Module Descriptor

Title	Facial Anatomy		
Session	2026/27	**Status**	Published
Code	HLTH11010	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Veronica McIlroy		

Summary of Module

This core module provides learners with an advanced academic understanding of facial anatomy relevant to aesthetic medicine.

Learners will examine the layered anatomy of the face, including skin, fascia, musculature, vascular and neural structures, and skeletal architecture. This includes detailed exploration of key bony landmarks, skeletal morphology, and their role in determining facial form and structural support. The module also considers age-related anatomical changes, including alterations in bone density and volume, soft tissue redistribution, and changes in skin structure, and examines how these influence facial appearance and anatomical relationships.

Particular emphasis is placed on anatomical variation, vascular pathways, and recognised high-risk anatomical regions, and their relevance to risk awareness, ethical considerations, and professional understanding within aesthetic medicine.

The module supports learners to critically evaluate how anatomical knowledge informs professional judgement, risk awareness, and ethical decision-making within aesthetic medicine. Learning is situated within academic, ethical, and regulatory frameworks and does not include clinical skills training or procedural instruction.

This module establishes a theoretical anatomical foundation that supports further academic study within the programme.

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

[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

	☐	☐	☒	☐
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	Critically evaluate anatomical variation, including age-related structural change.
L2	Critically evaluate anatomical variation and its implications for risk awareness and professional decision-making within aesthetic medicine.
L3	Critically analyse high-risk anatomical regions and their relevance to patient safety, ethical considerations, and professional responsibilities.
L4	Communicate anatomical knowledge effectively to support academic enquiry, professional understanding, and informed discussion within aesthetic medicine.
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 a critical and integrated understanding of advanced facial anatomy relevant to aesthetic medicine, including skin layers, musculature, vascular and neural structures, and skeletal anatomy.
Practice: Applied Knowledge and Understanding	**SCQF 11** Learners apply detailed anatomical knowledge to the academic analysis of case-based and scenario-based discussions relevant to aesthetic medicine. The module supports the application of theoretical anatomical concepts to develop understanding of anatomical complexity, variation, and associated considerations within professional and academic contexts.
Generic Cognitive skills	**SCQF 11** The module develops advanced analytical and evaluative skills through critical interpretation of anatomical literature, synthesis of complex structural relationships, and examination of anatomical variation. Learners engage in problem-solving and critical enquiry to support deeper academic understanding of anatomical principles.
Communication, ICT and Numeracy Skills	**SCQF 11** Learners develop the ability to communicate complex anatomical concepts clearly and effectively through academic writing and online discussion. Engagement with digital learning platforms, anatomical resources, and visualisation tools support digital literacy.

Autonomy, Accountability and Working with Others	**SCQF 11** Learners develop autonomy in academic learning, taking responsibility for independent study, critical reflection, and engagement with learning activities. The module supports collaborative learning through discussion, peer interaction, and shared academic enquiry.

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

Haney, B. (2024). Skin and Facial Anatomy. Springer eBooks, 1(3), pp.7–200. doi:https://doi.org/10.1007/978-3-031-51440-1_2.

Mazzetti, M.P.V. and Brock, R.S. (2021) 'Anatomy of aging facial skeleton', in Avelar, J.M. (ed.) Aesthetic Facial Surgery. Cham: Springer, pp. 401–407. Available at: https://doi.org/10.1007/978-3-030-57973-9_29 (Accessed: 22 February 2026).

Recommended

Hur, M., Lee, S., Jung, H. and Schneider, R.A. (2022). Anatomical connections among the depressor supercilii, levator labii superioris alaeque nasi, and inferior fibers of orbicularis oculi: Implications for variation in human facial expressions. PLOS ONE, 17(3), pp.e0264148–e0264148. doi:https://doi.org/10.1371/journal.pone.0264148.

Mendelson, B. and Wong, C.-H. (2012). Changes in the Facial Skeleton With Aging: Implications and Clinical Applications in Facial Rejuvenation. Aesthetic Plastic Surgery, [online] 36(4), pp.753–760. doi:https://doi.org/10.1007/s00266-012-9904-3.

(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.

IIn 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	Barbara McIntosh
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
Class Test Unseen open-book academic assessment requiring critical analysis and application of advanced facial anatomy knowledge to case-based and scenario-based questions relevant to aesthetic medicine.
Assessment 2
Anatomy Diagram Structured assessment requiring identification and academic explanation of key facial anatomical structures using diagrams or images, demonstrating critical understanding of anatomical relationships and variation.
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**
Class test (written)	☒	☒	☒	☒	☐	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**