Module Descriptor

Title	Roman Law In Scots Private Law Contexts		
Session	2026/27	**Status**	Approved
Code	LAWW08029	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Nishant Gokhale		

Summary of Module

Across common and civil law worlds, few modern legal systems can claim to have had as profound an influence as Roman Law. The popularity of Roman law is attributable to several reasons including survivals of ancient manuscripts, continuity, and proliferation of languages like Greek and Latin, sustained scholarly interest, and not least Roman law's linkages to European colonialism.

This module aids in developing a contextual understanding of sophisticated rules and ideas of law that influence modern law across various jurisdictions, including Scotland. Further, the module aids in understanding and Roman social structures and institutions like slavery, the status of women, and ideas of property. Much of the second half of the module is spent examining the principles of contracts and quasi-contracts, delict and quasi-delicts. This module involves students understanding key sources of Roman law and case-based learning by reading original Roman legal texts (in English translation), and scholarly writing about them.

Knowledge of this area of law is a pre-requisite to those seeking enrolment to the Faculty of Advocates in Scotland. This module will also be of interest more generally to students curious about how societies before ours resolved tricky legal issues, or those seeking to develop a deeper understanding of modern Scots private law. Students do not need to have studied Latin, Roman history, or Classics as pre-requisites for this module.

There will be an opportunity to apply the concepts and engage with problems in workshops wherein fundamental ideas around law will be explored through problem questions, interactive debates and moot simulations. Where class sizes and schedules permit, this course will also include a field-trip to a museum, or a Roman site in Scotland.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Investigate the nature and changes within Roman society from (c. 753 BCE- 534 CE), and its afterlives
L2	Contextualize Romans ideas of property and personhood and its implications on modern Scots law
L3	Examine and apply principles of Roman law of contracts and quasi-contracts
L4	Examine and apply principles of Roman law of delicts and quasi-delicts
L5	Understand the scheme and contents of original legal texts like the Institutes of Gaius and the Institutes of Justinian (both translated into English), which are accessible digitally thereby enhancing autonomous learning skills

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 8** Demonstrate and work with: A knowledge of the scope, defining features, and main areas of Roman law and its application in Scots private law contexts. Specialist knowledge in some areas. A discerning understanding of a defined range of core theories, concepts, principles and terminology. Awareness and understanding of research and equivalent scholarly/academic processes.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	**SCQF 8** Apply knowledge, skills and understanding: In using a range of professional skills, techniques, practices and/or materials associated with Roman law, a few of which are advanced and complex. In carrying out routine lines of enquiry, development or investigation into professional level problems and issues.
Generic Cognitive skills	**SCQF 8** Undertake critical analysis, evaluation andr synthesis of ideas, concepts, information and issues that are within the common understandings in Roman law particularly as it informs Scots private law. Use a range of approaches to formulate and critically evaluate evidence-based solutions to defined and routine problems and issues.
Communication, ICT and Numeracy Skills	**SCQF 8** Use a wide range of routine skills and some advanced and specialised skills associated with Roman law, for example: Convey complex information to a range of audiences and for a range of purposes. Use a range of standard ICT applications to process and obtain data. Use and evaluate numerical and graphical data to measure progress and achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise autonomy and initiative in some activities at a professional level in practice or in using knowledge of Roman law particularly as it applies to Scots private law contexts Manage resources within defined areas of work. Take the lead on planning in familiar or defined contexts. Work, under guidance, with others to acquire an understanding of current professional practice.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Institutes of Gaius (in English translation) Institutes of Justinian (in English translation) Anderson, Criag, Roman Law for Scots Law Students, Edinburgh University Press, 2021. Riggsby, A, Roman Law & the Legal World of the Romans, Cambridge University Press, 2010 du Plessis, P.J., Borkowski's Textbook on Roman Law (6th edn), Oxford University Press, 2020 Thomas, J.A.C., Roman Law, Philip McDonald, 1976 (Reprint 2013)
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Students are required to attend scheduled teaching sessions and engage with the Virtual Learning Environment, lack of which could result in the student being referred to the Engagement Panel or other appropriate body, and could prevent student progression, and ultimately successful degree completion.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Reasonable accomodation will be made as applicable within the module to both teaching and assessments.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Accounting Finance Law**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Accounting, Finance and Law
Moderator	Colin Mcfadyen
External Examiner	Gary Betts
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Class test counting towards 30% of the mark, related to topics considered during the module until then. This will be a 60 minute closed book assessment comprising multiple choice questions, and is required to be taken in class under invigilated settings.
Assessment 2
Class test (written) for 70% of the final module mark which will be a composite of essay and problem questions. This will be an open book assessment and is required to be completed within 2 hours and 30 minutes with additional 30 minutes reading time.
Assessment 3
NA
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class Test (MCQ)	☒	☒	☐	☐	☒	30	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Class Test	☒	☒	☒	☒	☒	70	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
NA	☐	☐	☐	☐	☐	0	0
Combined total for all components						100%	hours

Change Control

What	When	Who