

<b>Institution:</b>	University of Newcastle upon Tyne
<b>Programmes:</b>	BSc Food Marketing (450) BSc Food Marketing & Management (DN4C)
<b>Module:</b>	Food Marketing Project (AEF398)
<b>Activity:</b>	Developing a new food or drink product/service
<b>Level/Year:</b>	Year 3
<b>Learning Hours:</b>	300

### **Work-related learning outcome(s)**

By the end of the module students should have developed the following core skills:

- Teamwork - via working in groups;
- Problem solving - via exposure to real world problems with data and third parties;
- Adaptability – also via exposure to real world problems with data and third parties.

### **Description of the teaching activity which achieves the learning outcome(s)**

Each team is asked to decide whether they will role-play a marketing consultancy or a marketing department for a manufacturer etc. They are asked to develop and research a new concept for a product or service related to food or drink.

Over the first four to five weeks a series of plenary sessions are held to help the teams start to function effectively, refresh existing knowledge and develop new skills required for the project. This year's schedule included:

- Brainstorming
- Project Management Case Study
- Team Building Exercise
- Qualitative Research Techniques
- Quantitative Research Techniques
- Presentations Skills
- Report Writing
- The Marketing Planning Process
- Marketing Communications – media.

### **Rationale for the selection of the teaching activity**

The groups include mixed abilities so students may be working with people whom they would not normally choose to work with or who have different values and attitudes. This helps students to understand how to develop working relationships and recognise their own strengths and weaknesses as a team player.

To help students develop the skills to successfully complete the project, we have prepared a number of plenary and group working sessions during the first semester.

Each group is allocated a supervisor who is responsible for monitoring the performance of individuals and the

group as a whole, during 12 hours of face-to-face supervision, with three feedback sessions and four hours input from two other members of staff.

Students are expected to make appointments for meetings, provide an agenda and time scale. They also keep a work diary and prepare a Gantt chart.

### **Assessment – approach and detail (copy of assessment sheet)**

The current assessment is by two interim presentations (10% each) with two interim written reports (10% each) in November and February and a final report (50%) submitted in April, with final presentation (10%) in May. Peer group assessment is used at each of the three assessment stages to produce individual marks from an overall group mark. A high profile guest from industry is invited to attend the final presentation and give feedback to the students on their work.

### **Future developments**

1. The course aims and outcomes will be revised to reflect the work-related learning.
2. The assessment of the course will be changed to include work-related learning, ideally using a reflective diary technique.
3. The Team Building Session may become a one-day event held off site.
4. The content of the plenary sessions would be further enhanced by:
  - sourcing relevant training videos;
  - including a wider range of idea generating techniques and 'concepting' in the Brainstorming Session;
  - including a demonstration of the use of Microsoft Project Software in the Project Management session.

### **Contact details**

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