



**Karolinska
Institutet**

Programme syllabus for

Master's Programme in Medical Education, 60 credits

Magisterprogrammet i medicinsk pedagogik, 60 hp

Basic programme information

Programme code	3ME13
Name of the programme	Master's Programme in Medical Education
Number of credits	60.0 credits (60.0 ECTS credits)
Starting date	The syllabus applies to students who commence their studies in or after autumn 2013.
	Approved revisions of the syllabus are described under the heading Transitional Provisions.
Decision date	2012-08-30
Decided by	Board of Higher Education
Last revision	2024-04-29
Revised by	Committee for Higher Education
Reference number	3-2058/2024
Specific eligibility requirements	A Bachelors degree or a professional degree equivalent to a Swedish Bachelors degree of at least 180 credits and at least two years work experience within the medical, caring, or behavioural sciences, and/or two years teaching experience (at upper secondary level or higher). And proficiency in English equivalent to English B/English 6.
Main field of study	Medical Education
Qualification	Degree of Master of Medical Science (60 credits) with a Major in Medical Education
	Upon request, a student who meets the requirements for a qualification is to receive a diploma.

Outcomes

Outcomes of second cycle education according to the Higher Education Act

Objectives of second level according to the Higher Education Act
Second level education shall essentially build on the knowledge that students acquire in first level education or corresponding knowledge.

Postgraduate education shall involve a deepening of knowledge, skills and abilities in relation to undergraduate education and shall, over and above that which applies at undergraduate level:

- further develop students' ability independently to assimilate and apply knowledge,
- develop students' ability to deal with complex phenomena, issues and situations, and
- develop students' conditions for work which place significant requirements in terms of independence or for research and development work.

Objectives of the Degree of Master (60 credits) according to the Higher Education Ordinance

Knowledge and understanding

For a Degree of Master of Science (60 credits) degree the student shall:

- demonstrate knowledge and understanding in the main field of study, including both an overview of the field and specialised knowledge in certain areas of the field as well as insight into current research and development work, and
- demonstrate specialised methodological knowledge in the main field of study.

Competence and skills

For a Degree of Master of Science (60 credits) degree the student shall:

- demonstrate the ability to integrate knowledge and analyse, assess and deal with complex phenomena, issues and situations even with limited information
- demonstrate the ability to identify and formulate issues autonomously as well as to plan and, using appropriate methods, undertake advanced tasks within predetermined time frames
- demonstrate the ability in speech and writing to report clearly and discuss his or her conclusions and the knowledge and arguments on which they are based in dialogue with different audiences, and
- demonstrate the skills required for participation in research and development work or employment in some other qualified capacity.

Judgement and approach

For a Degree of Master of Science (60 credits) degree the student shall:

- demonstrate the ability to make assessments in the main field of study informed by relevant disciplinary, social and ethical issues and also to demonstrate awareness of ethical aspects of research and development work
- demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used, and
- demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning.

Outcomes of the study programme at Karolinska Institutet

After completing the education, students must:

- from a system perspective, analyse and understand the structure and processes of care and

education, in order to be able to lead and facilitate change processes at individual, group and organisational levels,

- understand and critically examine learning processes from different perspectives, in order to create a constructive learning environment,
- create the right conditions for - and be able to review/assess - learning; to encourage learning processes which promote life-long learning; and based on scientific approach, be able to investigate and understand medical-educational practice from individual level to organisational level.

Description of the main field of study

Medical education is an interdisciplinary field of knowledge which is based on explanatory bases and perspectives from both care sciences and behavioural sciences, particularly pedagogy but also psychology, sociology and social anthropology.

Within the field of medical education, students study learning processes, conditions for learning and professional development within medical care and health care. This involves students developing knowledge about the conditions, strategies and methods for encouraging, influencing and driving forwards learning processes. This would then lead to positive and appropriate development for students, academics, professional practitioners and patients. Studies within medical education cover individual and system levels, both within academia and within health and medical care.

Studies within the main field of study enable students to work to develop a scientific attitude towards individual practice, including investigations, change work and publishing results, which can be summarised as scholarship of medical education. The growing understanding of the conditions for learning within medical care and health care can be used to improve conditions for professional development and to make good use of resources, leading to the overall objective of quality care and improved human health.

Studying medical education can be used to improve the quality of learning, supervision and practice within care, particularly in terms of integration between disciplines, theory and practice, patient interaction, cooperation with management, attitudes, ethics and a scientific approach.

Content and structure

The majority of the course work is carried out individually or through interaction with fellow students and teaching staff/supervisors, online via a learning platform. A study period of a few consecutive days each term is spent at Karolinska Institutet. A variety of working methods is used, such as seminars, discussions, task presentations, self assessment, peer assessment and supervision work by teaching staff.

Students' experiences and theoretical knowledge are put into practice and dealt with through practical application. Participation in the programme requires active work on development projects which can be related to a concrete learning environment.

The study programme is arranged around four different themes, with the education being based on students' own experiences of - and questions relating to - these themes.

1. Learning processes within medical care and health care from a system perspective

The medical university and health and medical care are explored as contexts and cultures in relation to education, learning and research. There is a particular focus on interprofessional education. System factors such as objectives, frameworks, regulations and conditions for change are analysed. Attention is paid to learning processes at micro to macro levels, in relation to students, teachers, managers, professionals and patients, and the relationships between these levels.

2. Learning processes from an individual perspective

Theories about learning such as motivation, memory, comprehension, construction of understanding, meaningful learning and metacognitive processes are studied. There is an emphasis on developing independent learning, information skills, a critical approach and the ability to integrate theory with practice. Central to the programme is the way in which learning situations can be planned and assessed within different contexts in order to encourage and facilitate learning based on pedagogical theories, proven experience and the use of technology. Learning processes arise in a variety of contexts, in relationships between teachers and students, between clinicians and patients, and between colleagues with differing levels of experience.

3. Developing a metaperspective of learning

There is a focus on investigating, reviewing and evaluating education and learning processes within the field of medical education. A range of paradigms, research initiatives and methods are studied and related to developing scholarship of medical education.

4. Managing development

Theories are studied relating to development, change and improvement processes. Conditions and forms for collaboration in relation to learning and development are key elements of this theme. Particular attention is paid to awareness of and learning for a changing future.

These four themes are addressed with different focuses within the programme's various courses. All themes are introduced and dealt with to a certain degree during the first half of the programme. There are opportunities to study certain fields, based on individual interests, within the framework of the courses.

Throughout the programme, students use the portfolio method, both to reflect on their own progress and as a basis for assessment.

Transitional provisions

This programme syllabus has been cancelled.

Other guidelines

Grading scale

The grades used are Fail, Pass or Pass with Distinction.

Alternative grading scales may apply to elective courses or cross-programme courses. The grading scale is detailed in the course syllabus.

Language of instruction

The teaching language is English.

Study plan with constituent courses

Name of the course	Higher education credits	Level	Depth of the course
Scholarship of Medical Education	7,5	Second	Av
Learning Processes	7,5	Second	Av
Integration of Theory and Practice	7,5	Second	Av
Design for and Assessment of Learning	7,5	Second	Av
Interprofessional learning	7,5	Second	Av
Leading Change and Learning	7,5	Second	Av
Degree Project in Medical Education 1	15	Second	Av