

| Module Details | |
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| Module Title | Circular Economy: Principals and Strategies (DL) |
| Module Code | OIM7042-B |
| Academic Year | 2024/5 |
| Credits | 20 |
| School | School of Management |
| FHEQ Level | FHEQ Level 7 |

| Contact Hours | |
|------------------------------|-------|
| Type | Hours |
| Directed Study | 75 |
| Groupwork | 75 |
| Interactive Learning Objects | 25 |
| Online Lecture (Synchronous) | 25 |

| Availability | |
|--------------|-------------------------------------|
| Occurrence | Location / Period |
| DLA | University of Bradford / Semester 3 |

| Module Aims |
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| <p>The aim of this module is to foster a comprehensive understanding of circular economy principles, business models, and strategies. Participants will explore core concepts related to their professional roles and future career plans, gain insights into various circular economy contexts, and develop practical skills in designing, applying, and adjusting circular solutions. Additionally, the module emphasizes group decision-making, teamwork, and real-time strategy adaptation.</p> |

Outline Syllabus

Circular Economy Principles and Concepts: Understanding the core principles of circular economy; Exploring how circular business models differ from linear ones, Case studies illustrating successful circular economy implementation.

Systems Thinking: Complexity theory and its relevance to circular systems; Feedback loops, interdependencies, and emergent behaviour; Optimizing circular systems; Identifying tipping points and unintended consequences.

Natural and Living Systems: Biomimicry: Learning from nature's design principles; Biological and technical nutrients.; Cradle-to-Cradle design philosophy.

Waste as Feedstock: Rethinking waste: From disposal to resource utilization. Circular supply chains and closed-loop processes.

Energy and Renewables: Integrating renewable energy sources into circular business models. Energy efficiency and circular energy systems.

Financial Aspects of Circular Economy: The role of money, finance, and investment in circular initiatives. Regulatory frameworks and incentives for circular practices.

Product-Service Design Ethos: Shifting from product-centric to service-centric design. Measuring performance and service quality in circular offerings. Fostering innovation and entrepreneurial thinking.

Business Models: Circular business models: Sharing economy, leasing, remanufacturing, etc. Evaluating their feasibility and impact.

Value Theory in Circular Economy: Reassessing value creation and capture in circular systems. Balancing economic, social, and environmental value.

Tools for System Change: Practical tools for implementing circular strategies. Stakeholder engagement, collaboration, and scaling up circular initiatives.

Learning Outcomes

| Outcome Number | Description |
|----------------|--|
| 01 | Develop lifelong learning skills for circular transition by equipping students with the ability to adapt, learn continuously, and support their professional development throughout their careers. |
| 02 | Develop an understanding of the interconnectedness of circular systems and the ability to evaluate risks associated with resource availability, supply chain disruptions, and social impact |
| 03 | Develop a critical appraisal of factors influencing circular adoption in diverse contexts. Analyse legal, financial, and technical aspects, and form reasoned judgments considering uncertainty, risk, and opportunity creation. |
| 04 | Develop collaborative skills for evaluating circular business scenarios, generating strategies to enhance business model circularity, and considering social, environmental, and commercial dimensions. |
| 05 | Develop effective communication skills for articulating decisions and engage in reflective learning. |

Learning, Teaching and Assessment Strategy

Learning will be directed, supported, and reinforced through a combination of online lectures, groupwork activities, presentations, online activities, as well as through personal research and directed and self-directed study. These activities will all be further supported through online engagement and the virtual learning environment.

Directed study will specifically make use of cases studies and videos, with interaction being maintained through on-line discussion boards and formative activities. The students will also be directed to further on-line activities and resources from the virtual learning environment.

To gain a firm understanding of the subject area and the key issues (as outlined in the syllabus) students will be required to access and engage with a variety of online resources (selected readings and video resources) a designated reading list that sets out guided reading, self-assessment exercises, case studies and links to additional resources. Students will also engage in a group simulation, promoting team-based learning and reflection.

The interactive, student-led approach will allow students to reflect on their learning further applying key academic and practitioner-based frameworks thereby gaining a critical understanding.

Students have the opportunity to complete a formative assignment plan of their summative assessments, which will allow them to prepare for their final assessments. After completing a draft outline (up to 500 words) students receive collective feedback on their plans/outlines.

The summative Assignment 1 is conducted and presented as a group of the decision-making process and modelling results, accompanied by Assessment 2, an individual assessment requiring you to demonstrate knowledge and understanding of business models within circular economy perspectives and propose a business model for a given business or sector wide framework.

The assignment assesses all module learning outcomes and is designed to test students understanding of the subject and explores a number of areas within the module by applying their learning to a real company.

Mode of Assessment

| Type | Method | Description | Weighting |
|-----------|----------------------|---|-----------|
| Summative | Presentation | Group presentation on the learning from simulation (20 min) | 30% |
| Summative | Coursework - Written | Group written report (3000 words) | 70% |

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.