



UNIVERSITY OF
READING

I HEREBY CERTIFY THAT

Madhu Kumar Thapa

HAVING SATISFIED
THE EXAMINERS IN THE
PROGRAMME IN
Applied Development Studies
AND HAVING IN THE
EXAMINATION BEEN AWARDED
A DISTINCTION
HAS BEEN DULY AWARDED
THE DEGREE OF
Master of Science
OF THIS UNIVERSITY

A handwritten signature in black ink, reading "David Bell".

VICE-CHANCELLOR

13 December 2012

DIPLOMA SUPPLEMENT

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context and status of the studies that were pursued and successfully completed by the individual named on the original qualifications to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.

1. STUDENT INFORMATION

1.1 Family name(s)**THAPA****1.2 First name(s)****Madhu Kumar****1.3 Date of Birth (day/month/year)****08 October 1977****1.4 Student identifiers**University student record number: **20026023/1**Higher Education Statistics Agency number: **111157026023**

2. PROGRAMME INFORMATION

2.1 Programme studied and (where applicable) title conferred**Master of Science****2.2 Main fields of study for the qualification****Applied Development Studies****2.3 Name and status of awarding institution****The University of Reading**

The University is an institution established under Royal Charter and is in receipt of public funds.

2.4 Name and status of institution administering studies (if different from 2.3)

Not applicable

2.5 Language(s) of instruction/examination**English**

3. INFORMATION ON THE LEVEL OF QUALIFICATION

3.1 Programme Level (see section 8 below)**Postgraduate Masters****3.2 Length of programme****1 year****3.3 Entry requirement(s)**Normally, an appropriate Bachelors degree and, where relevant, appropriate practical experience, as detailed in the programme specification at www.reading.ac.uk/progspecs.

4. PROGRAMME OUTCOMES AND RESULTS GAINED

4.1 Mode of study**Full-time****4.2 Programme requirements**For programme information on aims and learning outcomes see the programme specification at www.reading.ac.uk/progspecs.

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4.3 Programme details

Details of the modules taken and results obtained for modules are given below.

| Module Code | Level | Credit Weighting | Module Title | Mark | Grade | No of attempts at module |
|-----------------------|-------|------------------|--|------|-------|--------------------------|
| Session 2011/2 | | | | | | |
| APMAHRM2 | 7 | 10.00 | Human Resource Management | 74 | A | 1 |
| APME72 | 7 | 20.00 | Agricultural Project Planning and Management in Developing Countries | 82 | A | 1 |
| IDM001 | 7 | 20.00 | Perspectives on Development | 71 | A | 1 |
| IDM012 | 7 | 10.00 | Gender and Development | 72 | A | 1 |
| IDM021 | 7 | 10.00 | Poverty, Inequality and Livelihoods | 70 | A | 1 |
| IDM024 | 7 | 10.00 | Social Policies for Development | 68 | B | 1 |
| IDM046 | 7 | 10.00 | Governance, Accountability and Development | 70 | A | 1 |
| IDM067 | 7 | 10.00 | Research Methods for Communication and Development | 67 | B | 1 |
| IDM071 | 7 | 10.00 | Research and study skills for independent learning | 73 | A | 1 |
| IDM072 | 7 | 60.00 | Dissertation (International Development & Applied Economics) | 72 | A | 1 |
| IDM077 | 7 | 10.00 | Food Security and Development | 85 | A | 1 |

Title of dissertation: Challenges And Opportunities Of NGO Partnerships: A Case Study Of An International NGO in Nepal

4.4 Grading scheme

- A 70-100 Work of distinction standard
- B 60-69 Work of merit standard
- C 50-59 Work of good standard
- D 40-49 Work below threshold standard (Fail)
- E 0-39 Unsatisfactory Work (Fail)
- DN Deemed not to have sat due to exceptional circumstances
- NC Not completed (for good cause)
- U Unassessed module

4.5 Final classification

PASSED WITH DISTINCTION

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study

5.2 Professional status

Not applicable

6. ADDITIONAL INFORMATION

6.1 Further information sources

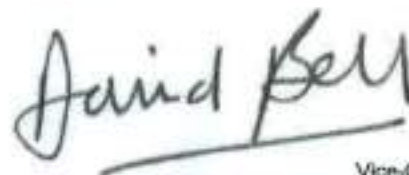
For further information please refer to www.reading.ac.uk

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7. CERTIFICATION

7.1 Date of issue
December 2012

7.2 Signature



Vice-Chancellor

7.3 Official stamp or seal



8. DESCRIPTION OF HIGHER EDUCATION IN ENGLAND, WALES AND NORTHERN IRELAND

In England, Wales and Northern Ireland¹, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government. Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales which award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions which award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college' although not all choose to do so. All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The names of institutions with their own degree awarding powers ('Recognised Bodies') are available for download at: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.listInstituteCategoryID=1> Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.listInstituteCategoryID=2>

Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries' <http://www.qaa.ac.uk/standardsandquality/otherefpoints/Qualsboundaries09.pdf>)

Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

Credit Systems

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

¹ The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC).

Diagram of higher education qualification levels in England, Wales and Northern Ireland

