

The background of the cover features a photograph of a young Black woman with her hair in braids, wearing yellow earplugs and a blue and grey work jacket. She is smiling and looking towards the camera. The background is a blurred industrial setting with machinery and overhead lights. A large, semi-transparent red triangle is positioned on the left side of the cover, containing the text.

**roc van
twente**

School year 2026-2027

Bpv Guide

**for workplace
trainers**

rocvantwente.nl

Introduction

We are delighted that you want to help train tomorrow's professionals and that you are willing to make time, space and resources available to do so. We are happy to give you the best possible information about everything to do with work placement (bpv). We do this first and foremost through this Bpv Guide, in which you will find the general bpv information from ROC van Twente. This information applies to all our mbo programmes in which the bpv is a compulsory component. You will also receive specific information from the programme, such as bpv periods, learning objectives and contact details.

For more information about the bpv you can of course also contact the bpv coordinators or go to www.rocvantwente.nl.

The information in this guide is intended as guidance. No rights may be derived from it.



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Before the bpv period

1.1 Vocational education

1.1.1 Education based on vocational qualifications

Anyone taking an mbo programme is taught on the basis of vocational qualifications. The programme itself determines the actual number of hours, which can be found in the practical training agreement (POK). The qualification files set out what a student must know, must be able to do and must do in certain professional situations in order to obtain a diploma. This applies to students at all regional training centres (ROCs), agricultural training centres (AOCs) and specialist vocational schools.

1.1.2 Purpose of vocational mbo

The vocational qualification structure is intended to improve the link between mbo and the labour market. Mbo also offers progression routes to higher professional education (hbo), which encourages students to keep on learning.

1.1.3 Different pathways

Every vocational programme consists of a bpv component (beroepspraktijkvorming = work placement) and a school-based component. How many bpv hours a student does depends on the length of the programme and the pathway. ROC van Twente has a BOL pathway, a BBL pathway and a third pathway.

BOL stands for beroepsopleidende leerweg (the school-based pathway). The student spends about 70% of their study time at school, and about 30% is work placement (bpv). During the bpv the student

can gain experience at different companies. The length of the programme (the number of years it lasts) determines the minimum number of bpv hours, which can be found in the practical training agreement. This may be more hours than required. The hours do not have to be spread evenly across the years of study.

Programme length Number of bpv hours for the whole programme

1 year	at least 250 hours
2 year	at least 450 hours
3 year	at least 900 hours
4 year	at least 1200 hours

The hours above are the legally required bpv hours for the whole programme.

BBL stands for beroepsbegeleidende leerweg (the work-based pathway). Here the student is at school only one or two days a week, works an average of 24 hours a week and is often at the same company for the whole programme.

BBL students must complete at least 610 bpv hours per year of study.

For the third pathway there is no required number of bpv hours. There may be more or fewer than in the other pathways. However, the same quality requirements apply to matters such as the supervision and assessment of the bpv.

1.1.4 Spreading bpv days across the year

Whether the student attends one or more days a week (lintstage) or several consecutive weeks (blokstage) depends on the choice the programme makes:

Bpv on one or more days a week (lintstage)

Over a longer period, or the whole school year, the student goes to a work placement company on one or more days a week. In a lintstage, the student is in contact with the programme and the work placement company every week. This makes for a varied week, and theory and practice at school are coordinated each week with the practical work in the bpv.

Bpv over a number of consecutive weeks (blokstage)

In a blokstage, the student goes to a work placement company for several weeks in a row. As a result, they get to experience what day-to-day life at the work placement company is like. The student is given larger tasks early on. A blokstage can take place in the student's own region, but also elsewhere or abroad. This varies by programme.



1.2 How are work placement companies selected?

Each year, ROC van Twente works with around 16,000 different work placement companies. When selecting companies, the programme first checks whether the company is accredited for the CREBO number of the programme the student is taking. For this, the bpv coordinators use stagemarkt.nl, which lists all the work placement companies accredited by SBB. Work placement companies can apply for accreditation at s-bb.nl/bedrijven/erkenning/leerbedrijf-worden.

The extent to which the student has and takes the

initiative in finding a bpv place varies. This depends, for example, on the chosen pathway, the year of study and the sector in which the student is being trained. Once a choice has been made, the student applies for a bpv place.

1.3 Cooperation Organisation for Vocational Education, Training and the Labour Market (SBB)

Would you like to offer our students a challenging learning and working environment? You can then offer your company as a work placement company via the SBB website: www.s-bb.nl. ROC van Twente can also nominate you to SBB.

1.3.1 How is a work placement company accredited?

After you have registered, SBB's practical learning adviser will map out the bpv opportunities at your company in a meeting and look at how your company plans to shape the bpv. The adviser also assesses whether a competent workplace trainer is in place. Accreditation is not always granted. If the application is refused, the adviser will give the reason(s) for this.

1.3.2 Conditions for accreditation as a work placement company

The bpv only counts towards the diploma if it has taken place at an accredited work placement company. Bpv hours at a non-accredited work placement company therefore do not count towards the programme. The conditions for accreditation as a work placement company are part of the 'Accreditation Regulations'. You can request the full Accreditation Regulations from SBB.

Condition 1

The work placement company provides a good learning placement and tasks that form part of the work processes of the occupation for which the student is being trained. A suitable learning placement in a socially safe environment is available for every student.

Condition 2

The work placement company provides the student with sufficient and expert supervision. The work placement company appoints and supports a competent workplace trainer. The workplace trainer profile is used as the benchmark for this (Appendix 1).

Condition 3

The work placement company must be willing to cooperate with the educational institution and SBB and provide the necessary information for this.

Condition 4

The work placement company must agree to its company details being listed in the public register of work placement companies.

Condition 5

The work placement company and the learning placement must demonstrably meet the statutory safety requirements. The employer must also ensure a safe learning and working climate in which discrimination (in any form), (sexual) harassment, aggression, bullying and/or violence are not tolerated.

Condition 6

The workplace trainer (also known as a work mentor, work supervisor or placement instructor) may, by mutual agreement, delegate certain tasks to a fellow practical trainer with the right competencies. This can also be done within a cluster of work placement companies or a collaborative partnership. Ultimate responsibility for supervision and training in professional practice remains with the workplace trainer.

Please note: the requirements set for a learning placement and for supervision may depend on the specific requirements of each qualification for which accreditation is granted.

1.3.3 Accreditation procedure

The procedure from application to accreditation takes about 10 working days. There are no costs involved in the application or the accreditation procedure, which is carried out by SBB.

The register of accredited work placement companies

The register of accredited work placement companies, both in the Netherlands and abroad, can be found at stagemarkt.nl.

Other tasks of SBB:

- promoting the quality of bpv places;
- ensuring there are enough bpv places;
- keeping the register of work placement companies up to date;
- assessing the quality of accredited work placement companies.

1.4 The practical training agreement (POK)

The practical training agreement is the legally required agreement between the student, the work placement company and the educational institution. The practical training agreement sets out all the arrangements made regarding the bpv. Each time a student starts at a work placement company, a new practical training agreement is concluded.

1.4.1 Statutory provisions of the POK

Without a practical training agreement, the hours spent on the bpv do not count towards the programme. Signed-off or completed bpv assignments are not legally valid without a POK. Because the content of the POK is laid down by law, it is not possible to use a placement agreement drawn up by the work placement company. In that case, too, the bpv would not count towards the programme.

1.4.2 Signing the POK

The POK is drawn up for the student at the start of the bpv. It must be signed (digitally) by:

- the student
- the work placement company
- ROC van Twente

Each signatory receives a copy. The POK signed by all parties must be added to the student file before the student begins the bpv.

This is necessary in order to meet the requirements for funding and certification of the programme. The POK is also important in insurance matters.

The content, scope, period and organisation of the bpv are described in the programme's bpv guide, as an appendix to the POK.

1.5 Your registration in OnStage4Business

OnStage4Business (O4B) is a company portal for the bpv application OnStage; the application that ROC van Twente uses to record matching, supervision and assessment during work placement (bpv).

By using O4B, you can view students' files, approve hours and documents, and offer placements to ROC van Twente. To be able to use O4B, the workplace trainer must first register. Work placement companies receive an invitation link from their ROC van Twente contact to register for O4B, or they can register themselves if they have not worked with ROC van Twente before.

Registration for OnStage4Business is done using an email address. For this, you use your own personal work email address. If you do not have a personal work email address and cannot obtain one either, it is sometimes possible, in consultation with the ROC van Twente account manager, to provide a general email address for registration.

A general email address is an email address that several people have access to, for example an info@companyname.nl mailbox. This email address functions only as the username for the company portal account. You set your own personal password for this account.

If you use a general email address, there are a number of 'ground rules' you are expected to follow:

- Only one person may have access to the OnStage4Business account that is created;
- A general email address can be used for only one account. If other supervisors from the company want access, different email addresses must be provided so that they can have their own accounts;
- Login details for the OnStage4Business account are not shared with third parties and/or unauthorised staff;
- The work placement company is obliged to report any misuse of the account and/or a data breach. In the event of a (suspected) data breach, report it to fg@rocvantwente.nl.

What is a data breach?

Even a small mistake with personal data (data about someone, traceable to an individual) can already constitute a data breach.

Examples include an email sent to the wrong recipient (e.g. an email to the wrong supervisor or the wrong student), showing a student's documents or data to someone who is not allowed to see them, or sending emails to several people outside your own organisation using CC instead of BCC.



1.6 Elective units in the bpv

Elective units allow a student to shape part of their programme themselves. Elective units give students the opportunity to broaden their knowledge, specialise further in an occupation or prepare for a follow-on programme. Elective units that have to be carried out in practice may be done at any work placement company accredited by SBB. So, to deliver an elective unit during the bpv, your company does not need to be accredited for a specific programme, but it does need to hold accreditation.

Students usually complete the elective unit and the bpv at the same work placement company, but the elective unit is sometimes done at a different work placement company. Most elective units, however, are carried out at school.

1.6.1 Elective units and the POK

If the student does the bpv as part of an elective unit, they need an 'elective-unit POK'. Without a valid elective-unit POK, the study hours and results do not count towards the programme.

For an elective unit during the bpv, it is sometimes enough to add a note to the existing POK, while at other times a new POK has to be concluded. This depends on various factors. Would you like more information? The programme can tell you all about it.

Providing the student's name and address details

Sometimes the work placement company asks the programme for the student's personal data. This usually concerns the name and address details and the Citizen Service Number (BSN) of the student. This data falls under the General Data Protection Regulation (GDPR). This law stipulates that personal data we have obtained from students may only be provided to third parties if there is a legal basis for doing so (Article 6 GDPR) and that, in doing so, the ROC observes the principles of processing (Article 5 GDPR). From ROC van Twente, the work placement company receives only the practical training agreement (POK) to which it is a party. It contains the student's first name, surname, date of birth and address. The BSN and other personal data are not provided.



1.7 Trainee with a functional impairment, disability or chronic illness

A student with a functional impairment, disability or chronic illness may be hindered by this during the work placement. How much hindrance the student experiences depends on the type of impairment, how severe it is and what adjustments are possible in relation to the occupation. Each college of ROC van Twente has a 'Student Team Specialist', and the Careers Centre also has specialists who can advise you on possible adjustments.

1.7.1 What do we mean by a functional impairment?

A functional impairment, disability or chronic illness may be congenital, but may also develop during a person's life, for example as a result of an accident. Examples of functional impairments include:

- visual: blind and partially sighted;
- auditory: deaf and hard of hearing;
- chronic: conditions affecting the heart, lungs or kidneys; cancer, diabetes, multiple sclerosis;
- motor: impairments of the musculoskeletal system; arms, hands, legs, back;
- psychological: psychoses, acquired brain injury, eating disorders;
- social and behavioural: ADHD, autism, PDD-NOS;
- dyslexia, dyscalculia;
- learning difficulties.

A functional impairment that becomes apparent during the bpv

Sometimes a student does not function well during the placement. You may find that a student stands little chance in the labour market, for example because they are often absent due to illness, cannot work a full day, or need far more frequent explanation of their tasks. This may mean that the student cannot complete their studies because the bpv is assessed as a fail. Discuss the situation with the student first, and then inform the bpv tutor as soon as possible.

1.7.2 Workplace adjustments

Various adjustments can make it possible for a student with an impairment to meet the requirements of the bpv after all. These could include:

Additional supervision

- more supervision;
- structuring tasks;
- attention to personal hygiene and medication use;
- an external mentor;
- support with planning;
- adapted examination in the bpv.

Workstation adjustments

- an adapted chair, an adjustable desk;
- software for a visual impairment;
- material support in the form of aids.

Students with an auditory or visual impairment are usually supported by peripatetic support workers from [Kentalis](#) or [Bartiméus](#). These support workers give advice on supervision and arrange any

adjustments where necessary.

CNV has developed more than 15 [support guides](#)

that can help with supervising a colleague (or trainee) with additional support needs.

These contain tips on supervision and explanations of the key points of the Wajong and the Participation Act.

[SBB's Tip Card](#) also helps you tailor supervision to students' needs.

Reducing physical strain, for example by:

- working fewer than eight hours a day;
- not 4 or 5 working days in a row each week, but for example 3 working days and 2 rest days, so that the student has a rest day after each working day;
- building in extra breaks during the day, possibly in a separate rest area;
- using the escalator and/or lift;
- not lifting loads that are too heavy, or using aids for this;
- alternating between walking, standing and sitting;
- using e-learning on return days.

Transport

Students who depend on individual transport can apply to the Employee Insurance Agency (UWV) for this as a provision. In mbo, this transport applies to education, including work placements, and to work.

Adjusting the requirements set by the workplace

With the adjustments in place during the bpv, the student must be able to meet the requirements for the diploma. The adjustments therefore make it possible to put what has been learned into practice and to complete the required number of bpv hours.

Occupational provisions and workplace adjustments can be applied for via the UWV WERKplein: [uwv.nl/particulieren/voorzieningen](https://www.uwv.nl/particulieren/voorzieningen) (for individuals) and [uwv.nl/werkgevers/formulieren/aanvragen-vergoeding-voorzieningen-werkgever.aspx](https://www.uwv.nl/werkgevers/formulieren/aanvragen-vergoeding-voorzieningen-werkgever.aspx) (for employers).

Need an adjustment? Contact the bpv tutor.

They can call in the college's Team Specialist or a specialist from the Careers Centre. In consultation with the student, they can contact an occupational expert from the local authority, UWV or WERKplein and request information and advice on matters such as adjustments, provisions or a No-Risk status. These provisions apply both to a student's bpv and to the student as an employee.

1.8 Placement discrimination

Unfortunately, placement discrimination still occurs.

Placement discrimination means that students are discriminated against when finding a work placement company or during the bpv. For example because of their background, religion, gender or age. ROC van Twente considers discrimination unacceptable and intolerable. We ask students to report all forms of discrimination to the bpv tutor and to SBB, so that placement discrimination becomes visible and something can be done about it (see also section 2.8: You have a complaint or problem).

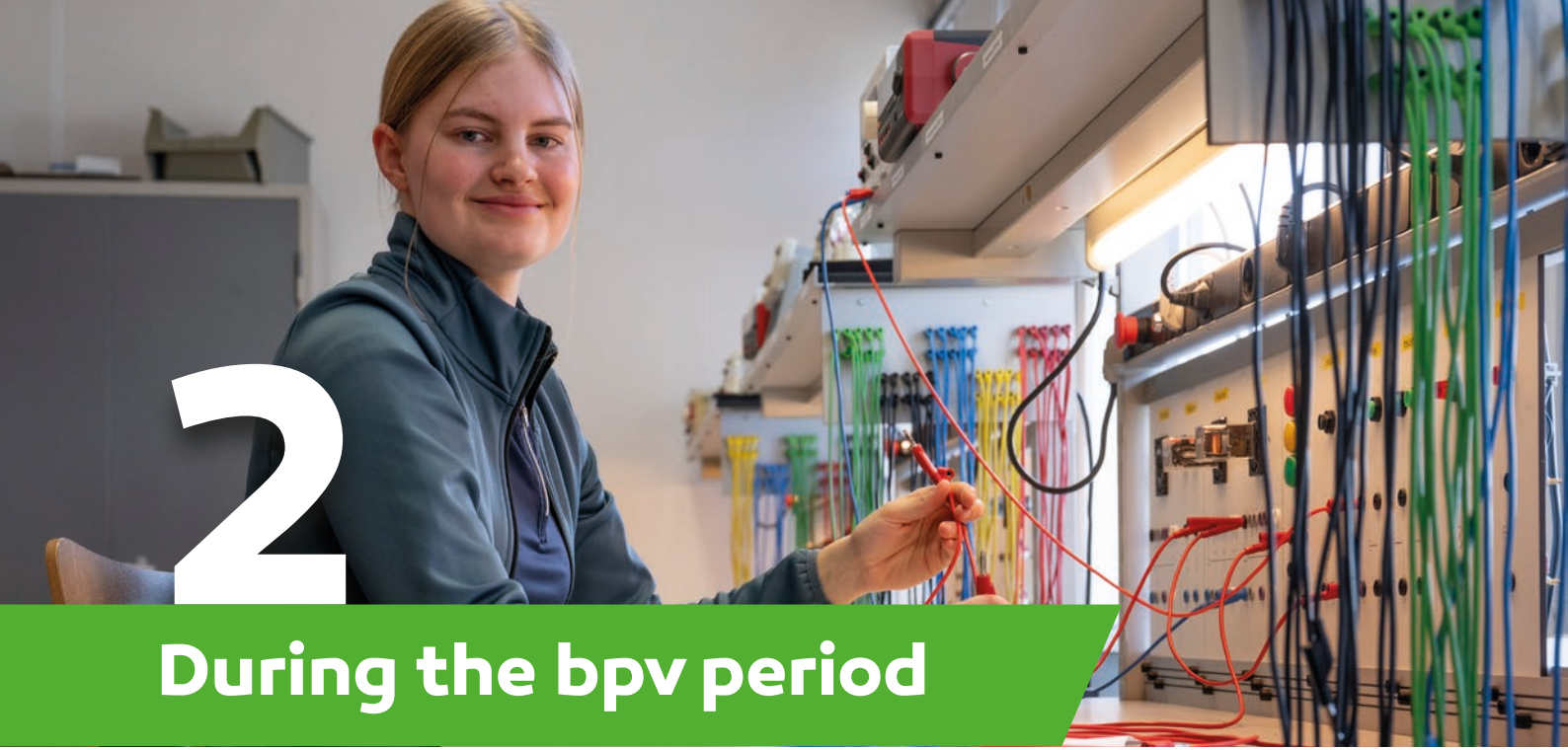
For more information, you can visit, among others, the website of the Netherlands Institute for Human Rights on [placement discrimination](#).

ROC van Twente actively combats discrimination and ensures a safe learning and working atmosphere for all its students. We all recognise the importance of diversity and inclusion within our organisations. To prevent placement discrimination, a number of programmes have started using placement matching.

Placement matching

Placement matching is the pairing of a student with a work placement company based on the student's learning wishes and competencies and the learning opportunities the work placement company can offer. Matching is not based on the student's personality or personal characteristics. The company does not hold a 'getting-to-know-you' interview with matched students.

Students can always look for a placement themselves, including in the first year. Companies are and remain responsible for who is present in their workplace. Companies and students can always tell the school, with reasons, if they feel the matched placement is not suitable. In that case, the school works out a solution together with the student.



2

During the bpv period

2.1 Division of tasks for the bpv

Who does what during the bpv period to ensure that the student has a valuable learning experience?

Four parties are involved in the bpv:

- ROC van Twente / the bpv tutor;
- the work placement company;
- the student;
- SBB.

Below is a precise description of what we can expect from one another during the bpv period:

2.1.1 Tasks of ROC van Twente

The bpv tutor / bpv coordinator:

1. prepares the student for the bpv period;
2. provides information about the bpv;
3. provides a warm handover for students with additional support needs;
4. arranges tailored supervision for students with additional support needs;
5. keeps the student informed throughout the bpv;
6. handles correspondence with companies or institutions;
7. places a student with a work placement company;
8. arranges the practical training agreement;
9. gives the workplace trainer teaching tips to achieve a greater learning effect and (if desired) tips on supervising the student.
10. initiates and schedules bpv meetings with the student and workplace trainer;
11. visits the student at the work placement company;
12. conducts bpv meetings;

13. provides support in carrying out the bpv work
14. supervises and tracks the student's personal learning process;
15. monitors the student's progress;
16. monitors the student's well-being (is alert to placement discrimination);
17. prevents and resolves problems where possible;
18. ensures that the bpv and everything involved runs according to the established procedure;
19. refers to and informs other parties such as the Careers Centre, teachers and UWV;
20. evaluates and assesses the bpv.

2.1.2 Tasks of the work placement company (workplace trainer)

The accredited work placement company (the workplace trainer):

1. signs the practical training agreement;
2. arranges the placement and expenses allowance in accordance with our guidelines (see also [page 14](#)).
3. arranges a suitable workplace for the student that matches the programme;
4. provides a good introduction for the student, covering:
 - a. getting acquainted;
 - b. showing them around;
 - c. agreeing working hours;
 - d. agreeing the tasks a student needs to learn;
 - e. asking immediate colleagues to cooperate with the student's learning process;
5. provides the basic equipment in the form of tools, materials and resources the student needs in order to do the placement;

6. supervises/supports/encourages the student in:
 - a. reflecting on their actions against the learning objectives;
 - b. formulating next steps;
 - c. drawing up personal learning objectives and looking for solutions.
 - d. developing the right work pace;
 - e. interacting with staff;
 - f. taking their own initiatives;
 - g. completing bpv assignments;
 - h. customer contact and acquiring the necessary social skills;
 - i. carrying out the work assigned to them.
7. gives instructions and checks technical skills and work organisation;
8. maintains contact with the programme;
9. holds progress meetings with the student and carries out the associated administrative tasks;
10. gives a final bpv assessment;
11. discusses the assessment with the student.
12. completes SBB's bpv satisfaction survey (Bpv Monitor);
13. contacts the bpv tutor in good time if there are problems with the student or if the bpv assignment stalls.



2.1.3 Tasks of the student

There is a lot a student has to do themselves in order to complete their programme successfully. A student is responsible for this themselves. Writing

reports, being on time, work attitude, and so on. A student is therefore expected to:

1. contact the work placement company early on to introduce themselves and discuss practical points;
2. sign the practical training agreement;
3. indicate which learning objectives they want to work on;
4. make arrangements with the workplace trainer about the tasks and activities arising from these;
5. regularly discuss progress and work attitude with the workplace trainer;
6. show interest and develop a good work attitude;
7. take initiative;
8. carry out the assignments as well as possible;
9. ask questions if information or assignments are unclear;
10. take care of the materials they work with and proceed carefully;
11. follow the rules of the work placement company;
12. devote enough time and attention to completing bpv assignments;
13. contact the bpv tutor immediately if things are not going as they should.

2.1.4 Tasks of SBB

SBB's tasks are described on [pages 5/6](#).

2.2 Supervision in OnStage

The student has a digital file for the bpv in OnStage. The file consists of a preparatory phase and a supervision phase. The preparatory phase contains all the data and activities needed to arrive at a final match. The supervision phase is where the time records, evaluations, assessments and any assignments for the bpv are entered, in order to achieve a sound learning pathway.

The student, the bpv coordinator and the bpv tutor at ROC van Twente all have access to the file.

Some programmes also use OnStage4Business, a separate module for companies. If the programme uses this module, you will receive the necessary login details from them. OnStage4Business allows you to monitor all the ROC van Twente students you supervise. You can also use this module to perform tasks in the student's file, such as assessing an assignment or approving hours, and so on. Finally, you will find the contact details of everyone involved there, so that you can work together as effectively as possible. You will find more information about

OnStage4Business, including [video instructions](#) on [our website](#).

2.3 Basic equipment

The work placement company provides what the student needs in order to do the bpv (including tools), within existing laws and regulations. We call this the work placement company's basic equipment. The student must treat the work placement company's basic equipment with respect and care.

In specific cases, you can ask the student to provide (part of) the basic equipment themselves.

In that case, agree with the student how much they will be reimbursed for using their own work materials/tools/instruments; preferably in writing.

Are you unable to work it out together? Then ask the programme to mediate. If no solution is found, the programme (together with SBB) will help the student look for another work placement company.

2.4 Trainee working hours

2.4.1 Working Hours Act

The practical training agreement states that the work placement company has the same duty of care towards the trainee(s) as towards the company's other employees. This means the practical training agreement stipulates that, during the bpv, the same working hours apply to the student as to other staff in the department where they are placed, unless other arrangements have been made about this. Working hours must not conflict with the applicable Working Conditions Act and regulations (including the Working Hours Act).

The Working Hours Act sets additional rules for working on Sundays. It is established that no work is done on Sundays. Only if other arrangements have been made, or if Sunday working is part of the nature of the work (for example in hospitality), can a trainee be scheduled to work on a Sunday. In addition, different arrangements can be made in consultation with the works council or staff representative body when business circumstances make these working hours necessary. However, everyone has at least 13 Sundays off in any continuous period of 52 weeks.

2.4.2 Rest and break times for young people

Additional rules apply to the deployment (and the rest and break times) of young people (aged 16 and 17), including:

- Young employees must have an uninterrupted rest period of at least 36 hours in every continuous period of 7 times 24 hours;
- If the work lasts longer than 4.5 hours, it must be broken by a break of at least half an hour, which may be split into breaks of at least 15 minutes each;
- The employer organises the work in such a way that the young employee works no more than 9 hours per shift, 45 hours per week and, in any period of 4 consecutive weeks, an average of 40 hours per week;
- Study time counts as working time, including breaks.

It is therefore important to check whether the trainee is classified as a young person within the meaning of the Working Hours Act. In addition, the arrangements made at the company (individually, under a collective labour agreement (CAO), or with the works council) can provide clarity.

2.4.3 The bpv during the programme's holiday periods

Each year, the ROC sets the [holiday periods](#) for students. This means the bpv is interrupted by 6 weeks of summer holiday, unless explicit other arrangements have been made with the work placement company and the bpv tutor. For other holidays and days of leave, the holiday and leave arrangements set out in the programme's bpv guide apply. If a BBL student has entered into an employment contract in addition to the POK, different arrangements regarding holidays and leave may apply between the work placement company and the employee.

2.4.4 Absence during the bpv

If the student is absent due to illness or another reason, they must inform the work placement company in good time, in the agreed manner. The student must also report sickness, absence and recovery to the programme's administration office. If the student misses bpv days, these are made up in consultation with the work placement company and the bpv tutor.

2.5 Insurance and liability

2.5.1 Who is liable?

For liability purposes, a trainee is treated by law as equivalent to an employee.

The work placement company is therefore legally liable or responsible if, in carrying out their bpv activities, a trainee:

- suffers damage themselves (Section 7:658 of the Dutch Civil Code);
- causes damage to the work placement company (Section 7:661 of the Dutch Civil Code);
- causes damage to third parties (Section 6:170 of the Dutch Civil Code).

It is advisable for the work placement company to take out adequate insurance for this.

If, during their bpv activities, a trainee causes damage to the work placement company or third parties through intent or deliberate recklessness, the trainee is liable for that damage. For such cases, the ROC has taken out placement insurance (see the next section).

2.5.2 Liability insurance

The ROC has taken out placement insurance. If a trainee is liable for damage caused to the work placement company or third parties, a claim can be made on this placement insurance. A trainee is only liable towards the work placement company or third parties if the damage is the result of the trainee's intent or deliberate recklessness.

Damage caused with or to motor vehicles is not insured, among other things, even if the student is liable for the damage caused. Damage to the company's software is also not insured.

2.5.3 Accident insurance

The ROC has voluntarily taken out accident insurance for its students. This insurance covers the consequences of accidents in and around the programme, regardless of whether there is any liability. The insurance also applies to students during their bpv activities, including the necessary travel time to and from the place where the bpv activities take place. The insurance provides secondary cover: another insurance policy takes precedence if a claim can be made on it.

The above is also included in the terms and conditions of the practical training agreement.



ROC van Twente has also drawn up an [information sheet](#) for work placement companies that explains various aspects of damage and liability in connection with the bpv. This information is also described in [Appendix 2](#) of this guide.

2.6 Social security

2.6.1 As a work placement company, do I have to pay contributions?

If a trainee receives a realistic wage, for example the minimum (youth) wage, they are in genuine employment. In that case the normal rules for payroll taxes apply and the trainees are insured under all employee insurance schemes. You must then calculate employee insurance contributions and also pay the employer's health care insurance contribution (Zvw).

Does your trainee receive a wage but is not in genuine employment? Then it is a notional employment relationship. In that case you must still withhold wage tax/national insurance contributions and pay the employer's health care insurance contribution (Zvw). Your trainee is then insured under the Wajong Act and the Sickness Benefits Act (ZW). You do not have to calculate employee insurance contributions.

Under certain conditions, the trainee is also entitled to a benefit. For more information about this, you can contact UWV.

2.6.2 How is the trainee insured?

Health Care Insurance Act (Zvw)

A trainee who is insured under the national insurance schemes, and thus under the Exceptional Medical Expenses Act (AWBZ), is also insured under the Zvw. For components of the placement allowance that qualify as wages, the party responsible for withholding must apply the rules on the income-related contribution under the Zvw.

Employee insurance schemes

The compulsory insurance of trainees under the employee insurance schemes is arranged as follows:

The Unemployment Insurance Act (WW)

- Trainees are insured if there is a 'genuine' employment relationship (usually BBL) within the meaning of the WW;
- Trainees are not insured under the WW on the basis of a notional employment relationship (usually BOL).

The Sickness Benefits Act (ZW)

- Trainees are insured under the ZW. This applies both where there is a 'genuine' employment relationship and where there is a notional employment relationship;
- If the student receives an allowance and falls ill, they may be entitled to continued payment of wages (70% of the bpv wage);
- After the practical training agreement ends, the student may receive a sickness benefit from UWV;
- If the student becomes ill for a prolonged period, it is advisable for them to contact UWV about an assessment for Wajong status or No-Risk status (see below).

The Work and Income (Capacity for Work) Act (WIA), the Participation Act and the Work and Employment Support for Young Disabled Persons Act (Wajong Act)

- For the WIA, compulsory insurance applies (under the normal rules for employment) to a trainee working on the basis of a private-law ('genuine') employment relationship. There is no compulsory WIA insurance on the basis of a notional employment relationship;
- If the student becomes incapacitated for work during their studies, they may be eligible for inclusion in the target group register. On the basis of an assessment, UWV determines the extent to which the young person is hindered

in finding and keeping work (see Chapter 2, 'students with a functional impairment, disability or chronic illness').

2.7 Pay and allowances

2.7.1 Placement allowance or salary

Bpv without an employment contract

Students should not have to incur any costs in order to do a placement. All students receive an expenses allowance from the work placement company that covers at least all the costs a student has to incur in order to do a placement at a company. Only if this would be a disproportionately large amount, for example if the student lives very far from the work placement company, can different arrangements be made about this. In addition, some collective labour agreements (e.g. for hairdressers or disability care) stipulate that a trainee is entitled to an allowance. It is a good idea to check what the rules are within the applicable collective labour agreement.

Even where no arrangements have been made in the collective labour agreement, ROC van Twente advises giving the student a suitable placement allowance in addition to the expenses allowance.

As a guideline, you might think of €14.50 gross per working day (separate from any travel costs or costs for tools or clothing). This amounts to a gross allowance of about €252 per month for a 4-day working week and €315 for a 5-day working week. To record the arrangements made, you can use [this form](#).

Bpv with an employment contract

If students have an employment contract with a work placement company, they are entitled to a salary. Employers can also decide for themselves whether to cover the student's education and travel costs, insofar as the collective labour agreement contains no provisions on this.

2.7.2 Practical Learning Subsidy Scheme

As a work placement company for a BBL programme, you may be eligible for a subsidy. To apply, you must have a practical training agreement, a daily or weekly attendance record for the student, and records showing that you have supervised the student as part of the work placement. After the school year has ended, you can submit the application in the period from June to September. Read more at rvo.nl/subsidies-financiering/praktijkleren.

2.7.3 Study costs clause for BBL students

BBL students almost always take training that is necessary for the occupation for which they are being trained. The employer may not recover the costs of compulsory training (where a diploma is necessary to be able to practise the occupation) from the student. This means that a study costs clause for BBL students is usually invalid. Only where the training is non-compulsory, the student resigns of their own accord, and a clear and complete study costs clause has been drawn up (with clear costs and a tapering arrangement), can repayment be possible in exceptional cases.

They can advise you, explain what the confidential support service of ROC van Twente can mean for the student in this specific situation, what a next step could or perhaps should be, and who could or should take it.

Emergencies

If the student does their placement outside school hours (for example during holidays, at weekends or in the evenings), on-call back-up is arranged during these out-of-school bpv hours to deal with emergencies. You will find the emergency telephone number in the programme's bpv guide.

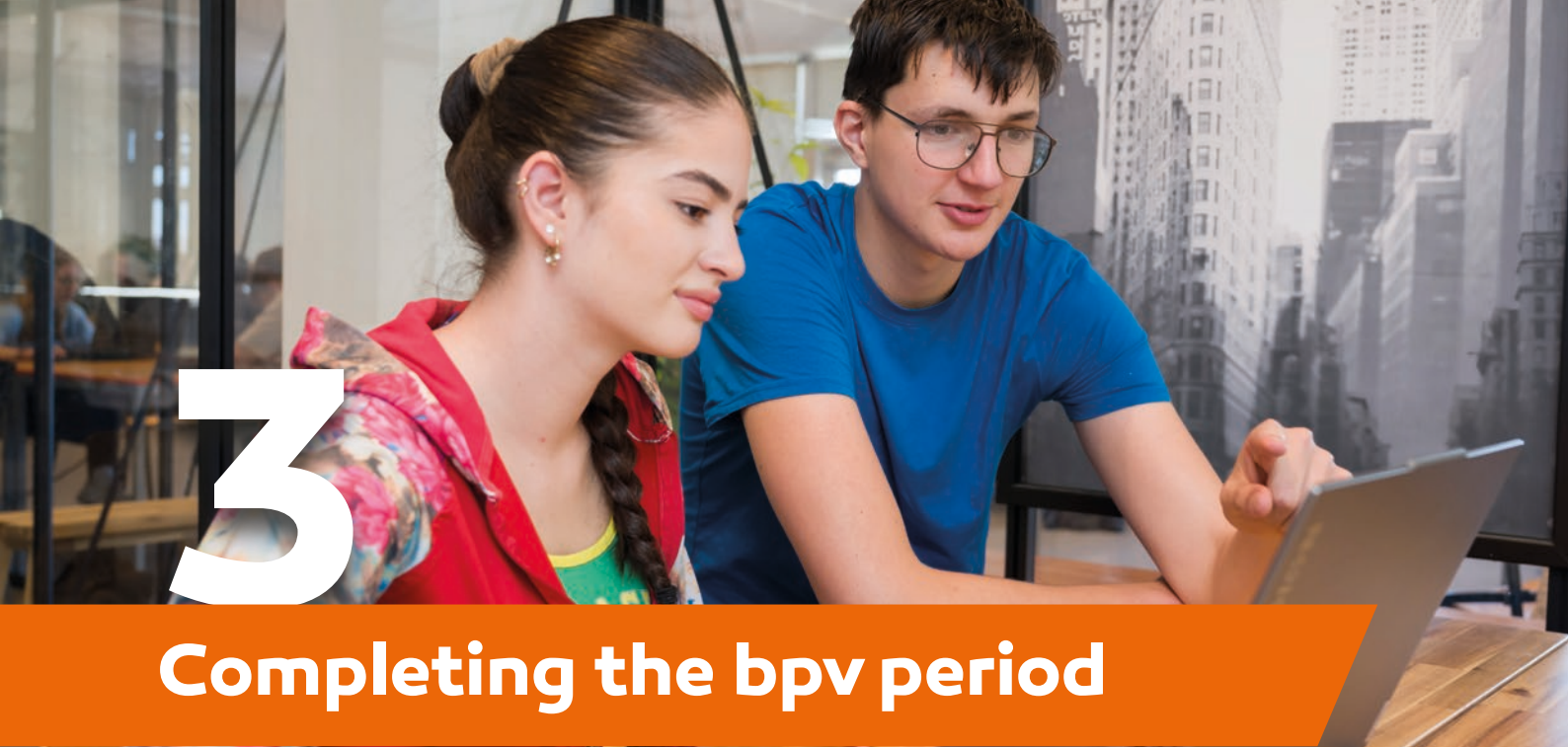
2.8 You have a complaint or problem

We try to organise everything as well as possible, but sometimes something goes wrong. In the event of conflicts or problems with the student, the principle is that you first try to resolve them with the student directly. If you cannot work it out together, you can call on the help of the bpv tutor or bpv coordinator.

Do you have a general complaint about ROC van Twente? Then you can submit a complaint. More information about submitting a complaint is available from the Complaints and Appeals Office: 088-178 32 92 or via the [complaints form](#).

Confidential counsellor

If situations involving bullying, discrimination, (sexual) harassment or aggression (both verbal and physical) arise during the bpv, in which a student of our ROC is involved as a victim or perpetrator, please contact ROC van Twente's central confidential counsellors, Anita Oosterholt-Engbers, by email: aoosterholt@rocvantwente.nl or by telephone: 0638752045 or Janny Beuzel: jbeuzel@rocvantwente.nl.



3

Completing the bpv period

3.1 Examination, final assessment and evaluation

3.1.1 Examination in practice

The programme is free to decide for itself how it designs and conducts the examination of a programme and which parts of the examination take place in real professional practice.

The programme must put safeguards in place for the expertise of the assessors. The point is that the programme knows and can demonstrate that those involved in examination are sufficiently competent. The programme must be confident that the assessor in the workplace can assess in an expert manner and on the basis of clear assessment guidelines. It is also important in the examination that the roles of supervisor and assessor are kept separate.

3.1.2 Final bpv assessment

A final bpv assessment is given for each student by the educational institution. In doing so, the programme involves (the workplace trainer of) the work placement company. The student only obtains the diploma if they receive a pass in the individual final assessment of the bpv. This assessment is based on the agreed learning objectives.

3.1.3 Evaluation

We would greatly appreciate it if you would complete the Bpv Monitor (from SBB) each year.

3.2 Intellectual property

The question is regularly asked as to who should be regarded as the rightholder of a work or invention – to whom does the intellectual property belong – when a student, within the bpv, develops or creates a product or service. The answer becomes clear from the Copyright Act and the Patents Act 1995.

Copyright Act

Since the trainee does not have an employment relationship, the copyright could, in an exceptional case, belong to the trainee if they independently develop and carry out work without substantial input from the work placement company.

Under Article 1 of the Copyright Act, the copyright (intellectual property) belongs to the creator of a work. A work includes, among other things, a book, brochure, oral presentation, building, film or computer program. Under this article, the copyright would belong to the trainee, were it not that the law sets out a number of exceptions to this principle.

The first exception is that the copyright belongs to someone else if the work was produced to another person's design and made under their direction and supervision. If the work placement company sets out the framework for a design, the copyright belongs to the work placement company, since it is in charge of the trainee.

A second exception is that the copyright belongs to the employer if the creator performed the work in the employer's employment (the employer's copyright).

Patents Act 1995

As regards an invention by a trainee, the Patents Act is more explicit than the Copyright Act: the patent goes to the work placement company. If the invention for which a patent is applied for was made by a BBL student with an employment contract, the patent belongs to the work placement company in its capacity as employer (Article 12(1)).

3.3 Terminating the practical training agreement

When the Board of Examiners decides at the graduation meeting that a student has passed, the practical training agreement (POK), and thus the bpv, is automatically terminated.

Early termination

If the practical training agreement is terminated early, the ROC will look for a new work placement company together with the student, unless the circumstances mean this cannot reasonably be required of the ROC. This last point will have to be assessed on a case-by-case basis. If no other work placement company is found, this may mean the student has to stop the programme.

The practical training agreement describes in which cases (when) and in what manner (how) the agreement can be dissolved early. Reasons other than those stated in the practical training agreement are not legally valid.

Termination of the practical training agreement, for example because the student has to leave the work placement company, does not in itself mean that the programme and enrolment in the programme come to an end. A separate decision has to be made for that.



Bpv with an employment contract

If, in addition to the practical training agreement, there is an employment contract with the work placement company, both agreements will have to be terminated separately. If the practical training agreement is terminated early, the bpv tutor must be informed as soon as possible.

If the work placement company wants to terminate the employment contract, the company must observe the applicable employment law rules.

Professional expertise of the workplace trainer

As a workplace trainer, you have both a supervisory and a training role. You pass on professional knowledge and encourage the student to take responsibility for their learning process and for their performance as a member of staff. You motivate the student and tailor your supervision to them. You also keep an eye on the progress of the learning process.

Competencies

As laid down in the [SBB Regulations on the Accreditation of Work Placement Companies](#), the following competencies are important for workplace trainers:

Directing

- Adapts their way of training to the task, maturity and learning style of the student;
- Keeps an eye on whether the student is performing in line with the arrangements made and gives clear instructions if the student is not meeting, or is at risk of not meeting, expectations.

Supervising

- Encourages and coaches the student;
- Gives the student clear and constructive feedback;
- Motivates the student by providing more or less social and emotional support.

Making decisions and initiating activities

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

Following instructions and procedures

- When assessing the student's progress, uses assessment instruments and follows the associated procedures, so that the student receives an objective and valid assessment.

Learning

- Evaluates the bpv period to identify points for improvement and to act on them.

Focusing on the needs and expectations of the 'customer'

- Asks the student what they want to learn during the work placement and responds to that.

Planning and organising

- Clarifies 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 observations with the student, after consulting others where appropriate;
- Encourages the student to contribute ideas about how to shape their learning process further;
- Listens to advice from the practical supervisor and the practical learning adviser and indicates what they will do with that advice.

Applying professional expertise

- Explains how things work, demonstrates them, or gets the student to think about specialist professional matters;
- Uses their professional knowledge to assess the student;
- Looks at information from the school, the student's wishes and the possibilities within the work placement company to determine how the learning objectives can be achieved;
- Observes the student against the assessment criteria and assigns a rating to these observations.

Getting better at your role

As a workplace trainer, you train the student in practice. But how do you develop yourself as a workplace trainer? SBB offers tips and a wide range of training courses and tools. You can choose the way of learning and the support that suits you [here](#).

Damage, liability and insurance in the work placement (bpv)

The bpv is a legally required component of all mbo programmes. The bpv is a form of planned and deliberate learning by a student at an accredited work placement company and in an authentic work situation, aimed at acquiring occupationally relevant competencies. During their programme, ROC students will complete their bpv at one or more companies. And wherever work is done ...

This appendix contains information about liability and insurance for damage that the work placement company, a business contact or the trainee may incur during the bpv activities.

Damage and liability

In general, the company where the student completes their bpv is liable for the damage a student causes or suffers. The law provides that an employee who, in the course of their work, causes damage to the employer or to a third party is not liable towards the employer. The trainee is treated as equivalent to an employee for liability purposes. Therefore, the trainee is in principle not liable towards the work placement company for damage they cause or suffer in their placement work.

Since the trainee is in principle not liable towards the work placement company, the company will itself have to compensate the damage suffered by the work placement company, its business contacts or the trainee. It is therefore important for a work placement company that damage caused by or to trainees is adequately insured, just as it is for its own employees.

ROC van Twente placement insurance

The ROC has included a 'placement clause' in the insurance package for its students. If the trainee is in fact legally liable towards the work placement company, the placement clause means that students' liability for damage caused to the work placement company or to third parties during placement activities is also covered. The clause does have a number of exceptions to trainees' liability. For example, damage caused by, with or to motor vehicles on public roads is not insured, even if the trainee can be held liable for the damage.



Practical training agreement (POK)

Before the bpv, a practical training agreement (POK) is concluded by the student, ROC van Twente and the work placement company. The terms and conditions of the POK govern, under the headings 'Liability' and 'Insurance', what has been explained above. In accordance with this note, under the terms and conditions of the POK the work placement company must take out adequate insurance against damage to the work placement company and against legal liability for damage to third parties.

In addition, the terms and conditions of the POK state that the ROC takes out the above-mentioned insurance for the trainee's legal liability for damage to the work placement company or third parties.

Accidents and liability

An accident may also occur during the placement that causes the trainee to suffer harm. For example, the trainee might trip and, as a result, break their arm and damage their clothing. As regards liability, Section 7:658(2) of the Dutch Civil Code provides that the employer (the work placement company) is liable for all damage the employee/trainee suffers in the course of their work. This is different if the employer can demonstrate that they have fulfilled the duty of care referred to in the first paragraph of the aforementioned section, or if there is intent or deliberate recklessness on the part of the trainee. Section 7:658(3) states that no deviation from this is permitted.

The ROC therefore advises the work placement company to insure adequately against workplace accidents, through liability and/or accident insurance.

ROC van Twente accident insurance

Notwithstanding the above, the ROC has taken out accident insurance for its students against the financial risk of personal injury caused by accidents during placement activities and commuting. Insofar as the trainee's own insurance or another policy provides no cover, medical and dental costs are also partly covered. In line with this, the POK states that the ROC has taken out accident insurance for its students.

What to do in the event of damage?

If the work placement company or a business contact suffers damage as a result of a trainee, or if the trainee themselves is harmed, the work placement company should contact its own insurer regarding compensation for the damage. If the work placement company believes the trainee is liable and/or that the ROC should compensate the damage, the work placement company can report the damage to the designated contact at ROC van Twente. This person will, without acknowledging any liability, deal with the claim and inform the work placement company about the next steps.

Questions?

If the work placement company would like further information about damage, liability and insurance relating to the bpv, it can contact the designated contact at ROC van Twente.

