

A Credential for the Pain Medicine Specialist

We take great pleasure in sharing with you our proposed [Curriculum for a Credential for the Pain Medicine Specialist](#).

The purpose of a **Credential in Pain Medicine** is to allow the identification of doctors who have the necessary specialist professional and clinical capabilities to manage complex pain including where pain is a condition in its own right. This includes patients with acute and chronic (long-term) pain disorders. Pain management is a **basic human right**, and it is the responsibility of any health care system to ensure that there is a **sufficient workforce** of doctors **specifically trained** in **holistic Pain Medicine** to **safely alleviate pain**.

Specification for a doctor holding a Credential as a specialist in Pain Medicine

A Credential in Pain Medicine creates a GMC recognised specialist who:

- has the necessary knowledge and skills to safely manage complex in-patient, outpatient and community acute, acute on chronic, and chronic pain conditions
- has the ability to practise independently and within multidisciplinary teams,
- can perform or advise/signpost regarding the need or complications of certain interventional pain management techniques appropriate to their training and area of clinical practice,
- can undertake posts where a minimum of 4PA of weekly DCC sessions are related to working in the field of Pain Medicine
- is a leader in Pain Medicine quality improvement processes,
- undertakes lifelong learning to fulfil revalidation in Pain Medicine to maintain the Credential
- participates in training and teaching strategies at local and national level
- is affiliated to the Faculty of Pain Medicine (FPM) and upholds FPM [Core Standards for Pain Management Services in the UK](#).

Please do take the time to read the curriculum and provide us with your views by completing the [survey](#). The following is a guide to help you review the necessary sections in the curriculum to complete the survey:

Survey section	Curriculum pages
Overview	6-12
Assessment Strategy	35-76
HALOs	43, 76 to end
Equality and Diversity	75-76