Module Descriptor

Title	Injectable Therapies in Aesthetic Practice		
Session	2026/27	**Status**	Published
Code	HLTH11012	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Kirsty Ferrie		

Summary of Module

This optional module develops advanced academic knowledge and critical understanding of injectable therapies used within aesthetic medicine, with particular focus on botulinum toxin and dermal filler products. Building on prior learning in facial anatomy and ethical and professional principles, the module enables learners to critically examine injectable therapies within their scientific, regulatory, and professional contexts.

The module explores the pharmacology, mechanisms of action, classification, and properties of botulinum toxin and dermal filler products, including consideration of formulation characteristics, longevity, and risk profiles. Learners will critically evaluate the indications, limitations, and safety considerations associated with these products, and examine how product characteristics and patient factors may influence outcomes.

The module also considers ethical, legal, and governance frameworks relevant to injectable therapies, including consent, professional accountability, and regulatory requirements within Scottish, UK, and international contexts. Through engagement with contemporary evidence, professional guidance, and case-based discussion, learners will develop the ability to critically appraise injectable therapies and evaluate their role within aesthetic medicine.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☐	☒	☐
Campuses for Module Delivery	☐ Ayr	☐ Lanarkshire	☒ Online / Distance Learning	

[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

	☐ Dumfries		☐ London ☐ Paisley		☐ 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 pharmacology, mechanisms of action, clinical indications, and limitations of botulinum toxin products used in aesthetic medicine.
L2	Critically analyse the composition, rheological properties, clinical applications, and risk profiles of dermal fillers, including consideration of facial anatomy and patient factors.
L3	Apply anatomical knowledge, ethical principles, and regulatory frameworks to critically analyse assessment, and decision-making considerations relevant to injectable aesthetic therapies.
L4	Evaluate emerging injectable products, technologies, and evidence 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 an advanced and critical understanding of injectable therapies used in aesthetic medicine, including botulinum toxin and dermal filler products. This includes pharmacology, mechanisms of action, product characteristics, and evidence base, alongside consideration of ethical, legal, and regulatory frameworks relevant to their use within professional contexts.
Practice: Applied Knowledge and Understanding	**SCQF 11** Learners apply theoretical, anatomical, and ethical knowledge to the academic analysis of case-based and scenario-based discussions relevant to injectable therapies. Learning activities support critical examination of assessment considerations, product characteristics, and risk awareness within aesthetic medicine as an area of academic study.
Generic Cognitive skills	**SCQF 11** The module develops advanced critical thinking and evaluative skills through analysis of contemporary literature, regulatory guidance, and case-based scenarios.
Communication, ICT and Numeracy Skills	**SCQF 11** Learners develop advanced academic communication skills through structured written work and online discussion. Engagement with digital learning platforms, academic literature, and professional guidance supports the development of digital literacy and information skills appropriate to postgraduate study.

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

De Maio, M. and Rzany, B. (2007) Botulinum toxin in aesthetic medicine. Berlin: Springer. Available at: https://doi.org/10.1007/978-3-540-34095-9 (Accessed: 22 February 2026).

De Maio, M. and Rzany, B. (2014) Injectable fillers in aesthetic medicine. 2nd edn. Berlin: Springer. Available at: https://doi.org/10.1007/978-3-642-45125-6 (Accessed: 22 February 2026).

Recommended

Atchima Suwanchinda (2025). Botulinum Toxin A: Aesthetic Uses. Manual of Cosmetic and Aesthetic Medicine, 33(12), pp.377–418. doi:https://doi.org/10.1007/978-981-97- 9754-7_28.

Fundaro, S., Salti, G., Malvin, D. and Innocenti, S. (2022). The Rheology and Physicochemical Characteristics of Hyaluronic Acid Fillers: Their Clinical Implications. International Journal of Molecular Sciences, 23(18), pp.10518–10518. doi:https://doi.org/10.3390/ijms231810518.

Haney, B. and Zappas, M.P. (2023). Facial Danger Zones in Aesthetics. Springer eBooks, pp.29–37. doi:https://doi.org/10.1007/978-3-031-36266-8_4.

Isaac, J., Walker, L., Ali, S.R. and Whitaker, I.S. (2023). An illustrated anatomical approach to reducing vascular risk during facial soft tissue filler administration – a review. JPRAS Open, 36(88), pp.27–45. doi:https://doi.org/10.1016/j.jpra.2022.09.006.

Jasperse, J., Wilson, K., Akbar, S., Hayden, I., Naseem, Q., Worthington, A., Amii Coglan, Hewson, M., Young, A., Fang, M., Liu, Y., Darke, J., Wong, V., Godbole, G. and Hughes, G.J. (2025). A local outbreak of iatrogenic botulism associated with cosmetic injections of botulinum neurotoxin-containing products, England, 2025.

Eurosurveillance, 30(39). doi:https://doi.org/10.2807/1560- 7917.es.2025.30.39.2500746.

Wollmer, M.A., Magid, M., Kruger, T.H.C. and Finzi, E. (2022). Treatment of Depression with Botulinum Toxin. Toxins, 14(6), p.383. doi:https://doi.org/10.3390/toxins14060383.

(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	Veronica McIlroy
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)

Learners will undertake a critical academic essay examining injectable therapies used in aesthetic medicine. The essay will require critical evaluation of the pharmacology, properties, evidence base, and regulatory considerations associated with botulinum toxin and/or dermal filler products.
Assessment 2
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**
Essay	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

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**