



international transport of hazardous waste. Particular attention will be paid to international and EU rules on environmental impact assessment and strategic environmental assessment, on a case based approach.

#### *Microteaching*

Application of the above mentioned principles and rules related to a particular environmental problem chosen by the student, to be prepared by each student in a paper (max. +/- 20 pages). There is also a list of topics available on Ufora. Paper instructions can be found on Ufora as well. Each paper has to be presented by the students and will be discussed in the classroom. Students need to prepare a power point presentation in support of their paper presentation.

#### **Initial competences**

To be able to distinguish the essentials from the side issues  
Have the attitude to be willing to develop a critical and scientific attitude

#### **Final competences**

- 1 Having insight into international environmental law and its developments
- 2 Know the historical background of international environmental law
- 3 Are able to evaluate, analyse and assess the impact of the respective political and inter-state elements/actors that influence international environmental law
- 4 Are able to analyse and evaluate legal texts and sources in the field of international environmental law
- 5 Are able to apply the involved rules and regulations to specific cases, inter alia when environmental impact assessments are required
- 6 Are able to argue potential solutions for a given environmental problem

#### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

#### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

#### **Teaching methods**

Lecture, Peer teaching

#### **Extra information on the teaching methods**

A hours = ex cathedra (50%)  
B hours = microteaching (50%)

#### **Study material**

None

#### **References**

LOUKA, E., International Environmental Law. Fairness, Effectiveness, and World Order, Cambridge, Cambridge University Press, 2006  
+ web pages environmental organisations : [www.unep.org](http://www.unep.org), [www.unfccc.org](http://www.unfccc.org), [www.unece.org](http://www.unece.org),  
...

#### **Course content-related study coaching**

- discussing cases during lectures
- guidance during the preparation of the paper and paper instructions on Ufora
- providing power point presentations and an example of an examination question
- providing extra material via Ufora
- answering questions of students by e-mail or otherwise

#### **Assessment moments**

end-of-term and continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

Oral assessment

#### **Examination methods in case of periodic assessment during the second examination period**

Oral assessment

#### **Examination methods in case of permanent assessment**

Participation, Assignment

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

#### **Extra information on the examination methods**

Students who eschew period aligned and/or non-period aligned evaluations for this course unit may be failed by the examiner. Not participating in the non-periodic aligned evaluation leads to a failure. In this case the student has a second change in a compensating activity during the first and second examination period. This activity consists in writing a paper and a discussion on the content of the paper with the lecturer.

#### **Calculation of the examination mark**

Theory: period aligned evaluation (50%)

Microteaching: period aligned and non-period aligned evaluation (50%)

De examiner kan de student die zich onttrekt aan periodegebonden en/of niet-periodegebonden evaluaties voor dit opleidingsonderdeel niet-geslaagd verklaren.