

**DECISION 17 - 383  
17 - 384**

of the Examination Appeals Board of Leiden University

in the matter of

the appeal of [name], appellant

against

the Board of the Faculty of Social and Behavioural Sciences, respondent

**1. Origin and course of the proceedings**

The appellant sent a letter on 12 November 2017 which was received on 11 December 2017, to lodge an appeal against the decisions of the respondent of 10 November 2017 (the contested decision).

These decisions rejected the appellant's applications to be admitted to the Master's Programme in Education and Child Studies, with a specialisation in Child and Family Science (case no CBE 17-383) and a specialisation in Learning Problems and Impairments (case no CBE 17-384) since her previous education is not of an adequate level.

In short, the appellant argued that the level of her previous education is sufficient and that its curriculum does correspond sufficiently with the master's programme. The appellant stated that she is motivated to start the master's programme.

The respondent investigated whether an amicable settlement could be reached. In his email of 20 December 2017, the respondent informed the appellant that the Admissions Office classified her previous education as of the level of a university of applied sciences. However, this did not result in the appeal being withdrawn.

A letter of defence was submitted on 10 January 2018. The letter stated that the appellant's prior education does not comprise any course units in the field of

**Decision**  
**17-383**  
**17-384**  
Page 2/6

academic research methods and statistics. In addition, the appellant has not acquired the required level of academic expertise in the field of Education and Child Studies in the educational programme she has completed.

The appeal was considered on 14 February 2018 during a public hearing of a chamber of the Examination Appeals Board. The appellant did not appear at the hearing, and did not give notice of absence. [name], appeared on behalf of the respondent.

## **2. Considerations with regard to admissibility**

The appellant lodged a timely appeal against the decisions of 10 November 2017 by means of the letter dated 12 November 2017 that was received by the Examination Appeals Board on 11 December 2017. Furthermore, the letter of appeal also meets the requirements as stipulated in the General Administrative Law Act ("Awb", *Algemene wet bestuursrecht*) and the Higher Education and Academic Research Act ("WHW", *Wet op het hoger onderwijs en wetenschappelijk onderzoek*). Consequently, the administrative appeal is admissible.

## **3. Relevant legislation**

As far as is relevant, the Course and Examination Regulations ("OER", *Onderwijs en examenregeling*) of the Master's Programme in Education and Child Studies state the following:

Article 5.2 Admission to the programme

5.2.1 Pursuant to Article 7.30b (1) of the Act, holders of one of the following degrees may be admitted to the programme and one of its specialisations:

- a Bachelor's degree in Education and Child Studies from Leiden University.

5.2.2 The Board of Admissions may, on request, admit persons to the programme who do not meet the requirements specified in 5.2.1 but who can demonstrate to the satisfaction of the Board of Admissions that they possess the same level of knowledge, understanding and skills as holders of a degree specified 5.2.1, possibly under further conditions, without prejudice to the conditions specified in 5.2.4.

**Decision**  
**17-383**  
**17-384**  
Page 3/6

5.2.3 As further clarification of Article 2.9 concerning the student's command of the language of instruction, the language requirement for English-taught master's specialisations is IELTS 7 or TOEFL 100 (internet based), 250 (computer based) or 600 (paper based). The language requirement for the Dutch-taught master's specialisations *Forensische Gezinspedagogiek*, *Orthopedagogie* and *Kinderen met Leer- en Gedragsproblemen in het Onderwijs* is *TUL Advanced level*. The Board of Admissions may request that applicants demonstrate an adequate command at this level. If required, language requirements can be included as one of the qualitative admission requirements referred to in Article 5.2.4.

Article 5.4 Bridging Programme

5.4.1 The programme has established the following bridging programmes (for the following target groups) in order to remedy deficiencies.

- Bachelor's and master's with a degree obtained at a Dutch university for professional education.
- Bachelor's and master' with a degree obtained at a Dutch university of applied sciences.

5.4.2 Information on the bridging programmes can be obtained from the institute of Education and Child Studies.

As far as is relevant, the Course and Examination Regulations ("OER", *Onderwijs en examenregeling*) of the Master's Programme in Psychology state the following:

Article 2.3 Final qualifications

Graduates of the programme have achieved the following learning objectives, ranked as far as possible according to the Dublin descriptors:

1. Knowledge and understanding.

*Subject matter*

1.1 Bachelor's have knowledge and understanding of fundamental concepts and theories from Education and related studies.

1.2 Bachelor's have knowledge of the history and development of Education and Child Studies.

1.3 Bachelors have knowledge of models of diagnostics, assessment, and treatment and intervention.

*Research methods and techniques*

1.4 Bachelor's have basic knowledge and understanding of common methods and techniques of educational research, including main stages of academic research.

*Professional field*

1.5 Bachelor's have knowledge of the professional field of education and policies in and of this field.

**Decision**  
**17-383**  
**17-384**  
Page 4/6

2. Application of knowledge and understanding  
Bachelor's have developed the following academic skills:
  - 2.1 setting up and executing simple academic research under supervision, both as an individual and in a team;
  - 2.2 phrasing a consistent vision or argument with appropriate, well-considered, academic substantiation;
  - 2.3 applying academic knowledge and understanding to child-rearing and educational issues.
3. Opinion forming
  - 3.1 Bachelor's are able to analyse and describe practical and theoretical education issues in an academic and ethical manner;
  - 3.2 Bachelor's are able to reflect on ethically sound academic and educational conduct by themselves and others;
  - 3.3 Bachelor's are able to collect academic literature, to examine this critically, to assess its relevance and to summarize the key items;
  - 3.4 Bachelor's have developed skills to behave professionally in accordance with the standards and rules that apply to future tasks as educators and with the Professional Code of the Association of Educationalists in the Netherlands (Nederlandse Vereniging van Pedagogen en Onderwijskundigen, NVO).
4. Communication
  - 4.1 Bachelor's are able to report correctly both in writing and orally on education issues, both in academic and other professional contexts;
  - 4.2 Bachelor's demonstrate a sense of responsibility, reliability, respect and communication skills in collaboration with others (respondents, colleagues, clients);
  - 4.3 Bachelor's are able to provide feedback to others and cope with feedback from others.
5. Learning skills
  - 5.1 Bachelor's possess the learnings skills that are required to attend a master's programme, which requires a higher level of independence;
  - 5.2 Bachelor's are able to direct their own learning process.

#### **4. Considerations with regard to the dispute**

In accordance with article 7.61, paragraph two, of the WHW, the Examination Appeals Board must consider whether the contested decisions contravene the law.

**Decision**  
**17-383**  
**17-384**  
Page 5/6

It has been established that the appellant was awarded a Ptychion (Anatata Ekedefitika Idrimata – 4 years) in Education Studies – Early Childhood Education at Aristotle University of Thessaloniki in Greece.

Article 5.2.1. of the OER states that direct admission to this master's programme is only possible with a bachelor's diploma in Education and Child Studies from Leiden University. Since the appellant does not have this diploma, she does not qualify for direct admission. The request to be admitted must therefore be assessed on the basis of the requirements stipulated by the OER.

The respondent explained in his letter of defence and at the hearing that and why the appellant does not meet the requirements set out in article 5.2.2. of the OER based on her diploma. The respondent substantiated the contested decision with the considerations that the previous education of the appellant differs considerably in terms of substance and level from the requirements to be admitted to the master's programme. In order to be admitted to the master's programme, the appellant must satisfy the learning objectives of the bachelor's programme in Education and Child Studies taught at Leiden University, as is stipulated in Article 2.3 of the Course and Examination Regulations of the Bachelor's Programme in Education and Child Studies. At the hearing, the respondent clarified that the appellant's previous education is below the level of an academic bachelor's. This is because the Admissions Office has designated the bachelor's that was awarded to the appellant to be a bachelor's at the level of a university of applied sciences. Since the appellant has, moreover, not completed a sufficient number of course units in the field of academic research methods and statistics, the appellant cannot remedy the established deficiencies by attending a pre-master's programme, according to the respondent.

The Examination Appeals Board holds that the respondent has rightfully refused admission of the appellant to the master's programme on the above grounds. Since the Examination Appeals Board has not been informed of any other facts or circumstances that could lead to an alternative decision, the appeals must be held unfounded.

Decision  
17-383  
17-384  
Page 6/6

**5. The decision**

In view of article 7.61 of the Higher Education and Academic Research Act,  
the Examination Appeals Board of Leiden University  
hold the appeals **UNFOUNDED**.

Established by a chamber of the Examination Appeals Board, comprised of  
H.M. Braam, LL.M., MA (Chair), Dr K. Beerden, J. Nijland, LL.M., Y.D.R. Mandel  
and Z.I. de Vos (members), in the presence of the Secretary of the Examination  
Appeals Board, M.S.C.M. Stoop - van de Loo, LL.M.

H.M. Braam, LL.M., MA,  
Chair

M.S.C.M. Stoop - van de Loo, LL.M.,  
Secretary

Certified true copy,

Sent on: