

MODULE DESCRIPTOR

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|-----------------------|---------------------------|
| TITLE | Food Product Development |
| SI MODULE CODE | 19-5F09-00L |
| CREDITS | 20 |
| LEVEL | 5 |
| JACS CODE | D630 |
| SUBJECT GROUP | Food and Nutrition |
| DEPARTMENT | Service Sector Management |
| MODULE LEADER | Susie Jones |

| MODULE STUDY HOURS (based on 10 hours per credit)* | | | |
|---|----------------------------------|---------------------------------|------------------------------------|
| Scheduled Learning and Teaching Activities | Placement (if applicable) | Independent Guided Study | Total Number of Study Hours |
| 52 | | 148 | 200 |

MODULE AIM

The aim of the module is to introduce the student to the product development process, the use of sensory evaluation techniques and foster their capability to create commercially viable food products.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- recognise various factors that direct the product development process and apply these in the creation of food concepts
- judge the feasibility of a food product concept
- select and design sensory procedures
- interpret a commercial brief
- present, analyse and interpret sensory data

INDICATIVE CONTENT

Food product development process - opportunities and constraints

Specifications : format and content

Sensory mechanisms.

Panel recruitment and selection

Market data

Panel recruitment and selection.

Difference, descriptive and consumer sensory methodology.

Methods for analysis and presentation of sensory data.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

The learning and teaching strategy is designed to engage students in a problem solving approach supported by key lectures, seminars and practicals.

Students will be directed to continually evaluate and reflect on the work they are doing throughout both semesters. In doing this, good students will develop both personally and professionally.

ASSESSMENT TASK INFORMATION

| Task No.* | Short Description of Task | SI Code EX/CW/PR | Task Weighting % | Word Count or Exam Duration** | In-module retrieval available |
|------------------|----------------------------------|-------------------------|-------------------------|--------------------------------------|--------------------------------------|
| 1 | Individual Research Report | CW | 40% | 2000 | N |
| 2 | Development Portfolio | CW | 60% | 2500 | N |

FEEDBACK

Students will receive feedback on their performance in the following ways

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Both formative and summative feedback will be given throughout this module both in a written format verbally in seminar and practical sessions

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Students should aim to read broadsheet newspapers, trade journals, 'cookery' books, restaurant menus and other sources of information as these will help to keep on top of current social/food trends. These 'TRENDS' ultimately *influence food product development*.

MINTEL and EUROMONITOR

Students will be expected to be able to search for appropriate Mintel data to support their research and interpret and analyse this data effectively.

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| Recommended Texts |
| Gordon W. Fuller New food product development : from concept to marketplace – 3rd Edition CRC 2011 |
| Howard R. Moskowitz, Jacqueline H. Beckley, And Anna V.A. Resurreccion Sensory and consumer research in food product design and development - 1 st Edition Blackwell Publishing 2005 Available online |
| Howard R. Moskowitz, Sebastiano Porretta, Matthias Silcher Concept Research in Food Product Design and Development Wiley-Blackwell 2008 Available online |
| Edited By Jim Smith, Edward Charter Functional food product development Wiley-Blackwell 2010 Available online |
| Trott, P. Innovation Management and New Product Development Prentice Hall 2002 |
| Databases |
| Journals including, |
| The British Food Journal |
| Food Science and Nutrition |
| Food Science and Technology |
| IFST Publications |
| BRC Publications |
| MAFF Publications |
| FSA Publications |

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

| | |
|--|---------|
| NEW MODULE | N |
| EXISTING MODULE - NO CHANGE | Y |
| Title Change | N |
| Level Change | N |
| Credit Change | N |
| Assessment Pattern Change | N |
| Change to Delivery Pattern | N |
| Date the changes (or new module) will be implemented | 09/2013 |

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

| | Module Begins | Module Ends |
|-----------------|---------------|-------------|
| Course Intake 1 | 01/10/2013 | 22/04/2014 |
| Course Intake 2 | DD/MM/YYYY | DD/MM/YYYY |
| Course Intake 3 | DD/MM/YYYY | DD/MM/YYYY |

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|--|---|
| Is timetabled contact time required for this module? | Y |
|--|---|

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|--|---|
| Are any staff teaching on this module non-SHU employees? | N |
| If yes, please give details of the employer institution(s) below | |

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|--|--|
| What proportion of the module is taught by these non-SHU staff, expressed as a percentage? | |
|--|--|

MODULE ASSESSMENT INFORMATION

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|--|---|
| Indicate how the module will be marked | |
| *Overall PERCENTAGE Mark of 40% | Y |
| *Overall PASS / FAIL Grade | N |

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

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|---|---|
| Will any sub-tasks (activities) be used as part of the assessment strategy for this module? | N |
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FINAL TASK

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| According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor) | Task No. 2 |
|--|---------------|

NON-STANDARD ASSESSMENT PATTERNS

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| MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%. | |
| NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes. | |