1. **Title of the module**

International Trade Law and the Environment, LAWS8410 (LW841)

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

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; PGDip in (Specialisation); PGCert in Law.

1. **The intended subject specific learning outcomes.
On successfully completing the module, students will be able to:**
	1. Demonstrate systematic knowledge of the concepts, principles and rules of international law as these relate to the regulation of international trade and the protection of the environment;
	2. Demonstrate a critical awareness of the way in which the various international institutions operating in this area co-operate, interact and conflict;
	3. Demonstrate comprehensive familiarity with the compositions, constitutions, policies and operation of the key regulatory bodies with responsibilities relating to international trade and the environment, in particular the World Trade Organisation;
	4. Think creatively about a subject whose borders and principles are far from settled;
	5. Think critically about the ways in which international trade should be facilitated alongside the need for environmental protection and other socially desirable objectives;
	6. Formulate a broad view of the adequacies of legal protection for areas of the environment which are impacted upon by international trade in general and WTO law and regulation in particular.
	7. Appreciate the multifaceted nature of the trade/environment interface.
2. **The intended generic learning outcomes.
On successfully completing the module, students will be able to:**
	1. Enter into informed and thoughtful discussions for the purposes of assessments.
	2. Critically evaluate issues with regard to the underlying policy goals.
	3. Compare, contrast and critically assess alternative approaches to examined issues.
3. **A synopsis of the curriculum**

The law relating to international trade and the environment represents a key element in the national and international legal response to the need to protect the environment and to secure broader environmental policy objectives, notably sustainable development. This module is structured to provide a broad coverage of and opportunity for critical appraisal of various key international rules and institutions which address the relationship between freedom of trade between states and environmental protection. Within this structure, illustrations are provided of many of the key areas in case studies on topical and contentious issues.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* P.Birnie, Boyle, A. and Redgwell, C., *International Law and the Environment*, 3rd edition (Oxford, 2009).
* R-M. Dupuy,Vinuales, J. E., *International Environmental Law* (Cambridge, 2015).
* A. Gillepsie, *International Environmental Law Policy and Ethics*, (Oxford, 2002).
* D. Hunter, Salzman, J. and Zaelke, D., *International Environmental Law and Policy*, 4th edition (Foundation Press, 2011).
* P. Sands and Peel, J., *Principles of international Environmental Law*, 4th edition (Cambridge, 2018).
* M. Trebilcock and Howse, R., *The Regulation of International Trade*, 4th Edition (Routledge, 2013).
* J. Watson, *The WTO and the Environment: Development of Competence Beyond Trade* (Routledge, 2013).
1. **Learning and teaching methods**

Total study hours: 200

Contact hours: 20

Private study hours: 180

1. **Assessment methods.**

13.1 Main assessment methods

* Short written assessment: 1,000 words (20%)
* Longer written assessment:4,000 words (80%)

13.2 Reassessment methods

Reassessment 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 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 |
| **Learning/teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lecture/seminars | X | X | X | X | X | X | X | X | X | X |
| Private Study | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Short written assignment (20%) | X | X | X | X | X | X | X | X | X | X |
| Longer written assigmment (80%) | X | 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**

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 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 and may contain sensitive material.

**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 actively incorporates international dimensions and perspectives within its design including: reading and analysis of international statutory materials, decisions and policy innovations from various international for a as well as jurisprudence from international judicial bodies.

**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) |
| EAP | Minor | September 2021 | 13, 14 | No |
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