Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 30/09/2022 **Last amended:** 01/07/26 **Version no.** 2 **Date approved by EQED:** 21/03/2024

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

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]
- Professional accounting body requirements
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Graduate Outcomes Survey

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 competences 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: Apply 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	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

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

iii) Understanding of source materials

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	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

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: Critically appraise relevant economic research using a variety of sources of knowledge appropriately (vii)	Years 1, 2 and 3: Lectures, tutorials, seminars, formative & summative feedback. Guided independent reading Year 1: Induction Programme and Study Skills Support material. Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, formative	Seminar discussions Computer classes and workshops in EC3028. Library induction.	Through reflective project, power point presentation, and oral presentation in EC3028 Formative: Contribution to computer classes. Summative: written reports and data analysis skills in relation to problem sets

ii) Critical engagement

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)	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 transferable skills and the Reflective Project assignment
Students should be able to: Critically evaluate the data and methods appropriate to assess important economic events (vi)	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: Produce clear and concise economic arguments and models (iv), (iii)	Years 1, 2 and 3: Lectures, tutorials, seminars, formative & summative feedback Intensity of the problem solving sets increases over the course of the programme to ensure knowledge is cumulatively developed, retained and operationalized	Seminar discussions 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: Be able to support own ideas with the appropriate backing of theory, empirical evidence, or data analysis (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 Developed through seminar classes and lectures in preparation for the assignment on EC3028	Seminar discussions, data analysis in computer classes Mentoring from module leaders in E3XXX	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 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: Collect and apply new ideas and concepts (vii, 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	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.

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Produce independent work in timely manner (iv)	Year 1: Induction Programme and Study Skills Support material. 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: Present independent research to an audience and defend their findings (iii)	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: 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. Scaffold approach to the format of assessment	Seminar discussions	Formative: Contribution to tutorials and seminars. Summative assessment: group essays, group presentation, and reflective summary in EC1025. Reflective Project, power point presentation, and oral presentation in EC3028

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Employ general numerical, mathematical and statistical skills (iv)	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

iii) Self-reflection

Intended Learning Outcome	Module Code	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Reflect on their own skills, strengths and weaknesses (iv)	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

iv) 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 (typically: essay, report numerical problems, short answer questions), exams and mid-term tests. In particular, problem sets and data analysis assignments are relevant

v) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply time management skills to ensure deadlines are adhered to (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	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). Ability to hand-in work on time, arrive at exams prepared and anticipating challenge
Students should be able to: Learn in a different cultural environment (Year Abroad variant only) (v)	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: Demonstrate basic team working skills (iv)	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 on transferable skills
Students should be able to: Apply team building skills within the work environment (Year in Industry variant only) (iv)	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

UNIVERSITY OF LEICESTER

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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 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

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

- 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.
- 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).
- The option of a four-year 'with a Year in Industry' degree programme (see below).

For the Year Abroad variant (for experiential Year Abroad only) the additional Special Features apply
For the Year in Industry variant, 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.

12b. Work-related learning

The workload of all students on this programme includes the opportunity to engage with *at least* 100 hours of employer informed, work-related learning activity. Further information regarding work-related learning is available online.

13. Indications of programme quality

University Academic Review

External Examiners reports

Graduate Outcome Surveycareers statistics

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].

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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 2026/27

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
Semester 2	EC1008	Maths for Economics 2	15 credits
Semester 2	EC1009	Introduction to Economic Data Analysis	15 credits

Delivery period	Code	Title	Credits
Semester 2	EC1026	Contemporary Issues in Economics, Finance and Business 2	15 credits

Notes
n/a

Level 5/Year 2 2027/28

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 2028/29

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

Delivery period	Code	Title	Credits
Semester 2	EC3010	Economic Forecasting	15 credits
Semester 2	EC3028	Reflective Project	15 credits

Notes
n/a

Option modules

Delivery period	Code	Title	Credits
Semester 1	EC3000	Advanced Microeconomics	15 credits
Semester 1	EC3001	Advanced Macroeconomic	15 credits
Semester 1	EC3023	Industrial Economics	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	EC3058	Corporate Finance(1)	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

Notes
For Semester 1, choose 3 modules (one from EC3070 and EC3081; two from EC3000, EC3001, EC3023 and EC3071)

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

(1) EC2022 is a prerequisite for 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)