

um magazyn

Uniwersytetu Medycznego w Łodzi

Opening
of the 2026/2027 Academic Year

An interview
with Prof. Marzenna Zielińska – Vice-Rector for Education

Dreams do come true, but you have to dream wisely.

An interview
with Prof. Aleksandra Lesiak

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We begin the new academic year with an issue whose common theme is the courage to think about the future. Not a distant and abstract future, but one that is unfolding here and now, in laboratories, clinics, lecture theatres and international research consortia. It was precisely this future that His Magnificence the Rector spoke of during the inauguration of the academic year, reminding us that the modern university must prepare people not only for known challenges, but also for those we cannot yet name.

That is why the theme of this issue and our article of the month is an interview with Prof. Marzenna Zielińska, Vice-Rector for Education. We discuss how medical education is changing, the role played today by medical simulation, soft skills and artificial intelligence, and how to prepare students for their careers in a world that is changing faster than ever before. This conversation is not only about education, but above all about responsibility for the future of the medical professions.

In this issue, you will also find a story that perfectly illustrates just how far passion, perseverance and courage can take you when pursuing ambitious goals. Professor Aleksandra Lesiak talks about her collaboration with Stanford University, gene therapy for patients with EB, and her dream of establishing a national Centre for the Treatment of Genodermatoses in Łódź. It is one of those stories that remind us that great projects often begin with a single meeting and a single bold question.

You can also read about the international dimension of our university's activities in an interview with Prof. Anna Lipert, who leads the ObeTech project. The Medical University of Łódź has taken the lead in a European consortium developing digital skills and artificial intelligence-based solutions for the treatment of obesity. At the same time, we show how the EduCare 5.0 network is evolving from being merely a networking platform into a space for building genuine research partnerships and new international projects.

There will also be plenty of topics closer to the everyday lives of our community. We look back at the key events of recent months, recall the atmosphere of the inauguration, take a look at the world of students, graduates and researchers, and highlight the initiatives that ensure the Medical University of Łódź remains a place where science meets practice, and where ambition translates into a real impact on the world around us.

I hope you enjoy reading it.

Anna Pielesiek-Kielma
Editor-in-Chief



INAUGURATION

OF THE 2026/2027 ACADEMIC YEAR

Address by His Magnificence the Rector



Ladies and gentlemen,
Dear Students and
Postgraduate Students,
Academic Community!

At the start of today's gathering, I would ask you all to take a moment for reflection and contemplation. Let us observe a minute's silence in memory of those we have bid farewell to during the past academic year – members of our university community who are no longer with us, but who will forever remain part of the history of the Medical University of Łódź.

Please stand.

- Prof. Jacek Bartkowiak, PhD
- Prof. Jan Czernicki, PhD (Med.)
- Prof. Dorota Agnieszka Kaleta, PhD (Med.)
- Prof. Marcin Kozakiewicz, PhD (Med.)
- Dr Dyonizy Bilski, PhD (Med.)
- Dr Anna Kamińska, Pharm.D.
- Ewa Nachman, PhD (Natural Sciences)
- Elżbieta Ormezowska, PhD (Med.)
- Dr Jacek Pluciński
- Elżbieta Lisiecka
- Małgorzata Palmowska

Please be seated.

Ladies and gentlemen,

'The future is no longer what it once was' – this statement by Paul Valéry, made almost a century ago, rings with remarkable relevance today. For a long time, the future seemed to us to be something distant – a realm we had yet to reach, with time to prepare for it. Today, we are increasingly realising that the future does not await us beyond the horizon. It arrives sooner than we expect. Sometimes it appears suddenly, without warning and without a user manual.

Recent years have taught us this particularly well. The pandemic has shown how quickly a local threat can become an experience shared by entire societies. Armed conflicts have served as a reminder that public health security is inextricably linked to national security. New epidemiological threats, migration, the development of artificial intelligence, cyber threats and medication safety pose questions for medicine to which there are not always ready-made answers.

For this reason, we cannot be prepared solely for the problems described in textbooks. We must also be prepared for uncertainty. For the need to keep learning anew. For situations in which an answer must be found faster than we can formulate the question.

And that is precisely why the university is needed today more than ever. Not merely as a place where we impart knowledge. Not merely as a space for research and education. It is here that we learn to understand a world that is constantly changing — it is here that we prepare people who will have the courage to help shape that world.

Through teaching, research and clinical practice, we strive to respond to the challenges of modern medicine and prepare our University for what the future holds.

The past academic year was a time of

The past academic year was a time of intensive development for our University, of consistent fulfilment of our mission and of further strengthening the University's position as a major centre for education, research and healthcare.

At the Medical University of Łódź, this mission takes on particular significance. For here we educate people on whom, in the future, more than just the advancement of medicine will depend. The health and lives of others will depend on their knowledge, decisions, competence and responsibility. And, to an ever-greater extent, the resilience of our communities and the security of the entire nation will also depend on them. That is why, as we begin the new academic year today, we are not looking solely back at what we have already achieved. Above all, we are looking ahead.

The inauguration of the academic year is more than just a ceremonial start to the coming months of study and work. It is a time for taking stock, making plans, but also for reflecting on who we are as a community and where we wish to go.

I shall begin by expressing my gratitude to everyone who makes up our academic community – to the academic staff who so devotedly share their knowledge and experience, to the undergraduates and PhD students who actively participate in the life of the University, and to the administrative and support staff, without whom the day-to-day running of the University would not be possible.

I extend a particularly warm welcome to the new members of our academic community. Today, you are entering a space where knowledge meets responsibility, and scholarship meets practice.
For us, this responsibility is not merely a commitment for the future. It is also the daily work we undertake here and now. Every day, through

intensive development, the consistent fulfilment of our mission and the further strengthening of the University's position as a major centre for education, research and healthcare.

During this year's admissions process, the interest in studying at our University has once again confirmed that medical professions remain an important and attractive choice for young people. Over 9,000 students are commencing their studies across the three faculties. More than 2,600 of these are first-year students. On individual courses, particularly the most popular ones, the number of applicants per place reached as high as 18. Once again, the Military Medical College will serve as a base for 200 cadets – future doctors whose studies are funded by the Ministry of National Defence.
Interest from international students in studying at our University also shows no sign of waning. This year, over 130 people are joining us, mainly from Ireland, the United Kingdom, India, Turkey and Zimbabwe. In total, we will be educating nearly 600 students from over 50 countries.
Nor must we forget our PhD students – young researchers. Today, there are 300 of them – alongside Poles, there are representatives from the United States, Taiwan, Jordan, Iran, Lebanon, Iraq, Ukraine and Pakistan.

The University currently employs 2,833 people, including 1,842 academic staff. This represents a vast reservoir of knowledge, experience and expertise. Our researchers, PhD students and undergraduates are winners of numerous competitions and grant schemes. They receive scholarships and awards for outstanding achievements. This is important because we want ambitious work, inquisitiveness and talent to be recognised and supported.

The University is home to nearly 60 research societies, 12 student organisations and 8 student and alumni associations. The vibrant Student Union and Postgraduate Student Union create a space for social, academic, cultural and integration initiatives. We can also take pride in the achievements of our AZS Club, which brings together over 800 members active in more than 30 sports sections. In the category of medical universities, our AZS has been the best in the country for the past 15 years. The Medical University of Łódź Choir also gives us cause for pride; it has been singing for us for over 20 years and is making its mark on the world's music stages.

Our University is steadily improving its position in national and international rankings. In the 'Perspektywy 2026' University Rankings, we have once again secured a place on the podium amongst medical universities. The cosmetology programme at the Medical University of Łódź has once again been recognised by 'Perspektywy' as the best in Poland. We are also particularly pleased with the results in areas directly related to our scientific mission. In the 'Perspektywy' ranking, UMED took first place amongst all universities in Poland in the 'Scientific Effectiveness' category. We secured the top spot on the podium. The University of Warsaw and the Jagiellonian University took the next places on the podium. This demonstrates that, at our University, the development of science is not merely a declaration – it yields tangible results.

Our university collaborates with many universities recognised across Europe and worldwide. Today, there are over 160 such institutions. This cooperation involves joint projects, student exchanges and scientific collaboration.

The University's development would not have been possible without investment – both in infrastructure and in human capital. Thanks to funding secured from the National Recovery Plan and support from the Ministry of Health, we have completed 11 infrastructure projects with a total value of nearly 190 million zlotys. New teaching spaces and modern laboratories have been created, along with the OSCE Standardised Examination Centre; the Medical Simulation Centre has been expanded; and our University's teaching facilities have been adapted to the requirements of modern medical education.
The U1 Teaching Support Centre symbolises these changes. It is a modern space bringing together teaching and administrative functions related to student support. U1 embodies our belief that the highest quality of education requires an environment of equally high quality. It is an investment in the education, development and future of future generations of students at our University. At the same time, we are carrying out the largest investment project in the history of the Medical University of Łódź – the second phase of construction of the Clinical and Teaching Centre, together with the Academic Oncology Centre, worth nearly 800 million zlotys.
Today, we can say with satisfaction that the bulk of this enormous project has already been completed. The final stage ahead of us involves equipping the Radiotherapy building with highly specialised medical equipment. This will enable the project to become fully operational.

We are also constantly developing spaces dedicated to everyday academic life. The Science and Knowledge Exchange Zone, currently under construction at a cost of 75.2 million zlotys, serves this purpose. This project is elevating the quality of the academic environment at the Medical University of Łódź. As part of this investment, modern spaces for students are being created in Building A2, including quiet study rooms, new changing rooms and carefully designed patios, which will become places for meeting, collaboration, relaxation and the exchange of experiences. This investment demonstrates that a modern university is not just about lecture theatres and laboratories, but also about spaces that foster the academic community.

The university also comprises three teaching hospitals – places where our mission finds its most tangible and significant expression. The investments encompass both the refurbishment and expansion of infrastructure, as well as the purchase of modern medical equipment and the development of digital systems.

The Central Teaching Hospital remains one of the most important areas of our investment. Just two projects currently underway as part of the National Recovery Plan have a combined value of 42 million zlotys – relating to the cardiology network and cyber security. We have completed the extension of the hospital on Sporna Street. A new operating theatre block and a helipad have been added. We are currently putting them into service. We have two further investments ahead of us in the field of psychiatry – the extension of the B1 building and refurbishment at Sporna Street – for the children's and adolescents' psychiatric ward. This year, we have secured funding to establish a gastroenterology ward and to build a surface helipad. We are expanding specialist outpatient care within the CKD complex.
Cancer Fighters has decided to donate funds to us for the purchase of a PET scanner.

University Clinical Hospital No. 2 has been equipped, amongst other things, with a robotic surgery system. The investments carried out include the development of digital services, the retrofitting of operating theatres and modern diagnostic imaging. We have purchased cardiology equipment for the cardiology network to the value of 20 million zlotys from the National Reconstruction Programme (KPO) and 12 million zlotys for cybersecurity.

The third of our hospitals – the Norbert Barlicki University Clinical Hospital No. 1 – is also undergoing modernisation. We are investing in infrastructure, modernising lifts and technical facilities, developing digital solutions and equipping the hospital with state-of-the-art diagnostic and medical equipment. We have secured funding under the National Reconstruction Plan (KPO) for the cardiology network and cybersecurity. We have secured funding for the refurbishment of the specialist outpatient care facilities. We are commencing the refurbishment of the surgery and transplantology ward, alongside the purchase of the equipment necessary for work in the operating theatres.

None of these investments are an end in themselves. Their true measure will be what they enable us to offer to patients, students, doctors and researchers.

The University also stands out for its readiness to undertake social and scientific initiatives, basing its activities on extensive expert knowledge and practical experience.
We want our community to have a real influence on the University's development. That is why, following the very positive reception of the first edition of the Academic Initiatives Fund, we have launched its second edition, increasing the budget


Rector Prof. Janusz Piekarski

to 300,000 zlotys. Students, PhD students and staff have once again been given the opportunity to have a say in how to transform our university and its environment.

Equally important are initiatives directed beyond the University's walls – activities promoting health and active ageing, projects supporting women, as well as initiatives fostering innovation and cooperation with the wider social and economic community. In 2026, we also focused particularly intensively on activities related to innovation, entrepreneurship and knowledge transfer – ranging from workshops for future start-ups to projects combining science, technology and the needs of the healthcare system.



Ceremony marking the start of the 2026/2027 academic year

Ladies and Gentlemen,
we are living in a time when the line between public health and national security is becoming increasingly blurred.
The war on Poland's eastern border, international tensions, threats to critical infrastructure, and the experiences of recent years clearly show us that the healthcare system must be prepared not only to function in stable conditions. It must also be resilient when the world ceases to be predictable.
In such circumstances, medicine that is capable of operating where standard procedures are no longer sufficient – in situations of crisis, disaster, armed conflict or mass health threats – takes on particular significance.

The Medical University – an institution whose traditions date back to the former Military Medical Academy named after Major General Bolesław Szarecki. Its establishment was a response to the growing needs of the Armed Forces of the Republic of Poland in terms of the education and training of military medical personnel.
This is an important moment not only for Łódź, but also for our University.
In recent years, it was the Medical University of Łódź that served as the sole centre for training doctors for the Armed Forces. Through the Military Medical College, in collaboration with the Ministry of National Defence, the Military Centre for Medical Education and academic partners, we have been training successive generations of future military doctors. We are continuing this mission this year as well.

If we wish to build a modern health security system, we must not only talk about the need to train staff. We must create places where such staff can be educated, conduct research and develop the skills required to meet the challenges of the modern world.

That is why modern medical education must go beyond the traditional model of training. We need expertise in emergency medicine, disaster medicine, military medicine, crisis management, public health and communication in emergency situations. We also need something else – the ability to work together.
In a crisis situation, it is not an individual doctor or a single institution that acts. It is the system that acts. The armed forces, hospitals, emergency medical services, public administration, the emergency services and the academic community must be able to work together – swiftly, responsibly and in accordance with commonly understood principles.
And this is precisely where theory meets reality.
If we wish to build a modern public health security system, we must do more than merely talk about the need to train staff. We must create places where such staff can be educated, conduct research and develop the skills required to meet the challenges of the modern world.
That is why this year brings a special event to Łódź. After more than two decades, the Military

In accordance with the Act establishing the Military Medical Academy, recruitment for medical degree programmes for the Armed Forces in the 2026/2027 academic year will still be conducted by the Medical University of Łódź. Students who commence their studies during this period will continue them at our University. From today, a total of 817 cadets will be studying at our University. This is a source of pride for us, but above all, a commitment.

We regard the establishment of the Military Medical Academy as a key element in building a strong, highly specialised centre for military medicine in Łódź. We do not view this process as competition, but as an opportunity to combine the experience, achievements and potential that have been built up over the years in our city with new energy and new tasks.
I believe that Łódź can and should be one of the most important centres in Poland for the education, research and development of military medicine.
The Medical University has its own achievements, infrastructure, staff and experience in this field. The new Military Medical Academy, on the other hand, faces the task of establishing its own strong

academic centre, focused on the needs of the Armed Forces.
We want these two sources of potential to come together. That is why we declare our readiness to cooperate and to develop the skills required by the modern military healthcare system.
It is also important that the re-establishment of the Military Medical Academy allows us to combine the memory of its rich history with the modern needs of the Armed Forces.
The best way to pay tribute to the achievements of previous generations is to build on them – by responding to the challenges of our own time.
And that is why we regard the return of the Military Medical Academy to Łódź not merely as a return to an important tradition. We regard it as the opening of a new chapter – a chapter in which the experience of the Medical University and the potential of the new Military Medical Academy can together serve Poland's health security.


First-year students

Dear first-year students,

today is, above all, your day. Cherish these moments. From today, one of the most important stages of your lives begins. You have achieved something great – a success earned through hard work, sacrifice and the support of your loved ones. Make the most of this opportunity as best you can.
You have years of intensive study ahead of you. There will be exams, demanding lectures, moments of doubt and days when you'll feel there's more material than a person can possibly remember. And you'll probably be right.
But university is not just a path to a degree. It is a time for shaping your own way of thinking. It is a time for asking questions you have never asked before. It is a time for meeting people who can change your lives.
Don't lose sight of who you are in the rush for results. Study, but live your life too.
Be curious about the world. Be brave, but not reckless. Be ambitious, but don't forget about others.
Make use of new technologies, but retain your own judgement. Learn to use artificial intelligence, but above all, develop your own intelligence – the kind that allows you to understand people, distinguish truth from appearances, and make responsible decisions. In the profession for which we are preparing you, other people will always be the most important thing.
Do not be afraid to face adversity. Do not be afraid to ask questions or to doubt. Do not be afraid to say 'I don't know' – because it is very often with that very phrase that true learning begins.

Ladies and gentlemen,

let our shared goal be the further development of science and education, bold action in the interests of public health, and the creation of an environment in which every member of our academic community can fully realise their potential.
Let us work together to create a University that not only responds to the challenges of the modern world, but is also able to anticipate them and help shape the solutions of the future.
A University that is modern, yet does not forget its roots.
A university that utilises technology, yet never loses sight of the human element.
A university that is scientifically strong, yet socially sensitive.
And finally – a University that knows that, in times of uncertainty, knowledge remains one of the most enduring investments.

Ladies and gentlemen,

‘Gaudeamus’, which features at every inauguration, is an expression of the joy and gratitude felt by students and academic staff for the opportunity to acquire knowledge and carry out research. But today, in a world that is changing so rapidly, we can interpret the word ‘gaudeamus’ in an even broader sense. Let us rejoice in the fact that we can ask questions. Let us rejoice in the fact that we can seek answers. As Wisława Szymborska reminded us: **‘Any knowledge that does not give rise to new questions quickly becomes dead**’.

This statement resonates particularly strongly within the walls of the university – a place whose very purpose is the ceaseless quest for knowledge.

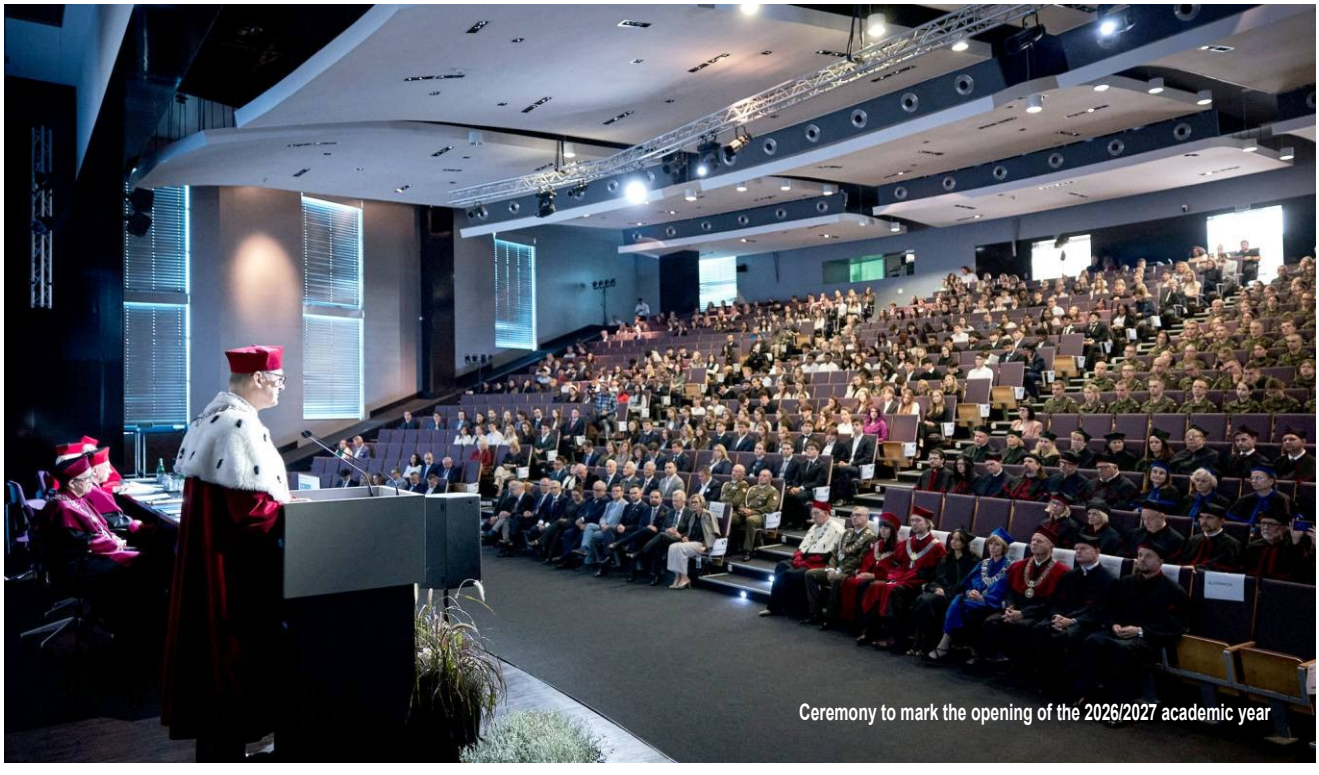
I wish us all a year full of inspiration, passion, discoveries and – above all – people with whom it is worth seeking them out together.

May this be a safe, wise and good year. A year in which we will not only acquire knowledge, but will also be able to translate it into responsible action. For it is precisely then that science is at its most valuable – when, thanks to it, the world becomes a little bit better.

I wish you all a successful academic year 2026/2027.
Gaudeamus igitur!



JM Rector Prof. Janusz Piekarski


Ceremony to mark the opening of the 2026/2027 academic year



Krzysztof Bogdański
Acting Chair of the University Student Council

Speech
Chair of the URSS

Your Magnificence the Rector, Honourable Senate, Ladies and Gentlemen,
all gathered guests, dear female and male students, and doctoral candidates,

On behalf of the University Student Council, I would like to welcome you all to the opening of the 2026/2027 academic year, and I would particularly like to extend a warm welcome to the students commencing their studies at our University. It is a great honour that you have chosen the Medical University of Łódź as the place to pursue your passions and that we can build a student community together.

You have several years ahead of you to acquire knowledge and develop your skills, but that is not all. University life is, above all, a time for self-discovery, for striving towards your goals, and for forging long-lasting friendships.

Remember that you can always count on the support of the Students' Union, of which you are now a part. We are here to be your voice and to help you in any situation. I also strongly encourage you to take an active part in our training sessions, social events, and cultural and academic activities. It is well worth making the most of this unique time to ensure it is filled with new experiences.

Finally, I would like to wish everyone here that this new academic year will be full of success and opportunities for self-improvement, and to you, dear friends, that in years to come you will look back on this special day with a smile, as the start of an unforgettable adventure.

I warmly congratulate you all and wish you all the very best.



, M.Med. Wojciech Timler Chair of the Doctoral Students' Council

Speech
Chair of the RSD

Your Magnificence,
distinguished members of
the Senate, esteemed
Professors, PhD students,
and undergraduates.

All of you whom I have mentioned share one common trait: ambition.
It is thanks to this that we are all gathered here together on such a beautiful day as the start of the new academic year. Ambition drives us forward and charts new paths in life.
It is precisely because of this that Weronika studied so hard over the past two years, so that she can now proudly say she has been accepted onto the medical degree programme.
It is thanks to ambition that Dawid decided that, having completed his bachelor's degree, it was worth broadening his horizons and going on to do a master's degree. It is thanks to ambition that our wonderful professors, after a hard day's work, open their laptops and work on their next scientific research projects.
Without ambition, none of us would be in this hall today, and that is because we were driven to achieve something more. That extra step, that extra hour every day, is yet another way of satisfying the curiosity that lives within us.

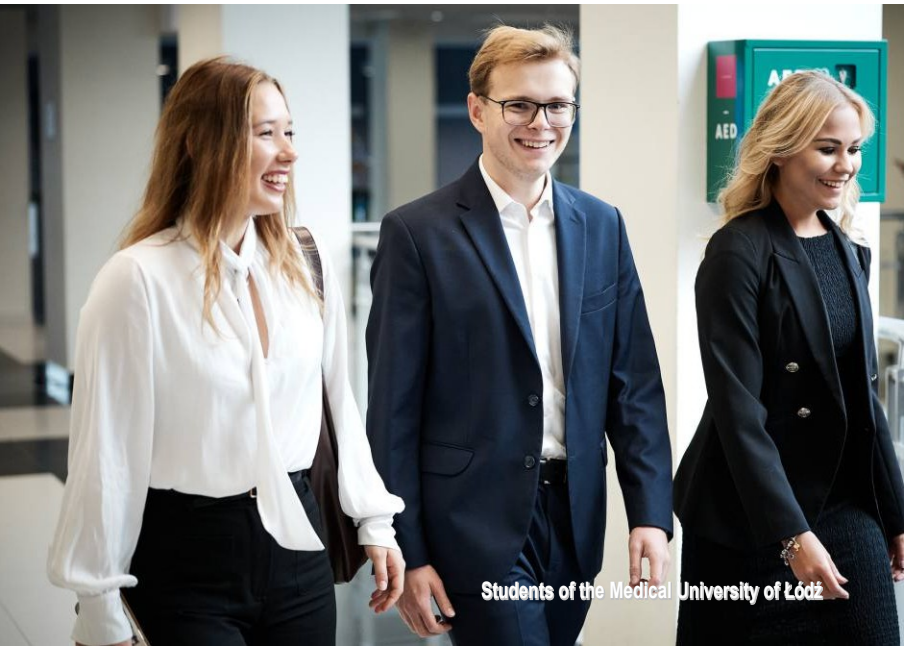
On this special day, I would like to wish you that you do not neglect this wonderful quality that you possess.
I wish you effective learning – of which you will certainly have plenty – but also that you make the most of what your degree programme and doctoral studies have to offer.
I hope you'll say 'YES' when a friend invites you to a meeting of the student council or another student organisation.
I also hope you'll say 'YES' when your friends go out on the town, even if you're tired from your studies or academic work.

I hope that in a year's time you'll be where you've set out to be. Good luck in the new academic year. Thank you.



Artur Dunin – Member of the Sejm


Prof. Adam Antczak - Vice-Rector for Clinical , Prof. Lucyna Woźniak – Vice-Rector for International Cooperation


Students of the Medical University of Łódź


Dr Krystyna Frydrysiak – Vice-Dean for Organisational Affairs and the Emergency Medical Services Programme at the Faculty of Health Sciences


Prof. Janusz Piekarski – His Magnificence the Rector, Prof. Lucyna Woźniak – Vice-Rector for International Cooperation



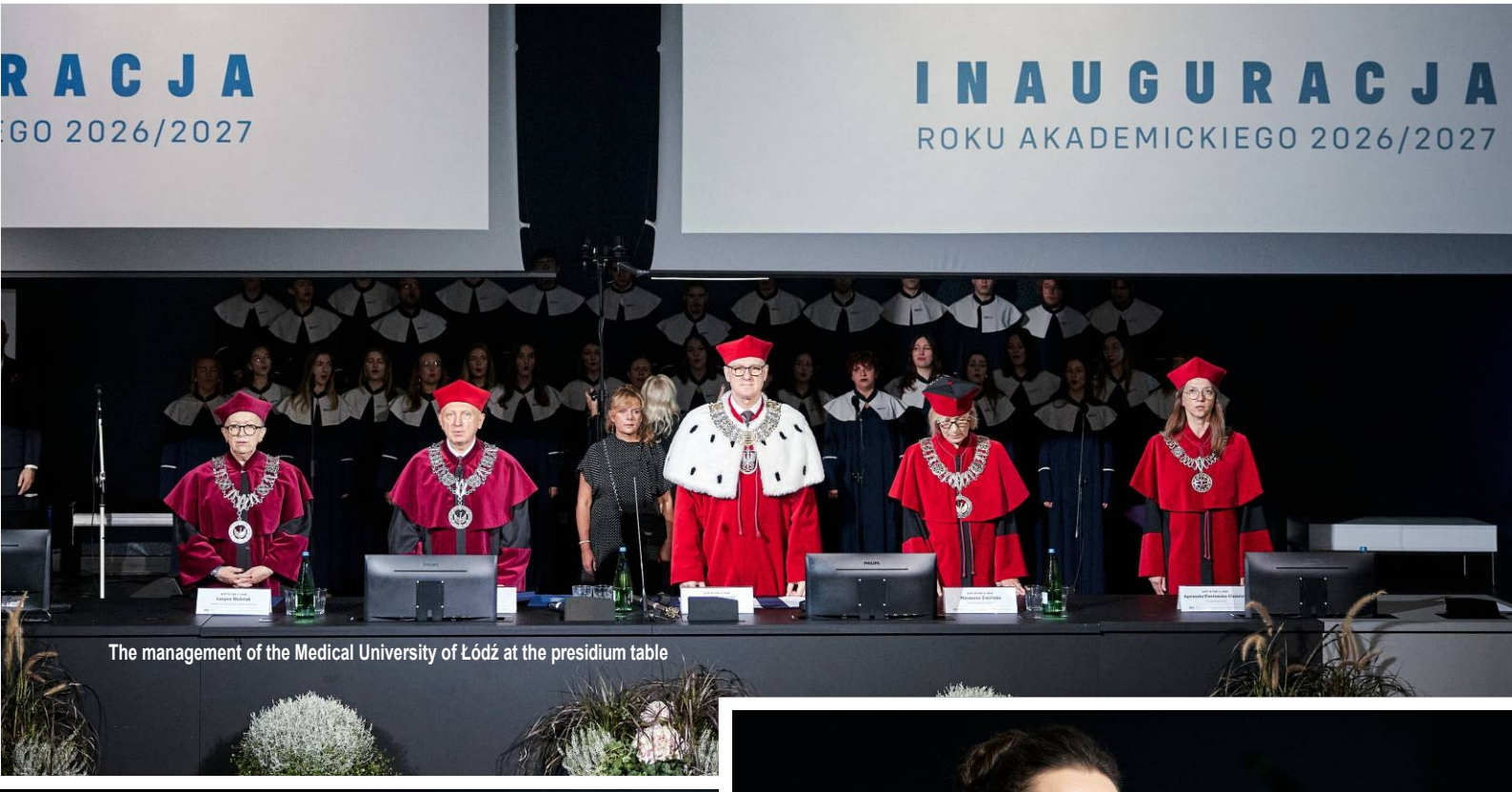
The Colour Guard of the Medical University of Łódź



Adrian Witczak – Member of the Sejm



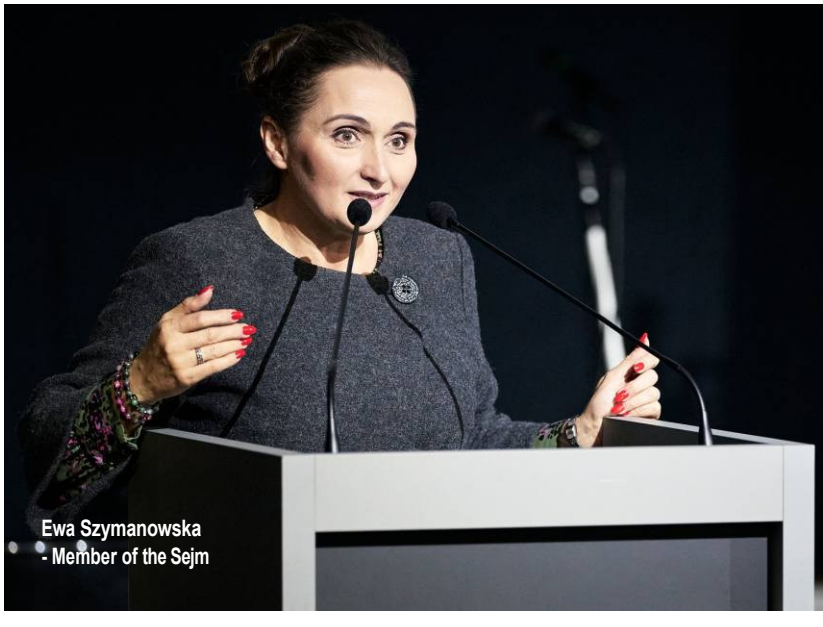
Krzysztof Kwiatkowski - Senator of the Republic of Poland



The management of the Medical University of Łódź at the presidium table



Mariusz Klencki - Director of the Department for the Development of Medical Personnel at the Ministry of Health



Ewa Szymanowska - Member of the Sejm



English-speaking students



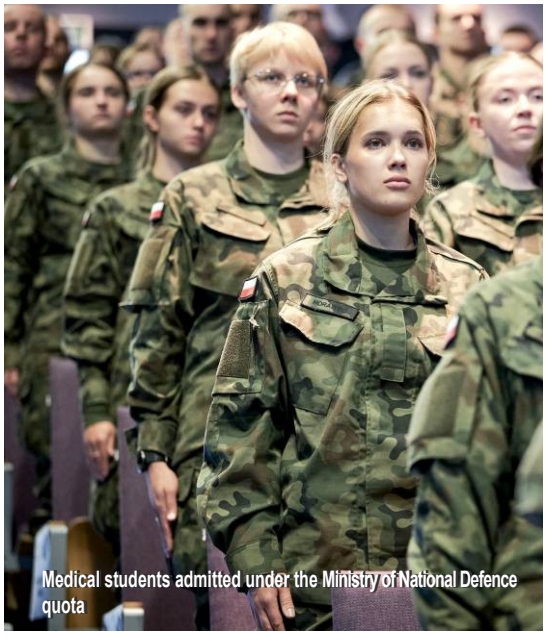
Prof. Lucyna Woźniak
- Vice-Rector for International Cooperation



Prof. Agnieszka Piastowska-Ciesielska
- Vice-Rector for Research



English-speaking students



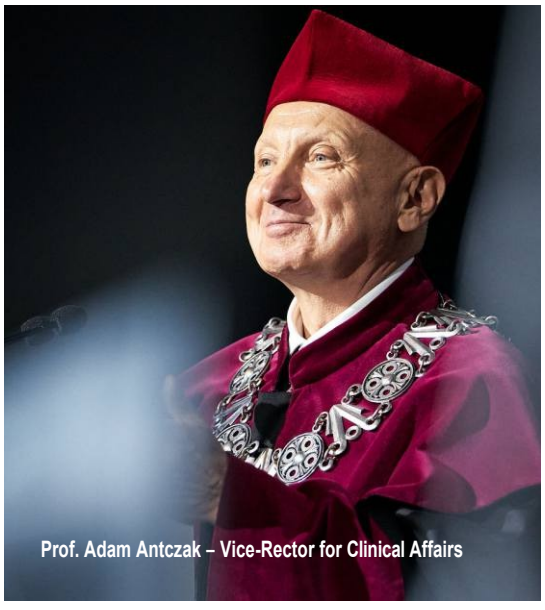
Medical students admitted under the Ministry of National Defence quota



Prof. Paweł Górki – Rector of the Medical University of Łódź from 2008 to 2016, Prof. Ilona Kurnatowska,
Dr Łukasz Jasek – President of the Regional Medical Council



Enrolment of students at the Medical University of Łódź



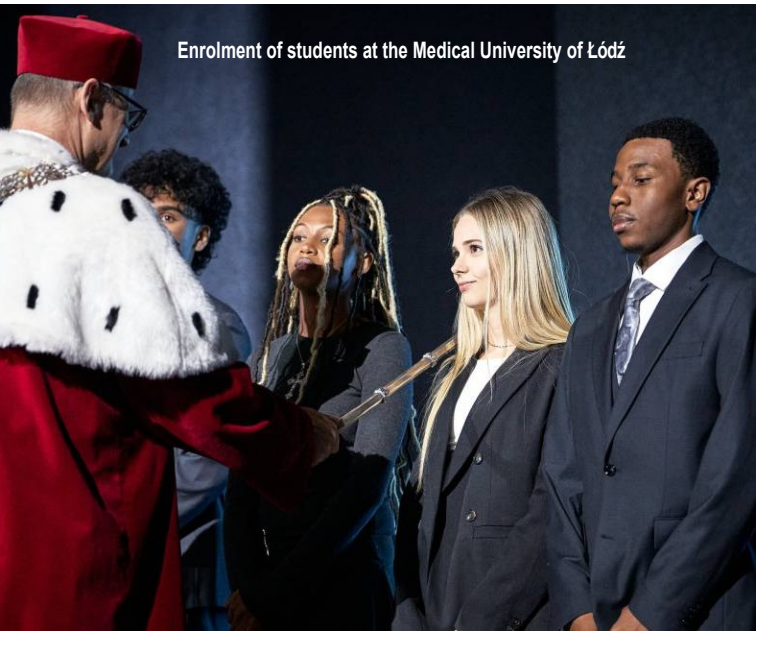
Prof. Adam Antczak – Vice-Rector for Clinical Affairs



Enrolment of students at the Medical University of Łódź



Enrolment of students at the Medical University of Łódź



Enrolment of students at the Medical University of Łódź



students of the Medical University of Łódź



The Medical University of Łódź Choir



English-speaking students



The Medical University of Łódź Choir



Interview

with Prof. Marzenna Zielińska – Vice-Rector for Education

Medicine is changing, and with it, the way it is taught. The traditional model of education is increasingly being supplemented by active learning methods, simulation, new technologies and artificial intelligence. At the same time future doctors are expected not only to possess professional knowledge and skills, but also to have good communication skills and the ability to work . We discuss how to prepare students for their profession in a changing world, and the role that academic staff play in this process, with the Vice-Rector for Education, Prof. Marzenna Zielińska.

Modern medical education is shifting its focus from the transmission of knowledge towards students acquiring specific competences.

Does the traditional model of medical education still work, or does it require fundamental changes?

To answer this question, we should consider what we mean by the 'traditional model of medical education'. We often associate it with a master-apprentice relationship. Teaching takes place within the framework of separate subjects, such as anatomy, physiology, biochemistry, pathology, pharmacology, internal medicine or surgery. The integration of knowledge across subjects is usually limited. Great emphasis is placed on memorising facts, terminology, disease mechanisms, symptoms and treatment principles. Students acquire practical skills first by observing their tutor, and then by performing procedures under their supervision.

It is worth noting, however, that 'traditional' does not automatically mean 'bad' or 'ineffective'. Contemporary models of medical education usually draw on many of its elements and combine them with competence-based learning using active learning methods.

Do you think that medical schools should also teach soft skills today?

Soft skills are simply skills related to communication, collaboration with others and responding to social and professional situations. They complement specialist knowledge and skills, or so-called 'hard skills'. In medical education

Soft skills are now an integral part of a medical professional's training.

Modern medical education is shifting its focus from the transmission of knowledge to students acquiring specific competences. Greater emphasis is placed on the integration of basic and clinical sciences, as well as on problem-based learning (PBL), where knowledge and skills are acquired whilst solving a specific clinical problem. Training for the medical profession – not only for doctors, but also for physiotherapists, paramedics, nurses and midwives – has become more practice-oriented. Thanks to simulation techniques, students acquire practical skills earlier, even in the early years of their studies. During their training, emphasis is also placed on the ability to work in a team – often an interdisciplinary one – and on the appropriate professional attitude of the future healthcare professional.

These are of particular importance, as every healthcare professional needs the ability to build relationships with patients and collaborate with a team. They are extremely important in day-to-day work, in building relationships with patients and their families, as well as with colleagues. Soft skills are now an integral part of a healthcare professional's vocational training. Therefore, they should not be treated as a 'supplement' to medical knowledge, but as an element of clinical professionalism that must be developed and assessed during the course of study. Many of the medical degree programmes offered at our university are so-called 'regulated programmes', which means that the university does not have complete freedom in setting the curricula. These programmes must meet the educational standards set by the Minister of Health for training to practise

the profession of doctor, dentist, nurse, paramedic or physiotherapist. I mention this because these standards take into account the development of soft skills, in particular communication, interpersonal and teamwork skills. Professional communication with patients and their families, as well as communication within a team, form part of the required learning outcomes for graduates of many medical degree programmes. So my answer to the question is: medical universities not only should, but must teach soft skills.

What role will new technologies and artificial intelligence play in the education of future doctors, pharmacists and physiotherapists?

I don't think I am able to answer that question exhaustively. Mainly because my imagination cannot even begin to suggest what new technologies are on the horizon. The world of invention is unpredictable. Based on current advances in technology and information technology, I can say that new technologies and artificial intelligence already play a dual role in the education of medical students: they are tools that support the learning process, but at the same time they are also a subject of study, as graduates must be able to use technology safely and critically in their professional practice.

Already, patient simulators, virtual and augmented reality, and AI-powered virtual patients enable students to practise various clinical scenarios repeatedly without putting a real patient at risk of harm. This applies to various professions; for example, a trainee doctor can practise making clinical decisions in simulated ambulance or delivery room settings, a pharmacist can analyse pharmacotherapy and identify drug interactions in a virtual patient, and a physiotherapist can practise movement analysis. Prospective dentists have long begun their training in treating dental caries in a phantom laboratory.

The World Health Organisation identifies digital competences as a key element in the training of medical staff. The point is not for every doctor, pharmacist or physiotherapist to become an IT specialist. However, they should understand the capabilities and limitations of digital tools. A medical graduate should possess a basic understanding of how artificial intelligence works, adhere to the ethical principles governing its use, be able to critically evaluate the results generated by algorithms, and be aware of the responsibility for decisions made with the support of this technology.

The presence of AI in a healthcare professional's day-to-day work has become a reality. It is a fantastic 'tool' that supports the diagnostic and treatment process and saves time. It simply needs to be used sensibly.

Technology can provide information, but it is the healthcare professional who must be able to interpret it in the context of a specific individual, explain possible solutions to the patient and take responsibility for their actions.

In which areas is UMED particularly strong today compared to other medical universities?

Our university's high standing compared to others is built not only on teaching and the introduction of modern educational methods. We are also distinguished by our high level of scientific output and our ability to secure funding for new investments. We currently have extensive clinical and research facilities, as well as a fantastic teaching infrastructure. Importantly, our clinical and teaching infrastructure is highly integrated, which allows us to easily combine patient care, scientific research and student education. We are recognised by various influential institutions; for example, in the 'Perspektywy 2026' degree programme ranking, cosmetology took first place in Poland for the fifth year running. Electroradiology, medical analytics, dietetics, emergency medical services, public health and the medical degree programme have also been highly rated.

You are a cardiologist. You have been working as an academic for many years. What gives you the greatest satisfaction in your work with students?

What gives me the greatest satisfaction is watching the students develop and become increasingly independent. I am fortunate to work in a large teaching hospital, with many departments specialising in different fields and a wide range of diagnostic facilities. And I often see our graduates later on, as they take their first steps in their careers. When I see them as excellent professionals – intelligent, competent, yet empathetic towards others – I feel a real sense of pride. I think that's probably the most rewarding aspect of being an academic teacher.

Dreams do come true, but one must dream with caution.



Interview

with Prof. Aleksandra Lesiak

A single meeting can sometimes mark the beginning of a major change. Prof. Aleksandra Lesiak, head of the Department of Autoimmune, Genetic and Rare Skin Diseases at the Medical University of Łódź and provincial consultant in dermatology and venereology, talks about patients with EB, collaboration with Stanford and plans to establish a centre in Łódź where people with rare skin conditions could receive comprehensive care.

The Vice-Chancellor recently said during a formal Senate meeting that one must dream with caution, because dreams do come true. Is there a dream of yours today that is beginning to come true?

Yes. And this story is very personal to me. Two and a half years ago, I was in California visiting Stanford University. My daughter had just been accepted onto the Medical University of Łódź. I said to her: 'You know what, sweetheart, your mum is a professor and she'd love to come here one day on a research exchange.' I thought at the time that I'd like to be at Stanford not as a tourist, but to have my own access card there, to come and collaborate on research. It seemed practically unrealistic to me back then. I didn't know anyone there and couldn't imagine simply writing to someone saying, 'I'd like to come for an internship'.
And yet that dream began to come true.

FROM PAEDIATRICS TO RARE DISEASES

What happened over the course of those two and a half years to make the dream of Stanford a reality?

In the meantime, a great deal has changed in our professional work. Together with Professor Joanna Narbutt, we began to focus more and more intensively on rare diseases. The professor was awarded a project concerning these conditions, of which I am the principal investigator, and together we began to develop this area of our clinic's work.
This, incidentally, tied in very well with my previous experience. I am the head of the Department of Autoinflammatory, Genetic and Rare Skin Diseases, and I have also been involved in paediatric dermatology for over 20 years. I started out by consulting paediatric patients – including in Zgierz, and later at the Kopernik and Korczak hospitals.
Over time, mainly due to the sheer volume of responsibilities, I stopped conducting these consultations on a regular basis. However, the subject of children with skin conditions remained very close to my heart. So when we began to expand our activities in the field of rare diseases, it was only natural to me that this area would become one of the key focuses of our work.

How did interest in rare diseases develop at your clinic?

More and more patients began to come to us. Some patients brought others with them, and word of our work quickly began to spread. Professor Narbutt began to specialise in ichthyoses, amongst other conditions, and we were seeing patients with various rare skin diseases – including ichthyoses, keratoses, Hailey-Hailey disease and other conditions.
Among them were also patients with EB, or epidermolysis bullosa. And we very quickly realised that this was a group of patients requiring a specialised, comprehensive model of care.

EB – A DISEASE THAT AFFECTS THE WHOLE BODY

What exactly is EB, and why do patients with the most severe form of this condition require such comprehensive care?

EB, or epidermolysis bullosa, is a group of disorders that can have various causes and follow different courses. These include, amongst others, the simple, junctional and dystrophic forms.
The dystrophic form, associated with a mutation affecting type VII collagen, can be particularly severe. As a result, the skin is not properly attached to the deeper layers, so even a minor injury can lead to the formation of a blister, a wound or an ulcer.
These patients often find themselves in a virtually constant cycle of wound dressing. However, the problem is not limited to the skin. Wounds can also develop in the mouth and oesophagus. Oesophageal strictures and feeding difficulties may occur, and some patients require feeding via a gastrostomy.
There may also be syndactyly of the fingers and toes, as well as dental and ophthalmological problems. Chronic wounds are prone to infection, including sepsis. Patients also frequently suffer from anaemia and may require iron therapy or blood transfusions.
In older patients with the dystrophic form of EB, squamous cell carcinoma of the skin is also a very serious problem. This is why particular oncological vigilance is so important in their case.

What is the scale of the problem? How many patients with the dystrophic form of EB live in Poland?

We estimate there are around 120. I must emphasise, however, that we do not have a complete register, so this is merely an estimate. This highlights another problem. We still know too little about this group of patients – exactly how many there are, where they live and what care they need. That is why one

of the elements of a well-organised care system should also be a patient register.



Hela – the youngest patient

"MY OBSESSION" – CENTRE FOR THE TREATMENT OF GENODERMATOSES

Is that why the idea of setting up a specialised centre in Poland came about?

Yes. When I became a provincial consultant, I thought it would be brilliant to set up a centre in Poland that would deal with these patients in a coordinated manner.
For several years now, this has been my and Professor Joanna Narbutt's 'fixed idea' – to establish the Centre for the Treatment of Genodermatoses, a facility dedicated to genetically determined skin conditions.
I believe that the Central Clinical Hospital and our alma mater are a very good location for this. We have enormous potential here – dermatology, paediatrics, the Institute of Dentistry, haematology and many other specialities. We also have the research facilities of the Medical University.
Łódź is also very well situated. For patients from different parts of Poland, it is a central location, which is important if we want to create a centre with a nationwide reach.

How do you envisage the Centre for the Treatment of Genodermatoses operating?

It's not just about setting up yet another dermatology clinic. Patients should be provided with a comprehensive care pathway.

I envisage a place operating somewhat along the lines of EB House – a home for patients with EB. As well as a dermatologist, patients should have access to, amongst others, a haematologist, dentist, paediatrician, gastroenterologist, orthopaedic surgeon, ophthalmologist and other specialists, depending on their needs.
Crucially, these specialists should be familiar with the specific nature of the condition. If an EB patient visits a dentist, it cannot be the case that the dentist is encountering such a case for the first time in their career and is only just beginning to work out how to manage it.
We need a team that knows exactly what they are dealing with.

Are there already specialists and units in Łódź that could form such a team?

Yes, and that is one of our greatest strengths. We already have many elements that can be brought together.
We have the Institute of Dentistry. Recently, a 14-year-old boy with EB came to us; it was his first visit to a dentist. Thanks to our collaboration with Dr Beata Lubowiecka, who specialises in paediatric dentistry and patients with genetic syndromes, and thanks to the anaesthetists, we were able to carry out the necessary treatment very quickly. Two teeth were extracted and others were repaired.
We also have Professor Wojciech Młynarski's haematology department, paediatricians and the entire hospital on Sporna Street. In practice, therefore, we have two hospitals that are linked and can provide a very comprehensive range of care.
The challenge lies in bringing all these elements together into a single, coordinated system.

Is continuity of care for patients from childhood to adulthood particularly important?

Definitely. Today, a child is often looked after by paediatric specialists, and later, when they grow up, they have to move to a completely different centre. I'd like to create a 'from childhood to adulthood' system, that is, continuity of care.
After all, we're talking about a few hundred patients, not thousands. So we're in a position to build a specialised team.
For example, we need two gastroenterologists familiar with this condition, two dentists, two cardiologists, two orthopaedic surgeons and two physiotherapists. The point is that when such a patient sees a specialist, that specialist should know what they're dealing with and what the specific needs of someone with EB are.

THE JOURNEY FROM IDEA TO STANFORD

And was that when the opportunity to collaborate with Stanford arose?

Yes. In October 2024, Professor Joanna Narbutt and I were invited to Serbia for a conference organised by Professor Miloš Nikolić. In the programme, we saw a lecture by Professor Piotr Marinkovich from Stanford on gene therapy.
We thought: "We have to go to this lecture." Later, during the gala, I bumped into the professor by chance. I didn't actually know him; I hadn't even checked what he looked like beforehand. I went up to him and asked if he was Professor Marinkovich from the States. It turned out he was.
We started talking about EB and I told him about the situation of patients in Poland. Then he said to me: "You must set this up." He also suggested that I come to him for an internship and see what working with patients is like.
At first, I put the idea on hold. I'm very involved in my work at the university and the hospital, and I also run activities with students. After all, I couldn't just go away for a year.
However, we started looking for a solution and eventually I began collaborating as part of a research programme.

The collaboration took on particular significance when the opportunity arose for Polish patients to take part in a clinical trial. How did that come about?

During our next meeting, Professor Marinkovich told me that he needed patients with the dystrophic form of EB for the third phase of clinical trials of gene therapy.
He is a man who has been working on EB and collagen biology for over 30 years. He is a leading expert in this field, but at the same time a scientist deeply committed to the lives of his patients.
We began collaborating with the EB Polska Foundation. We organised webinars and educational activities. At one point, the opportunity arose to enrol Polish patients in the trial.
Ultimately, eight patients travelled to the United States. I also have further patients waiting for the chance to take part. The youngest patient is 4 years old, and the oldest is over 50.
Importantly, the patients' participation in the trial is funded by the American side, so there are no additional costs for them.

WHAT DOES THE THERAPY INVOLVE?

What does the gene therapy that Polish patients are receiving involve?

Biopsies are taken as part of the study. Fibroblasts – that is, connective tissue cells – are cultured from the collected material. The correct genetic information relating to collagen is then introduced into them using a suitable vector. The modified cells are subsequently used to treat wounds.
This is the third phase of the clinical trial, following the positive results from the second phase.
It must be emphasised, however, that this is not a treatment that will completely cure a patient of EB. Its aim is to improve the healing process in specific wounds and to maintain their healing for as long as possible. It is a corrective treatment.

How much have the treatment options for EB changed in recent years?

Until recently, treatment was based primarily on proper wound care. In Poland, since 2019, patients have been guaranteed access to dressings, antiseptics and other products needed for care.
Therapies designed to accelerate wound healing have also emerged. The next step involves gene therapies.
One of these involves a gel applied to the wound, containing a viral vector that delivers the correct genetic information needed to produce collagen. This medicine is already authorised in Poland; we can access it through the RDTL scheme, but we are awaiting the launch of a national reimbursement programme.
There is also a second method – a more surgical one – which uses grafts, i.e. transplants containing keratinocytes that have normal collagen; for the time being, this is only authorised in the United States.
This shows just how much medicine has changed. Until recently, we were mainly able to dress wounds. Today, there are opportunities to influence the mechanism of the disease.

STANFORD – NOT JUST TREATMENT, BUT ALSO RESEARCH

What does your research work at Stanford offer you?

I can observe what comprehensive care for EB patients looks like at one of the leading centres

centres specialising in this condition.
I cannot practise as a doctor there because I do not hold a US licence, but I can participate in research activities, observe the team at work, spend time in the laboratory and learn this approach.
Particularly interesting is the model of meetings where, once a month, various specialists come together to discuss patients' cases. They travel from different parts of the United States, as well as from other countries.
I would like us to be able to create a similar model in Poland as well.

What role do you play when Polish patients travel to Stanford?

Patients are provided with interpreters, as people come to Stanford from all over the world. However, my presence has an additional significance. I can help patients find their feet in a new place and support them during consultations and procedures.
They were very grateful that I was able to go with them.
They had many concerns, which is completely natural.
For me, too, it was an incredibly important experience. I got to know the patients personally, as well as their parents and their stories. I saw the whole journey they've been on. This allowed me to understand even better what people living with EB really have to face.


Zosia – one of the patients

What are your future plans regarding the collaboration with Stanford?

I want to continue this collaboration. My university allows me to spend a set period of time in the United States, so I'm planning further visits to Stanford, partly to observe the team's work and continue research projects.
We are also in the process of preparing a joint international project. It would involve three countries – the United States, Germany and Poland. Professor Marinkovich would be the principal investigator, and our clinic would participate in the project as the Polish centre.
I hope that this collaboration will lead to something lasting.

IS EB EXCLUSIVELY A GENETIC DISEASE?

Does the collaboration with Stanford also offer a new perspective on the very nature of EB?

Yes. Professor Marinkovich is currently also putting forward the hypothesis that EB may have not only a genetic basis but also an autoimmune component. This is a very interesting perspective, as until now the disease has been viewed primarily as a genetic condition.
We discuss this topic at length and analyse further observations. We hold regular meetings during which we discuss the progress of our work.
This shows that international collaboration can lead not only to the development of new therapies, but also to a better understanding of the disease itself.

In international projects, you also try to give young doctors and researchers. Why is this important to you?

I believe that young people should have the opportunity to showcase their work and feel that their commitment is valued.
I myself have already given many presentations and gained a wealth of experience. So I want those who work with me and put their heart and soul into this work to be able to develop as well.
One example is Dr Natalia Bień, who will be presenting findings on the quality of life of Polish EB patients at the World EB Congress in São Paulo. Furthermore, Dr Bień has been awarded a research fellowship by the European Academy of Dermatology and Venereology for a three-month placement at Stanford, where she will travel in 2027.
This is important both for her and for our entire team. In this way, we are demonstrating that young researchers can play an active role in international collaboration.

IS THE NUMBER OF BEDS STILL THE MOST IMPORTANT FACTOR?

During your stay at Stanford, you noted that the dermatology department there does not have a single bed. What does this say about modern medicine?

In Poland, we are very attached to the number of beds and often treat it as one of the key indicators of a department's performance. Meanwhile, the world of medicine has changed significantly.
In dermatology today, we have biological therapies, medication programmes, day-case treatment and an increasing number of procedures carried out without the need for a multi-day hospital stay.
That is why the number of beds alone does not tell us how much work the clinic does or how many patients it actually helps.
Our clinic currently has eight beds, but we also run medication programmes, offer day-case admissions and carry out a large number of procedures. All of this needs to be taken into account.
So perhaps, instead of simply asking, 'How many beds do you have?', it would be better to ask more often: how many patients do you care for, what quality of care do you provide, and what innovative treatments do they have access to?



Prof. Aleksandra Lesiak, Prof. Elli Sprecher, Prof. Peter Marinkovich

A DREAM FOR THE FUTURE

If you had to say what your biggest dream is today in relation to this area of work, what would it be?

I'd like to see a Centre for the Treatment of Genodermatoses established in Łódź – a place where patients with rare skin conditions can receive comprehensive care from childhood through to adulthood.
I'd like them not to have to search for different specialists on their own and explain what their condition involves every single time. I'd like them to have a single, clearly defined treatment pathway.
We have the facilities, the specialists, the research infrastructure and ever-growing experience in international collaboration. At the same time, I am convinced that everything we have managed to achieve so far is the result of the hard work, commitment and passion of the whole team. It is precisely the people I work with every day who make even the most ambitious dreams begin to take shape as realistic plans.
And since two and a half years ago I dreamt of one day holding a Stanford card and collaborating on research there, and today I am actually doing just that, perhaps this dream too will come true.
Because, really – it's worth dreaming. You just have to do it thoughtfully and consistently.

Interview by Monika Osińska



Prof. Aleksandra Lesiak with her patient Zuzia

From Erasmus to an international consortium



Interview

with Prof. Anna Lipert

Artificial intelligence, wearable technologies and medicine join forces in the fight against one of the greatest lifestyle diseases of our time. The Medical University of Łódź is leading an international consortium in the ObeTech project, which aims to bring about a digital revolution in the treatment and prevention of obesity. We speak to the project manager, Prof. Anna Lipert, about the challenges of coordinating a European grant, translating innovation into clinical practice, and the path to international success, we speak to the project leader, Professor Anna Lipert.

Professor, since January 2026 you have been the coordinator of the international project funded under the Erasmus+ programme, *ObeTech – Developing digital and AI skills for healthcare professionals to tackle obesity*. Could you briefly explain what its main objectives are and which areas of medical science and practice it covers?

That's right, I have been leading the ObeTech project since January, and the Medical University of Łódź is coordinating the work of the entire international consortium, which – in addition to partners from Poland – also includes centres from Greece, Serbia and Malta. The main aim of the project is to equip medical staff – including doctors, dietitians and nurses involved in the treatment and prevention of obesity – with advanced digital competences and practical competences, which will be a direct outcome of an online survey and structured interviews conducted amongst medical staff in the project's partner countries. Subsequently, based on this framework, we will design a comprehensive educational course and launch a pilot version of the e-learning platform.

How will the results obtained as part of the ObeTech project translate into the day-to-day lives of patients or the work of doctors and researchers at UMED?

The practical benefits of the project can be divided into three areas. The first group of beneficiaries will be medical staff, who will gain knowledge on interpreting data collected from patients' wearable devices and learn how to safely rely on artificial intelligence in day-to-day treatment, faster diagnosis and the prediction of metabolic complications. The second direct beneficiary will be the patients themselves, who will receive 'tailor-made' care. Furthermore, doctors' proficient use of these tools will enable effective remote treatment, which will facilitate the continuation of therapy for, amongst others, people living in rural areas or with limited access to inpatient facilities. The third dimension concerns the benefits for the university: the project's success will strengthen the position of the Medical University of Łódź as an international leader in the field *of HealthTech*, whilst the establishment of the *ObeTech Alliance* network will open new doors to interdisciplinary research into AI algorithms in preventive medicine.

> The project naturally combines three key areas: medicine treating obesity as a lifestyle-related disease, artificial intelligence supporting diagnosis and prediction, and modern technologies, with particular emphasis on *wearable* devices.

the use of artificial intelligence. The project naturally combines three key areas: medicine that treats obesity as a lifestyle-related disease, artificial intelligence supporting diagnosis and prediction, and modern technologies, with particular emphasis on wearable devices. The aim of the work is to create a framework for digital competences tailored to current challenges, including in bariatric and metabolic care, and to develop modular vocational training programmes. The whole initiative will be based on a specially tailored educational platform offering micro-credentials and Europass certificates, and in the long term we aim to establish a sustainable international network bringing together the science, technology and medical sectors.

What stage of implementation is the ObeTech project currently at, and what are the nearest milestones you plan to achieve?

We are currently finalising the stage of analysing training needs and mapping the necessary technological competences, carried out as part of the second work package. At the same time, we are beginning work on the third work package, which is led by our University. In the near future, we plan to publish a report on the needs assessment and establish a framework for

The role of coordinator for such a large-scale project is a huge responsibility. What was your academic and professional journey that led you to take on this role?

It has been a long journey, requiring a series of carefully considered steps. I began many years ago when I joined a team working on an international Erasmus project dedicated to anti-doping in sport, coordinated by partners from Spain. As a team member, I represented our university at international meetings, and one of the outcomes of this work was a book publication. Thanks to those experiences, the International Projects Department began to recognise me as someone who could navigate international environments effectively, which gradually led to the preparation of further grant applications. Over time, I secured my own Erasmus project, which I led independently, and later managed a large-scale initiative under the Interreg programme. Along the way, I also submitted applications that were not awarded funding, but academic and project work is all about constantly trying and learning from experience.

What gives you the greatest satisfaction in carrying out international projects, and what motivates you to continually take on such demanding challenges?

A competitive spirit and the drive to win play a huge role. The competition is fierce, and preparing a grant application requires putting in many extra hours of work on top of one's day-to-day tasks, with no guarantee of success; that is why, when you do manage to secure funding, the sense of satisfaction is immense. The second extremely important factor for me is working with people. International projects provide an opportunity to forge valuable professional and personal relationships, to learn about different working cultures, and to continually foster greater tolerance and openness, which directly translates into a higher quality of my day-to-day work. Participation in international consortia also offers a unique opportunity

> Participation in international consortia also offers a unique opportunity to carry out unconventional, interdisciplinary research that would be impossible to fund or implement as part of day-to-day academic work.

Establishing international research consortia requires not only subject-specific knowledge but also soft skills. What organisational and cultural challenges are the most difficult when managing such a diverse team?

In practice, soft skills prove to be crucial. The technical expertise itself is often easier to address, as in the absence of specialist knowledge in a given field, suitable experts can always be recruited to the team. Cultural challenges manifest themselves primarily in attitudes towards availability and adherence to deadlines. Each country has its own specific working practices and holiday arrangements – some partners adhere very strictly to holiday periods, which requires flexible risk management and planning the schedule well in advance. Differences are also evident in the pace and thoroughness with which tasks are carried out; therefore, the leader must demonstrate considerable flexibility, openness and understanding, but also the courage to set boundaries or motivate partners when necessary.

to carry out unconventional, interdisciplinary research that cannot be funded or implemented as part of day-to-day academic work.

Many young researchers at our university dream of taking part in international grant schemes, but don't know where to start. What single, most important piece of advice would you give to early-career researchers?

The most important thing is the courage to step outside your comfort zone and try new things. If someone spots an interesting grant competition, they shouldn't hesitate to apply, even if they don't yet have a fully formed idea or are worried about whether they'll be able to manage it. We learn through experience. I remember my early days very well and know just how many challenges and uncertainties those first projects brought. There are many departments at our university ready to help, and it's also worth contacting experienced project managers directly. I'm constantly on the lookout for people keen to collaborate, as I'm keen to expand the team; that's why the key is simply to show

that you're ready to get involved.

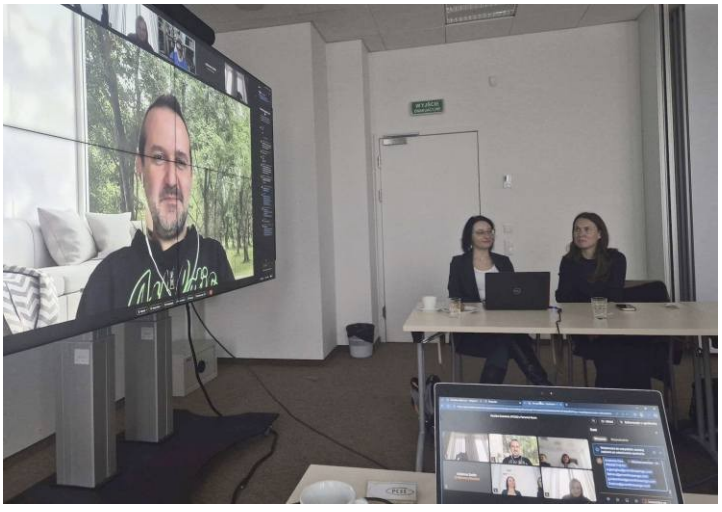
The ObeTech project is certainly a huge challenge, but science does not stand still. What are your next research plans and goals for the future – both short- and long-term?

My short-term goal is, of course, the successful completion of the ObeTech project and the efficient achievement of all the planned milestones. In the long term, I am keen for the results of our work to date to have the most tangible and practical impact on the wider world, regardless of whether they benefit a patient, a medical facility or another research team. Professionally, my next goal is to take on the role of project coordinator in the prestigious Horizon Europe programme or to return to a major Interreg project.

What would you wish for the Medical University of Łódź and its researchers in terms of the development of international projects in the coming years?

I would wish for all of us that our University be widely recognised as a strong, prominent leader and a valued partner, to whom foreign institutions approach of their own accord with proposals for collaboration. I also hope to see a steady increase in the number of international projects we coordinate. Although the role of a leader requires significant resources and effort, it is precisely the effective coordination of large-scale projects that builds the university's true standing and strength on the global stage.

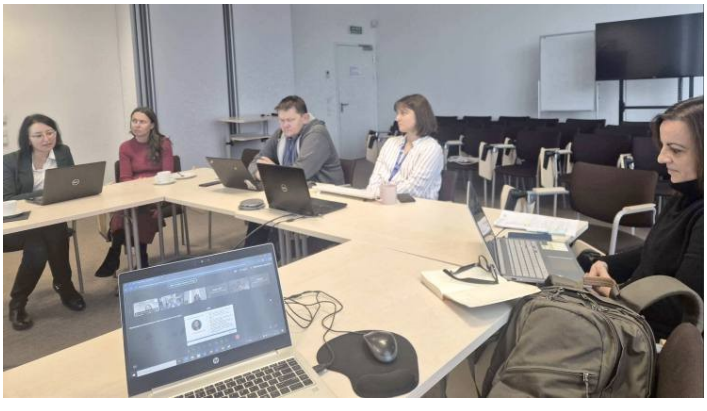




Thank you very much, Professor, for the interview, for your time and for sharing your experiences.
We wish you every success in the continued implementation of the ObeTech project and in your future international endeavours.

Thank you very much for the interview.





Bielefeld does, however, exis
From the EduCare 5.0 netwo
to joint research projects

J how do you move from an international network of contacts to actual research collaboration?

This was the focus of the Research Management Blended Intensive Programme, organised in September by Bielefeld University of Applied Sciences as part of EduCare 5.0. Working on real Horizon Europe and Digital Europe calls demonstrated bearing in mind that a good project begins long before the first sentence of the application is written.

According to one of the best-known German internet jokes, Bielefeld… doesn't exist. In September, representatives from the EduCare 5.0 partner universities were able to verify this claim for themselves.

However, another question proved far more interesting: **to what extent can research collaboration between universities belonging to a single European network be realistic?**

In the previous issue of 'UM Magazine', we presented EduCare 5.0 and the formats of cooperation being developed within the network – from Alliance Academies, through BIPs and bootcamps, to Project & Pilot Studios and the exchange of experiences between partner institutions. Even then, we had announced a BIP in September dedicated to Research Management and project development within large international consortia.

The meeting in Bielefeld enabled us to move from these plans to practical implementation.

The project begins before the first sentence of the proposal

The BIP programme was structured around the successive stages of developing an international project: from understanding the funding architecture and analysing the call for proposals, through developing the research concept and selecting partners, to preparing the proposal and reviewing it from the perspective of a future evaluator. A key element was working on real-life call topics.

Participants did not analyse a single model case, but tackled a wide variety of research and implementation challenges.

Teams worked, amongst other things, on new interventions for non-communicable diseases, the development of predictive biomarkers using AI, the application of artificial intelligence in medical imaging screening, and the concept of Virtual Human Twins to support prevention and diagnosis.

Other teams analysed the topic of advanced digital skills required for the implementation of AI in healthcare, as well as the Excellence Hubs competition, which focuses on building regional research and innovation ecosystems. An additional topic concerned portable point-of-care diagnostics.

This diversity was important. After all, a project involving clinical trials is structured differently from the planning of a multi-centre implementation of an AI system, and yet differently from a project aimed at bringing together universities, businesses, public administration and the public into a regional innovation ecosystem.

However, there was one common starting point: **first, one must thoroughly understand what the competition actually requires.**

What exactly does ‘high-quality clinical data’ mean?

A good example was the analysis of a call for proposals concerning the development of predictive biomarkers for disease progression and response to treatment using AI methods. The competition document required that relevant *high-quality clinical* data already be available for the project. At the same time, it envisaged the integration of biomarker data with longitudinal studies, clinical data and real-world data, and the use of this data to optimise AI tools. At first glance, the term ‘high-quality clinical data’ seems self-explanatory.

It is only upon closer analysis that questions arise which may be relevant when assessing the project: **according to what criteria will quality be determined? How will it be measured? What level of data completeness is required? How will we demonstrate to the evaluator that the data are indeed suitable for carrying out the planned analyses?**

The same call for proposals subsequently required the validation of biomarkers in independent disease cohorts, using RWD and – where appropriate – clinical trials.

Suddenly, a question about the meaning of a single concept leads to very practical issues: do we have a suitable cohort? Do we have the necessary data? Can we carry out independent validation? Do we need an additional clinical centre, an analytical method or some other kind of expertise?

It is precisely at this point that the analysis of the call for proposals begins to merge with the formation of a consortium.

Not just another partner, but the missing expertise

In international projects, it is easy to start by asking: who else can we invite to join the consortium? It may be more useful to ask the opposite question: **what expertise are we lacking to carry out this project to the required standard?**

A team may have a well-characterised patient cohort and relevant clinical experience, but need a partner with expertise in bioengineering, modelling, imaging analysis or AI.

In another scenario, the missing element might be an independent validation population, specialist infrastructure, a laboratory method, expertise in health economics, or the ability to test solution within a different healthcare system. This approach also clearly illustrates the difference between the competitions analysed during the BIP. A project involving AI-based image screening requires not only an algorithm, but also integration with a real-world clinical environment, technical and clinical validation, interoperability with systems such as PACS, RIS or EHR, and a cost-effectiveness assessment.

In contrast, the competition concerning Virtual Human Twins requires the combination of multi-scale patient modelling, various data sources, AI, clinical validation and integration with existing diagnostic tools.

In both cases, it is difficult to imagine a single team possessing all the necessary expertise. And this is where the network takes on particular significance.

From a map of universities to a map of opportunities

EduCare 5.0 currently brings together ten universities from nine countries. The official members of the network include Bielefeld University of Applied Sciences, Salzburg University of Applied Sciences, Universitat Internacional de Catalunya, Egas Moniz School of Health & Science, CESPU, Medical University of Łódź, Grigore T. Popa University of Medicine and Pharmacy, Klaipėda State University of Applied Sciences, Diaconia University of Applied Sciences and Jan Evangelista Purkyně University in Ústí nad Labem. (source: *Hochschule Bielefeld*).

The partners represent a variety of institutional profiles: ranging from medical universities to universities of applied sciences. The network itself identifies its areas of interest as including health, digital transformation, the interdisciplinary integration of medicine, engineering, data science and social sciences, and joint research projects. (source: *Bielefeld University of Applied Sciences*). The next step should therefore be **to translate the map of institutions into a map of research opportunities**: specific teams, methods, infrastructure, data and clinical environments that can complement the partners’ respective potential.

This does not, of course, mean that every area of expertise required by UMED researchers is already available within EduCare 5.0. However, the network can serve as a natural starting point for our search before we begin building new relationships from scratch.

AI as an additional reviewer

A separate theme of the BIP was the use of artificial intelligence during project preparation.
The most obvious application of generative models remains the creation and editing of text. However, the use of AI in the role of a critical reviewer may be far more interesting.
The model can be used to detect inconsistencies between parts of a proposal, identify concepts requiring an operational definition, check claims that are insufficiently supported by evidence, or compare the prepared requirements register with the actual text of the competition.
The question then shifts from: 'How can I make this section more convincing?' to: **'What might the evaluator take issue with here?**'
In such a process, AI does not replace the researcher's expertise or the project team's assessment. It can, however, help to identify weak assumptions earlier than a reviewer would.
It can therefore be just as useful as a critical reviewer as it is as a tool to support the writing process.
A prerequisite remains the conscious use of such solutions, taking into account the principles of confidentiality and the protection of research data and unpublished information.

A network becomes useful when we are aware of its partners' capabilities

The full potential of international collaboration can be realised when we know not only the names of partner universities, but also the expertise of specific teams, the available technologies, infrastructure and resources relevant to carrying out the research.

Therefore, for a researcher preparing a new project**,** the starting point might be a simple question: **what am I working on, and what do I need to take the next step?**
If the answer is a competence that is not currently available within our team, it is worth checking whether potential opportunities for collaboration might already exist in Bielefeld, Salzburg, Barcelona, Iași, Helsinki, Klaipėda, Ústí nad Labem or at one of the Portuguese institutions belonging to EduCare 5.0.
So Bielefeld is an option.
The most interesting part, however, will be seeing what projects might emerge thanks to the relationships built between the network's partners.

Do you have a research idea but lack a specific area of expertise?

Researchers at the Medical University of Łódź who are developing a project concept and seeking a foreign partner, infrastructure, data or specific research expertise are invited to contact **the International Projects Department**.

To get started, just provide three pieces of information:

1. **What are you working on?**
2. **What do you need to move on to the next stage?**
3. **What would you like to achieve through international collaboration?**

On this basis, we can help you **to preliminarily identify possible avenues for collaboration** and assess whether it is worth seeking the relevant expertise within EduCare 5.0 or within the wider network of partners of the Medical University of Łódź. Where appropriate and feasible, we can also assist in establishing initial contact with the relevant institution or team.





Which calls for proposals have we worked on in Bielefeld?

- HORIZON-HLTH-2027-02-DISEASE-01-two-stage
  Innovative healthcare interventions for non-communicable diseases — new interventions for cardiovascular diseases, diabetes, chronic respiratory diseases and chronic kidney disease.
- HORIZON-HLTH-2027-02-TOOL-01-two-stage
  Development of predictive biomarkers of disease progression and treatment response using AI methodologies for chronic non-communicable diseases — AI, predictive biomarkers, RWD and clinical validation.
- DIGITAL-2026-AI-PILOTING-10-SCREENING
  Apply AI: Piloting AI-based image screening in medical centres — application of AI/GenAI in medical imaging analysis and real-world clinical pathways.
- HORIZON-HLTH-2027-03-TOOL-04
  Virtual Human Twins for integrated clinical decision support in prevention and diagnosis — digital patient models supporting personalised prevention and diagnosis.
- DIGITAL-2026-SKILLS-10-DIGITAL-HEALTH-STEP
  Advanced Digital Skills for AI Uptake in Health — the skills required by healthcare professionals and organisations to effectively implement AI.
- HORIZON-WIDERA-2027-04-WIDENING-01
  Excellence Hubs — building regional ecosystems linking academia, business, public administration and society.

Additional topic:

- HORIZON-HLTH-2027-02-IND-02-two-stage
  Portable and versatile point-of-care diagnostics — faster, more accurate diagnostics that can be carried out close to the patient.

EduCare 5.0 at a glance

10 universities | 9 countries | one common focus: THE FUTURE OF HEALTH

- DE Bielefeld University of Applied Sciences and Arts
- AT Salzburg University of Applied Sciences
- ES Universitat Internacional de Catalunya
- PT Egas Moniz School of Health & Science
- PT CESPU
- PL Medical University of Łódź
- RO Grigore T. Popa University of Medicine and Pharmacy
- LT Klaipėda State University of Applied Sciences
- FI Diaconia University of Applied Sciences
- CZ Jan Evangelista Purkyně University in Ústí nad Labem (Bielefeld University of Applied Sciences)









Forge of Talents 2026

As every year, in November, MediHUB at 3 Mazowiecka Street becomes a meeting place for people working on new solutions for medicine. Forge of Talents, Organised by the Centre for Innovation and Technology Transfer at the Medical University of Łódź, the event combines the 'Innovations in Medicine' competition with discussions on how to put a good idea into practice.

Participants have three minutes to present their solution, after which they answer questions from a panel comprising representatives from the academic, medical and business communities. The short format demands specificity: what problem is to be solved, who will benefit from it, and why the proposed solution may be better than those currently in use.

It is not, therefore, solely about technology. When assessing projects, the following factors count above all: accurately identifying a need, responding to it, and demonstrating innovative potential. This approach is similar to what project authors later face during discussions with business partners, investors or institutions supporting implementation.

Not just for UMED

Forge of Talents is not an event confined within the university's walls. The competition is open not only to staff and students of the Medical University of Łódź, but also to start-ups, project teams and individual innovators from other cities and academic centres.

This is one of the greatest strengths of Forge of Talents. It brings together, in one place, people with diverse experiences and from different backgrounds: researchers, doctors, entrepreneurs, start-up founders and those just beginning to develop their own ideas. Each of them looks at the same problem from a different perspective.

In medicine, this is particularly important, as good solutions rarely arise solely from knowledge in a single field. A medical team certainly knows patients' needs and the realities of clinical work best, but an engineer, an IT specialist or someone with business experience can look at the same problem from a completely different angle. Conversely, technology developed without any connection to clinical practice may look good in the laboratory but prove far less effective in day-to-day use. Combining these perspectives allows technical, organisational, clinical and market considerations to be taken into account at an earlier stage, thereby increasing the likelihood that an idea will not get stuck at the prototype stage.

Forge of Talents provides an opportunity for these diverse experiences to come together in one place. A conversation started after a presentation or during a break can develop into a collaboration between people who normally work in completely different environments.

A good example of just how much interdisciplinary collaboration can achieve is the RuFus Team – the winner of last year's edition. The team comprises individuals affiliated with the University of Łódź and the Polish Mother's Memorial Hospital Research Institute, who have combined technological expertise with clinical knowledge and experience. The non-invasive radio sensor they developed, designed to detect and assess the amount of fluid in the lungs, won first prize at Forge of Talents 2025. This solution clearly demonstrates that innovations in medicine often arise precisely at the intersection of different disciplines.

Presenting to the panel provides an opportunity to test an idea by discussing it with people who view it from different perspectives. The questions asked during the competition sometimes help to highlight issues that had previously escaped the team's attention.

There is no need to have a company set up, funding secured or a solution ready for implementation. Both new concepts and improvements to existing solutions can be submitted. In medicine, even seemingly minor improvements, if they address a real problem, can significantly enhance day-to-day work or the quality of patient care.

A competition and more

The best projects receive prizes:

- 1st place: 5,000 PLN
- 2nd place: 3,000 zł
- 3rd place: 1,000 zł

However, the prize need not be the main reason for taking part. Presenting to the panel offers the chance to test your idea by discussing it with people who view it from different perspectives. The questions asked during the competition sometimes help to highlight issues that the team had previously overlooked.

The informal part of the event is equally important. Discussions following the presentations encourage the formation of new relationships, meeting people working on similar topics, and the exchange of experiences between teams. It is not uncommon for such contacts to prove just as valuable later on as taking part in the competition itself.

In previous editions, the event was attended by, amongst others, representatives of investment funds, innovation support organisations, accelerators and university authorities. This allows participants not only to showcase their idea, but also to test it against the opinions of those involved in the evaluation, development and implementation of innovative projects.

How to apply

The application form includes basic information about the solution's creators, a description of the idea and the problem it addresses, and an indication of whether it is a new concept or a development of an existing one.





Before applying, it is also worth ensuring that the intellectual property rights relating to the project are in order, particularly if the idea was developed as part of a research team, a grant or a collaboration with an external partner.

Deadline for submissions: 1 November 2026.

Presentations and announcement of results: 5 November 2026**. Venue:** MediHUB, 3 Mazowiecka Street, Building C-9, Łódź.

Application form and rules: ciitt.umed.pl/fot2026

You can also attend Forge of Talents without taking part in the competition. It's worth coming along if only to hear what teams from Łódź and other centres are working on today, to compare your own ideas with different ways of thinking, and to meet people whose knowledge can complement your own experience. Sometimes, it is precisely such a conversation that sparks the best project.



When science meets business…

Sometimes it all starts with a question.
Sometimes from an idea that no one has ever tried to put into practice before. And sometimes from a simple conversation.

In the following instalments of this series, we show how collaboration between UMED researchers and companies leads from the initial idea to solutions that have the potential to change everyday life.

From a sewing machine to a medical device

The story of A.C.T. Bandage shows how a discussion about ordering equipment can lead to a Polish medical device, a licence agreement and revenue for the university.



Dr Filip Jaśkiewicz, MD, Head of the Department of Emergency Medicine

The conversation that started it all was not meant to be about innovation. Dr Filip Jaśkiewicz, MD, Head of the Department of Emergency Medicine at the Medical University of Łódź, rang JB Tacticals regarding materials for the classes he was running. A question about the quality of the equipment turned into a discussion about what was missing from the market — and whether it could be done better.

The company, which specialises in solutions for emergency response and tactical medicine, proposed developing a haemostatic dressing. However, the inventor had his own idea: a solution based solely on mechanics, without advanced chemistry, which could be manufactured in Poland and would be simpler to use for someone providing first aid for the first time in their life.

The idea did not come out of nowhere. Massive haemorrhage is one of the most common preventable causes of death following trauma, and the time available to provide effective assistance is often measured in seconds. What happens before the emergency medical team arrives often determines the casualty's survival. Dr Filip Jaśkiewicz observed this problem from three perspectives at once — as a paramedic with many years' experience, as an instructor training uniformed services, students and people without medical training, and as a researcher analysing gaps in emergency medicine. The dressings available can fulfil their purpose, but using them correctly requires technique, skill and the ability to act under immense pressure.



— I try to analyse every issue related to saving lives first and foremost from the patient's perspective. They are the most important. If a solution does not meet their needs or is too difficult for the person providing first aid, it is worth considering whether it can be done better
— says the creator.

The answer only came when he stopped thinking of the dressing as a material to protect the wound. The new concept was that, once applied, the dressing should, to some extent, continue the work of the first-aider by maintaining or increasing pressure on the bleeding site. Hence the name: A.C.T., Active Compression Treatment.

BEFORE THE LABORATORY WAS ESTABLISHED

The journey from this idea to a working prototype took months. The first versions were made by hand; subsequent ones were produced on a sewing machine over sixty years old from the iconic Kapelusz Anatola in Łódź; and a small batch for testing was prepared by a small tailoring workshop. Materials were tested, the design was modified, and the team went back to the drawing board. Each subsequent version was the result of practical trials, setbacks and new ideas.

— Looking at the finished product today, it is hard to believe that the first prototypes were made on a sewing machine over sixty years old. This shows that innovation does not always begin in state-of-the-art laboratories. Sometimes it starts with a good idea, determination and people who believe that things can be done better

— says Dr Filip Jaśkiewicz.

It is worth emphasising that the entire journey was undertaken without external funding. Without a grant and without an investor dictating the terms.

The breakthrough took place at the UMED Centre for Innovation and Technology Transfer — , although it was not a traditional slide-based presentation. Wound simulators, artificial blood in the form of redcurrant juice and the first working prototypes appeared on the table in the MediHUB space. Instead of explaining how active compression works, the author simply demonstrated it. It took just a few minutes for the Centre's team to recognise the solution's potential and decide to immediately initiate the intellectual property protection process. In collaboration with a patent consultancy, the documentation was prepared and an application for a utility model was filed with the Patent Office; subsequently — thanks to a business partner — the protection was extended to the international level.

A LICENCE INSTEAD OF IN-HOUSE PRODUCTION

Securing the technology raised the question that every innovator faces at this stage: whether to set up in-house production or to license the technology. Following a practical demonstration, JB Tacticals had no doubts about the solution's potential and decided to proceed with licensing. The agreement, signed with the Centre's support, granted the company an exclusive licence for production and development, ensuring the consistency of the technology and the continuity of the work, whilst placing the inventors at the heart of the process.

From a technology transfer perspective, the A.C.T. Bandage is a textbook example of 'pull'-type commercialisation. The starting point was a genuine need, confirmed both in day-to-day emergency response practice and by a market partner, and the solution was developed in response to this need. In the 'push' model, a ready-made technology first has to find an application — and often fails to do so.

This material is based on data from the manufacturer (JB Tacticals) and the development history provided by the creator. The A.C.T. Bandage™ is a medical device — it must be used in accordance with the instructions for use and the label.

However, signing the contract did not mark the end of the project. The solution had to be adapted to the requirements of mass production, the medical device had to be registered, and CE marking had to be obtained. Before the product reached retail outlets, it also underwent extensive consultation with practitioners of tactical medicine — for a solution in the category of controlling massive haemorrhages, it is hard to imagine a more demanding validation environment. Thanks to close cooperation between the developers, the university and the business partner, it was possible to retain the key design principles whilst adapting the product to the realities of industry.

WHAT DOES THE UNIVERSITY GAIN FROM THIS

Today, the A.C.T. Bandage is a Polish medical device available on the market. For the Medical University of Łódź, this means secured intellectual property, a licence agreement with an industrial partner, licence revenue, and a solution that is actually used in emergency medical practice. It also represents a model that the Centre for Innovation and Technology Transfer now holds up as an example: from identifying a market need, through developing a solution and protecting intellectual property, to licensing and implementation.

And the collaboration continues — the inventor and the company are working on further developing the dressing and on subsequent solutions. Because the true success of innovation does not lie in developing something new. It lies in ensuring that it reaches the people who really need it.



How to revive a profession, which has almost disappeared

The Pharmacists' Academy is a model of collaboration in which the university sells knowledge, not technology. The Medical University of Łódź has taken the programme under its patronage, and its lecturers have helped to develop the course content.

When we think of collaboration between universities and business, we usually picture a patent, a prototype and a licence agreement. Yet one of the Centre for Innovation and Technology Transfer's most far-reaching projects of the last two years is an initiative that involves neither a patent nor a prototype. Instead, it features an educational programme and a profession that, thanks to it, is making a comeback on the labour market.

We are talking about the Academy of Pharmacists — a training programme run by the training company Questus, under the patronage of the Medical University of Łódź and Rossmann SDP sp. z o.o.

A PROFESSION IN NEED OF REVIVAL

At the heart of the project lies the observation that the profession of chemist in Poland has all but ceased to exist as a distinct profession — and with it, the prestige and public trust it once enjoyed. The training programme aims to change this.

A chemist trained by the Academy is not simply a cosmetics salesperson, but someone who helps customers develop healthy skincare habits, combining knowledge about the product with care for others.

The Academy operates on a dedicated platform, www.drogista.pl, which currently features 188 video lessons divided into eight modules and thirty-one thematic sessions, each focused on practical knowledge.

SEVENTEEN EXPERTS, FOUR FIELDS

The programme is developed by seventeen independent experts, including lecturers from the Department of Cosmetology at the Medical University of Łódź: Prof. Elżbieta Budzisz, PhD (Pharm.), Dr Anna Erkiert-Polguj, MD, Dr Anna Kołodziejczak, PhD (Pharm.), Dr Paulina Mucha, PhD (Chem.), Paulina Mucha and Dr Ewelina Namiecińska, PhD (Pharm.), as well as practitioners from renowned cosmetics companies. This composition is no coincidence, as academic knowledge without contact with production practice can often be impossible to implement; practice, on the other hand, without a scientific foundation can easily turn into marketing. It is only

by combining both perspectives that we obtain content which stands up to scrutiny both in terms of substance and in practice, and this is precisely what underpins the Academy's programme.

In addition to developing the content and recording video lessons, the lecturers from the Department of Cosmetology provide academic supervision of the programme, prepare supplementary materials and take part in consultations regarding the future of the profession of chemist.

A CERTIFICATE THAT MATTERS

The programme concludes with an examination leading to certification from the Educational Research Institute. Graduates are entered onto the Integrated Qualifications System register, and their certificate is recognised throughout the European Union.

The Academy is a project open to all — anyone can purchase access to the platform and the curriculum, with the exam included in the price. It is primarily aimed at staff working in chemists' and beauty salons, as well as anyone interested in a holistic approach to skincare.

WHAT CIITT DID

Cooperation on this scale requires organisational support which researchers are unable to provide alongside their teaching and research work.

On the university's side, the Centre for Innovation and Technology Transfer was the initiator and coordinator of the collaboration: it established and maintained relations with the partner, conducted negotiations on contractual terms, organised meetings with the research team, prepared the proposal, and was subsequently responsible for the financial aspects of the project.

A separate area involved safeguarding the university's interests: ensuring the project was carried out in accordance with the contract, discussions regarding the university's visibility on social media, renegotiations concerning the scope of activities and remuneration, and clarifying issues relating to the use of the university's logo, copyright and the image of experts. This is work that is not visible in the finished programme, yet without which it would not have come into being in its current form.

CONTINUATION

The project did not stop at the launch of the platform. The university was invited to co-design the next stages of the academy's development: analysing trends in the health and beauty sector, developing new educational topics and teaching methods, and planning the further development of the profession of chemist in Poland.

A promotional aspect also emerged — joint expert materials and videos featuring university staff, promotion of the Department of Cosmetology, and sharing content on social media.

A DIFFERENT KIND OF SUCCESS

This collaboration will not end with licence revenue or an entry in the patent register. Its outcome is a curriculum that builds a community of professionals with documented qualifications, broad visibility of the university's expert potential, and a long-term relationship with partners outside academia.

It is worth bearing this in mind when discussing commercialisation. Academic knowledge can be just as valuable a contribution as technology, and sometimes the way for that technology to reach its audience is not through a product on a shelf, but through a person who can speak competently about that product.



ESCMID



Łódź hosts the ESCMID international course for young scientists

For three days in September, the Medical University of Łódź became a meeting place for young doctors, microbiologists and researchers from various countries. From 3 to 5 September 2026, the an international postgraduate course organised by the European Society of Clinical Microbiology and Infectious Diseases (ESCMID) entitled 'Thriving in ID/CM: Essential Skills for Young Scientist Members'.

European Society of Clinical Microbiology and Infectious Diseases

– The European Society of Clinical Microbiology and Infectious Diseases (ESCMID) – is an international scientific society bringing together specialists in clinical microbiology and infectious diseases. Organising the course in Łódź provided an opportunity to combine international education with the promotion of the Medical University of Łódź and the city to participants from abroad.

Skills not taught in textbooks

The course was aimed at young researchers and specialists developing their careers in the field of infectious diseases and clinical microbiology. This time, however, the focus was not on medical knowledge itself, but on the skills needed to advance one's scientific, clinical and academic career.

The programme covered, amongst other things, scientific communication and providing feedback, career development and international mobility, building collaborations and networks, teaching, planning research projects, professional wellbeing, and the use of artificial intelligence in science. Interactive workshops and teamwork formed an important part of the programme, enabling participants to put the topics discussed into practice straight away.

The course was organised by Dr Filip Bielec from the Medical University of Łódź and Dr Galadriel Pellejero-Sagastizabal from Hospital Universitario San Pedro in Logroño, Spain, who are active in the TAE (Trainee Association of ESCMID) – the Young Specialists and Trainees Section of the European Society of Clinical Microbiology and Infectious Diseases. TAE represents young professionals in the field of clinical microbiology and infectious diseases. The course lecturers included experts from Poland, as well as Finland, France, Spain, Slovenia, Turkey, the United Kingdom and Italy. The Foundation for the Medical University of Łódź (Fumed) was responsible for the on-site logistics of the event.





Learning, networking and a taste of Łódź

One of the course's key objectives was to create a space for the free exchange of experiences amongst young professionals from the international infectious diseases and clinical microbiology community. Conversations that began during the sessions often continued during breaks and at gatherings outside the lecture theatre. Participants particularly appreciated the interactive nature of the sessions, the workshops, the opportunity to make new contacts, the openness of the lecturers and the friendly atmosphere of the event.

There were also plenty of opportunities to explore Łódź. Participants took part in a guided group walk along Piotrkowska Street and through the city centre. Polish cuisine also received much praise, and for some of the international guests it became an additional way of getting to know Poland and Łódź.

The participants' comments also demonstrated that the chosen format met the needs of young professionals. They highlighted the practical nature of the sessions, the opportunity to learn from people at different stages of their careers, and the importance of topics that are not always covered in traditional medical education. There were also suggestions that similar events should take place regularly, and that the course itself could be extended in future.

Łódź on the international education map

Organising the ESCMID course provided the Medical University of Łódź with an opportunity not only to host representatives of the international scientific community, but also to showcase the university and the city as a place conducive to collaboration, the exchange of experiences and modern medical education.



– We wanted to create a course that was a little different from typical medical training programmes – one dedicated to the skills we need as young doctors and researchers, but which we do not have the opportunity to learn as part of our formal education. The competencies that we traditionally referred to as 'soft skills' are, in fact, among the key skills required in the work of a doctor and researcher today. Good communication, collaboration, the ability to convey knowledge or build international relationships are increasingly decisive in determining whether we are able to effectively apply our specialist knowledge in practice. It can therefore be said that today's soft skills are becoming hard skills. I am delighted that we were able to organise such an event here in Łódź and show our guests both the University and our city. – Dr Filip Bielec, MD, the course's academic organiser on behalf of the Medical University of Łódź (Department of Microbiology and Laboratory Medical Immunology).



GRADUATION CEREMONY 2026





Joanna Wieremiejewicz-Podkościelna Centre for the Organisation and Support of English-Language Studies

Receiving a degree certificate is one of the most important events in the life of every graduate. It marks the symbolic end of one chapter and the beginning of a new phase. It was no different for the 108 graduates from 29 countries who this year received their degrees in English-taught medical and dental programmes. The event took place on 25 June in the 1,000-seat auditorium. The ceremony was presided over by the Vice-Rector for Clinical Affairs Prof. Adam Antczak, MD, PhD. Seated at the presidium were: the Vice-Dean for Education, Dr Joanna Makowska, MD, PhD; the Vice-Dean for Research and Education, Prof. Monika Łukomska-Szymańska, MD, PhD; and the Vice-Dean for English-Language Studies at the Faculty of Medicine, Dr Sebastian Kłosek, MD, PhD.

We were also honoured by the presence of: the Dean of the Faculty of Health Sciences, Prof. Jolanta Kujawa, MD, PhD; the Vice-Dean for the Department of Nursing and Midwifery at the Faculty of Health Sciences, Dr Ewa Borowiak, PhD in Health Sciences; the Vice-Dean for Teaching of the Medical Division of the Faculty of Medicine, Dr Małgorzata Brauncajs, MD, PhD; the Rector's Representative for the Clinical and Teaching Centre Campus, Dr Paweł Ptaszyński, MD, PhD; the Director of the International Doctoral School, Dr Tomasz Boczek, MD, PhD; the Rector's Representative for Extraordinary Educational Projects, Dr Katarzyna Taran, MD, PhD, as well as academic staff, hospital directors, parents, relatives and friends of the graduates.

After the graduates had taken their oath and received their diplomas, Prof. Adam Antczak honoured the students who had achieved the highest academic results (*Valedictorians*) – Dr Ruth Hanbury, a graduate of the medical and dental programme, and Dr Woodrow Lee, a graduate of the medical programme. This important event for the graduates also provided an opportunity for Prof. Adam Antczak, Prof. Sebastian Kłosek and Prof. Katarzyna Taran to offer their congratulations and best wishes for the graduates' future professional and academic development. Carine Nassif also joined in the congratulations; speaking on behalf of the Students' Council, she introduced the speeches by Dr Marzieh Pisheh Joo, former vice-chair of the English-Speaking Students' Council, and Dr Kimberly C. Sebastian, former secretary and outgoing director of social media for the English-speaking Students' Council. Their speeches, in turn, provided an opportunity to thank the academic staff – Dr Damian Chybicki and Dr Paweł Ratajczyk – who received the Teacher of the Year award.

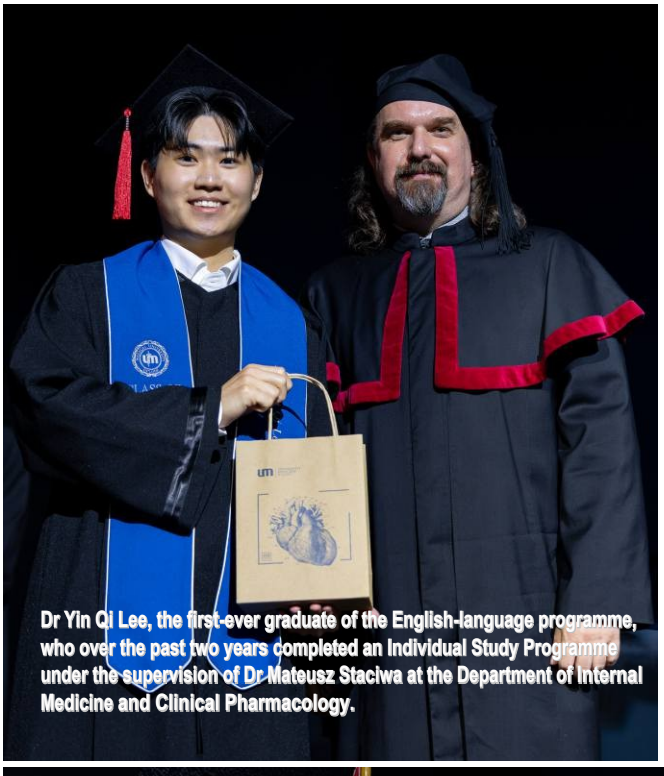
Among the subsequent items on the ceremony's agenda was a special honour for Dr Yin Qi Lee, the first-ever graduate of the English-language programme to have completed an Individual Study Programme over the past two years under the supervision of Dr Mateusz Staciwa at the Clinic of Internal Medicine and Clinical Pharmacology. There were also words of thanks for students particularly involved in the life of the academic community – for the first time, they were awarded certificates for their support of the Centre for the Organisation and Administration of English-Language Studies, their involvement in the English-Language Students' Council, and grassroots student initiatives. Certificates with distinction were awarded to: Dr Barnadine Abassah, Dr Ahrani Jeyakanthan, Dr Yin Qi Lee, Dr Marwan Zeini and Dr Kimberly C. Sebastian. Kimberly C. Sebastian was also recognised in another area – Prof. Katarzyna Taran presented her with an additional certificate for her participation in the Competent UMinds project; such honours were also awarded to Håvard Aarvik, Leo Gjertsen Melli, Cloé Lepoivre, Ahrani Jeyakanthan and Rami Altabbouche.

The ceremony culminated in a performance by the Medical University of Łódź Choir, after which the participants gathered for refreshments in the foyer outside Auditorium 1000.





Performance by the Medical University of Łódź Choir



Dr Yin Qi Lee, the first-ever graduate of the English-language programme, who over the past two years completed an Individual Study Programme under the supervision of Dr Mateusz Staciwa at the Department of Internal Medicine and Clinical Pharmacology.



Teacher of the Year, as voted for by medical students - Dr Paweł Ratajczyk



Graduates who received certificates with distinction for their support of the Centre for the Organisation and Administration of English-Language Studies, their involvement in and , the Council of English-speaking students and grassroots student initiatives . Prof. Sebastian Kłosek, Dr Yin Qi Lee, Director Agnieszka Dejda, Chair of the English-speaking Students' Council – Carine Nassif, Dr Kimberly C. Sebastian, Dr Ahrani Jeyakanthan, Dr Barnadine Abassah, Dr Marwan Zeini.

Immediately after the ceremony, I had the opportunity to exchange a few words with Prof. Katarzyna Taran, who briefly told me about her work with students. We didn't have time for a longer conversation then, so I decided to return to the subject and ask the Professor some more questions. Below is a conversation about working with students, as well as mutual inspiration and experiences.



Dr Katarzyna Taran, MD, PhD, University Professor; Rector's Representative for Extra-Curricular Educational Projects

Professor, during the June graduation ceremony for medical and dental graduates, as at many previous student events, you emphasised the importance of building relationships with students. How does the mentor-student relationship develop? What is most important in it?

The awarding of diplomas is a special moment in the lives of students and the university. I still remember the White Coat Ceremony, during which, in keeping with tradition, I accompanied the students as they embarked on their professional journey, and now the time for graduation has already arrived. I regard the invitation I received from the students to take part and deliver a message during this special ceremony as an honour, and at the same time as beautiful proof of the relationship we have built. Building and developing relationships between student and teacher is one of the most important and valuable aspects of teaching at every level of education, including the relationship between mentor and mentee. It is a process that requires time and commitment from both sides, and, in my view, its foundation and most important element is mutual respect.

It is no secret that the pathomorphology exam is one of the most demanding in medical studies. How do you manage to balance the high demands of the exam with your role as a teacher who also supports students in their development?

The pathology exam is indeed regarded by students as one of the most difficult during their studies. Pathology is described as the gateway to clinical practice, so appropriately high standards are essential for preparing students for a career in medicine. Setting high standards, however, is not at odds with supporting students' development; on the contrary, it is an integral part of the educational process. The role of the teacher is to create the right conditions for students to tackle the challenges they face – this builds a sense of agency. The teacher believes in their students, supports and assists them, but does not do the work for them. Self-confidence stems from the experience of overcoming difficulties independently, and every success reinforces the belief that one will also rise to future challenges.

You presented certificates to the English-speaking students who took part in the 'Competent UMinds' project. I'd like to ask you about this project and the contribution made by the English-speaking students to its implementation.

'Competent UMinds' is an original project designed to support systemic development at the level of academic education, implemented at our university. The project is competence-based and, through guided

their field of study, mentoring and self-directed learning, it aims to develop the meta-competences of the future. The project relies on the exceptional commitment of students and implements state-of-the-art teaching methods, whilst the development of competences is supported by virtual reality techniques and AI resources.
'Competent UMinds' is also an intercultural initiative designed to break down barriers in this area. Through the mentor-mentee collaboration, valuable materials promoting knowledge and developing competences have been produced, created by both Polish and English-speaking students.

Professor, if I may, I'd like to return for a moment to your speech. You conveyed three important messages to the graduates: that they should be guided by professionalism and operational empathy; that they should have the courage to take on challenges in their professional and private lives; and that they should not forget to be happy. When you look back on these words from the perspective of many years of working
with students and young doctors – which of these messages do you consider particularly important today? Or perhaps their significance has changed over the years?
Has any of them taken on particular significance in the 21st century?

The world is changing faster today than ever before; we all experience this in so many ways, including in the fields of education and professional life. However, despite these spectacular changes, just as in Rudolf Virchow's day, pathology still teaches us today that we have only one life. Giving it meaning and purpose, and living it happily, remains an unchanging value for me, regardless of the passage of time, general progress or advances in science and technology.

For many years, you have been teaching students on both the Polish-language and English-language programmes. Does working with such an international group – students from over 70 countries around the world – require a different approach from a lecturer? I know this is a bit of a generalisation, but if you were to identify
the greatest challenge associated with multiculturalism – from the perspective of both the teacher and the students themselves – what would it be?

I see multiculturalism not as a difficulty, but as a privilege. It is an area of endless possibilities for an experienced and committed teacher. Working and learning from one another in a multicultural environment enriches everyone involved in the educational process. My many years of teaching experience in an international environment are reflected in the bilingual, competence-based compendium *Integrated Pathology*, which was published this year. This compendium was created in response to the expectations expressed by Polish and English-speaking students with whom I have worked as an academic teacher and mentor. I am grateful to the students for their commitment, valuable insights and feedback, and the wonderful atmosphere of collaboration during our classes together. I hope that this textbook will assist in the study of the challenging yet fascinating art of pathology and in fostering a desire for continuous development, which, as we already know, will be a meta-competence of the future.



first from the right – **Dr Ahmed Abdelkader** – a graduate of the medical and dental programme and an entrepreneur from Łódź, originally from Egypt

After all, the need for continuous development does not end with the final exam. How does this work in practice when you have to balance your studies with your first career plans?
I spoke about this with Ahmed Abdelkader, who graduated from the medical and dental programme in June. Ahmed comes from Egypt, speaks impeccable Polish and is a well-known entrepreneur in Łódź – customers queue up at his Cookiery biscuit shops. So we talked about studying, time management, business and how to balance one with the other.

Ahmed, the graduation ceremony is long behind us. But let's go back for a moment to that June afternoon. When did it really sink in that you were finishing your degree? Was it after passing your final exam, or only during the graduation ceremony in Auditorium 1,000?

I think it was only during the ceremony itself in the 1,000 Auditorium that it really dawned on me that this stage was coming to an end. After the last exam, of course, I felt a huge sense of relief, but at that point I was still in 'student' mode – I was thinking about my next obligations and what needed to be done the following day. It was only when I was sitting in the auditorium, looking at my fellow students and lecturers, and receiving my degree, that I realised just how much had happened over those five years. I arrived in Poland as a very young man with a specific goal, and I graduated as a dentist and, at the same time, an entrepreneur running a well-established business. It was a very emotional moment.

I think I can ask you that now. Which subject during your studies was the biggest challenge for you? Which exam for which subject did you find the preparation the most stressful, and which one really kept you awake at night?

Pharmacology was the biggest challenge for me. It was a subject that required a huge amount of studying and memorising a vast number of medicines, their mechanisms of action, indications, contraindications and side effects. Preparing for the exam was particularly stressful for me because there was so much material to cover. Looking back, however, pharmacology taught me a great deal about discipline, organisation and working with large amounts of information under time pressure.

But university isn't just about exams. What was the most important lesson you learnt during those years – not necessarily related to medicine, but simply to life?

For me, the most important lesson was realising that a person is capable of achieving far more than they initially think possible, provided they are consistent and can organise their time effectively. For several years, my life was a combination of very demanding studies with running and developing a business. There were times when I had clinical sessions or an exam in the morning, and a few hours later I had to make decisions regarding staff, production, deliveries or the running of the shops. This taught me responsibility, mental resilience and, above all, that pressure doesn't have to paralyse you – you can learn to function well under it.

In your opinion, what are the strongest points of the curriculum for the dentistry degree programme? From a graduate's perspective, is there anything you would change or improve?

One of the greatest advantages is the broad medical training and the gradual transition from theory to practical work. Dentistry requires not only knowledge, but also precision, responsibility and the ability to make decisions when dealing with patients; that is why the opportunity to gain

clinical experience is very important. If I were to add anything, it would be more modules related to the practical aspects of a dentist's work after graduation – for example, practice management, finance, marketing, team building or entrepreneurship. After all, many doctors go on to run their own practices or businesses, so a basic understanding of business can be very useful.

However, if we were to go back a few years, to the start of my degree
- Why did you choose to study medicine and dentistry? Do you remember the moment when you thought: 'This is it. I want to be a dentist"?

Dentistry was my goal even before I came to Poland. I've always been interested in the medical sciences, but at the same time I wanted a field that combines scientific knowledge with very specific, practical work and direct contact with patients. I also liked the fact that in dentistry, you can often see the results of your work almost immediately.
When I arrived in Poland in 2021, I was convinced that this was the profession to which I would dedicate my entire future. It was only during my studies that I discovered I also had a very strong entrepreneurial streak.

When you started your degree, you probably had a specific plan for yourself. What did you manage to achieve in line with that plan, and what did you have to rethink? What new goals and ideas for your future emerged during your studies?

When I started my degree, the plan was very simple: to complete my dentistry degree and become a dentist. I managed to achieve that goal. However, whilst at university, I discovered an interest in business, management, marketing, production, brand building and organisational development. Initially, it was just curiosity and a small business experiment, but over time, Cookiery began to grow very quickly. So today, my goals are broader. I want to make use of both my medical education and my entrepreneurial experience. I'm interested in further development in business, management and operations, including in an international context. Nor do I rule out areas where the world of business can be combined with health, pharmacy or the medical sector in the broadest sense.

In your case, however, your studies weren't the only challenge. At the same time, you started building your own business, which isn't something you see very often amongst students. Where did the idea for Cookiery come from, and how did you manage to balance running a business with your demanding studies?

Cookiery really did start from scratch. Two years ago, the name meant nothing – there were no shops, no customers or a recognisable brand. Whilst at university, I became very interested in consumer behaviour, marketing, product quality, production and why some brands succeed whilst others do not. I decided to create a premium brand of American soft cookies and, initially, launched it exclusively online to gauge customer interest and learn about the market. After about nine months, I opened my first shop. The business then began to grow, and I learnt everything on the job – hiring and managing staff, production, quality control, procurement, marketing, finance, logistics and scaling the business. Today, Cookiery has four locations in Poland (two in Łódź and one each in Warsaw and Wrocław) as well as an online platform enabling orders to be placed from across the country.

Balancing this with my studies was probably the hardest part of the whole journey. There was no secret to it – it required immense discipline, very good time management and a great deal of sacrifice. For several years, functioning under pressure simply became my everyday reality. I also hope that perhaps Cookiera's fifth branch might be set up in collaboration with my favourite university. It would be something truly special for me to one day open a small, cosy Cookiera kiosk on the UMED campus – in the very place where I myself studied and where a huge part of my story in Poland began. I think it would be a lovely way to bring the whole journey full circle: the business I've been building alongside my studies would have its next branch right at the university that was such an important part of my life. I hope that, perhaps in the future, we'll be able to establish such a partnership with UMED, for example by renting a small space on campus. The very story of this project and its documentation could be a truly interesting and symbolic undertaking.

Now you have a degree in dentistry and experience as an entrepreneur. Which of these roles will take centre stage now? Or perhaps you intend to develop them in parallel?

I think it would be difficult for me today to completely separate these two parts of my life. Dentistry has given me a scientific and medical foundation; it has taught me responsibility, precision and how to work with people.

entrepreneurship, on the other hand, has shown me just how much I'm interested in management, business development, team building and creating something from scratch.

In the immediate future, I'd like to focus more on developing my business and managerial skills, including outside my own company and in an international environment. At the same time, I do not regard my degree in dentistry as something I am leaving behind. It is a very important part of my education, and I would like to utilise this combination of medical knowledge and business experience in the future, particularly if opportunities arise in the healthcare sector, the pharmaceutical industry or other health-related sectors.

After several years spent in Łódź – what will you associate most with that time?
Is there a place, a person or a memory from university that you'll most look forward to revisiting?

Above all, I'll associate Łódź with a huge change in my life. I arrived here after eighteen years living in Qatar as a young student who knew his goal but didn't yet realise how much he would change over the next few years. It was in Łódź that I gained my education, met many people, learnt the language and Polish culture, and at the same time built a company from scratch. That's why it's difficult to single out just one place or a single memory. I will certainly always remember my first days at university, my first clinical sessions and, of course, graduation day. But what I will remember most are the people – my fellow students, my lecturers and those who supported me both academically and on my entrepreneurial journey. Łódź was not just the city where I studied. It was here that I largely developed into an adult, and that is why it will always be an important place for me. I will also associate Łódź with the fact that it was here that my story was noticed and covered by various institutions and the media. My journey, which involved developing Cookiera whilst studying dentistry, was featured, amongst others, on lodz.pl – both on the city's official website and in the city newspaper – as well as by the Medical University of Łódź, the Łódź Regional Medical Chamber, and several Polish media outlets. It was a very special feeling for me, because the city where I studied, developed my business and built my future as an adult also became the place that documented part of that story. That is why Łódź will always be more to me than just a place of study — I will associate it with the beginning of a very important stage in my life and with the people and institutions that recognised and appreciated this journey.

Every year, the time comes to say goodbye. And each time, I say goodbye to my students in a different way. This year, I gave a tighter hug to those with whom I'd had the chance to talk most often. Kimberly, Marwan… Two wonderful people who were simply a joy to have around. Kimberly – a girl with an extraordinary talent for organising things that would take others twice as long. Marwan – a Lebanese man with impeccable manners. He knew how to ask pertinent questions and give pertinent answers. And whilst working with talented, well-organised and helpful students was a pure pleasure, it is even more satisfying to see these very people setting out into the world in search of a good job and a good life.

We wish all our graduates the very best of luck.

Photo by on , from the website : 49. Prof. Katarzyna Taran and participants in the exceptional educational project 'Competent Minds'.
From right: Dr Rami Altabbouche, Dr Ahrani Jeyakanthan, Dr Cloé Lepoivre, Dr Leo Gjertsen Melli, Dr Håvard Aarvik, Dr Kimberly C. Sebastian



POPULARISING SCIENCE for the new generations

Inspired UMinds breaks record after record!

One record after another: UMED set two official Polish Records as part of the Inspired UMinds project – ‘The Largest Pathomorphology Lesson’ and ‘The Most People Applying Bandages Simultaneously’, the successful completion of which during a single event is also a record in itself.

An army of minds and integration across divides: The challenge was taken up by participants spanning eight decades of life, from Poland and around the world, including primary school pupils, secondary school pupils specialising in science, natural sciences and the humanities, Polish and English-speaking students, teaching staff from the Ministry of Education and UMED, and our guests.

The Magic of Science – Theory and Practice:

531 record-holders passed a formal knowledge test after attending the lecture on pathomorphology entitled ‘The Magic of Science’ – a scientific journey from ancient Egypt to the far reaches of the cosmos – whilst 522 people simultaneously performed professional bandaging during the coordinated ‘mUMia’ desmurgy workshops.

Promoting science and education for the future:

The event proved that even the most demanding fields of knowledge, hitherto reserved for academic education, when presented in an innovative and modern form, can fascinate, inspire and engage today’s young generation, leading to unconventional success.



Ceremonial presentation of diplomas for breaking two records

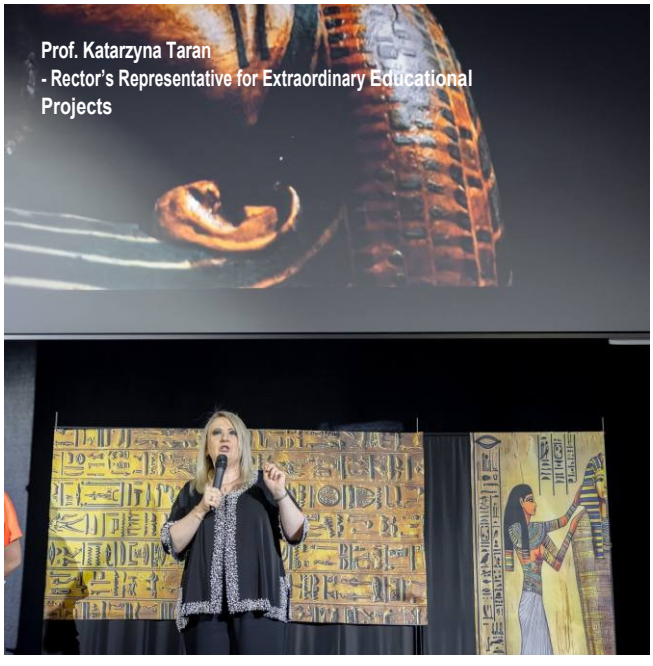
On 28 May 2026, a crowd of primary school pupils, secondary school pupils, students, lecturers and invited guests filled Auditorium 1000. UMED set two science-related records in a single day, something that had never before occurred in the history of Polish records. The event was organised as part of the Inspired UMinds project, created and led by Prof. Katarzyna Taran, the Rector's Representative for Exceptional Educational Projects.

The idea to set a record arose after learning of the exceptionally high number of people keen to take part in the next instalment of the Inspired UMinds project, and we decided to take on the challenge of setting two records during a single event to show young people how important commitment is and to prove that cooperation and integration across divides lead to a multiplied victory. "We are delighted that the joint effort and tremendous commitment of the participants have resulted in such an exceptional scientific, educational and media success," says the project's author.


Participants in Inspired UMinds



The 'Greatest Lesson in Pathomorphology' is a unique record in an unprecedented, academic category. Pathomorphology is a very broad and demanding field, hitherto reserved for academic education; however, presented in an appropriate form and a modern setting tailored to today's generations, it was the event's central theme. Participants listened to a lecture entitled 'The Magic of Science', delivered by the project's author.
- 'From post-mortem examination to colonising space', charting the evolution of pathomorphology and the latest scientific breakthroughs, including the use of virtual technologies to alter the human body. It was a magical journey – from ancient Egypt


Prof. Katarzyna Taran
- Rector's Representative for Extraordinary Educational Projects


Inspired Uminds participants




Workshops on desmurgy



and the fundamentals of autopsy, through the cellular theory of Rudolf Virchow, the father of pathomorphology, to the stimulated evolution of the human body designed to enable life beyond Earth. Participants then undertook a formal assessment of their knowledge in the form of a test, which was successfully completed by as many as 531 people. The breaking down of educational barriers was accompanied by a professional demonstration of how to use an AED during a virtual tour of an Egyptian museum, organised by our university's Medical Simulation Centre team and a group of the project's youngest participants from institutions under the patronage of the Ministry of National Education. An outburst of joy following the setting of the Polish record culminated in a spontaneous 'mummy' dance by all those taking part in the event.

The university did not stop at just one success. Immediately after the conclusion of the largest lesson in pathomorphology, the participants embarked on the next challenge. Remaining in the atmosphere of magic and ancient Egypt, workshops on desmurgy – 'mUMia' – began. This part of the event was led by the Nursing Students' Research Society at the Polish Nursing Association of UMED, chaired by Weronika Maliszewska and under the academic supervision of Dr Katarzyna Olczak, MD. In the blink of an eye, the lecture theatre was transformed into a vast medical training ground, and 522 people professionally carried out a coordinated, simultaneous bandaging procedure. This unconventional approach to learning, combined with the participants' passion and energy, resulted in the setting of a second Polish record, this time in the category of the largest number of people bandaging simultaneously.


Desmurgy workshops


Desmurgy workshops


Desmurgy workshops

A project aimed at the youngest learners, primary school pupils – setting examples and shaping habits and attitudes

Open Young UMinds

- # Promoting a healthy lifestyle by showcasing role models and encouraging children to follow their example
- # Promoting learning through curiosity, fun and inspiration
- # Practising physical activity and promoting sport as the foundation for developing the right attitudes, self-discipline and responsibility for one's own development

A multi-faceted project aimed at pupils in the final years of primary school and secondary school pupils – inspiring and developing the skills of the future, including: active and strategic learning, analytical and critical thinking, as well as innovation and passion

inspired UMinds

FLOW ONLY

- # Involvement in scientific, educational and sporting initiatives, engagement and gamification
- # Fostering a desire for continuous self-development
- # Educating and inspiring by showcasing the available levels of knowledge and the possibilities of modern science

A project aimed at students – developing the meta-competences of the future – self-regulation, operational empathy and continuous self-development; supervised work, mentoring and self-directed learning

Competent UMinds

- # Highlighting scientific breakthroughs and engaging in initiatives that promote interdisciplinarity and science beyond divisions
- # Developing competences and metacompetences using innovative teaching methods
- # Deepening and integrating knowledge, mentoring and self-monitoring based on self-reflection

Inspired UMinds is a flagship systemic development project, focused on competence building and the promotion of learning. Together with Open Young UMinds and Competent UMinds, it forms a unique whole designed to build the meta-competences of the future, from the earliest stages of education right through to the academic level. This innovative form of education and the popularisation of science, dedicated to today's audience (NextGen Learners) and developed and implemented for over 10 years, encompasses unconventional events and demonstrations, lectures, workshops and meetings, benefiting primary school pupils, secondary school pupils and university students. The concept is based on the participants' exceptional engagement in the process of education and self-learning, whilst the development of skills is supported by state-of-the-art teaching *methodologies*, virtual reality technology and AI resources.

Contemporary pathomorphology is becoming a science for new generations, deeply rooted in its tradition yet modern and forward-looking; it remains an art form and continues to prove to us that it is the human imagination that rules the world. The latest instalment of the Inspired UMinds project showcased the immense commitment of inspired young minds and the benefits of integration and collaboration amongst those passionate about knowledge. Learning in the form of an intriguing expedition, gamification and shared fun will long remain in the participants' memories, as will the taste of a double victory. This unconventional initiative also proved that pathology – as well as specialist knowledge in the broadest sense

– can fascinate even the youngest learners, and when presented in the right way, it can be successfully conveyed long before they begin higher education," concludes the project's author.





National Pathology Record in Poland: Innovative Scientific Outreach for the New Generations!

Poland has officially set a national record for the Largest Pathology Lesson, bringing together over half a thousand primary and secondary school pupils. The event was organised as part of the Inspired UMinds project, created and led by Prof. Katarzyna Taran, MD, PhD, the Rector's Plenipotentiary for Above-Standard Educational Projects at the Medical University of Łódź.

The youngest enthusiasts of pathology attended a specialised lecture entitled 'The Magic of Science'. This dedicated, magical journey took them from ancient Egypt and the fundamentals of pathology, through Rudolf Virchow's cell theory, all the way to exploring outer space. The students successfully demonstrated their understanding by passing a formal knowledge assessment.

This extraordinary initiative proved that pathology can be a deeply fascinating field for young minds, long before they enter university!

Full details and photo galleries from this record-breaking day are available via the official reports from the Polish Records Office, the Medical University of Łódź, and the Polish Society of Pathologists.

#InspiredUMinds #ScientificOutreach #NextGenLearners



H<a>CK na ZDROWIE

FIVE EDITIONS OF INNOVATION, COLLABORATION AND STUDENT SUCCESSES

The ‘Hack for Health’ hackathon has become a permanent fixture the calendar of key initiatives organised by the Academic Careers Office at the Medical University of Łódź. This year’s fifth edition has once again confirmed that combining the potential of students, the academic community and business partners yields tangible results and inspires the creation of innovative solutions for healthcare.

It was the Academic Careers Office at UMED, as a pioneer amongst Łódź’s universities, that initiated the organisation of an academic hackathon. Today, after five editions, ‘Hack na Zdrowie’ is the largest university hackathon in Łódź, and its brand attracts an ever-growing number of students, mentors and business partners year on year, becoming one of the Academic Career Office’s most recognisable projects.



Aleksandra Burtkiewicz,
Academic Careers Office

From the very beginning, the event's mission has been to build bridges between academia and business and to create a space in which students can develop innovative ideas that address the real needs of modern healthcare.

The event's final took place on 21 May 2026 at the Teaching Centre of the Medical University of Łódź. It was the culmination of four weeks' work by the participants, who, under the guidance of mentors, developed their projects in response to real-world challenges put forward by partners from the medical and technology sectors.

In this year's edition, 140 candidates applied to take part, from whom 53 finalists were selected – comprising 11 interdisciplinary teams. The students represented not only the Medical University of Łódź, but also the Łódź University of Technology, the University of Łódź, the Warsaw School of Economics and the Adam Mickiewicz University in Poznań. This diversity of expertise is one of the event's greatest strengths and perfectly reflects the contemporary nature of innovation in healthcare.

The strength of Hack na Zdrowie lies in the collaboration between the worlds of academia and business. The event's partners present participants with real-world problems they face on a daily basis, and the students propose fresh, bold and often very mature solutions. In this year's edition, the challenges were set by, amongst others, AstraZeneca, Sandoz, the Impel Group, Pacjent Wybiera, Salve Medica, Fresenius Kabi and the Specialist Hospital in Brzeziny.

For four weeks, the finalists worked on their solutions under the guidance of mentors – experts from the medical, technology, start-up and academic sectors. Prior to this, they also took part in a series of workshops designed to develop their project management, business and presentation skills, enabling them to prepare their ideas even more effectively for their final presentations to the jury.



'Hack na Zdrowie' Coordinator Joanna Szmich, Vice-Rector for Student Affairs Prof. Adam Durczyński, MD, PhD



Prof. Adam Durczyński, MD, PhD, Vice-Rector for Student Affairs; Justyna Wojtczak, Director of BOS; Anna Przewoźniak, Head of ABK; Aleksandra Burtkiewicz, 'Hack na Zdrowie' Coordinator

As always, the greatest source of pride is the success of the students at the Medical University of Łódź. In the fifth edition, the winning team was a six-member group of UMED students – SafeDose – who developed an app to support the reintroduction of the FODMAP diet. Also on the podium were teams working on projects concerning the smart management of hospital resources and modern systems supporting prevention and patient care. The total prize fund amounted to 31,000 zł.

However, Hack na Zdrowie is much more than just a competition. It is a space where students develop the skills of the future – they learn about teamwork, designing innovative solutions, collaborating with experts, presenting their ideas and building relationships with representatives of the medical and technology sectors. For many participants, taking part in the hackathon marks the start of further collaboration with business partners, the development of their own projects, or the first step into the world of start-ups.

From the outset, the event's mission has been to build bridges between academia and business and to create a space where students can develop innovative ideas that address the real needs of modern healthcare. It is precisely through the collaboration of the university, business partners, mentors and experts that 'Hack na Zdrowie' not only develops participants' skills but also supports academic entrepreneurship and promotes a culture of innovation.

The event's growing popularity demonstrates the immense potential that lies within our university's students. That is why the Academic Careers Office is already beginning preparations for the next edition and invites the entire academic community to help shape this initiative. Lecturers, supervisors of research societies and student organisations play a particularly important role, as they work on a daily basis with the most committed and creative students. It is often their recommendation that provides the impetus to take on the challenge and discover the potential that later translates into success during the hackathon.

Five editions of 'Hack na Zdrowie' have confirmed that the Medical University of Łódź is a place where innovative ideas can flourish thanks to collaboration between academia, business and young people. As the largest university hackathon in Łódź, the event not only promotes academic entrepreneurship but also demonstrates that students are already capable of creating solutions that address the real needs of modern healthcare. The next edition will be an opportunity to discover further talent and to further strengthen cooperation between the entire academic community and the wider socio-economic environment.



Winners of Hack na Zdrowie 5 – the SafeDose team.

Any questions? Please contact us:

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Hack na Zdrowie 5 Final

sUMmer School 2026

– five days that shape decisions about the future

Forty of the most talented secondary school pupils from across Poland, five days of intensive sessions, dozens of practical workshops and hundreds of reasons to fall in love with medicine. This was the fourth edition of the 'sUMmer School' programme, organised by the Promotion Office of the Medical University of Łódź. From 8 to 12 June 2026, the project's participants had the opportunity not only to get to know the university from the inside, but above all to experience first-hand what studying medical professions is like.



Anna Pielesiek-Kielma
Public Relations Office

Forty pupils from Years 3 and 4 of general secondary schools across Poland were selected to take part in the project. These were young people who stood out for their academic results, achievements in academic competitions, community involvement and an interest in the medical sciences. Thanks to this,
'sUMmer School' once again brought together a group of ambitious and talented individuals who are already thinking about their academic future.

The programme was designed to allow participants to experience as many practical sessions as possible. On the very first day, following the official opening ceremony and a lecture by Prof. Katarzyna Taran on how modern science is changing the world, the students took part in the 'Operation Integration' team-building workshops
– a meeting on the Individual Study Programme and an evening social barbecue at MOLecoLAB.

The real adventure, however, began during the following days, which were filled with activities organised by the various departments of the Medical University of Łódź. One of the highlights of the programme was the workshops held at the Medical Simulation Centre. Participants learnt about modern methods of training future doctors, paramedics and nurses, and, above all, were able to perform medical procedures themselves under the supervision of experts. They practised taking blood samples, learnt surgical suturing techniques, took part in sessions on delivering babies, carried out ultrasound scans and honed their skills in basic life-saving procedures and airway management.

The laboratory workshops also attracted a great deal of interest. The sixth-formers were able to see for themselves what the day-to-day work of a scientist and a laboratory diagnostician involves. They examined enzyme activity, analysed the components of normal and pathological urine, and learnt about the mechanisms underlying the functioning of the digestive and nervous systems. During the session 'The Body in ON Mode: From the Heart to the Muscles', they observed the processes taking place in the human body and learnt how science helps us better understand how our bodies work.

There was also an opportunity to explore dentistry from a practical perspective. As part of a special module, participants took prosthetic impressions, restored dental cavities, learnt about dental techniques and the methods used in the work of a dental technician. For many of them, this was their first encounter with professional dental laboratory equipment and an opportunity to assess whether this was the area of medicine in which they would like to pursue a career.

Equally important were the sessions devoted to academic life and the admissions process. Participants learnt about the university's academic programmes during the session 'Admissions to UMED: Facts and Myths', spoke with students representing various degree programmes, and learnt more about the opportunities offered by the Individual Study Programme. It was an opportunity to ask questions and get to know the university from the perspective of those who make up its academic community on a daily basis.

However, “sUMmer School” is not just about laboratories and lecture theatres. The organisers also made sure to showcase Łódź as a modern academic city. The programme included, amongst other things, a guided city walk, a group lunch at the ManuArte restaurant and an evening at the IMPRO Theatre. Thanks to this, participants were able to get to know not only the university, but also the place where, in just a few years’ time, they might begin their student life.

The fourth edition of the project received very high ratings from participants. The practical nature of the sessions, the staff’s commitment and the atmosphere of the event were particularly appreciated. The workshops on ultrasound, surgical suturing, assisting with childbirth, blood collection, dentistry, and visits to the university’s teaching and laboratory facilities attracted the most interest.

However, the results are what matter most. 95 per cent of project participants completed the final survey, and all respondents stated that taking part in the ‘sUMmer School’ had encouraged them to study at the Medical University of Łódź. Furthermore, an analysis of the admissions figures showed that, of the 27 participants who were school leavers, as many as 20 chose degree programmes offered by UMED during this year’s admissions process, representing approximately 74 per cent of this group.



‘sUMmer School’ is not just an ordinary summer school. It is a programme that allows young people to experience medicine in practice, meet researchers, students and lecturers, and, above all, to plan their future with a clear vision.

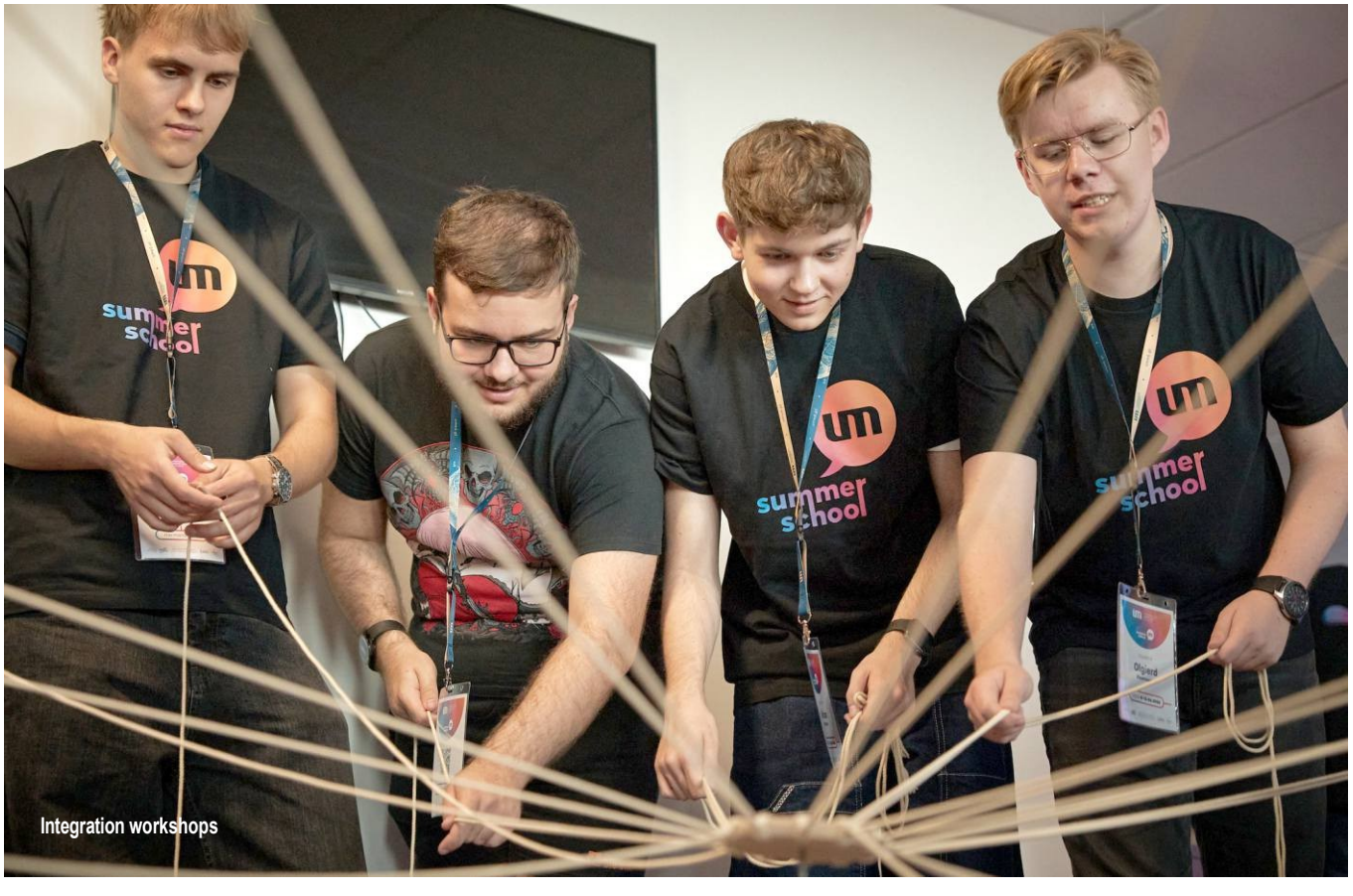
It is these figures that best illustrate the significance of the project. ‘sUMmer School’ is no ordinary summer school. It is a programme that enables young people to experience medicine in practice, meet researchers, students and lecturers, and, above all, to plan their future with clear purpose. For many participants, this was the first step towards a medical degree. For the Medical University of Łódź, it was further proof that direct contact with young talent remains one of the most effective ways of building the future academic community.



Summer school participants at chemistry workshops



The official opening of the fourth edition of the Medical University of Łódź's 'sUMmer School'



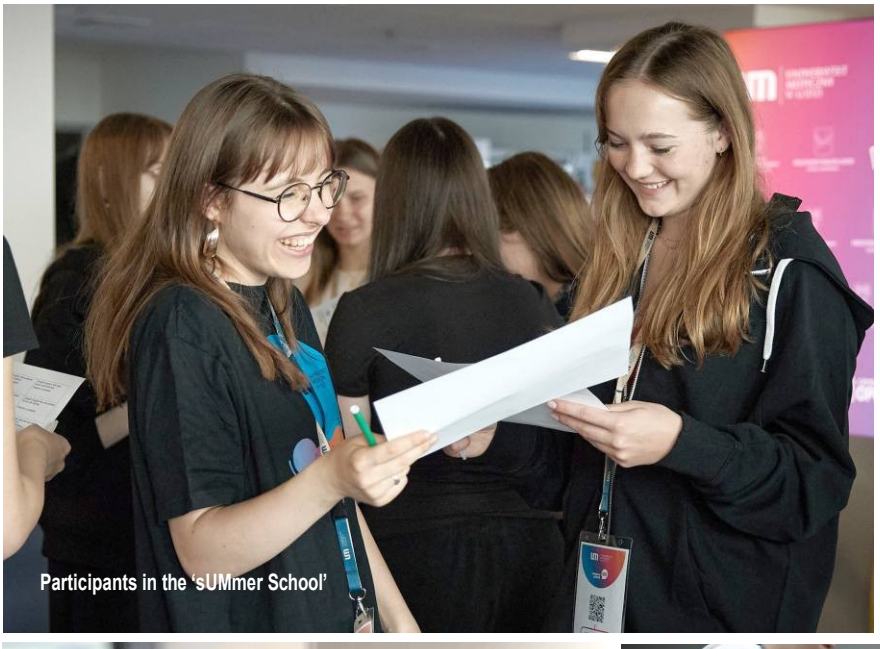
Integration workshops



Adam Pustelnik
- First Deputy Mayor of Łódź,
Adam Wieczorek
- Deputy Mayor of Łódź



Prof. Adam Durczyński
- Vice-Rector for Student Affairs at the Medical University of Łódź



Participants in the 'sUMmer School'



Participants in the "sUMmer School"



Prof. Katarzyna Taran during the opening lecture



First aid workshops



1



2



3



Participants in the ‘sUMmer School’

1, 2, 3 – workshops as part of the summer school



Blood collection workshops



Surgical suturing workshops



Anatomy workshops held by Prof. Michał Polguj



Biochemistry workshops



Paweł Zawieja – Chancellor of the Medical University of Warsaw at the IMPRO Theatre with participants of the 'sUMmer



Performance at the IMPRO Theatre



1





Workshops at the Medical Simulation Centre

1 – 'sUMmer School' participants on a guided tour of Łódź



A library,

which follows the user.

What's new at CIB?

The library is no longer just a single location on the university map. It is becoming a network of places, devices, resources and services designed to support the user whenever really needs them. The result? Knowledge becomes more accessible, mobile and available wherever it is needed, regardless of time and place.



Agnieszka Ciszewska-Klecińska
Information and Library Centre

The library is no longer just a single location on the university map. It is becoming a network of places, devices, resources and services designed to support users wherever where they really need knowledge.

The CIB is coming to campus

A book in the hall of residence. A tablet between lectures. A model of the heart you can hold in your hand. And even a microwave – thanks to support from the National Recovery Plan (KPO), the Information and Library Centre has expanded its offering and introduced solutions that meet the increasingly diverse needs of users. The CIB is evolving alongside the way we learn, work and make use of knowledge.

The library is increasingly venturing beyond its walls and following the user – to where they study, conduct research and work. Micro-libraries, 'hublets', mobile devices, anatomical models, expanding digital resources and new services are not isolated technological innovations, but part of a wider transformation. Knowledge is to be accessible not only at the library on Muszyńskiego Street, but also wherever everyday academic life takes place – on campus, in the academic building, between classes or on a tablet screen.

The library comes to you

Let's imagine a typical day for a UMED student. In the morning, lectures in one part of the campus. Then a quick revision before a test. The textbook they need is in the micro-library. Plus a tablet to consult an e-book. In the afternoon, a few hours of study at the CIB, with a coffee and a hot meal in between. The library? It's there practically all day. It's just not necessarily in one place.

Although books remain the foundation of the library, they are now joined by anatomical models, mobile technologies, new sources of knowledge and services supporting learning and scientific research. Today, knowledge is digital, mobile, multimedia and accessible in many places at once. That is why the library is no longer just a single location on the university map. It is becoming a network of places, devices, resources and services designed to support users wherever they truly need knowledge. In this way, the CIB supports the various stages of the academic journey. From the first lectures and studying for an exam, through doctoral research, to conducting research and publishing the results.

People first, solutions second Research carried out in academic libraries shows that well-designed services increase access to knowledge, improve the user experience when accessing resources, and enable more effective support for the learning and research processes.

At CIB, change begins with listening carefully to users. Conversations with the UMED community, observing their day-to-day needs, analysing the routes they take within the library, and research conducted in collaboration with sociologists enable us to identify barriers and seek ways to remove them.

As a result, new services and solutions are not random

. They respond to the real-life situations faced by students, PhD students, researchers and healthcare professionals. The result is new services and solutions that become an integral part of academic life.

From model to tablet

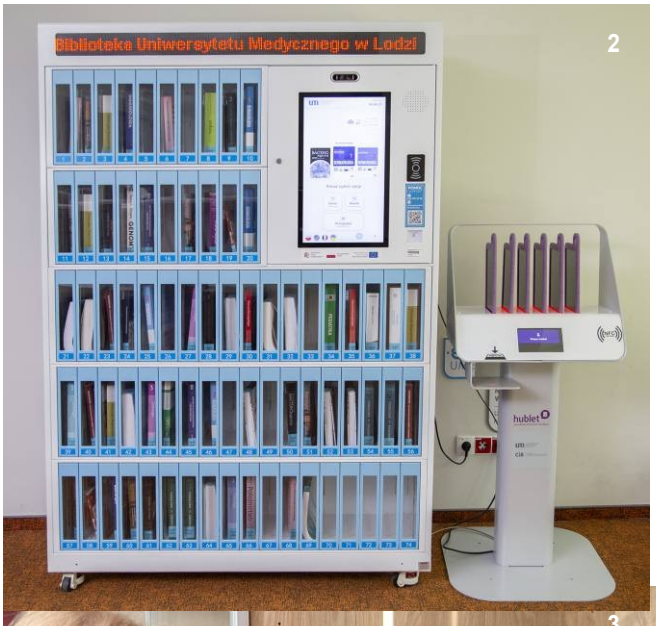
One of the most notable new additions at CIB are the high-quality anatomical models. These include, amongst others, a realistic skull model, the full-size ‘Hugo’ skeleton, models of the head, neck and thorax, a heart with a section of the respiratory tract, the nervous system and the abdominal cavity. The model can be viewed from various angles, allowing users to analyse spatial relationships and refer back to it whilst studying independently. Users can borrow these resources just as easily as a book, using their own library account. This solution takes learning beyond the classroom.

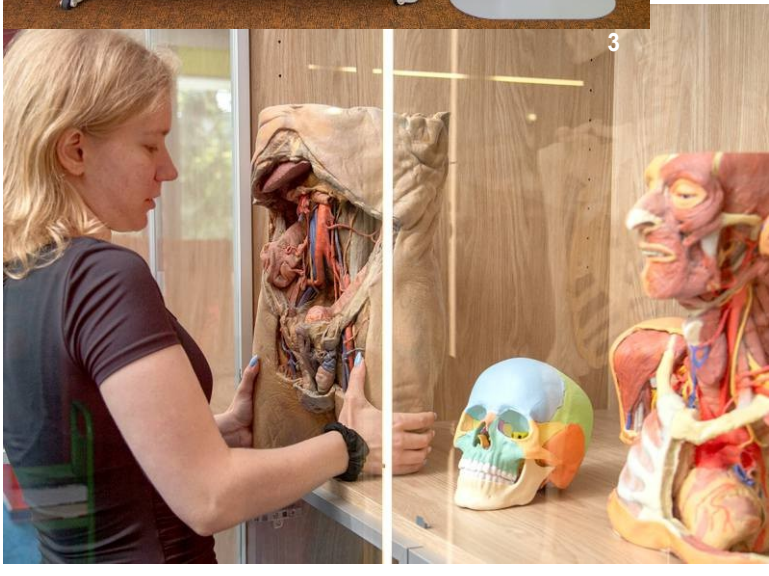
You don’t always need your own equipment to access knowledge. This is where ‘hublets’ come in – tablets available at several locations across the campus. For students, they mean instant access to electronic textbooks, e-books, knowledge databases, educational platforms and teaching materials. For lecturers, they offer new opportunities to work with multimedia and interactive educational tools.

Hublets are located in the CIB and at several other locations across the university. Knowledge should be available when it is needed.

Micro-libraries – a book for a few hours Micro-libraries put a similar idea into practice. These are self-service points stocked with selected textbooks, operating in places such as student halls of residence and across the campus. This means the library becomes part of the daily route between the lecture theatre, the laboratory and the clinic. A student or postgraduate can borrow the textbook they need in a matter of moments before a class and return it straight afterwards, revisit an important topic before an exam, or consult recommended reading without any extra planning. Lecturers and tutorial leaders also benefit, as they can more easily incorporate academic sources into the teaching process. Specialist literature is available exactly where questions arise, discussions take place and new skills are acquired.







1. Computers in the CIB
2. Hublets and the micro-library in the building on Żeligowskiego Street
3. Models at CIB



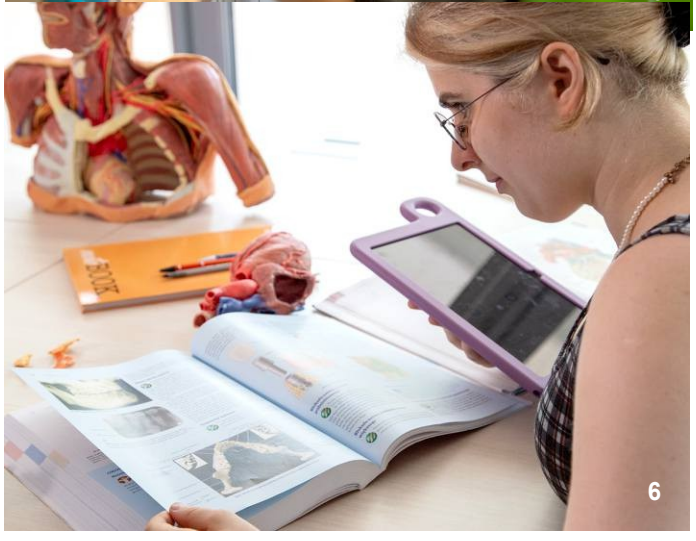
Studying needs a break and… a microwave

Sometimes the answer to study-related needs isn't yet another app or database. It's… a microwave.

A 24-hour library changes the daily routine of its users. If you can come to the CIB in the morning, study for hours on end and prepare for an exam at night, a very practical question arises: where do you eat during that time? Students have pointed out that, as well as a place to study and relax, they also need a space where they can heat up a lunch brought from home or simply make themselves a coffee.

The Chillout Zone at CIB has been expanded to include a kitchenette. The small kitchen is equipped with, amongst other things, kettles, microwaves, cupboards, a fridge and a coffee machine. There is also a space where you can eat in comfort. This is particularly important in a library that is open 24 hours a day. If a library is to be a place where people spend a large part of their day, it must cater not only to the need for access to information, but also to people's everyday needs.





4. Hugo at the CIB
5. Students in the kitchen at CIB
6. Working with models at CIB – Reading Room

All the above initiatives are united by a common idea: removing barriers to access to knowledge. Whether it's a textbook available closer to the lecture venue, an anatomical model helping students understand the structure of the human body, a tablet enabling learning between lectures, or specialist support in publishing research findings.

The aim remains the same. The library is to be present wherever the user is, supporting not only the learning process but also the wellbeing of those studying and conducting research.

Most of the changes described were made possible thanks to projects carried out as part of the UMED PRU – 'Improvement of Study Conditions', funded by the National Reconstruction Plan. The UMED project includes, amongst other things, the modernisation and refurbishment of teaching spaces and the development of educational facilities.

As Witold Kozakiewicz, MSc Eng, Director of the Information and Library Centre, emphasises, although the library has been consistently developing services to meet the contemporary needs of the academic community for several years – ranging from 24-hour access, through the development of databases and artificial intelligence, support for system reviewsto new technologies and modern learning spaces – the funds from the National Recovery Plan have enabled the implementation of many ideas to be accelerated.

- *'Our aim is to create a library that is as accessible and convenient as possible, and present wherever the users are. This is so that we can effectively fulfil our most important mission: to help discover, create and utilise medical knowledge*,' emphasises Director Kozakiewicz.

Micro-libraries – locations:

- Student Hall of Residence I – 5 Lumumby Street, ground floor
- Student Hall II – 1981 Łódź Students' Strike Street 2 – ground floor
- Student Residence IV – 1E Hallera Square – ground floor
- Department of Biomedical Sciences, Faculty of Medicine, 7/9 Żeligowskiego Street – ground floor
- CKD Campus, Teaching Support Centre, Building U1, 253 Pomorska Street – ground floor

Hublety – locations:

- CKD Campus, Teaching Support Centre, Building U1, 253 Pomorska Street – ground floor
- Information and Library Centre, 2 Muszyńskiego Street – first floor
- Department of Biomedical Sciences, Faculty of Medicine, 7/9 Żeligowskiego Street – ground floor
- Faculty of Pharmacy, 1 Muszyńskiego Street – first floor

PRU UMED – Improving study conditions at the Medical University of Łódź through the construction, extension, modernisation and refurbishment of the University's facilities.

Implementation period: 1 April 2025 – 30 June 2026

The main objective of the project is to increase the number of medical staff (doctors, nurses and other healthcare workers) and to enhance the capacity of the Medical University of Łódź through the construction, extension, modernisation and retrofitting of the University's teaching facilities. The modernisation of the teaching facilities will enable the introduction of modern equipment, such as interactive whiteboards, advanced audiovisual systems and computer equipment. This will facilitate a more interactive form of teaching, engaging students in a more attractive and effective way.

Appointments

Staff members of our university were appointed as provincial consultants by the Łódź Province Governor, Dorota Ryl

as provincial consultants:

- **in the field of maxillofacial surgery: Dr**

Katarzyna Bogusiak, MD,
Head of the Department of Maxillofacial Surgery



- **in the field of geriatric nursing, Dr Ewa**

Borowiak, PhD (Health Sciences),
Head of the Department of Conservative Nursing



▶ in the field of haematology

Prof. Joanna Góra-Tybor, PhD (Med.),
Department of Haematology



▶ in the field of clinical pharmacy

Dr Michał Karbownik, PhD (Med.),
Department of Pharmacology and Toxicology



▶ in the field of general surgery

Dr Michał Mik, MD, PhD,
Head of the Department of General
and Colorectal Surgery



Prof. Aleksandra Lesiak at the European Parliament – on the importance of skin diseases in EU health policy



On 3 June 2026, Prof. Aleksandra Lesiak – as co-chair of the EADV Advocacy Task Force – took part in a meeting of the European Parliament's Committee on Public Health (SANT) in Brussels. During the 'Exchange of Views' session, she presented on the topic 'The Burden of Skin Diseases', highlighting the significant impact of skin diseases on patients, society and healthcare systems.

The participation of representatives from the dermatology community in the Committee's meeting provides a significant voice in the European debate on public health, reinforcing efforts to raise awareness of skin diseases and improve care for dermatology patients.

Dr Piotr Szpakowski, PhD (Biology), winner of the MINIATURA 9 competition



We have announced the latest winner of the MINIATURA 9 competition for individual research projects: Dr Piotr Szpakowski, PhD in Biology from the Department of Neurology and Stroke.
Project title: *The role of exosomes in communication between astrocytes and microglia in the context of neuroinflammation development* Grant awarded: 49,995 PLN

Sixteen researchers from the Medical University of Łódź have been selected for the Harvard Medical School programme

As many as 16 researchers from our university have been selected for the Polish Clinical Scholars Research Training programme, run by Harvard Medical School's Postgraduate Medical Education in collaboration with the Medical Research Agency. This is a prestigious programme for developing expertise in clinical research, for which 100 researchers from across Poland are selected each year.

HARVARD MEDICAL SCHOOL

The following have been selected for the fourth edition of the programme:

- Dr Katarzyna Bobeff, MD, PhD
- Dr Olga Brzezińska, MD
- Dr Angelika Długosz-Pokorska, MD, PhD
- Dr Adam Fabisiak, MD
- Agnieszka Kimak-Pielas, MD, PhD
- Dr Anna Marcinkiewicz, MD
- Jakub Nowicki, MBBS
- Dr Aleksandra Opinc-Rosiak, MD
- Aleksandra Oszer, M.B.
- Dr Ewa Pawłowicz-Szlarska, MD
- Dr Anna Puła, MD
- Dr Justyna Roszkiewicz, MD
- Jakub Włodarczyk, M.B.
- Ewelina Woźniak, PhD (Biology)
- Dr Anna Wyrębska-Niewęgłowska, MD
- Dr Hubert Zatorski, MD

UMED with funding for the thermal modernisation of the Theoretical Departments building



Paweł Zawieja - City Hall Registrar, Piotr Kopek - Chairman of the Board of WFOŚiGW

The Medical University of Łódź has received 1,728,737 PLN in funding from the Provincial Fund for Environmental Protection and Water Management in Łódź for the implementation of the project
'Thermal modernisation of the Theoretical Departments building at 6/8 Mazowiecka Street'.

The project will be carried out as part of the priority programme "Rationalisation of energy consumption in public buildings and municipal facilities"
— 2025 edition", which aims to improve the energy efficiency of public buildings, reduce energy consumption and cut pollutant emissions.

The implementation of the project will increase the energy efficiency of the Theoretical Departments building, reduce energy losses and improve the comfort of use of the facility. The investment forms part of the Medical University of Łódź's efforts towards sustainable development and the gradual modernisation of the university's infrastructure.

Two OPUS 30 grants for UMED

Among the winners of the OPUS 30 competition organised by the National Science Centre were two representatives of the Medical University of Łódź, who received funding to carry out their research projects.



Dr Bożena Sosnowska, PhD in Biology (Department of Preventive Cardiology and Lipidology) – project leader
Project title: *Variability in Lp(a) concentration and its molecular determinants: analysis of apo(a) isoforms and cardiovascular phenotype in the PMMHRI-Lp(a) registry*

Implementing organisations: Medical University of Łódź – applicant and lead organisation, Institute of the Polish Mother's Memorial Hospital Funding: 2,224,659 PLN



Dr Bogusława Luzak, MD, PhD (Department of Blood Coagulation Disorders) – principal investigator on behalf of the Medical University of Łódź
Project title: *Ultra-sensitive detection of peroxysulphate as a tool for measuring the burst of reactive oxygen species induced by sulphate radicals*

Implementing consortium: Łódź University of Technology – applicant and lead partner (Head: Prof. Radosław Podsiadły, PhD), University of Silesia in Katowice, Medical University of Łódź – partner Funding: PLN 2,449,028

Małgorzata Kozłowska, MSc, winner of the latest edition of the Rector's Research Grants

We are pleased to announce that Małgorzata Kozłowska, MSc – a PhD student at the International Doctoral School and a research assistant at the Department of Nucleic Acid Biochemistry – has been awarded the Rector's Research Grants at the Medical University of Łódź.

Her research interests focus on the molecular biology of tumours and the impact of metabolic disorders on the progression of pancreatic cancer, with particular emphasis on the role chronic hyperglycaemia in the regulation of microRNA expression.

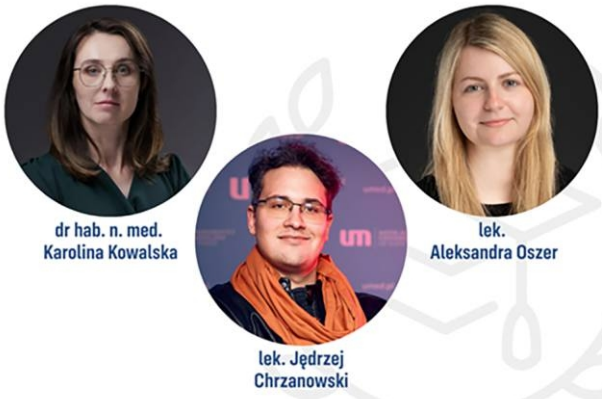


Three researchers from UMED awarded scholarships by the Minister of Science and Higher Education

Three representatives of our university were among the recipients of the 21st edition of the Minister of Science and Higher Education for outstanding young scientists:

The recipients from the Medical University of Łódź are:

- Dr Jędrzej Chrzanowski — research assistant at the Department of Biostatistics and Translational Medicine,
- Dr Karolina Kowalska, MD, PhD — senior lecturer at the Department of Cell Culture and Genomic Analysis,
- Aleksandra Maria Oszer, MD — research assistant at the Department of Paediatrics, Oncology and Haematology.



The Medical University of Łódź is a partner in the consortium implementing the PERUN project, worth over 18 million zlotys

On 23 July, at the Polish Army Museum in Warsaw, the official signing of contracts took place for the implementation of projects selected under Programme No. 1/PERUN/2023 of the National Centre for Research
and Development, concerning scientific research and development work for national defence and security.



Among the programme's beneficiaries was a consortium formed by the Military Aviation Academy in Dęblin as the lead partner and the Medical University of Łódź as a consortium partner. Together, they will carry out a project entitled 'Innovative Information System to support operations
using Unmanned Aerial Vehicles on the modern battlefield – Medical Betaflight Protection',
with a total value of 18,512,623 PLN. The project combines expertise in aviation, unmanned systems, information technology and medicine, creating interdisciplinary solutions for national security and defence.

The Medical University of Łódź is responsible for implementing the medical component of the project, which involves developing modern solutions to support medical safety during operational, emergency and military activities. On behalf of UMED, the project is being carried out by the MOLecoLAB team – the Centre for Molecular Research into Lifestyle-Related Diseases – led by Prof. Ireneusz Majsterek.

Further projects by our researchers funded by MINIATURA 10 grants

We have announced the latest winners of the MINIATURA 10 competition for individual research projects.



Dr Katarzyna Tomaszewska, MD, Department of Psychodermatology and Neuroimmunobiology of the Skin

Title: *Assessment of concentrations of selected endogenous MRGPRX2 receptor agonists in saliva as potential, non-invasive biomarkers of chronic spontaneous urticaria activity.*

Amount awarded: 46,255 PLN



Dr Adam Marek Wróblewski, Department of Medical Biochemistry

Title: *The role of macrophages in modulating the profile of adipokines secreted by human visceral adipocytes and their intercellular communication in the development of chronic subclinical inflammation in early glucose metabolism disorders.*

Amount awarded: 49,999 PLN

A new vision for the CKD campus. The Medical University has selected the winning urban design concept

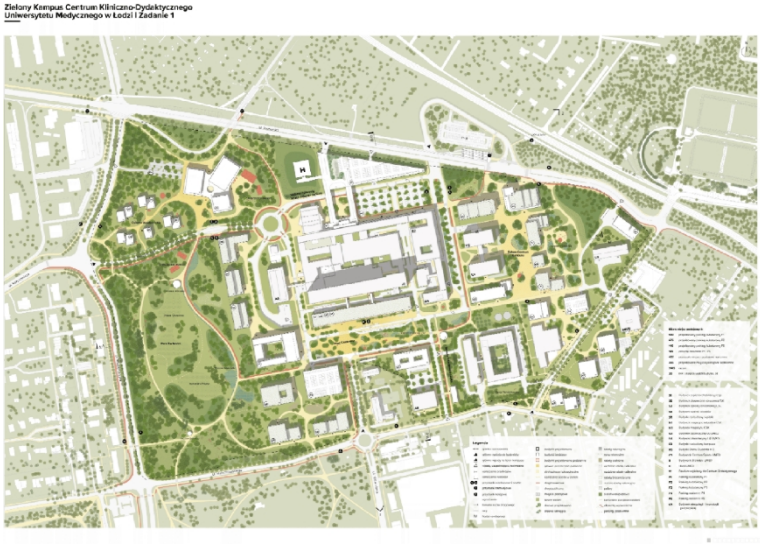
The results of the competition for the urban design concept of the Green Campus of the Clinical and Teaching Centre of the Medical University of Łódź have been announced. First prize was awarded to the entry by the team comprising Maxberg Sp. z o.o., JAZ+ Architekci Sp. z o.o. and Szelest Pracownia Aleksandry Wiktorko-Rakoczy.

The Competition Jury particularly commended the consistent and multifaceted vision for the campus's transformation, as well as the way in which the design integrates its development with the surrounding area. The creation of clear spatial links between the campus and the city, as well as the consistent application of this principle within the campus itself.

The design organises the campus through three main public spaces:

- Central Square
  – located to the south of the existing hospital,
- the Medical University's Green Campus
  – integrating the academic area from the east,
- Western Park
  – linked to the Sports Centre.

One of the key advantages of the winning design is the possibility of implementing individual elements of the campus in phases without disrupting the operation of the existing facilities. The concept allows the developer to flexibly choose the order in which individual tasks are carried out, depending on the available sources of funding.



The Medical University of Łódź receives further support under the 'Łódzkie for Young People' programme


Artur Ostrowski, Member of the Łódź Voivodeship Executive Board; Joanna Skrzydlewska, Marshal of the Łódź Voivodeship; Prof. Adam Antczak, Vice-Rector for Clinical Affairs at the Medical University; Lidia Solecka, MA, Bursar of the Medical University

On 16 September, a ceremony was held at Herbst Palace in Łódź to mark the signing of agreements between the Łódź Voivodeship and public higher education institutions from the region as part of the latest edition of the 'Łódź for Young People' programme. The Medical University of Łódź was once again among the programme's beneficiaries, which will enable the implementation of further initiatives aimed at secondary school pupils and prospective students. This is a direct opportunity to show young people what studying at a medical university is like, what opportunities for development it offers, and why it is worth linking their educational future to Łódź.

Nearly 190 million zlotys for the development of UMED. Grand opening of the U1 Teaching Support Centre

On 22 September 2026, a closing ceremony for the 'PRU UMED – Improving Study Conditions at the Medical University of Łódź through the construction, extension, modernisation and refurbishment of the University's facilities, aimed at increasing the number of students on medical degree programmes' and the official opening of the U1 Teaching Support Centre.

– *The opening of the Teaching Support Centre marks the culmination of one of the most important investment programmes in the history of our university. Thanks to funding secured from the National Recovery Plan, we have created a modern space that will serve students, academic staff and future generations of healthcare professionals. This is an investment not only in infrastructure, but above all in the quality of education*," emphasised the Rector, Prof. Janusz Piekarski.

A key element of the event was a review of the outcomes of the 'PRU UMED' programme, the total value of which amounted to nearly 190 million zlotys. As part of the project, a series of investments were carried out, including the construction, modernisation and equipping of the university's teaching infrastructure, the development of modern technologies supporting the educational process, and the digitalisation of selected areas of the university's operations.

The programme's largest investment is the U1 Teaching Support Centre, located on the campus of the Clinical and Teaching Centre. This modern facility was designed with the needs of contemporary academic education in mind. It houses teaching rooms, computer rooms, spaces for individual and group work, and areas supporting student engagement.

During the ceremony, the most significant projects completed under the programme were also presented, including the teaching building at the University Paediatric Centre , the development of the Medical Simulation Centre, the establishment of the Standardised Examination Centre, the modernisation of teaching infrastructure on the Muszyńskiego Street campus, and the upgrading of clinical units used in the student education process.





Prof. Radzisław Kordek – Rector's Representative for Strategy and Planning, Paweł Zawieja – Chancellor of the Medical University of Łódź, Adrian Witczak – Member of the Sejm, Prof. Janusz Piekarski – Rector of the Medical University of Łódź, Magdalena Krynke – Deputy Chancellor for Investment and Technical Affairs, Dr Jacek Grabowski – Rector's Representative for Strategic Projects



University

Central Clinical Hospital of the Medical University of Łódź

It is with great satisfaction and pride that we announce that professors from the Central Clinical Hospital of the Medical University of Łódź have received letters of appointment issued by the Centre for Postgraduate Medical Education (CMKP) to hold prestigious positions on expert panels responsible for shaping and developing the specialist training system for doctors in Poland.

The following have been appointed:

- Prof. Jarosław Kalinka, MD, PhD
  – as a member of the Expert Panel responsible for assessing institutions applying for accreditation to provide specialist training and specialised placements in the field of Perinatology, as a representative of the Polish Society of Perinatal Medicine;
- Prof. Andrzej Borowski, MD, PhD
  – to the Expert Panel responsible for developing and updating the specialisation programme in the field of Orthopaedics and Traumatology of the Musculoskeletal System, as a representative of the Supreme Medical Council;
- Prof. Mirosław Wilczyński, MD, PhD
  – as Chair of the Expert Panel responsible for assessing applications for accreditation to provide specialisation training and specialised placements in the field of

- Prof. Ewa Toporowska-Kowalska, MD, PhD
  – as a Member of the Expert Panel responsible for assessing institutions applying for accreditation to provide specialist training and specialised placements in the field of Paediatrics, as a representative of the Supreme Medical Council;
- Dr Filip Bielec, MD, PhD
  – as a member of the Expert Panel responsible for assessing institutions applying for accreditation to provide specialist training and specialised placements in the field of Medical Microbiology, as a representative of the National Consultant;
- Dr Aleksandra Palatyńska-Ulatowska, MD
  – as a member of the Expert Panel responsible for assessing institutions applying for accreditation to provide specialist training and specialised placements in the field of Conservative Dentistry and Endodontics, as a representative of the Polish Dental Association;
- Hanna Moczulska, PhD (Med.)
  – as a member of the Expert Panel responsible for assessing organisations applying for accreditation to provide specialist training and specialised placements in the field of Clinical Genetics, as a representative of the Polish Society of Human Genetics.

The Central Clinical Hospital with a state-of-the-art laser atherectomy system (ELCA)



PHOT. Michał Kidawa, Dr Karolina Szymańska

The Central Clinical Hospital of the Medical University of Łódź has expanded its therapeutic capabilities with state-of-the-art equipment designed for performing advanced intravascular procedures. The excimer laser atherectomy system (ELCA – Excimer Laser Coronary Atherectomy) is used to treat patients with coronary artery disease and peripheral vascular disease, as well as during procedures to remove electrodes from cardiac pacemakers.

The use of laser technology significantly enhances the safety of the procedures performed and broadens the scope of treatment for patients with the most challenging vascular conditions. The first procedures using the system were successfully carried out under the supervision of Prof. Michał Kidawa, Head of the Haemodynamics Unit.

Visit by Dr Aviram Gold from Tel Aviv – Ichilov Medical Centre

The Orthopaedics Clinic at the Central Clinical Hospital had the pleasure of hosting Dr Aviram Gold from the Ichilov Medical Centre in Tel Aviv, who supported the medical team of the Orthopaedics Clinic, including the Paediatric Orthopaedics Sub-Department, during a hip replacement operation using the state-of-the-art ACTIS prosthesis.

Thanks to Dr Golda's vast experience and dedication, our team had the opportunity to refine our surgical technique and exchange valuable insights regarding the use of this innovative prosthesis. Such meetings are extremely valuable; they not only enable us to develop our surgical skills but, above all, contribute to an even higher standard of patient safety and quality of care.



Dr Marek Drobniewski, Prof. Andrzej Borowski, Dr Aviram Gold

The history of Polish electrocardiology is being written in Łódź



At the Electrocardiology Clinic of the Central Clinical Hospital of the Medical University of Łódź, Poland's first implantation of the Abbott Aveir™ AR2 leadless pacemaker into the right atrium of the heart was performed via the right jugular vein.

This groundbreaking achievement represents a significant step forward in the development of modern cardiac electrotherapy and confirms that Polish medical centres are successfully implementing the most advanced technologies, setting new standards in treatment.
The procedure was a success and was carried out by a team of experienced electrophysiologists led by Prof. Krzysztof Kaczmarek.

Huge congratulations to everyone who was part of this event. This is further proof that Polish electrophysiology is at the forefront of global innovation.

1,000,000 zlotys for ‘Onkobohaterzy’ from the Cancer Fighters Foundation

The Department of Paediatrics, Oncology and Paediatric Haematology at the Central Clinical Hospital (CSK) is among a dozen or so institutions in Poland that have received support as part of the Cancer Fighters Foundation’s extraordinary initiative – ‘Mission 17 Million’. It is from this fund that we will receive a round million zlotys!

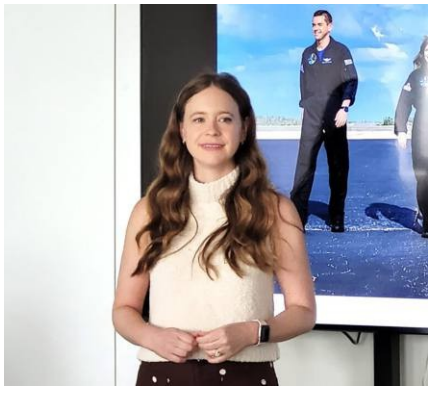
The funds come from the high-profile ‘Diss na Raka’ campaign, which united the Polish internet, creators, artists and thousands of people around a single goal: to help children battling cancer. Thanks to this support, our Clinic will undergo significant modernisation, including, amongst other things: refurbishment of the children’s day ward, the creation of a playground in the courtyard, and modern equipment for the oncology and haematology wards.

We would like to express our heartfelt thanks to the Cancer Fighters Foundation, all the creators, artists and everyone who contributed to ‘Mission 17 million’.



Dr Małgorzata Stolarska, Dr Joanna Trelińska

A ‘cosmic’ visitor at the CSK Hospital



The Central Clinical Hospital had the honour of hosting an extraordinary person – Hayley Arceneaux, the first female astronaut with a prosthetic leg, whose story shows that even the greatest obstacles need not spell the end of one’s dreams. On the contrary, they can sometimes mark the beginning of an extraordinary journey.

As a child, Hayley was diagnosed with osteosarcoma and was treated at St. Jude Children’s Research Hospital in Memphis. Years later, she returned to the very same hospital, this time as a healthcare professional, and then flew into space!
Her participation in the spaceflight was part of the Inspiration4 charity mission, which aimed to raise awareness of childhood cancers and raise funds for St Jude. During the mission, Hayley was also responsible for matters relating to the crew’s health.

During the meeting, the young patients were able to hear about the preparations for the flight, what life as an astronaut is like, and what happens on board a spacecraft.

We would like to thank Hayley very much for her visit and for the time she devoted to our young cancer patients.

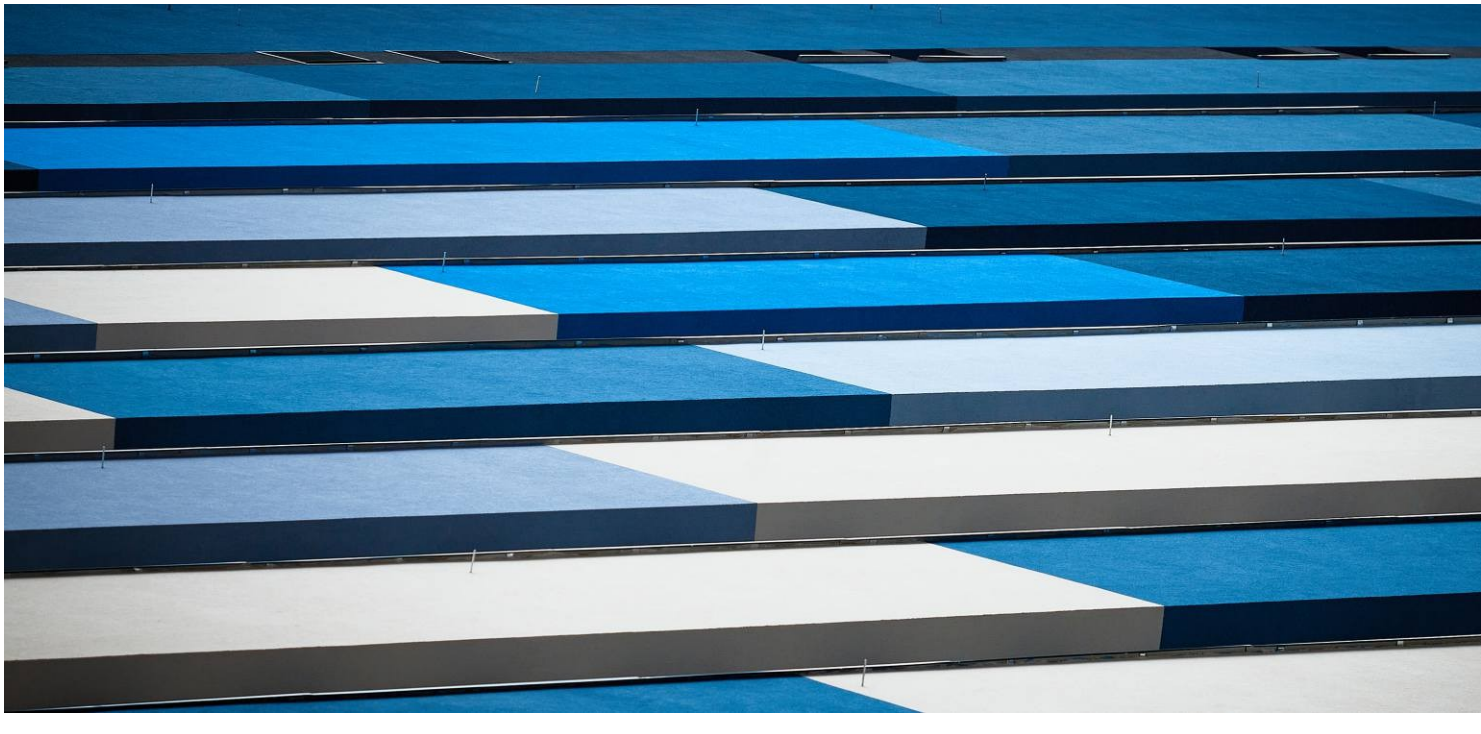
It’s a small thing, but one that makes such a huge difference to a premature baby and their development!

The Neonatal Unit at the Central Clinical Hospital of the Medical University of Łódź has received a device that helps to listen to the silence. The ‘Serce dla Serc’ Foundation has donated the so-called ‘Ear’ – a noise recorder that allows the sound levels in the environment of the youngest patients to be monitored.

A premature baby has not yet developed the mechanisms that would protect the inner and middle ear from excessive noise. Consequently, these structures can be easily damaged. Furthermore, we must remember that noise constitutes acoustic stress, during which, amongst other things, cortisol is produced; this can lead to disturbances in the development of the nervous system and, in the future, result in developmental disorders,” says Dr Anita Chudzik, MD.

This is precisely why every sound matters. It may be barely noticeable to us. For a preterm baby, it may be yet another stimulus that their developing body has to cope with.

This whole initiative could not take place without the support of our sponsor – P.R.B. Budomal Artur Leśniak.




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