

Session: 2024/25

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Status: Pending

Title of Module: Circular Economy in Business			
Code: BUSN10074	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Inyene Nkanta		
Summary of Module			
<p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p>					

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) and online for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
						New College Lanarkshire

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1		Term 2	✓	Term 3	

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Learning Outcomes: (maximum of 5 statements)

On completion of this course, the student will be able to:

1. Demonstrate a critical understanding of the business landscapes in which a circular economy could operate, including different business scenarios and sectors.
2. Identify circular economy opportunities for individual businesses and products.
3. Communicate circular economy business ideas to a range of audiences with different levels of knowledge/ expertise.
4. Work with others to develop new thinking for CE in a business scenario.

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 Level 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 Level 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 Level 10. - 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 Level 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 Level 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.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

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Learning and Teaching	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 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
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Indicative resources:

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.

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via Moodle

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

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Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management Operations and People
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Changes/Version Number	N/A

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Assessment: (also refer to Assessment Outcomes Grids below)
<p>Assessments Components:</p> <p>Oral Presentation (30%) - An oral (video) business 'elevator' pitch by members of the group. This is designed to mimic the type of pitch entrepreneurs are often required to give to investors/funders.</p> <p>Group CE Business Proposal Report (70%) - A written business proposal: a clear, well-argued, and detailed paper of a creative and ambitious development of a circular lifecycle for a product/system. This will be written in the style of a business proposal (an example outline will be provided).</p>
<p>(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 Handbook.)</p>

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Group Presentation			✓	✓	30	0
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Portfolio of written work	✓	✓			70	0
Combined Total For All Components					100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.

<http://www.uws.ac.uk/equality/>
UWS Equality and Diversity Policy
[UWS Equality and Diversity Policy](#)

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