Module Descriptor

Title	Preventing Violence Against Women & Girls		
Session	2026/27	**Status**	Published
Code	BIOL11036	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Laura Jackson		

Summary of Module

This module explores violence against women and girls (VAWG) as a critical public health, human rights, and social justice issue. Students will examine the epidemiology, wider determinants, and health impacts of VAWG across diverse cultural, political, and economic settings, with attention to intersectionality and structural inequalities.

The module critically evaluates prevention and response strategies, spanning primary, secondary, and tertiary approaches, and draws on multidisciplinary perspectives from public health, law, social policy, and community practice. Students will engage with survivor-centred, trauma-informed, and ethical principles in designing contextually appropriate interventions.

Case studies from the UK and global contexts will be used to interrogate the evidence base and aims to prepare students for culturally responsive and contextually appropriate interventions. By the end of the module, students will be equipped to analyse, appraise, and critique strategies for preventing and responding to VAWG within complex systems.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

Campuses for Module Delivery			
	☐ Ayr	☒ Lanarkshire	☐ Online / Distance Learning
	☐ Dumfries	☐ London	☐ Other (specify)
		☐ Paisley	

[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

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	Critically analyse the epidemiology, underlying drivers, and health and societal impacts of violence against women and girls (VAWG) across diverse sociocultural, political, and economic contexts.
L2	Critically evaluate multidisciplinary frameworks, policies, and evidence-based interventions for preventing and responding to VAWG.
L3	Integrate and apply multidisciplinary frameworks to design contextually appropriate VAWG prevention or response strategies.
L4	Critically review contextually appropriate, survivor-centred strategies for VAWG prevention and response that embed principles of equity, ethics, and human rights.
L5	

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 11** Critically exploring both the policy and practice context of VAWG and appraisal of the cross sectoral responses to improve health and tackle women's health inequalities.
Practice: Applied Knowledge and Understanding	**SCQF 11** Critically examining the application of knowledge and skills required by health professionals and others to contribute to the improvement of women's health outcomes.
Generic Cognitive skills	**SCQF 11** Analysing the links between legislation, policy and strategy and implementation of local, national and/or international interventions aimed at preventing and addressing VAWG.
Communication, ICT and Numeracy Skills	**SCQF 11** Critically appraising health and economic data as well as plans and programme outcomes designed to tackle and prevent VAWG.
Autonomy, Accountability and Working with Others	**SCQF 11** Reflecting analytically on own role and those of health and social care providers across statutory and third sector services contributing significantly to the delivery of improved outcomes for women's health. Commenting critically on collaborative working between public health, health improvement and third sector organisations.

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. This is a 20 credit module, totalling 200hrs of learning. It will be delivered via face-to-face learning sessions such as tutorials and lectures. Several asynchronous sessions will be provided to consolidate learning.	
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
Asynchronous Class Activity	20
Independent Study	144
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bhopal, R.S. (2016) Concepts of epidemiology: integrating the ideas, theories, principles and methods of epidemiology. 3rd edn. Oxford: Oxford University Press. Bradley, T. and Gruber, J. (2022) Prevention of violence against women and girls: mainstreaming in development programmes. London: Routledge. Renzetti, C.M., Follingstad, D.R. and Coker, A.L. (eds) (2017) Preventing intimate partner violence: interdisciplinary perspectives. London: Routledge. Organisation for Economic Co-operation and Development (OECD) (no date) Insights and context to inform policies and global dialogue. Available at: https://www.oecd.org/en/publications/reports.html?orderBy=mostRelevant&page=0 (Accessed: 30 January 2026). UN Women (no date) Global database on violence against women and girls. Available at: https://data.unwomen.org/global-database-on-violence-against-women/data-form (Accessed: 30 January 2026).
(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Attendance for face to face, on campus lectures.

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. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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	**Biological Sciences Health**
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	Biology
Moderator	Stuart Telfer
External Examiner	M Brown
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1: Evidence-informed stakeholder output (40%) Students will produce an evidence-informed stakeholder output on violence against women and girls in the form of either an academic poster with a five-minute presentation or a ten-minute narrated video. The assessment must present and critically analyse epidemiological

evidence and evaluate one relevant policy, programme or intervention, with academic commentary demonstrated through explicit engagement with methodological, intersectional and contextual limitations of the evidence.
Assessment 2
Assessment 2: Structured funding proposal (60%) Students will submit a 2,000-word structured funding proposal designing a contextually appropriate VAWG prevention or response strategy, situated in either a UK or international context of their choice. The proposal must apply a clear theoretical framework, justify population focus and contextual factors, and present the intervention design primarily in written form, with ethical, survivor-centred and equity considerations integrated throughout.
Assessment 3
(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**
Coursework	☒	☒	☐	☐	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☐	☐	☒	☒	☐	60	0

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

Change Control

What	**When**	**Who**
New module	August 2025	Stuart Telfer
Assessment descriptions updated to clarify assessment formats, scope and expectations in response to External Examiner feedback, including explicit definition of evidence-informed outputs, contextual parameters, and	January 2026	L Jackson

inclusion of word count information for consistency with assessment guidance. Updated indicative reading list.		