Module Descriptor

Title	Hormonal Change, Menopause and Skin Health		
Session	2026/27	**Status**	Published
Code	HLTH11011	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Gordie Mackay		

Summary of Module

This module explores the influence of hormonal, metabolic, and immune factors on skin health, ageing, and aesthetic outcomes. Learners will examine how hormonal changes across the lifespan influence collagen production, skin structure, wound healing, inflammation, and pigmentation.

The module introduces key hormonal transitions, including perimenopause, menopause, and age-related hormonal changes, alongside common endocrine and metabolic conditions that may influence skin health. Learners will examine the scientific and physiological mechanisms underpinning these changes and critically evaluate their implications within aesthetic medicine.

The interaction between hormonal function, immune responses, and skin physiology is explored, including consideration of how systemic health, ageing, and environmental factors influence skin integrity and repair.

Through engagement with contemporary research and scientific literature, learners will develop critical understanding of hormonal influences on skin health and ageing within the context of aesthetic medicine.

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 the impact of hormonal change across the lifespan on skin structure, collagen production, ageing processes, and aesthetic treatment outcomes in female and male patients.
L2	Analyse the influence of endocrine, metabolic, immune, and gut-related factors on skin health and dermatological presentations and examine their relevance within aesthetic medicine.
L3	Examine the implications of hormonal and immune-related conditions for skin integrity, healing, and risk considerations within aesthetic medicine.
L4	Appraise the role of hormone therapy within the context of aesthetic medicine, including ethical, professional, and regulatory considerations.
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 hormonal influences on skin structure, ageing, immune response, and repair. This includes examination of menopause, endocrine change, and systemic health, and their relevance within aesthetic medicine.
Practice: Applied Knowledge and Understanding	**SCQF 11** Learners apply scientific and theoretical knowledge to the critical analysis of hormonal influences on skin health within academic and professional contexts. This includes evaluating research evidence and professional considerations relevant to aesthetic medicine.
Generic Cognitive skills	**SCQF 11** The module develops advanced critical thinking through analysis and synthesis of research relating to hormonal change and skin health. Learners evaluate complex and multifactorial influences on skin physiology and develop reasoned academic arguments supported by evidence.
Communication, ICT and Numeracy Skills	**SCQF 11** Learners develop advanced academic communication skills through written assessment and engagement with scientific 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 considerations 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

British Menopause Society (2024). Tools for Clinicians. [online] Available at: https://thebms.org.uk/publications/tools-for-clinicians/.

Miller, K., Farage, M.A. and Maibach, H. (2017). Textbook of Aging Skin. doi:https://doi.org/10.1007/978-3-662-47398-6.

Recommended

Criton, S. and Joy, S. (2026). Beyond skincare routines: Follow your gut to healthy skin – A review of the interplay between gut microbiome and skin. [online] Jsstd.org. Available at: https://jsstd.org/beyond-skincare-routines-follow-your-gut-to-healthy- skin-a- review-of-the-interplay-between-gut-microbiome-and-skin/.

FilhoR.F.B., Marchiori, C.H. and Malheiros, K. de P. (2024). The Action of Testosterone in Anti-aging, Rejuvenation, and Longevity. Middle East Research Journal of Medical Sciences, [online] 4(06), pp.178–193. doi:https://doi.org/10.36348/merjms.2024.v04i06.005.

Kamp, E., Ashraf, M., Musbahi, E. and DeGiovanni, C. (2022). Menopause, skin and common dermatoses. Part 2: skin disorders. Clinical and Experimental Dermatology, 47(12). doi:https://doi.org/10.1111/ced.15308.

Naharro-Rodriguez, J., Bacci, S., Hernandez-Bule, M.L., Perez-Gonzalez, A. and Fernandez-Guarino, M. (2025). Decoding Skin Aging: A Review of Mechanisms, Markers, and Modern Therapies. Cosmetics, [online] 12(4), p.144. doi:https://doi.org/10.3390/cosmetics12040144.

Santangelo, G., Lagana, A.S., Giannini, A., Ruggiero, G., Fischetti, M., Casorelli, A., Clemente, F., Minnetti, M. and Lombardo, F. (2023). Spotlight on Compounded Bioidentical Hormones. Gynecologic and Obstetric Investigation, 89(1), pp.31–40. doi:https://doi.org/10.1159/000535982.

(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	Kirsty Ferrie
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
Case study (2500 words)

Students will complete a critical case study analysis (2500 words) examining the influence of hormonal factors on skin health within aesthetic medicine. Using a provided hypothetical case scenario, students will critically evaluate the underlying biological mechanisms, relevant research evidence, and professional and ethical considerations.
Assessment 2
Academic Poster Students will develop an academic poster examining the influence of hormonal factors on skin health and ageing. The poster should present scientific mechanisms, research evidence, and professional considerations relevant to aesthetic medicine. Students will also submit a 2000-word supporting commentary which critically explains and justifies the poster content, drawing on relevant academic literature. The poster should be presented in A1 digital format and fully referenced.
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**
Case study	☒	☒	☒	☒	☐	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**
