

# Postgraduate Diploma

Risk Management  
and Assessment in  
the Food Industry





## Postgraduate Diploma Risk Management and Assessment in the Food Industry

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/in/nutrition/postgraduate-diploma/postgraduate-diploma-risk-management-assessment-food-industry](http://www.techtute.com/in/nutrition/postgraduate-diploma/postgraduate-diploma-risk-management-assessment-food-industry)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Structure and Content

---

*p. 12*

04

Methodology

---

*p. 18*

05

Certificate

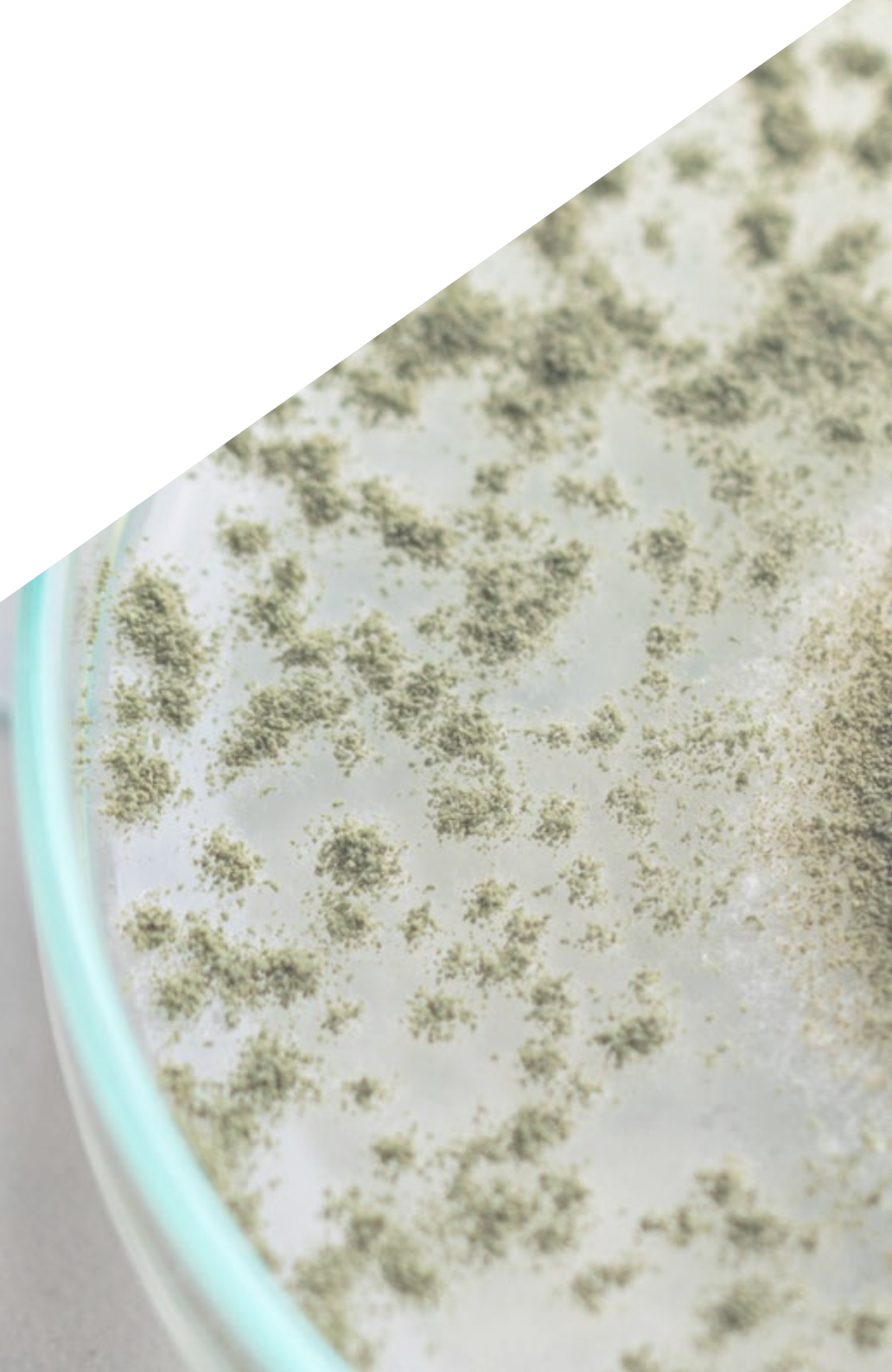
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*p. 26*

# 01

# Introduction

The continuous improvement of the safety of the food produced is a major priority for the Food Industry, which is constantly working on methodologies to promote the proper health of people. This has led to a boost in general disease prevention systems, the promotion of good habits by the population or the creation of new products. A scenario of constant innovation of great interest to the Nutrition professional, who must be aware of the progress in this sector. That is why TECH has designed this program, which offers the most recent and comprehensive information on the evaluation of food safety, epidemiology or industrial processes of transformation and conservation. All of this, in addition to 100% online format, that can be accessed 24 hours a day from a computer with an Internet connection.



“

*Thanks to the Postgraduate Diploma you will be able to keep up-to-date with the progress in the detection and prevention of diseases in the food industry”*

Campylobacteriosis, salmonella, E.Coli or listeriosis continue to cause food outbreaks, which cause health problems in people and directly affect the Food Industry. This is why the sector continues to make efforts to implement systems that improve the quality of its products, taking into account the possible risks that exist in all stages of the food chain.

This work allows the adoption of preventive measures against diseases transmitted by products such as meat or dairy products, thereby having an impact on improving the safety and well-being of people. Given this panorama, it is essential for the nutrition professional to be up-to-date with the latest developments in the detection of toxic and unhealthy elements. For this reason, this academic institution has designed this Postgraduate Diploma in Risk Management and Assessment in the Food Industry where the specialist will have the most advanced teaching tools in the academic system.

Therefore, during 6 months, the students of this program will be able to delve into the controls and optimization of processes in the sector, the origin of food poisoning, health problems arising from the use of additives or the application of Hazard Analysis and Critical Control Point (HACCP) systems. The video summaries of each topic, the detailed videos or the case studies provided by the expert teaching team, which delivers this program, will be an essential contribution in the updating of knowledge by nutritionists.

All of this, in addition to an exclusively online format, which can be accessed comfortably wherever and whenever you want. Students only need an electronic device with an Internet connection to be able to access the content hosted in the Virtual Campus at any time. It also offers the freedom of being able to distribute the teaching load according to their needs. Professionals are therefore, before a Postgraduate Diploma that is at the academic forefront and compatible with the most demanding responsibilities.

This **Postgraduate Diploma in Risk Management and Assessment in the Food Industry** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Food Technology
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*The specialists, who integrate this Postgraduate Diploma, have prepared case studies that bring you closer to real situations and very useful in your day to day life”*

“

*You have a library of multimedia resources that you can access comfortably whenever you want from your computer with Internet connection”*

The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

*Delve comfortably from your computer or tablet into the health, social and economic relevance of zoonoses.*

*Access to a 100% online program, which allows you to combine your work as a nutritionist and achieve an up-to-date knowledge in Risk Management and Assessment in the Food Industry.*



# 02 Objectives

Students who enter this university qualification will obtain the up-to-date knowledge they were looking for on Risk Management and Assessment in the Food Industry. A program that will allow them to be up-to-date with the advances in the epidemiological field for the prevention of diseases, the evolution of safety measures in the sector, as well as the methodologies recently applied in favor of food safety. In order to achieve this, you will also have access to the content elaborated by specialists in the field, with whom you will be able to consult any doubts you may have about the syllabus of this Postgraduate Diploma.







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*Delve into the latest scientific evidence on the epidemiological factors affecting food-borne diseases”*



## General Objectives

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- Control the mathematical, statistical and economic aspects involved in food companies
- Analyze trends in food production and consumption
- Appreciate and recognize the sanitary and preventive importance of cleaning, disinfection, disinsecting and pest control programs in the food chain
- Provide scientific and technical advice on food products and food product development

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*Thanks to this program you will be able to bring up-to-date your knowledge of the HACCP system and its application in the different food industries”*





## Specific Objectives

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### Module 1. Food and Public Health

- ♦ Know the distinguishing fact of human nutrition, interrelationships between nature and culture
- ♦ Identify the concepts of public health and risk prevention related to food consumption habits and food safety
- ♦ Understand the fundamentals and general systems of disease prevention, health promotion and protection, as well as the etiologies and epidemiological factors relating to foodborne diseases
- ♦ Identify and classify the main social and economic implications of zoonoses

### Module 2. Food Industries

- ♦ Controlling and optimizing processes and products in the food industry
- ♦ Manufacture and preservation of foodstuffs
- ♦ Develop new processes and products
- ♦ Know the industrial processes of food transformation and preservation, as well as packaging and storage technologies
- ♦ Analyze the process and product control and optimization systems
- ♦ Apply knowledge of transformation and conservation processes to the development of new processes and products

### Module 3. Safety Assessment in the Food Industry

- ♦ Validate, verify and audit Food Safety control systems
- ♦ Know and describe the basic principles of the Hazard Analysis and Critical Control Point (HACCP) system
- ♦ Know and understand the functioning of the HACCP plan and its application in different food industries
- ♦ Identify and know the hygienic characteristics of food groups of animal-based, plant-based and processed foods

# 03

# Structure and Content

TECH uses the Relearning system in all its programs, thanks to it, the professional who takes this Postgraduate Diploma will be able to advance in a much more natural way through the 3 modules that integrate this program. In addition, this method allows students to reduce the long hours of study so frequent in other methodologies. Therefore, the nutritionist will be able to keep up-to-date more easily on new developments in the field of public health, the safety implemented to avoid zoonosis or the essential characteristics in the hygiene of products such as fruits and vegetables, cereals or dairy products.





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*The multimedia resource library of this Postgraduate Diploma will allow you to keep up to date with the latest developments in Food Safety”*

## Module 1. Food and Public Health

- 1.1. Human Nutrition and Historical Evolution
  - 1.1.1. The Natural Element and the Cultural Element Biological Evolution, Tool Handling and Tool Making
  - 1.1.2. The Use of Fire, Hunter-Gatherer Profiles. Butcher or Vegetarian
  - 1.1.3. Biological, Genetic, Chemical and Mechanical Technologies Involved in Food Processing and Preservation
  - 1.1.4. Food in Roman Times
  - 1.1.5. Influence of the Discovery of America
  - 1.1.6. Food in Developed Countries
    - 1.1.6.1. Food Distribution Chains and Networks
    - 1.1.6.2. The Global Trade "Network" and Small Businesses
- 1.2. Socio-Cultural Significance of Food
  - 1.2.1. Food and Social Communication. Social Relationships and Individual Relationships
  - 1.2.2. Emotional Influence of Foods. Parties and Celebrations
  - 1.2.3. Relationships Between Diets and Religious Precepts Food and Christianity, Hinduism, Buddhism, Judaism, Islam
  - 1.2.4. Natural Foods, Ecological Foods, and Organic Foods
  - 1.2.5. Typology of Diets: The Standard Diet, Slimming Diets, Curative Diets, Magical Diets and Absurd Diets
  - 1.2.6. Food Reality and Food Perception Protocol for Family and Institutional Meals
- 1.3. Communication and Eating Behavior
  - 1.3.1. Written Media: Specialist Magazines Informative Magazines and Professional Journals
  - 1.3.2. Audiovisual Media: Radio, Television, Internet; Packaging; Advertising
  - 1.3.3. Eating Behavior: Motivation and Intake
  - 1.3.4. Food Labeling and Consumption: Development of Likes and Dislikes
  - 1.3.5. Sources of Variation in Food Preferences and Attitudes
- 1.4. Concept of Health and Diseases and Epidemiology
  - 1.4.1. Health Promotion and Disease Prevention
  - 1.4.2. Levels of Prevention. Public Health Law
  - 1.4.3. Food Characteristics Food as a Vehicle for Disease
  - 1.4.4. Epidemiological Methods: Descriptive, Analytical, Experimental, Predictive
- 1.5. Sanitary, Social and Economic Significance of Zoonoses
  - 1.5.1. Zoonoses Classification
  - 1.5.2. Factors
  - 1.5.3. Assessment Criteria
  - 1.5.4. Action Plans
- 1.6. Epidemiology and Prevention of Diseases Transmitted by Meat and Meat By-Products and Fish and Fish By-Products
  - 1.6.1. Introduction. Epidemiological Factors of Meat-Borne Diseases
  - 1.6.2. Consumption-Based Diseases
  - 1.6.3. Preventive Measures for Diseases Transmitted by Meat Products
  - 1.6.4. Introduction. Epidemiological Factors of Fish Borne Diseases
  - 1.6.5. Consumption-Based Diseases
  - 1.6.6. Prevention
- 1.7. Epidemiology and Prevention of Diseases Transmitted by Milk and Milk By-Products
  - 1.7.1. Introduction. Epidemiological Factors of Meat-Borne Diseases
  - 1.7.2. Consumption-Based Diseases
  - 1.7.3. Preventive Measures for Diseases Transmitted by Dairy Products
- 1.8. Epidemiology and Prevention of Diseases Transmitted by Bread, Pastries, Confectionery and Cakes
  - 1.8.1. Introduction. Epidemiological Factors
  - 1.8.2. Consumption-Based Diseases
  - 1.8.3. Prevention
- 1.9. Epidemiology and Prevention of Diseases Transmitted by Preserved and Semi-Preserved Foods, and by Edible Vegetables and Mushrooms
  - 1.9.1. Introduction. Epidemiological Aspects of Preserved and Semi-Preserved Foods
  - 1.9.2. Diseases caused by Consumption of Preserved and Semi-Preserved Foods
  - 1.9.3. Sanitary Prevention of Diseases Transmitted by Preserved and Semi-Preserved Foods
  - 1.9.4. Introduction. Epidemiological Aspects of Vegetables and Mushrooms
  - 1.9.5. Diseases Caused by Consumption of Vegetables, and Mushrooms
  - 1.9.6. Sanitary Prevention of Diseases Transmitted by Vegetables and Mushrooms
- 1.10. Health Problems Arising from the Use of Additives, Source of Food Poisoning
  - 1.10.1. Naturally Occurring Toxins in Food
  - 1.10.2. Toxins Due to Incorrect Handling
  - 1.10.3. Use of Food Additives

## Module 2. Food Industry

- 2.1. Cereals and Derivative Products I
    - 2.1.1. Cereals: Production and Consumption
      - 2.1.1.1. Classification of Cereals
      - 2.1.1.2. Current State of Research and Industrial Situation
    - 2.1.2. Basic Concepts of Cereal Grains
      - 2.1.2.1. Methods and Equipment for the Characterization of Flour and Bread Doughs
      - 2.1.2.2. Rheological Properties During Kneading, Proving and Baking
    - 2.1.3. Cereal Products: Ingredients, Additives and Coadjuvants. Classification and Effects
  - 2.2. Cereals and Derivative Products II
    - 2.2.1. Baking Process: Stages, Changes Produced and Equipment Used
    - 2.2.2. Instrumental, Sensory and Nutritional Characterization of Cereal Derived Products
    - 2.2.3. Application of Cold in Bakery. Frozen Pre-Baked Breads. Process and Product Quality
    - 2.2.4. Gluten-Free Products Derived From Cereals. Formulation, Process and Quality Characteristics
    - 2.2.5. Pasta products. Ingredients and Process. Types of Pasta
    - 2.2.6. Innovation in Bakery Products. Trends in Product Design
  - 2.3. Milk and Dairy Products. Eggs and Egg Products I
    - 2.3.1. Hygienic-Sanitary Quality of Milk
      - 2.3.1.1. Origin and Levels of Contamination. Initial and Contaminating Microbiota
      - 2.3.1.2. Presence of Chemical Contaminants: Residues and Contaminants
      - 2.3.1.3. Influence of Hygiene in the Milk Production and Commercialization Chain
    - 2.3.2. Dairy Production. Milk Synthesis
      - 2.3.2.1. Factors Influencing the Composition of Milk: Extrinsic and Intrinsic
      - 2.3.2.2. Milking: Good Process Practices
    - 2.3.3. On-Farm Milk Pretreatment: Filtration, Refrigeration and Alternative Preservation Methods
    - 2.3.4. Treatments in the Dairy Industry: Clarification and Bactofugation, Skimming, Standardization, Homogenization, Deaeration. Pasteurization. Definition. Procedures, Treatment Temperatures and Limiting Factors
      - 2.3.4.1. Types of Pasteurizers. Packaging. Quality Control Sterilization. Definition
      - 2.3.4.2. Methods: Conventional, UHT, Other Systems. Packaging. Quality Control Manufacturing Defects
      - 2.3.4.3. Types of Pasteurized and Sterilized Milk. Milk Selection. Milkshakes and Flavored Milks. Mixing Process. Fortified Milks. Fortification Process
      - 2.3.4.4. Evaporated Milk. Condensed Milk
  - 2.3.5. Preservation and Packaging Systems
  - 2.3.6. Quality Control of Powdered Milk
  - 2.3.7. Milk Packaging and Quality Control Systems
- 2.4. Milk and Dairy Products. Eggs and Egg Products I
  - 2.4.1. Dairy Products. Creams and Butters
  - 2.4.2. Process of Elaboration. Continuous Manufacturing Methods. Packaging and Preservation. Manufacturing Defects and Alterations
  - 2.4.3. Fermented Milk: Yogurt. Milk Preparative Treatments. Production Processes and Systems
    - 2.4.3.1. Types of Yogurt. Problems in Production. Quality Control
    - 2.4.3.2. BIO Products and Other Acidophilic Milks
  - 2.4.4. Cheese Production Technology: Milk Preparative Treatments
    - 2.4.4.1. Obtaining Curd: Syneresis. Pressing. Salty
    - 2.4.4.2. Water Activity in Cheese. Brine Control and Preservation
    - 2.4.4.3. Cheese Ripening: Agents Involved. Determining Factors of Ripening. Effects of Contaminating Biota
    - 2.4.4.4. Toxicological Problems of Cheese
  - 2.4.5. Additives and Antifungal Treatments
  - 2.4.6. Ice Cream. Features. Types of Ice Cream. Production Process
  - 2.4.7. Eggs and Egg Products
    - 2.4.7.1. Fresh Egg: Processing of Fresh Egg as a Raw Material for the Production of Derivatives
    - 2.4.7.2. Egg Products: Liquid, Frozen, and Dehydrated
- 2.5. Plant Products I
  - 2.5.1. Post-Harvest Physiology and Technology. Introduction
  - 2.5.2. Fruit and Vegetable Production, the Need for Post-Harvest Preservation
  - 2.5.3. Respiration: Respiratory Metabolism and its Influence on Post-Harvest Storage and Deterioration of Vegetables

- 2.5.4. Ethylene: Synthesis and Metabolism. Implication of Ethylene in the Regulation of Fruit Ripening
- 2.5.5. Fruit Ripening: The Ripening Process, Generalities and its Control
  - 2.5.5.1. Climacteric and Non-Climacteric Ripening
  - 2.5.5.2. Compositional Changes: Physiological and Biochemical Changes During Ripening and Preservation of Fruits and Vegetables
- 2.6. Plant Products II
  - 2.6.1. Principle of Fruit and Vegetable Preservation by the Control of Greenhouse Gases. Method of Action and its Applications in the Conservation of Fruits and Vegetables
  - 2.6.2. Refrigerated Preservation. Temperature Control in the Preservation of Fruits and Vegetables
    - 2.6.2.1. Technological Methods and Applications
    - 2.6.2.2. Cold Damage and its Control
  - 2.6.3. Transpiration: Control of Water Loss in the Preservation of Fruit and Vegetables
    - 2.6.3.1. Physical Principles. Control systems
  - 2.6.4. Post-Harvest Pathology: Main Deteriorations and Rots During Fruit and Vegetable Preservation. Control System and Method
  - 2.6.5. Fresh-Cut Products
    - 2.6.5.1. Physiology of Plant Products: Manipulation and Preservation Technologies
- 2.7. Plant Products III
  - 2.7.1. Vegetable Canning: General Description of a Characteristic Vegetable Canning Line
    - 2.7.1.1. Examples of the Main Types of Canned Vegetables and Legumes
    - 2.7.1.2. New Products of Plant Origin: Cold Soups
    - 2.7.1.3. General Description of a Characteristic Fruit Packaging Line
  - 2.7.2. Juice and Nectar Production: Juice Extraction and Juice Processing
    - 2.7.2.1. Aseptic Processing, Storage and Packaging Systems
    - 2.7.2.2. Examples of Procurement Lines of Main Types of Juices
    - 2.7.2.3. Procurement and Preservation of Semi-Processed Products: Cremogenated
  - 2.7.3. Production of Marmalades, Jams and Jellies: Production and Packaging Process
    - 2.7.3.1. Examples of Processing Lines; Characteristics
    - 2.7.3.2. Additives Used for the Manufacture of Jams and Marmalades
- 2.8. Alcoholic Beverages and Oils
  - 2.8.1. Alcoholic Beverages: Wine. Manufacturing Process
    - 2.8.1.1. Beer: Brewing Process. Types
    - 2.8.1.2. Spirits and Liqueurs: Manufacturing Processes and Types
  - 2.8.2. Oils and Fats: Introduction
    - 2.8.2.1. Olive Oil: Olive Oil Extraction System
    - 2.8.2.2. Oilseed Oils Extraction
  - 2.8.3. Animal Fats: Refining of Fats and Oils
- 2.9. Meat and Meat By-Products
  - 2.9.1. Meat Industry: Production and Consumption
  - 2.9.2. Classification and Functional Properties of Muscle Proteins: Myofibrillar, Sarcoplasmic, and Stromal Proteins
    - 2.9.2.1. Conversion of Muscle to Meat: Porcine Stress Syndrome
  - 2.9.3. Beef Aging. Factors Affecting Meat Quality for Direct Consumption and Industrialization
  - 2.9.4. Curing (Chemistry): Ingredients, Additives and Curing Coadjuvants
    - 2.9.4.1. Industrial Curing Processes: Dry and Wet Curing Processes
    - 2.9.4.2. Nitrite Alternatives
  - 2.9.5. Raw and Raw Marinated Meat Products: Fundamentals and Problems of Preservation. Characteristics of Raw Materials
    - 2.9.5.1. Types of Products. Manufacturing Operations
    - 2.9.5.2. Alterations and Defects
  - 2.9.6. Cooked Sausages and Hams: Basic Principles of the Preparation of Meat Emulsions. Characteristics and Selection of Raw Materials
    - 2.9.6.1. Technological Manufacturing Operations. Industrial Systems
    - 2.9.6.2. Alterations and Defects
- 2.10. Fish and Seafood
  - 2.10.1. Fish and Seafood. Features of Technological Interest
  - 2.10.2. Main Industrial Fishing and Seafood Gears
    - 2.10.2.1. Unit Operations of Fish Technology
    - 2.10.2.2. Cold Preservation of Fish
  - 2.10.3. Salting, Pickling, Drying and Smoking: Technological Aspects of Manufacture
    - 2.10.3.1. Features of the Final Product. Performance
  - 2.10.4. Marketing



**Module 3. Safety Assessment in the Food Industry**

- 3.1. Safety Assessment in the Food Industry
  - 3.1.1. Definition of Terms. Main Related Concepts
  - 3.1.2. Historical Background of Food Safety
  - 3.1.3. Agencies in Charge of Managing Food Safety
- 3.2. HACCP Plan
  - 3.2.1. Requirements Prior to its Implementation
  - 3.2.2. HACCP System Components
    - 3.2.2.1. Hazard Analysis
    - 3.2.2.2. Identification of Critical Points
    - 3.2.2.3. Specification of Control Criteria. Monitoring
    - 3.2.2.4. Corrective Actions
    - 3.2.2.5. Plan Verification
    - 3.2.2.6. Data Logging
- 3.3. Meat and Meat Product Hygiene
  - 3.3.1. Fresh Meat Products
  - 3.3.2. Raw Cured Meat Products
  - 3.3.3. Heat-Treated Meat Products
  - 3.3.4. Application of HACCP Systems
- 3.4. Hygiene of Fish and Fish Products
  - 3.4.1. Fish, Mollusks and Crustaceans
  - 3.4.2. Processed Fish Products
  - 3.4.3. Application of HACCP Systems
- 3.5. Hygienic Characteristics of Milk and Dairy Derivatives
  - 3.5.1. Hygienic Characteristics of Raw and Heat-Treated Milk
  - 3.5.2. Hygienic Characteristics of Concentrated and Dehydrated Milk
  - 3.5.3. Hygienic Characteristics of Dairy Derivatives
  - 3.5.4. Application of HACCP Systems
- 3.6. Hygienic Characteristics of Other Products of Animal Origin
  - 3.6.1. Eggs and Egg Products
  - 3.6.2. Honey
  - 3.6.3. Fats and Oils
  - 3.6.4. Application of HACCP System
- 3.7. Hygienic Features of Fruits and Vegetables
  - 3.7.1. Fresh Fruits and Vegetables, Fruit and Vegetable Derivatives
  - 3.7.2. Dried fruit
  - 3.7.3. Vegetable Oils
  - 3.7.4. Application of HACCP Systems
- 3.8. Hygienic Features of Legumes and Cereals
  - 3.8.1. Legumes and Cereals
  - 3.8.2. Products Derived from Legumes: Flour, Bread, Pasta
  - 3.8.3. Application of HACCP Systems
- 3.9. Hygienic Features of Water and Beverages
  - 3.9.1. Drinking Water and Soft Drinks
  - 3.9.2. Stimulant Beverages
  - 3.9.3. Alcoholic Beverages
  - 3.9.4. Application of HACCP Systems
- 3.10. Hygienic Characteristics of Other Food Products
  - 3.10.1. Nougat
  - 3.10.2. Prepared Dishes
  - 3.10.3. Food for Children
  - 3.10.4. Application of HACCP Systems



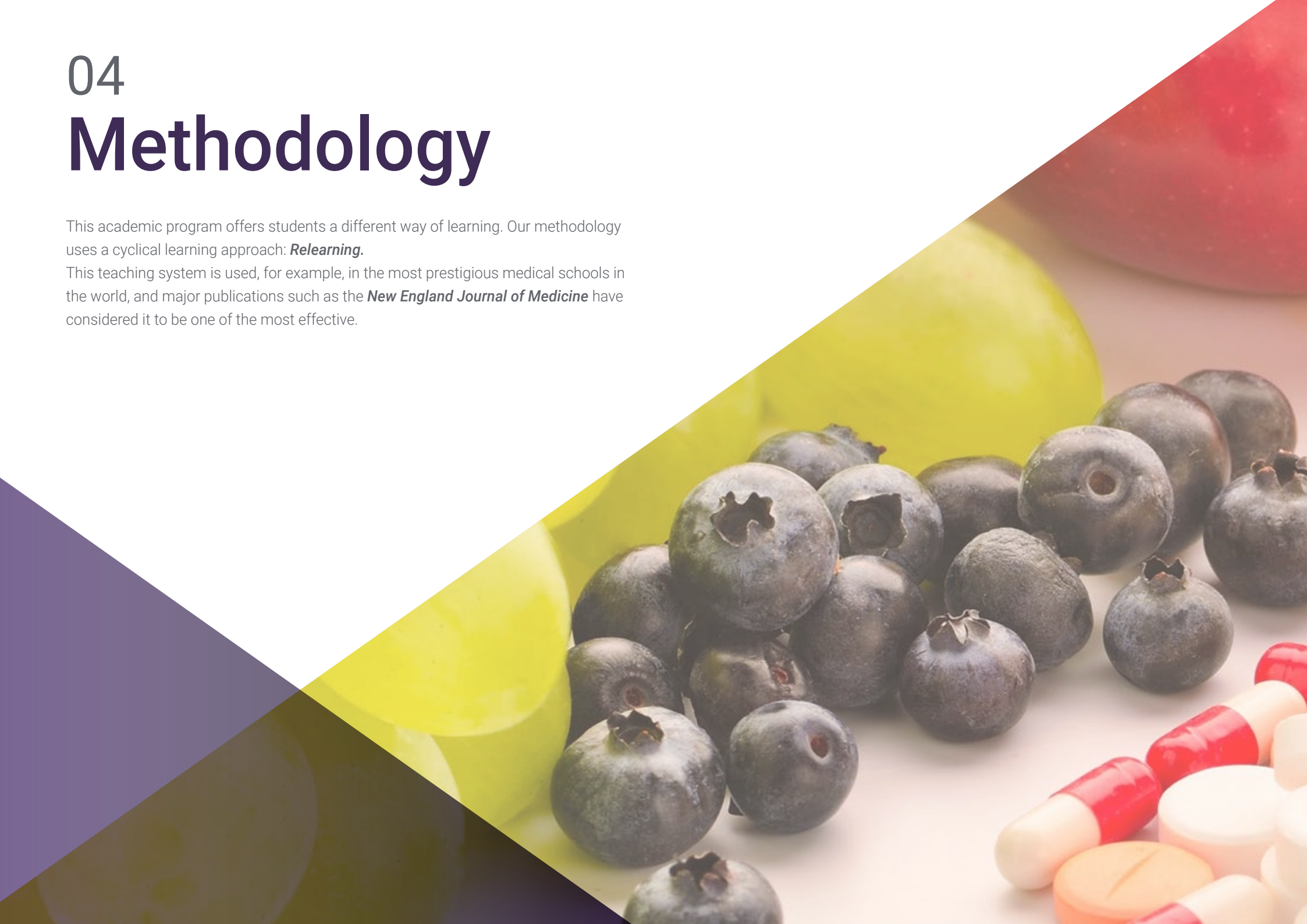
*This program will allow you to learn about the latest developments in the beef aging process and the factors that affect its quality”*

04

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

In a given situation, what should a professional do? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH, nutritionists can experience a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gervas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions of professional nutritional practice.

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*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Nutritionists who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity through exercises to evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the nutritionist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

*The nutritionist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology, more than 45,000 nutritionists have been trained with unprecedented success in all clinical specialties regardless of the surgical load. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Nutrition Techniques and Procedures on Video

TECH brings students closer to the latest techniques, the latest educational advances and to the forefront of current nutritional counselling techniques and procedures. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

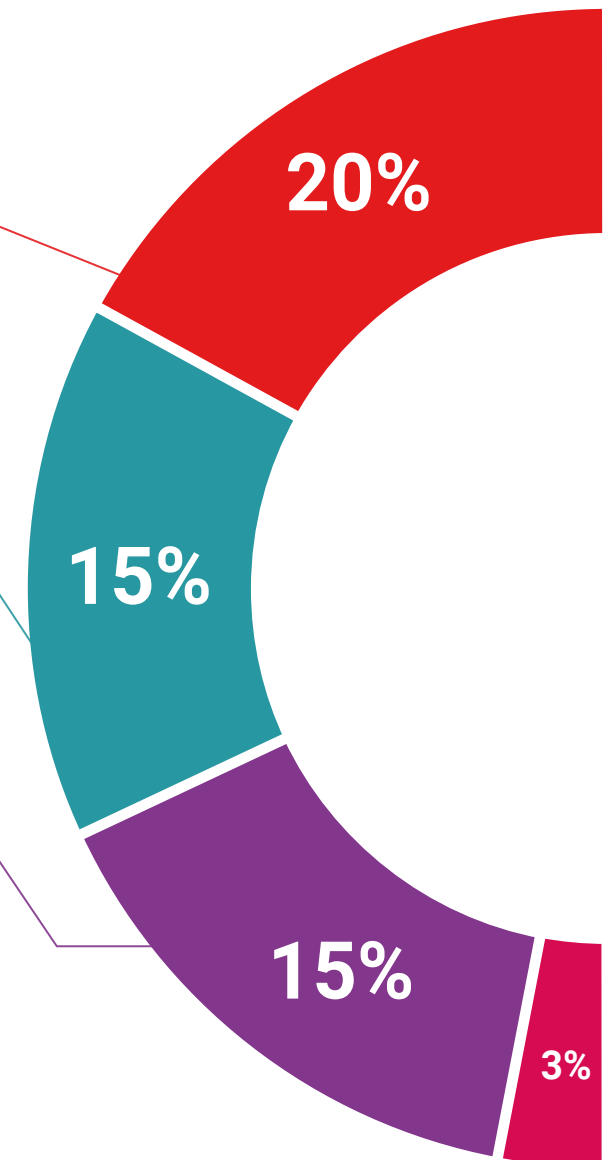
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

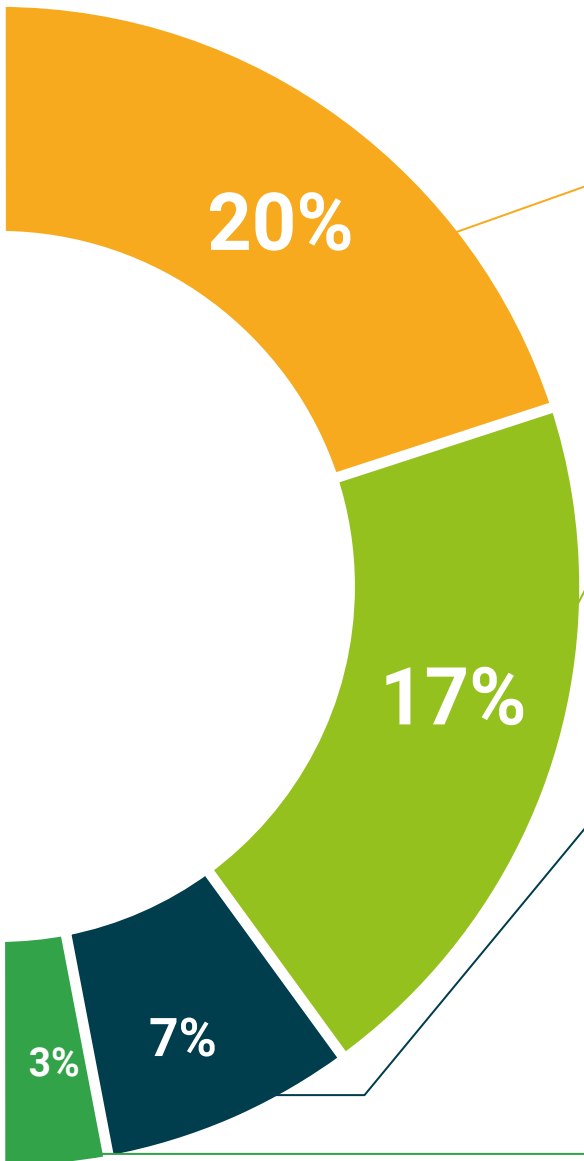


#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.







#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



# 05 Certificate

The Postgraduate Diploma in Risk Management and Assessment in the Food Industry guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.





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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”*

This **Postgraduate Diploma in Risk Management and Assessment in the Food Industry** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery\*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Risk Management and Assessment in the Food Industry**

Official N° of hours: **450 h.**



\*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.



**Postgraduate Diploma**  
Risk Management and  
Assessment in the  
Food Industry

- » Modality: **online**
- » Duration: **6 months**
- » Certificate: **TECH Technological University**
- » Dedication: **16h/week**
- » Schedule: **at your own pace**
- » Exams: **online**

# Postgraduate Diploma

Risk Management  
and Assessment in  
the Food Industry