UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Training On The Job

2627-2-F5703R017

Course title

On The Job Training

Topics and course structure

The course focuses on some of the main theoretical and methodological issues related to training practices and models that develop in workplace settings. On-the-job training has its roots in the oldest forms of professional and organisational training and today represents a complex and multifaceted field, further transformed by digital technologies, changes in work processes, and new forms of organisation of professional knowledge.

The course consists of **56 total hours**: **45 hours in person**, devoted to lectures, discussions, case analysis, exercises, and interactive work; and **11 hours delivered remotely,** in synchronous and/or asynchronous mode, devoted to guided exercises, reworking of materials, company visits, and project work activities. Overall, **expository teaching accounts for 30%** of the total teaching hours, while **interactive teaching** accounts for the r**emaining 70%**.

In-person activities alternate between moments of expository teaching, aimed at providing the theoretical and methodological framing of the key concepts, and moments of interactive teaching, devoted to discussions, case analysis, exercises, small-group work, and feedback sessions. Remote activities are mainly interactive and application-oriented.

The 56 teaching hours are organised into three thematic phases, which constitute the conceptual and methodological core of the course's teaching progression.

Phase 1: Professionalism, competence, and on-the-job training
The first part introduces the themes of HR professionalism, professionalisation, competence, tacit knowledge, and

on-the-job training, discussing the conditions, limits, and risks of situated training practices within organisational contexts.

Phase 2: Analysis of organisational contexts and training devices
The second part is devoted to the analysis of cases, company visits, testimonies, and empirical materials, with specific attention to HR configurations, training programmes, training needs, formative assessment, feedback, and training impact.

Phase 3: Learning, reflexivity, and conceptual change
The final part supports students in reconstructing their own learning process, with particular attention to metacognition, reflexivity, conceptual change, and the professional transferability of the concepts addressed during the course.

Company visits and project work
The company visits, scheduled between the second and third phases of the course, aim to provide direct knowledge of strategies, devices, and practices for training and professional development in real organisational contexts, with specific attention to the relationship between on-the-job and off-the-job methodologies. The visits will be accompanied by moments of discussion with HR staff and by the reworking of observational materials within a small-group project work.

The project work and the in-progress activities are an integral part of the learning path and will be taken into account in the final assessment according to the procedures indicated in the section devoted to the exam. The assessment approach adopted in the course follows a formative perspective and places self-assessment and self-regulation at the centre, in line with the contents addressed throughout the course.

Objectives

The course aims to pursue learning objectives that are consistent with the objectives of the Degree Programme and with the expected competences of the graduate profile. The objectives are organised according to the Dublin Descriptors and are linked to the course Assessment and Self-Assessment Rubric, which guides the teaching activities, exercises, project work, self-assessment, and oral examination.

1. Knowledge and understanding
By the end of the course, students will be able to:

- identify the defining features of the main concepts addressed in the course, including HR professionalism, professionalisation, competence, tacit knowledge, on-the-job training, reflexivity, lifelong learning, training needs, feedback, formative assessment, training impact, and metacognition;
- explain the relationships between concepts, distinguishing links, hierarchies, continuities, and differences;
- reconstruct the theoretical and historical-methodological framework of the concepts addressed, with reference to the course bibliography;
- connect theoretical knowledge and practical knowledge, showing how concepts can be used to interpret training and professional situations.

2. Applying knowledge and understanding
By the end of the course, students will be able to:

- observe, describe, and analyse contexts and phenomena related to training and human resource development;
- identify relevant elements in organisational contexts, company visits, testimonies, cases, and empirical materials;
- use qualitative tools, such as observations, interviews, documentary materials, and case analysis, to

understand training practices and professional development processes;
- justify the observational and interpretative choices adopted in the analysis of contexts;
- develop elements of evaluation and redesign starting from the evidence collected.

3. Making judgements
By the end of the course, students will be able to:

- critically evaluate on-the-job training practices, devices, and models, considering their conditions of effectiveness, limits, risks, and organisational implications;
- distinguish between description, interpretation, evaluation, and project proposal;
- justify their interpretations by referring to evidence, empirical materials, and theoretical concepts;
- recognise the limits of their own analyses and identify possible improvement strategies;
- develop evaluations grounded in learning processes, observed contexts, and analysed training practices.

This section helps to make more visible a transition that is strongly emphasised in the rubric: the move from simple description to the ability to motivate, justify, evaluate, and redesign. This is an important point to strengthen, because the course does not only ask students to “know things”, but to construct well-founded judgements, with evidence in their hands and concepts in their heads.

4. Communication skills
By the end of the course, students will be able to:

- construct arguments that are logically correct and theoretically grounded;
- make explicit the premises, logical steps, conclusions, and criteria underlying their interpretations;
- communicate analyses, evaluations, and reflections in written and oral form in a clear, coherent, and lexically appropriate way;
- produce texts that are correct in terms of spelling and syntax, and coherent and cohesive from a textual point of view;
- schematically represent concepts, arguments, analytical processes, and learning paths.

5. Learning skills
By the end of the course, students will be able to:

- describe and reconstruct their own learning path, identifying activities, steps, obstacles, and facilitating factors;
- explain how lectures, exercises, project work, company visits, bibliographic materials, and self-assessment activities have contributed to the development of the competences expected in the course;
- evaluate their initial and final level of mastery in relation to the course objectives;
- recognise and describe processes of conceptual construction and conceptual change;
- identify the transformations that have occurred in their understanding of concepts and connect them to evidence, learning activities, theoretical references, and professional experiences;
- reflect on their own professionalisation process, relating university learning, field experiences, internships, traineeships, or work experiences.

Methodologies

The course adopts an integrated methodology combining expository teaching and interactive teaching, alternating in-person lectures, exercise-based activities, individual and group work, remote activities in synchronous and/or asynchronous mode, company visits, and project work.

Expository teaching activities, mainly carried out in person, include lectures, theoretical framing, and the presentation of models, concepts, and bibliographic references. These activities introduce the main theoretical and

methodological cores of the course and provide tools for analysing training practices, organisational contexts, and professional development processes.

Interactive teaching activities, carried out in person and/or remotely, include guided discussions, case analysis, individual and group exercises, analysis of empirical materials, company visits, dialogue with HR professionals, peer feedback, collective feedback sessions, and self-assessment activities. These activities are aimed at supporting the progressive application of the course concepts to professional situations, company cases, testimonies, interviews, observational materials, and processes of metacognitive reflection.

The course includes three main exercises. The first exercise, scheduled at the end of the first phase, supports the understanding and argumentative use of the initial concepts addressed in the course. The second exercise, scheduled in the central part of the course, is devoted to the application of concepts to the analysis of organisational contexts, company cases, testimonies, interviews, or empirical materials. The third exercise, scheduled in the final part, supports the reconstruction of the learning process and conceptual change, with specific attention to self-assessment and the professional transferability of learning.

The exercises function as progressive learning devices: they allow students to move from the theoretical understanding of concepts to their application in the analysis of professional situations, and finally to the reflective evaluation of their own learning path. The course therefore gives particular importance to feedback, self-assessment, and self-regulation, in line with the learning objectives and with the course Assessment and Self-Assessment Rubric.

Online and offline teaching materials

The course teaching materials are made available on the course e-learning page, which represents the main reference point for accessing contents, assignments, organisational communications, and any updates to the programme.

In-person lectures are recorded in audio and/or video format and made available on the e-learning page, depending on the technical and organisational conditions of the classroom. The recordings support individual study, revision of the topics addressed, and the participation of students who attend remotely or who are unable to attend some classes. For students attending in person, recordings do not replace participation in interactive activities, discussions, exercises, and moments of dialogue.

The e-learning page will also include the materials used or referred to during the course: slides, summary outlines, work guidelines, exercise instructions, assessment and self-assessment rubrics, project work materials, documents for case analysis, and materials related to company visits and testimonies from HR professionals. These materials are intended both as support for exam preparation and as working tools for individual and group activities.

The exam bibliography, consisting of books, chapters, and scientific articles, will be indicated in the dedicated section and made available or referenced through the e-learning page. Additional readings or optional resources may be proposed during the course to support personal study, preparation of the exercises, and further reflection on the concepts addressed.

Students are expected to consult the e-learning page regularly, as it progressively collects course materials, operational instructions, deadlines, notices concerning in-person and remote activities, and further information useful for preparing the oral exam and the in-progress assignments.

Programme and references

The course addresses the main theoretical and methodological issues related to training and learning in workplace settings, exploring the relationship between learning, professionalism and human resource development. The programme is organised into three interconnected thematic areas.

The first part explores the concepts of professionalism and professionalisation, with particular attention to the HR function, the evolution of professional roles, professional competences, tacit knowledge and different forms of workplace learning.

The second part focuses on adult learning and training models and the main pedagogical approaches and practices associated with on-the-job training. Topics include professional competence, lifelong learning, experiential and transformative learning, training needs analysis, feedback and the transfer of learning to professional contexts.

The third part addresses the design, support and evaluation of training processes within organisations, with particular attention to communities of practice, mentoring, formative assessment, training monitoring and impact, as well as reflective and metacognitive processes.

The examination bibliography is designed to provide a structured yet personalised pathway for studying and exploring the main concepts addressed and discussed during the course. It consists of a selection of academic publications, primarily research articles and literature reviews, complemented by book chapters and institutional documents.

Of the 30 contributions currently included in the bibliography, students are required to study 17 texts, selected according to the guidelines provided for each thematic area. This structure allows students to develop a personalised learning pathway, compare different theoretical perspectives and establish connections between concepts, academic research and the educational**

Assessment methods

Assessment consists of two compulsory assignments, one completed during the course and one submitted at the end, followed by a final written examination. All assessment activities are aligned with the learning objectives and indicators outlined in the course Assessment and Self-Assessment Rubric, which is used throughout the learning process.

The first assignment, completed during the course, focuses on students' understanding and application of the course's foundational concepts to the analysis and discussion of professional issues and situations. Students are required to connect theoretical knowledge, practical problems and different interpretative perspectives.

The second assignment, submitted at the end of the course, focuses on the analysis of organisational contexts and professional training and development practices. For students attending classes in person, it is linked to company visits, interviews with HR professionals and group project work. The assignment requires students to connect empirical evidence with theoretical concepts and references, developing their analytical, interpretative and evaluative skills.

Both assignments are assessed using the objectives and indicators of the course rubric. Assessment procedures differ according to the mode of attendance. For students attending in person, assessment takes into account collaborative activities, classroom discussions and the analysis of organisational contexts. For students attending remotely, assessment involves activities and assignments documented through the e-learning platform, with feedback and assessment procedures adapted to their learning pathway. The underlying assessment criteria remain the same for all students.

The final written examination focuses primarily on two objectives of the course Assessment and Self-Assessment Rubric:

Objective 1 – Conceptual knowledge and understanding: demonstrating an in-depth understanding of the course's foundational concepts, identifying their defining characteristics, connections and hierarchical relationships, reconstructing their theoretical and bibliographical frameworks, and establishing connections between theoretical knowledge and professional experiences.

Objective 4 – Learning, self-assessment and self-regulation: critically reconstructing one's own learning process and, in particular, recognising and analysing processes of conceptual construction and change, identifying changes in conceptual understanding, the factors that contributed to them, and their connections with the theoretical knowledge acquired.

The written examination therefore serves as an opportunity for conceptual and metacognitive synthesis and reflection. Students are expected to critically reorganise and elaborate on the content addressed during the course and explored through the bibliography, making explicit how their understanding of key concepts has evolved, the reasons underlying these changes and the connections between theory and experience.

Completion of both assignments is a prerequisite for taking the written examination. Students attending remotely are also required to complete and document the ongoing learning activities on the e-learning platform, according to the instructions provided during the course.

Assessment considers conceptual understanding, the quality of argumentation, the ability to establish connections between theory and empirical evidence, the quality of analysis, and the ability to critically reconstruct and self-assess one's own learning process. Particular emphasis is placed on feedback, self-assessment and self-regulation.

After passing the written examination, students may choose to take an optional oral examination as an additional opportunity for in-depth discussion and assessment.

Office hours

The professor is available for student office hours by appointment, in person or in his personal Webex room: https://unimib.webex.com/meet/franco.passalacqua

Programme validity

The exam programs are legally valid for two academic years, as are the exercises completed and evaluated.

It is strongly recommended to contact the professor if you wish to take the exam with an exam program from a previous academic year

Course tutors and assistants

They will eventually be announced during the academic year.

Sustainable Development Goals

QUALITY EDUCATION | INDUSTRY, INNOVATION AND INFRASTRUCTURE