management: Cleaning, Waste, Pest Control and HACCP etc..	Cleaning and Waste Management	Lecture, discussions, group works	Assignment, quiz, problem solving
Will be able to know about Food Control related issues	Food Control	Lecture, discussions, group works	Assignment, quiz, problem solving

like Delivery, Storage, Temperature Control, Allergens			
Able to know about Quality Management System: International organization for standardization (ISO) applied in food quality and control (ISO 9001,9004,22000 and ISO26000), BRC global Standard, GMP and HACCP (Hazard Analysis and Critical Control Point), Implementing HACCP in food processing.	Quality Management System	Lecture, discussions, group works	Assignment, quiz, problem solving



## University Grading System:

Marks	Grade	Grade Point	Remarks
80-100%	A +	4.00	Outstanding
75-79%	A	3.75	Excellent
70-74%	A-	3.50	Very Good
65-69%	B+	3.25	Good
60-64%	B	3.00	Satisfactory
55-59%	B-	2.75	Above Average
50-54%	C+	2.50	Average
45-49%	C	2.25	Below Average
40-44%	D	2.00	Pass
00-39%	F	0.00	Fail



## Formative Assessment

Students will work individually to deliver quizzes or course works on health economics. The analytical summary of the paper should be provided. A number of the papers will be used in the seminar series and the problem or topic will be allocated to students. Students can ask questions or initiate debate to elicit a critical appraisal of the themes.

This can be submitted electronically via BLC. This is a compulsory assessment and must be completed.

	Criteria	Achieved	Partially Achieved	Not Achieved	Feedback
1					
2					
3					
4					
5					
6					

Comments/feedback and feed forward:

Reflective learning:



## Summative Assessment (Assignment)

One written essay to enable students to show application of economic concepts and critically appraise issues that arise from their application to assess one or multiple learning outcomes.

Word limit: 2000 words plus appendices. .

Marking Criteria	Indicative marking %					Feedback
	70 +	55-69	45-54	40-44	<40	
1 <sup>st</sup> Marker Feedback:						
Overall %						
2 <sup>nd</sup> Marker Feedback (if applicable):						
Reflective Feedback:						