Approved Training Course (ATC)

Certification scheme for education and training
Version 2025

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Please note: this document is an English translation of the ATC Certification Scheme document. The original version in Dutch is legally binding.

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1 INTRODUCTION APPROVED TRAINING COURSE (ATC)

DNV offers certification of education and training. The certification is available for training courses offered by academies, schools, and other training providers.

The purpose of the certification is to ensure a uniform quality of training, regardless of location, method and training method.

The certification process ensures that the degree program offered:

- Has been designed according to the set quality requirements;
- Contains clear objectives for results;
- Has implemented industry guidelines and/or competency profiles in the content of the training;
- Is given by qualified trainers;
- Is evaluated and improved in line with market requirements and lessons learned.

The Approved Training Course certification scheme has been developed in close collaboration with educational experts and provides insight into the certification process and associated requirements.

2 GENERAL

This certification scheme is based on the 'Instructional Systems Design' (ISD), where the ADDIE model is used. ADDIE is an acronym that refers to the main processes that the generic ISD process encompasses, containing the following key elements:

- Analysis of the training, needs and target group (Analysis);
- Design of the pedagogical elements of the learning objectives and assessment and the modular structure that comprise the different learning methods (Design);
- Development of the Educational Resources;
- Implementation and delivery of the learning program (Implementation);
- Evaluation of the results of the attainment targets (Evaluation).

The elements of the ADDIE model can be found in chapter 5 in which the certification requirements are set out in a table.

3 PURPOSE AND SCOPE

The purpose of this certification scheme is to establish the requirements for learning programs with regard to the development, content and delivery of training, independent of location and training methods used. With an ATC certificate, the trainer demonstrates the quality of the certified education/training.

The learning programs can consist of different learning forms: online and/or physical, practice-oriented and/or theoretical or a combination. ATC aims to ensure that training courses certified under this certification scheme are well-designed, have clear objectives for results, are conducted by qualified trainers and examiners, evaluated and improved with market requirements and experience gained.

This certification scheme is intended for providers of both external training and 'in-house' training. Training providers must, if applicable, meet additional requirements that are not covered by this certification scheme. Typical examples of additional requirements may include:

- Standards that relate to the (teaching material of the) training;
- Laws and regulations by a national authority or trade association on the content of a training course and/or its provider;
- Other requirements imposed by local legislation.

4 CERTIFICATION

Providers of training courses that meet the requirements of this certification scheme receive an ATC certificate from DNV as a recognised trainer for the relevant course/training that has been assessed. So it is not the organization, but the education/training that is certified. With the certificate, the trainer receives the ATC quality mark. The ATC quality mark can be printed on the certificates issued to participants who have successfully completed the certified training.

The certificate is valid for three years, with annual reviews. After three years, a recertification audit takes place. The names of the trainer, the training programme and a reference to the content of this certification scheme are mentioned on the certificate.

4.1 Certification process

The certification process consists of three parts:

1. Initial audit
    a. Document Review
    b. Visit location(s)
    c. Reporting
    d. Certification decision
2. Perodic audit (annual review)
    a. Visit location(s)
    b. Reporting
3. Recertification
    a. Limited document review
    b. Visit location(s)
    c. Renewal of the certificate

4.1.1 Initial audit

The purpose of the initial audit is to ensure that the learning program meets the requirements of this certification scheme and the content of applicable industry-specific standards and rules. ATC has two main areas of focus:

1. Structure of the learning form;
2. Content in relation to relevant (international) standards and rules, such as industry agreements.

Self assessment:
The training provider can use the table in chapter 5 to carry out a self-assessment prior to the initial audit. The purpose of this table is to ensure that the specific learning programme has been developed and documented in accordance with Chapter 5 of this certification scheme.

On-site visits:
A qualified DNV employee carries out a document assessment in collaboration with an educational and subject matter expert. After a positive document review, the initial on-site audit verifies that the training program is being implemented and delivered as documented. The on-site visit includes interviews with staff and observations during lessons and tests/exams. The location(s) and materials are also assessed for suitability during the observations.

Once all the findings have been settled, the ATC certificate will be issued by DNV.

4.1.2 Periodic audit

DNV conducts a periodic audit every year. The first must take place within one year after the initial audit. During this audit, the following is verified:

- Effective handling of corrective actions in response to deviations identified during the previous audit;
- Summary of evaluations with students and evaluation of the training program and improvement actions;
- Description of any changes;
- Verification that changes have been made and/or imposed by new/amended international or national rules or regulations;
- Visit to a location and attendance of (part of) the training and/or the exam.

4.1.3 Recertification

Within three years of the initial certification, before the expiration date of the certificate, the recertification audit must be carried out by a qualified DNV employee to verify that the learning program is being carried out according to changes. This on-site visit includes document review, interviews, and observations during classes and examinations. If the recertification is not carried out in time, the certificate will expire. The recertification audit must be carried out no later than three months before the expiry date of the certificate.

4.2 Suspension and withdrawal

If a violation of the requirements of this certification scheme is found or other conditions occur that DNV considers to be significant, the certificate will be suspended or revoked. The certificate can also be revoked if the organization does not cooperate in the planning and execution of periodic audits and/or does not meet the financial obligations. Customer may object to a decision by DNV not to issue, suspend or revoke a certificate. The standard procedure for such an appeal (Complaints and Appeals Regulations) can be found on the DNV website.

5 THE CERTIFICATION PROCESS

The following table is intended to help you develop a learning program. During the audit(s), the auditor uses the table to verify all parts. The classification is based on the ADDIE model described earlier.

#	Part	Description	Checklist
Analysis			
1	Company Information	• Name and type of the education/training (open training, in-company, etc.); • Name of contact person, address, telephone number, e-mail and website; • Organization chart of the organization; • Training locations. For e-learning: manufacturer or developer of the e-learning program if applicable.	
2	Scope and purpose of education/training	Brief description of the program with the aim of: • What needs and/or requirements does the program respond to; • Specification of the relevant laws and regulations, including industry standards. Duration of the training	
3	Target audience	A description of the target group(s) for which the training has been set up.	
Design			
4	Learning objectives	A description of what the student should be able to do after completing the program.	
5	Content of education/training	The final qualifications of the programme are in line with the requirements set by (foreign) colleagues and professional practice for a programme in the relevant domain (field/discipline and/or professional practice). The final qualifications are partly derived from the professional profiles and/or professional competences drawn up by (or in consultation with) the relevant professional field.	
6	Toelatingseisen	A list of qualifications and work experience that a student must have before starting the program. Think of working and thinking level, technical skills, specific work experience, etc.	
7	Exemptions	If the trainer can demonstrate previously acquired competencies in relation to professional requirements, exemption can be granted for one or more aspects.	
8	Establishing the identity of the student	The trainer must: • Establish measures to establish the identity of learners at various times, such as when registering, during participation in training and exams; • Demonstrate that these checks have taken place, including the result; • Measures taken and registration can show when suspicious documents are found, or if no proof of identity could be shown. For e-learning programs, measures must also be taken, checked and registered to establish the identity of the learner. Valid forms of identification include passport, ID,	

		and driver's license. The extent to which this identification requirement is applied depends on the extent to which successful completion of the education/training is required for certification or licensing.	
9	Group size restrictions	The following must be recorded: • Maximum number of students for theory lessons and, if applicable, maximum number for practical lessons or simulations; • Ratio of trainer and number of students; • Policy regarding circumstances when more than one trainer must be present during lessons (theory and practice).	
10	Informal learning	On-the-job training and simulations should include a policy document that describes the strategy and vision of informal learning, including: • An example of a logbook to show how on-the-job training is documented and what tools are used in the process. The logbook must be authorized by one or more people; • A description of how attitudes and behaviors, skills, and knowledge are assessed and recorded.	
11	Trainers and developers education/training	The education/training must be developed and given by competent employees where: • The knowledge and skills for developers and trainers have been recorded; • Education is largely provided by staff who make a connection between the training and professional practice; • Trainers have demonstrable experience in teaching or have followed a training course that focuses on didactic skills; • Teaching skills are demonstrated by a qualification, diploma or other evidence obtained and during observations and interviews; • A trainer has specific experience in the subject in which the teaching is taught. This is demonstrated by a obtained qualification, diploma, work experience or other evidence.	
12	Examinatoren	The requirements for knowledge and experience of examiners are laid down: • A list of examiners is present, with a description of their experience, background and qualifications to demonstrate their ability to administer examinations; • Examiners have at least the same qualifications as trainers in that subject. This is demonstrated by a obtained qualification, diploma, work experience or other evidence; • Examiners are independent of students.	

Development & Implementation			
13	Locations and Resources	Lesson location: A specification of all locations used for the training is provided, including the requirements per location that it must meet. Safety of the location has been determined by means of an RI&E. Means: A description of the resources used during the	

		program, including equipment for practical exercises, tests and simulations, or software programs. As a technology is part of the tutorial, the technical specifications of hardware and software from the manufacturer are also included. <u>For e-learning:</u> System requirements and delivery method. Delivery method: A description of how the learning program will be delivered, including the system and other requirements for the equipment. <u>For e-learning:</u> The trainer describes the provisions and support that has been made for the technical operation and support of the e-learning programme. In addition, the requirements for the user to work with the program are specified.	
14	Modules	If the learning program is divided into several modules, each module must be described. For each learning module, the learning objectives, methodologies and learning resources are described. Finally, the method of assessment is described, to verify whether the students have learned the skills taught in the module.	
15	Pedagogical tools	Copies of all materials used in the curriculum should be available for a DNV review.	
16	Teaching methods	It is determined which educational methods are used, such as lectures, buzz groups, group discussions and interactive sessions to bring variety to the education/training. The choice of different learning methods is in line with the objectives of the training and is documented with relevant learning objectives.	
17	Educational programmes	The educational program is an overview of all successive learning activities with hours and parts of the day.	
18	Lesson Plan	The training institution should have a documented procedure for the development of lesson plans. This procedure describes the steps and responsibilities involved in creating, evaluating and establishing lesson plans. Compliance with this procedure must be demonstrable. The lesson plan should include at least the following points: • A description of the different modules within the curriculum; • For each module, a set of learning objectives, linked to the required professional competencies; • If applicable: the method of testing or examination. **Lesson Plan Features and ContentThe lesson plan serves as:** • Support for trainers and ensuring consistency within the education/training; • Structure for the education/training, with a clear structure and learning progression; • Tool for trainers to ensure the purpose and approach of each session, including alternative strategies if necessary.	
19	Study guidance	The study guidance and the provision of information to students are adequate with a view to study progress. The	

		study guidance and the provision of information to students meet the needs of students.	
20	Assessment and examination	The trainer develops and maintains documented procedures for the assessment of: • The educational program and how it is kept up to date; • Students (interim and final tests); • Trainers (professionalism, competence, qualifications and performance); • Assessors/examiners (professionalism, competence, qualifications and performance). A procedure for how and where data from the exams is stored has been established. Examination regulations with rules during the exams/tests have been established. This can include matters such as: students who arrive late, mobile phones, contact between students, requirements for a room, maximum duration of the exam, rules for re-exams, cut-off points, etc. **Method of assessment:** An explanation of how student performance is evaluated during the curriculum is available. The methods of the assessment must fit the specific learning objectives. Instructions prior to an exam and supervision during exams must be described. **Written tests/exams:** Copies of written tests can be shown. The method of awarding points is described as well as the frequency with which the exams are refreshed. Surveillance, exam staff and the safety of test material are part of this. Reference must be made to laws and regulations if applicable. **Practical demonstrations:** Detailed descriptions of all practical or simulation exams, tests or exercises that describe the situation as presented to the students are available. It outlines what students need to do to successfully complete each test and how each student's performance is evaluated and recorded. A separate checklist is provided to evaluate each practical exam, including simulation activities and the score that must be obtained to pass. Surveillance, exam staff and the safety of test material are part of this. Reference must be made to laws and regulations if applicable. **Interviews:** Scheduled questions or other documents used during the interviews have been determined. **Determination of the final mark:** A description of how the trainer(s)/examiners should determine the final grades by weighing the different modules in the learning program are determined (cut-off score). The results can be traced back to the individual student. **Re-exams:**	

		A description of the policy on re-exams, if someone has failed an exam, has been established. A distinction between self-reflection by the student during the learning program and the final assessment must be established. The relevance of each assessment method in relation to the learning objectives is carefully considered.	
21	Administration of student certificates	There is a procedure available that establishes how the data of students is kept. At least the following matters have been recorded: • Preparation and issuance of certificates; • Archiving and maintenance of all records of competence; • Results of the students' own evaluations/tests.	
Evaluation (Evaluation)			
22	Evaluation by learners	An evaluation form is used to give students the opportunity to give feedback to the trainer about the relevance of the components of the course/training and trainer(s). A description of the way in which the programme processes the results of the evaluation is part of this.	
23	Complaints procedure	It must be clear to students where and how they can submit a complaint. Students must be demonstrably made aware of the complaints procedure.	
24	Evaluation of the learning program	A description of how the learning program is evaluated and the results are incorporated into the program is recorded. In addition, the evaluation is demonstrably carried out and documented periodically.	
25	Internal audits	The results of the internal audits, with Chapter 6 as a guideline, form the basis for demonstrable improvement measures that contribute to the achievement of the targets.	
26	Possible scenarios	The organization is prepared for undesirable events and possible scenarios have been identified for situations such as: • No interested parties; • No trainers available; • Dropout of trainers; • Location not available; • Defects in location; • Dropout of participants; • Waste resources; • External influence (weather, disasters, power outages, etc.). Measures have been planned for the possible scenarios to prevent calamities and plans have been made to minimize and control the consequences.	
27	Improvement measures	The results of evaluations and audits form the basis for demonstrable improvement measures that are tested for effectiveness.	
28	Documentation and retention period	The retention period for registrations is set and is at least one year after the validity period of the training certificate. Laws and regulations must be observed.	
29	Certificate	A copy of the certificate as proof of completion of the learning program is provided. In the absence of a certificate, it must be possible to reproduce the data of the	

		completion of the learning program. The certificate contains the following information: • Title: education/training; • Name of the training place; • Name and date of birth of the student; • Name and signature of the trainer or authorised representative to sign; • Date on which the training was completed; • A unique number that corresponds to the trainers administration of certificates; • A statement that the learning program complies with the relevant certification scheme and other (inter)national relevant laws and regulations and guidelines.	

6 CALCULATION OF AUDIT DAYS

The activities for each phase in the certification process are set out below. In the quotation, the tables are supplemented with the number of required audit days. Audit days are calculated on the basis of, among other things, the number of training courses that need to be certified, the size and complexity of the training(s) and the number of locations.

6.1 Initial audit

Activity
Phase 1: Document Review (prior to on-site audit)
• Visit main location and management • Document review according to table • Create audit planning for three years (number of sites to visit: square root of n. If only one location: one year of training, other year exam/interim test) • Preparation of draft report and presentation to management
Phase 2: Initial audit
Visit main location and conversations with employees:
• Corrective actions following document audit • Management • Trainer • Examinator • HR • Assessing primary process Inspection: 4 files of students
Attending **training** on location: • Introduction by teacher • Course of the lesson according to the program • Completion by teacher
Attending **exam/test** per location: • Preparation and introduction exam • Verloop Review • Aspects • Location review general
Afronding audit: • Preparation of draft report and presentation to management. • Finalize final report and create draft certificate
Within three months of the last audit day: Review corrective actions and issue certificate

6.2 Perodic audit (annual review)

Activity
Visit main location and management: • Corrective actions following previous audit • Actions based on evaluations • New developments Document Review: • Changes to documents • Inspection: four files of students Afronding audit: Preparation of draft report and presentation to management.
According to audit planning: Attending part of **training** on location: • Introduction by teacher • Course of the lesson according to the program • Completion by teacher
According to audit planning: Attending (part of) **exam/test** per location: • Preparation and introduction exam • Verloop Review • Aspects • Location review general
Completion of audit: Final report
Within three months of the last audit day: Assessing corrective actions

6.3 Recertification

Activity
• Corrective actions following previous audit • Limited on-site document review • Update audit schedule for three years
Visit main location and conversations with employees: • Management • Trainer • Examinator • HR Inspection: four files of students
Attending (part of) **training** on location: • Introduction by teacher • Course of the lesson according to the program • Completion by teacher
Attending **the exam** per location: • Preparation and introduction exam • Verloop Review • Aspects • Location review general
Finalize final report and create draft certificate
Within three months of the last audit day: Review corrective actions and issue new certificate.

7 ANNEX A - DEFINITIONS

- *ADDIE:* The ADDIE model is an Instructional Systems Design (see ISD) framework/roadmap that helps develop training programs. It helps identify the learning need in a structured way and ensures that all learning activities serve that purpose, providing an integrated approach to learning. The abbreviation ADDIE stands for the process steps in the model: Analysis, Design, Development, Implementation and Evaluation.

- *Examiner*: a person who conducts an assessment.

- *Competence*: Demonstrable fulfilment of actual needs using measurement (research method(s)). Such requirements relate to areas of competence with regard to knowledge, understanding, skills, attitude and/or behaviour in a particular area of work.

- *Student*: a participant in a learning program that is intended to teach knowledge, skills and attitude.

- *Purpose*: The starting point for a training design process and describes the reason "why" the training activity is needed. It should be based on competencies gaps and refers to desired organizational outcomes such as improved work processes, achieving goals or strategies, or service execution.

- *E-learning*: online learning activities with or without a trainer where trainer and student do not have to be present at the same time.

- *Evaluation*: examining and analyzing the quality, value, or value of a response, for qualitative and quantitative descriptive feedback.

- *Instructional Systems Design (ISD):* ISD is a systems approach that focuses on the learning experience. ISD is based on the belief that training is most effective when it provides learners or learners with a clear statement of what knowledge they will gain through the training and how their performance will be evaluated.

- *Knowledge*: familiarity, awareness, or insight gained through experience or study.

- *Quality mark*: the ATC quality mark is a logo that shows that certified is a recognized trainer. The certified person can apply this quality mark to the certificates that are issued to participants. The quality mark can also be used for marketing purposes of the education or training.

- *Learning objectives*: the desired learning outcomes of the education and training. The learning objectives state what a student should be able to do after the training, under what conditions and according to what standard or criteria. The objectives should include the relevant knowledge, practical skills and attitudes.

- *Learning programme*: describes the learning objectives and attainment targets that the students must achieve for a particular module and the strategy to achieve them. A combination of training methods is possible.

- *Learning*: the process of acquiring competences.

- *Modules*: a learning module is an education or training block related to each of the competencies and/or learning program components. If the curriculum is divided into several modules, each module is started by specifying the learning objectives for that module, then the teaching methods to be used and concludes with the tests to verify that learners have indeed learned the skills taught in the module.

- *Education*: a process of developing and offering knowledge, insight, skills and attitudes to meet the needs of the students.

- *On-the-job training*: takes place in a normal situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. It is the act of continuously repeating behavior or always performing an activity, with the aim of improving or controlling.