

SBB Regulations on the Accreditation of Work Placement Companies



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SBB Regulations on the Accreditation of Work Placement Companies

Adopted by the Board of Directors of SBB on 26 June 2025 and approved in accordance with paragraph 6 of Section 1.5.3 of the Adult and Vocational Education Act (*Wet educatie en beroepsonderwijs*, WEB) by the Minister of Education, Culture and Science on 12 November 2025.

Article 1. Definitions

In these regulations, the following terms shall have the following meanings:

1. SBB: the board of the Foundation for Cooperation on Vocational Education, Training and the Labour Market (*Samenwerkingsorganisatie beroepsonderwijs bedrijfsleven*) as referred to in Section 1.5.1 of the Adult and Vocational Education Act (WEB).
2. Work placement company: the company or organisation authorised under these regulations to provide work placement.
3. Workplace trainer: a person designated by the work placement company, who is in charge of supervising the student within the work placement company.
4. Regulations: Regulations on the Accreditation of Work Placement Companies drawn up pursuant to Section 1.5.3 paragraph 1 of the Adult and Vocational Education Act (WEB) and Section 2.64 of the Secondary Education Act (*Wet op het voortgezet onderwijs*, WVO 2020) Implementation Decree.
5. Student: a senior secondary vocational education student in the sense of an education participant as referred to in the Adult and Vocational Education Act (WEB), or a preparatory secondary vocational education, special secondary education or employment-oriented training student in the sense of pupil as referred to in the Secondary Education Act (WVO 2020).
6. Educational institution: senior secondary vocational education, preparatory secondary vocational education, employment-oriented training or special secondary education school.

Article 2. Purpose

Only companies and organisations in the Netherlands and abroad that comply with the provisions of these regulations and are accredited as such by SBB are authorised to act as work placement companies.¹

Article 3. Request for accreditation

1. Subject to the provisions of these regulations, accreditation will be granted at the request of the company or organisation that wants to provide work placement. Educational institutions, students or other parties involved may submit recommendations for accreditation with the consent 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 is a first application or if new facts have come to light or circumstances have changed following an unfavourable assessment of a previous application. If there are no new facts or circumstances, the repeated application will be rejected with reference to the previous decision.

¹ SBB can 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 the accreditation of work placement companies and be able to demonstrate to SBB that this system covers the statutory accreditation requirements.



Article 4. Assessment of the request

1. SBB will grant accreditation if it considers that the conditions set out in Article 5, 5a, 5b or 5c have been met.
2. Without prejudice to the provisions of paragraph 1, SBB may decide not to grant accreditation on the basis of compelling reasons.
3. The company or organisation is obliged to cooperate in the assessment of the application.

Article 5. Conditions for accreditation

The company or organisation must be deemed to:

1. offer a proper work placement and activities within its own employment organisation that are part of the working processes of the profession for which the student is being trained;
2. have a proper work placement available for every student in conditions that are safe in both a general and social sense;²
3. provide sufficient and expert guidance focused on the student. To supervise the student, the workplace trainer must have demonstrable (diploma, certificate or experience) expertise and/or a professional level at least equivalent to the student's course. The work placement company must appoint and facilitate an expert workplace trainer.³ The profile for workplace trainers serves as a point of reference (Appendix 1);
4. be willing to cooperate with the educational institution and SBB and provides the necessary information to this end;
5. agree to the listing of its company and contact details in the public register of work placement companies. A substantiated request may be made for exemption from entry in the public register in the context of the safety of employees of the work placement company and/or the student. The listing does not include address details. SBB will assess whether such an exemption will be granted.

The requirements imposed on a work placement and supervision may depend on the particular requirements for each qualification for which accreditation is granted (Appendix 2).

Article 5a. Additional conditions for collective work placement companies

1. A collective work placement company is a partnership of individual work placement companies in the context of training.
2. A collective work placement company provides work placement activities at its own location where individual work placement companies offer demonstrably impeded access to work placement activities due to laws and regulations or safety and/or where variation in activities is lacking in the actual professional practice of the individual work placement company.
3. A collective work placement company must meet the conditions for accreditation as a work placement company as stated in Article 5 paragraphs 1 to 5 of the Regulations on the Accreditation of Work Placement Companies.
4. The accreditation of a collective work placement company must not lead to unfair competition with regular accredited work placement companies.
5. All work placement companies that use a collective work placement company must have accredited work placement company status under the Regulations on the Accreditation of Work Placement Companies.

2 The work placement must meet the legal requirements for safety and be safeguarded against circumstances that may harm a student's personal interests, including but not limited to: circumstances involving intimidation, sexual harassment, discrimination, aggression, bullying and/or violence. The employer must make every effort to prevent circumstances involving occupational, health, environmental and safety risks.

3 Other terms used to refer to the workplace trainer include apprentice trainer, work supervisor or work placement trainer. The workplace trainer can also delegate certain tasks, in liaison, to a fellow workplace trainer or work supervisor with appropriate competences, including within a cluster of work placement companies or partnership. Ultimate responsibility for the supervision and training in professional practice remains with the workplace trainer.



Article 5b. Additional conditions for preparatory secondary vocational education

1. An accredited work placement company for preparatory secondary vocational education must meet the conditions for accreditation as a work placement company as stated in Article 5 of the Regulations on the Accreditation of Work Placement Companies.
2. In addition, the accredited work placement company is subject to the conditions of Article 2.64 of the Secondary Education Act Implementation Decree, including at least the following conditions:
 - a. At the work placement, practical assignments set by an educational institution can be carried out, whereby each practical assignment can be carried out as such within a single company or organisation. The company or organisation must be willing to allow the preparatory secondary vocational education student to complete the required practical assignments and discuss and assess the work and work placement report.
 - b. The production or service process must be sufficiently varied from a technical and organisational point of view and can offer preparatory secondary vocational education students good practical material and proper training. The work placement falls within the day-to-day business operations.
 - c. The company or organisation must be suitable for the age group concerned, including in terms of scope to learn or make mistakes, and the workplace trainer must be able to supervise the preparatory secondary vocational education student in terms of both work content and pedagogical and didactic aspects.

Article 5c. Additional conditions for employment-oriented training/special secondary education

1. An accredited work placement company for employment-oriented training and/or special secondary education must meet the conditions for accreditation as a work placement company as stated in Article 5 of the Regulations on the Accreditation of Work Placement Companies.
2. In addition, the following conditions apply to the accredited work placement company:
 - a. The company or organisation must be able to provide expert guidance appropriate to the student's additional support and guidance needs.
 - b. The work placement must provide the option of tailored arrangements such as working hours, expectations, independence and workload.

Article 6. Granting of accreditation

1. SBB will reach a decision on the granting of accreditation and announce this to the company or organisation no later than 10 working days after the date of the request referred to in Article 3(1). This deadline may be exceeded in exceptional cases, with a justification provided in the decision.
2. Accreditation will be granted for one or more qualifications or parts thereof.
3. Accreditation will be granted at branch and/or department level.
4. The decision referred to in the first paragraph will be notified to the company or organisation in writing within 20 working days from the date of the request for accreditation. If accreditation is not granted, the reasons will be stated.
5. Accreditation will terminate by operation of law if the work placement company has not provided work placement for a continuous period of four years.

Article 7. Reassessment of accreditation

1. SBB will ensure that companies and organisations that provide work placement are assessed once every four years based on the conditions mentioned in Articles 3 and 5, 5a, 5b and 5c. If warranted by special circumstances, monitoring may be more frequent.
2. SBB will uphold the accreditation in the event of a favourable assessment under the first paragraph.



Article 8. Withdrawal of accreditation

1. SBB may decide to withdraw accreditation if it is of the opinion that:
 - a. the conditions set out in Articles 3 and 5, 5a, 5b and 5c, which formed the basis for the decision to grant accreditation, are no longer met;
 - b. circumstances have arisen that may harm a student's personal interests, including but not limited to: circumstances involving intimidation, sexual harassment, discrimination, aggression, bullying and/or violence and circumstances involving occupational, health, environmental and safety risks;
 - c. other serious circumstances have arisen, including but not limited to: liquidation of the work placement company or the imposition of measures within the work placement company by a supervisory authority⁴ of the work placement company, as a result of which accreditation cannot reasonably be upheld.
2. The work placement company will be notified in writing by SBB of the withdrawal of accreditation, stating reasons.
3. If it intends to take a decision to withdraw accreditation, SBB has the right to suspend the accreditation by written reasoned decision pending the assessment and final decision on withdrawal of accreditation.

Article 9. Provision of services

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

Article 10. Objection

If accreditation is refused, suspended or withdrawn, the company or organisation can lodge an objection to the decision referred to in Articles 6(1) and 8(1) and (3) with SBB within six weeks of the date of the decision. The objection procedure is governed by the General Administrative Law Act.

Article 11. Unforeseen circumstances

In all cases not covered by these regulations, SBB will decide.

Article 12. Entry into force

1. These regulations will enter into force on 1 August 2025.
2. With the entry into force of these regulations, the SBB Regulations on the Accreditation of Work Placement Companies dated 27 June 2024 will be repealed.
3. These regulations may be cited as the 'SBB Regulations on the Accreditation of Work Placement Companies'.

Article 13. Amendments

Amendments to the regulations will be adopted by the SBB Board and submitted to the Minister of Education, Culture and Science for approval.

⁴ Organisation that supervises the work placement company, such as the Netherlands Labour Authority or environmental department.



Appendix 1 – Workplace Trainer Model Profile

The workplace trainer works in a work placement company accredited by SBB. They train the student⁵ in practice. The workplace trainer is the student's point of contact and guides them through their daily practice.

The workplace trainer trains the student and organises their learning activities. In doing so, the workplace trainer provides the best possible learning environment. The student is provided with a workplace where as many daily practical situations as possible occur that they will also encounter in the profession for which they are being trained.

The workplace trainer has a supervisory and training role, focuses on the student and redirects them when necessary. The workplace trainer conveys subject knowledge and skills and encourages the student to feel responsible for their learning process and performance as an employee. The workplace trainer motivates the student and tailors guidance to them. The workplace trainer also pays attention to the concrete progress of the student's learning process.

The workplace trainer provides a learning environment for the student that is safe in both a general and social sense. They ensure that the student receives and follows instructions around safe working, as stipulated in the legal requirements and working conditions legislation on safety. The workplace trainer leads by example.

A workplace trainer must have a sense of responsibility, organisational skills and a feeling for working with people. In addition to the contact with the student, the workplace trainer maintains contact with the work placement supervisor (the student's supervisor from the study programme/school) and SBB's work placement advisor.

SBB's work placement advisor advises the workplace trainer on their role during the work placement period. In addition, the work placement advisor acts as a sounding board for the workplace trainer when it comes to fulfilling their role. The work placement advisor also assists the workplace trainer to promote training in practice 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 creates an onboarding programme;
 - 1.3 establishes the student's initial situation and learning needs;
 - 1.4 determines learning activities in consultation with the student;
 - 1.5 draws up a work experience plan;
 - 1.6 liaises with the school's work placement supervisor and SBB's work placement advisor;
2. trains the student in practice;
 - 2.1 trains the student in the workplace;
 - 2.2 monitors and directs the student's learning process;
 - 2.3 conducts guidance or progress interviews with the student;
 - 2.4 assesses progress in the student's learning process;
 - 2.5 evaluates the work placement period.

⁵ The term 'student' should be interpreted broadly here. This may be a young person taking an employment-oriented training, special secondary education, preparatory secondary vocational education or senior secondary vocational education course for the first time (initial education), or someone taking a senior secondary vocational education programme or part thereof (post-initial education), for example for retraining or further training.



The following competences are important for the workplace trainer:

Directing

- matches the method of training to the student's maturity level and learning style;
- monitors whether the student is performing in accordance with the agreements made and gives clear instructions if the student is failing or at risk of failing to meet expectations.

Supervising

- encourages and coaches the student;
- gives the student clear and constructive feedback;
- motivates the student by supporting them socially and emotionally to a greater or lesser extent.

Deciding and initiating activities

- decides whether the student is making progress in their learning process;
- identifies areas in which the student needs to develop.

Following instructions and procedures

- when assessing the student's progress, works with assessment instruments and according to related procedures to ensure that the student receives an objective and valid assessment.

Learning

- evaluates the work placement period to identify areas for improvement and to improve these areas.

Focusing on 'customer' needs and expectations

- asks the student what they want to learn during the work placement and responds accordingly.

Planning and organising

- clearly states in a conversation which learning objectives are to be achieved;
- plans the student's learning activities;
- tracks the progress of the learning process;
- decides when to intervene in the learning process.

Cooperating and consulting

- shows interest in the student by listening, asking questions and observing the student;
- discusses, after consulting others if necessary, their observations with the student;
- encourages the student to contribute to the further development of their learning process;
- listens to advice from the school's work placement supervisor and SBB's work placement advisor and states what they will do with the advice.

Applying professional expertise

- explains how things work, demonstrates this or makes the student think about specialist issues;
- uses their subject knowledge to assess the student;
- reviews information from the educational institute, the student's wishes and the opportunities within the work placement company to ascertain how the learning objectives can be achieved;
- observes the student based on the assessment criteria and rates these observations.



Appendix 2 – Sectoral supplements to the Regulations on the Accreditation of Work Placement Companies

The education and business sector, as represented by the boards of the knowledge centres, adopted sectoral supplements for work placement companies prior to 1 August 2015. These additional provisions were adopted by the SBB Board as part of the adoption of SBB's Regulations for the Accreditation of Work Placement Companies and updated on 26 June 2025. The following sectoral supplements for work placement companies apply from 1 August 2025:

Sectoral supplements for accreditation in relation to sufficient and expert guidance* (Article 5. Paragraph 3.)

Table 1 Overview of supplementary sectoral conditions in relation to sufficient and expert guidance

Sector	Supplement	Code
Business Services and Security	Workplace trainers should have acquired their supervision and assessment competences or be in the process of acquiring them within an agreed period of time in full or in part by attending a training course developed and provided for the benefit of the sector.*	A
Engineering and Built Environment	Through demonstrable training, the workplace trainer is prepared for the role as a workplace trainer in construction and infrastructure, with an explicit focus on supervising and assessing students in varying teams, at various workplaces with an emphasis on safety. The workplace trainer keeps their expertise as a workplace trainer, focused on the supervision and assessment of students in changing teams, in changing workplaces with an emphasis on safety, up to date through in-service training, peer review or otherwise. They maintain a portfolio for this purpose.*	B
Food, Green and Hospitality	The workplace trainer has the demonstrable (diploma, certificate) ability to supervise the student. *	C

* SBB manages the list of relevant courses from the central register of vocational courses (CREBOs) for each sectoral supplement



Sectoral supplements in relation to additional (legal) requirements

Table 2 Overview of sectoral conditions and additional (legal) requirements

Sector	Supplement	Code
Business Services and Security	The work placement company is an accredited private security organisation in the Netherlands in accordance with the Private Security Organisations and Detective Agencies Act that holds a valid ND, BD or PGW licence from Justis (the screening authority) or carries out security work in the Kingdom of the Netherlands on the basis of other Dutch laws or regulations. This valid licence (or the performance of security work) must have commenced at least one year prior to the application for accreditation as a work placement company. Accredited private alarm centres and private video surveillance centres can train students for one of the senior secondary vocational education security qualifications if they also handle alarm follow-up in-house and are licensed to do so by Justis. A self-employed worker without employees cannot be accredited as a work placement company under the provisions of the Private Security Organizations and Detective Agencies Regulations (Regeling particuliere beveiligingsorganisaties en recherchebureaus, Rpbr). Contrary to Article 3, paragraph 2 of the SBB Regulations on the Accreditation of Work Placement Companies, 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 accredited as a private security organisation with an ND licence must have demonstrable ultimate responsibility for security for at least two different clients. Workplace trainers should have acquired and maintain their supervision and assessment skills in full or in part by attending training courses for workplace trainers developed and provided for the benefit of the sector. An organisation that simultaneously trains more than two aspiring security officers in professional practice must have a minimum of two certified workplace trainers. The workplace trainer must be trained as a security guard (or security coordinator) or equivalent in accordance with the provisions of the Rpbr (Art. 5 para. 6) and have operational experience in security work.	D

