

Food Safety

Code: 104041
ECTS Credits: 6

2025/2026

Degree	Type	Year
Prevention and Integral Safety and Security	OT	4

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

There is not. It is necessary to have prior knowledge about general prevention and safety concepts.

Objectives and Contextualisation

Know the legal resources and the administrative framework to be able to deal with ease in relations with public administrations.

Apply correctly the current legal framework to apply prevention and comprehensive security to different private or public activities.

Plan the management of prevention and safety in accordance with the legislation and powers of the different administrations and the different administrative bodies.

- The student must demonstrate ability to relate to any administrative body and know their rights and duties.
- The student must demonstrate that they know how to correctly apply the current legal framework in matters of prevention and safety.
- The student must demonstrate that he / she knows how to plan the management of prevention and safety by initiating the administrative procedures corresponding to the specific activity.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Carry out analyses of preventative measures in the area of security.
- Have a general understanding of basic knowledge in the area of prevention and integral safety and security.
- Identify the resources necessary to respond to management needs for prevention and integral security.
- Know how to communicate and transmit ideas and result efficiently in a professional and non-expert environment, both orally and in writing.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Respond to problems applying knowledge to practice.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Use the capacity for analysis and synthesis to solve problems.
- Work and learn autonomously.

Learning Outcomes

1. Analyse the situation and identify the points that are best.
2. Critically analyse the principles, values and procedures that govern professional practice.
3. Draw up management proposals for prevention and security in an organisation.
4. Identify, develop or acquire and maintain the main resources necessary to respond to tactical and operational needs inherent in the prevention and security sector.
5. Know how to communicate and transmit ideas and result efficiently in a professional and non-expert environment, both orally and in writing.
6. Propose new methods or well-founded alternative solutions.
7. Propose viable projects and actions that promote social, economic and environmental benefits.
8. Respond to problems applying knowledge to practice.
9. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
10. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
11. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
12. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
13. Take a preventative view in the area of security.
14. Use the capacity for analysis and synthesis to solve problems.
15. Work and learn autonomously.

Content

0.- Key concepts

1. Introduction to food legislation
 - 1.1 Background of the Food Law
 - 1.2. The need for food legislation
 - 1.3. Document for reflection regarding the control of food risk throughout history
2. Food Law in Spain
 - 2.1. The legal background
 - 2.2. The Spanish Food Code
 - 2.3. Rules for the protection of public health and food safety
3. Food safety in the EU

- 3.1. Legal background
- 3.2. Towards a new legal framework
- 3.3. New harmonized legal concept of food
- 3.4. The harmonized concept of food safety
- 4. General Principles of Food Legislation
 - 4.1. Community General Principles
 - 4.2. The Green Paper on General Principles of Food Legislation
 - 4.3. The White Paper on Food Safety
 - 4.4. The Regulation establishing the general principles and requirements of food law
 - 4.5. The precautionary principle
 - 4.6 The principle of free movement of food
- 5. Regulation of food consumption
 - 5.1. Introduction
 - 5.2. Consumer protection in the food sector
 - 5.3. The right to protection of the health and safety of consumers. The information about the risks
 - 5.4. The principle of responsibility
 - 5.5.- The single market and consumer protection
- 6. Responsibility in the field of food safety
 - 6.1 Civil liability
 - 6.2 Administrative responsibility. Sanctioning legal regime
 - 6.3 Criminal responsibility
 - 6.4 Food alerts / crises and their management
- 7. Beyond food safety: Food Defense
 - 7.1 The difference between food safety and Food Defense
 - 7.2 The concept of Food Defense and cases of deliberate poisoning
 - 7.3 The Law of Bioterrorism of the USA
 - 7.4 The rules and principles of Food Defense

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Videoconference with the active participation of the students	6	0.24
Type: Supervised		
Practices. Resolution of practical cases. Debates and discussion forums.	24	0.96
Type: Autonomous		
Preparation of reports. Personal study.	120	4.8

The students will have to prepare the subjects from the didactic units, the recommended readings and the documents (legislation and sentences) incorporated to the platform. They must carry out the practical exercises that are proposed and send the teacher the corresponding answers, reasoned and justified based on the reference documents.

Each didactic unit will have a file that will guide the student to perform these exercises. The sources that the student considers convenient for their resolution can be used and will be sent to the teacher, following the indications of the mentioned cards of each one of the teaching units.

Teaching language: Spanish.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
DELIVERY OF THE PRACTICAL WORK CARRIED OUT BY THE STUDENT	25 %	0	0	2, 1, 13, 5, 8, 3, 4, 6, 7, 12, 11, 9, 10, 15, 14
DELIVERY OF THE PRACTICAL WORK CARRIED OUT BY THE STUDENT	25 %	0	0	2, 1, 13, 5, 8, 3, 4, 6, 7, 12, 11, 9, 10, 15, 14
WRITTEN PROOF THAT ALLOWS TO VALUE THE KNOWLEDGE ACQUIRED BY THE STUDENT	50 %	0	0	2, 1, 13, 5, 8, 3, 4, 6, 7, 12, 11, 9, 10, 15, 14

ONGOING EVALUATION

The evaluation system will consist of the preparation and delivery of two ongoing evaluation (PAC) work on practical cases in the field of food safety which will be delivered to the moodle classroom.

Each of the tests (PAC) will have 50% of the total note value: 25% for each PEC. In order to be able to stand the final written test on food safety, it will be necessary to obtain at least an average of 5 out of the two tests (PECs) of 10 out of each.

Students will carry out an in-person written assessment of the subject. This written test on the content of the subject will have a value above the total note of 50%

RE-EVALUATION

In case of not passing the subject according to the aforementioned criteria (continuous evaluation), a recovery test may be done on the date scheduled in the schedule, and it will cover the entire contents of the program.

To participate in the reassessment the students must have been previously evaluated of a set of activities, the weight of which equals a minimum of two-thirds of the total grade of the subject. However, the qualification that will consist of the student's file is a maximum of 5-Approved.

Students who need to change an evaluation date must present the justified request by filling in the document that you will find in the moodle space of Tutorial EPSI.

SINGLE ASSESSMENT:

Students who opt for the single assessment will perform a final synthesis test of all assignment contents (50%) and submit an assignment job on a proposed practical case (50%).

The date for this assessment and submission of the assignment's work will be the same as the schedule for the last continuous assessment exam.

The same recovery system will be applied as for continuous evaluation.

STUDENT NOT EVALUABLE: Any student who has not taken at least 2/3 of the content of the total grade of the subject will be considered "not evaluable" and will not be able to take the subject's recovery. . This same criterion will be applied in the case of the single evaluation.

PLAGIARISM

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that the student makes any irregularity that could lead to a significant variation in the grade of an evaluation act, it will be graded with a 0 This evaluation act, regardless of the disciplinary process that can be instructed In case of various irregularities occur in the evaluation acts of the same subject, the final grade of this subject will be 0 ".

The tests / exams may be written and / or oral at the discretion of the teaching staff.

If during the correction there are indications that an activity or work has been done with answers assisted by artificial intelligence, the teacher may supplement the activity with a personal interview to corroborate the authorship of the text.

Use of IA

In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the result reflects a significant contribution of the student in the analysis and personal reflection. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the result of the activity. The lack of transparency in the use of AI will be considered a lack of academic honesty and may lead to a penalty in the grade of the activity, greater sanctions in cases of seriousness.

Bibliography

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- GONZÁLEZ VAQUÉ, Luís; Lecciones de Derecho Alimentario 2015-2016. THOMSON REUTERS Aranzadi, Navarra, 2015.
- HIDALGO MOYA, Juan Ramón; El principio de precaución y los riesgos alimentarios. Revista Consumer, 26 de abril de 2001. Dirección web:
<http://www.consumer.es/seguridad-alimentaria/normativa-legal/2001/04/26/120.php>
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- HIDALGO MOYA, Juan Ramón; Los derechos del consumidor en seguridad alimentaria. Revista Consumer, 14 de enero de 2002. Dirección web:
<http://www.consumer.es/seguridad-alimentaria/normativa-legal/2002/01/14/621.php>
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- PARRA LUCÁN, M^a ÁNGELES; Daños por producto y protección del consumidor. José Maria Bosch Editor. Barcelona, 1990.
- RODRIGUEZ FONT, Mariola; Régimen jurídico de la seguridad alimentaria. De la policía administrativa a la gestión de riesgos. Marcial Pons, 2007.
- VAN DER MEULEN, Bernd; MARTÍN, Ana. La Estructura Del Derecho Alimentario Europeo (The Structure of European Food Law). 22 de octubre de 2014. Wageningen Working Paper in Law and Governance 2014/06, Available at SSRN: <https://ssrn.com/abstract=2479418> or <http://dx.doi.org/10.2139/ssrn.2479418>

LINKS:

AESAN:

https://www.aesan.gob.es/AECOSAN/web/subhomes/seguridad_alimentaria/aecosan_seguridad_alimentaria.htm

EURLEX: https://eur-lex.europa.eu/summary/chapter/food_safety.html?root_default=SUM_1_CODED=30

ELIKA: <https://seguridadalimentaria.elika.eus>

PLA SEURETAT ALIMENTÀRIA DE CATALUNYA:

<https://acsa.gencat.cat/ca/agencia/pla-seuretat-alimentaria/>

ADDITIONAL BIBLIOGRAPHY

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<https://www.cnta.es/panorama-alinnova-vanguardia-y-tendencias/seguridad-alimentaria-y-legislacion-el-foco-ira-l>

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https://www.aesan.gob.es/AECOSAN/web/seguridad_alimentaria/detalle/riesgos_biologicos.htm

https://www.aesan.gob.es/AECOSAN/docs/documentos/seguridad_alimentaria/interpretaciones/biologicas/Agua

https://www.aesan.gob.es/AECOSAN/docs/documentos/publicaciones/revistas_comite_cientifico/comite_cientifico

https://acsa.gencat.cat/es/seguretat_alimentaria/cadena_alimentaria/vigilancia_i_control_oficial/

Software

This subject does not require a specific syllabus.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TE) Theory	1	Spanish	second semester	afternoon