Module Descriptor

Title	Circular Economy In Business		
Session	2026/27	**Status**	Approved
Code	BUSN10074	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	I. Kanta		

Summary of Module

The climate crisis is a significant strategic challenge for businesses, creating risks but also opportunities, this module will examine how businesses can adopt and adapt to a circular economy model which can create opportunities for businesses to address the climate crisis. It will also address how both start-ups and established businesses can design, or redesign, their operations in line with the circular economy module. Using case studies, the module will explore how to build a circular economy into a business strategy as well as the interconnected circular economy opportunities between businesses and industries.

Addressing the climate crisis requires investment and leadership from business sectors across the globe. How do businesses adapt to, or adopt, the circular economy model. This module will examine how start-ups and established businesses (large and small) can rethink their way of producing and providing services by applying the approach of the circular economy.

The aims of this module are to provide you with the opportunity to discover, analyse, and communicate the opportunities that a circular economy can bring to the business world. You will explore the various circular business models and how CE can be integrated into a business strategy. The lecture materials, in-class activities, and discussions will be grouped around these key topics:

- How to accelerate a business' transition from a linear to a circular way of working.

- Building a circular economy into a business strategy.

- In-depth exploration of circular business models, including design innovation, process innovation, re-engineering, and material innovation and/or substitution.

- How the circular economy models fit different industries or business sectors: there is no 'one size fits all' approach.

You can expect interactive assessment-based activities and discussions, a wide range of case studies to draw from, and opportunities to engage in practical applications of the material covered.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☒ Other (specify) New College Lanarkshire Cumbernauled/Coatbridge	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical understanding of the business landscapes in which a circular economy could operate, including different business scenarios and sectors.
L2	Identify circular economy opportunities for individual businesses and products.
L3	Communicate circular economy business ideas to a range of audiences with different levels of knowledge/ expertise.
L4	Work with others to develop new thinking for circular economy in a business scenario.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** Demonstrate and/or work with a critical understanding of the principal theories, concepts and principles that underpin the concept of a circular economy and the how it may be developed in business.
Practice: Applied Knowledge and Understanding	**SCQF 10** Apply knowledge, skills and understanding in using a wide range of the principal professional skills, techniques, practices and/or materials associated with the circular economy.
Generic Cognitive skills	**SCQF 10**

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Critically identify, define, conceptualise and analyse complex/professional problems and issues relating to the circulate economy and the opportunities it being in addressing the climate crisis.
Communication, ICT and Numeracy Skills	**SCQF 10** Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector, for example: Present or convey, formally and informally, information about specialised topics in relation to the circular economy. Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiative in professional/equivalent activities relating to the circular economy. Exercise significant managerial responsibility for the work of others and for a range of resources.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	12
Independent Study	152
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Geissdoerfer, et. al. (2018) 'Business models and supply chains for the circular economy'. Journal of Cleaner Production, 190, Pp.712 - 721.

Lacy, Peter & Rutkvist, Jakob (2015) From Waste to Wealth: the Circular Economy Advantage. 'Chapter 9: Circular Business Models: Evaluation, Enablers, and Ecosystems'. Palgrave Macmillan UK.

Lacy, P. et. al (2020) Selected chapters from: The Circular Economy Handbook: Realising the Circular Advantage. https://doi.org/10.1057/978-1-349-95968-6

Sillanpää, Mika & Ncibi, Chaker (2019) Circular Economy: Case Studies about the Transition from the Linear Economy. Academic Press, Elsevier. (Selected Chapters 4, 5, 10)

Ellen MacArthur Foundation (2015). 'Towards a Circular Economy: Business Rationale for an Accelerated Transition.' https://ellenmacarthurfoundation.org/towards-a-circular-economy-business-rationale-for-an-accelerated-transition

Further resources:

Bauwens, T.J.F., et. al. (2019). 'Disruptors: How Circular Start-ups Can Accelerate the Circular Economy Transition'. Netherlands Organization for Scientific Research (NWO). https://dspace.library.uu.nl/handle/1874/394188

Kirchherr, J. et al. (2018) 'Barriers to the Circular Economy: Evidence From the European Union,' Ecological Economics, 150, pp. 264-272. https://doi.org/10.1016/j.ecolecon.2018.04.028

OECD (2019) Business Models for the Circular Economy: Opportunities and Challenges for Policy. OECD Publishing, Paris. https://doi.org/10.1787/g2g9dd62-en

Yamaguchi, S. et. al. (2018) 'International Trade and the Transition to a More Resource Efficient and Circular Economy'. OECD Trade and Environment Working Papers, Vol.2018 (3), pp.1-22. DOI: 10.1787/847feb24-en.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Management, Organisations People**

Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Management, Organisations & People
Moderator	M Khan
External Examiner	S Romenska
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Oral Presentation (30%) - An oral (video) business 'elevator' pitch
Assessment 2
Circular Economy Business Proposal Report (70%) - A written business proposal
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☐	☐	☒	☒	30	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☒	☒	☐	☐	☐	70	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Updated MD using the latest temlate of module descriptor.	13/03/2025	I. Kanta
Removed word "group" from the assessment 1 and 2	13/03/2025	I. Kanta