

<b>ASSESSMENT METHOD</b>	<b>ASSESSMENT CRITERION</b>
<p>1. Videolecture – mapping and category analysis of food products (individual work – 5 questions)</p> <p>2. Project plan (teamwork – project goals, schedule, tasks, communication plan, responsibilities)</p> <p>3. Mapping and category analysis of food group (teamwork – report+pictures)</p> <p>Speciality and scientific literature overview on technology and recipes of product (teamwork - paper min 5A4 &gt; presentation)</p> <p>2. Sensory analysis method</p>	<p><i>1. Student has participated in video lecture of food products mapping and consumer preferences; knows speciality vocabulary; has analyzed and is able to use category analysis as a tool in product development; is able to choose and use food products for mapping.</i></p> <p><i>2. Students have created project teams. Project team analyzes project goals and according to them develops project: schedule, tasks, communication, responsibilities.</i></p> <p><i>3. Students will map a food product group and conduct complete category appraisal, from which product development areas are established. Student knows how to conduct food product mapping, and is able to identify characteristic properties of products. Food product group competition is characterized as complete as possible.</i></p> <p><i>Speciality and scientific literature overview on technology and recipes of product - the student has acquired the necessary specialized vocabulary for study, analyze and understand the purpose of research, understands the product technology, have become familiar with the product and the composition of the recipe, the storage conditions and has demonstrated ability to use the relevant sources for citation</i></p> <p><i>2. Sensory analysis method - has created a sensory descriptive analysis method for the product group. The student acquires knowledge of the product group and has described a product characteristic sensory properties. Comparison within the product group has been performed. An analysis of the product group properties (3 characteristic properties and 3 critical properties) which may affect the product's success are described.</i></p> <p><i>3. Target group needs analysis + new product properties determination – the student learns how to conduct target group analysis + determining new product characteristics. The student lecture reinforces and perpetuates the specialized vocabulary, methods and processes. The</i></p>

<p>(teamwork – QDA)</p> <p>3.Target group needs analysis + new product properties detrmination</p> <p>(teamwork – focus group study – questions, discussion, documentation, analysis &gt; presentation)</p> <p>4.Ideas generation and selection</p> <p>(teamwork – e.g. brainstorming, brainwriting, afinity diagram, fishbone diagram, imaginary brainstorming, and analysis of ideas &gt; presentation)</p> <p>5.(New) recipe components overview (literature+availablity)</p> <p>(teamwork – paper min 3A4 &gt; presentation)</p> <p>6.New products</p>	<p><i>student will develop a focus group interview, recruit focus group participants, will conduct a focus group interview, record and analyze information obtained during the interview, and determine in the light of the new information product characteristics (composition, sensory properties, shelf life, packaging, etc.)</i></p> <p><i>4. (New) recipe components overview (literature+availability) - the student selects a suitable method for generating new ideas, e.g. brainstorming, brainwriting, afinity diagram, fishbone diagram, imaginary brainstorming, and analysis of ideas. Idea generation is carried out, if necessary, along with company representatives. Ideas will be analyzed and selected.</i></p> <p><i>5. (New) recipe components overview - the student has found a potentially suitable components for the recipe (5 min), described their characteristics (chemical, physical, sensory, technological), and analyzed the potential impact on the product and availability of these products.</i></p> <p><i>6. New products recipes development and laboratory product development - the student developes new recipes and will conduct laboratory product development process, which will be completed in the course of product prototypes. All activities are recorded: time, participants, results, supervisors, decisions, and deadlines.</i></p> <p><i>7. New protoct prototypes sensory analysis and comparioson with objectivev- at least five prototype sensory descriptive analysis is carried out (Section 2), the results are analyzed and compared with the objective and final decisions / recommendations for the future are made.</i></p> <p><i>8. Project final report and presentation - teamwork - the student prepares a final report, which is made up of all the project work, intermediate steps, decisions, and results in a report to be submitted to the company. The student acquires the ability to draw up a report on the project, and is able to bring out the most relavant and the most important work done.</i></p> <p><i>9. Oral exam.</i></p> <p><i>The student analyzes in the examination other groups projects and teamwork efforts</i></p> <p><i>1. The student will bring out at least five repair / upgrade project</i></p> <p><i>2. The student analyzes every repair / upgrade potential impact on the new product</i></p> <p><i>3. The student is able to analyze, and evaluate the work of the teammembers and himself/herself and assess contribution to the work of the team</i></p>
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<p>recipes development and laboratory product development</p> <p>(teamwork - meeskonnatöö – report/protocol: time, participants, supervisors, results, decisions, deadlines)</p> <p>7.New product prototypes sensory analysis and comparison with objective</p> <p>(teamwork – sensory analysis, s.2, data analysis, s.3, results, decisions &gt; presentation)</p> <p>8.Project final report and presentation - teamwork</p> <p>9.Oral exam</p>	<p><i>4. The student knows and is able to make practical use of the subject product and food processing development concepts and techniques</i></p>
<p><b>ELIGIBILITY FOR ASSESSMENT</b></p>	<p><i>Keeping up deadlines, previously presented works, participation in company visits/lectures or a paper.</i></p>
<p><b>FINAL MARK</b></p>	<p><i>Teamwork reports and presentation together with participating in course work will make up 50% of final grade. Course ends with oral exam, from which 25% is exam and 25% is evaluation by team members.</i></p>

