Module Descriptor

Title	Advanced Aesthetic Interventions and Tissue Regeneration		
Session	2026/27	**Status**	Published
Code	HLTH11007	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Stuart Telfer		

Summary of Module

This module explores advanced aesthetic interventions with a specific focus on tissue regeneration and collagen stimulation. It examines the scientific and biological principles underpinning biostimulatory and regenerative treatments, positioning these interventions within contemporary research, safety considerations, and professional and regulatory frameworks.

Learners will critically engage with emerging and established collagen-stimulating modalities, including poly-L-lactic acid (PLLA), calcium hydroxylapatite, and other biostimulatory agents, alongside microneedling, radiofrequency-based technologies, laser resurfacing, and combination treatment approaches. The module emphasises mechanisms of action at cellular and tissue level, enabling learners to critically evaluate how intrinsic factors such as ageing, hormonal change, and systemic health interact with extrinsic influences including ultraviolet exposure and environmental factors.

The module also examines risk considerations, anatomical factors, and safety principles relevant to advanced aesthetic interventions. Learners will critically appraise contemporary evidence, emerging technologies, and evolving professional guidance, evaluating their implications within aesthetic medicine.

Through engagement with current literature and academic discussion, learners will develop critical understanding of tissue regeneration and advanced aesthetic interventions as an area of academic and professional study.

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	Evaluate advanced aesthetic interventions and tissue regeneration strategies, drawing on anatomical, physiological, and ageing-related research.
L2	Analyse the mechanisms of action, indications, limitations, and research evidence relating to regenerative aesthetic interventions.
L3	Examine safety considerations, risk profiles, and anatomical factors associated with regenerative aesthetic interventions.
L4	Appraise the ethical, regulatory, and research frameworks governing regenerative aesthetic interventions.
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** Learners develop advanced and integrated knowledge of tissue regeneration and advanced aesthetic interventions, including biostimulatory treatments and collagen-stimulating technologies. Learning emphasises the scientific principles, mechanisms of action, safety considerations, and research evidence underpinning regenerative approaches within aesthetic medicine.
Practice: Applied Knowledge and Understanding	**SCQF 11** Learners apply theoretical and scientific knowledge to the critical analysis of advanced aesthetic interventions within academic and

[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

	professional contexts. This includes evaluating evidence, safety considerations, and regulatory frameworks relevant to regenerative aesthetic medicine.
Generic Cognitive skills	**SCQF 11** The module develops advanced critical thinking through analysis and synthesis of contemporary research relating to tissue regeneration and emerging aesthetic interventions. Learners evaluate the strengths, limitations, and implications of research evidence and develop reasoned academic arguments.
Communication, ICT and Numeracy Skills	**SCQF 11** Learners develop advanced academic communication skills through written assessment and engagement with scientific and professional literature. Use of digital learning platforms and academic databases supports the development of research literacy and digital capability appropriate to postgraduate study.
Autonomy, Accountability and Working with Others	**SCQF 11** Learners develop autonomy in academic enquiry and demonstrate responsibility for independent learning and critical reflection. The module supports engagement in academic and professional dialogue and promotes awareness of ethical and professional responsibilities within aesthetic medicine.

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. These hours comprise a combination of scheduled synchronous teaching, structured directed learning, independent study, and assessment preparation. Scheduled synchronous teaching normally includes a 2-hour weekly online session, providing opportunities for real-time engagement, discussion, and critical exploration of module content with teaching staff and peers. In addition, structured independent learning is supported through recorded lectures, guided learning activities, and asynchronous activities supported via online discussion within the Virtual Learning Environment. These activities form an integral part of the taught component of the module and support engagement with core concepts and academic enquiry. Independent study and assessment preparation enable students to consolidate their learning, engage with academic literature, and develop critical analysis and reflective skills appropriate to master's level study. The learning and teaching approach adopts a student-centred model, designed to support the development of critical thinking, academic enquiry, and reflective capacity, and to promote skills consistent with lifelong learning and professional development. The University is committed to supporting all students to engage fully with their studies. Reasonable adjustments will be made, where appropriate, for students who have disclosed a disability or additional support needs, in accordance with University policy.

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)
Tutorial / Synchronous Support Activity	20
Personal Development Plan	12
Asynchronous Class Activity	16
Independent Study	152
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Core

Draelos, Z.D. (2022). Cosmetic Dermatology. Wiley. doi:https://doi.org/10.1002/9781119676881.

Khan, A. (2021). Regenerative Medicine in Aesthetic Treatments. Regenerative Medicine in Aesthetic Treatments. doi:https://doi.org/10.1201/9781003001478.

Recommended

Morris, M.X., Gebhardt, S., Tingen, J.N., Dorante, M.I. and Pandya, S. (2025). Laser Resurfacing Versus Chemical Peels: A Review of Current Trends and Technological Advances in Nonsurgical Facial Rejuvenation. Journal of Aesthetic Medicine, [online] 1(1), p.5. doi:https://doi.org/10.3390/jaestheticmed1010005.

Nguyen, L., Blessmann, M., Schneider, S.W. and Herberger, K. (2022). Radiofrequency Microneedling for Skin Tightening of the Lower Face, Jawline, and Neck Region.

Dermatologic surgery : official publication for American Society for Dermatologic Surgery, [online] 48(12), pp.1299–1305. doi:https://doi.org/10.1097/DSS.0000000000003607.

Rahman, E., Webb, W.R., Rao, P., Hany Niamey Abu-Farsakh, Upton, A.E., Yu, N., Garcia, P.E., Ioannidis, S., Sayed, K., Philipp-Dormston, W.G., Najlah, M., Carruthers,

J.D.A. and Ash Mosahebi (2024). Exosomes Exposed: Overview Systematic Review on Evidence Versus Expectation in Aesthetic and Regenerative Medicine. Aesthetic Plastic Surgery, 5(32). doi:https://doi.org/10.1007/s00266-024-04276-8.

Rho, N.-K., Kim, H.-S., Kim, S.-Y. and Lee, W. (2024). Injectable 'Skin Boosters' in Aging Skin Rejuvenation: A Current Overview. Archives of Plastic Surgery, 51(06), pp.528–541. doi:https://doi.org/10.1055/a-2366-3436.

Ruscha Titcomb, L. (2025). A literature review on polynucleotide efficacy on skin rejuvenation, and review of the regulatory status and guidelines around polynucleotides. Journal of Aesthetic Nursing, 14(2), pp.98–126. doi:https://doi.org/10.12968/joan.2025.0009.

(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:** The university is committed to providing a supportive learning environment that actively facilitates student success. In this programme, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with online learning activities in your own time, course-related learning resources, engaging with scheduled live sessions online, and with timely completion and submission of assessments along with contact with module coordinators and programme lead. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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, including the Equality Act (2010), and the University of the West of Scotland Equality, Diversity and Human Rights Code, this module is designed to be accessible and inclusive. Reasonable adjustments will be made, where appropriate, to support individual student needs. Module materials comply with University guidance on inclusive learning and teaching, and assistive technologies, support provision, and adjustments to assessment will be implemented in accordance with UWS policy and regulations. Teaching and learning approaches are designed to support inclusive participation and engagement within a fully online learning environment. Anticipatory adjustments and appropriate flexibility will be implemented, where required, to ensure accessibility and equitable participation. Students are encouraged to disclose any disability, or additional support needs to enable appropriate support to be provided by the Programme Team and relevant University services. The UWS Equality and Diversity Policy informs the design and delivery of this module and supports the creation of a respectful, inclusive, and supportive learning environment for all students.
(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	Health
Moderator	Gordie Mackay
External Examiner	M Duncan
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay (4500 words) or Presentation 15-18 mins long Students will critically evaluate one or more advanced aesthetic or tissue regenerative interventions, examining the scientific principles, mechanisms of action, and current research evidence. Students may complete this assessment as either: Option A: Written Essay 4500-word critical evaluative essay OR Option B: Academic Presentation 15–18 minute recorded presentation, supported by a 2000-word written rationale and full reference list. Both formats require critical engagement with relevant research evidence, ethical and regulatory considerations, and the scientific principles underpinning regenerative aesthetic interventions.
Assessment 2
Students will develop a patient information leaflet explaining a regenerative aesthetic intervention or tissue-based treatment. The leaflet should present complex scientific information in a clear, accurate, and accessible format suitable for a non-specialist audience. Students will also submit a supporting critical commentary (2000 words) which explains and justifies the content of the leaflet, drawing on relevant scientific evidence, ethical considerations, and professional and regulatory frameworks.
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	☒	☒	☒	☒	☐	60	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Design/ Diagram/ Drawing/ Photograph/ Sketch	☒	☒	☐	☒	☐	40	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