

# **Description of the education (study units)**

## **Master Circular Economy**

**2023-2024**

*Chapter 6 of the Education and Examination Regulations  
for Bachelor degree courses*

*Version July 2023*

# MASTER CIRCULAR ECONOMY

Full-time

23 August 2022

## Semester 1 – study unit: Integral Analysis (30 ec)

Learning outcomes: A 1, 2, 3, 4, 5; B 1, 2, 3, 4, 5; C 1, 2, 3, 4; D 1, 2, 3, 4, 5

Academy

### ADMISSION REQUIREMENTS

Completed business economics or engineering bachelor's degree

Additional requirements:

- fluency in English
- has affinity with business administration
- has intrinsic motivation and ambition
- has an inquisitive and entrepreneurial attitude
- is communicative and connective
- can deal with uncertainties

The fulfilment of these additional requirements must be proven by a language test result or a certificate, a motivation letter, a reference letter and an admission interview.

### Exemptions not possible

Innovation workplace

### Theory line

Multiple value creation

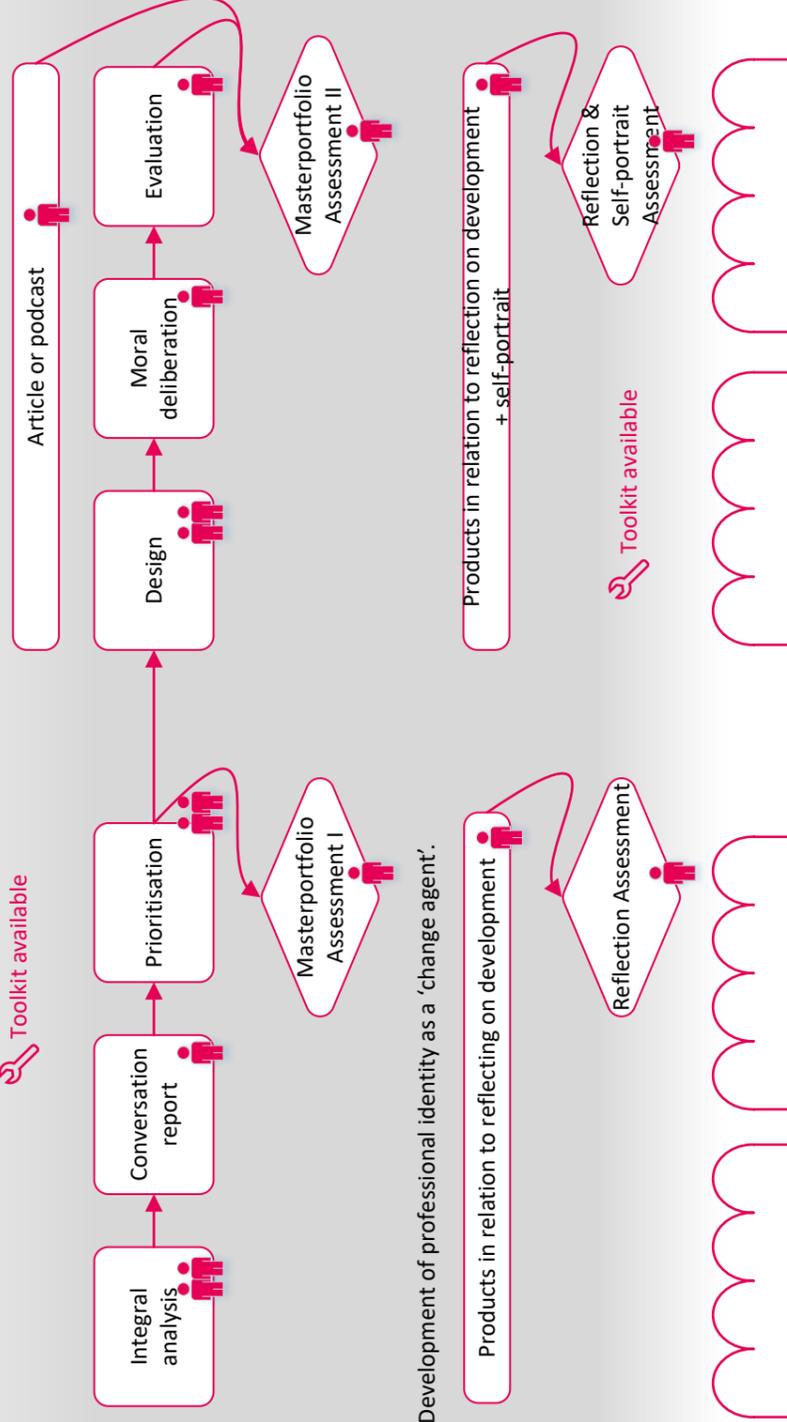


In-depth theory linked to practical issues

### Practice line

Working in pairs on solutions to practical problems of companies and organisations in order to initiate, help, realise and accelerate the transition to sustainable business operations

Participatory design-oriented research as a way of finding solutions for and within practical issues.



**Skills line** – linked to the practical issues

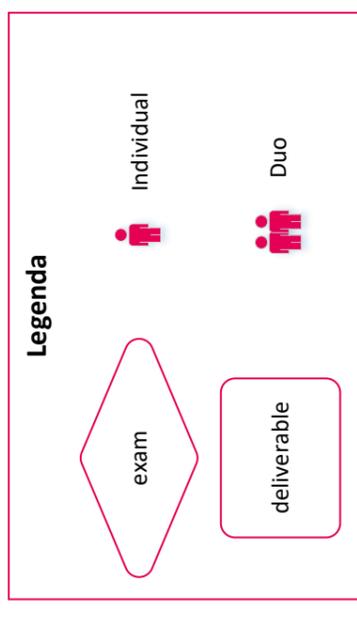
Research skills  
Professional skills  
Transformational leadership skills

## Semester 2 - study unit: Design (30 ec)

Learning outcomes: B 1, 2, 3, 4, 5, 6, 7; C 1, 2, 3, 4, 5; D 1, 2, 3, 4, 5

### EXIT QUALIFICATIONS

- The student can make an organisational analysis and diagnosis based on organisational models in which they map the different values of an organisation and their interrelatedness, and evaluate the organisation's performance in an integrated manner.
- In co-creation with the organisation, the student can design a strategy geared towards sustainable business operations, translate this into practical, relevant and innovative interventions, and contribute to the development of knowledge.
- The student can formulate a challenging vision on sustainability, motivate others with this vision and guide them in the transition process towards sustainable business operations by forging vital coalitions and increasing the capacity to change.
- The student can reflect on their own professionalism and their own vision on the circular economy, develops a moral compass and is intrinsically motivated to take the lead in the transition towards sustainable business operations.



## SU Integral Analysis - INTANL01

1. General information	
Long English name of course	Integral Analysis
Short English name of course	Integral Analysis
Course code	INTANL01
Degree programme and cluster	Master Circular Economy Cluster: N.A.
Teaching period	S1
Method of enrolment for educational activities	Via Osiris
ECTS credits, study load and contact hours	Study load: 30 EC  Scheduled contact time: 250 hours Expected self-study time: 590 hours Total assigned study load: 840 hours
Course entry requirements	N.A.
Prior knowledge	N.A.

2. Content and organisation	
Professional task	N.A.
Exit qualifications / programme Learning Outcomes (PLO)	<p>A. The student can analyze and diagnose problems in an international organization on the basis of organizational models, in which he/she maps the various values of an organization in their mutual cohesion and assesses the performance of the organization in an integral way.</p> <p>B. In co-creation with the organization the student can design a strategy aimed at sustainable management, translate this into practically relevant and innovative interventions and contribute to knowledge development.</p> <p>C. The student can formulate a challenging vision on sustainability and with that can motivate and coach others in the transition process towards sustainable management by establishing vital coalitions and by increasing the capacity for change.</p> <p>D. The student can reflect on their own professionalism and vision on circular economy. Develops a moral compass and is intrinsically motivated to take the lead in the transition towards sustainable management.</p>
General description	<p>The master and the SU's are composed of three integrated learning lines:</p> <ul style="list-style-type: none"> <li>• Theory line: working lectures and self - study.</li> <li>• Skills line: professionalism and leadership workshops on the theme "Me &amp; me and my environment"; professional skills training; research and self - study seminars.</li> <li>• Practice line: coaching meetings, peer review meetings, consulting research supervisor, learning and working in the innovation workshop and with the client.</li> </ul> <p>The common thread in the program is working on a practical issue at an organization for the purpose of initiating, helping to realize, and accelerating the transition to sustainable operations.</p> <p>During this teaching unit, you will perform an integral analysis of the organization based on the six values of the multiple value creation</p>

	<p>model. Then, in dialogue with stakeholders, you will prioritize and choose a sustainability issue. The way you work is methodically anchored, practically relevant, and ethically sound. Thus, you build Master Portfolio I. At the same time, you work integrally on your development as a change agent and build your Reflection Portfolio. The theory line and skills line support the acquisition of knowledge about multiple value creation, professional skills, participatory design - oriented research skills, and transformational leadership skills. The teaching unit starts with an introduction and getting to know the field, each other and the programme.</p>
<b>Cohesion</b>	<p>During this study unit, you will make an integral analysis for an organization based on the 6 capital model of multiple value creation. This integral analysis will be used to create and develop, using the Design Thinking method, a product, service, and/or activity (interventions) in line with the chosen sustainability issue.</p>
<b>Mandatory participation</b>	N.A.
<b>Maximum number of participants</b>	25
<b>Compensation options</b>	N.A.
<b>Activities and/or instructional formats</b>	<p>Theory Line: working college – self-study – group coaching  Practical Line: coaching – Intervention – study tutorials  Skills Line: working college – self study – workshops - Training</p>
<b>Required literature / description of learning material</b>	<p><b>Multiple Value Creation</b></p> <ul style="list-style-type: none"> <li>• Reader of scholarly articles "Multiple Value Creation.</li> <li>• Reader 'Sustainability and circular economy'</li> <li>• Reader 'Moral Economy. Introduction'.</li> <li>• Aken, T. van, Riepma, R. &amp; Westerdijk, R. (2018). Future - proof entrepreneurship. The OK! method as a foundation. Rheden: Organization - Knowledgeable.</li> <li>• Gleeson - White, J. (2021). Six Capitals. The Revolution Capitalism has to have - or can Accountants Save the Planet? Sydney: Allen &amp; Unwin.</li> <li>• Haan E. de (2017). Transitioning sectors. Amsterdam: Boom.</li> <li>• Meadows, D. (2022). Thinking in systems. A manual. With a foreword by economist Kate Raworth. Utrecht: Ten Have.</li> <li>• Tulder, R. van (2018). Business &amp; The Sustainable Development Goals: A Framework for Effective Corporate Involvement. Rotterdam: Rotterdam School of Management.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Syllabus "Research Skills" for the integral analysis.</li> <li>• Silverman, D. (2015) Interpreting Qualitative Data. Los Angeles/London/Singapore/New Delhi/Washington DC: Sage Publication</li> <li>• HAN University of Applied Sciences &amp; Amsterdam University of Applied Sciences. (n.d.). CMD Methods Pack: Find a combination of research methods that suit your needs. Available at <a href="https://www.cmdmethods.nl/">https://www.cmdmethods.nl/</a></li> <li>• APA Reference List: <a href="https://specials.han.nl/sites/studycentres/copyright/citing-sources/apa-citations/">https://specials.han.nl/sites/studycentres/copyright/citing-sources/apa-citations/</a></li> </ul> <p>Depending on the practice issues, students complete this list themselves for the purpose of their portfolio.</p>
<b>Required software / required materials</b>	Own laptop
<b>Extra contributions</b>	Travel expenses for field trips, client visits and seminars/conferences. Cost of personality test.

3. Examination	
MCEIA1A.1	Multiple Value Creation
MCEIA1A.8	Reflection assessment
MCEIA1B.8	Master Portfolio Assessment I

Exam code: INTANL01_T01 (Multiple Value Creation)	
Name (modular) exam	Multiple Value Creation
Code (modular) exam	INTANL01_T01
Assessment criteria	The questions in the knowledge test align with the learning outcomes. An assessment model is used in the assessment.  Knock-out criteria: N.A.
Exam format	Written exam
Exam type, if written	ANS, BYOD
Individual / group	Individual
Assessment periods	T2
Duration exam	90 minutes
Permitted resources / aids	The pre-issued case study.
Minimum result	5.5
Weight factor of modular exam	25%
Method of enrolment for exam	via Osiris
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.
Other info	Learning outcomes: A1, 2; B3, 4, 5 and C2.

Exam code: INTANL01_T03 (Reflection assessment)	
Name (modular) exam	Reflection assessment
Code (modular) exam	INTANL01_T03
Assessment criteria	<p>Presentation:</p> <ul style="list-style-type: none"> <li>The student has an understanding of strengths and weaknesses as a personal leader.</li> <li>The student has an understanding of his or her moral compass.</li> <li>The student has insight into the context in which personal leadership qualities are best expressed.</li> <li>The student understands and demonstrates the ability to develop into a change agent CE using examples.</li> </ul> <p>Conversation:</p> <ul style="list-style-type: none"> <li>The student is able to direct his own actions.</li> <li>The student has his/her own vision on sustainability and acts accordingly.</li> <li>The student is credible in the professional context regarding his own sustainable actions.</li> </ul> <p>Knock-out criteria: N.A.</p>
Exam format	Portfolio
Exam type, if written	N.A.
Individual / group	Individual
Assessment periods	P2
Duration exam	N.A.
Permitted resources / aids	No restrictions
Minimum result	5.5

<b>Weight factor of modular exam</b>	25%
<b>Method of enrolment for exam</b>	via Osiris
<b>Discussion and review</b>	Review and inspection are part of the assessment procedure. They take place at the end of the assessment.
<b>Other info</b>	Learning outcomes: B2; C1, 2 and D1, 2, 3, 4, 5

<b>Exam code: INTANL01_T02 (Master Portfolio Assessment I)</b>	
<b>Name (modular) exam</b>	Master Portfolio Assessment I
<b>Code (modular) exam</b>	INTANL01_T02
<b>Assessment criteria</b>	<p>Integral analysis:</p> <ul style="list-style-type: none"> <li>• The student shows the strategic issues that are useful for the organization in a logical, coherent way with the use of a SWOT analysis.</li> <li>• The student makes clear how the values in the context of the organization are related and how they influence each other and are underpinned with rich data collection, frameworks, models related to the practice context. A social constructivist research approach is used in a systematic, methodologically thorough way and ethically sound. The participation of internal and external stakeholders is traceable.</li> <li>• The student gives a critical reflection on the strengths and weaknesses of the integrated analysis and on the students growth with regard to integrated thinking.</li> </ul> <p>Prioritisation:</p> <ul style="list-style-type: none"> <li>• The student has unlined the criteria with stakeholders input and their participation is traceable.</li> <li>• The student has chosen a strategic issue with support of the stakeholders that is convincingly substantiated and made use of social constructivist research approach. This approach is systematic, methodologically thorough and ethically sound.</li> <li>• The student and interlocutors confirm that consensus on the chosen strategic issue has been reached.</li> </ul> <p>Presentation:</p> <ul style="list-style-type: none"> <li>• The student shows knowledge and skills and directs his/her own development.</li> <li>• The student presents a vision of the practical issue and the chosen method from a personal commitment to sustainability.</li> <li>• The student demonstrates how he or she, as a change agent, guides a transition process towards a sustainable organisation.</li> </ul> <p>Conversation:</p> <ul style="list-style-type: none"> <li>• The student demonstrates the capacity for 'integrated thinking'.</li> <li>• The student provides insight into the moral compass underlying his or her choices while working on the practical issue.</li> </ul> <p>Knock-out criteria: N.A.</p>
<b>Exam format</b>	Portfolio
<b>Exam type, if written</b>	N.A.
<b>Individual / group</b>	Individual
<b>Assessment periods</b>	P2
<b>Duration exam</b>	N.A.
<b>Permitted resources / aids</b>	No restrictions.
<b>Minimum result</b>	5.5

<b>Weight factor of modular exam</b>	50%
<b>Method of enrolment for exam</b>	via Osiris
<b>Discussion and review</b>	Review and inspection are part of the assessment procedure. They take place at the end of the assessment.
<b>Other info</b>	Learning outcomes: A1, 2, 3, 4, 5; B1, 2, 3; C1, 3, 4 and D2, 3, 5

<b>Changes compared to last year</b>	
<b>Date from which the SU will no longer be offered</b>	

## SU Design Thinking - DESTHI01

1. General information	
Long English name of course	Design Thinking
Short English name of course	Design Thinking
Course code	DESTHI01
Degree programme and cluster	Master Circular Economy Cluster: N.A.
Teaching period	S2
Method of enrolment for educational activities	Via Osiris
ECTS credits, study load and contact hours	Study load: 30 EC  Scheduled contact time: 250 hours Expected self-study time: 590 hours Total assigned study load: 840 hours
Course entry requirements	Entry requirement for participation is completion of study unit Integral Analysis. A passing grade on the Reflection Assessment is prerequisite for participation in the Reflection & Self - Portrait Assessment. Completion of study unit Integral Analysis with a satisfactory is conditional for participation in the assessment of Master Portfolio Assessment II.
Prior knowledge	N.A.

2. Content and organisation	
Professional task	N.A.
Exit qualifications / programme Learning Outcomes (PLO)	<p>A. The student can analyze and diagnose problems in an international organization on the basis of organizational models, in which he/she maps the various values of an organization in their mutual cohesion and assesses the performance of the organization in an integral way.</p> <p>B. In co-creation with the organization the student can design a strategy aimed at sustainable management, translate this into practically relevant and innovative interventions and contribute to knowledge development.</p> <p>C. The student can formulate a challenging vision on sustainability and with that can motivate and coach others in the transition process towards sustainable management by establishing vital coalitions and by increasing the capacity for change.</p> <p>D. The student can reflect on their own professionalism and vision on circular economy. Develops a moral compass and is intrinsically motivated to take the lead in the transition towards sustainable management.</p>
General description	<p>The master and the SU's are composed of three integrated learning lines:</p> <ul style="list-style-type: none"> <li>• Theory line: working lectures and self - study.</li> <li>• Skills line: professionalism and leadership workshops on the theme "Me &amp; me and my environment"; professional skills training; research and self - study seminars.</li> <li>• Practice line: coaching meetings, peer review meetings, consulting research supervisor, learning and working in the innovation workshop and with the client.</li> </ul> <p>The common thread in the program is working on a practical issue of an organization for the purpose of initiating, helping to realize and accelerate the transition to sustainable operations.</p>

	<p>During this study unit, you will create and develop, using the Design Thinking method, a product, service, and/or activity (interventions) in line with the previously chosen sustainability issue. As part of the design process, you will conduct a moral reflection. You evaluate the design process. The way you work is methodically embedded, practically relevant, and ethically sound. This is how you build Master portfolio II. Part of Master portfolio II is writing an article or creating a podcast.</p> <p>At the same time, you will work integrally on your development as a change agent and build your Reflection Portfolio &amp; Self - Portrait. The theory line and the skills line support the acquisition of knowledge focused on your practice issue, professional skills, skills in participatory design - oriented research, and skills in transformational leadership.</p>
<b>Cohesion</b>	<p>During this study unit, together with the stakeholders and based on the outcome of the Integral analysis, you will create and develop, using the Design Thinking method, a product, service, and/or activity (interventions) in line with the previously chosen sustainability issue.</p>
<b>Mandatory participation</b>	N.A.
<b>Maximum number of participants</b>	25
<b>Compensation options</b>	N.A.
<b>Activities and/or instructional formats</b>	<p>Theory Line: working college – self-study – group coaching  Practical Line: coaching – Intersession – study tutorials  Skills Line: working college – self study – workshops - Training</p>
<b>Required literature / description of learning material</b>	<p><b>Multiple Value Creation</b></p> <ul style="list-style-type: none"> <li>• Reader of scholarly articles "Multiple Value Creation.</li> <li>• Reader 'Sustainability and circular economy'</li> <li>• Reader 'Moral Economy. Introduction'.</li> <li>• Aken, T. van, Riepma, R. &amp; Westerdijk, R. (2018). Future - proof entrepreneurship. The OK! method as a foundation. Rheden: Organization - Knowledgeable.</li> <li>• Gleeson - White, J. (2021). Six Capitals. The Revolution Capitalism has to have - or can Accountants Save the Planet? Sydney: Allen &amp; Unwin.</li> <li>• Haan E. de (2017). Transitioning sectors. Amsterdam: Boom.</li> <li>• Meadows, D. (2022). Thinking in systems. A manual. With a foreword by economist Kate Raworth. Utrecht: Ten Have.</li> <li>• Tulder, R. van (2018). Business &amp; The Sustainable Development Goals: A Framework for Effective Corporate Involvement. Rotterdam: Rotterdam School of Management.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Syllabus "Research Skills" for the integral analysis.</li> <li>• Silverman, D. (2015) Interpreting Qualitative Data. Los Angeles/London/Singapore/New Delhi/Washington DC: Sage Publication</li> <li>• HAN University of Applied Sciences &amp; Amsterdam University of Applied Sciences. (n.d.). CMD Methods Pack: Find a combination of research methods that suit your needs. Available at <a href="https://www.cmdmethods.nl/">https://www.cmdmethods.nl/</a></li> <li>• APA Reference List: <a href="https://specials.han.nl/sites/studycentres/copyright/citing-sources/apa-citations/">https://specials.han.nl/sites/studycentres/copyright/citing-sources/apa-citations/</a></li> </ul> <p><b>Transformational Leadership</b></p> <ul style="list-style-type: none"> <li>• Covey, S. R. (2007). The 7 habits of highly effective people. New York: Free Press.</li> </ul>

	<ul style="list-style-type: none"> <li>Tulder, R. van (2018). Skills Sheets. Amsterdam: Pearson.</li> </ul> <p>Depending on the practice issues, students complete this list themselves for the purpose of their portfolio.</p>
<b>Required software / required materials</b>	N.A.
<b>Extra contributions</b>	Travel expenses for field trips, client visits and seminars/conferences. Cost of personality test.

<b>3. Examination</b>	
<b>MCEDT1A.8</b>	Reflection & Self-Portrait Assessment
<b>MCEDT1B.8</b>	Master Portfolio Assessment II

<b>Exam code: DESTHI01_T01 (Reflection &amp; Self-Portrait Assessment)</b>	
<b>Name (modular) exam</b>	Reflection & Self-Portrait Assessment
<b>Code (modular) exam</b>	DESTHI01_T01
<b>Assessment criteria</b>	<p>Presentation:</p> <ul style="list-style-type: none"> <li>The student understands strengths and weaknesses as a transformational leader and can use the capabilities of transformational leadership for the need of organizational transition.</li> <li>The student has insight into how this moral compass is expressed in the professional context, using concrete arguments and examples.</li> <li>The student has insight into the context in which the transformational leadership qualities are best expressed.</li> <li>The student has insight into the role as 'change agent' in guiding a transition process to a sustainable organization.</li> </ul> <p>Conversation:</p> <ul style="list-style-type: none"> <li>The student has a vision of his/her own ability to guide organizations in transition to a circular economy.</li> <li>The student shows awareness of the consequences of his/her own actions as change agent on the organization and outside the organization.</li> <li>The student provides insight into the internal motives for and commitment to sustainability and in the conversation, apparent contradictions in behavior are explained in a convincing way.</li> </ul> <p>Knock-out criteria: N.A.</p>
<b>Exam format</b>	Portfolio
<b>Exam type, if written</b>	N.A.
<b>Individual / group</b>	Individual
<b>Assessment periods</b>	P4
<b>Duration exam</b>	N.A.
<b>Permitted resources / aids</b>	No restrictions
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	30%
<b>Method of enrolment for exam</b>	via Osiris
<b>Discussion and review</b>	Review and inspection are part of the assessment procedure. They take place at the end of the assessment.
<b>Other info</b>	Learning outcomes: B2; C1, 2, 3; D1, 2, 3, 4, 5

<b>Exam code: DESTHI01_T02 (Master Portfolio Assessment II)</b>	
<b>Name (modular) exam</b>	Master Portfolio Assessment II
<b>Code (modular) exam</b>	DESTHI01_T02

<b>Assessment criteria</b>	<p>Design:</p> <ul style="list-style-type: none"> <li>The student creates a innovative design that is recognized by the stakeholders and relevant in relation to the integral analysis and prioritization.</li> </ul> <p>Moral reflection:</p> <ul style="list-style-type: none"> <li>The student demonstrates relevancy of the ethical dilemma in relation to the design process and provides insight between the students own moral compass and moral deliberation.</li> <li>The student shows insight into the strengths and weaknesses of how he/she has encouraged cooperation and connection from discussion partners and how he/she deployed relevant knowledge from own and other disciplines in the moral deliberation.</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>The student has tested and evaluated the design on practical relevance and the collaboration with stakeholders is traceable.</li> <li>The students choices in the design process are underpinned by stakeholder input, value - based desk research and other relevant data.</li> <li>The student shows strengths and weaknesses of his/her role in the design process based on feedback from stakeholders and him/herself.</li> <li>The students provides insight into the transition achieved by the organization and the people in and around the organization.</li> <li>The student gives appropriate recommendations based on the test results, which provide starting points for concrete implementation.</li> </ul> <p>Article/podcast:</p> <ul style="list-style-type: none"> <li>In the article/podcast, the student demonstrates how to connect relevant knowledge with knowledge from other relevant fields. In doing so, the choices are target group - oriented, underpinned by relevant theory and additional analysis.</li> <li>The student explains how the knowledge gained provides input for possible transfer to other practical situations.</li> <li>The student gives his/her vision on sustainable business management taking into account the international environment.</li> </ul> <p>Presentation:</p> <ul style="list-style-type: none"> <li>The student presents a vision on the practical issue from a personal commitment to sustainability. In doing so, he/she provides insight into his/her knowledge and skills and shows control over his/her own personal development.</li> <li>The student shows how, as a change agent, he/she guides the transition process towards a more sustainable organization.</li> </ul> <p>Conversation:</p> <ul style="list-style-type: none"> <li>The student demonstrates the capacity for 'integrated thinking' and can provide points of reference for transfer to other practical situations, giving insight into the moral compass underlying the choices in the practical issue.</li> </ul> <p>Knock-out criteria: N.A.</p>
<b>Exam format</b>	Portfolio
<b>Exam type, if written</b>	N.A.
<b>Individual / group</b>	Individual
<b>Assessment periods</b>	P4
<b>Duration exam</b>	N.A.

<b>Permitted resources / aids</b>	No restrictions
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	70%
<b>Method of enrolment for exam</b>	via Osiris
<b>Discussion and review</b>	Review and inspection are part of the assessment procedure. They take place at the end of the assessment.
<b>Other info</b>	Learning outcomes: B1, 2, 3, 4, 5, 6, 7, C1, 2, 3, 4, 5 and D2, 3, 5

<b>Changes compared to last year</b>	
<b>Date from which the SU will no longer be offered</b>	