



Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: 16/11/20 Last amended: 10/04/2025

Version no. 1

1. Programme title(s) and code(s):

BSc Business Economics

BSc Business Economics with a Year Abroad^

BSc Business Economics with a Year in Industry^

HE Diploma in Business Economics*

HE Certificate in Business Economics*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

^ Students may only enter this programme by approved transfer at the end of Year 1

a) HECOS Code

| HECOS Code | % |
|------------|------|
| 100449 | 100% |

b) UCAS Code (where required)

LN11

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

BSc Business Economics

The normal period of registration is 3 years

The maximum period of registration 5 years

BSc Business Economics with a Year Abroad

The normal period of registration is 4 years

The maximum period of registration 6 years

BSc Business Economics with a Year in Industry

The normal period of registration is 4 years

The maximum period of registration 6 years

5. Typical entry requirements

Three A levels normally considered as a minimum. Two AS levels or vocational AS levels will be considered in place of an A level. General Studies and Critical Thinking not accepted.

A/AS Levels: ABB or equivalent including GCSE Maths at grade B or grade 5.

Access to HE course: Pass kite-marked course with a substantial number of level 3 credits at distinction, normally a minimum of 30 with some in Business or Economics. Students should also have GCSE Maths grade B..

European Baccalaureate: Pass with 77% overall.

International Baccalaureate: Pass Diploma with 30 points and 5 in SL maths.

Cypriot Apolytirion: 18.5/20 overall including 17 in Maths, plus grade B in 1

A-level.

French Baccalaureat: 13/20 overall with 13 in Maths. Students taking the international option 12/20 overall with 13 in maths.

Lithuanian Brandos Atestatas: Pass with grade 8.5 overall.

Chinese first year degree course: Normally, Pass with an average of 85% with good grades in relevant subjects.

For those on the year in industry, see [additional programme specification content for Year in Industry programmes](#)

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see <https://le.ac.uk/study/undergraduates/courses/abroad>

6. Accreditation of Prior Learning

Direct entry into the second year may be possible for those with advanced qualifications strictly comparable with our degree structure.

7. Programme aims

On completion of this programme students will be able to:

- i. Apply technical economics skills and contemporary theories to a wide range of operational environments and research problems.
- ii. Demonstrate a detailed knowledge and critical understanding of the principal ideas, concepts, models, principles and practices underpinning Economics
- iii. Collate, analyse, select and communicate data utilising media, formats and language appropriate for a variety of audiences.
- iv. Demonstrate the skills required to be a confident learner, with the ability to work both independently and collaboratively
- v. Integrate diverse local, national and global perspectives in an economic analysis
- vi. Evaluate economic implications of policy options in terms of equality, sustainability and ethical standards
- vii. Critically evaluate arguments and evidence considering context and having an awareness of alternative viewpoints.

In addition, for the 'with a Year abroad' variants

- The 'Year Abroad' variant of this programme is offered in accordance with the University's standard specification for the experiential year abroad variant.

In addition, for the 'with Industry' variants

- The 'Year in industry' variant of this programme is offered in accordance with the University's standard specification for year in industry programme variants.
- To provide experience of applications of professional and discipline-specific skills in Industry and to reinforce knowledge through its use in different environments.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy \[Login required\]](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: 16/11/20 Last amended: 10/04/2025

Version no. 1

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s). To ensure students meet the programme specific learning outcomes, the following competencies are mapped to the programme learning outcomes as described in 7.

a) Discipline specific knowledge and competencies

i) Competence in an appropriate body of knowledge

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|--|--|--|---|
| Students should be able to: Demonstrate knowledge of the main ideas, concepts, models and principles in underlying economic and business analysis and core issues in micro and macroeconomics (i) | Lectures and seminars and formative feedback particularly on the core modules EC1000, EC1001, EC2045, EC2046, EC3098, MN3104 and any of the management-related optional modules MN2120, MN2108, MK2110 and MN2116. | Seminar discussions, problems sets | Demonstrated through the assignments delivered through the core modules identified |
| Demonstrate knowledge of standard mathematical and statistical techniques and their application to economics and business (i) | Lectures, seminars and formative feedback particularly on modules EC1005, EC1007, EC1008, EC1009 | Seminar discussions, problems sets and computer classes preparatory work | Demonstrated through the mid-term tests, data analysis projects and then the final exam on the core mathematics and statistics modules in year 1 and 2. |

ii) Breadth of knowledge

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|-----------------------------|--|------------------------------------|---|
| Students should be able to: | Lectures, seminars and formative assessments across all modules across the programme | Seminar discussions, problems sets | Through exam performance but also in oral presentations and analyses of problem-solving sets. |

| | | | |
|---|---|--|--|
| Explain economic and business models and apply them appropriately. (ii) | | | |
| Employ quantitative economic and business analysis. (iii) | Workshops held in computer labs designed to demonstrate to the 'how' in relation to economic quantitative modelling | Empirical analysis in computer classes | Through assessment, in particular EC1009, EC2010 and EC2011. |

iii) Critical analysis of key issues

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|--|--|--|
| Students should be able to: Critically analyse economic and business arguments and relate them to current issues. (vi) | All modules across the programme and as part of on- going professional development but specifically on EC1025, EC1026, EC2011 and EC3004 | Engagement in debates within lectures and seminars as formative assessment | Engagement in debates within lectures and seminars as formative assessment but also in summative assessments in particular the on-going reflective development of the Leicester Award and Leicester Award Gold and the Research in Economics assignment. |

iv) Clear and concise presentation of material

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|--|--|--|---|
| Students should be able to: Produce clear and concise economic and business arguments and models. (iii) | Years 1, 2 and 3: Lectures, tutorials, seminars, formative & summative feedback. | Engagement in debates within lectures and seminars as formative assessment | Assessed through a range of written reports and data analyses problem sets throughout years 1, 2 and 3. |

v) Critical appraisal of evidence with appropriate insight

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|--|---|--|
| Students should be able to: Critically appraise relevant economic research including business using quantitative analysis when appropriate (vii) | Years 1, 2 and 3: Lectures, tutorials, seminars, formative & summative feedback. Workshops and computer labs. Maths Support Sessions. | Discussions in seminars, computer classes and workshops | Attainment in EC3004 Research in Economics and projects such as EC2011 |

b) Transferable skills

i) Oral communication

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|--|---|---------------------|---|
| Students should be able to: Prepare and present concepts, arguments or analysis orally. (iii) | Seminar and assessment support across all years of study. Content delivered through the engagement strategy including employability skills. Leicester Award and Leicester Award Gold provision. Scaffold approach to the format of assessment. | Seminar discussions | Formative: Contribution to tutorials and seminars. Summative assessment on EC1025, EC1026, or EC3004 |

ii) Written communication

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---------------------------|------------------|---------------------|-----------------|
|---------------------------|------------------|---------------------|-----------------|

| | | | |
|---|---|---|---|
| Produce clearly written material with appropriate use of evidence (iii) | <p>Year 1: Induction Programme and Study Skills Support material.</p> <p>Years 1, 2 and 3: Lectures, tutorials, seminars, formative & summative feedback, module handbooks.</p> | Seminar and computer classes preparatory work | Formative assessment, coursework, exams, Research in Economics (EC3004) or report in EC2011 |
|---|---|---|---|

iii) Information technology

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to: Use standard IT packages and computer software in the preparation of written work and support material for oral presentations. (iii) | <p>Year 1: Induction Programme and Study Skills Support material.</p> <p>Years 1 and 2: Computer classes</p> <p>Year 3: Research in Economics Project</p> | Seminar and computer classes preparatory work | <p>Formative: Contribution to computer classes.</p> <p>Summative: written reports and data analysis skills in relation to problem sets.</p> |

iv) Numeracy

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|--|--|---|--|
| Employ general numerical, mathematical and statistical skills to the analysis of business problems. (iv) | Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative & summative feedback. | Seminars work and computer classes preparatory work | Formative assessment, coursework, exams, Research in Economics |

v) Team working

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|-----------------------------|--|--------------------------------------|---|
| Students should be able to: | Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes. | Group work during seminar activities | Group-based coursework on EC1025, EC2011, MN2120 and in relation to |

| | | | |
|---|--|--|--|
| Demonstrate basic team working skills. (iv) | | | the reflections as part of the Leicester Award and Leicester Award Gold. |
|---|--|--|--|

vi) Problem solving

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|--|------------------------------|---|
| Students should be able to: Demonstrate problem formulation and solution considering diverse local, national and global perspectives. (vi) | Years 1, 2 and 3: Lectures, tutorials, seminars, formative & summative feedback. Maths Support Sessions | Seminar work and discussions | Formative assessment, coursework, exams and mid-term tests. In particular, problem sets and data analysis assignments are relevant. |

vii) Information handling

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|--|--|------------------------------|--|
| Students should be able to: Find and use appropriate information from a variety of sources. (iii) | Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative & summative feedback. Developed specifically through the on-line academic misconduct course embedded in EC1000. | Seminar work and discussions | Formative assessment, coursework, exams, Research in Economics assignment. |

viii) Skills for lifelong learning

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|--|---------------------|--|
| Collect and apply new ideas and concepts. (v) | Year 1: Induction Programme and Study Skills Support material. Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative | Seminar discussions | Formative assessment, coursework, exams, Research in Economics assignment. |

| | | | |
|---|---|------------------------------|--|
| | & summative feedback, module handbooks. | | Ability to hand-in work on time, arrive at exams prepared and anticipating challenge. |
| Combine new knowledge and techniques with prior understanding. (ii) | <p>Year 1: Induction Programme and Study Skills Support material.</p> <p>Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative & summative feedback, module handbooks.</p> | Seminar work and discussions | <p>Formative assessment, coursework, exams, Research in Economics assignment.</p> <p>Ability to hand-in work on time, arrive at exams prepared and anticipating challenge.</p> |
| Demonstrate and produce independent work. (iv) | <p>Year 1: Induction Programme and Study Skills Support material.</p> <p>Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative & summative feedback, module handbooks.</p> | Seminar work and discussions | <p>Formative assessment, coursework, exams, Research in Economics assignment.</p> <p>Ability to hand-in work on time, arrive at exams prepared and anticipating challenge.</p> |

Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: 16/11/20 Last amended: 10/04/2025

Version no. 1

10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see link in section 5.

For those on the year in industry, see [additional programme specification content for Year in Industry programmes](#)

In cases where a student has failed to meet a requirement to progress, he or she will be required to withdraw from the course.

a) Course transfers

n/a

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

12. Special features

- A four-day induction programme in the first week of Year 1.
- A formal employability skills development programme in year 1
- Study of core microeconomic and macroeconomic theory and applications at progressively rising levels of analytical and technical complexity.
- Provision of a broad range of optional modules that apply economic analysis, in diverse ways, to a variety of specialist subjects enabling students to focus on areas of interest.
- Academic supervision of an extended research project, in an economics-related topic of the students' own choosing, resulting in a professional-style written dissertation.
- The option of a four-year 'with a Year in Industry' degree programme (see below).

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see link in section 5.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

| RiE Quadrant | Narrative |
|--------------|---|
| | The Economics programmes provide a comprehensive foundation in the knowledge and skills essential for economics professionals. It equips students to think critically, solve problems, and assess potential solutions to real-world economic challenges. The curriculum is grounded in current economic research, ensuring that the knowledge and skills acquired by graduates meet professional standards. |

| | |
|--|---|
| <p>Research-briefed</p> <p>Bringing staff research content into the curriculum.</p> | <p>Research briefed – Programme content is shaped and inspired by the latest research, drawing on contributions from Applied Microeconomics, Econometrics, Industrial Organization, and Macroeconomics research groups at the University of Leicester. All staff are experienced researchers who bring their expertise into their teaching.</p> |
| <p>Research-based</p> <p>Framed enquiry for exploring existing knowledge.</p> | <p>Research based – Students will be challenged to analyse various economic problems using the theories and methods they have learned. They will apply their theoretical knowledge and data analysis skills across different contexts.</p> |
| <p>Research-oriented</p> <p>Students critique published research content and process.</p> | <p>Research orientated – Students are equipped with tools and are required to critically evaluate lecture content, seminar analyses, assessments, and published academic research.</p> |
| <p>Research-apprenticed</p> <p>Experiencing the research process and methods; building new knowledge.</p> | <p>Research apprenticed – Students receive training and practice in writing for various audiences, collaborative work, oral presentation, and academic literacy. Working individually and in teams, students will present findings from their critical appraisals and data analyses.</p> |

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Research seminars and workshops are timetabled on a weekly basis across the College of Business and are accessible to all students within the College. These sessions focus not only on potential research outputs and working papers from academic staff within the College but also on the processes underpinning research and associated funding and dissemination of work.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

All module leaders and teaching focused staff and members of not only their subject specific research group but also the College's Academy of Business Education and Practice. The Academy runs regular sessions including external speakers and workshops for reflection on teaching practices and sharing of best practice. The Academy also facilitates a reading group which provides an informal environment to discuss contemporary pedagogic issues.

The Academy underpins a teaching and learning research culture which provides staff with a clear platform to share and evaluate current and potential practice-based activities within the pedagogic sphere.

13. Indications of programme quality

- University Academic Review
- External examiners reports
- First Destination careers statistics
- Exemptions from Business Economics professional exams with the Chartered Institute of Management Accountants (CIMA)

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required].

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

BSc Business Economics including with Year Abroad and Year in Industry

Updates to the programme

| Academic year affected | Module | Change |
|------------------------|--------------------------------|----------------------------------|
| 2027/28 | EC3004 Communicating Economics | Previously known as Dissertation |

Level 4/Year 1 2025/26

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core | n/a | 60 credits | 60 credits |
| Optional | n/a | n/a | n/a |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|--|------------|
| Semester 1 | EC1025 | Contemporary Issues in Economics, Finance and Business 1 | 15 credits |
| Semester 1 | EC1000 | Microeconomics | 15 credits |
| Semester 1 | EC1005 | Maths for Economics 1 | 15 credits |
| Semester 1 | EC1007 | Statistics for Economics | 15 credits |
| Semester 2 | EC1001 | Macroeconomics | 15 credits |

| Delivery period | Code | Title | Credits |
|-----------------|--------|--|------------|
| Semester 2 | EC1008 | Maths for Economics 2 | 15 credits |
| Semester 2 | EC1009 | Introduction to Economic Data Analysis | 15 credits |
| Semester 2 | EC1026 | Contemporary Issues in Economics, Finance and Business 2 | 15 credits |

Notes

n/a

Level 5/Year 2 2026/27

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core | n/a | 45 credits | 15 credits |
| Optional | n/a | 45 credits | 15 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|--------------------------------|------------|
| Semester 1 | EC2010 | Introductory Econometrics | 15 credits |
| Semester 1 | EC2045 | Intermediate Microeconomics | 15 credits |
| Semester 1 | EC2046 | Intermediate Macroeconomics | 15 credits |
| Semester 2 | EC2011 | Topics in Applied Econometrics | 15 credits |
| Semester 2 | EC2022 | Principles of Finance | 15 credits |
| Semester 2 | EC2050 | Firms, Markets and Welfare | 15 credits |

Notes

n/a

Option modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|---------------------------------|------------|
| Semester 1 | MK2108 | Strategy | 15 credits |
| Semester 1 | EC2120 | The Business Environment | 15 credits |
| Semester 2 | EC2062 | Data Science | 15 credits |
| Semester 2 | MK2110 | Operations Management | 15 credits |
| Semester 2 | MN2116 | Corporate Social Responsibility | 15 credits |

Notes

For Semester 1, choose one module

For Semester 2, choose one module

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Level 6/Year Final 2027/28

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|------------|------------|------------|
| Core | 15 credits | 15 credits | 15 credits |
| Optional | n/a | 45 credits | 30 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|-------------------------|------------|
| Year long | EC3004 | Communicating Economics | 15 credits |
| Semester 1 | EC3098 | Business Economics | 15 credits |
| Semester 2 | MN3104 | International Business | 15 credits |

Notes

n/a

Option modules

| Delivery period | Code | Title | Credits |
|------------------------|-------------|---------------------------------|----------------|
| Semester 1 | EC3023 | Industrial Economics | 15 credits |
| Semester 1 | EC3071 | Managerial Economics | 15 credits |
| Semester 1 | AF3083 | Business Law | 15 credits |
| Semester 1 | MN3109 | Business Ethics | 15 credits |
| Semester 1 | MK3115 | Business in the Digital Economy | 15 credits |
| Semester 2 | EC3058 | Corporate Finance | 15 credits |
| Semester 2 | AF3076 | Accounting | 15 credits |
| Semester 2 | AF3085 | Principles of Business Taxation | 15 credits |
| Semester 2 | EC3089 | Behavioural Economics | 15 credits |

Notes

For Semester 1, chose 3 modules.

For Semester 2, chose 2 modules.

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Appendix 2: Module specifications

See undergraduate [module specification database \[log-in required\]](#) (Note - modules are organized by year of delivery).