1. **Kent Vision Code and Title of the module**

LAWS8390 (LW839) Global Environmental Law and Pollution Control

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

Division for the Study of Law, Society and Social Justice (Kent Law School)

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

Level 7

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

20 credits (10 ECTS Credits)

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

Autumn term (term 1) or Spring term (term 2)

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

None.

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

Compulsory to the following courses: None

 Optional to the following courses: All law LLM courses/pathways

 Availability as an elective module- No

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Demonstrate a comprehensive familiarity with the main sources of law relating to pollution and gain a reasonable understanding of how to access these materials for the purpose of preparing a module assessment and for more general research purposes.
3. Demonstrate a critical awareness of the relationship between global environmental law and the policy objectives that it seeks to implement and gain the capacity to evaluate particular legal provisions in relation to underlying policy goals.
4. Demonstrate a sophisticated knowledge of the particular legal provisions concerning pollution in relation to water, air and land, and the interrelationships between these, and be able to compare, contrast and assess the different approaches used.
5. Demonstrate a critical awareness of different approaches to pollution control at international, European Community and national levels, and the tensions which exist between these, and understand the significance of an appropriate empowered regulatory body in securing effective enforcement in practice.
6. Demonstrate a systematic understanding of the key principles that underlie legal responses to particular kind of environmental issues.
7. Demonstrate a conceptual understanding of the general legal options available for addressing pollution issues, to see how these are utilised in the context of the different environmental media of water, air and land and interrelations between these.
8. Demonstrate a conceptual familiarity to particular pollution control issues in relation to their institutional contexts, with particular emphasis upon the contrasts between international, European Community and national levels of control and the problems of enforcement which arise.
9. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
10. Demonstrate sophisticated research techniques in locating and using materials.
11. Formulate written arguments, presenting a reasoned and critical opinion.
12. Critically evaluate the application and practice of law within and across different contexts.
13. **A synopsis of the curriculum**

This module provides an introduction to global environmental law and a preface to regulatory themes, principles, values, and strategies that are examined in other modules. The focus of the module is on the law relating to pollution in relation to the three environmental media of water, air and land. It uses examples and case studies from around the world and different legal cultures to demonstrate various approaches and efforts to address pollution and improve environmental quality. The module seeks to assess different models and strategies for environmental quality regulation against broader objectives for the environment in reflecting upon what it is that is to be regulated, and why, and whether actual approaches to regulation are the best way of achieving this.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

J. Alder and D. Wilkinson, *Environmental Law and Ethics* (Palgrave 1999)

E. Fisher, B. Lange and E. Scotford (eds), *Environmental Law Text, Cases and Materials* (2nd ed, OUP 2019).

A. Philippopoulos-Mihalopoulos (ed.). *Law and ecology new environmental foundations* (Routledge 2011).

J. Dryzek, *The politics of the Earth: Environmental Discourses* (4th ed, OUP 2022).

1. **Learning and teaching methods**

Total study hours: 200

Contact hours: 18

Private study hours: 182

1. **Assessment methods.**

13.1 Main assessment methods

Coursework - Essay, 1000 words - 20%

Course work - Essay, 4000 words - 80%

13.2 Reassessment methods

Reassessment instrument - 100% coursework (essay)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 |
| Lectures/Seminar | x | x | x | x | x | x | x | x | x | x |
| Private Study | x | x | x | x | x | x | x | x | x | x |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 |
| Short Essay (20%) |  | x | x | x | x | x | x | x | x | x | x |
| Long Essay (80%) | 4000 words | x | x | x | x | x | x | x | x | x | x |

1. 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**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible at least four weeks before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance where possible to allow all students to prepare (particularly students with notetaking difficulties).
5. In accordance with the KLS school-level statement on Lecture Capture, the lecture/seminars will not be recorded as they are heavily discussion-based.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module.

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

Canterbury

1. **Internationalisation**

This module is intrinsically International since it focuses upon regulatory requirements drawn from European Union and international law.

**DIVISIONAL 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) |
| 25/11/2022 | Major | 2023-24 | 1, 8, 9, 10, 11, 13.1, 14 | No |
|  |  |  |  |  |