Module Descriptor

Title	Person Centred Pain Management		
Session	2026/27	**Status**	Published
Code	HLTH09011	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Laura MacKenzie		

Summary of Module

Pain may arise from simple causes to the complexities of difficult pain syndromes, the British Pain Society (2023) outline the two main types of pain as Acute and Chronic Pain.

The NHS (2019) survey, cited in NICE (2021) found the prevalence of chronic pain amongst adults (in the UK) was 34%.

NICE (2021) also outline some complications associated with pain including:

Disability.

Psychological distress.

Sleep impairment.

Medicine misuse.

Adverse effects from medication.

Reduced quality of life.

Consequently, there is a need to acquire and promote knowledge and skills in holistic pain management. The underpinning influence for this module is the belief that education is the key to the dissemination of new attitudes, knowledge and skills; in order to improve pain management and implement evidence based best practice.

Areas covered in this module include:

Introduction to Pain

Pathophysiology of Pain and Pain theories

Pain assessment

Acute and Chronic Pain

Pharmacological Pain Management Strategies

Non-Pharmacological Pain Management Strategies

Person Centred Care

Students undertaking this module will be supported to work towards the “I am UWS” graduate attributes and develop knowledge and skills required for the assessment and management of pain, incorporating person centred care in a variety of clinical situations from a local or global perspective.

I AM UNIVERSAL, WORK-READY AND SUCCESSFUL!

This Module helps students gain graduate attributes such as: -

ACADEMIC - Critical thinker; Analytical; Inquiring; Knowledgeable; digitally literate; Problem-solver; Autonomous; Incisive; Innovative

PERSONAL – Emotionally intelligent; Ethically-minded; culturally aware; Effective communicator; Influential; Motivated; Creative; Imaginative; Resilient

PROFESSIONAL – Collaborative; Research-minded; socially responsible; Potential leader; Enterprising; Ambitious; Driven; Daring; Transformational

Sources:

British Pain Society (BPS) (2023) What is Pain. Available at: https://www.britishpainsociety.org/about/what-is-pain/ (Accessed: 4 January 2023).

NICE (2021) Chronic pain. Available at: https://cks.nice.org.uk/topics/chronic-pain/ (Accessed: 04 January 2023).

Small, C. and Laycock, H. (2020) Acute postoperative pain management. British Journal of Surgery. 107 (2), pp.70–80. Available at: https://doi.org/10.1002/bjs

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	Critically review the epidemiological, biological, physiological, psychological and social implications of pain.
L2	Critically analyse person centred pain assessment strategies.
L3	Critically analyse person centred, evidence based, holistic pain management strategies.
L4	

[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

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 9** The demonstration of knowledge and understanding of the principle theories and strategies within person centred pain management.
Practice: Applied Knowledge and Understanding	**SCQF 9** Discuss ethical, legal and professional issues related to pain management. The application of best practice guidelines/policies and strategies related to person centred pain management.
Generic Cognitive skills	**SCQF 9** Demonstrates the ability to critical analyse and evaluate evidence in relation to person centred pain management.
Communication, ICT and Numeracy Skills	**SCQF 9** Analysis and evaluation of pain assessment tools. Discuss effective interdisciplinary communicate to enhance person centred pain management.
Autonomy, Accountability and Working with Others	**SCQF 9** Discuss the professional, legal and ethical interdisciplinary issues related to holistic pain management.

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. This module is delivered by distance learning via a Virtual Learning Environment (VLE). The learning, teaching and assessment strategy has been designed to promote graduate attributes and stimulate reflective and analytical thinking. The students are actively encouraged to apply the theoretical underpinnings of this subject to their own area of practice. The student will be at the centre of the teaching process in order to promote skills of professional development planning that facilitate self-motivated lifelong learning. Learning methods will include modified lectures, presentations, online discussion forums, and multi-media resources. This will be aided by asynchronous online sessions and directed wider reading including access to the UWS electronic library and e-books. Reasonable adjustments will be made for students assessed to require enabling strategies to be put in place e.g. availability of materials prior to session, ongoing guidance and support through email, VLE and telephone as appropriate.

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)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	6
Personal Development Plan	6
Asynchronous Class Activity	10
Independent Study	158
n/a	
TOTAL	200

Indicative Resources

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

Brook, P., Connell, J. and Pickering, T. (eds) (2011) Oxford handbook of pain management. Oxford University Press. Available: https://academic.oup.com/book/24526?login=true (Accessed: 27 January 2026).

Pickering, G., Zwakhalen, S. and Kaasalainen, S. (eds) (2018) Pain Management in Older Adults. London. Springer. Available: https://link.springer.com/book/10.1007/978-3-319-71694-7#toc (Accessed: 27 January 2026).

Van Griensven, H., Stong, J. and Unruh, AM. (eds) (2014) Pain: a textbook for health professionals. Edinburgh. Churchill Livingstone. Available: https://www.vlebooks.com/Product/Index/334642?page=0 (Accessed: 27 January 2026).

Guidelines

Healthcare Improvement Scotland (2025) SIGN 173: Management of Chronic Pain. Available: https://www.sign.ac.uk/guidelines/management-of-chronic-pain/ (Accessed: 27 January 2026).

(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:

Engaging weekly with online learning material, activities and assessments.

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 (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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	Christopher Mafuva
External Examiner	A Lannie
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Formative Assessment: A series of quizzes will be available and will be accessible throughout the module. If completed, collectively these quizzes cover a wide range of topics associated with the Learning Outcomes. Undertaking the quizzes will provide an opportunity to test knowledge and revision on aspects of pain management. Summative Assessment: Two components. Component 1 equal to 50% of total module mark One hour, online test, which examines the epidemiological, biological, physiological, psychological and social implications of pain. L1 & L2 = 50%
Assessment 2
Component 2 equal to 50% of total module mark Online workbook equivalent to 2000 words on aspects of pain management L2 & L3 = 50% Students must achieve an amalgamated minimum of 40% to pass the module
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)	☒	☒	☐	☐	☐	50	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	☐	☒	☒	☐	☐	50	1

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	2 hours

Change Control

What	**When**	**Who**