

UNIVERSITY QUALITY POLICY

1. Introduction

Politecnico di Milano is a scientific-technological University that educates architects, engineers and designers. Through the interplay between scientific rigour and creativity that Politecnico aims to establish itself as an international community of people united in diversity. An attractive community for students and researchers from all over the world; dedicated to significantly contributing to the country's social and cultural development.

Training students remains at the heart of the strategic guidelines, with the introduction and application of innovative and multidisciplinary teaching models, interactive processes and methods that go beyond the traditional lesson and classroom training alone, in a cosmopolitan environment oriented towards international exchange.

Together with teaching, research is a priority commitment that allows Politecnico di Milano to achieve high-level international results and bring universities and the business world together.

Scientific research draws its strength by recruiting young researchers that allow innovation scenarios.

People are Politecnico di Milano's beating heart: a community of researchers, professors, technicians, administrative staff, past (Alumni) and present students, who share daily life within the University and represent its true essence.

A broad community that powers every activity, including research, training, innovation, and social service. The serenity and well-being of individuals, along with a sense of belonging and pride in the institution, are essential for everyone to perform at their best, ultimately shaping the quality of their work.

Politecnico di Milano embraces the principles underlying sustainable growth, which are expressed in its Strategic Plan. Sustainability means teaching students how to address major global challenges and local needs, in response to the needs of the city, region, country and international cooperation. This commitment includes "diritto allo studio" (study rights), promoting equal opportunities and developing ethical awareness linked to scientific progress and technological development.

As part of a dynamic and ever-evolving initiative, the University is reimagining spaces dedicated to study, research, and collaboration. The aim is to make them increasingly flexible, environmentally and energy sustainable, welcoming, safe, accessible, and conducive to well-being and inclusion.

The Quality Policy, approved by the Academic Senate upon the Rector's suggestion, promotes a culture of quality as an organisational tool that, involving teaching, technical-and administrative staff, Scholarship Holders, Research Fellows, Contractors, PhD Candidates and students, is integrated into the University

system. Quality Assurance is an operational approach that, based on the policy guidelines provided by the Governing Bodies, ensures that the strategic objectives of development and improvement are adequately pursued and implemented in the continuous improvement of Teaching, Research, Social Responsibility, and administrative and management activities.

2. Mission

The University's planning document, the "Strategic Plan," serves as a guiding tool for the coming years. It is developed based on a general socio-economic analysis, Politecnico di Milano's positioning, MUR guidelines, and the principles of the new AVA3 accreditation model, aiming to enhance the institution's overall quality and standing.

The Strategic Plan describes the University's main mission as training Architects, Designers and Engineers, which creates greater Public Value, and generates a strong impact on new generations and the future society, in an environment that supports the "diritto allo studio" and equal opportunities

The Strategic Plan's mission is summarised in the following statement, which defines Politecnico's aspirations:

"An authoritative guide. A solid, recognisable, and reliable reference point for sustainable development in Italy and Europe. This is how Politecnico di Milano intends to distinguish itself in the coming years: by its ability to tackle the main scientific and technological challenges according to an ethical dimension that interprets and expresses the concept of sustainability as a synonym for equity, inclusion and shared growth.

It is through the interplay between scientific rigour and creativity that our university aims to establish itself as an international community of people united in diversity. An attractive community for students and researchers from all over the world; dedicated to significantly contributing to social and cultural development."

Politecnico di Milano is inherently a European university, in its origins and aspirations. Its vision starts from the European Union's six key values: human dignity, freedom, democracy, equality, the rule of law, respect for human rights, alongside the objectives of the New European Bauhaus initiative, which places beauty at its heart.

3. Politecnico di Milano's Organisation System

The University is divided into Campuses (Milano Leonardo and Bovisa, Lecco, Piacenza, Cremona, Mantua) and develops its research and teaching through 12 Departments and 4 Schools, in addition to the PhD School. Campuses outside the province of Milan include Lecco, Cremona, Piacenza and Mantua (collectively Grande fiume Po Campus), were established based on a medium-term project, carried out through multiannual development plans, to integrate teaching, research and social responsibility activities, based on regional needs and opportunities.

The university's global reach is enhanced by the establishment of a Chinese Campus, which plays a key role in supporting the development of educational initiatives (undergraduate and postgraduate) and research activities (scientific projects and doctoral partnership), which benefit Politecnico di Milano's Departments and Schools.

Politecnico di Milano has long implemented a **matrix organisation system**, which differentiates the research expertise and responsibilities managed by the Departments from the teaching requirements handled by the Schools overseeing the degree programmes. This decision recognises the importance of community and synergy created through interdisciplinary interaction. Within the Departments, Professors with shared scientific interests cultivate their expertise, while in the Schools, Professors from different Departments cooperate and exchange ideas to develop teaching approaches that rely on interdisciplinary synergy.

Politecnico di Milano's Charter defines the **Department** as a part of the University responsible for valuing and coordinating human resources for research and teaching. The **School** oversees teaching activities, bringing together several Departments based on an independent cultural and educational project, which is further divided into Study Programmes.

Each **Programme** is managed by a Coordinator and Council, in which Professors teaching in the Programme participate, regardless of the individual's affiliated Department. The Programme management and Teaching organisation is the School's responsibility. The School acts as connection and ensures coordination between training activities shared by multiple Study Programmes.

The PhD School coordinates and supervises PhD programmes and manages joint activities. The **PhD** is the highest level of academic training, aimed at preparing researchers with the expertise to conduct high-quality research across interdisciplinary, multidisciplinary, and transdisciplinary areas. These areas encompass a broad range of themes and disciplines in engineering, architecture, and design. PhD Programmes are initiated by a Department or a group of Departments, aligning with the research priorities outlined in the Department Strategic Plan and under the University Strategic Plan. The PhD Programme is managed by a PhD Programme Coordinator, who, alongside the Council of Professors, is responsible for defining and implementing each training project.

The resource allocation for Departments maintains a balance between Teaching and research needs while ensuring responsiveness to innovations and demands in the job market.

3.1. Main players

The **Rector**, alongside the Prorectors (Deputy Rector, Executive Vice Rector and Vice Rectors of the Campuses), has established delegations for key thematic areas. These delegations involve multiple Professors (Rector's Delegates) working under the management oversight of a designated Vice Rector. The Vice Rectors support the Rector in running the University. They participate in the Rectorate guiding Board and coordinate the work of delegates within their areas of responsibility.

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These figures guide the political strategy, coordinate scientific and teaching activities, and, in cooperation with the General Director and Directors, promote and suggest the University's strategies and implementation methods to the collegiate bodies.

The **Academic Senate** directs the University's scientific and teaching activities. It comprises the Rector, who chairs it; 12 elected representatives from the Department (who may also serve as Department Directors); four members elected by the teaching staff; two members elected by the technical and administrative staff; four members elected by students; and the General Director, who acts as the Minutes Secretary. The Deputy Rector, Executive Vice Rector, Deputy General Director, Deans, and Vice Rectors of the Campuses are invited to attend.

The **Board of Governors** defines long-term planning based on suggestions and opinions from the Academic Senate. It oversees the administrative, economic, and financial management. The Board of Governors is composed of the Rector, who chairs it; four members elected by the teaching staff; a member elected by the technical and administrative staff; two members elected by students; the General Director, who acts as the Minutes Secretary; and three external members chosen by the Rector. The Deputy Rector, Executive Vice Rector, Deputy General Director, Vice Rectors of the Campuses and the Board of Auditors are permanently invited.

Vice Rectors, Rector's Delegates, and Division Directors may participate in Academic Senate and Board of Governors meetings, depending on the topic.

The **General Director** is responsible for the administrative, financial, and technical management and overall organisation of the University's resources and personnel, ensuring the legitimacy, impartiality, transparency, and proper performance of the University's administrative activities. They coordinate the activities of the Area Managers to achieve the objectives set by the bodies responsible for Political Administration, based on efficiency, effectiveness, and affordability criteria.

The **Student Council**, which comprises student representatives from the Academic Senate, Board of Governors, and Joint Committees/ Joint Student-Professor Committees, is a forum for discussing issues addressed by these bodies, such as student grants, scholarships, internationalisation, and the academic calendar. Study Programme Representatives may be invited to participate without voting rights.

The **University Assessment Commission** consists of six members—two University Professors, three external experts who have specialised skills in public administration management and the general challenges of the national university system, and a student representative chosen from the Student Council. Among its tasks, there is the internal evaluation of the efficiency and effectiveness of the Quality Assurance system.

The **Teaching Council** and **Research Commission**, established by the Academic Senate, address several strategically important issues through investigative functions, and facilitate discussions within the governing bodies. The Teaching Council comprises the Rector (or their Delegate), Deans, and student representatives from the Academic Senate and Board of Governors. The Research Commission comprises

the Rector (or their Delegate) and four members of the Academic Senate. Both are attended by the relevant Directors and Technical-Administrative Staff.

Many key players (Table 1) cooperate to achieve the University's principal objectives and processes, including, the following:

- Department: Department Director, Department Board, and Department Scientific Committee.
- School: Dean, School Board, School General Council, Joint Student–Professor Committee, Study Programme Board, Study Programme Coordinator;
- PhD School: The School Director, School Board, and PhD Programme Coordinator.

The details of their roles are thoroughly explained in the Charter, University regulations, and Quality Assurance documents.

PHASES	TEACHING	PHD	RESEARCH	SOCIAL RESPONSIBILITY*
Strategy, planning, organisation	Dean School Board	PhD School Director PhD School Board	Department Head Department Council Department Board	Decision-making body of each department involved <i>(Departments and CA** areas involved)</i>
Resource management (spaces, people, technologies...)	School Board Department Board	PhD School Director PhD School Board Department Board	Department Council Department Board	Decision-making body of each department involved <i>(Departments and CA** areas involved)</i>
Quality Assurance	AVA Board			
Provision	Study Programmes	PhD School programmes	Research Groups	Departments and CA** areas
Monitoring strategies, processes and results	Dean Joint Student–Professor Committee	PhD School Board PhD Coordinator	Department Head Scientific Committee	Decision-making body of each department involved (Departments and CA areas** involved)
Review of the Quality Assurance System and suggestions for improvement	Study Programme Coordinator Dean Joint Student–Professor Committee	PhD Programme Coordinator PhD Programme Board	Department Head Department Council	Decision-making body of each department involved (Departments and CA areas** involved)



<p>Quality Assurance Process Assessment</p>	<p>University Assessment Commission</p>
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Table 1: Players involved in teaching, PhD, research, social responsibility

* Social Responsibility: *The University 2023-2025 Strategic Plan refers to activities related to sustainability, cultural and scientific dissemination, relations with the region and institutions, international relations and development cooperation and support for entrepreneurship.*

**CA: Central Administration

The General Directorate is responsible for financial, technical and administrative management. The General Director coordinates the technical-administrative department's operations including Management Areas, directed by Directors and divided into Services. Each Service requires a Head of Unit, who directly reports to the Director.

The General Director coordinates the Directors to achieve objectives set by the bodies responsible for political direction, following criteria of efficiency, effectiveness, and economy. This is achieved through a system of programming, managing, and monitoring financial resources, personnel, facilities, equipment, technologies, data, information, and knowledge, which support Teaching, Research, and Social Responsibility.

The AVA Board (Self-Assessment, Evaluation and Accreditation) comprises people chosen from among the technical and administrative staff, whose task is to operationally support the Rector, Vice Rectors and Delegates, for aspects and activities concerning the Quality of Teaching, PhD, Research and Social Responsibility.

PAVA oversees the proper and consistent conduct of Quality Assurance procedures based on the policy guidelines provided by the Governing Bodies, ensures the exchange of information with the Assessment Commission and ANVUR and supports involved parties.

The organisation, responsibilities and communication network enable the PoliMI Community to know who to contact for feedback and improvement suggestions.

4. Quality Assurance System

The University's Quality Assurance System for Teaching, PhD, Research, and Social Responsibility aims to support the community of researchers, professors, technicians, administrative staff, students, PhD candidates, scholarship holders, research fellows, and contractors for research, training, innovation and social services. This system guarantees advanced and high-quality training, and research following the principles of scientific and ethical integrity, promoting new knowledge while respecting the environment and the planet.

The **University's Quality Policy** follows its three-year strategic planning, consistent with the revision of strategic goals and Mission. The Rector, in cooperation with the Vice Rector for Strategic Plan Implementation and the AVA Board, is responsible for monitoring and reviewing the University's Quality Policy.

The dissemination of Quality, as a University organisational tool, ensures coordination between research and training, through rules and procedures that guarantee interaction between Departments, Schools and Study Programmes and PhD Programmes. University members are encouraged to follow Quality Assurance principles when performing their tasks.

Under the Quality Assurance system, Other Campuses are coordinated by Schools and Departments, on behalf of the Rector. The Other Campus ensures student orientation, logistics, and management of active Study Programmes, following the guidelines provided by the Schools. Regarding Research and Social Responsibility, the Campus fosters relationships with the region and provides support services to its Departments' Teaching Staff.

The Quality Assurance principles guide the actions of departments and individuals.

The Quality Assurance system is structured into four phases: **Design and planning**, **Provision**, **Monitoring** and **Quality improvement**.

Teaching:

Design and planning	This phase involves defining training by assessing demand, consulting with stakeholders, and establishing professional profiles, learning objectives, and expected learning outcomes. It includes annual planning, which entails resource programming, setting educational rules (regulations), and completing the Study Programme's Single Annual Sheet (SUA-CdS).
Provision	This covers activities necessary for delivering teaching, such as organising lectures, managing classrooms, laboratories, and libraries, along with administering related assessments (input and output). It encompasses the operation of student services (enrolment, progression, orientation, support for international mobility, administrative services, and diritto allo studio).
Monitoring	This phase involves defining, collecting, and analysing data on the progress of teaching to evaluate the programme status. Examples include tracking enrolment numbers at the Bachelor level and graduates, study schedule compliance, student feedback on teaching and services, and employment outcomes for graduates.
Quality improvement	Objectives implementation assessment Defining any improvement actions and verification of their effectiveness.

Table 2: Teaching Quality Assurance phases

PhD programme

Design and planning	Defining the PhD programme (request for training, consultation with interested parties, objectives and professional profiles) Annual planning of training and research activities, structural and staff resources
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Provision	This phase covers the activities required for delivering teaching (such as organising lectures, managing spaces and laboratories, and providing services to PhD candidates) and research (including internal organisation and the management of resources and facilities)
Monitoring	This involves defining, collecting, and analysing objective data regarding the progress of PhD candidates to assess their planned programme status. Metrics might include candidate feedback, enrolment figures, progress compliance, employment outcomes, and research results.
Quality improvement	Objectives implementation assessment Defining any improvement actions and verification of their effectiveness.

Table 3: PhD Programme Quality Assurance phases

Research:

Design and planning	Three-year definition of the strategic Department project (context analysis, SWOT analysis, objectives) Planning research objectives (activities, resources and facilities) Planning personnel resources.
Provision	This covers activities essential for the delivery of research, including internal organisation, resource and facility management, and the operation of support services (such as the internal functional units of the Departments and Research Office)
Monitoring	This involves defining, collecting, and analysing objective data on research progress to assess its status against the planned targets (for example, the recruitment of new researchers, achievement of scientific credentials, and operational efficiency of laboratories)
Quality improvement	Objectives implementation assessment Defining any improvement actions and verification of their effectiveness.

Table 4: Research Quality Assurance phases

Social Responsibility

Design and planning	Annual definition of objectives for Social Responsibility (context analysis, SWOT analysis, and objectives) Planning social responsibility initiatives (activities, resources and facilities) Planning personnel resources.
Provision	Activities required for delivering social responsibility initiatives include internal organisation, management of resources and facilities, and operating support services (such as the Technology Transfer Office and Sustainability Task Force).
Monitoring	This includes collecting and analysing objective data to assess the progress of social responsibility efforts and evaluate whether they align with the planned objectives (e.g.: Science Diplomacy projects, supported Start-ups).
Quality improvement	Objectives implementation assessment Defining any improvement actions and verification of their effectiveness.

Table 5: Social Responsibility Quality Assurance phases

This establishes stage or process responsibilities, and the information and document flows related to teaching, PhD, research and social responsibility. These are outlined in the following guidelines:

- Teaching Quality Assurance;
- PhD Quality Assurance.
- Research Quality Assurance and Social Responsibility;

5. Internal Communication and sharing

The University's decision-making system enhances the contribution of players involved in the different processes, within a shared project.

The Quality Assurance System, based on the coordination and planning of activities, benefits from a continuous communication flow among Governing Bodies, Schools, Departments, students, PhD candidates, and administrative offices.

For the Quality Assurance System to be effective, there must be a constant communication flow among stakeholders, enabling rapid dissemination of top-down and bottom-up information. For example, when significant changes occur at the University, Delegates or Directors from the central administration join the Department Councils, facilitating communication among the parties.

The Strategic Plan is disseminated via standard internal communication channels—such as (e-mail, intranet, University and Departments presentations), the University website <https://www.polimi.it/il-politecnico/chi-siamo/documenti-strategici>, and distributed electronically or in paper format to representatives of the institutions, bodies, and companies with which Politecnico maintains relationships.

Student/PhD candidate representatives are included in Governing Bodies which are involved in Quality Assurance.

The organisation, responsibilities and communication network enable the PoliMI Community to know who to contact for feedback and improvement suggestions.

6. The Link between the University Strategic Plan, Integrated Activity Plan and Organisation and Quality.

The **Strategic Plan** outlines the University's vision, values, mission, and priorities, translating these into strategic objectives and actions that significantly enhance the University's capacity to generate public value.

These are associated with qualitative and quantitative result indicators to monitor their implementation. During the approval phase, the Academic Senate and the Board of Governors determine the necessary resources, leading to the budget preparation.

Methodologically, the Strategic Plan is the benchmark for planning across all University bodies and is a key input for preparing the **Integrated Activity and Organisation Plan** (PIAO), ensuring that strategic objectives are adapted across different sectors, coordinating activities to improve service delivery, maximise public value, and enhance process efficiency.

The Integrated Plan of Activities and Organisation is developed from a systemic perspective to facilitate the operational planning of activities related to performance, transparency, and anti-corruption. It considers strategic planning for teaching, research, and social responsibility, along with the resources required to achieve the planned objectives.

Based on the Strategic Plan guidelines, the Integrated Activity and Organisation Plan establishes priorities by identifying a series of objectives for the Administration, supported by indicators and targets which are continuously monitored. All University areas (Departments, Other Campuses, Schools and the Central Administration) are covered by the Integrated Activity and Organisation Plan. It ensures coordination and sharing within the University and the Ministry, regarding the University's priorities and key initiatives by implementing the Strategic Plan's priority actions.

Planning objectives assigned to the areas are based on the previous year's results. To achieve this, key input elements include review and monitoring documents from the central administration and departmental areas, departments' strategic projects and development initiatives from other campuses. Alongside the cultural and educational projects that define Schools, the improvement actions set by the Deans are considered. These actions are based on annual reports submitted to the Academic Senate by the Joint Committee/Joint Student-Professor Committee.

The Quality Management System objectives, outlined in the table, are derived from the University's Strategic Plan, aligned with its four pillars: people, education, research, and social responsibility.

QUALITY MANAGEMENT SYSTEM OBJECTIVES	STRATEGIC GUIDELINES			
	PEOPLE	EDUCATION AND LEARNING	RESEARCH	SOCIAL RESPONSIBILITY
Promoting self-assessment, critical approach and continuous development in managing processes that contribute to quality improvement	x	x	x	x
Involving the community by ensuring the dissemination of the quality culture and information by encouraging the active and conscious participation of parties involved in Teaching, research including PhD, social responsibility and supporting administrative and management processes	x	x	x	x
Supporting the development of new teaching models by providing clear, transparent, and accessible information on educational pathways and facilitating the design of new and innovative courses	x	x		
Promoting actions and tools to support research, PhD and social responsibility activities			x	x

Table 6: Quality Management System Objectives

The Quality Assurance policy and objectives formulated by the Governing Bodies, are supported by the AVA Board under the Rector's supervision through the Vice Rectors and Delegates for Teaching, PhD, Research and Social Responsibility.

7. Governance System Monitoring and Review

The Strategic Plan's continuous monitoring is carried out by the Rector and Vice Rector for the Strategic Plan, together with the main University reference figures (Rectors, Vice Rectors, Delegates, Department Directors, Deans, General Director, etc.).

The Strategic Plan includes monitoring of individual actions that results in reporting to the Academic Senate and Board of Governors, to implement the strategy. Design and Plan - Provision - Monitor - Improve.

The Strategic Plan (objectives and Key Performance Indicators) and Quality Assurance system monitoring is submitted to the Academic Senate annually. Monitoring ensures that the university remains aligned with its strategic plan.

A more in-depth assessment of the University's Governance and Quality Assurance Systems is planned every three years, when the University's Strategic Plan is revised or redefined.

The Governance System Review incorporates various input elements, including:

- a Central Administration Review carried out by the General Director;
- a Quality Assurance Implementation General Report;
- Departmental Review documents;
- Dean reports and improvement actions submitted to the Academic Senate;
- Assessment Commission reports;
- analysis and reports from questionnaires or surveys relating to students, Professors and Technical-Administrative Staff;
- any documents relevant to the preparation of reports (e.g. Teaching Commission report).