Module Specification

International Trade

Version: 2026-27, v2.0, Approved

Contents

Part 1: Information

Module title: International Trade

Module code: UMED8P-15-2

Level: Level 5

For implementation from: 2026-27

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Business and Law

School: CBL Bristol Business School

Partner institutions: None

Field: Economics

Module type: Module

Pre-requisites: Business Economics 2025-26

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The module focuses on offering students a deep knowledge of international trade, combining a pluralistic overview of the main trade theories with a critical perspective on the history of trade and trade policies. The focus on the precise understanding of theoretical concepts will not mean that it will remain at an abstract level. Quite the contrary: the constant engagement with data will be stimulated from the beginning, highlighting the applied nature of the theories and the challenges of bridging the gap between the empirical realities and the theoretical concepts. The module will cover theories ranging from Mercantilism through contemporary approaches to trade theory, examining mainstream views and critical perspectives. The module will allow students to describe and interpret the changing trade patterns of different countries and the challenges posed to trade policies. As international trade is once more a hotly debated topic in economics, with the multiplication of protectionist measures, the module will give the students the tools to engage with the main issues at stake.

Features: Not applicable

Educational aims: Students will:

Work as a team member
Develop presentation skills
Develop information literacy skills
Use practical data, sourcing and analysis skills
Apply abstract concepts to real-world evidence

Outline syllabus: The module aims to cover, typically, the following topics:

The foundations of International Trade Theory: Mercantilism, David Ricardo's comparative advantage theory, and Hecksher-Ohlin model

Later and alternative approaches to trade: new trade theories, trade and development, trade and labour, global value chains, and trade and technology

Trade Policy: advantages and disadvantages of protectionism and trade openness, policy impact on trade through exchange rates, empirical evidence on the impact of trade policies, types of economic integration and trade in a global world

Part 3: Teaching and learning methods

Teaching and learning methods: Module delivery will include a combination of lectures and seminars/workshops.

Lectures will be driven by theory and their application to the real world. Key concepts will be complemented with relevant analytical methods and illustrated with real-world examples, evidence, current events or key turning points. Connecting the theory to reality provides students with practical tools to analyse economic problems resulting in a deeper learning experience. The additional context and examples help students to understand the strengths and limitations of theory and their real-world application. Lectures contain an interactive segment that requires students to participate to deepen their understanding of key concepts and their use in solving economics problems. The lecture is followed by engaging with support material (readings, videos, quizzes, sample evidence) which prepares students for the seminars/workshops. Seminars/workshops provide students the space to apply their knowledge and to practise the skills and tools they have been learning about.

Students are expected to take responsibility for their own learning and will be supported in this process through the 3Ps.

Preparation: Topics are introduced through pre-released materials incorporating a combination of interactive slides, podcasts, video recordings, and readings.
Pre-class practice: students explore their emerging understanding by attempting short tasks prior to class.
Post-class preparation: Students will be expected to engage with (read, watch listen and make notes) after the relevant weekly materials have been presented in the lectures and classes. This will be supported by additional materials provided through Reading List and through the extra-curricular activities incorporated into the module delivery.

Additional practice materials include quizzes, podcasts, review of select evidence/data, videos, relevant articles and other writings (reports, media, policy briefs) are made available through the module's VLE (Virtual Learning Environment) which provides module information, any lecture and tutorial materials, assessment information, and sample questions from previous assessments.

Participation: The module will build on prior learning of key trade theories, concepts and explores how they are relevant in the real world. Students learn approaches to critical thinking and build on their prior knowledge on relevant theories, assumptions and application. Students connect the study material to their own real-world experiences and prior knowledge, to the knowledge informed by current research, and the knowledge and experiences of their class peers. The study material is presented through a range of interactive material, activities in pairs or small groups and builds on previous study skills such as reading, writing and analysis of quantitative and qualitative evidence. This will provide students with the necessary material to critically understand and evaluate the strengths and weaknesses of different theories and concepts in with different contexts and types of evidence as required by the module learning outcomes.

Practise: Students practise particular skills (e.g. data sourcing, data analysis, application of theoretical concepts, critical evaluation) during lectures and workshops on key study topics. In addition, there will be dedicated sessions to support the skills development for the assessment. These will take the form of student presentation and evaluation of trade data during class and constitutes part of the formative assessment. Students will have the opportunity to gain feedback on their data skills and application of theoretical insights during dedicated assessment support sessions at different stages of the module (first weeks, middle and end of the term).

In addition, staff will be available during the semester during their online and on campus office hours for individual or small group student meetings. Queries and extended discussions with staff can also be approached virtually through e-mail.

Extensive use will be made on the VLE (Virtual Learning Environment) for weekly guided independent study work; to support students’ learning; to facilitate interactions between students. This also considers the diversity of learning styles and also addresses unequal abilities to attend for example due to disability, illness, financial or other constraints.
Students will also be directed towards the University Library and other online Study Skills resources to support the development of skills covered in the module. In addition a number of e-learning resources will also be used.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Analyse the main trade theories and alternative approaches to international trade.

MO2 Gather, select and present detailed data on trade patterns and interpret it in light of a variety of trade theories and concepts.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/umed8p-15-2.html

Part 4: Assessment

Assessment strategy: This module deploys a mix of formative and summative assessment.

Summative assessment is a written case study.
The assessment will test a combination of skills, knowledge and application. In particular, focus is on the ability to source original data, understanding and ability to apply theory to empirical evidence on their country of choice, critical thinking regarding the real-world uses of these skills and knowledge.

Formative assessment takes various forms and will occur throughout the module; it may include verbal feedback on initial trade data presented in class for the assignment. It may also include peer feedback or review on tutorial work. Other formative contributions to students learning come from:

1.Engagement with other students in seminars that encourages a sense of belonging and aids participation.
2.Practise skills learned through student presentation of trade data, methods of analysis, and other solutions in class.
3.Working within a group during seminars or pairs in lectures to practise how to apply key concepts or how to analyse real world data.
4.Self-paced quiz to test accumulation of knowledge with answers and suggestions for further detail provided immediately.

Assessment tasks:

Case Study (First Sit)
Description: A case study based written assignment (2000 words).
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2

Case Study (Resit)
Description: A case study based written assignment (2000 words).
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Business Management and Economics {Foundation} [Frenchay] - WITHDRAWN BA (Hons) 2024-25

Economics {Foundation} [Frenchay] - WITHDRAWN BA (Hons) 2024-25

Banking and Finance {Foundation} [Frenchay] - WITHDRAWN BSc (Hons) 2024-25

Economics {Foundation} [Frenchay] - WITHDRAWN BSc (Hons) 2024-25

Business and Management {Foundation} [Frenchay] - WITHDRAWN BA (Hons) 2024-25

Business Management and Economics {Foundation} [Frenchay] BA (Hons) 2024-25

Business Management and Economics [Villa] BA (Hons) 2025-26

Business Management and Economics [Frenchay] BA (Hons) 2025-26

Business and Management [NepalBrit] BBA (Hons) 2025-26

Economics [Frenchay] - WITHDRAWN BA (Hons) 2025-26

Business Management and Economics [Frenchay] - WITHDRAWN BA (Hons) 2025-26

Business Management and Economics [Villa] - WITHDRAWN BA (Hons) 2025-26

Banking and Finance [Frenchay] - WITHDRAWN BSc (Hons) 2025-26

Economics [Frenchay] - WITHDRAWN BSc (Hons) 2025-26

Business and Management [Villa] - WITHDRAWN BA (Hons) 2025-26

Economics {Dual} [Taylors] WITHDRAWN BA (Hons) 2025-26

International Business Management [Frenchay] BA (Hons) 2025-26

Business and Management [NepalBrit] BBA (Hons) 2025-26

Business and Management [Frenchay] - WITHDRAWN BA (Hons) 2025-26

Business and Management [BIBM] BA (Hons) 2025-26

Business and Management [NepalBrit] BBA (Hons) 2025-26