1. **Title of the module**

Climate Change and Renewable Energy Law, LAWS8880 (LW888)

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

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 or Spring

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

None.

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

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

1. **The intended subject specific learning outcomes.
Specifically, on successfully completing the module students will be able to:**
	1. Demonstrate a deep understanding of one area of environmental law, and of the role in particular of national and regional (especially EU) law in relation to this
	2. Demonstrate a critical appreciation of the central tensions, and debates, in relation to climate change as a policy problem, and the promotion of renewable energy in response to this problem
	3. Demonstrate a critical appreciation of the relative strength of competing regulatory approaches in this field, and law reform possibilities
	4. Demonstrate a critical appreciation of practical considerations and an ability to apply knowledge and understanding to practical scenarios
	5. Demonstrate a critical appreciation of how the issues raised in relation to climate change and renewable energy law, such as the legal response to significant forms of diffuse pollution, may apply more widely to law, especially environmental law
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Identify and critically appraise decision-making challenges from real and assumed scenarios
	2. Demonstrate advanced retrieval and research skills including advanced retrieval of primary and secondary literature
	3. Summarise detailed and complex bodies of information concisely and accurately, and formulate and defend an argument
	4. Appropriately present work suitable to a diverse range of audiences, including clients and the policy-making community
3. **A synopsis of the curriculum**

This module examines a range of topics which illustrate the role of law in relation to the social, political, economic and environmental challenges arising from anthropogenic climate change and the need to move to a low carbon economy, including through the promotion of renewable and other alternative forms of energy generation and conservation. This includes the operation of regulatory and governance frameworks at an international, regional and national level and the role of litigation.

The module requires introductory coverage of the international context, and explores some of the specific ethical and policy questions to be addressed in tackling climate change., The module does not cover those aspects of the international legal regulation of climate change that are covered in LW906 International Environmental Law: Legal Foundations or any coverage that there may be in LW884 International Environmental Law: Substantive Legal Aspects. The focus is on the EU and national level, and comparative analysis.

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

The following works are recommended as general texts:

* S. Bell et al, *Environmental Law* (9th edition, OUP, 2017)
* D. Bodansky, J. Brunee and L. Rajamani, *International Climate Change Law* (OUP, 2017)
* W. Burns and H. Osofsky (eds.) *Adjudicating climate change: state, national and international approaches* (CUP, 2009).
* M. Hulme, Why We Disagree About Climate Change (Earthscan, 2009)
* William Nordhaus, The Climate Casino – Risk, Uncertainty and Economics for a Warming World (Yale, 2013)
* E. Woerdman et al, *Essential EU Climate Law* (Edward Elgar, 2015)
1. **Learning and teaching methods**

Total study hours: 200

Contact hours: 18

Private study hours: 182

1. **Assessment methods.**

13.1 Main assessment methods

Essay, 4,000 words (80%)

Seminar participation assessment (20%).

13.2 Reassessment methods

Re-assessment instrument: 100% coursework.

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |
| Lectures | X | X | X |  |  | X | X | X |  |
| Seminars | X | X | X | X | X | X | X | X |  |
| Private Study |  |  |  |  |  |  |  |  | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay (80%) | X | X | X | X | X | X | X | X | X |
| Participation (20%) | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division 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**

* Module outlines will be made accessible at least four weeks before the module starts.
* Prioritised reading lists will be made available sufficiently in advance (e.g. at least four weeks).
* Lecture/seminar slides/outlines made available in advance (e.g. at least 24 hours) to allow all students to prepare.

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

* Students will be given clear information on how to achieve the learning outcomes of the module.
* Students who are deemed to be entitled to an alternative assessment to the presentation within the participation element could be required to deliver a pre-recorded or one-to-one presentation (where this is consistent with learning outcomes).
* In accordance with the KLS Statement on Lecture Capture, teaching sessions on this module will not be recorded as they are heavily discussion based and may contain sensitive material.
1. **Campus(es) or centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

The content, materials and discussions conducted in this course will offer a global reading of climate change and renewable energy law. Students will be invited throughout the course to make connections between local and international normative frameworks and problems and to critically engage with the broader reach of laws and legal decision making in our global times.

**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.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs(Q6 & 7 cover sheet) |
| 12/11/2020 | Major | September 2021 | 6, 9, 14 | No |
|  |  |  |  |  |