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

Date created: 19/11/20 **Last amended:** 02/07/2026 **Version no.** 3

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

BSc Financial Economics & Banking

BSc Financial Economics & Banking with a Year Abroad^

BSc Financial Economics & Banking with a Year in Industry^

HE Diploma in Financial Economics & Banking*

HE Certificate in Financial Economics & Banking*

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	%
100451	100%

b) UCAS Code (where required)

LN15

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 Financial Economics & Banking

The normal period of registration is 3 years

The maximum period of registration 5 years

BSc Financial Economics & Banking with a Year Abroad

The normal period of registration is 4 years

The maximum period of registration 6 years

BSc Financial Economics & Banking 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 Annual Monitoring and Review Processes
- External 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 principles underlying economic, financial and banking analysis and core issues in micro and macroeconomics. (i)	Lectures and seminars and formative feedback particularly on the core modules EC1000, EC1001, EC2045, EC2046, AF3077 and AF3058	Seminar discussions, problems sets	Demonstrated through the assignments delivered through the core modules identified.
Students should be able to: Describe standard mathematical and statistical techniques. (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 models, financial models and models of banking and apply them appropriately. (ii)			
Students should be able to: Employ quantitative economic and financial analysis. (iii)	Workshops held in computer labs designed to demonstrate to the 'how' in relation to economic quantitative modeling	Empirical analysis in computer classes	Through assessment, in particular EC1009, EC2010 and EC2011.

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Critically analyse economic and financial 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
Produce clear and concise arguments and models on economics, finance and banking. (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 the results from quantitative economic/financial analysis 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 us EC2011

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.	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
Use standard IT packages and computer software in the preparation	Year 1: Induction Programme and Study Skills Support material.	Seminar and computer classes preparatory work	Formative: Contribution to computer classes.

of written work and support material for oral presentations. (iii)	Years 1 and 2: Computer classes Year 3: Research in Economics Project		Summative: written reports and data analysis skills in relation to problem sets.

iv) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Employ general numerical, mathematical and statistical skills to the analysis of financial 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 (EC3004)

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, EC2011 and in 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	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.

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.

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].

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.

Updates to the programme

Academic year	Module	Change
2027/28	EC3004 Communicating Economics	Previously *Dissertation*

BSc Financial Economics and Banking including with a Year Abroad or Year in Industry

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
Semester 2	EC1008	Maths for Economics 2	15 credits

Delivery period	Code	Title	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	60 credits	45 credits
Optional	n/a	n/a	15 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	EC2010	Introductory Econometrics	15 credits
Semester 1	AF2033	Principles of Banking	15 credits
Semester 1	EC2045	Intermediate Microeconomics	15 credits
Semester 1	EC2046	Intermediate Microeconomics	15 credits
Semester 2	EC2011	Topics in Applied Econometrics	15 credits
Semester 2	EC2022	Principles of Finance	15 credits
Semester 2	EC2051	Money and Central Banking	15 credits

Notes
n/a

Option modules

Delivery period	Code	Title	Credits
Semester 2	EC2034	Economic History	15 credits
Semester 2	EC2050	Firms, Markets and Welfare	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

For Semester 2, choose 1 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	n/a	45 credits	30 credits
Optional	n/a	15 credits	30 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	EC3070	Financial Derivatives	15 credits
Semester 1	AF3077	Investment Management	15 credits
Semester 1	AF3096	Risk Management in Banking	15 credits
Semester 2	EC3004	Communicating Economics	15 credits

Delivery period	Code	Title	Credits
Semester 2	EC3058	Corporate Finance	15 credits

Notes
n/a

Option modules

Delivery period	Code	Title	Credits
Semester 1	EC3057	Mathematical Modelling for Business	15 credits
Semester 1	EC3071	Managerial Economics	15 credits
Semester 1	EC3081	Mathematical Finance	15 credits
Semester 1	EC3099	Experimental Economics	15 credits
Semester 2	EC3067	International Finance	15 credits
Semester 2	AF3076	Accounting	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 1 module

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.

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	ECc2022	AF2033	Year Abroad	Year in Industry	EC3070	EC3071	EC3004	AF3077	EC3081	EC3057	EC3058	EC3067	AF3076	AF3096	EC3082	EC3089
(a) Discipline specific knowledge and competencies																																
(vi) Other discipline specific competencies																																
(b) Transferable skills																																
(i) Oral communication																																

Prepare and present concepts, arguments or analysis orally	.						X																X									
Produce clear visual aids to							X																X									

accompany an oral presentation																																
Application of oral communication skills within a workplace environment and in presentations (Year in Industry variant only)																					X											
(ii) Written communication																																
Produce clearly written material with appropriate use of evidence	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
Application of written communication skills within a workplace environment and in report writing (Year in Industry variant only)																					X											
(iii) Information technology																																
Use word processing in the preparation of written work	X		X			X	X	X	X							X							X	X	X			X	X		X	
Use the internet to access						X	X	X	X														X									

appropriate information																														
Use spreadsheets for data presentation and analysis				X		X		X	X																					
Use specialist packages for statistical analysis								X	X																					
Application of information technology skills within a workplace environment and in presentation (Year in Industry variant only)																				X										
(iv) Numeracy																														
Employ general numerical, mathematical 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
Application of numeracy skills within a workplace environment (Year in Industry variant only)																				X										
(v) Team working																														

Demonstrate basic team working skills							X		X																					
Application of team building skills within a workplace environment (Year in Industry variant only)																				X										
(vi) Problem solving																														
Demonstrate 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
Application of problem solving skills within a workplace environment (Year in Industry variant only)																				X										
(vii) Information handling																														
Find and use appropriate information from a variety of sources	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 information handling skills within a workplace																				X										

environment (Year in Industry variant only)																															
(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
Combine new knowledge and techniques with prior understanding	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 and produce independent work	X		X			X	X	X	X						X			X				X	X	X			X	X		X	
Demonstrate time management skills through adhering to deadlines	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
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
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 personal and professional development (Year in Industry variant only)																			X												
Demonstrate professional behaviour in a workplace environment (Year in Industry Variant only)																			X												