1. **Title of the module**

International Economics

1. **School or partner institution which will be responsible for management of the module**

School of Economics

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits(7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

The associated Economics BSc (Professional Economist) programme is taught in three trimesters a year over four years. This module will be taught in the first trimester of the third academic year, September to December.

1. **Prerequisite and co-requisite modules**

 Pre-requisite modules:

Applied Statistical Analysis for Economics

Working With Economic Data on Digital Platforms

Principles of Microeconomics

Principles of Macroeconomics

Mathematics for Economics

Economic Policy Analysis

Microeconomic Analysis

Co-requisite modules

Macroeconomic Analysis

Applied Econometrics

Economic Policy Analysis and Evaluation

Modern Economic History

Economic Debates

This module is a pre-requisite for:

Economic Growth

Public Economics

Dissertation

Technical Assessment

Competency Based Interview

1. **The programmes of study to which the module contributes**

Economics BSc (Professional Economist) (Hons)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Understand the traditional and modern theories that explain the existence of inter-industry and intra-industry trade

8.2 Demonstrate in-depth understanding of current issues and theoretical debates in international trade, together with their policy implications.

8.3 Critically evaluate theoretical and empirical studies concerning international trade

8.4 Understand and evaluate the relevance of the different instruments of trade policy

8.5 Critically review, assess and evaluate world trade negotiations, institutions and currency areas

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Reflect critically on the application of economic models to real-world problems

9.2 Address an economic problem using deductive and inductive reasoning

9.3 Retrieve, review and utilise information from a variety of sources

9.4 Communicate coherent economic arguments

9.5 Plan work and study independently

1. **A synopsis of the curriculum**

This module provides students with an in-depth understanding of current issues and theoretical debates in international trade, together with their policy implications. It also provides the knowledge and skills necessary for interpreting related studies of countries at different levels of development.

International trade is a key issue on the world agenda and has considerable effects on countries’ economies. The effects occur at the micro level of firms and households as well as at the macro level, where they are the subjects of government policy debates. International Trade takes advantage of the tools of economic analysis, which are common to other areas in economics, to study the issues raised by the economic interaction between sovereign states.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Appleyard, D. R., Field, A. J. and Cobb, S. L. (2010), International Economics, (7th ed.), Mcgraw-Hill.
* Krugman, P.R., and M. Obstfeld (2009), International Economics, Theory and Policy, (7th ed.), Addison-Wesley
* Krugman, P.R., Obstfeld, M. and Melitz, M.J. (2012), International Economics, (9th ed.), Addison-Wesley
* The World Trade Organization, <http://www.wto.org>
1. **Learning and teaching methods**

Directed learning time 100 hours

Private study time 50 hours

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

In Course Test or VLE Quiz 1 (50 minutes) (25%)

In Course Test or VLE Quiz 2 (50 minutes) (25%)

2000 word coursework work related report (50%)

13.2 Reassessment methods

If the overall module mark is a fail, reassessments in failed assessments are taken again in the following trimester, in order to achieve the overall pass mark of 40%.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lecture  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Workshop | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| In Course Test or VLE Quiz 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| In Course Test or VLE Quiz 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Coursework report | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury, employer premises and London/Leeds.

1. **Internationalisation**

The International Economics module provides students with the analytical skills to abstract, simplify, and explain economic theory and behaviour in the context of real world trade and other ssues. It develops a range of analytical skills and techniques that are very obviously globally transferrable.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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