WANGCHENZHANG

S2558991@ed.ac.uk 18986121212

Personal Summary

I am a third-year undergraduate at the University of Edinburgh majoring in Mathematics and Business, currently on exchange at Nanyang Technological University. With a strong academic foundation in quantitative methods and applied econometrics, I am passionate about using data to solve real-world economic and strategic problems. I have co-authored a peer-reviewed paper on price elasticity in China's tourism sector (EI & Scopus indexed) and gained hands-on experience in causal inference methods such as DID and IV through coursework at Peking University. My experience also includes data-driven research using Stata and Python, and participation in the ASA DataFest 2025, where I analyzed post-pandemic trends in U.S. office rentals. I am particularly interested in interdisciplinary research at the intersection of data science, economics, and business strategy.

Education

University of Edinburgh — BSc (Hons) Mathematics and Business
Sep 2023 – Present
Expected grade: 1:1 based on coursework to date, **UK 71/100 (First Class, 1:1) ≈ 3.71/4.0**
Relevant modules: Mathematics and Quantitative Methods

Nanyang Technological University (NTU) — Exchange in Mathematical Sciences and Economics
Aug 2025 – May 2026
Relevant modules: Econometrics, Quantitative Methods for Business, Mathematical Modelling, Introductory Statistics with Applications

Wuhan no.6 high school
2020 – 2023
Higher grades: Further math A*, Math A*, Physics A* IELTS:7
The member of the student union (2020-2023)

Peking University, Summer School— Beijing, China
(6/30/2025-7/13/2025)
An Introduction to Causality Identification Methods (2 credits)
Explored advanced causal inference techniques in econometrics, including DID, RDD, and IV. Analyzed empirical research papers and conducted literature-based presentations. Gained practical skills in identifying and applying suitable causal models in research settings.

Data Analysis and Applications with Stata (2 credits)
Developed practical proficiency in Stata for data cleaning, visualization, regression modeling, and statistical testing. Replicated empirical results from academic publications and performed end-to-end quantitative analysis using real datasets.

Experience

Research Intern: Bartlett School of Sustainable Construction, University College London (7/31/2025-present)
Project Contribution: Participated in "The analysis of the references of the Intergovernmental Panel on Climate Change Assessment Reports", conducting research and literature analysis on climate change and low-carbon transition.
Problem Solving: Demonstrated strong analytical skills, effectively identifying and resolving research-related challenges.
Collaboration: Actively communicated with supervisors and team members, ensuring both the quality and quantity of deliverables.
Professional Attitude: Worked with dedication and persistence, showing initiative in completing assigned tasks and contributing to the overall success of the project.

Summer camp Intern teacher: WUHAN JINGKAI FOREIGN LANGUAGE SCHOOL (7/17/2024-7/31/2024)
Classroom Management: Maintaining classroom discipline, organizing group activities, and ensuring students stay on task during lessons.
Mentoring Students: Providing one-to-seven support to students who need additional help, answering their questions, or offering guidance on assignments.
Administrative Support: assisting with attendance tracking, lesson preparation, and general administrative tasks to support the camp's overall functioning.

Intern Teacher: WUHAN LIBERTAR EDUCATION & TECHNOLOGY CO., LTD.
(5/29/2025 – 6/29/2025)
Student Progress Monitoring: Tracked students' learning progress and vocabulary acquisition through regular assessments and follow-up.
Instructional Support: Graded mock exams and assignments, provided tailored explanations, and clarified difficult concepts for students.
Team Collaboration: Communicated proactively with colleagues and supervisors, integrating feedback and adapting to time-sensitive tasks effectively.
Professional Conduct: Demonstrated strong work ethic, punctuality, and full compliance with company policies; praised for reliability and problem-solving skills.

Members of the University of Edinburgh table tennis team
(22/9/2024-present)
Training and Competitions: Participated in regular training sessions to improve skills and

compete in inter-university matches.
Achievements: Secured the Runner-up position in the Edinburgh Championship (19-40 Brand 2), showcasing competitive excellence and dedication.
Team Contributions: Supported team development by assisting with skill-building for newer members and fostering a collaborative environment during practice.

Participant – American Statistical Association (ASA)Data Fest 2025
(March 2025)
Project Focus: Collaborated with a team to comprehensively analyse the US office rental market (2018–2024), identifying post-pandemic trends and strategic investment opportunities.
Skills and Tools: Utilized statistical techniques and data visualisation in Python to extract insights from real-world datasets, including rent trends, occupancy recovery patterns, and economic drivers.
Key Insights: Identified mismatches between occupancy rates and rental prices and categorised markets into strategic groups (e.g., high-risk, tenant-favourable, and investment-ready).
Collaboration and Impact: Worked in a high-pressure, time-bound environment to deliver a data-driven presentation and strengthen collaborative problem-solving skills.

Publication

Zhang, J., Wang, C.*, & Liu, M. Generative AI Use Profiles and Academic Outcomes in Higher Education: The Role of Institutional Support. Manuscript under review at *Interactive Learning Environments* (SSCI, Q1).

Liu, Y., Wang, C., & Li, Y. (2024). Analyzing the Price Elasticity of Demand in China's *Tourism Sector: Key Economic Drivers and Implications*. Presented at the 6th International Conference on Economic Management and Model Engineering (ICEMME 2024), Dalian, China. [Accepted for EI and Scopus Indexing].

Skills

Languages: Chinese (native), English (fluent)
Technical Skills: MS Office (proficient)　Excel(proficient) PPT(proficient) SPSS（proficient） Stata(proficient)，R language（proficient）

Higher Education Achievement Report

Information identifying the holder of the qualification

Full Name:Chenzhang Wang
Date of Birth:16 January 2005
Matric / HUSID Number:S2558991 / 23100077900045482

(HUSID (HESA Unique Student Identifier) is the unique identifying number for students registered at a UK university. It is defined by the UK's Higher Education Statistics Agency)

Information identifying the qualification

The qualification has not yet been awarded, the student is studying Mathematics and Business BSc (Hons)

(The power to award degrees is regulated by law in the UK.)

Main field(s) of study for the qualification: Mathematics and Business
Name and status of awarding institution: The University of Edinburgh

(The University of Edinburgh is a recognised body granted powers by the Privy Council to award degrees.)

Language(s) of instruction/examination: English

Information on the level of the qualification

Official length of programme: 4 Years
Access requirement(s): Detailed information regarding admission to the programme is available in the University's Prospectus

Information on the contents and results gained

Mode of study: Full-time
Programme requirements: Information not available. Please contact relevant School using the details in 'Further Information Sources'

Further Information Sources

Further information sources: http://www.maths.ed.ac.uk
Any enquiries regarding the above should be addressed to: Mathematics Teaching Organisation, The University of Edinburgh, James Clerk Maxwell Building, The King's Buildings, Edinburgh, EH9 3JZ; Tele: +44 (0) 131 650 5060; Web: http://www.maths.ed.ac.uk; email: queries@maths.ed.ac.uk
Further information regarding the University of Edinburgh HEAR: https://www.ed.ac.uk/student-administration/order-documents/transcripts/hear

This Higher Education Achievement Report incorporates the model developed by the European Commission, Council of Europe and UNESCO/CEPS for the European Diploma Supplement. The purpose of the report is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context and status of the studies that were purposed and successfully completed by the individual named on the original qualification to which this report should be appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should be given.

CHENZHANG WANG S2558991 Date Produced: 19/10/2025

Programme details, and the individual grades/marks/credits obtained

Programme Start Date: 18 September 2023

This is an interim transcript, the student is currently studying Mathematics and Business BSc (Hons)

Academic Year	Code	Name	Mark	Grade	Result	SCQF Level	No. of attempts	Credits Achieved*
2023/24	BUST08035	Global Challenges for Business	68	B	P	08	1	20
	BUST08036	The Business of Edinburgh	61	B	P	08	1	20
	ELCI07007	Foundation Italian Language 1	79	A3	P	07	1	20
	MATH08057	Introduction to Linear Algebra	86	A2	P	08	1	20
	MATH08058	Calculus and its Applications	73	A3	P	08	1	20
	MATH08059	Proofs and Problem Solving	59	C	P	08	1	20
								Sub Total: 120
2024/25	BUST08005	Business Economics	61	B	P	08	1	20
	BUST08042	Understanding and Delivering Public Services	63	B	P	08	1	20
	MATH08051	Statistics (Year 2)	77	A3	P	08	1	10
	MATH08063	Several Variable Calculus and Differential Equations	73	A3	P	08	1	20
	MATH08064	Fundamentals of Pure Mathematics	50	C	P	08	1	20
	MATH08065	Computing and Numerics	77	A3	P	08	1	10
	MATH08066	Probability	76	A3	P	08	1	10
	MATH08068	Facets of Mathematics	76	A3	P	08	1	10
								Sub Total: 120
		*** 1 European Credit Transfer Scheme (ECTS) credit = 2 University of Edinburgh credits**						**Total: 240**

Additional Information

Prizes and Medals: None awarded

Additional Recognised Activities: None recorded

Additional Notes: 2025/6 Optional Full Year International Exchange at Nanyang Technological University (NTU), Singapore

Certification:

Lisa Dawson, Academic Registrar

Grading Scheme

Grade Expectations: https://www.ed.ac.uk/student-systems/support-guidance/admin-support-staff/student-admin-colleges-schools/assessment-hub/recording-of-course-assessment-results-within-eucl

Grades followed by 'A' = Fail (Credits Awarded on Aggregation)
Grades 'ES' and 'PS' = fail result of 38 or 39 but pass and credits awarded due to Special or Exceptional Circumstances
Grade CD = Course delivery disrupted, awarded on aggregate
Grade CP = Credits awarded following pass at resit for professional purposes

Common Marking Scheme from 2005/2006

With effect from Academic Session 2005/2006, the marking scheme for undergraduate degree examinations in all Schools is as follows, except for the Royal (Dick) School of Veterinary Studies and the M.B.,Ch.B. curriculum in the College of Medicine and Veterinary Medicine.

HONOURS		NON HONOURS	
Honours Class	**Mark (%)**	**Grade**	**Description**
I	90-100	A1	Excellent
I	80-89	A2	Excellent
I	70-79	A3	Excellent
II.1	60-69	B	Very Good
II.2	50-59	C	Performance at a level showing the potential to achieve at least a lower second class honours degree
III	40-49	D	Pass, may not be sufficient for progression to an honours programme
Fail	30-39	E	Marginal Fail
Fail	20-29	F	Clear Fail
Fail	10-19	G	Bad Fail
Fail	0-9	H	Bad Fail

Bachelor of Veterinary Medicine and Surgery (BVMS), Royal (Dick) School of Veterinary Studies

70-100 = A (Excellent); 60-69 = B (Very Good); 55-59 = C (Good); 50-54 = D (Satisfactory); 46-49= E (Marginal Fail); 35-45= F (Clear Fail); 0-34 = G (Bad Fail)

BVMS is a Masters level degree and is not classified into any other GPA or similar system. Due to differences in examining systems, it is rare for students to receive a mark greater than 80% with 70% or greater equating to a distinction.

Postgraduate Extended Common Marking Scheme (with effect from Academic Session 2005/2006)

Mark (%)	Grade	Description
90-100	A1	An excellent performance, satisfactory for a distinction
80-89	A2	An excellent performance, satisfactory for a distinction
70-79	A3	An excellent performance, satisfactory for a distinction
60-69	B	A very good performance
50-59	C	A good performance, satisfactory for a master's degree
40-49*	D	A satisfactory performance for the diploma, but inadequate for a master's degree
30-39**	E	Marginal Fail***
20-29	F	Clear Fail***
10-19	G	Bad Fail ***
0-9	H	Bad Fail***

* Assessment of the dissertation: A mark of 47-49 may be used to denote the possibility that by minor revision the work may be upgraded to a Masters standard.
** Assessment of the dissertation: A mark of 37-39 may be used to denote the possibility that by minor revision the work may be upgraded to a diploma standard.
*** Assessment of the dissertation: In those programmes where a diploma may be awarded for the taught component only, a failed dissertation may be put aside for the diploma.

Information on the National Higher Education System

Description of Higher Education in Scotland

Scotland's distinctive higher education system has 20 higher education institutions (HEIs). The 14 Universities, the Open University in Scotland, 2 colleges of higher education, 2 art schools and a conservatoire are part-funded for research, teaching and learning through the Scottish Funding Council.

The HEIs are independent, self-governing bodies, active in teaching, research and scholarship. They decide the degrees they offer; the conditions on which they are awarded and the admissions arrangements. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The HEIs offer qualifications at undergraduate (Bologna first cycle) and postgraduate (Bologna second and third cycle) levels. In Scotland, the law distinguishes the power to award degrees on the basis of completion of taught programmes from the power to award research degrees. Universities have powers to award taught and research degrees. Some other HEIs have powers to award degrees while others offer programmes leading to degrees awarded by HEIs with degree powers.

Lists of institutions with powers toward degrees and institutions recognised by authorities in Scotland as being able to offer courses leading to a degree of another HEI may be found at (http://www.univsities-scotland.ac.uk). A small number of degrees are available in colleges of further education by the authority of a duly empowered HEI.

Qualifications

The types of qualification awarded at the undergraduate (first cycle) and postgraduate level (second and third cycles) in Scotland are described in the Framework for Higher Education qualifications in Scotland which includes qualifications descriptors, developed with the higher education sector (http://www.qaa.ac.uk). The Framework is an integral part of a wider national framework: the Scottish Credit and Qualifications Framework that covers all forms of programmes and qualifications from School to Doctorates (see table 1 and http://www.scqf.org.uk). Institutions use SCQF credit points for students entering or transferring between programmes or institutions, and use ECTS for transfers within the European area.

Admission

Requirements for particular programmes are set by the HEIs which offer a range of routes for entry and/or credit transfer into their programmes, and admit students whom they believe have the potential to complete their programmes successfully. The Open University is an open entry institution. The most common qualification for entry to higher education is the Higher or Advanced Higher or, for entrants from the rest of the U.K., the General Certificate of Education at 'Advanced' level (including the "advanced supplementary") or comparable qualifications. Four or five Highers are normally taken in the 5th and 6th year of secondary school or at college or further education and studied in considerable depth, involving coursework and final examinations. Advanced Highers are taken in the 6th year. A major route into Degrees, often with transfer of credit, is the higher National Qualifications offered in colleges or further education.

Quality Assurance

Standards of qualification and the quality of the student learning experience are maintained by the HEIs using a range of processes including extensive use of external examiners. In some subject areas, Professional and Statuary Bodies have a role to ensure that programmes meet the needs and standards of the particular profession. HEIs in Scotland demonstrate their public accountability for quality and standards through a national quality and standards through a national quality assurance framework that has a strong focus on enhancement as follows: HEIs take account of a QAA published U.K.-wide code of practice for quality assurance, and U.K. subject level 'benchmark' statements on standards (see http://www.qaa.ac.uk). Subject level issues are addressed by HEIs internal reviews conducted in accordance with guidance issued by the Scottish Funding Council (SHEFC)(see http://www.scf.ac.uk). External reviews are conducted by the Quality Assurance Agency for Higher Education in Scotland (QAA). The Agency is an independent body established to provide public confidence in the quality and standards of higher education. It involves students in its quality enhancement activities. The Agency publishes reports on the outcomes of reviews and the confidence that can be placed in the HEIs' arrangements for assuring and enhancing standards and quality, and for ensuring that they provide public information that is complete, accurate and fair (see http://www.qaa.ac.uk). A national development service supports students in their role as active participants in assuring and enhancing quality and standards (see http://www.sparqs.org.uk).

Table 1: The Scottish Credit and Qualifications Framework (SCQF)

The SCQF covers all the major qualifications in Scotland from school to Doctorate and including work based Scottish Vocational Qualifications (SVQs)

SCQF Level	Qualifications of Higher Education Institutions	SQA Higher National and National Units, Courses and Group Awards	SVQs
12	Doctoral Degrees (Minimum 540 SCQF credits)	-	-
11	Masters Degrees (Minimum 180 SCQF credits) Postgraduate Diploma (Minimum 120 SCQF credits) Integrated Masters Degrees (Minimum 600 SCQF credits)	-	SVQ 5
10	Bachelors Degree with Honours (Minimum 480 SCQF credits) Graduate Diplomas and Certificates	-	-
9	Bachelors Degree (Minimum 360 SCQF credit) Graduate Diplomas and Certificates	-	-
8	Diploma of Higher Education (Minimum 240 SCQF credits)	Higher National Diploma	SVQ 4
7	Certificate of Higher Education (Minimum 120 SCQF credits)	Advanced Higher Higher National Certificate	-
6	-	Higher	SVQ 3
5	-	Intermediate 2 Credit Standard Grade	SVQ 2
4	-	Intermediate 1 General Standard Grade	SVQ 1
3	-	Access 3 Foundation Standard Grade	-
2	-	Access 2	-
1	-	Access 1	-

Notes

1. SCQF levels represent increasing complexity and demand in learning outcome.
2. One credit represents the outcomes achievable by the average through 10 notional hours of learner effort. In general terms, one full-time undergraduate year is considered to be 120 credits worth of learning. A postgraduate year is 180 credits. 1 ECTS credit is deemed equivalent to 2 SCQF credits. Research degrees - Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) are not credit rated.
3. Graduate Certificates (minimum of 60 SCQF credits) and Graduate Diplomas (minimum of 120 credits) are offered at levels 9 and 10 within the SCQF framework. They are offered for programmes that are for graduates but do not have outcomes that are at postgraduate level.
4. The Bachelors Degree (level 9) leads to employment and in some instances can give access to postgraduate study particularly when accompanied by relevant work or professional experience.
5. At Postgraduate levels, the framework and the higher education qualifications are the same as those for the rest of the UK. The Honours Degree levels of the frameworks are considered to be in broad alignment (the Honours Degree in Scotland normally takes 4 years and that in the rest of the UK takes 3 years). Below Honours level the frameworks reflect the different educational structures of Scotland and the rest of the UK.
6. Scotland has a distinctive higher education system and also operates under a devolved government, including for higher education. There is a separate Description of Higher Education in England, Wales and Northern Ireland where the system is different to that of Scotland.
7. This national description is endorsed by the Quality Working Group which is a national committee with members from The Quality Assurance Agency for Higher Education, Scotland; The Scottish Funding Council; Universities Scotland and the National Union of Students in Scotland.

Description of the University of Edinburgh

The University of Edinburgh was founded in 1583, and has 22 Schools in 3 Colleges: Humanities and Social Science, Medicine and Veterinary Medicine and Science and Engineering. It offers more than 300 degree programmes to its approximately 29,000 students. It is one of around a hundred universities in the United Kingdom and of 14 in Scotland. Higher Education, including universities, within Scotland is the responsibility of the Scottish Parliament, which has powers devolved from the U.K. Parliament.

The University is an independent, self-governing body that is active in both teaching and research. Its mission is the advancement and dissemination of knowledge and understanding. (See http://www.planning.ed.ac.uk/Strategic_Planning/MissionStatement.htm for fuller details of the University's mission and plan). Like all universities in the UK, its degrees are its own responsibility, not that of the State. The University is funded from a variety of sources, including a block grant from the Scottish government, academic fees, research grants, and other sources.

About 4,500 students graduate every year with a Bachelors degree with honours and after four-years of study. For long-standing historical reasons, many degrees at this level in humanities subjects are designated

Master of Arts. There are also some "undergraduate masters degrees" in science subjects that require five years of study and take students to a postgraduate level of achievement without their having achieved an intermediate bachelors degree. The outcome of these honours degrees is quoted in terms of the "classification" of the degree: first (the highest), upper second, lower second, or third. Some students graduate with a non-honours "ordinary" degree. which is not classified, although a transcript showing their marks is available. This system is common to all the universities in the UK.

About 2,000 students each year graduate with postgraduate degrees, generally designated as Master or Doctor. These degrees are not classified.

A document describing the similar systems in the rest of the UK is also available (see http://www.uknec.org.uk/documents/ds_description.pdf).

北京大学 PEKING UNIVERSITY

学 生 成 绩 单（电子版）
Student's Academic Transcript(E-file)

王晨璋 wangchenzhang

项目Program: 暑期学校 Summer School

学号Student ID： 2500942447　　性别Gender: 男 Male

出生日期Date of Birth: 01/16/2005　　学生类型Student Type：Non-degree student

课程 Course Title	学时 Hours	学分 Credits	成绩 Grades
24-25/3 学期 term			
Stata数据分析与应用 Data Analysis and Applications with Stata	30	2	85
计量经济学因果识别方法详解 An Introduction to Causality Identification Methods	32	2	92

----以下空白The End of Records---

北京大学教务部

Office of Educational Administration

Peking University

注Note:

成绩等级 Grading System: A+(95-100), A(90-94), A-(85-89), B+(81-84), B(78-80),B-(75-77),C+(72-74), C(68-71), C-(64-67),D(60-63), F(<60) ,Or P (Pass),I (Incomplete), IP (In Progress), F (Fail).

学分 Credit: 北京大学一个学分相当于15个讲授课时，或相当于30-45个实验研究学时。

One academic credit is equivalent of fifteen lecture hours or thirty to forty-five laboratory hours.

学期：第一学期从每年的九月份到次年的二月份，第二学期从二月份开始，到六月份结束。第三学期表示暑期学校。

The term one starts in September and ends in January of the following year, while the term two begins in February and ends in June. The term three means summer school.

NANYANG TECHNOLOGICAL UNIVERSITY

EXAMINATION RESULTS

NAME OF STUDENT : WANG CHENZHANG
PROGRAMME : NON-GRADUATING STUDENT (EXCHANGE PROGRAMME)

REGISTRATION NO : N2504295F
DATE OF BIRTH : 16 JANUARY 2005

2025-2026 SEMESTER 1

Code	Course	AU	Grade
HE3032	GAME THEORY	3.0	B-
HE4140	EXPERIMENTAL ECONOMICS	4.0	B
MH4510	STATISTICAL LEARNING & DATA MINING	4.0	B+
MH4513	SURVIVAL ANALYSIS	4.0	B+

No. of Academic Units Earned : 15

Cumulative Grade Point Average : 3.67

TOTAL ACADEMIC UNITS EARNED : 15

XXX END OF RESULTS XXX

Print date : 30 DECEMBER 2025

This is a computer generated document and no signature is required.

NANYANG TECHNOLOGICAL UNIVERSITY

EXAMINATION RESULTS

NAME OF STUDENT : WANG CHENZHANG
PROGRAMME : NON-GRADUATING STUDENT (EXCHANGE PROGRAMME)

REGISTRATION NO : N2504295F
DATE OF BIRTH : 16 JANUARY 2005

GRADING SYSTEM

GRADINGS

The grade points corresponding to the letter grades are as follows:

Letter-Grade		Grade Point
A+	-	5.00
A	-	5.00
A-	-	4.50
B+	-	4.00
B	-	3.50
B-	-	3.00
C+	-	2.50
C	-	2.00
D+	-	1.50
D	-	1.00
F	-	0.00

The University's medium of instruction is English unless otherwise specified.

NOTATIONS

*	-	Course with Pass/Fail grading only
#	-	Repeated attempt
AT	-	By attendance only
IP	-	In Progress
LOA	-	Absent (with valid reasons)
W	-	Withdrawal
EX	-	Exempted from course
TC	-	Transfer credits
S	-	Satisfactory
U	-	Unsatisfactory
+	-	Course conducted in Chinese (for graduate programmes only)

For Undergraduate Programmes only

Satisfactory/Unsatisfactory (S/U) Option / Flexible Grading Option (FGO) Prior to AY2024-25, students had the option to exercise the S/U grading, which allowed them to take a course on a non-letter-graded basis. For a course opted to be graded on S/U basis, academic units would be earned only if they attained a 'Satisfactory' (S) grade. With effect from AY2024-25, the FGO supersedes the S/U option. Students may convert the grade of eligible courses to a 'Pass' grade and earn academic units for the course if at least a D grade is attained. Such courses would be excluded from the computation of the cumulative GPA (CGPA).

Print date : 30 DECEMBER 2025

This is a computer generated document and no signature is required.