ELECTORAL PROGRAM FOR 3I SCHOOL

1. **EXAMS**

Sixth exam session

Politecnico di Milano is one of the few Italian universities where the number of exam sessions in a single academic year is limited to five.
In line with our academic calendar reform proposal submitted to the central bodies, we believe the time has come to introduce a sixth annual exam session for all courses within the 3I School. We also commit to opposing any attempt to reduce the current number of exam sessions.

Abolition of the "Failed" status

The "failed" status, assigned after particularly low exam scores, is an excessively harsh, disproportionate, and unjustified measure. It is unnecessary to force students to postpone exams and disrupt their academic plans because of a damagingand counterproductive system.

First exam ≠ second partial exam

We know it well: exams at PoliMi are rare commodities, let alone having more than one full exam per session. Some subjects only allow students to take the second partial exam during the first session of the winter and summer periods, a harmful practice that we will strongly oppose. No more single-chance exams!

Remote oral exams

We firmly believe that in cases of personal impediment, students should always have the option to take an oral exam remotely without relying solely on the goodwill of professors. Additionally remote exams should be arranged when space is lacking, leaving classrooms available for study purposes. We are in the 21st century, not the 1800s!

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Post-exam questionnaires

We think it is important that the course evaluation questionnaires be completed after the relevant exams. The exam structure is a crucial element for evaluating a course. This way, we would avoid the bad practice of professors making exams more difficult based on early questionnaire feedback.

2. **EDUCATION**

Continued support for recordings and streaming

Speaking of the 21st century, lesson recordings and live streaming are fundamental tools for teaching and exam preparation.

As student representatives, we commit to ensuring these tools are guaranteed without regression from the current situation.

Courses on technology ethics and sustainability

Even today, topics such as ethics, society, and the environment are poorly integrated into university teaching, unlike at other universities. These themes must be present in every study program, not only at the master's level.

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

Uniformity among related first-year courses and sections

We want more consistency among thematically related study programs in the first year, making inter-school transfers easier. We also believe it is necessary to standardize exam methods between different sections of the same study program.

How do i take this exam?

Every student has the right to know the exam methods and topics well in advance. We aim to ensure enough time is always available to thoroughly and completely prepare for exams and midterms, without last-minute rushes.

3. **MASTER'S DEGREES**

Opposition to raising entry GPA requirements

Recently, at the Politecnico, there has been a trend toward raising GPA thresholds for admission to master's degrees in several courses.

It is crucial to protect those who have already studied at Politecnico di Milano and ensure continuity between the bachelor's and master's degrees.

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Not just continuity

We believe that transferring between bachelor's and master's courses should not be obstructed.

Whale supplementary courses are sometimes necessary, they should not prevent students from pursuing their passions or unjustifiably delay enrollment. Specific courses should be offered to facilitate inevitable transitions under the 3+2 system.

Clearer pathways

At Politecnico, students rightly have a wide choice of elective courses in master's programs, but often they receive little guidance. We need clear thematic tracks, introductory videos for courses, and a library of materials to help students make more informed choices.

4. **STUDY PROGRAM COORDINATING COMMITTEES (CCS)**

Increase the number of laboratory experiences at the CCS level

Final-year preparation often lacks hands-on laboratory experience, and this gap is deeply felt in certain programs. Where necessary, we commit to promoting more laboratory initiatives.

Standardize the number of CFU per semester

It is common for certain study programs to have heavily overloaded semesters, creating barriers to graduation.

In these cases, study loads must be adjusted, and assessment methods analyzed and, if necessary, modified to balance the system case-by-case.

Publication of grades

Access to past exams (or mock exams) is crucial for exam preparation. In many cases, these materials are scarce or nonexistent, and our goal is to fill this important gap.

Regarding exam preparation, it is very difficult to plan a session if students have to wait months for results from midterms or exam sessions. We will work to minimize such delays because students have the right to know their grades promptly and in line with session deadlines!

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