THE FREE UNIVERSITY IS BUILT FROM THE BOTTOM UP

Studies show that people from wealthier families tend to achieve better results in less time in their university studies. We believe that it is not enough to reward merit, but that it is necessary to provide all of them with the same starting tools to be able to express themselves at their best on their path. The concept of merit has been distorted by an overly competitive view of society: merit is not synonymous with success but is a combination of many factors that are not exclusively linked to grade point average. For this reason, we consider it essential that our efforts and representative projects concern the right to study and the lowering of fees for those in need of financial aid, in order to minimise inequalities between students and enable them to achieve their goals in the best possible way.

Fees and the right to study: towards a free university

Fairer taxation: truly continuous and progressive

Is it fair to pay taxes for an ISEE that is not your own? In our opinion it is not.

We want to reform the taxation system by abolishing the division into bands and making the correspondence between ISEE and contribution continuous and progressive. Continuous taxation would make it possible to make each student pay fair taxes according to his or her economic means, thus avoiding cases in which, for just one euro of ISEE, one falls into the next bracket and has to pay €300 more in taxes.

We want to raise the maximum ISEE threshold to € 150,000 so that taxation is fairer also for those above the current ceiling, thus avoiding that those with € 95,000 ISEE pay the same amount as those with twice the income.

Single acquisition of CFUs also in the Three-year BA programme

As in the case of the Master's degree courses, we propose that the CFUs of courses already included in previous curricula should not be counted in the Bachelor's degree courses, so as not to place an additional burden on the calculation of fees.

Towards a free university: more state funding

By law, Italian universities cannot ask their students to pay more than 20% of the ordinary funding fund (FFO), which is one of the main sources of income for Italian universities. On the contrary, however, this continues to happen, placing a financial burden on the 3 student, a problem that mainly harms the less well-off. As our representatives, we will strive to ask for more state funding and to ensure that the FFO overrun is increasingly reduced.

No Tax Area raised to 30,000 € ISEE

During the covid emergency the threshold of the NO TAX area was raised to 20.000 €, a great step forward but not enough to economically support students who really need it. As Terna Sinistrorsa we propose to raise the threshold to at least 30,000 € ISEE.

Appeals, degrees and traineeships

Abolish jump appeal

The use of retesting unnecessarily penalises 3 students who, according to the charter of rights and duties, are entitled to a minimum number of examination dates per year. Let those who have to take exams be allowed to choose the number of exams they deem necessary.

Abolish oral-written overlaps

We make clear, in good time and for those examinations that provide for it, the range of dates on which the oral examination must be taken together with the date of the written examination. This overlap is not visible when registering for the exam and all too often oral exams that are not on the calendar overlap with other written exams.

Eliminate free internships

Work must be paid for!

The internship is the first impact we have with the world of work, but the cost of our training cannot be passed on entirely to us through non-existent or inadequate salaries.

We demand that the Career Service no longer offers unpaid internships: the Politecnico cannot be complicit in our exploitation.

Inclusion and transparency

Disability

Inclusiveness is one of the University's core values, and we want to ensure that this is also the case in everyday practice. We want to break down architectural barriers and ensure greater sensitivity on the part of faculty and staff, including through the involvement of those directly affected..

Introduction of technical courses on inclusion

It has been proven that in the world of work, an interest in the topic of inclusion brings great benefits to the working environment, so we propose to introduce courses related to the topic in our degree courses as well. In this way, everyone would have the opportunity to raise awareness and benefit their own cultural background and society.

Inclusive language

As a representative list, we propose and support the use of language that is not limited to outdated binary schemes, with the aim of breaking down gender discrimination.

Access to representation

The cases of disqualification from standing are deeply discriminatory.

In particular, the clauses that prevent people from standing for election if they have enrolled more than once in a degree course at the same level, or if they have been enrolled in their course since the time of graduation plus one, prevent entire categories of students (such as student workers) from standing and having their own representative voice.

We propose to remove all such restrictions.

Accessibility

Revision of criteria and barriers for access to master's degrees

A system based solely on average or degree marks reflects a sham meritocracy, which does not really express the commitment and interest of the student. That is why we propose to introduce access criteria that also take into account the university career, income, portfolio and diploma supplement. We will also fight for the elimination of the increase in the average in proportion to the number of years out of school, because each person must be free to study at their own pace.

Stop the four-year restriction on access to master's degree programmes

Lifting the restrictions on courses where you cannot go beyond the four years of a three-year degree in order to gain access to a master's degree. We find it superficial to judge a student's path and abilities solely on the number of years it took him or her to graduate in a three-year degree. Everyone has the right to continue their studies without further restrictions.

Canteen in Candiani and with affordable prices

We ask that a refreshment service guaranteeing a hot, healthy and affordable meal also be available for the students who have classes at the Candiani Campus.

New call for tenders

Since the new canteen notice was approved by the Board of Directors, the prices of the canteen have risen sharply and are now unaffordable for many, particularly for DSU grant recipients. We believe it is necessary to change the canteen notice in order to return to affordable dining areas for all.

PhD scholarships

As things stand at present, the grants that appear in the calls for applications are very disincentivising: the scholarships are for about 1400 euros a month: from the data we know that a three-year graduate earns 1500 euros a month. We think that the scholarships for a PhD are not inferior to the earning prospects of a new graduate.

ICT

We want more student-university collaboration on new apps, tools and ICT services for the university.

Ease of finding information

We propose reorganising and increasing the information on the Polytechnic and the four schools' websites so that it is easier to find and understand; this would avoid overloading the secretariats, who would then be available for more specific individual problems.

In organising the interface of the sites, we believe it is essential to involve students through the possibility of revising texts and graphics to optimise the final result.

Polimi App improvement

We want to open up the code of the app so that everyone can contribute to improving it: introduce a section that contains the schedule in a clear, functional and customisable way and another one that allows the booking of places in the library and study rooms.

Accessibility and digital well-being

The Politecnico's equipment needs to become more user-friendly: we need to reduce the visibility of unnecessary information to students on the University's home page and improve the interface for the presentation of the study plan (for which guides, and videos need to be updated).

Open source

In accordance with current legislation, we call for the University Codes to be made accessible and transparent.

Eco-poli

Increase the number of bike racks.
Ensure spaces for bicycle repairs, self-managed by 3 students, on each campus: expand Policiclo beyond Bovisa.
Increase the ubiquity of freely accessible water dispensers.

Sign contracts to supply energy (gas and electricity) from renewable sources, starting the energy transition.
Installing flow reducers on all taps, guaranteeing a reduction in consumption of up to 15%.

Student well-being

Mental health and strengthening of Polypsi

Every person has the right to have support for his or her psychological wellbeing: this is why we believe it is fundamental to guarantee support for everyone with the sole aim of feeling well. The Polipsi service is already active at the Polytechnic, although with limits both in terms of capacity (max 600 students per year out of 43000) and intentions. We are asking for more funding for the service so that it can be strengthened and made accessible to all: student wellbeing should not be aimed at improving work performance but at the overall psychophysical wellbeing of the person.

Free sanitary towels in Athenaeum toilets

We continue to fight for free sanitary towels: that they be accessible to all female members of the polytechnic. The current situation is a political choice, not dictated by a lack of money. Faced with a budget deficit of 39 million, the proposal we have developed in two years of work has never been taken into consideration: with your support we want to give a concrete signal to even out gender inequality and to keep faith with university values. There is no excuse for not doing so.

Territorial poles

Proposals for all poles

- Reduce as much as possible the differences in promotion rates between the Milan sites and the Territorial Poles: this often prevents access to the Master's degree.

- Preventing professors whose marks at the end of the year are too low from being relegated to the Territorial Poles.

- Eliminate propaedeuticities that block the course in subsequent years.

- To have the provisional exam calendar at the beginning of each semester and not directly the definitive dates a month before.

- Ask for more uniformity between exams taken online and those previously taken in person.

- Ask the Poli to have a canteen, a bar and a space separate from the study rooms where students can eat their own meals.

- To have a richer dedicated cultural offer for each cluster.

- To ask for representation quotas in the Course Councils of the Poles as well.

Pole of Piacenza

- Ask for strict adherence to the DSA Guidelines during examinations for all 3 l 3 teachers.

- Ask for an adjustment of the lighting in room L, dedicated to third-year classes.

Cremona Pole

- Call for greater compliance with the guidelines on examination methods for Analysis II and Statistics courses.

Lecco Pole

- Having more plotters because, out of three engineering courses, one of which is a five-year architecture interclass, there are only two plotters that are saturated during the delivery period;
- There are no free parking spaces in the surrounding areas. The Poli's internal car park is very large, it is always almost empty and is only used by faculty and staff. We ask for an agreement with the Municipality to at least remove the parking fee, as done in Piacenza, which generates problems especially with commuters.
- Ask for support in case PSPAs change from one year to the next. Those who are not fully on course have to take ad hoc exams, integrations of a few CFUs provided in Milan.
- The Career Service does not offer curricular internships for Construction/Architecture or Environmental Engineering, which causes a lot of inconvenience.

NOTES FOR LECCO: ONLY 8% OF STUDENTS GRADUATE on time**. Often, in order to keep up with one subject, two others have to be sacrificed. The drop-out rate in quantitative data is in line with the school, but because it only considers the first year, while many people drop out between the second and third year.**

Pendolari

Train subscription according to ISEE

Propose an agreement to the Politecnico that allows the sharing of the ISEE of the students with Trenord in order to modulate the price of the season tickets.

Justification for absences or delays caused by Trenord

In the event of serious delays by Trenord give students the opportunity to provide justification by self-certification for absences from exams, compulsory laboratory or revision hours and the like.

Lowering DSU commuter status from 90 to 60 minutes of travel time

Accessibility to the university is also a matter of fair accessibility. At present, DSU commuter status requires a minimum distance of 90 minutes; we are calling for this distance to be reduced to 60 minutes in order to make it fair for the whole category.

Ensuring times compatible with safe return

Monitor the timetable of compulsory activities and/or examinations to ensure that they are within the timeframes that guarantee a safe return of commuters (especially during periods of low train occupancy such as July).

Extending the theft desk to commuters

Fuorisede

Ensuring that GPs can move to Lombardy, beyond covid.

At present, it is only possible to apply for a change of location of a general practitioner on an annual basis, at the same time giving up the doctor of one's residence. We call for conventions to ensure that the right to healthcare is also guaranteed for out-of-town students..

Red Arrow discount to return home for out-of-towners

We ask for an agreement to be drawn up between the Politecnico and Trenitalia in order to facilitate a minimum number of journeys to their residence through dedicated discounts.

ICAT SCHOOL PROGRAMME

Reducing the exam load

Assessment is an important moment for understanding the skills we have learned, but we do not think it is right to continue with examinations that involve different tests (written, compulsory oral and project) and are often spread over several days during the session. We will also strive for more in itinere tests in order to allow for a better distribution of assessment moments during the semester.

Reorganising the project load

In several courses it is difficult to manage the many curricular projects planned. They are often very substantial but are given a weighting in the assessment that does not seem to take sufficient account of the amount of time spent by the ISD student on completing them. Moreover, although they deal with interesting topics, they are sometimes considered of little value by the students because there is not enough time to discuss doubts and curiosities with the teachers: often the risk is that students do not fully understand all the steps taken in their own work because they are asked to limit themselves to applying, without a critical eye, the solution algorithms provided in class. We will therefore endeavour to make the relationship between the assessment of the project and the time needed to carry it out more equitable, and to ask for the educational content to be enhanced while respecting the study load required of each individual.

Improving the current training offer

After more than a year of distance learning, it must be ensured that each lecturer is provided with the appropriate materials and tools for lecturing. In addition, it is necessary to ensure that what is shown in the lessons enables students to follow the lessons effectively, both at a distance and in mixed teaching: for example, those who explain remotely using pen and paper must consider the time it takes to copy what is written before changing the paper and it would be good to have what the professor has written available on BeeP at the end of the lesson. In addition, we must not forget the many critical points linked to an as yet unequal and inadequate quality of the network, nor the considerable investment that equipping many families of students and teachers represents.

Stop exams that are not consistent with course topics

We often see exercises that do not help students pass their exams, or lessons in which the topics are not explained in the depth they deserve. We would ask you to adapt the syllabus as best you can to the CFUs, i.e. the course hours available, and vice versa, and to eliminate as much repetition between courses as possible.

Eliminating all precedence

Civil Engineering is one of the few courses in the University to have retained compulsory precedence between exams, an outdated practice that slows down students' studies without providing any benefit. We think it is only fair that every student should be able to sit an exam from their own syllabus when they feel prepared, without imposing additional barriers.

Making the dates of tutorials more flexible

It is necessary to hold tutorials when needed, without forcing lecturers to schedule them at inopportune times for reasons of bureaucratic time. We would also like to rethink the role of the tutoring sessions, emphasising that they are intended to create an opportunity for collaboration and direct confrontation between students and teachers, almost as if it were a conversation in which they could clarify their own doubts but at the same time listen to those of their peers. One of our proposals is to create a single page on BeeP (or on the platform that will soon replace it) dedicated to tutoring, where all the information and material relating to them will be included.

Improving postgraduate orientation initiatives

We feel that we need more support from the Career Service as we feel that we have little information about both the Master's programme and the world of work: we need to know more and have more activities and opportunities to clarify our ideas and become aware of the opportunities available to us.

More practicality and experience in the field!

We have realised that, especially in the Bachelor's degree, we need more practical workshops (e.g. courses in technical drawing, both manual and programmed, laboratory experience, etc.). In addition, we believe that students could enjoy seminars, events and conferences on interdisciplinary topics with the participation of experts and involving primarily PhD students and lecturers from the Politecnico. This would be excellent for reviving and deepening interest in the various areas of Civil, Environmental and Territorial Engineering in students, promoting and emphasising the importance of the lesser-known areas of the disciplines taught, without neglecting ethical-humanistic issues.

We need clarity and respect!

We strongly affirm the need to make the assessment methods for written exams and projects clear and unambiguous, publishing them on the Study Manifesto, in order to avoid inconsistencies and discrepancies, even between different sections of the same course. In addition, distance learning has clearly shown that the management of the time dedicated to study and lectures is fundamental: we will work to ensure that all cases of non-compliance with class timetables and breaks are reported, and we will also call for definitive regulation of the custom of the academic quarter-hour at the beginning or end of classes.

Focusing on sustainability and the environment

We would very much like to see our courses of study give greater depth and emphasis to the issue of environmental sustainability and respect for the environment in the content of their teaching. We need to start actively disseminating, through the content of our lessons and also among the

younger students outside the Politecnico, the idea that the activities taught at our School play a major role in every process that will improve the situation of our planet in the future. Indeed, let us remember that the foundations laid today with our studies will be the starting point for the engineers who will have to face tomorrow's increasingly difficult challenges head on.

School programme 3I

LET'S IMPROVE THE SESSION

Examination calendars often make us turn up our noses: dates that are too close together or too far apart, overlaps between written and delivered papers, between written and oral, between written and written... Is there anything to protect us? For now, only "guidelines", and that is why we want an ad hoc regulation! Here are our ideas!

- One of the logistical problems associated with face-to-face exams is the availability of classrooms. We propose that the oral examinations be held remotely in order to free up space for other tests.

- We often find ourselves presenting projects during the session. We ask if we can extend the delivery dates outside the session to prioritise exams in the calendar.

- The first partial is NOT the first call: we request the possibility to hold a full call on the date of the second partial accessible to all.

- For courses that do not have in-session exams, we ask that the weeks of the partial exams be used as an extraordinary session for additional exam dates.

- Eliminate the problem of professors publishing the grades for the first exam just before the second exam by resolving the ambiguity in the charter of rights and duties, which specifies that the results of the tests must be communicated "before the deadline for registration for the next exam" (Art. 3, point 8). At present, in fact, the registration date for the second call always seems to be postponed until the day of the call itself.

- The examination sessions of the Master's degrees too often have overlapping compulsory examinations. In order to solve this problem, we propose the creation of a committee of lecturers and representatives for each degree programme, which would be responsible for scheduling the exams during the session.

- Different sections of the same course all too often have disparities between exams and subjects: we call for cooperation between lecturers to be encouraged and strengthened when drawing up exam topics and distributing teaching materials.

IMPROVING TEACHING

- Introduce a post-session questionnaire to be completed by the time the next syllabus is submitted, making it possible to assess exams, thus completing the feedback system for improving teaching.

- Projects and workshops are fundamental to our training. Let's make the most of them with appropriate spaces and weighted assessments.

- Reception hours are often underused at the beginning of the course and overcrowded when the exam is approaching; moreover, it often seems a waste of time to deal with small questions. We implement the use of digital portals to clarify minor doubts where students and lecturers are on the same level, and we enhance the reception by giving more space to Q&A lectures, so as to improve class-teacher interaction and update the obsolete reception hours.

- Ensure the availability of recorded lectures: it is essential to provide the 3 student with all the necessary teaching material to prepare him/her.

PSYCHOLOGICAL SUPPORT

Mental health must be a priority, even in engineering.

We propose a study guidance and support space, a support project for tutt 3 , to support the individual's academic and psychological journey and critically address any obstacles.

SPACES FOR BEING AN ENGINEER

We propose the creation of a space where we can develop our ideas and projects with all the necessary tools.

DropLab: In the context of the new Drop of Bovisa we have thought of an innovative space that can stimulate the curiosity of students and encourage them to experiment. In the DropLab you will be able to find everything you need for your projects: tools and materials, the support and knowledge of professors and technicians. This will also be the place where you will have the possibility to meet other 3 students with whom you can share your project, cooperating and developing it from every point of view. A laboratory of ideas where soft-skills such as teamwork, interdisciplinarity, problem solving and creativity find their natural training ground.

LM ACCESS CRITERIA

We call for a review of the criteria and barriers for admission to master's degrees

A system based solely on average or grade point average reflects a sham meritocracy, which does not really express students' commitment and interest. For this reason, we propose to introduce access criteria that also take into account coursework and income.

We will also fight to eliminate the restrictions on courses in which you cannot go beyond the four-year three-year degree in order to access the master's degree and the increase in the average proportional to the number of years outside the course. We find it superficial to judge a student's progress and abilities solely on the number of years he or she took to complete a three-year degree. Everyone has the right to continue their studies without further restrictions.

UNIVERSITY AND WORK

The events organised by the Career Service are often biased towards certain courses of study. We think it is necessary to hold an annual meeting open to all 3 to find out what the Career Service has to offer and, in dialogue with it, to identify at least one project of interest for each course.

AUIC SCHOOL ELECTION PROGRAMME

1. PROJECT AND PERSONAL CULTURE

1.1 OPEN ARCHIVES

Easy access to the bibliography

Journals are fundamental project tools for an informed approach to the discipline and the current debate. We believe that access to them should be facilitated by making digital archives available so that they can also be consulted remotely.

In fact, we would like to propose to the university that agreements be signed between the Politecnico and the main journals and that access to their online archives be purchased. This would allow all₃ students, for the duration of their course of study, to benefit from an indispensable resource, which is already available in the university. The access would take place through university credentials and/or proxy configuration.

Free access to UNI standards

During our university career we must be given the opportunity to confront the reality of the world that will surround us in the future. For this reason we will ask the Polytechnic to provide us with an archive of all UNI standards in force in Italy so that we can make an informed design.

At present Poli only provides the standards, downloadable in pdf, through the British Standard Online site (with proxy), an English body which has incorporated almost all the EN and ISO standards. European standards are thus only available in English, and Italian UNI standards are not available. We ask the Politecnico to make a commitment with the National Standardisation Body to make these standards available not only in person at the body for consultation, but also remotely (especially for the territorial poles, but also for those who attend the central office) through a dedicated web portal or as done for BSOL through a proxy.

1.2 RECORDED LESSONS ACCESSIBLE TO ALL

Recording lessons as a resource for every student

Did you miss a lesson? Are you interested in a course you don't have in your curriculum but would like to follow its lessons? Do you simply want to increase your knowledge? We are proposing the creation of an official platform that can store materials and recorded lectures, so that they are available to all ETH students, regardless of their plan. The multidisciplinary nature of the university course is an added value to our training as better prepared professionals, but above all as more aware citizens. We want the university to encourage personal growth, as well as the possibility of attending optional courses, allowing you to cultivate your passions and interests in an autonomous manner, breaking down the rigid mechanism of the study plans.

2. DIDACTICS

2.1 LICENCES

Drawing, modelling and state-of-the-art software

Drawing and representation tools are fundamental for the achievement of the educational goals of the courses we attend; for this reason, we believe it is of primary importance to continue fighting so that the polytechnic's students can have free access to all the software they need. During the last term of office, the list carried on the student ₃ demands and succeeded in obtaining the Rhino licence: we want to continue in this way also for Sketch-up pro, Vray, Lumion, Agisoft Metashape, Reality Capture, Perspective Rectifier, Design Builder, ANIT (honorary members).

We would like to know the needs of the 3 student and continue to strengthen the dialogue with the AUIC School, a necessary intermediary for the achievement of the goal.

2.2 DIGITAL REVISIONS

The future of reviews: less paper and more digital

Distance learning has brought about major changes in the approach to reviews, which, if structured in the right way, can lead to vast improvements.

The aim of our list is to continue to implement digital revision by offering the right equipment on both the teacher and student sidesə.

Upon total return to the classroom, revisions will take place via tablets and whiteboards that would allow not only complete interaction between professorə and group, but also the possibility of saving the documents that have been worked on throughout the revision without the risk of losing papers.

The ultimate goal is both a reduction of paper for printing and a payback of the costs incurred every semester by the 3 student.

2.3 SCHEDULING OF DELIVERIES

Calendaring deliveries for better organisation and less stress

Very often it happens that professors do not give definite dates for laboratory deliveries during the semester, and students often find it difficult to organise their work. We want to make it compulsory to make a calendar with specific dates from the very beginning, so that every studentə can organise themselves as best as possible. Many professors already do this, but others, especially those who have annual workshops, reserve the right not to give such information, which hinders the possibilities of the students to organise themselves in order to do their work to the maximum potential.

2.4 SUSPENSION OF LESSONS

Week-long suspension of classes at AUIC as well!

Every semester, our engineering colleges are entitled to a one-week suspension of classes to prepare for the partials. Our list's proposal is to guarantee such a week for the AUIC school as well. The idea is to allow us AUIC students, who are constantly subjected to a hectic schedule of assignments, to have time to focus on theoretical courses as well. During this week, partial exams may be held, at the professor's discretionə as is the case in Engineering.

2.5 OPTIONAL COURSES

Why give up an optional course because of overlaps?

Who has never wanted to take a particular optional course but found it overlapping with compulsory courses? We propose the creation of a special time slot in which all optional courses can be included without overlapping (one after the other), so that students can take the optional course they prefer, without having to compromise or change plans at the last minute because they can no longer take that course.

2.6 DRAWING PROGRAMME TRAINING CREDITS

Digiskills for all. Certified courses and in-depth studies to computerise design.

In a world that is increasingly moving towards computerisation, the knowledge of software that can automate and facilitate design is fundamental and obvious. Bringing this knowledge and these skills to new freshmen is a must in order to be able to tackle a course of studies with the necessary tools. We therefore propose integrating into the school curriculum and existing courses the teaching of computer programmes that are indispensable for correct and complete design, and that are of value in terms of teaching career and curriculum. However, we must not forget all the other students who are already in the didactic pathway and have not had the opportunity to attend courses and in-depth studies on software that is fundamental for their future profession, due to a delay at the Politecnico di Milano; therefore, it would be appropriate for Polimi, which also holds a prestigious position among universities, to take care of fully training also the students who are about to complete their studies, by providing supplementary and certified courses, which would give them equal tools in the world of work with respect to the new students.

2.6 ARCHWEEK AT POLI

We don't want to miss Arch Week!

We will ask the architecture and building engineering teachers to meet more with professional figures and experts of the sector, during the year, but especially during the Arch Week, which represents a great opportunity for growth and in-depth study. For this reason, we will ask for the introduction of breaks from the lessons designed ad hoc, in order to allow the 3 student to participate in the events of the Milan Arch Week; at the same time, we will ask for the introduction of collaborations between the event and the 3 student of architecture, as it happens in Design for the Milan Design Week.

2.7 ADDITIONAL EXERCISES

Practical exercises in theoretical courses can be avoided.

It often happens that a theoretical examination is combined with one (or more) compulsory exercises, which are added to the already substantial commitment for the workshops. Some professors provide for the possibility of not doing these exercises by studying something extra, but often not doing the group work means not being able to achieve the maximum result in the examination. We therefore propose to regulate the possibility of not doing the exercise, while still guaranteeing the student access to a maximum result, thus also smoothing out the difference between an attending and a non-attending student.

3. MASTER'S DEGREES, TRAINEESHIPS, RANKINGS AND ERASMUS
3.1 CONSTRUCTION ENGINEERING AND INTERNSHIPS

Increase the proposals of internships and workshops for the schools of Building Engineering and Building - Architecture.

We therefore ask that the Politecnico di Milano expand the network of companies and professionals available to host interns for the number of hours required by the study plan. We also believe that better management of the Career Service website is needed, providing a fair number of internship proposals among the different schools.

The Politecnico also offers the possibility of obtaining internship credits through workshops, but these have become increasingly rare or take place outside the country. In a period of crisis such as the one we are currently experiencing, where there are more obstacles in carrying out internships and international travel, we ask for a greater commitment to providing more design workshops, so as to acquire the necessary skills to obtain the required credits.

3.2 ACCESS TO MASTER'S DEGREES

Evaluate students fairly

Start a discussion on access to the Master's degree, immediately clarifying to 3 3 students, as early as in the three-year course, what the criteria are for gaining access by right to the Master's degree.

We want to work to guarantee access to all students in the Master's programme, without anyone being excluded. This is a very important issue that has been discussed in the university; as a list, we want to guarantee the right to continue their studies at all levels.

We believe, in fact, that every student should have the opportunity to be assessed for entry into the Master's programme using the same parameters. For this reason, we propose that for the entry into the master's degree programme, the positions in the ranking should be determined not only by the average of the exams, but also by the portfolio for all students.

The education of an architecture student is based on many aspects and facets that only the average grade cannot highlight. Each studentə during each workshop develops skills and obtains knowledge that can be analysed and evaluated through the portfolio.

3.3 ACCESS TO THE WORKSHOPS

The rankings for the steps do not coincide with the end of the exams.

Not all students are aware that the counting of credits and the average for the workshops is done on 31 July, leaving out the September session for taking exams. This puts at a disadvantage the studentə who decides to give a lab at the end of August, thus losing 10/12/16 credits that would be useful for the lab ranking. Putting this deadline at the day before the compilation of the syllabus creates a situation in which all students have equal opportunities.

3.4 ERASMUS EVALUATION

Uniformity and transparency of rankings

We propose to make the evaluation for the Erasmus and Double Degree rankings transparent, with the division of the scores given by average, portfolio and motivation letter. Very often it happens that students with the same average and a similar pathway to their colleagues are not taken in the desired location; the reasons for the "rejection" or the low position in the ranking remain obscure, thus creating a situation of dissatisfaction and discomfort. Making students aware of their status also helps them to understand where they can improve for future rankings.

Design school program

1. Consistency between software taught in the faculty and those used in the world of work

Often, programmes with expensive licences are taught to students but little used the university. We promote the update of the programmes taught in the courses by encouraging the use and teaching of current programmes such as Figma, Blender and Rhino.

2. The future of reviews: less paper, more digital

Distance learning has brought major changes in the approach to reviews, which have led to vast improvements when structured correctly.

Terna's aim is to continue to implement digital reviews by offering the right tools to both teachers and students.

After the return to presence learning, revisions will take place via tablets and special whiteboards that would allow, in addition to a complete interaction between the professor and the group, the possibility of

saving the documents on which the professor has worked throughout the revision, without the risk of losing the sheets.

The ultimate goal is both to reduce the amount of paper used for printouts and to amortize the costs incurred each semester by the students.

3. Accesso agevolato alla bibliografia Facilitated access to the bibliography

Journals are fundamental design tools for a conscious approach to the discipline and the evolution of the current debate.

Continuing on the path taken in recent years, we propose to the university the stipulation of agreements with the main magazines in the sector and the purchase of access to the online archives of the same, to allow remote access. This would allow all students, for the duration of the course of study, to benefit from an indispensable resource, already available in the university spaces. Access would be via university credentials and / or proxy configuration.

4. Greater flexibility in scheduling exams

Every student* has the right to organize their exams session according to their own time and needs. We want to guarantee the possibility of taking exams in the available appointments by allowing each studentə to choose, within the calendar of academic exams, the dates and times they prefer. Similarly, internal course delivery times must be established in advance to allow for a consonant distribution of the study load.

5. Homogenizing the different course slots

It is not uncommon to find that you have done projects that are completely different from the other stages of your course. We ask that it would be possible to choose which lab to attend and not that the assignment would be done ex officio according to inscrutable criteria. The scope of design has varied, as are the interests of students. We also propose the homogenization of qualitative and quantitative standards of projects, such as the number of deliveries during the course.

6. Transparency in assessments

We ask for clear exam evaluations, with homogeneous criteria among the different courses, in order to allow students to improve themselves constructively. We propose an end-of-course report stating the reasons for the marks, with a view to establishing greater dialogue between the teacher and the student too.

7. More Design Week

Design Weeks are an important time to bring design culture outside of the University. The suspension of classes during this week has been implemented in 2019. However, we ask that it continue in the digital (and future) editions, which have equal educational value to the previous ones. In addition, we encourage the School to continue to promote the projects carried out within the classrooms, giving space and opportunities to an increasing number of students.

8. **Abolish unpaid curricular internships and Improve Career Service offerings**

Abolish unpaid curricular internships. The School of Design at Politecnico, by tradition, is highly professionalizing. The student, having been confronted throughout their career with articulated, high-level technical demands, does not need to be paid with experience.

Moreover, we ask for a better filtering of the internships proposed by the Career Service, in terms of quality and relevance to the course of study: it makes no sense to propose to a master student of interior design an internship in User Interface Design.

Claiming to be paid to work in the field in which you have specialized is not a whim, but it is a right of all.

9. **Promoting a design culture attentive to the issues of inclusiveness and sustainability**

Designing nowadays means designing for a fluid society, constantly changing: it is essential to stay updated and be aware of the changes. For this reason, we want to promote an inclusive design culture, attentive to the issues of gender equality, sustainability, accessibility since the bachelor courses.

10. **Reimbursement of materials**

To study Design is expensive. This, however, does not mean that it does not have to be accessible: we continue our fight for the reimbursement of the materials used during the course of study and for the stipulation of agreements with specialized shops. Guaranteeing reimbursement means giving everyone the chance to experiment, regardless of income bracket, as well as give more consistency to the final output. We also promote the recycling of waste materials from the processes carried out in the laboratories, acting both on the reduction of the environmental impact and on the economic costs incurred by students.

11. **International mobility: transparency and financial support**

We propose to make transparent the evaluation of the Erasmus and double degree rankings. Unless the teacher is directly contacted, the reasons for the "rejection" or the low position in the ranking remain unclear, thus creating a situation of dissatisfaction and discomfort.

We propose the drafting of a report highlighting the reasons for the acceptance or rejection of different locations applications. Making students aware of their status helps them to understand where they can improve considering future rankings.

We will also work to ensure that there is more communication about the Medes mobility programme, including the introduction of financial incentives so that it can be feasible for every student at the Politecnico.

12. **Laboratory: sperimantation and interdiscipline**

The current evolution of the design world is moving towards interdisciplinarity. For this reason, even in the courses of the Politecnico, sometimes the creation of hybrid projects is required, straddling the different branches. We want to promote a multidisciplinary project culture, open to experimentation and contamination between sectors. We believe it is appropriate to open the laboratories to all students of the School, regardless of the course of study.

With this in mind, we propose the upgrading of existing laboratories and the evaluation of a new Polifactory, based on the existing model, open to all students.