

ELECTORAL PROGRAM FOR ICAT SCHOOL

1. EXAMS

Abolition of the "Failed" status

The "failed" status resulting from an exam with particularly low scores is an excessively harsh, disproportionate, and unjustified measure. It is completely unnecessary to force students to postpone exams and disrupt their sessions due to such a damaging and counterproductive rule.

Feasible exams

If certain exams have extremely low pass rates, serious questions must be asked! Every course must respect the assigned workload according to its credits (CFUs), and midterms should help students, not make everything harder.

First exam ≠ Second partial exam

We know it well: exams at PoliMi are rare commodities — let alone having only one full exam per session. Some courses allow only the second partial exam during the first session of the winter and summer periods, a harmful practice we will oppose in the appropriate venues. No more single-shot exams!

Remote oral exam option

We strongly believe that students should always have the option to take an oral exam remotely in cases of personal impediments, without relying solely on professors' goodwill.

Additionally, remote options should be organized when space is lacking, to leave classrooms available for study purposes. We live in the 21st century, not the 1800s!

Post-exam questionnaires

We think it is important that course evaluation questionnaires be completed after the respective exam sessions. The exam method is a crucial factor when evaluating a course.

Doing so would prevent cases where professors make exams unnecessarily difficult based on early feedback.

on 14th and 15th May votes for LA TERNA SINISTRORSA

Publication of grades

Preparing for exams is extremely difficult when students have to wait months for the results of midterms or final exams.

We will work to minimize these delays as much as possible students have the right to know their grades within the timeframes of the exam session!

Master's degree like bachelor's degree

We want six exam sessions per year also for Master's Degree programs, because honestly, what changes?

Bachelor's degree like master's degree

Once an exam is added to a study plan, its credits are already paid for. We want to ensure that exams included in the study plan do not have to be re-added as "new" later.

2. EDUCATION

Ongoing support for recordings and streaming

Staying in the 21st-century mindset, recordings and live streams of lectures are crucial support tools for learning and exam preparation. As representatives, we commit to ensuring that these tools continue to be provided, without regression from the current situation.

Courses in technology ethics and sustainability

Even today, topics like ethics, society, and the environment are poorly integrated into our teaching unlike in many other universities. They must be present in every study program, not just at the Master's level.

We want the necessary tools to connect our studies and passions to the social and environmental context we live in.

Uniformity among related first-year courses and sections

We want thematically related study programs to have greater uniformity in first-year subjects, simplifying inter-school transfers. Additionally, exam methods across different sections of the same course must be made more consistent.

How do i take this exam?

Every student has the right to be informed well in advance about the structure and topics of each exam.

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We want to ensure that there is always sufficient time to thoroughly prepare for each exam and midterm without last-minute rushes.

No more 5-year bachelor's degrees

One major reason why Bachelor's Degrees at the ICAT School often last much longer is clear: students are not given enough chances to recover, there are no extra exam sessions for those behind, and exams block other exams.

This issue must be taken seriously, with solutions like more exam sessions, recovery courses, and greater support for students.

Teaching evaluation committees

The Italian university system struggles to keep pace with modern times — and Politecnico is no exception.

We propose creating a permanent commission, composed of both teaching staff and student representatives, to continually evaluate and update teaching quality.

Tutorato are not extra classes

Tutorato is a crucial support tool and should help guide students through difficulties without adding to their workload as if they were extra exercises.

Everyone should be able to participate easily, with scheduled dates to avoid overlaps with classes and exams. We also want to expand peer-to-peer tutoring, especially for third-year subjects and Master's students.

3. MASTER'S DEGREES

Opposition to exam average requirements for Master's admission

Our School often struggles to fill Master's Degree slots, yet students are blocked from entering due to low averages, extended study times, or personal and health issues.

Average exams requirements for Master's admissions must be abolished; it should be up to us to decide if we're ready to face new challenges, not our average grades.

Not just continuity

Transitions between Bachelor's and Master's degrees should not be obstructed.

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While some supplementary courses may be justified, they should not prevent students from following their passions or unnecessarily delaying enrollment.

Specific courses must be created to support these transitions, which are the inevitable consequence of the 3+2 system.

Clearer pathways

Although Politecnico correctly allows a wide range of elective courses at the Master's level, guidance is often severely lacking.

We propose creating clear thematic pathways, introductory course videos, and a materials library to help students make informed choices.

4. STUDY PROGRAM STRUCTURE

Projects: 0 or 10 CFUs?

There must be a clear system, starting from the study plan, assigning correct weight to different parts of an exam.

No more prerequisites

Just as most other study programs have abolished them, it's time to eliminate prerequisites from Civil Engineering too. They are an outdated tool that only slows down academic progress.

Increase lab experiences

Final-year preparation often lacks hands-on lab experience, which is sorely missed in some programs. Where necessary, we will work to expand these initiatives.

Standardize the Number of CFU per Semester

It often happens that study plans are uneven, with certain semesters being excessively heavy, creating real barriers to graduation.

We must rebalance the study load semester-by-semester, analyzing and adjusting course evaluations as needed.

Increase study materials

Having access to past exams (or similar mock tests) is essential for exam preparation. In many cases, such materials are scarce or nonexistent and filling this gap is one of our priorities.

5. ERASMUS

A Real opportunity!

While for other Schools an international exchange during a Bachelor's program is common, at ICAT this is still not the case.

In recent years, we've worked hard to increase opportunities, and we will continue striving to allow as many students as possible to participate.

If I leave, I shouldn't return just for a lab

It's unacceptable for a student on Erasmus to have to return to Italy just to complete a lab course. We want all exams to be fully recognized and validated.

Average requirement for Erasmus? No, thanks!

At our School, an average of 23 is still required to apply for Erasmus during the Bachelor's degree. This unjustly blocks many students from applying, even when some foreign universities would accept lower averages.

We want the minimum average requirement abolished, giving everyone the opportunity to participate.