



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	International Trade and Multinational Business				
Module Code	UMED8P-15-2	Level	2	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Economics		
Department	BBS, AEF	Module Type	Standard		
Contributes towards	BA (Hons) Economics, BSc (Hons) Economics, BA (Hons) Business Management with Economics, BA (Hons) Business and Management.				
Pre-requisites	Economic Principles in a Contemporary Context (UMED8D-15-1) or equivalent	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	none		
First CAP Approval Date	QMAC Dec 11	Valid from	September 2012		
Revision CAP Approval Date	3 June 2015	Revised with effect from	September 2015		

<b>Review Date</b>	September 2018
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Analysis of the role, size and significance of trade in the global economy (Component A, Component B).</li> <li>• Knowledge of the historical factors determining the existence and growth of international trade and its relationship with national and international economic growth (Component A, Component B).</li> <li>• Critical analysis of various international trade theories (Component A, Component B)</li> <li>• Evaluation of the causes and consequences of trade protectionism (Component A).</li> <li>• Understanding of the operation of international currency markets and the different types of exchange rate regimes (Component A).</li> <li>• Critical analysis of the effectiveness of Fair Trade (Component A).</li> </ul> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p>

	<ul style="list-style-type: none"> <li>• Working as a team member</li> <li>• Develop presentation skills</li> <li>• Develop information literacy skills</li> <li>• Practical data manipulation</li> </ul>
Syllabus Outline	<p>This module typically will cover:</p> <ul style="list-style-type: none"> <li>• The foundations of International Trade – Mercantilism, Ricardo’s contribution to trade, neo-classical trade theory, alternative theories of trade, the relationship between trade and economic growth.</li> <li>• Trade Policy – Advantages and Disadvantages of protectionism, empirical evidence on trade policy, economic integration and trade in a global world.</li> <li>• International Monetary Economics – exchange rate determination, exchange rate regimes, capital markets and capital controls, The Euro</li> <li>• Topics in International Economics – Fair-trade, absolute poverty and international trade, empirical examination of the causes of trade and policy implications.</li> </ul>
Contact Hours/Scheduled Hours	<p>Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week. This will consist of a combination of lectures and seminars/workshops.</p>
Teaching and Learning Methods	<p>Lectures will sometimes be driven by theory, sometimes by current events but always connecting the theory to reality in order to provide students with tools to analyse economic problems and to understand the limitations of theory and modelling. This will result in a deeper learning experience.</p> <p>Seminars will take a variety of forms, and students may be asked to present to the class their answers to questions and problems which will be provided during the year. These seminars will aim to develop student’s analytical ability and problem-solving skills. At least one session will be dedicated to computer laboratory work that will develop data extraction and analytical skills. A proportion of the total available time will be devoted to group presentations; the aim being to advance group working skills that contribute to greater employment likelihood of students upon graduation. Moreover, students would consider their own skill set in relation to a practising economist.</p> <p>In addition staff will be available during the semester during their office hours (2 hours a week) for face to face meetings. Queries and extended discussions with staff can also be approached virtually through e-mail.</p> <p>Extensive use will be made of Blackboard for weekly guided independent study work; to support students’ learning; to facilitate interactions between students.</p> <p>Students will also be directed towards the University Library online Study Skills resources <a href="http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx">http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx</a> for the development of skills appropriate to the level and style of the module. In addition a number of e-learning resources will also be used.</p>

Key Information Sets Information

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150



The table below indicates as a percentage the total assessment of the module which constitutes a -

- Written Exam:** Unseen written exam, open book written exam, In-class test
- Coursework:** Written assignment or essay, report, dissertation, portfolio, project
- Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	60%
Coursework assessment percentage	40%
Practical exam assessment percentage	0%
	100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Students will be directed and expected to undertake key readings throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.

**Blackboard** – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard

**UWE Libraries** – Engagement with online resources available through the library will be a core requirement of this module. This includes the online Study Skills resources.

	<p><b>Essential &amp; Further Reading</b> The essential reading for the module will be:</p> <p><i>Appleyard, D., Field, A. and Cobb, S. (2014). International Economics, New York: McGraw Hill/Irwin.(8<sup>th</sup> edn)</i></p> <p>There is an essential text for this module; however, we will suggest other useful texts to which they could refer. Students will be provided with a wide variety of written, audio and video texts that will be taken from recommended text books, journal articles, national and international newspapers and websites. Journal articles will be available electronically, or in the library. Students will be guided throughout the module as to the appropriate texts. Module guides will also reflect the range of reading to be carried out. Students will be told texts to read from books and from academic papers within the module handbook. Online videos and audio recordings will be recommended too of economists and policy makers.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. CURRENT advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Appleyard, D., and Field, A. (2014). <i>International Economics</i>, New York: McGraw Hill/Irwin (8th edition) Sawyer, C., and Sprinkle, R. (2015) <i>Applied International Economics</i>, Routledge (e-book through UWE library) Krugman, P., Obsfeld, M., Melitz, M. (2012). <i>International Economics</i>, New York: Prentice Hall Salvatore, D. (2012). <i>Introduction to International Economics</i>, Hoboken, N.J. : Wiley Ingham, B. (2004). <i>International Economics</i>, Pearson Education (e-book through UWE library) Mohan, S. (2010). <i>Fair trade without the froth: a dispassionate economic analysis of 'Fair Trade'</i>, Institute of Economic Affairs.</p> <p>Articles from academic journals will be drawn on. Articles from websites as well as from respected economic blogs will be recommended. Within these websites there are video and audio recordings of respected economists and policy makers.</p> <p><b>Academic and Practitioner Journals</b> Journal of World Trade Quarterly Journal of Economics American Economic Review Regional Studies Journal of International Development Economic Letters Applied Economic Letters <b>Recommended Websites include those for the:</b> World Trade Organisation World Bank</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>This module deploys a mix of formative and summative assessment. Formative assessment takes various forms and will occur throughout the module; it may include peer feedback on informal activities. Summative assessment will be multi-faceted. The first opportunity for summative assessment is an assessed essay relatively early in the semester. The examination will assess the entire module content and will occur at the end of the module. The examination will reward understanding and analysis of</p>

	<p>theory and empirical evidence.</p> <p><b>Summative Assessment</b></p> <ol style="list-style-type: none"> <li><b>Component A:</b> 2 hour Written Examination. The examination constitutes 60 per cent of the final grade. The exam will test the student with regard to all of the learning outcomes.</li> <li><b>Component B:</b> Assessed essay – 1,500 words. This will be an individual piece of work that relates to the first part of syllabus and to learning outcomes 1-3.</li> </ol> <p><b>Formative Assessment:</b></p> <ol style="list-style-type: none"> <li>Engagement with other students in seminars that encourages a sense of belonging.</li> <li>Presentation of individual answers in seminars.</li> <li>Working within a group during seminars and group presentations.</li> </ol>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	60%	40%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. 2 hour Examination	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. 1,500 word essay	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. 2 hour examination	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. 1,500 word essay	100%	

If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.