GDAŃSK UNIVERSITY OF TECHNOLOGY

Subject card

Subject name and code	Silver Economy, PG_00073993		
Field of study	Economic Analytics		
Date of commencement of studies	October 2025	Academic year of realisation of subject	2026/2027
Education level	second-cycle studies	Subject group	Optional subject group Subject group related to scientific research in the field of study
Mode of study	Part-time studies	Mode of delivery	at the university
Year of study	2	Language of instruction	Polish
Semester of study	4	ECTS credits	3.0
Learning profile	general academic profile	Assessment form	assessment
Conducting unit	Department of Entrepreneurship and Institutional Environment -> Faculty of Management and Economics -> Faculties of Gdańsk University of Technology		
Name and surname of lecturer (lecturers)	Subject supervisor	dr inż. Anita Richert-Kaźmierska	
	Teachers		

Lesson types

Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
Number of study hours	8.0	16.0	0.0	0.0	0.0	24

E-learning hours included: 0.0

Learning activity and number of study hours

Learning activity	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study	SUM
Number of study hours	24	3.0	48.0	75

Subject objectives

The course aims to deepen students' knowledge of the economic and social factors shaping the development of the silver economy and prepare them to identify and assess opportunities for businesses, public institutions and civil society organisations in the context of population ageing. It develops students' ability to critically analyse demographic and market data, recognise the diverse needs and potential of older people, and design products, services and delivery models, taking account of economic viability, accessibility, social responsibility and cross-sector collaboration.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[K7_W05] has in-depth knowledge of integrating economic, legal, and ethical aspects in analyses and their application in entrepreneurial activities.	The student has in-depth knowledge of the economic, legal and ethical factors shaping the development of silver economy ventures and how to integrate these factors into the analysis and design of products and services that address the diverse needs of older people.	[SW1] Assessment of factual knowledge [SW2] Assessment of knowledge contained in presentation
[K7_U04] is able to prepare and convincingly present the results of specialized analyses, providing in-depth interpretation during debates and meetings with various audiences.	The student can prepare and persuasively present the findings of analyses of the potential of a selected silver economy market, providing an in-depth interpretation of demographic and economic data and adapting arguments to different audiences during presentations and debates.	[SU1] Assessment of task fulfilment [SU3] Assessment of ability to use knowledge gained from the subject

<table>
<tr><td>Subject contents</td><td>Course content – lecture

The nature and scope of the silver economy. Population ageing and economic change. Diversity among older consumers and households. Markets for silver economy products and services. Employment and entrepreneurship in later life. Gerontechnologies, digital services, universal design and co-creation with users. Business models and financing for ventures in the silver economy.

Course content – exercises

Analysis of demographic conditions. Assessment of market potential under current and projected demographic conditions. Segmentation of target groups. Designing a needs assessment: identifying the risks of stereotyping and excluding people who are harder to reach. Analysis of consumer behaviour. Analysis of existing offerings and competition. Managing an age-diverse team. Designing value propositions in the silver economy. Product or service delivery models, including financial service models. Marketing communications. Analysis of risks and economic development scenarios with a view to strengthening the silver economy.</td></tr>
<tr><td>Prerequisites and co-requisites</td><td></td></tr>
<tr><td>Assessment methods and criteria</td><td>
<table>
<tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr>
<tr><td>written exam</td><td>60.0%</td><td>50.0%</td></tr>
<tr><td>team's work</td><td>50.0%</td><td>40.0%</td></tr>
<tr><td>presentation</td><td>50.0%</td><td>10.0%</td></tr>
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<tr><td>Recommended reading</td><td>
<table>
<tr><td>Basic literature</td><td>Frąckiewicz, E., Iwański, R. (red.) (2021). Srebrna gospodarka. Perspektywa interdyscyplinarna. Szczecin: Wydawnictwo Akademii Sztuki w Szczecinie.
Bierzyńska-Sudoł, M., Szatlach, M. E. (2023). Srebrna gospodarka – wartość dodana polityki senioralnej. Studium przypadku regionu kujawsko-pomorskiego. Bydgoszcz: Wydawnictwo Uniwersytetu Kazimierza Wielkiego
OECD (2020). Promoting an Age-Inclusive Workforce: Living, Learning and Earning Longer. Paris: OECD Publishing. https://doi.org/10.1787/59752153-en.</td></tr>
<tr><td>Supplementary literature</td><td>Grewiński, M. (2021). Usługi społeczne we współczesnej polityce społecznej. Przegląd problemów i wizja przyszłości. Warszawa: Dom Wydawniczy ELIPSA.
World Health Organization (2021). Global Report on Ageism. Geneva: World Health Organization.
OECD (2024). Is Care Affordable for Older People? OECD Health Policy Studies. Paris: OECD Publishing. https://doi.org/10.1787/450ea778-en.</td></tr>
<tr><td>eResources addresses</td><td></td></tr>
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<tr><td>Example issues/ example questions/ tasks being completed</td><td>How does population ageing affect the composition of demand and opportunities for the development of the silver economy? Discuss the diversity of needs and purchasing power among older consumers.
Using demographic and market data, assess the growth potential of a selected product or service within the silver economy. Identify the target group, the competition and the limitations of your analysis.
What factors should be considered when designing products and services for older people to ensure that they meet their needs and are economically viable?</td></tr>
<tr><td>Practical activites within the subject</td><td>Not applicable</td></tr>
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