

SBB regulations for accreditation of work placement companies

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Content

SBB regulations for accreditation of work placement companies	3
Article 1. Definitions	3
Article 2. Purpose	3
Article 3. Accreditation request	3
Article 4. Assessment of the application	3
Article 5. Accreditation conditions	4
Article 5a. Additional conditions collective work placement companies	4
Article 5b. Additional conditions pre-vocational secondary education	4
Article 6. Granting accreditation	5
Article 7. Reassessing accreditation	5
Article 8. Revoking accreditation	5
Article 9. Services	5
Article 10. Objection	5
Article 11. Unforeseen circumstances	5
Article 12. Entry into force	6
Article 13. Changes	6
Appendix 1 - Model profile Workplace Trainer	7
Appendix 2 - Sectoral additions to the regulations for accreditation of work placement companies	9
Sectoral additions for accreditation with regard to sufficient and expert coaching* (Article 5. Paragraph 3.)	9
Sectoral additions with regard to additional (statutory) requirements	10



SBB regulations for accreditation of work placement companies

Adopted by the Governing Board of SBB on 29 June 2023 and in accordance with Article 1.5.3, paragraph 6 of the Dutch Act on Adult and Vocational Education (“WEB”) approved by the Minister of Education, Culture and Science on [date].

Article 1. Definitions

In these regulations, the following terms are defined as stated below:

1. SBB: the board of the Foundation for Cooperation on Vocational Education, Training and the Labour Market within the meaning of Article 1.5.1 of the Dutch Act on Adult and Vocational Education (“WEB”).
2. Work placement company: the company or organisation that is authorised to provide work placement by virtue of these regulations.
3. Workplace trainer: a person designated by the work placement company who is responsible for coaching the student within the work placement company.
4. Regulations: regulations for accreditation of work placement companies, drawn up under Article 1.5.3, paragraph 1 of the Dutch Act on Adult and Vocational Education (“WEB”) and Article 10b4, paragraph 2 of the Dutch Secondary Education Act (“WVO”).
5. Student: an upper secondary vocational (“MBO”) student in the sense of an educational participant within the meaning of the Dutch Act on Adult and Vocational Education (“WEB”) and a pre-vocational secondary education pupil within the meaning of the Dutch Secondary Education Act (“WVO”).
6. Educational institute: a school for pre-vocational secondary education and training or upper secondary vocational education and training.

Article 2. Purpose

Only companies and organisations in the Netherlands and abroad that comply with the provisions of these regulations and that are accredited as such by SBB are authorised to act as a work placement company¹.

Article 3. Accreditation request

1. With due observance of the provisions of these regulations, accreditation is granted at the request of the company or the organisation that wishes to arrange the work placement. Educational institutes, students or other parties involved can submit a nomination for accreditation with the approval of the work placement company.
2. The application relates to one or more qualifications or parts thereof.
3. An application will be considered if it concerns a first application or if, after an unfavourable assessment of a previous application, new facts or changed circumstances have arisen. If there are no newly revealed facts or circumstances, the repeated application will be rejected with reference to the earlier decision.

Article 4. Assessment of the application

1. SBB grants accreditation if, in its opinion, the conditions referred to in Article 5 have been met.
2. Without prejudice to the provisions of paragraph 1, SBB may decide not to grant accreditation for compelling reasons.
3. The business or organisation is obliged to cooperate in the assessment of the application.

¹ SBB may leave the assessment of foreign companies for suitability as work placement companies to foreign partner organisations. These partner organisations must have a good system for accrediting work placement companies and SBB can demonstrate that this system covers the legal accreditation requirements.



Article 5. Accreditation conditions

The company or organisation is deemed to:

1. offer a good apprenticeship and activities within their own work organisation that are part of the work processes of the profession for which the student is being trained;
2. have a good apprenticeship in (socially) safe conditions available for every student²;
3. provide sufficient and expert coaching, aimed at the student. The work placement company appoints and facilitates an expert workplace trainer³. The profile for workplace trainer is used as a benchmark (Appendix 1);
4. be prepared to collaborate with the educational institute and SBB and provide the necessary information for this purpose;
5. agree to the listing of the company and contact details in the public register of work placement companies. There may be a substantiated request for an exception to be entered in the public register for reasons of safety of employees of the work placement company and/or the student. Address details are not mentioned. The assessment to apply this exception lies with SBB.

The requirements for an apprenticeship and coaching may depend on the special requirements per qualification for which accreditation is granted (Appendix 2).

Article 5a. Additional conditions collective work placement companies

1. A collective work placement company is a collaboration within the framework of training individual work placement companies.
2. The collective work placement company provides work placement activities at its own location when individual work placement companies provide demonstrably hindered access to work placement activities under the influence of laws and regulations or safety and/or when the activities in the actual professional practice of the individual work placement company are insufficiently varied.
3. A collective work placement company must meet the conditions for accreditation as a work placement company within the meaning of Article 5, paragraphs 1 to 4, of the regulations for accreditation of work placement companies.
4. The accreditation of a collective work placement company may not lead to unfair competition with regular accredited work placement companies.
5. The work placement companies that use a collective work placement company have in all cases the status of accredited work placement company based on the regulations for accreditation of work placement companies.

Article 5b. Additional conditions pre-vocational secondary education

1. An accredited work placement company for pre-vocational secondary education must meet the conditions for accreditation as a work placement company as stated in Article 5, paragraphs 1 to 4, of the regulations for accreditation of work placement companies.
2. The conditions of Article 10b6 of the Dutch Secondary Education Act also apply to the accredited work placement company, including at least the following conditions:
 - a. practical assignments determined by an educational institute can be carried out at the work placement, whereby each practical assignment can be carried out as such at one company or organisation. The company or organisation is prepared to have the pre-vocational secondary education pupil carry out the required practical assignments and to discuss and assess the work and the work placement report;
 - b. the production or service process is sufficiently varied from a technical and organisational point of view and can offer pre-vocational secondary education pupils good practical material and provide them with a good education; the work placement fits within the daily business operations;

2 A condition for the accreditation is that the work placement demonstrably meets the legal requirements for safety and is free from circumstances that could harm the personal interests of a student, including in any case, but not limited to: circumstances involving (sexual) harassment, discrimination, aggression, bullying and/or violence. The employer will make every effort to prevent labour, health, environmental and safety risks in circumstances.

3 The workplace trainer is also referred to as an apprentice trainer, work supervisor or internship trainer. In good coordination, the workplace trainer can also delegate certain tasks to a fellow workplace trainer or work supervisor with the right competencies. Also in a cluster of work placement companies or partnerships. The workplace trainer remains responsible for coaching and training in the workplace.



- c. The company or organisation is suitable for the age group involved, for example, with regard to the scope to learn or to make mistakes, and the workplace trainer can offer the pre-vocational secondary education pupil both work-specific and pedagogical-didactical coaching.

Article 6. Granting accreditation

1. No later than ten working days after the application referred to in Article 3, paragraph 1, SBB makes a decision about granting accreditation and announces this to the company or organisation. This deadline may be exceeded in exceptional cases and the reasons thereof must be given in the decision.
2. Accreditation is granted for one or multiple (elements of) qualifications.
3. Accreditation is granted at branch and/or department level.
4. The company or organisation will be notified in writing of the decision referred to in paragraph 1 within 20 working days of the date of the accreditation request. If accreditation is not granted, the reasons will be stated.
5. Accreditation lapses by operation of law if the work placement company has not provided work placement for a continuous period of four years.

Article 7. Reassessing accreditation

1. SBB ensures that companies and organisations that provide work placement are assessed once every four years on the basis of the conditions set out in Articles 3, 5, 5a and 5b. If there is reason to do so due to special circumstances, inspections can take place more frequently.
2. SBB maintains the accreditation in the event of a favourable assessment on the basis of paragraph 1.

Article 8. Revoking accreditation

1. SBB may decide to revoke the accreditation if in its opinion:
 - a. the conditions referred to in Articles 3, 5, 5a and 5b on which the accreditation decision was based are no longer met;
 - b. circumstances arise that harm the personal interests of a student, including in any case but not limited to circumstances involving (sexual) harassment, discrimination, aggression, bullying and/or violence and circumstances that constitute a risk for work, health, safety and the environment;
 - c. other serious circumstances occur, including in any case but not limited to measures in the work placement company by a supervisory authority⁴ at the work placement company, as a result of which the accreditation cannot reasonably be maintained.
2. If accreditation is revoked, SBB will notify the work placement company in writing, stating the reasons.
3. If SBB intends to decide to revoke the accreditation, it has the right to suspend the accreditation by reasoned decision in writing, pending the assessment and final decision on revoking the accreditation.

Article 9. Services

The work placement company receives support from SBB in fulfilling its role as a work placement company. Support is aimed at increasing the quality of the learning environment and practice-based learning.

Article 10. Objection

If the accreditation is refused, suspended or revoked, the company or organisation can object to the decision referred to in Article 6, paragraph 1 and Article 8, paragraphs 1 and 3, within 6 weeks of the date of the decision. The objection procedure is subject to the Dutch General Administrative Law Act.

Article 11. Unforeseen circumstances

In those situations not provided for by these regulations, the SBB decides.

⁴ A supervisory organisation at the work placement company, such as the Netherlands Labour Authority or the environmental department.



Article 12. Entry into force

1. These regulations come into force on 1 September 2023.
2. When these regulations come into force, the SBB regulations for accreditation of work placement companies of 29 June 2021 will be withdrawn.
3. These regulations may be cited as “SBB regulations for accreditation of work placement companies”.

Article 13. Changes

Changes to the regulations are stipulated by the board of SBB and submitted to the Minister of Education, Culture and Science for approval.



Appendix 1 - Model profile Workplace Trainer

The workplace trainer works at a (work placement) company that has been accredited by SBB. He⁵ trains the student⁶ in practice. The workplace trainer is the point of contact for the students and guides them through practice.

The workplace trainer trains the student and organises his learning activities. He ensures the best possible learning environment. The student is assigned a workplace that offers as many (daily) practical situations as possible that he will also encounter in the occupation for which he is being trained.

The workplace trainer has a coaching and educating role, pays attention to the student and guides them if necessary. He passes on professional knowledge and skills and encourages the student to feel responsible for his learning process and his functioning as an employee. He motivates the student and tailors his coaching to him. The workplace trainer also monitors the specific progress of the student's learning process.

The workplace trainer creates a (socially) safe learning environment for the student. He ensures the student receives and carries out instructions on working safely, as laid down in the statutory requirements and occupational health and safety legislation. The workplace trainer leads by example.

A feeling of responsibility, organisational talent and the sense of working with others are indispensable for a workplace trainer. In addition to contact with the student, the workplace trainer maintains contact with the work placement supervisor (the student's coach from the educational programme/school) and the SBB work placement advisor.

The SBB work placement advisor advises the workplace trainer about his role during the work placement period. The work placement advisor also acts as a sounding board for the workplace trainer when it comes to fulfilling his role. Furthermore, the placement advisor helps the workplace trainer to promote practical training and with the work placement policy at the work placement company.

Overview of core tasks and work processes

1. Organises the student's learning process in practice
 - 1.1. Conducts the selection interview with the student
 - 1.2. Prepares an induction programme
 - 1.3. Determines the student's initial situation and learning needs
 - 1.4. Determines the learning activities in consultation with the student
 - 1.5. Draws up a practical learning plan
 - 1.6. Maintains contact with the school's work placement supervisor and SBB's work placement advisor
2. Trains the student in practice
 - 2.1. Trains the student on the work floor
 - 2.2. Monitors and directs the student's learning process
 - 2.3. Conducts coaching or progress interviews with the student
 - 2.4. Assesses progress of the student's learning process
 - 2.5. Evaluates the work placement period

⁵ In this text, he/him is also meant she/her/them.

⁶ The term 'student' must be interpreted broadly. It may be a young person who is following pre-vocational secondary education or (senior) secondary vocational education and training for the first time (initial education), but also someone who is following (part of) (senior) secondary vocational education and training for retraining or further training (post-initial education).



The following competencies are important for the workplace trainer:

Guiding

- Adapts his training method to the job competence and learning style of the student
- Keeps an eye on whether the student functions according to the agreements made and gives clear instructions if the student does not (or may not) meet expectations

Coaching

- Stimulates and coaches the student
- Gives the student clear and constructive feedback
- Motivates the student by giving him social-emotional support to a greater or lesser extent

Making decisions and initiating activities

- Decide if the student is making progress in his learning process
- Determines in which areas the student should improve

Following instructions and procedures

- When assessing the student's progress, uses assessment tools and works according to associated procedures, so the student is given an objective and valid assessment

Learning

- Evaluates the work placement period to identify areas for improvement and to improve those areas

Focusing on the needs and expectations of the 'customer'

- Asks the student what he wishes to learn during the work placement and responds to that

Planning and organising

- Clarifies during an interview which learning objectives must be achieved
- Schedules the student's learning activities
- Monitors the progress of the learning process
- Decides when to intervene in the learning process

Collaborating and consulting

- Shows an interest in the student by listening, asking questions and observing the student
- Discusses his observations with the student, after possibly consulting others
- Encourages the student to come up with ideas about the further implementation of his learning process
- Listens to advice from the school's work placement supervisor and SBB's work placement advisor and indicates what he will do with that advice

Applying expertise

- Explains how things work, shows this or asks the student to think about subject-specific matters
- Uses his subject knowledge to assess the student
- Views information from the training institute, the wishes of the student and the possibilities within the work placement company to find out how the learning objectives can be achieved
- Observes the student on the basis of the assessment criteria and gives a rating to these observations



Appendix 2 - Sectoral additions to the regulations for accreditation of work placement companies

Before 1 August 2015, the education and business communities on the boards of the centres of expertise on VET determined sectoral additions for work placement companies. The SBB board adopted these additional provisions for the determination of the SBB regulations for accreditation of work placement companies and updated them on 29 June 2023. The following sectoral additions for work placement companies will apply from 1 September 2023:

Sectoral additions for accreditation with regard to sufficient and expert coaching* (Article 5. Paragraph 3.)

Table 1. Overview of sectoral, additional conditions for sufficient and expert coaching

Sector	Addition
Food, environmental studies and hospitality	The workplace trainer can demonstrate (diploma, certificate or experience) his expertise and/or job-related level that is, at least, equal to the student's education. The workplace trainer can also demonstrably (diploma, certificate or experience) coach the student.*
Business services and security	Workplace trainers must have (also) acquired their coaching and assessment competencies - or do so within an agreed term - by completing a training course developed and organised for the sector.*
Engineering and construction	Thanks to his demonstrable training, the workplace trainer is prepared for his role as a workplace trainer in construction and infrastructure, paying explicit attention to coaching and assessing students in varying teams, at various workplaces and with an emphasis on safety. The workplace trainer maintains his expertise as a workplace trainer- aimed at coaching and assessing the students in varying teams - by means of refresher courses, peer reviews or otherwise. To this end, he maintains a portfolio.*
Trade	The workplace trainer can demonstrate (diploma, certificate or experience) his expertise and/or job-related level for the student's coaching.*
Food, environmental studies and hospitality	The workplace trainer can demonstrate (diploma, certificate or experience) his expertise and/or job-related level that is, at least, equal to the student's education. The workplace trainer can also demonstrably (diploma, certificate) coach the student.*
Mobility, transport, logistics and maritime	The workplace trainer can demonstrate (diploma, certificate or experience) his expertise and/or job-related level that is, at least, equal to the student's education.*
Specialist craftsmanship	The workplace trainer can demonstrate (diploma, certificate or experience) his expertise and/or job-related level that is, at least, equal to the student's education.*

* SBB manages the list of the relevant Central Registers of Vocational Courses for each sectoral addition



Sectoral additions with regard to additional (statutory) requirements

Table 2. Overview of sectoral conditions additional (statutory) requirements

Sector	Addition
Business services and security	<p>Based on the Dutch Private Security Organisations and Detective Agencies Act, the work placement company is an approved private security organisation in the Netherlands that has a valid ND, BD or PGW permit from the Ministry of Justice Agency for Scrutiny, Integrity and Screening or carries out security work in the Kingdom of the Netherlands on the basis of other Dutch laws or regulations. This valid permit (or the performance of security work) must have taken effect at least 1 year prior to the application for accreditation as a work placement company.</p> <p>Approved private emergency centres and private video surveillance centres can train for one of the mbo security qualifications if they also handle the alarm follow-up in-house and have a permit for this from the Ministry of Justice Agency for Scrutiny, Integrity and Screening.</p> <p>A self-employed person can only be accredited as a work placement company if they have valid proof of identity for private security in their own name and issued to their own organisation. Contrary to Article 3, paragraph 2 of the SBB regulations for accreditation, a work placement company for the mbo qualifications security guard guarantees that all core tasks and work processes during the work placement can be fully learned in professional practice. The work placement company that is admitted as a private security organisation with an ND permit can demonstrably bear ultimate responsibility for security for at least two different clients.</p> <p>Workplace trainers must have (also) acquired and maintained their coaching and assessment competencies by completing a workplace trainer course developed and organised for the sector. An organisation that simultaneously trains more than two aspiring security guards in professional practice has at least two certified workplace trainers.</p> <p>The workplace trainer is trained as a security guard (or coordinator security guard) or equivalent in accordance with the provisions of the RPBR (Article 5, paragraph 6) and has operational experience in security work.*</p>

* SBB manages the list of the relevant Central Registers of Vocational Courses for each sectoral addition