Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

Date created: 16/11/20 **Last amended:** 02/07/2026 **Version no.** 3 **Date approved by EQED:** Click or tap here to enter text.

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

BSc Economics

BSc Economics with a Year Abroad^

BSc Economics with a Year in Industry^

HE Diploma in Economics*

HE Certificate in 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	%
100450	100%

b) UCAS Code (where required)

L120

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

The normal period of registration is 3 years. The maximum period of registration 5 years.

BSc Economics with a Year Abroad

The normal period of registration is 4 years. The maximum period of registration 6 years.

BSc 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. 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 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
- Education Strategy
- University Assessment Strategy [login required]
- University of Leicester Annual Monitoring and Review ProcessesExternal Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals

9. Graduate Outcomes Survey

UNIVERSITY OF LEICESTER

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10. 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) 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: Demonstrate knowledge of the main ideas, concepts, models and principles in microeconomic and macroeconomic theory. (i)	Lectures and seminars and formative feedback particularly on the core modules EC1000, EC1001, EC2045, EC2046, EC3000 and EC3001	Seminar discussions, problems sets	Demonstrated through the assignments delivered through the core modules, in particular EC1000, EC1001, EC2045, EC2046, EC3000, EC3001
Students should be able to: Describe standard mathematical and statistical techniques and their application to economics. (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: Explain economic models and apply them appropriately. (ii)	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: Employ quantitative economic 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 arguments and relate them to contemporary policy 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	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 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:	Years 1, 2 and 3: Lectures, tutorials, seminars, formative & summative feedback.	Discussions in seminars, computer classes and workshops	Attainment in EC3004 Research in Economics and projects such us EC2011

Critically appraise relevant economic research using quantitative analysis when appropriate. (vii)			

b) Transferable skills

i) Oral communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
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)	Year 1: Induction Programme and Study Skills Support material. Years 1, 2 and 3: Lectures, tutorials, seminars, formative & summative feedback, module handbooks.	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)	Year 1: Induction Programme and Study Skills Support material. Years 1 and 2: Computer classes Year 3: Research in Economics Project	Seminar and computer classes preparatory work	Formative: Contribution to computer classes. Summative: written reports and data analysis skills in relation to problem sets.

iv) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Employ general numerical, mathematical and statistical skills to the analysis of economic 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: Demonstrate basic team working skills. (iv)	Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes.	Group work during seminar activities	Group-based coursework on EC1025, EC1026, EC2011, or EC3066 relation to 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.	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
Students should be able to: 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 & summative feedback, module handbooks.	Seminar discussions	Formative assessment, coursework, exams, Research in Economics assignment. Ability to hand-in work on time, arrive at exams prepared and anticipating challenge.
Combine new knowledge and techniques with prior understanding. (ii)	Year 1: Induction Programme and Study Skills Support material. Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative & summative feedback, module handbooks.	Seminar work and discussions	Formative assessment, coursework, exams, Research in Economics assignment. Ability to hand-in work on time, arrive at exams prepared and anticipating challenge.
Demonstrate and produce independent work. (iv)	Year 1: Induction Programme and Study Skills Support material. Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative & summative feedback, module handbooks.	Seminar work and discussions	Formative assessment, coursework, exams, Research in Economics assignment. Ability to hand-in work on time, arrive at exams prepared and anticipating challenge.

11. 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, they 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

12. 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.

13. Special features

- Common year 1 across BSc Economics, BSc Business Economics, BSc Financial Economics and Banking, BSc Economics and Accounting, and BSc Economics and Data Analytics. The common year allow students the flexibility to choose their specialism once they have settled at the University and know more about the subject matter and the structure of the degrees
- 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.
- 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.

For the Year Abroad variant (for experiential Year Abroad only) the additional Special Features apply

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.
Research-briefed Bringing staff research content into the curriculum.	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.
Research-based Framed enquiry for exploring existing knowledge.	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.
Research-oriented Students critique published research content and process.	Research-oriented – Students are equipped with tools and are required to critically evaluate lecture content, seminar analyses, assessments, and published academic research.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	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.

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.

For the Year in Industry variant. 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.

14. Indications of programme quality

University Academic Review

External examiners reports

Graduate Outcome Survey careers statistics
Exemption from professional examinations for the Chartered Institute of Management Accountants (CIMA)

15. 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].

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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 including with Year Abroad and a 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

Delivery period	Code	Title	Credits
Semester 2	EC1001	Macroeconomics	15 credits
Semester 2	EC1008	Maths for Economics 2	15 credits
Semester 1	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	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	EC2043	Game Theory	15 credits
Semester 1	EC2045	Intermediate Microeconomics	15 credits
Semester 2	EC2046	Intermediate Macroeconomics	15 credits
Semester 2	EC2011	Topics in Applied Econometrics	15 credits
Semester 2	EC2050	Firms, Markets and Welfare	15 credits

Notes
n/a

Option modules

Delivery period	Code	Title	Credits
Semester 2	EC2034	Economics History	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
Semester 2	EC2062	Data Science	15 credits

Notes
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	30 credits	n/a
Optional	n/a	30 credits	45 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	EC3004	Communicating Economics	15 credits
Semester 1	EC3000	Advanced Microeconomics	15 credits
Semester 1	EC3001	Advanced Macroeconomics	15 credits

Notes
n/a

Option modules

Delivery period	Code	Title	Credits
Semester 1	EC3023	Industrial Economics	15 credits
Semester 1	EC3061	Development Economics	15 credits
Semester 1	EC3066	International Trade	15 credits
Semester 1	EC3071	Managerial Economics	15 credits
Semester 1	EC3099	Experimental Economics	15 credits
Semester 2	EC3044	Economics of Education*	15 credits
Semester 2	EC3067	International Finance	15 credits
Semester 2	EC3080	Public Economics	15 credits
Semester 2	EC3082	Economics of Health*	15 credits
Semester 2	EC3089	Behavioural Economics	15 credits
Semester 2	MK3170	The Business of the Space Economy	15 credits

Notes

For Semester 1, choose 2 modules

For Semester 2, choose 3 modules

*These modules cannot be chosen together.

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).

Appendix 3: Skills matrix

Programme Learning Outcomes	EC1000	EC1001	EC1005	EC1007	EC1008	EC1009	EC1025	EC2010	EC2011	EC2050	EC2045	EC2051	EC2046	EC2052	EC2053	EC2034	EC2043	Year Abroad	Year in Industry	EC3000	EC3001	EC3004	EC3023	EC3044	EC3061	EC3066	EC3067	EC3071	EC3080	EC3082	EC3089
(a) Discipline specific knowledg e and competencies																															
(vi) Other discipline specific competencies																															
(b) Transferable skills																															
(i) Oral communication																															

Prepare and present concepts, arguments							X												X										

| | | |

within a workplace environmen t and in report writing (Year in Industry variant only)																															
(iii) Informati on technolog y																															
Use word processing in the preparation of written work	X		X			X	X	X								X				X	X	X			X	X	X				
Use the internet to access appropriate information						X	X	X																							
Use spreadsheet s for data presentatio n and analysis				X		X	X	X																							
Use specialist packages for							X	X																							

statistical analysis																																		
Application of information technology skills within a workplace environmen t and in presentatio n (Year in Industry variant only)																				X													
(iv) Numeracy																																	
Employ general numerical, mathematic al and statistical skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X
Application of numeracy skills within a workplace environmen t (Year in Industry variant only)																				X													
(v) Team working																																	
Demonstrat e basic team							X		X													X											

working skills																															
Application of team building skills within a workplace environmen t (Year in Industry variant only)																			X												
(vi) Problem solving																															
Demonstrat e problem formulation and solution	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Application of problem solving skills within a workplace environmen t (Year in Industry variant only)																			X												
(vii) Informati on handling																															
Find and use appropriate information from a	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X

variety of sources																															
Application of information handling skills within a workplace environmen t (Year in Industry variant only)																			X												
(viii) Skills for lifelong learning																															
Collect and apply new ideas and concepts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Combine new knowledge and techniques with prior understandi ng	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrat e and produce independen t work	X		X			X	X	X	X						X				X	X	X			X	X	X				
Demonstrat e time managemen t skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

through adhering to deadlines																																			
Use a variety of sources of knowledge appropriately	X	X	X	X	X	X X		X	X X		X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate ability to learn in a different cultural environment (Year Abroad variant only)																			X															
Application of a variety of employability and transferable skills (some outlined already above) within a workplace environment (Year in Industry variant only)																				X														
Demonstrate the ability to think reflectively about																				X														

personal and professional development (Year in Industry variant only)																														
Demonstrate professional behaviour in a workplace environment (Year in Industry Variant only)																			X											