# Programme Specification (Undergraduate) FOR ENTRY YEAR: 2023/24

**Date created:** 30/09/2022 **Last amended:** 01/12/2023 **Version no.** 2 **Date approved by EQED:** 13/12/2022

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

BSc Economics and Data Analytics

BSc Economics and Data Analytics with a Year Abroad^

BSc Economics and Data Analytics with a Year in Industry^

HE Diploma in Economics and Data Analytics *

HE Certificate in Economics and Data Analytics *

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 | % |
|---|---|
| 100450 | 50% |
| 101030 | 50% |

### b) UCAS Code (where required)

TBA

## 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 Economics and Data Analytics**

The normal period of registration is 3 years

The maximum period of registration 5 years

**BSc Economics and Data Analytics with a Year Abroad**

The normal period of registration is 4 years

The maximum period of registration 6 years

**BSc Economics and Data Analytics 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. For BSc, additional A-level needs to be in Maths.

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 abroad variant, see additional programme specification content for Year Abroad programmes

For those on the year in industry variant, 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

- The programme aims to Provide a detailed knowledge, and critical awareness, of the main ideas, concepts, models and principles in economic analysis.
- Develop skills in quantitative economic analysis through the use of standard mathematical and statistical techniques and their application to real-world economic problems and data.
- Develop skills in data science and analysis, through the knowledge of programming, computational methods, data mining, forecasting methods, and machine learning.
- Enable the combination of economic analysis and data science to inform decision-making on issues pertaining to contemporary economic policy, financial systems, and business practice.
- Prepare students for a wide range of careers such as government service, business management, financial services, and postgraduate study in economics or related fields.
- Develop skills of written and oral presentation, team working, information handling, use of information technology and skills for lifelong learning.
- Offer to students the opportunity to experience learning in a different cultural environment (through the Year Abroad variants).
- Offer students the opportunity to obtain relevant work experience (through the Year in Industry variants).

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
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

UNIVERSITY OF LEICESTER

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## 9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

### a) Knowledge and Critical Understanding

i) Competence in an appropriate body of knowledge

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Apply knowledge of the main ideas, concepts, models and principles in microeconomic and macroeconomic theory | Lectures and seminars and formative feedback particularly on the core modules EC1000, EC1001, EC2045, EC2046 | Seminar discussions, problems sets | Demonstrated through the final exams of the modules identified, the midterm tests of EC1000 and EC2046, and the coursework of EC2045 |
| Students should be able to:<br>Describe standard mathematical and statistical techniques and their application to economics | Lectures, seminars and formative feedback particularly on modules EC1005, EC1007, EC1008, EC1009 | Seminar discussions, problems sets | Demonstrated through achieving a pass mark in the mid-term tests 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:<br>Explain economic models and apply them appropriately | 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 |

| | | | |
|---|---|---|---|
| Students should be able to:<br>Employ quantitative economic analysis | 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 the problems sets of EC2010, the group work and research proposal of EC2011, and the final exam of EC2010 |
| Students should be able to:<br>Apply up to date techniques of data analysis using computational methods | Lectures, seminars, and computer labs | Computer classes and lecture discussions in EC2035 and EC2036 | Through the small coding and data gathering projects in EC2035 and EC2036, the case studies in EC3027 and EC3010, the tests in EC2035 and EC3027, and the examinations in EC2036 and EC3010 |
| Students should be able to:<br>Apply economic, financial and mathematical theories and techniques in a workplace setting (Year in Industry variant only).*<br><br>**The extent to which a student will have the opportunity to do this will vary according to the type of placement* | Participate in a work environment to develop the ability to apply theories and concepts to real world situations (Year in Industry variant only) | Working practice | Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only) |

iii) Understanding of source materials

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Find and use appropriate information from a variety of sources | 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 | Computer classes, data handling practice sessions | Formative assessment, coursework (typically: essay, report numerical problems, short answer questions), exams, the reflective project assignments (essay, oral presentation, power point presentation). Projects |

| | | | |
|---|---|---|---|
| | | | and case studies in EC2035, EC2036, EC3027, EC3010 |
| Students should be able to:<br>Apply information handling skills within the work environment (Year in Industry variant only) | Development of data handling in the work environment through project work (Year in Industry variant only) | Working practice | Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only) |

**b) Cognitive and Practical Skills**

i) Selection and analysis of sources

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Critically appraise relevant economic research | Years 1, 2 and 3: Lectures, tutorials, seminars, formative & summative feedback. Guided independent reading | Seminar discussions | Through reflective project, power point presentation, and oral presentation in EC3028 |
| Students should be able to:<br>Critically appraise the results from quantitative economic analysis | Workshops and computer labs. Maths Support Sessions | Seminar discussions and computer classes | Through reflective project, power point presentation, and oral presentation in EC3028 |
| Students should be able to:<br>Demonstrate the ability to use the internet to access appropriate information | Year 1: Induction Programme and Study Skills Support material.<br>Years 1 and 2: Computer classes<br>Year 3: Reflective project | Computer classes and workshops in EC3028. Library induction. | Formative: Contribution to computer classes.<br>Summative: written reports and data analysis skills in relation to problem sets |
| Students should be able to:<br>Use a variety of sources of knowledge appropriately | Year 1: Induction Programme and Study Skills Support material.<br>Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative | Lecture discussions, seminar discussions | Formative assessment, coursework, exams, reflective project assignments (essay, oral presentation, power point presentation). |

| | | | |
|---|---|---|---|
| | & summative feedback, module handbooks | | Ability to hand-in work on time, arrive at exams prepared and anticipating challenge. |

ii) Critical engagement

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Critically analyse economic arguments and relate them to contemporary policy issues | Lectures, seminar, and computer classes in all modules across the programme as part of on-going professional development. In particular, lectures, seminars and computer classes in EC1025, EC2011, and EC3028 | Seminar discussions | 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 Reflective Project assignment |
| Students should be able to:<br>Critically evaluate the data and methods appropriate to assess important economic events | Lectures, seminars, and computer labs | Seminar discussions, computer classes, lecture discussions in EC2010, EC2011, EC2035, EC2036 or EC3028 | Through the small coding and data gathering projects in EC2035 and EC2036, the case studies in EC3027 and EC3010 |

iii) Presentation of an argument

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Produce clear and concise economic arguments and models | Years 1, 2 and 3: Lectures, tutorials, seminars, formative & summative feedback | Seminar discussions | Assessed through a range of written reports and data analyses problem sets throughout years 1, 2 and 3 |
| Students should be able to:<br>Produce clear and concise quantitative economic analysis and results | Intensity of the problem solving sets increases over the course of the programme to ensure knowledge is cumulatively developed, retained and operationalized | Discussions during computer classes | Assessed through a range of written reports and data analyses problem sets throughout years 1, 2 and 3 |

iv) Independent research

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Be able to support own ideas with the appropriate backing of theory, empirical evidence, or data analysis | Year 1: Induction Programme and Study Skills Support material.<br><br>Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative & summative feedback, module handbooks | Seminar discussions, data analysis in computer classes | Formative assessment, coursework (typically: essay, report numerical problems, short answer questions), exams, the reflective project assignments (essay, oral presentation, power point presentation).<br>Ability to hand-in work on time, arrive at exams prepared and anticipating challenge |
| Students should be able to:<br>Write an extended original research report | Developed through seminar classes and lectures in preparation for the assignment on EC3028 | Mentoring from module leaders in E3XXX | Through reflective project, power point presentation, and oral presentation in EC3028 |

v) Relevant technical skills

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Collect and apply new ideas and concepts | Year 1: Induction Programme and Study Skills Support material<br><br>Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative & summative feedback, module handbooks | Discussions during lectures and seminars | Formative assessment, coursework (typically: essay, report numerical problems, short answer questions), exams, the reflective project assignments (essay, oral presentation, power point presentation). |

| | | | |
|---|---|---|---|
| | | | Ability to hand-in work on time, arrive at exams prepared and anticipating challenge. |
| Students should be able to:<br>Combine new knowledge and techniques with prior understanding | Year 1: Induction Programme and Study Skills Support material.<br><br>Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative & summative feedback, module handbooks | Discussions in lectures and seminars | Formative assessment, coursework (typically: essay, report numerical problems, short answer questions), exams, the dissertation assignments (essay, oral presentation, power point presentation).<br>Ability to hand-in work on time, arrive at exams prepared and anticipating challenge. |
| Students should be able to:<br>Demonstrate the ability to use specialist packages for statistical analysis | Year 1: Induction Programme and Study Skills Support material.<br><br>Years 1 and 2: Computer classes<br>Year 3: Reflective Project<br>Econometrics modules EC2010, EC2011<br>Data analytics modules EC2035, EC2036, EC3027, EC3010 | Discussions in lectures and seminars, particularly in EC1009, EC2010, EC2011, EC2035, EC2036, or EC3027 | Formative: Contribution to computer classes.<br>Summative: written reports and data analysis skills in relation to problem sets |

vi) Autonomous working

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Produce independent work in timely manner | Year 1: Induction Programme and Study Skills Support material.<br><br>Seminars and computer classes | Preparation for seminars and assessment deadlines | Essay assignments and other projects during the programme |

vii) Presentation of research findings

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Produce reports outlining original research | Seminars, computer classes, and workshops particularly in EC2011, EC3027, EC3010 and EC3028 | Workshops for EC30XXX | Essays, case studies, reflective project |
| Students should be able to:<br>Present independent research to an audience and defend their findings | Seminar discussions and workshops in EC3028 | Seminar discussions, presentation trial sessions in EC3028 | Presentation in EC1025 or EC3028 |

**c) Transferable skills**

i) Verbal, written and digital communication

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Prepare and present concepts, arguments or analysis orally | Seminar and assessment support across all years of study.<br>Content delivered through the engagement strategy including employability skills.<br>Leicester Award and Leicester Award Gold provision.<br>Scaffold approach to the format of assessment | Seminar discussions | Formative: Contribution to tutorials and seminars.<br>Summative assessment: group essays, group presentation, and reflective summary in EC1025. Reflective Project, power point presentation, and oral presentation in EC3028 |
| Students should be able to:<br>Produce clear visual aids to accompany an oral presentation | Seminar and assessment support across all years of study.<br>Content delivered through the engagement strategy including | Workshops for EC3028 | Formative: Contribution to tutorials and seminars. |

| | | | |
|---|---|---|---|
| | employability skills.<br>Leicester Award and Leicester Award Gold provision.<br>Scaffold approach to the format of assessment | | Summative assessment: group essays, group presentation, and reflective summary in EC1025. reflective project, power point presentation, and oral presentation in EC3028 |
| Students should be able to:<br>Produce clearly written material with appropriate use of evidence | Year 1: Induction Programme and Study Skills Support material.<br>Years 1, 2 and 3: Lectures, tutorials, seminars, formative & summative feedback, module handbooks. | Seminar and computer classes preparatory work | Formative assessment, coursework (typically: essay, report numerical problems, short answer questions), exams, reflective project, power point presentation, and oral presentation in EC3028 |
| Demonstrate the ability to use word processing in the preparation of written work | Year 1: Induction Programme and Study Skills Support material.<br>Years 1 and 2: Computer classes<br>Year 3: Computer classes and Reflective project | Group work preparation and preparation for seminars and computer classes. Workshops for EC30XXX | Formative: Contribution to computer classes.<br>Summative: written reports and data analysis skills in relation to problem sets. |
| Apply oral communication skills within the work environment and in presentation (Year in Industry variant only) | Development of oral communication skills in the work environment (Year in Industry variant only) | Working practice | Reflective log and final report/presentation (Year in Industry variant only) |
| Apply written communication skills within the work environment and in report writing (Year in Industry variant only) | Development of written communication skills in the work environment (Year in Industry variant only) | Working practice | Reflective log and final report/presentation (Year in Industry variant only) |
| Apply information technology skills within the work environment and in presentation (Year in Industry variant only) | Development of IT skills in the work environment through project work and student portfolio (Year in Industry variant only) | Working practice | Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only) |

ii) Numeracy

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Employ general numerical, mathematical and statistical skills | Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative & summative feedback. | Seminars work and computer classes preparatory work | Formative assessment, coursework (typically: essay, report numerical problems, short answer questions), exams, reflective project |
| Students should be able to:<br>Apply numeracy skills within the work environment (Year in Industry variant only) | Development of numeracy skills in the work environment through project work (Year in Industry variant only) | Working practice | Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only) |

iii) Self-reflection

| Intended Learning Outcome | Module Code | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|---|
| Students should be able to:<br>Reflect on their own skills, strengths and weaknesses | Core: EC1025, EC2011 | Seminars, workshops | Guidance on the preparation of assessment. Feedback from module leader | Reflective summary for EC1025, CV and cover letter for EC2011 |
| Students should be able to:<br>Think reflectively about personal and professional development (Year in Industry variant only) | Year in Industry | Development of a variety of employability and transferable skills through responsibilities associated with their work placement (Year in Industry variant only) | Working practice | Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only). |

iv) Problem solving

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Demonstrate problem formulation and solution | Years 1, 2 and 3: Lectures, tutorials, seminars, formative & summative feedback.<br>Maths Support Sessions | Seminar work and discussions | Formative assessment, coursework (typically: essay, report numerical problems, short answer questions), exams and mid-term tests. In particular, problem sets and data analysis assignments are relevant |
| Students should be able to:<br>Apply problem solving skills within the work environment (Year in Industry variant only) | Development of problem solving skills in the work environment through project work and applying theories and concepts to real world situations (Year in Industry variant only) | Working practice | Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only) |

v) Organisation and management

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Apply time management skills to ensure deadlines are adhered to | Year 1: Induction Programme and Study Skills Support material.<br><br>Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative & summative feedback, module handbooks | Group work, guidance in assessment preparation, assessment literacy skills session | Formative assessment, coursework (typically: essay, report numerical problems, short answer questions), exams, the reflective project assignments (essay, oral presentation, power point presentation).<br><br>Ability to hand-in work on time, arrive at exams prepared and anticipating challenge |

| | | | |
|---|---|---|---|
| Students should be able to:<br>Learn in a different cultural environment (Year Abroad variant only) | Year Abroad variant only: Lectures, seminars, tutorials, feedback while studying in the host institution. | Working practice | Year Abroad variant only: Exams and coursework in the host institution. |

vi) Teamwork

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Demonstrate basic team working skills | Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes | Group work | Group essays and group presentations in EC1025; group work proposal and research paper in EC2011. Also in relation to the reflections as part of the Leicester Award and Leicester Award Gold |
| Students should be able to:<br>Apply team building skills within the work environment (Year in Industry variant only) | Development of team building skills in the work environment through project work (Year in Industry variant only) | Working practice | Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only) |

Year Abroad

In addition, for the 'with a Year abroad' variants the additional programme outcomes apply

Year in Industry

In addition, for the Year in Industry' variants the additional programme outcomes apply

## 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.

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

### b) Year abroad

For the Year Abroad variant (for experiential Year Abroad only) the additional progression points apply

### c) Year in Industry

For the Year in Industry variant, the additional progression points apply

## 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.
- Study of elements of computer programming and modern techniques of data analytics and their 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.
- The option of a four-year 'with a Year Abroad' degree programme, with a third year spent studying at an overseas partner University either in a foreign language or in English (see below).
  For the Year Abroad variant (for experiential Year Abroad only) the additional Special Features apply
- The option of a four-year 'with a Year in Industry' degree programme (see below).

The University recognises that undertaking a work placement as part the programme of study can enhance career prospects and provide added value, and as such this programme includes a 'year in industry' variant.

By experiencing real-world scenarios and applying skills and knowledge to a professional environment, students can gain a unique insight into how their studies can be utilised in industry. This will not only showcase their abilities to future employers but will also enhance their studies upon returning to university to complete your programme.

To understand the special features for year in industry undergraduate programme variants, this programme specification should be read in conjunction with the programme specification content which can be found here. This outlines details including programme aims, support, progression and duration.

## 13. Indications of programme quality

University Academic Review

External Examiners reports

First Destination careers statistics

Exemption from the Business Economics professional examination of 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].

UNIVERSITY OF LEICESTER

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## 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 Economics and Data Analytics

**Level 4/Year 1** **Choose an item.**

Credit breakdown

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

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Year long | EC1025 | Contemporary Issues in Economics, Finance and Business | 30 credits |
| Semester 1 | EC1000 | Microeconomics | 15 credits |
| Semester 1 | EC1005 | Maths for Economics 1 | 15 credits |
| Semester 1 | EC1007 | Statistics for Economics 1 | 15 credits |
| Semester 2 | EC1001 | Macroeconomics | 15 credits |
| Semester 2 | EC1008 | Maths for Economics 2 | 15 credits |

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 2 | EC1009 | Statistics for Economics 2 | 15 credits |

**Notes**
n/a

**Level 5/Year 2 Choose an item.**

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | n/a | 60 credits | 30 credits |
| Optional | n/a | n/a | 30 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 1 | EC2010 | Introductory Econometrics | 15 credits |
| Semester 1 | EC2035 | Methods for Data Analytics I | 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 | EC2036 | Methods for Data Analytics II | 15 credits |

**Notes**
n/a

Option modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 2 | EC2022 | Principles of Finance | 15 credits |
| Semester 2 | EC2050 | Firms, Markets and Welfare | 15 credits |
| Semester 2 | EC2051 | Money and Central Banking | 15 credits |
| Semester 2 | EC2052 | Labour Economics | 15 credits |
| Semester 2 | EC2053 | Environmental and Resource Economics | 15 credits |

**Notes**
For Semester 2, choose 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.

### Level 6/Year Final Choose an item.

Credit breakdown

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

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 1 | EC3027 | Data Analytics in Practice | 15 credits |
| Semester 2 | EC3028 | Reflective Project | 15 credits |

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 2 | EC3010 | Economic Forecasting | 15 credits |

**Notes**
n/a

Option modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 1 | EC3000 | Advanced Microeconomics(1) | 15 credits |
| Semester 1 | EC3001 | Advanced Macroeconomics(2) | 15 credits |
| Semester 1 | EC3023 | Industrial Economics(3) | 15 credits |
| Semester 1 | EC3070 | Financial Derivatives | 15 credits |
| Semester 1 | EC3071 | Managerial Economics | 15 credits |
| Semester 1 | EC3081 | Mathematical Finance | 15 credits |
| Semester 2 | EC3044 | Economics of Education | 15 credits |
| Semester 2 | EC3067 | International Finance | 15 credits |
| Semester 2 | EC3058 | Corporate Finance(4) | 15 credits |
| Semester 2 | EC3080 | Public Economics | 15 credits |
| Semester 2 | EC3082 | Economics of Health | 15 credits |
| Semester 2 | EC3089 | Behavioural Economics | 15 credits |

**Notes**

For Semester 1, choose 2 modules (one from EC3070 and EC3081; two from EC3000, EC3001, EC3023 andEC3071)

For Semester 2, choose 3 modules (one from EC3082 and EC3044; one from EC3067, EC3080, EC3089, EC3058)

(1) EC2050 is a prerequisite for to choose module

(2) EC2051 is a prerequisite for to choose module

(3) EC2050 is a prerequisite to choose this module

(4) EC2022 is a prerequisite to choose this 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.

## Appendix 2: Module specifications

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