LEARNING BY DOING

24/25

HYBRID PHD PROGRAM

OF THE TRANSLATIONAL EDUCATION PROGRAMS

Join our high quality educational program to learn the methods of translational medicine.

tmalapitvany

TMFoundationHQ

transmedkozpont

TM-CENTRE.ORG

SEMMELWEIS UNIVERSITY
CENTRE FOR TRANSLATIONAL MEDICINE

PROGRAM SUMMARY

BASIC INFORMATION ABOUT THE PROGRAM

WHAT WE'RE OFFERING:

- Hybrid PhD and residency program
- Perform healthcare delivery science
- Understand the main modern clinical scientific methodologies
- Conduct independent research work
- Full career path, from basics to coordinator role
- PhD degree with high level scientific achievements

IMPORTANT DATES

- Registration start: **January 1, 2024**
- Webinar: **April 3, 2024 6PM** (link to be announced)
- Pre-application deadline: **May 1, 2024**
- Completing the registration: **May 26, 2024**
- Interviews: **June 10-30**
- Acceptance by: first half of **July, 2024**
- Start of the program: **August 26, 2024**

DURATION OF THE PROGRAM

4 years, complex exam after 2 years

PROGRAM DIRECTOR

Péter Hegyi, MD, PhD, DSc, MAE

ORGANISERS

The **PHD PROGRAM** is organized jointly by the Centre for Translational Medicine, Semmelweis University and the Translational Medicine Foundation.

REGISTRATION FEE

9000 Ft / student

FOR MORE INFORMATION, PLEASE VISIT OUR WEBSITE

WHO WE ARE

ABOUT OUR INSTITUTE

SEMMELWEIS UNIVERSITY

Semmelweis University's history started more than 250 years ago in 1769. Today SU is one of the leading institutions of higher education in Hungary and the Central European Region in the field of medicine and health sciences. At SU, our core commitment is based on the integrity of education, research and medicine that makes the University an internationally recognised centre of excellence.

TRANSLATIONAL MEDICINE FOUNDATION

The Translational Medicine Foundation was established in 2016 to

a) promote the practical application of scientific results and innovations in health care

b) stimulate and unify the exchange of information and data flow between universities, hospitals and research centres, and to help their quality control, which can significantly improve the quality of multicenter research projects and reduce the amount of resources needed for research projects

c) help all members of the population (including healthy individuals, patients, doctors, etc.) to understand and implement evidence-based knowledge in everyday life through various platforms (web, printed materials, videos, etc.)

d) participate in the organization of conferences and trainings, in procuring research-related services and in providing financial aid in the search and selection of human resources

THE HISTORY
OF TRANSLATIONAL MEDICINE IN HUNGARY

The Translational Medicine (TM) "learning by doing" education model was launched in Hungary in 2016 under the leadership of Péter Hegyi, who is the course director of this uniquely developed **PHD PROGRAM**. In the past five years, almost 50 PhD students and residents have participated in our programs. In this period, more than 300 high quality publications have been published through scientific research and translational patient care initiated and supported by the Translational Medicine Foundation, the University of Pécs, the University of Szeged and the Semmelweis University (*Nature Medicine*). The results have made it possible to develop and supplement a number of treatment guidelines and to immediately apply scientific results in patient care. The results have made it possible to develop and supplement a number of treatment guidelines and to immediately apply scientific results in patient care.

Semmelweis University aims to rank among the best universities in the world and recognized the importance and the high potential in the translational medicine. Therefore, in 2021 this programme was invited to function in a much bigger scale than before, now under the umbrella of Semmelweis University. As a results, the training at SU already enrolled more than 240 PhD students, and almost 100 undergraduate research students.

FIND MORE INFORMATION ABOUT THE CENTRE FOR TRANSLATIONAL MEDICINE HERE

THE IMPORTANCE
OF TRANSLATIONAL MEDICINE

The major goal of TM is to turn scientific results for community benefits. Why is this necessary? It is very simple: we currently use scientific findings in everyday medicine with very poor efficiency. The European Statistical Office of the European Commission has recently reported that 1.7 million people under 75 years of age died in Europe in 2016, with around 1.2 million of those deaths being avoidable through effective primary prevention and public health intervention. Therefore, Academia Europaea, one of the five Pan-European networks that form SAPEA (Science Advice for Policy by European Academies), a key element of the European Commission's Scientific Advice Mechanism (SAM), has launched a project in 2018 to develop a model to facilitate and accelerate the utilisation of scientific knowledge for public and community benefit. During the process, leaders in the field, including prominent basic and clinical researchers, editors-in-chief of high-impact journals publishing translational research articles, TM centre leaders, media representatives, academics and university leaders, developed the TM cycle, a new model that we believe could significantly advance the development of TM. This model focuses equally on the acquisition of new scientific results healthcare, understandable and digestible summation of results, and their communication to all participants. The authors, including senior officers of Academia Europaea, produced an important paper to serve as a basis for revising thinking on TM with the end result of enabling more efficient and cost-effective healthcare.

YOU CAN FIND FURTHER INFORMATION
ON OUR YOUTUBE CHANEL AS WELL

PHD PROGRAM

WHAT WE OFFER

The **PHD PROGRAM** covers all aspects of the TM Cycle. The program helps students to become critical consumers of medical research papers, to gather primary data on health issues through questioning and observation, and to conduct biomedical research. Students will gain an understanding of the planning of clinical research, including systematic reviews, patient registries and clinical trials, by designing an extended project in study groups, which are led by experienced members of the TM Centre.

THE HYBRID PHD PROGRAM FOCUSES ON THE MAIN MODERN HEALTHCARE DELIVERY SCIENTIFIC METHODOLOGIES OF TM:

1. **Systematic reviews and meta-analysis** – we aim to introduce the essentials of meta-analyses, focusing on their role in the evidence-based medicine and the main steps leading to a meta-analysis. Questions will cover key topics, such as how to design systematic search strategies, how to read forest plots, and how to assess the validity of the findings. By attending the series of lectures, participants will learn how to read, understand, and conduct meta-analyses.

2. **Patient registries** – in this part we aim to introduce patient registries with their role in science, focusing on practical questions. Topics will embrace the entire process from planning a registry to publication. The general built of a registry, the role of the patient registry coordinator and the contributors in the phase of registry development will be discussed. The course will include presentations on the IT background, details on how to develop an electronic case report form, data management, ethical approval, and other roles, such as biostatisticians and clinical research administrators.

3. **Clinical trials** – this part of the school aims to overview the main features of experimental study designs and their role in science, focusing on practical questions. Topics will embrace the entire process from study planning to conclusions from result. Questions will cover key topics, such as the identification of study designs, the role of randomization, the effects of bias, and the judgement of cause-effect relationship.

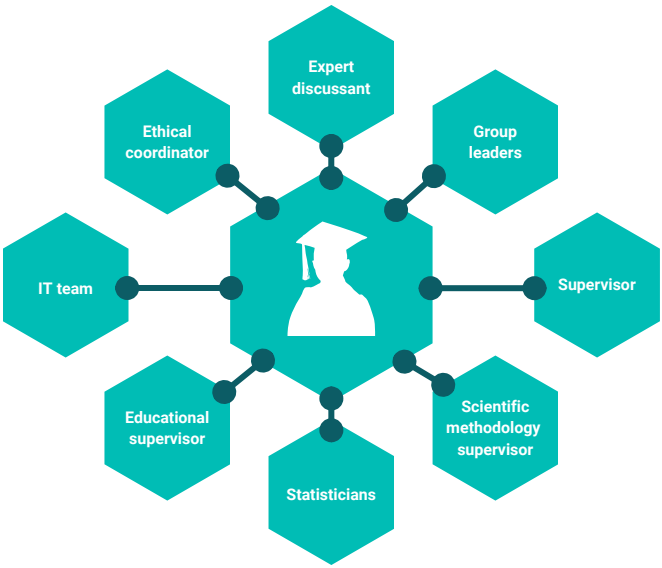
4. **Biostatistics** - aim of this lecture is to make the participants familiar with the basics of statistical methods used in the medical/biological sciences. Furthermore, to help the participants to interpret the results of statistical analysis more easily and to recognize possible biases in scientific literature. The lecture introduces the most commonly used statistical methods, thus the participants get acquainted with the most important elements of descriptive statistics, basic principles of hypothesis testing, parametric and non-parametric statistical methods and risks of decision errors. Furthermore, topics such as survival analysis, adaptation of questionnaires, sensitivity and specificity of diagnostic tests, and Receiver Operating Characteristic (ROC) Curve analysis will also be covered during the course.

5. Clinical pharmacology - The course will cover the fundamentals of clinical pharmacology as a translational scientific discipline focused on rational drug development and utilization in therapeutics. The course focuses on the following core principles of pharmacology: pharmacokinetics, pharmacodynamics and toxicology; drug discovery and development and clinical study protocol design. Furthermore, the course will cover advanced clinical trial concepts like medical device development, advanced therapeutical medicinal products (e.g. gene therapy), clinical trial and sofware development in clinical trials, and basics of pharmacovigilance. This course intends to complement the other courses of the translational research teaching program so that participants will have a broad and in-depth overview of the mainstream methodologies of clinical research.

6. Soft skills in medical research - In our PhD program, we emphasize the critical role of soft skills in medical research, offering a suite of 13 courses designed to complement the technical expertise of our students. From leadership principles that foster effective team management and ethical decision-making, to advanced communication and presentation skills crucial for disseminating complex research findings. We also delve into the intricacies of grant writing, essential for securing research funding, and introduce healthcare entrepreneurship to equip students with the knowledge to translate research into impactful healthcare solutions. This holistic approach ensures our graduates are not only adept researchers but also skilled communicators, leaders, and innovators in the medical field.

CTM STAFF - INTERDISCIPLINARY RESEARCH SUPPORT

Our centre provides the help of an interdisciplinary research support team to support the work of researchers and Ph.D. students. Continuous support is provided in a weekly basis during the so called group meetings and project meetings. Additional support can be requested from the other members of the team.



CONTINUOUS SUPPORT IS OFFERED BY:

1. An **Expert Discussant** is appointed for each group. She/He is a highly experienced physician-scientist who provides help from the design of the study until the publication. She/He helps the students (1) to polish their projects, (2) to find the big picture and (3) challenges them week after week.

2. The **group leaders** are experienced physician-scientists who are well known representatives of the given field and have a record of high level research productivity.

3. The **supervisor** of each fellow is senior clinicians (expert) who raises relevant clinical questions, determines the direction of the research and bridges the gap between the theoretical and clinical work in the clinical PhD program. These tutors continuously lead the research work of the fellows during the whole program.

4. Scientific methodology supervisors (SMS) are a methodologist who has experience in designing and carrying out translational research projects and provides methodological support in various aspects of science including meta-analyses, patient registries, and clinical trials.

5. Science methodology advisor and expert (SMA and SME) are highly experienced methodologists who are responsible for the development of the learning material, for the SMS group, and provide the coordination for the different scientific methods, e.g. meta-analysis coordinator

6. Biostatisticians are appointed to each group to provide valuable help for the statistical work of the project.

ADDITIONAL SUPPORT:

1. Educational supervisors are expert in the various fields taught through courses to the fellows. Such courses include meta-analysis, patient registry, clinical trial, biostatistics, data handling and clinical pharmacology. Statisticians are appointed to each group to provide valuable help for the statistical work of the project.

2. IT team continuously provides help in the development of the electronic case report forms. In addition, they will help with the testing of the electronic interface and ensures the coordination of maintenance.

3. Ethical coordinator helps with the process of ethical licensing, obtaining, preparing and submitting the documentation required for ethical approval to the relevant authorities. Consultation with the principal investigator during the process.

4. Soft skill trainers provide education regarding the art of scientific communication and networking.

ADDITIONAL ACTIVITIES

Three clubs were founded to provide students the chance to relax after meetings. Sport, Art and Social clubs organise different activities based on different interests. The sport club organises weekly running, swimming and squash, while the art club offers programs, like concerts, exhibitions. Occasionally there are different themed social evenings organised by our social club.

OUTCOMES OF THE TRAINING

- Participants will be able to understand the concept of the healthcare delivery science as part of the translational medicine cycle
- At the end of the training, participants will learn the main points of setting up a patient registry, initiating a clinical trial, or conducting a comprehensive systematic review with meta-analysis.
- Critically appraise clinical research studies using a systematic approach.
- Define the basic knowledges and skills required in translational research.
- Grow the professional international network of translational researchers.
- PhD degree with high level scientific achievements
- In addition, participants will gain presentation skills, debating skills, language skills, and organizational skills.

HYBRID TRANSLATIONAL PHD PROGRAM

AND MEDICAL TRAINING

The Translational PhD program (TPhDP) is about providing the opportunity to simultaneously undertake medical training and research work, with protected time for both activities during working hours.

The program is open to anyone who:
1) a newly qualified doctor, pharmacist, dentist, dietician, etc. (anyone with an MD, MSc, MA, DMD degree).
2) already is in some medical or other professional training
3) has already obtained their specialist qualification.

In any of the training types, students in their 1st year of TPhDP must be able to spend at least 32 hours (4 days)/ week on their PhD training. After the 1st year they may decrease their weekly scientific work to a minimum of 8 hours (1 day)/ week.

Semmelweis University proposes that full-time PhD students can do a 1/2-time medical training in the first year and a full-time medical training from the second year (see table). Please note, this may vary from specialty to specialty.

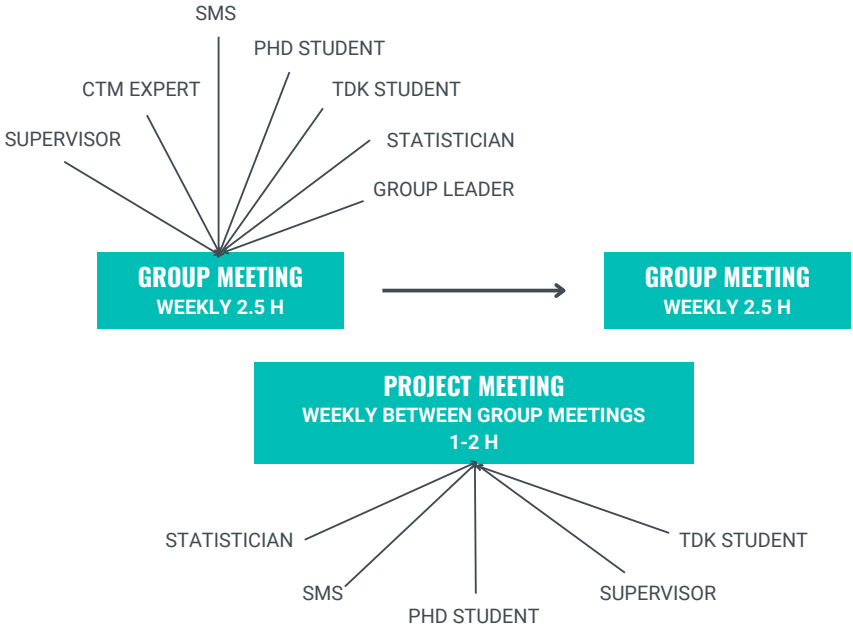
Time allocation for those who start medical training and TPhDP at the same time:

Year	Week structure	PhD State grant	Professional training	Stages
1st	4 days research, 1-day clinical practice	yes	Part time (20h/week)	Acquiring the basic scientific knowledge
2nd	1 day research, 4-days clinical practice	yes	Full-time (40h/week)	Complex exam
3rd-4th	1 day research, 4-day clinical practice	yes	Full-time (40h/week)	Submission and defense of PhD dissertations is possible
5th	-	-	Full-time (40h/week)	Specialty exam

SCHEDULE AND CLASSES

During the training period, there will be **regular and periodical meetings**. In addition, the training structure differs between the training years. The curriculum includes e-learning materials and on-site meetings, while the project discussions are held in-person meetings and using online platforms as well. **The first year focuses** on the project conceptualization and starting the projects necessary for the PhD. For this, in the first year, we focus on the main methodologies on a weekly basis. First, we organize group meetings for students with a similar field of interest, including their supervisor. Second, in the first part of the first-year regular courses are organized, generally with e-learning followed by a practical course week. The third part of the week is represented by the project meetings, where we focus on particular projects discussed with the project team.

Starting from the second year, these meetings will be organized on a monthly basis, mainly focusing on patient enrollment in prospective studies or finishing up the started projects. To ensure that everyone achieves the set milestones, **regular audits are organized**.



GROUP MEETINGS

The main structure of the program is represented by the group meetings. Student in the program are grouped according to their scientific fields. Currently we have groups based on the following topics: dentistry, gynecology, urology, cardiology, intensive care medicine, neuropsychiatry, orthopedics and traumatology, pediatrics, gastroenteorlogy, endocrinology, COVID-19 and infectious diseases, pharmacology, and others.

Each group includes 7-14 students, their supervisor, and project students, on the other hand the centre allocates 1-2 SMSs, a statistician and an expert discussant to the group.

During the first year, each group has a meeting each week in a pre-specified day and hour for the year. In these meetings each fellow presents his/her progress during the previous week and the group jointly discusses the scientific questions, presentations and the progresses. Starting from the second year, following the same group structure, there are pre-specified monthly meetings with the same purpose.

REGISTRY AND CLINICAL TRIAL MEETINGS
Our very dedicated registry and clinical trial coordinator group organizes periodical meetings, where project groups can present their registry and clinical trial initiation and analysis plans. Each meeting is held periodically, on a pre-specified date, separately for each academic year.

PROJECT MEETING
The individual projects are also weekly managed by small study groups which consist of at least the junior fellow and a senior fellow, the tutor, the biostatistician and, if necessary for the project, an expert specialist. The project meetings are lead by the SMS, dedicated to the project team. The project team contacts the SMS with any research related question, who will ensure the fastest and most accurate guidance. The projects are essentially meta-analyses, patient registries, clinical trials, and basic research projects in which the research fellow is the principal investigator (i.e. first author).

Every student will start with a systematic review and meta-analysis in his/ her research field, which should represent the literature search and the basis of the other projects like clinical trials or prospective patient registries.

COURSES
Our research fellows receive scientific and methodological education which is very intensive in the first year in the frame of weekly courses. A list of the included courses are summarized in Table 1. Most of the courses consist of an e-learning part, followed by an on-site workshop. The courses are held by members of the centre or by invited high qualified lecturers.

Courses are organized three times per week, each day for a different set of groups. During the year we follow the same weekly schedule for the groups. Course attendance is mandatory for the first year students. However, we are continuously developing our learning material. Therefore, it is highly suggested for other years as well to follow our courses. On the other hand, the Translational Medicine PhD training ensures the necessary credits to be able to attend the Complex Exam at the end of the fourth semester.

COURSES DURING THE FIRST YEAR OF THE PHD PROGRAM

DATE	COURSE/SEMINAR LECTURE
Week of September 2nd	E-learning: systematic review and meta-analysis
September 9th	Practice: systematic review and meta-analysis
September 16th	E-learning: patient registries
September 23rd	Practice: patient registries
September 30th	E-learning: clinical trials
October 14th	E-learning: biostatistics
October 21st	Practice: biostatistics
October 28th	E-learning: clinical pharmacology
November 4th	Practice: clinical pharmacology
November 11th	E-learning: advanced trial
November 18th	Practice: advanced trial
December 2nd	E-learning: Excel training
December 9th	Practice: Excel trainings
January 6th, **2025**	E-learning: article writing
January 13th	Practice: article writing
January 20th	Soft skill course part I: self-management
January 27th	Soft skill course part II: assertive communication
February 3rd	Soft skill course part III: effective cooperation and team-work
March 10th	Grants, research and developments
March 17th	Bioinformatics
April 7th	Introduction to basic science

MOODLE E-LEARNING SYSTEM
As a major improvement, we have built an e-learning platform that covers all the needs of the PhD training. Moodle serves as a platform for e-learning, group meetings, project meetings, project follow-up, and communication. For communication, we have separate forums for group meetings, project meetings, classes, and a general forum. On the other hand, communication with other colleagues is done using the chat function.

Website: elearning.tm-centre.org/edu

SEMINAR LECTURES
There are a total of 8 seminar lectures planned during each year of the training. For the seminar lectures we plan to invite role model researchers with an outstanding scientific achievement. The list of lecturers will be available at the start of the program. You can see a previous seminar lecture invitation **here**.

PROGRESS REPORTS DURING THE TRAINING
During the training we will organize regular audits for the PhD students. In the first year every 3-months, in the 2nd and 3rd year every 6-months. The aim of the progress reports is to provide a conference like environment for the students, where they can present their scientific question, progress since the previous audit, and they will gain important presentation skills and networking possibilities.

During the progress report students will have 8-10-minutes to present their progress followed by an open discussion. For the progress report multiple groups are schedule for one day, therefore student can have an insight in other projects and practice multidisciplinary discussions. Watch a short summary of a previous Progress Report **here**.

MILESTONES
The first three months is about the conceptualization of the systematic review. With the help of the group, during the group meeting we aim to find the best research questions. During the first 3-months students should end with the systematic search and selection of the literature.

During the next 3-months we concentrate on the data collection and the results. In this period, we aim to discuss the result of each project on a structured way, therefore at the end of the first 6-months students should be able to present their results of the meta-analysis.

For the meta-analysis, the next 3-months is about the article writing, at the end of this period the manuscript should be ready to be submitted to top journals. On the other hand, in this period the other projects of the students should be discussed. If the student has another systematic review, he/she should be ready with the literature search. If it is a clinical research question or basic research questions, the protocol of the study should be planned.

At the end of the first year, with the proper commitment students should have two projects submitted and patient enrollment started if a prospective study is planned.
Starting from the 2nd year, there will be a progress report every 6 months, with the same presentation structure.

COMPLEX EXAM AND THESIS DEFENSE
Students attending the PhD training will have their Complex Exam at the end of their fourth semester.

The exam will have two parts, (1) the first one will be a written test with questions from the elearnings and courses, (2) the second will be an oral presentation of your two-year work, 10 minutes presentation followed by 10-20 minutes of discussion.

The exam will have two parts, (1) the first one will be a written test with questions from the elearnings and courses, (2) the second will be an oral presentation of your two-year work, 10 minutes presentation followed by 10-20 minutes of discussion.

ENGLISH LANGUAGE COURSES – HAVE ADDITIONAL CHARGE
The training is in English. The scientific English skills of the students are developed by the regular presentations, meetings, and courses. If additional language training is required the centre can provide guidance on it, however, this may have additional charges.

MINIMUM REQUIREMENTS DURING THE TRAINING

Year	Year I PhD Students	Year II Phd Students	Supervisor(s)	TDK student(s)
Group meetings	min. 80%	mandatory	min. 80%	min. 75%
Project meeting	min. 80%	once a month	min. 80%	min. 75%
E-learning	100%	highly suggested	100%	100%
Courses	100%	optional	optional	optional
Seminar lectures	min. 80%	highly suggested	recommended	recommended
Progress reports	100%	100%	100%	recommended
CTM events	highly suggested	highly suggested	highly suggested	highly suggested

PhD students must spend a minimum of 32 hours/ week on their scientific work during the 1st year of the TPhDP. This may decrease to 8 hours/ week starting from the 2nd year.

Supervisors are required to spend a minimum of 4 hours/ week/ student. This is essential for the success of each project. Out of the 4 hours, 2.5 hours/ week is spent on the group meeting and 1-2 hours/ week on the project meeting.

TDK-students are asked to attend at least 75% of the group meeting and project meetings. Since these may overlap with other programs during their gradual training, this may vary depending on their research activity.

The completion of the **e-learning** is mandatory for every participant. For a successful closing exam, you need to score a minimum of 75%. After the completion of the e-learning an electronic certificate will be granted.

During the first-year **progress reports** are organized every 3-months and they present the official audit of each student. The attendance and successful completion are mandatory.

CTM events like sports events or social gathrings optional, however, are highly recommended.

The exact dates of the courses, group meetings, project meetings, progress reports will be decided after the admission period.

The attendance of the PhD student, supervisor, and TDK-student is continuously monitored, and the fulfillment of the minimum requirements is **reassessed every 3-months**. Please note that a continuously low attendance rate may result in exclusion from the TPhDP, however, anyone can continue their PhD program outside of TM program.

CAREER PATH MODEL

Besides "learning by doing", “learning by teaching” is our other main motto.

The CTM offers an outstanding seven-step progression system for our students.

Firstly, the beginning of the education process starts with a **Scientific Methodology Learner (SML)** (also known as TDK student) position, where regular attendance (above 75%) at group and project meetings is required. It comes with great benefits such as participation in research, direct recruitment opportunities, co-authorship, and an MD-PhD option for the following year.

Moving on to the next level, students become **Science Methodology Practitioners (SMP)** (also known as Year 1. PhD students). This position provides the benefits of participating in the course and getting free help such as statistician support, provision data management background, and IT support. SMPs will also join a continuously growing international network.

Entering the second year of the PhD program, students are able to progress and move on to the next step in the seven-step progression system, which involves mentoring Year 1 PhD students. Students become **Science Methodology Supervisors (SMS)**, which comes with an expectation of being the winner of the month (automatic), Student Excellence Award, and appropriate motivation. The benefits that come with being an SMS are providing a job within the CTM as well as a great number of co-authorships.

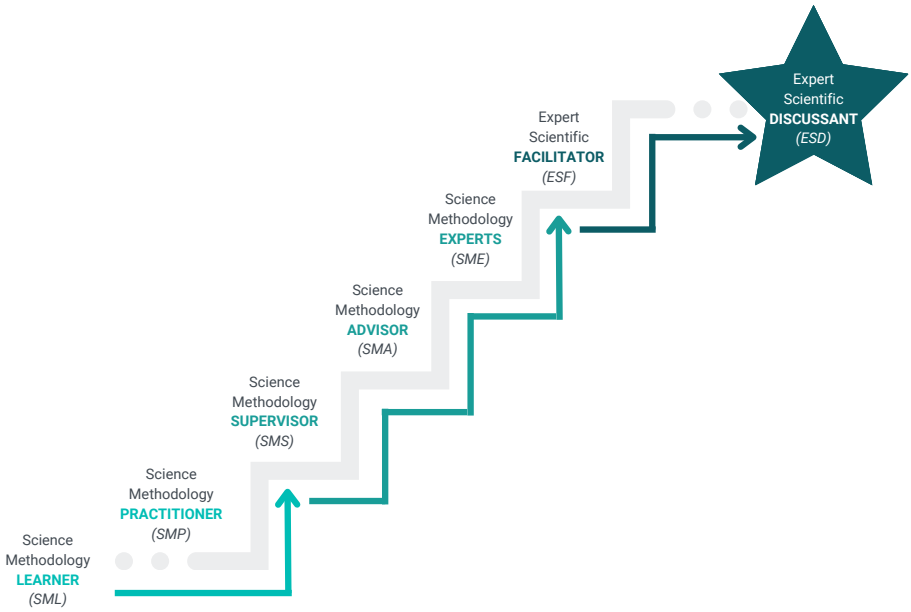
Step four in the progression is **Science Methodology Advisor (SMA)**. The conditions to become an advisor are passing a complex exam, availability of first-authored articles required for own PhD, and a suitably motivated attitude. The higher the expectations, the bigger the benefits get. Those in an SMA position will get the possibility to work in the EUROSTAT database along with Academia Europaea members, and lastly, a co-authorship will come with the position.

The last three steps are for highly dedicated members of the CTM staff. **Science Methodology Experts (SME)** are students who reached step five due to a special invitation. The following benefits are provided for this position. Leadership position where the student will have the possibility to participate in soft skill training, scholarships for training abroad, access to EUROSTAT database and AE membership, co-contracting, and advanced statistical training. Last but not least, it comes with the benefit of admission to the MTA Youth Chapter and with a nomination to the Young Academy of Europe.

Following the expert level, one can join the **Expert Scientific Facilitators (ESF)** group. Members of the ESF group must attend regular group meetings and progress reports, and they must give lectures for the Year I and II students. ESFs are also expected to initiate collaborations, participate in the recruitment of new members, and initiate innovative solutions in the PhD education. This minimum requirement includes the preparation of the PhD thesis. As a result, ESFs will have the possibility to get access to international training, unique collaborations, and memberships.

The last step in the seven-step progression system is joining the **Expert Scientific Discussants (ESD)** group. A PhD degree is mandatory for this position. ESDs must attend regular group meetings and progress reports, and they must give lectures for PhD students. Besides ESF tasks, ESDs are required to review PhD thesis and help students prepare for the PhD defense. Work comes with important rewards. Those in the ESD group will get help in initiating their own research groups. SMEs, ESF, and ESD will be nominated as assistant lecturers or assistant professors.

Every month, **CTM awards the best-performing** student and supervisor in each year level. In addition, the best group, SMS, statistician, and project student in the first year is also awarded. All awards are based on availability, effort, and creativity. In addition, for SMSs, coordination skills and methodological knowledge are also taken into account. For students, the level of presentation skills is a separate criterion, and the activity and contributions of group leaders in meetings are assessed separately.



APPLICATION

HOW TO JOIN OUR PROGRAM

CLICK HERE
OR SCAN THE
CODE TO APPLY

TO THE TRANSLATIONAL PHD PROGRAM YOU MAY APPLY IF

1. You are already in a PhD training at Semmelweis University (with supervisor) or
2. You are a new PhD applicants with with or without supervisor:

- Doctoral applicants must be university graduates (MD, DMD, MSc or MA degree) or students registered for their final semester of university studies.
- Applicants for the English-Language program must have a good command of English, which is assessed at the entrance interviews (minimum B2 levels, see details **here**).

Additional requirement: possibility to spend 4 days/week during the 1st year and 1 day/week after the 1st year with the PhD training (see details in the program description).
The admission procedure is based on evaluating the candidate's general and topic-related knowledge as well as personal ability, academic competence and previous scientific activity and contribution.

FORMS OF PHD FINANCING

1. State Grant (available only for EU citizens)
fellowship of **140.000 HUF**/month during training and **180.000 HUF**/month thereafter
2. Stipendium Hungarium
3. Self-financed

FEES

- Registration fee for the application: **9.000 HUF**
- Tuition fee for international self-financed students: **20.000 EUR**/academic year

APPLICATION STEPS

1) Fill in the form and submit your pre-application to the CTM SU by **May 1, 2024**
2) A CTM SU colleague will be in touch by phone to discuss the details
3) Submit your PhD application to SU PhD Office by **May 26, 2024**

Full PhD application:

1. New phd application

- After the pre-registration and phone call from our office, you will need to complete your final application. Please follow these steps. **Final application:** LINK

2. Students already in the PhD training at Semmelweis University

- Complete the application here: LINK

IMPORTANT DATES

- Registration start: **January 1, 2024**
- Webinar: **April 3, 2024 6PM** (link to be announced)
- Pre-application deadline: **May 1, 2024**
- Completing the registration: **May 26, 2024**
- Interviews: **June 10-30**
- Acceptance by: first half of **July, 2024**
- Start of the program: **August 26, 2024**

RESPONSIBILITIES OF THE CENTRE

The Centre will provide access to the training materials in case of successful recruitment, but this does not cover the technical requirements for access, in particular a stable internet connection and computer equipment. The application fee covers the costs of the application procedure, and the Centre does not undertake to reimburse the costs of unsuccessful applications. Students who are successfully admitted will be offered a training contract by the Centre. Hungarian law will apply to the application process and the training as a whole.

MORE INFORMATION

Should you need any further information, please do not hesitate to contact us:
tmk@semmelweis-univ.hu
SU, Centre for Translational Medicine | HU-1085 Budapest, Baross Street 22, BC22 Office, 4th floor
Our website

LEARNING BY DOING

24/25

HYBRID PHD PROGRAM

OF THE TRANSLATIONAL EDUCATION PROGRAMS

tmalapitvany

TMFoundationHQ

transmedkozpont

TM-CENTRE.ORG

SEMMELWEIS UNIVERSITY
CENTRE FOR TRANSLATIONAL MEDICINE