

# Handbook WSE 2012 - 2014

While UNESCO-IHE Institute for Water Education, Delft does its utmost to ensure that the programme will run as specified in this handbook, the content is subject to change. Certain modules or parts of modules may be changed, withdrawn and/or replaced by other modules. Due to logistical constraints or otherwise, participation of specified lecturers, whether from UNESCOIHE or from partner organisations cannot be guaranteed. No rights can therefore be derived from the programme as specified in this handbook.

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## **1 UNESCO-IHE**

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### **1.1 Introduction**

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UNESCO-IHE continues the work that was started in 1957 when IHE first offered a postgraduate diploma course in hydraulic engineering to practicing professionals from developing countries. Over the years, IHE has developed into an international education institute providing a host of postgraduate courses and tailor-made training programmes in the fields of water, environment and infrastructure; conducting applied research, implementing institutional capacity building and human resources development programmes, participating in policy development, and offering advisory services world-wide.

The Institute has gradually expanded its academic base to include disciplines such as sociology, economics, and environmental and management sciences. The range of activities has broadened accordingly, from identifying solutions to engineering problems to designing holistic and integrated approaches in the development and management of water and environmental resources, and urban infrastructure systems. The services of the Institute now also include integrated water resources management, effective service delivery and institutional reform, all of which aim to enhance full stakeholder involvement, equity, accountability and efficiency in water sector development and management.

In November 2001, UNESCO's 31<sup>st</sup> General Conference decided to make IHE an integral part of the Organisation. By March 2003, the necessary treaties and agreements between the IHE Delft Foundation, UNESCO and the Netherlands Government were signed, allowing for the entry into operation of the new UNESCO-IHE Institute for Water Education. UNESCO-IHE is governed by a thirteen-member Governing Board appointed by the Director General, and is managed by a Director and Deputy Director. The IHE Delft Foundation provides all other staff and facilities to UNESCO-IHE.

The mission of the Institute is to contribute to the education and training of professionals and to build the capacity of sector organisations, knowledge centres and other institutions active in the fields of water, the environment and infrastructure, in developing countries and countries in transition.

UNESCO-IHE is located in Delft, an internationally renowned centre of excellence in civil engineering and in water related sciences. The Delft University of Technology, the laboratories of WL/Delft Hydraulics, GeoDelft, and The Netherlands Organisation for Applied Scientific Research are situated nearby. UNESCO-IHE maintains intensive relations with national and international institutions to ensure a continuous exchange of knowledge and experience.

### **1.2 MSc Degree Programmes**

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The backbone of the Institute are the postgraduate programmes in the fields of:

- ⌘ Environmental Science
- ⌘ Municipal Water and Infrastructure
- ⌘ Water Management
- ⌘ Water Science and Engineering

Each year, these programmes are attended by hundreds of engineers, chemists, biologists, earth scientists, and other professionals from all over the world. The graduates are awarded a Master of Science degree. The programmes are subject to accreditation under Dutch law.

### **1.3 Research and PhD Programmes**

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UNESCO-IHE carries out scientific research, often in co-operation with universities and research institutes in developing countries. A number of positions are available for PhD research. The PhD programme has a nominal duration of 4 years and can be carried out either in Delft or in a sandwich

construction. The PhD degrees are awarded by UNESCO-IHE together with a Dutch university. Candidates should preferably hold a UNESCO-IHE MSc degree, but an equivalent degree from another reputed university may also be acceptable.

## **1.4 Organisation**

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The Rectorate of the Institute consists of a Rector, a vice rector Academic Affairs and a Business Director. The organisation is structured into departments, which are further subdivided into various sections. Within the organisation structure, three academic departments are distinguished:

- z Water Science and Engineering
- z Environmental Engineering and Water Technology
- z Integrated Water Systems and Governance

These departments have one or more academic cores in the major fields, each with a leading professor, who is assisted by academic staff and research fellows. Process management support units and a education bureau provide administrative support.

Besides the academic staff of UNESCO-IHE, education is provided by selected guest lecturers, who are experts employed by universities, research institutes, government agencies, consulting firms, international organisations, etc. in the Netherlands and abroad.

## **2 Programme framework**

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### **2.1 Introduction**

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#### **The Master of Science Degree Programmes**

The Institute provides the following Master of Science degree programmes:

- z the master programme in Environmental Science;
- z the master programme in Municipal Water and Infrastructure;
- z the master programme in Water Management; and
- z the master programme in Water Science and Engineering.

These programmes have a nominal duration of 18 months and are leading towards a Master of Science (MSc) degree in the respective field upon successful completion. Each programme has several distinct specialisations, in which students follow a programme curriculum best suited to their preference.

The minimum study load of the programmes is 106 credit points, expressed in units defined by the European Credit Transfer and Accumulation System (ECTS).

## 2.2 Academic Regulations

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The *Education and Examination Regulations* (separately included in this handbook) provide the basic data of the programme, including the major rules around the examinations and the rights of students to inspect the results of the examination assessment.

The regulations describe the precise details of how examinations are assessed and marked, the procedures and rules for re-examinations, procedures for appeal, and which results are required for awarding the Master of Science degree.

Students are strongly advised to familiarise themselves with these procedures at an early stage during their study.

## 2.3 Structure of the Programmes

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The programmes are conducted over a period of 18 months during two academic years. The general planning structure is shown in the *Academic Calendar*.

In the first year, the calendar is divided into 14 periods of three weeks, in which the components of the curriculum are presented as modules. After each second module, a separate week is reserved during which the examinations for the two modules take place. The first six months of the second year are reserved for completion of the MSc thesis research work.

Within each programme, the following generic components are distinguished:

- z ten taught modules of 5 credit points each;
- z fieldtrips and groupwork, total 10 credit points;
- z a special/research topics module of 3 credit points;
- z the thesis proposal preparation of 7 credit points;
- z the thesis research and examination, 36 credit points.

## 2.4 Curriculum Information

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All components of the programme curriculum are described by a syllabus (summary) in the programme-specific part of the handbook providing the following information, which is further detailed in the sections below:

- z the name and code of the subject;
- z the learning objectives;
- z the pre-requisite knowledge or skills;
- z the study load hours and credit points;
- z the lecture, exercise and examination contact hours;
- z the nature and weights of the examination parts;
- z the responsible lecturers/examiners;
- z a concise description of the contents and working methods; and
- z the required and recommended literature, and other materials.

## 2.5 Learning Objectives

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Each programme specialisation has a set of learning objectives that state the knowledge, insight and skills achieved by students who successfully complete the programme. A distinction is made between discipline-specific learning objectives, which are required by the field of study, and general academic skills, which are expected from university education graduates. The programme objectives for each specialisation are provided in the programme-specific part of the handbook.

Similarly, each component of the curriculum has a set of learning objectives, which detail the specific outcomes if the student completes that part of the programme. The individual subjects usually aim to achieve a further detailed subset of the overall learning objectives.

## 2.6 Working Methods

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The programmes are conducted using a combination of lectures, exercises, assignments and examinations. The latter are described separately in the next section.

Lectures serve one or more of the following functions:

- z to impart information;
- z to introduce and explore a topic;
- z to build-up complex structures step-by-step;
- z to clarify and illustrate concepts and ideas detailed in the literature or lecture notes; and
- z to provide a framework for further independent study and reading.

An exercise takes one of the following forms:

- z a design or practical exercise;
- z a computer or other workshop;
- z a laboratory session;
- z a fieldwork or fieldtrip; and
- z a groupwork discussion.

Assignments are carried out independently by the students and consist of all required activity to:

- z study or practice the lecture material;
- z prepare a report, thesis or presentation;
- z work out the results of an exercise;
- z conduct an experiment or test;
- z prepare for an examination; and
- z conduct a research or other study.

## 2.7 Examinations

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Examinations serve to test if students have achieved the learning objectives for a specific component of the programme, and ultimately those of the programme itself. The examination for a component may be composed of multiple parts. For example, a combination of a written or oral test and one or more assignments to handed in separately. Examination work can also be produced by (small) groups of students working together on an assignment, e.g. the groupwork report.

Assessment of examination material is carried out by appropriate examiners, which are usually the involved lecturers. Students who successfully complete a component of the programme will be granted the credit points for that component. Fieldtrips may require active participation instead of an examination in order to receive the credit points.

For each examination, students are informed about the assessment results via e-mail. When all examinations have been passed, the student has successfully completed the so-called programme examination and will be awarded the degree.

## **2.8 Study Load**

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All scheduled education activity taking place in the presence of a lecturer or an assistant is designated as contact time. All other time spent by students in relation to the study programme is designated as independent study time.

The study load for (a part of) a programme is the cumulative contact time and independent study time that is nominally required to successfully complete that (part of the) programme. Study load is expressed in whole ECTS credit points, where one ECTS credit point is equivalent to 28 working hours.

The study load credits for a curricular activity indicate the notional time spent by an average learner to achieve the required outcomes for that activity, as specified by the learning objectives. The nominal time expenditure for a 5 ECTS credit points module is therefore 140 hours.

Where study load involves scheduled class-based activity, one lecture period is taken equal to two hours of contact time.

## **2.9 Planning and Scheduling**

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Lectures and exercises taking place inside the Institute are, in principle, scheduled into 'periods' of two hours each, for which the following times are available:

Period 1 08:45 – 09:30 and 09:45 – 10:30

Period 2 10:45 – 11:30 and 11:45 – 12:30

Period 3 13:45 – 14:30 and 14:45 – 15:30

Period 4 15:45 – 16:30 and 16:45 – 17:30

Throughout the academic year, the student will receive the following information and materials:

- ⌘ schedules of the educational activities;
- ⌘ required lecture notes, textbooks and other course-related material;
- ⌘ announcements of examination planning details; and
- ⌘ statements on examination results and study progress.

## **2.10 Participation**

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Active participation and attendance by students is required for all curricular activities on the schedule. Students have to inform their programme coordinator as early as possible when they are not able to attend a scheduled programme activity.

## **2.11 Evaluation of the Programme by Students**

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As part of the quality assurance procedures of the Institute the programmes are routinely evaluated in order to obtain feedback from the students regarding the quality of the content and the performance of the lecturers. The evaluations are based on a module questionnaire, which the students complete in separate class sessions.

The questionnaire asks the students to provide a rating for achievement of the learning objectives, the study load feasibility, the contents of the subject matter, the balance between the various working and examination methods, the quality of the lecture materials, and the presentation by the lecturers. Furthermore, additional written comments and an overall rating for the module may be provided.

The module evaluations are carried after the examination, but before the results have been announced. Students can also request to address specific programme related issues in a group or individual discussion with the involved coordinator or lecturers.

Feedback on the programmes from the students is much appreciated. The Institute uses the results of the evaluations to improve the academic programmes where necessary, in order to maintain high standards of education.

## **3 Regulations**

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### **3.1 Exam regulations**

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Click here for the separate document:

[Education and examination regulation cohort 2012-2014 \(pdf\)](#)

### **3.2 Library regulations**

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#### **Fair use of on-line information resources at the UNESCO-IHE Library**

The UNESCO-IHE Library Services provides access to a large number of on-line information resources and databases. Access to these resources is provided to all computer users within the premises at Westvest and through remote authentication via the UNESCO-IHE portal.

By using these on-line resources you agree with the following conditions:

1) Systematic downloading of electronic journals articles using manual means is permitted only within reasonable amounts; no more than 50 downloads per user within 24 hours.

2) Programmatic downloading / 'web crawling' are not allowed. In addition to systematic downloading of files manually, the use of a spider (web crawler), the intention of which is to programmatically download data within a specific website, is prohibited.

3) Copyright/reproduction. It is prohibited to reproduce entire or parts of publications in your own publication without the consent of the publisher. You are obliged to provide a correct source reference of all of the material at all times.

4) Selling and providing material to third parties is strictly forbidden. The re-sale of material purchased subject to license to third parties is prohibited; this applies both within and outside of the Institute for which the materials have been purchased.

5) Permanent archiving. Large-scale archiving is not permitted on the local servers or your hostel personal computer nor is the continued use of these servers as an archive, in collaboration with third parties or otherwise. The temporary storage of archive material for personal use is permitted for a period not longer than 120 days.



6) Making changes to an original work. Infringing upon an original work by merging various original texts into a document or by amending original texts is prohibited. Processing materials in such a way is an infringement upon the copyright that is held by the publisher or the author him/herself.

**Infringement of one or all of the above mentioned stipulations will be considered as academic misconduct and will result in disciplinary measures, which will be proportionate to the seriousness of the infraction. The Rector will decide upon the disciplinary measures which will be taken. These measures may include temporary or permanent suspension from attending class.**

### **3.3 Code of conduct**

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#### **THE RECTORATE OF UNESCO-IHE**

In consideration of the need for rules and regulations concerning the safety and the proper use of the buildings, grounds and facilities of UNESCO-IHE by students and visitors;

In accordance with article 7.57h and article 9.2, first paragraph, of the Higher Education and Scientific Research Act of the Netherlands;

Having heard the Student Association Board;

#### **RESOLVES**

To establish the following Regulations:

##### **Article 1 Definitions**

##### **1.1 WHW**

Higher Education and Scientific Research Act of the Netherlands (Staatsblad Bulletin of Acts and Decrees 1992, 593);

##### **1.2 the Director**

The director of UNESCO-IHE

##### **1.3 the Rectorate**

The director and the deputy director

##### **1.4 Central services department**

The central services department of UNESCO-IHE

##### **1.5 Facilities**

The institute buildings, the interior and equipments as well as rented office and accommodation facilities

##### **1.6 Buildings**

The buildings of UNESCO-IHE, located at Westvest 7, Delft

##### **1.7 Student**

Anyone who is enrolled at UNESCO-IHE for the purpose of education provided by UNESCO-IHE

and who uses the educational and examination facilities of UNESCO-IHE for this purpose;

## 1.8 Visitor

Anyone who is not a student nor is employed by IHE-Delft as referred to in article 1.1 of the Collective Labour Agreement (CAO) for Dutch Universities.

### Article 2 Compliance requirement for rules, guidelines and instructions

2.1 Any student or visitor making use of the grounds, buildings or facilities of UNESCO-IHE is required to comply with all rules, instructions and/or directions issued by the Rectorate and delegated staff with regard to maintaining order and proper social conventions of the host country within the buildings and on the grounds. According to the in the institutes code of undesirable behaviour the following is considered to be undesirable behaviour: sexual harassment, aggression, or violence, both verbal and non-verbal towards course participants, staff, visitors or contracted staff. Furthermore all participants, staff, visitors and contracted staff are to observe and comply with the rules and regulations with regard to appropriate and legitimate use of the facilities of UNESCO-IHE scrupulously and without delay, and is required to deport him or herself such that:

a. he or she does not cause direct or indirect damage to UNESCO-IHE or to other persons who are present on the grounds or in the buildings of UNESCO-IHE or who make use of the facilities of UNESCO-IHE, nor that he or she causes nuisance or annoyance;

b. he or she does not infringe on the rights of UNESCO-IHE or of other persons who are present on the grounds or in the buildings of UNESCO-IHE or who make use of the facilities of UNESCO-IHE;

c. he or she does not act contrary to statutory obligations;

d. he or she does not act contrary to appropriate and proper social conventions with regard to people or property.

2.2 It is prohibited to wear clothing that covers the face or to wear other clothing and/or accessories that severely interfere with communication between teaching staff and students or between students themselves or between members of the teaching staff. When sitting an examination it is prohibited to wear clothing that covers the face or to wear other clothing and/or accessories that severely limit the ability to establish the identity of the person in question.

2.3 The Head of the Central Services department may, on behalf of the Rectorate, issue instructions and directions for the purpose of ensuring the smooth and proper use and functioning of buildings and grounds of UNESCO-IHE entrusted to him/her.

### **Article 3 Disciplinary Measures**

The Rectorate may take the following measures against any student or visitor who fails to comply with the contents of these Regulations, with due observance of the procedure described in these Regulations:

- a. excluding the student or visitor from the buildings and grounds of UNESCO-IHE or from one or more parts of UNESCO-IHE, with the provision that a student may only be excluded from buildings or grounds in whole or in part for a period not to exceed one year;
- b. excluding the student or visitor from the use of the facilities of UNESCO-IHE;
- c. fining the student if such fine has been agreed on or follows from the statute;
- d. issuing a written reprimand;
- e. retribution for damages to properties and or facilities.

### **Article 4 Exclusion Order by the Rectorate**

4.1 The Rectorate may immediately issue an exclusion order for the buildings or grounds, or for parts of those buildings or grounds, to a student or visitor who commits an infringement on these Regulations or the rules referred to in article 2, or it may issue an exclusion order for the institute facilities.

4.2 Anyone who is subjected to measures as referred to in the first paragraph will be given the opportunity for a subsequent hearing as soon as possible by or on behalf of the Rectorate if this was not previously possible due to the urgent nature of the matter at hand.

4.3 The exclusion order will contain at least the following:

- a. an indication of the buildings and/or grounds or the parts of the buildings and/or grounds of UNESCO-IHE and/or the facilities or use of the facilities of UNESCO-IHE to which the exclusion order applies;
- b. the duration of the exclusion order;
- c. the reasons for the exclusion order;
- d. any conditions which will result in the effectuation of the exclusion order in case of non-compliance.

### **Article 5 Termination of the exclusion order**

5.1 The Rectorate may, of its own accord or in response to a request by a person who is subject to a disciplinary measure in the form of an exclusion order as referred to in these Regulations, choose to terminate the exclusion order or alter its scope before it has elapsed if there is sound reason to do so according to the judgement of the Rectorate.

5.2 The Rectorate may attach special conditions to the termination or alteration of the exclusion order.

5.3 If in the judgment of the Rectorate the person subject to the exclusion order, and on behalf of whom a proposal to terminate said order has been forwarded, has not met the special conditions set by the Rectorate, then the original exclusion order will once again be put into force; the period of time that has passed since the termination or alteration of the exclusion order will not be deducted from the originally specified period in this case.

### **Article 6 Entry into force**

These Regulations enter into force on October 1st 2007

**Article 7 Method of Citation**

These Regulations may be cited as “Regulations for the use of buildings, grounds and facilities by students and visitors of UNESCO-IHE”.

Approved in the rectorate meeting of September 25<sup>th</sup> 2007

## 4 WSE Programme

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### 4.1 Introduction WSE Programme

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Welcome to the Water Science and Engineering Programme at UNESCO-IHE. This document will give you information about the course that you will be following such as the timetable, list of subjects to be studied and assessment methods.

The programme covers a wide range of subjects and I hope you find it stimulating. The staff in the programme is dedicated to providing you with an excellent learning environment, but do remember that it is you who has to provide the motivation and hard work. We hope you will find the course interesting and rewarding. We wish you every success!

### 4.2 Brief Description of the Programme

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- ε The master programme in Water Science and Engineering is designed to provide specialised education and training at post-initial master level in important aspects of water, its use and conservation. The programme is mainly intended for professionals, notably drawn from developing countries and countries in transition, dealing with water-related problems and activities, such as:
  - ε The assessment of water needs and water availability;
  - ε The understanding of the relevant hydrological, hydraulic, morphological and environmental processes and phenomena;
  - ε The modelling and data management related to such processes and phenomena that give support to this understanding.
  - ε The integration of monitoring, modelling and information systems to support safe and reliable decision making;
  - ε The identification and characterisation of water-related problems and their impacts on society, the economy and the environment;
  - ε The planning, design, implementation, operation and maintenance, and management of engineered measures, of both a constructive and an operational character, aimed at the solution of problems arising from the multiple uses of water; and
  - ε The evolution and mitigation of impacts on society, the economy and the environment.

The programme incorporates five specializations:

1. Hydrology and Water Resources (HWR)
2. Hydroinformatics (HI)
3. Hydraulic Engineering and River Basin Development (HERBD)
4. Hydraulic Engineering – Coastal Engineering and Port Development (HECEPD)
5. Hydraulic Engineering – Land and Water Development (HELWD)

The overall emphasis of the programme is on sciences, engineering and technology placed in a contemporary context of society, economy and environment. All five specializations are structured in a sequential build-up of educational components, which allow some interchange of topics and other educational activities between groups of students. The programme provides an excellent opportunity for students – although devoted to their selected specialization – to interact with colleagues of other specialities and to share information and learning activities in a multi-disciplinary context. Time constraints have required careful choice of compulsory subjects that form the main skeleton of each specialization programme and common subjects and electives to promote inter-specialization thinking and development.

The WSE programme is designed to stimulate active learning, or *learning by doing*, within a framework of *incremental learning*. Each module therefore comprises a carefully chosen balance of formal lectures, supervised and unsupervised workshops, case studies, field trips, individual studies etc. and self-study by the student, that establish a foundation for addressing scientific and practical problems in the later stages of the programme. The knowledge and abilities of participants are thereby gradually developed such that both disciplinary knowledge and insight in problem analysis

and problem solving, and general academic skills can be deployed to good effect in subsequent groupwork and thesis studies. The latter provide a vehicle through which integration of the programme material is achieved.

### **4.3 3. Programme Structure**

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The course has a modular structure with teaching organised into three-week blocks. After two blocks there is a week for examinations. This structure is generally reflected in the Academic Calendar in the beginning of this Handbook.

The Water Science and Engineering Programme is composed of different types of modules:

- z Common modules, in which all specializations take part together;
- z Specialization modules, dealing with the core subjects of the specialization; and
- z Elective modules, which can be chosen by the student (after consultation of the specialization professor or co-ordinator)

The structure of the WSE-programme can in short be represented as follows:

- z two common modules, treating basic knowledge of importance to all 5 WSE specializations;
- z five specialization modules;
- z three elective modules, with several options, open to all WSE specializations;
- z two common modules in which the WSE specializations join in field trips, field work and a common study project;
- z the last two two common modules (institute-wide) form the transition to the MSc research period: Research Methodologies course, summer courses and MSc thesis proposal development.

After approval of the MSc thesis proposal, the student will conduct the MSc Thesis Research (module 15), for 6 months, including report writing.

Most modules will be evaluated. Evaluation can take place in the form of exercises, tests and/or examinations (written or oral), and are all compulsory. Generally tests and examinations are scheduled in the examination week at the end of a 2-module block. When and how a subject is evaluated will be announced during the progress of the course. Every module will finally result in one weighted module mark. Some modules will result in a registration "passed" when they have been fully attended by the student. A module resulting in a mark 6 or above or "passed" will add five ECTS credits to the students account.

During the year a number of fieldtrips are organised, besides the fieldtrip abroad. For all fieldtrips credit points are obtained, therefore fieldtrips are compulsory.

Also a number of events are organised, for which no credit points will be given, e.g. MSc presentations and research seminars. However, it is strongly recommended that the students attend these events.

In the next section the overview of the WSE-programme is given, followed by a description of the specialization goals and activities

In the later sections detailed descriptions of all modules of the WSE programme can be found.

### **4.4 Hydrology and Water Resources**

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Hydrology is the science, which deals with the occurrence, transport, and properties of water on the earth, in which the principal attention is directed to continental fresh water resources.

Hydrologists are involved in solving numerous problems arising in society and generally work as specialised scientists and professionals within a multidisciplinary setting. Given the broad scope of

the subject matter, hydrologists often focus on specific fields, but need to have a good foundation in the overall aspects of the discipline itself, as well as a basic overview of concepts and principles of related disciplines. Typical issues and themes that are therefore dealt within the hydrology programme are:

- ε water cycle, water resources and water balances
- ε hydrological and hydrogeological systems, physical and chemical processes
- ε relationships with vegetation, landforms, geology, land use and infrastructure
- ε runoff formation and anthropogenic influences
- ε water resources assessment, planning and development
- ε environmental impact assessment
- ε water resources management
- ε hydro- and geo-informatics
- ε modelling and simulation of rivers, catchments and groundwater systems
- ε effects of land-use, urbanisation
- ε flood risk, draught, groundwater over-exploitation analysis
- ε pollution vulnerability and remediation
- ε statistical methods for rainfall, runoff and groundwater characterisation
- ε methods and techniques for measurements and data collection, processing and analysis
- ε reporting and presentation
- ε independent research, literature study

### **Short outline of the curriculum**

Modules 1 and 2 are combined for all specializations in the WSE programme. The initial specialization modules gradually introduce the major concepts and principles of hydrology and hydrogeology while moving towards an advanced level of understanding. The important relations and underlying concepts of earth sciences used in hydrology, and the relation of hydrology with the atmosphere and climate are also outlined.

Modules 5 and onward deal with specialist issues methodology relating to water quality, data collection, processing and analysis methods, modelling tools and multidisciplinary application aspects in water resources management. For some topics students can, according to their preference, focus on either surface water hydrology (modules 7A, 10A), or groundwater hydrology (modules 7B, 10B).

During the summer, the fieldwork provides the opportunity for real-terrain experience. The fieldtrips expose the students to a wide range of applications and problems involving hydrology. The group work is aimed at making a comprehensive hydrological assessment using a variety of data from real situations within a team framework.

With permission of the professors involved, students can also choose the corresponding module 8, 10 or 11 from other WSE specializations. Module 13 deals with research methodology and approach, and offers the students to choose a selected topic on contemporary issues in current research related to hydrology, which are to be reviewed in an in-depth study. Finally, students will prepare a thesis proposal and carry out their thesis research under the guidance of an individual supervisor.

### **Learning objectives**

Upon completion of the Hydrology and Water Resources specialization, the graduates should:

- ε have in-depth understanding of the current theories and concepts in both surface and subsurface hydrology, the relevant physical, chemical and biological process interactions between the hydrosphere, the lithosphere, the biosphere and the atmosphere, and have a thorough awareness of the natural and human-induced variability in space and time of hydrological systems;
- ε be able to apply and integrate the relevant physical, chemical, applied mathematical, computational and earth-scientific principles and concepts, and to use information and

- communication technology within a hydrological context;
- master the major hydrological methodologies and applications with regard to both water quantity and water quality, including techniques for data collection, processing and analysis, and the application of catchment hydrological modelling and aquifer modelling techniques;
- be able to evaluate and analyse hydrological systems and processes at a wide range of scales in both space and time for the purpose of water resources assessment, natural hazards assessment and mitigation, and environmental planning and management;
- have good knowledge of the relevant literature and the contemporary research questions in the field of hydrology;
- be able to design and conduct hydrological research and experiments for both application and scientific purposes, either independently or within a team-based framework;
- be able to critically judge and evaluate their own work and results, as well as prior research or investigations carried out by others;
- be able to adequately communicate methodologies, results, evaluations, conclusions and recommendations in oral, written and graphical form to a wide variety of audience;
- be aware of the importance of hydrology to society, the relationship of hydrology with related disciplines such as ecology, meteorology and climatology, and be able to co-operate within a multidisciplinary and interdisciplinary framework with due consideration of ethical and social aspects related to the application of their knowledge and skills; and
- have adopted the academic attitude and learning skills to enhance and broaden the acquired knowledge and application skills in a largely independent manner. Relation between learning objectives and programme components

Relation between learning objectives and programme components

	a	b	c	d	e	f	g	h	i	j
1. Introduction to water science and engineering	Black	Black	Black							
2. Hydraulics and hydrology	Black	Black	Black							
3. Earth Sciences			Black							
4. Hydrogeology			Black							
5. Surface hydrology			Black							
6. Water Quality			Black	Black						
7. Data collection / Groundwater exploration and monitoring			Black	Black						
8. Tracer hydrology and flow system analysis			Black	Black						
9. Fieldwork / fieldtrip			Black	Black						
10. Hydrological modelling / Groundwater modelling			Black	Black						
11. Water resources management			Black	Black						
12. Group work			Black	Black						
13. Summer courses			Black	Black						
14. MSc proposal preparation			Black	Black						
15. MSc research			Black	Black						

Key: **Black**-objectives of primary focus; **Grey**-objectives of secondary focus.

#### 4.5 Hydroinformatics – Modelling and Information Systems

Hydroinformatics uses simulation modelling and information and communication technology to help in solving problems of hydraulics, hydrology and environmental engineering for better management of water-based systems. It provides the computer-based decision-support systems that now enter increasingly into the offices of engineers, water authorities and government agencies. The Hydroinformatics course aims at enriching traditional engineering practice by introducing innovative approaches in order to open up for the participants much broader perspectives.

#### Learning objectives

Upon completion of the Hydroinformatics specialization, within Water Science and Engineering, the graduates should:

- a. have in-depth understanding of the information cycle in relation to the management of water based systems, and have a thorough awareness of the flow of information from data



- acquisition to modelling, to support for decision making
- ε b. have a critical understanding of the theories and concepts of physical, chemical and biological processes relating to the flow of water in the natural environment, including river basins, coastal waters and urban water systems, as necessary to generate safe and reliable models for water based systems
  - ε c. master the theory and practice of different modelling paradigms, and, in particular, physically based and data driven modelling, and be able to integrate them in hydroinformatics systems applied to a wide variety of hydraulic, hydrological and environmental situations
  - ε d. have an understanding of advanced and appropriate information and communication technologies and their application to manage information relating to water management
  - ε e. be able to select and apply software tools available on the market, and critically assess their advantages and disadvantages in application to water resources management, hazard risk assessment and forecasting, environmental planning and asset management
  - ε f. have a good knowledge of the relevant literature and the contemporary research questions in the field of Hydroinformatics
  - ε g. make critical use of advanced theories and concepts in Hydroinformatics to research creative solutions for new problems and situations, either independently or within a team;
  - ε h. be able to critically judge and evaluate their own work and results, as well as prior research or investigations carried out by others
  - ε i. provide considered advice to managers and users of advanced Hydroinformatics tools
  - ε j. be able to appreciate and discuss the ethics and nature of the postmodern society and the role of water within it as a "right" and an "asset"
  - ε k. develop a range of personal and communication skills, including the use of appropriate information and communication technologies, for oral and written presentation of methodologies, results, evaluations, conclusions and recommendations to a wide variety of audiences
  - ε l. be aware of the importance of the relationship of Hydroinformatics with related disciplines such as hydraulics, hydrology, ecology and information science, and be able to co-operate within a multidisciplinary and interdisciplinary framework
  - ε m. have adopted the academic attitude and learning skills to enhance and broaden the acquired knowledge and application skills in a largely independent manner
  - ε n. be aware of the professional and ethical issues encountered in Hydroinformatics practice directed towards issues facing developing countries and countries in transition

## Relation between learning objectives and programme modules:

### Relation between learning objectives and programme modules:

Module titles	a	b	c	d	e	f	g	h	i	j	k	l	m	n
1 Introduction to water science and engineering														
2 Hydraulics and hydrology														
3 Information technology and software engineering														
4 Computational hydraulics														
5 Modelling theory and information management														
6 Data-driven modelling and real-time control of water systems														
7 River basin modelling														
8 Elective modules: •Introduction to river flood modelling •Urban flood modelling and disaster risk mitigation •Environment and climate														
9 Fieldtrip														
10 Elective modules: •Flood risk management •Urban water systems modelling •Environmental systems modelling														
11 Hydro-informatics for decision support														
12 Group work														
13 Summer courses														
14 MSc proposal preparation														
15 MSc thesis														

Key: **Black**-objectives of primary focus; **Grey**-objectives of secondary focus.

### Classification of learning objectives

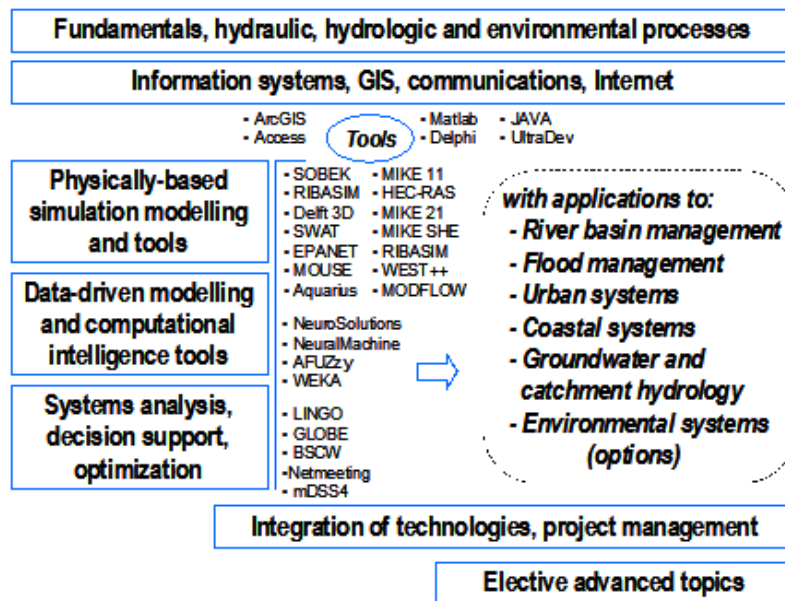
- ⌘ Knowledge, theory a, f, h, j, l, n
- ⌘ Methodology, techniques, tools b, c, f
- ⌘ Integrate, analyse, synthesise d,e, g, f, l
- ⌘ Research, experiments g, h, l
- ⌘ General academic skills f, g, h, i, k, l, m

To achieve these objectives the Hydroinformatics specialization provides:

- ⌘ Academic education in fundamental Hydroinformatics. The basic hydraulic, hydrologic, water quality and environmental processes and the fundamentals of computer sciences and software engineering. The ways of combining both fields for design and development of software tools.
- ⌘ Education for understanding the two modelling paradigms of ‘physically-based (process) modelling’ and ‘data-driven modelling’. Training in analysis and modelling techniques from both paradigms, including their complementary applications.
- ⌘ Education for understanding systems analysis, and training in use of optimisation and decision support tools and techniques.
- ⌘ Hands-on training in using software tools in several application areas: river and flood management, urban water systems, coastal systems, environmental systems, groundwater and catchments hydrology and water quality.
- ⌘ Education for understanding the integrative nature of Hydroinformatics and its broader role in society.

## Overview of the study programme

The study programme is structured in such a way that several different and interrelated themes are being covered through the introduction, and the extensive use of various modelling, information technology, and decision support tools. (Figure 1):



**Figure 1: The general thematic structure of the Hydroinformatics specialization**

The *Fundamentals, hydraulic, hydrologic and environmental processes* theme groups all the subjects that should be mastered in order to be able to fully assimilate and benefit from the subjects given in the other blocks. A strong emphasis is put on the basic notions of hydraulic and hydrologic processes, water quality and environmental processes, as well as appropriate mathematical techniques and computer manipulation.

The *Information systems, GIS, communications and Internet* theme groups the fundamentals of computer science and software engineering. It includes database and data analysis systems, Geographical Information Systems (such as GIS), and technologies for Internet based communications.

The *Physically-based simulation modelling* theme comprises subjects concerned with the modelling approaches that are based on the description of the various physical water-related processes. It also includes a reasonable understanding of the numerical techniques used in most commercially available models, and the precautions that should be taken in order to ensure good quality modelling solutions.

The *Data-driven modelling and computational intelligence* theme groups all the subjects related to modelling techniques that do not rely on a physical description of the processes involved in the system under study. This includes in particular artificial neural networks, genetic algorithms as well as more classical statistical techniques.

The *Systems analysis, decision support and optimisation* theme combines subjects in basic optimisation techniques, with those on understanding the nature and role of systems analysis in water resources. The concepts of control- and decision support systems are introduced with applications to different kinds of problems in water resources planning and management.

The *Applications* theme includes subjects in which different modelling techniques, and Information and Communication Technologies (ICT) are being applied in a variety of water-related areas such as: river basin and flood management, coastal systems, urban systems, groundwater and catchment hydrology and applications dealing with water quality and the aquatic environment. Most of the

subjects from this theme are common to all participants. The participants need to choose however between specialization modules:

- ε **River flood modelling and risk management**
- ε **Hydroinformatics for urban systems**
- ε **Hydroinformatics for environmental applications**

The *Integration subjects* theme includes subjects where the participants are expected to combine and synthesise the notions acquired in all the other themes. This includes in particular the groupwork that plays a very important role in the Hydroinformatics programme.

The programme also includes several elective subjects on *special topics*, which can be chosen by the participants depending on their particular interest.

### **International Masters in Hydroinformatics (IMHI): programme description and organisation**

In the academic year 2011-2013 the Hydroinformatics specialization will also be offered as a joint programme between two core partners: UNESCO-IHE and Hohai University (HU) in Nanjing, China. This variant of the Hydroinformatics Masters studies is entitled International Masters in Hydroinformatics (IMHI) and has the following description:

- ε IMHI has the same number of ECTS as the regular Hydroinformatics specialization (106 ECTS).
- ε IMHI has the same study curriculum and module descriptions as the regular Hydroinformatics specialization.
- ε The framework of the programme, the organisation of the programme and the examination procedures, as described in chapters 3, 4 and 5 of the General part of this Handbook also apply to IMHI.
- ε The examination rules and guidelines approved by the UNESCO-IHE Academic Board on August 31, 2006, as they are described in the second section of this Handbook are used in the IMHI variant.
- ε In the IMHI variant the taught part of the Hydroinformatics specialization is divided in two blocks:

Block 1, consisting of the first three modules: Introduction Water Science and Engineering, Hydrology and Hydraulics and Information Technology and Software Engineering. It consists of 15 ECTS. This block is implemented and delivered by Hohai University in Nanjing, China.

Block 2, consisting of all remaining taught modules of the Hydroinformatics specialization (modules 4-14, consisting of 55 ECTS). This block is implemented at UNESCO-IHE and is identical to the regular Hydroinformatics specialization.

- ε The lecturing material in Block 1 is same as the one used in the regular Hydroinformatics specialization.
- ε The students enrolled in IMHI need to obtain passing marks for the first three modules (Block 1) before they can continue to Block 2.
- ε If re-examinations are required in some of the first three modules (Block 1) they will be scheduled before the beginning of Block 2.

The organisation of the IMHI variant is carried out by the IMHI Joint Committee (IMHI-JC), which consists of the following members:

Hydroinformatics Head of Core:	Prof. Dimitri Solomatine
IMHI coordinator at UNESCO-IHE:	Dr. Andreja Jonoski
IMHI coordinator at Hohai University:	Dr. Yiqing Guan
Hydroinformatics specialization coordinator at UNESCO-IHE:	Schalk Jan van Andel

The IMHI-JC is responsible for the organisation and implementation of the IMHI variant in the Hydroinformatics specialization. More specifically IMHI-JC has the following responsibilities:

- ⌘ to implement the IMHI variant of the Hydroinformatics specialization, in particular Block 1 at Hohai University
- ⌘ to serve as a link between all IMHI-related study activities and the WSE Programme Committee and the Examination Board
- ⌘ to monitor, evaluate and maintain the quality of the IMHI variant
- ⌘ to assist in development of the composition and content of the Hydroinformatics specialization

Through IMHI-JC, UNESCO-IHE and Hohai University share the responsibility for the MSc research phase of the students in the IMHI variant (in Year 2), including their preparation of MSc research proposal (Modules 13 and 14 in Year1).

The IMHI coordinators at UNESCO-IHE and at Hohai University have joint responsibility for the IMHI variant as described in Chapter 4.3 of the General part of this Handbook.

**The academic calendar for Block 1, at Hohai University is shown below:**

The overview table for Block 1 is given in the following Table:

<b>Module number</b>	<b>Calendar weeks</b>	<b>Module title</b>	<b>Module Mentor</b>
<b>IMHI Block 1 – at Hohai University</b>			
1	41-43	Introduction Water science and Engineering	Dr. Guan, HU
-	44	Examination week	
2	45-47	Hydraulics and hydrology	Dr. Guan, HU
3	48 –50	Geo-information systems	Prof. Chen, HU
-	51	Examination week	
-	52-1	<i>Christmas recess</i>	.
4-14	2	Block2 at UNESCO-IHE	

Subjects and the respective lecturers for the IMHI Block 1 are provided below (details of the course contents are provided subsequently in the Tables for Module 1, 2 and 3).

Module number	Module title	Subjects	Lecturer
1	Introduction Water science and Engineering	Review of mathematics and statistics	Prof. X. Xiaoming (Hohai Univ.)
		- The Water System	
2	Hydraulics and hydrology	Hydraulics	Prof. Y. Guan (Hohai Univ.)
		Engineering Hydrology	Dr. Z. Danrong (Hohai Univ.)
		GIS and remote sensing	Dr. Y. Tao (Hohai Univ.)
3	Information Technology and Software Engineering	Information and communication technology	<b>Prof. Chen (Hohai Univ.)</b>
		GIS and remote sensing	Dr. Y. Tao (Hohai Univ.)
		Software Engineering	Prof. Chen (Hohai Univ.)

Starting from week 38, Hohai University will provide remedial lectures in English language. These lectures will be offered for a period of 5 weeks, till week 42.

The academic calendar presented in this handbook is valid for Block 2, at UNESCO-IHE.

Part two of the handbook presents the module descriptions of the Hydroinformatics specialisation. The descriptions of modules 1, 2 and 3, in addition to the regular variant of the Hydroinformatics specialisation, present also the IMHI variant (particularly the responsible lecturers and module mentors).

## 4.6 Hydraulic Engineering and River Basin Development

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The Hydraulic Engineering and River Basin Development specialization educates engineers involved in design and implementation of projects for sustainable use of river systems and their resources (fresh water, floodplain space and sediments) and further develops the scientific and engineering knowledge in this field of interest through independent research.

Nowadays, fresh water resources and floodplain space are limited and therefore of significant value. The pressing need for food, energy, flood protection and domestic and industrial water supply require an efficient use and management of water resources. Traditional river engineering has had serious consequences for riverine ecosystems and land-use, causing damage to flora and fauna and sometimes exacerbating floods and droughts.

Based on the sound understanding of physical aspects of river behaviour, planning, design, construction, operation and maintenance, water resources are critically assessed for implementing sustainable water-related infrastructure, tools and management strategies in river basins.

### **Aims and learning objectives of the course**

#### **- Aims of the specialization Hydraulic Engineering and River Basin Development**

The aim of the programme is to convey knowledge, concepts, insights and skills that are required for students to function as independent professionals within the field of hydraulic engineering and river basin development and to prepare candidates for further study as part of a research career. This aim has been developed into a set of objectives, which have been transformed to final qualifications that are formulated within a more generic context for the entire Water Sciences and Engineering programme.

The development and management of water resources in a river basin requires a broad approach in which full integration takes place over the entire spectrum of socio-economic and environmental interests. The challenge for water users, planners, policy and decision-makers and engineers is to contribute effectively to meet social and economic goals, maintaining and managing water resources on a sustainable basis and avoiding the physical and social degradation of the environment.

The success of these activities depends on the ability to design river structures for different purposes and on the correct understanding of dynamic river processes. Emphasis will be laid on different scales of water projects (catchments, river stretch and floodplains), river defence works and river management and their environmental compatibility and sustainability. The student has to acquire sufficient knowledge to integrate different relevant interest in hydraulic engineering projects as well as to optimise their multiple uses, operation and maintenance.

The focus of the specialization is on the following main fields of interest:

- *River Dynamics* , this encompasses the study of the way in which water flows in rivers and the consequent transport of sediment and morphological change. The impact of measures to enhance the environment and mitigate damage is considered throughout. In an engineering context the role and design of river intakes and river training works are considered.
- *River Structures* , which is mainly directed to the design of hydraulic structures, by defining sites and designs of reservoirs, dams, intakes, hydropower plants, conveyance systems, etc. Emphasis is given not only to technical aspects but also, in a broader context to managerial, social and environmental questions associated with these engineering works.
- *Flood Risk Management* , which is mainly concerned with the engineering issues, planning, policies and structural/non-structural measures and approaches to cope with floods and mitigate their impacts and consequences.
- *Modelling*, all the above make use of conceptual models which are often computer-based. Modelling is taught both throughout the course and in specific modules. The aim is to allow students



to develop as intelligent and discerning users of models in river basin management.

### **- Learning Objectives**

Upon completion of the Hydraulic Engineering and River Basin Development specialization, the graduates should:

- a. Have in-depth understanding of physical processes and natural phenomena in river basin systems, development of river basins by human interference, such as designing river structures and training works, and the management of floods and droughts;
- b. Master the major hydraulic methodologies and applications for river structures and river modelling techniques with regard to techniques for data collection, processing and analysis;
- c. Be able to evaluate and analyse river basin systems and processes at a wide range of scales for the purpose of water resources, including morphological assessments, impact analysis of hydraulic structures and natural hazards assessment and mitigation taking into account relevant aspects of environmental, economical and social planning and management;
- d. Be able to design and conduct hydraulic research, experiments and tests for both practical and scientific purposes, either independently or within a team-based framework; by intelligent use of engineering and scientific principles, develop and undertake critical evaluations of strategies for the implementation of river engineering works;
- e. Have knowledge of contemporary research (questions) and relevant literature in the field of hydraulic engineering and river basin development;
- f. Be able to critically judge and evaluate their own work and results, as well as the information of prior research or investigations;
- g. Be able to adequately communicate methodologies, results, evaluations, conclusions and recommendations in written, oral and graphical form to a wide variety of audience;
- h. Be aware of the importance of hydraulic engineering to society and be able to co-operate within a multidisciplinary and interdisciplinary framework with due consideration of ethical and social aspects related to the application of their knowledge and skills;
- i. Have the skills to apply and integrate relevant concepts and methodologies in the area of hydraulic, hydrological and geotechnical engineering and research as well as applying computational principles within the context of hydraulic engineering;
- j. Have acquired sufficient skills in using information and communication technology for conducting studies and analyses, in addition to presentation and communication;
- k. Have adopted the academic attitude and learning skills to enhance and broaden the acquired knowledge and applications in an independent manner.

Table 1 illustrates the relation between learning objectives and course modules.



## **Hydraulic Engineering – Coastal Engineering and Port Development**

The management of resources in coastal areas of the world and the hydraulic engineering works required for their development, operation and maintenance have gained an increasing importance and complexity with time. They often require -in addition to well-proven experiences and technologies adapted to local conditions- innovative solutions. Based on considerable experience accumulated in The Netherlands and under inclusion of modern approaches, UNESCO-IHE offers a well-balanced and updated curriculum in the areas of Hydraulic Engineering - Coastal Engineering and Port Development.

### **Background**

Several large hydraulic engineering projects have made the Netherlands famous all over the world. Examples are the enclosing and partially reclaiming of the former Zuyder Zee (1927-1968), the large multi-purpose project for damming the delta of the rivers Rhine and Meuse, known as the Delta Plan (1958-1986) with the construction of the storm surge barrier in the Eastern Scheldt estuary; a masterpiece of today's hydraulic engineering both servicing the protection against flooding and the environment. The port of Rotterdam is one of the largest ports in the world and is still expanding today. Europort, the outer port of Rotterdam, has been built on newly reclaimed land from the sea. while a new extension by reclamation is under construction. A storm flood barrier in the New Waterway, the entrance to Rotterdam, protects the banks of the tidal branches of the Rhine River. Coastal Zone management and the conservation of the natural sea defences in The Netherlands are political foci and demand much attention.

All of these hydraulic engineering works, as well as a wealth of overseas experience by various Dutch firms well known for their expertise in hydraulic engineering, have created a concentration of know-how in The Netherlands. The main objective of this course is to transfer this knowledge available in The Netherlands and to demonstrate the applicability of the Dutch experience to solve the hydraulic engineering problems of, in particular, developing countries.

### **Organisation of the course**

In the courses of the specialization Coastal Engineering and Port Development attention is paid to basic topics such as the design of coastal and port structures (dikes, closure dams, breakwaters, mooring facilities. The physical phenomena of the sea and the coast, in particular coastal morphology, are emphasised. The study of coastal defence works forms an important element of the study package. Major exercises are conducted on coastline management and coastal zone management. The design of a coastal structure is worked out in detail.

The Port Development courses concentrate on the planning, design and construction of ports and harbours. A seminar on port management forms part of the course. Also special attention is paid to foundations of port structures. The design of the layout of a new port is a core element of the course.

Furthermore the execution of coastal and port works and environmental aspects are discussed.

### **Aim of the Course**

The overall aim of the Coastal Engineering and Port Development course is to train engineers such that after the course they are able to solve practical technical problems in coastal and port engineering. These problems are of relevance for the *future* needs of their countries. Given the need for practical professionals (like designers at a high academic level), this Masters course is practically oriented.

### **Approach to the course**

In general there are three levels of problems:

I: those that have to be solved by the engineer (or his staff) fully independently;

II: those for which the help of an outside advice (like a consulting engineer) is required;

III: those for which the help of a specialist is required.

Type I problems are the every-day problems of the engineer, for which problems tools are available (like handbooks and simple PC programs). The engineer should be able to define the problem, analyse the problem, solve the problem, completely without any help from other departments, consultants, etc.

Type II problems are the problems at a larger scale, or for which special designs have to be made. These designs or studies are usually made by outside consultants. For these type of problems, the engineer should be able to define the problem, define the terms of reference for a consultant, supervise the study and assess the final report.

Type III problems are the very unusual problems, which can not be solved by an average consultant. Only a few specialised organisations in the world can do the job. The engineer should know that these advanced techniques exist, which specialised organisations can solve the problem, and how to set-up a supervising structure to supervise this work by a more specialised expert.

Alumni of the UNESCO-IHE master's course are engineers, who can address these three types of problems as outlined above. It should be mentioned that the course is *practically oriented*.

### **Objectives of the course**

Upon completion of the Hydraulic Engineering-Coastal Engineering and Port Development specialization, the graduates should:

- a. Have advanced level of understanding of the hydraulics, coastal processes and nautical and logistic aspects and their interactions with the nearshore and offshore structure;
- b. Be able to apply sophisticated design techniques using theoretical concepts of coastal hydraulics and various principles and approaches of coastal engineering design to advance the needs of society for shelter, infrastructure and a safe environment and be able to evaluate and implement the solutions in a multidisciplinary and interdisciplinary environment;
- c. Be able to develop strategies to cope effectively with problems related to natural hazards (e.g. coastal floods) and shoreline erosion problems and understand the conflict between coastal developments and natural coastal processes;
- d. Be able to apply hydraulic and nautical, logistic and economic theories in the planning and design of coastal and ports layout and port logistics;
- e. Will develop an understanding of the application of modern analysis and design techniques to coastal problems and gain the expertise necessary to make effective engineering interventions in the coastal environment;
- f. Will be equipped with various analytical and computational expertise necessary to solve problems in coastal and port engineering;
- g. Have the skills to undertake academic research that contributes to the better understanding of coastal and/or port engineering
- h. Have developed the skills to undertake independent creative academic activities and research and the ability to extend them leading to new knowledge that addresses problems of national and international importance;
- i. Be able to place a coastal engineering and/or port project in its environment (social, ecological and physical environment), be able to quantify and understand the interactions between the project and the environment, and is able to communicate the interactions with experts of a different background;

j. Have developed the talents and skills for problem formulation and solutions synthesizing different fields of knowledge to formulate solutions to relevant technical problems using modern engineering tools;

k. Have experienced different aspects of learning which are integrated through different teaching methods and through independent study experiences;

l. Possess critical thinking skills, the ability of both independent and team problem-solving and the sense of engineering creativity and design;

m. Have acquired sufficient skills in using information and communication technology for conducting research, studies and analyses, in addition to presentation and communication;

n. Develop a sense of professionalism and an appreciation for the obligations of a professional engineer;

o. Be aware of the professional and ethical issues encountered in engineering practice;

Checklist objectives, Hydraulic Engineering - Coastal Engineering and Port Development

Checklist objectives, Hydraulic Engineering - Coastal Engineering and Port Development

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
1. Introduction Water Science & Engineering	black												grey		
2. Hydraulics and Hydrology	black														
3. Introduction to coastal engineering	black	grey	black		black	grey					grey				
4. Coastal Systems	grey	grey	black		black	black					grey				
5. Coastal and Port Structures I	black	black	grey	black	black	black							grey	grey	
6. Coastal and Port Structures II	black	black	grey	black	black	black							grey	grey	
7. Management of Coasts and Ports I		grey	black	black	black	black			black	grey	grey	grey			black
8. Management of Coasts and Ports II		grey	black	black	black	black			black	grey	grey	grey			black
9. Field work and fieldtrip									black	grey	grey				
10. Geotechnical Engineering and Dredging		black	black				grey			grey	grey				
11. Flood Protection in Lowland Areas		black	black		black	black				grey	grey				
12. Groupwork		grey	black	grey	black	black		grey	black	grey	grey	black		black	black
13 Summer Courses					black	black			grey	grey	grey				
14. MSc Research Proposal						grey	black	black		black	grey	black			
15.MSc Thesis							black	black		black	grey	black			

Key: **black** = objectives of primary focus      **grey** = objectives of secondary focus.

## **4.7 Hydraulic Engineering – Coastal Engineering and Port Development**

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The management of resources in coastal areas of the world and the hydraulic engineering works required for their development, operation and maintenance have gained an increasing importance and complexity with time. They often require -in addition to well-proven experiences and technologies adapted to local conditions- innovative solutions. Based on considerable experience accumulated in The Netherlands and under inclusion of modern approaches, UNESCO-IHE offers a well-balanced and updated curriculum in the areas of Hydraulic Engineering - Coastal Engineering and Port Development.

### **Background**

Several large hydraulic engineering projects have made the Netherlands famous all over the world. Examples are the enclosing and partially reclaiming of the former Zuyder Zee (1927-1968), the large multi-purpose project for damming the delta of the rivers Rhine and Meuse, known as the Delta Plan (1958-1986) with the construction of the storm surge barrier in the Eastern Scheldt estuary; a masterpiece of today's hydraulic engineering both servicing the protection against flooding and the environment. The port of Rotterdam is one of the largest ports in the world and is still expanding today. Europort, the outer port of Rotterdam, has been built on newly reclaimed land from the sea. while a new extension by reclamation is under construction. A storm flood barrier in the New Waterway, the entrance to Rotterdam, protects the banks of the tidal branches of the Rhine River. Coastal Zone management and the conservation of the natural sea defences in The Netherlands are political foci and demand much attention.

All of these hydraulic engineering works, as well as a wealth of overseas experience by various Dutch firms well known for their expertise in hydraulic engineering, have created a concentration of know-how in The Netherlands. The main objective of this course is to transfer this knowledge available in The Netherlands and to demonstrate the applicability of the Dutch experience to solve the hydraulic engineering problems of, in particular, developing countries.

### **Organisation of the course**

In the courses of the specialization Coastal Engineering and Port Development attention is paid to basic topics such as the design of coastal and port structures (dikes, closure dams, breakwaters, mooring facilities. The physical phenomena of the sea and the coast, in particular coastal morphology, are emphasised. The study of coastal defence works forms an important element of the study package. Major exercises are conducted on coastline management and coastal zone management. The design of a coastal structure is worked out in detail.

The Port Development courses concentrate on the planning, design and construction of ports and harbours. A seminar on port management forms part of the course. Also special attention is paid to foundations of port structures. The design of the layout of a new port is a core element of the course.

Furthermore the execution of coastal and port works and environmental aspects are discussed.

### **Aim of the Course**

The overall aim of the Coastal Engineering and Port Development course is to train engineers such that after the course they are able to solve practical technical problems in coastal and port engineering. These problems are of relevance for the *future* needs of their countries. Given the need for practical professionals (like designers at a high academic level), this Masters course is practically oriented.

### **Approach to the course**

In general there are three levels of problems:

I: those that have to be solved by the engineer (or his staff) fully independently;

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Type III problems are the very unusual problems, which can not be solved by an average consultant. Only a few specialised organisations in the world can do the job. The engineer should know that these advanced techniques exist, which specialised organisations can solve the problem, and how to set-up a supervising structure to supervise this work by a more specialised expert.

Alumni of the UNESCO-IHE master's course are engineers, who can address these three types of problems as outlined above. It should be mentioned that the course is *practically oriented*.

### **Objectives of the course**

Upon completion of the Hydraulic Engineering-Coastal Engineering and Port Development specialization, the graduates should:

- a. Have advanced level of understanding of the hydraulics, coastal processes and nautical and logistic aspects and their interactions with the nearshore and offshore structure;
- b. Be able to apply sophisticated design techniques using theoretical concepts of coastal hydraulics and various principles and approaches of coastal engineering design to advance the needs of society for shelter, infrastructure and a safe environment and be able to evaluate and implement the solutions in a multidisciplinary and interdisciplinary environment;
- c. Be able to develop strategies to cope effectively with problems related to natural hazards (e.g. coastal floods) and shoreline erosion problems and understand the conflict between coastal developments and natural coastal processes;
- d. Be able to apply hydraulic and nautical, logistic and economic theories in the planning and design of coastal and ports layout and port logistics;
- e. Will develop an understanding of the application of modern analysis and design techniques to coastal problems and gain the expertise necessary to make effective engineering interventions in the coastal environment;
- f. Will be equipped with various analytical and computational expertise necessary to solve problems in coastal and port engineering;
- g. Have the skills to undertake academic research that contributes to the better understanding of coastal and/or port engineering
- h. Have developed the skills to undertake independent creative academic activities and research and the ability to extend them leading to new knowledge that addresses problems of national and international importance;
- i. Be able to place a coastal engineering and/or port project in its environment (social, ecological and physical environment), be able to quantify and understand the interactions between the project and the environment, and is able to communicate the interactions with experts of a different background;

- j. Have developed the talents and skills for problem formulation and solutions synthesizing different fields of knowledge to formulate solutions to relevant technical problems using modern engineering tools;
- k. Have experienced different aspects of learning which are integrated through different teaching methods and through independent study experiences;
- l. Possess critical thinking skills, the ability of both independent and team problem-solving and the sense of engineering creativity and design;
- m. Have acquired sufficient skills in using information and communication technology for conducting research, studies and analyses, in addition to presentation and communication;
- n. Develop a sense of professionalism and an appreciation for the obligations of a professional engineer;
- o. Be aware of the professional and ethical issues encountered in engineering practice;

**Checklist objectives, Hydraulic Engineering - Coastal Engineering and Port Development**

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
1. Introduction Water Science & Engineering	Black												Grey		
2. Hydraulics and Hydrology	Black														
3. Introduction to coastal engineering	Black	Grey	Black		Black	Grey					Grey				
4. Coastal Systems	Black	Grey			Black	Black					Grey				
5. Coastal and Port Structures I	Black	Black	Grey	Black	Black	Black							Grey	Grey	
6. Coastal and Port Structures II	Black	Black	Grey											Grey	Grey
7. Management of Coasts and Ports I		Grey	Black						Black	Grey	Grey	Grey			Black
8. Management of Coasts and Ports II		Grey	Black						Black	Grey	Grey	Grey			Black
9. Field work and fieldtrip									Black	Grey	Grey				
10. Geotechnical Engineering and Dredging		Black	Black				Grey			Grey	Grey				
11. Flood Protection in Lowland Areas		Black	Black		Black	Black				Grey	Grey				
12. Group work		Grey	Black	Black	Grey				Black	Grey	Black	Black		Black	
13. Summer Courses					Black	Black			Grey	Grey	Grey				
14. MSc Research Proposal						Grey	Black	Black		Black	Grey	Black	Black		
15. MSc Thesis							Black	Black		Black	Grey	Black	Black		

Key: **Black**-objectives of primary focus; **Grey** -objectives of secondary focus.



## **4.8 Hydraulic Engineering – Land and Water Development**

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### **Academic domain and normative activities**

Central to the educational and research domain of the Hydraulic Engineering - Land and Water Development (HELWD) specialization of the Mater Programme in Water Science and Engineering (WSE) is the conceptual and practical understanding for sustainable development and management of irrigation and drainage systems and protection of flood prone areas. Developing a multidisciplinary and comprehensive perspective which can help address various institutional, socio-economic, infrastructural and environmental issues is key to addressing the current and foreseen issues in the field of land and water development and management.

In line with the above premise, the HELWD specialization has defined two major normative domains:

- *irrigation, drainage and flood protection*: measures to improve water management, to enhance crop production and water use efficiency;
- *Interaction land use, water management and flood protection in flood prone areas*: optimization of measures related to man induced changes in land use and climate changes.

### **Aim of the course**

In keeping with the academic domain and normative activities, the overall aim of the HELWD Masters Programme is to generate new and advance current knowledge and skills with regard to development, management and adaptation of land and water resources for different types of use, with a focus on land use for agriculture. The guiding principle is the development of irrigation, drainage and flood protection infrastructure to meet an agreed level of service for an optimal balance between costs and benefits.

### **Approach to the course**

Given the importance of both technical and non-technical aspects in land and water development and management, the HELWD Masters Programme courses and research works integrate:

- technology and management capacity;
- technology and environment (physical, social, economic, institutional, and environmental);
- agricultural and civil engineering aspects of development and management.

### **Course content and description**

The HELWD Masters Specialization consists of a total of 15 modules - each module has a duration of three weeks. These are categorized as:

- three common WSE modules (modules 1, 2 and 12);
- five specialization specific modules (modules 3 to 7);
- three elective WSE modules (modules 8, 10 and 11);
- three Institute-wide modules (modules 13, 14 and 15).

Module 9 consists of two weeks of international field trip, and this might be undertaken together with one or more of the other WSE specializations; and a one-week field work, which is specialization specific.

The specialization modules - modules 3 to 7 - deal with the following subjects:

**Module 3** : *Introduction to Land and Water Development*: conceptualizes and analyses the demand and supply of land and water resources on a global and regional scale to meet the present and future food requirements; discusses basic functions, elements and needs of and for irrigation and drainage systems and illustrates layout and design of primary and secondary irrigation and drainage networks, including canals, drains, roads and farms.

**Module 4** : *Water Management Systems and Agronomy I*: introduces applied hydraulics of irrigation and drainage systems, soil-water-crop yield relationships, water saving techniques, and water and drainage requirements, leading to the selection of appropriate irrigation and drainage methods and the design of an irrigation and drainage network at a tertiary unit (on-farm) level.

**Module 5** : *Water Management Systems and Agronomy II*: gives participants a comprehensive understanding of applied hydraulics in irrigation and drainage systems, water-crop yield relationships, management options under land or water scarcity and water saving techniques, and the ability to estimate crop water requirements and devise complex irrigation schedules matching water demand and supply.

**Module 6** : *Aspects of Irrigation and Drainage*: covers technical, economic, and sociological aspects of flow control and drainage, the selection of suitable systems and the economic feasibility of land development projects.

**Module 7** : *Service Oriented Management of Irrigation Systems*: demonstrates how to formulate objectives for irrigation, design water delivery systems, draw up a service agreement and an action plan for implementation, and design irrigation monitoring and evaluation mechanisms.

**Module 9 (Field Work Part)**: this one-week practical course focuses on various types of flow measuring equipment, methods and techniques, pumps and pipes, field canals, irrigation methods and soil characteristics.

These specialization modules are preceded with two WSE common modules that acquaint the participants with broad practices and principles for managing and developing land and water resources. These common modules also introduce some important land and water analysis techniques such as GIS and remote sensing.

To give an added depth and breadth to certain specific technical, management and socio-economic aspects of land and water development and management, three elective modules are offered:

- Module 8: Conveyance Systems.
- Module 10: Irrigation and Drainage Structures.
- Module 11: Advanced Methods and Equipment

The international field trip (Module 9) familiarizes the participants with various layout, design and management of irrigation, drainage and other hydraulic systems in different parts of Europe. In module 12, the participants engage in the group work and identify alternative solutions to various land and water development related issues in an integrated manner from the systems perspective in close collaboration with the other WSE specialization participants.

After successful completion of the above common, specialization specific and elective modules as well as modules 9 and 12 (Group work), the participants undertake individual MSc thesis research for 6 months during modules 14 and 15.

The MSc thesis research is driven by the following two key objectives:

- to advance the horizon of science and current knowledge and expertise in various technical, socio-economical, environmental and institutional aspects of land and water development and

management;

· to investigate pragmatic solutions to challenges related to water scarcity, food insecurity, flood risks and fragility of the environment, particularly in the least developed and emerging countries.

Prior to embarking on their MSc theses, the participants follow Module 13 when they become acquainted with the main drivers and incumbent research priorities as identified, but not limited to, by the WSE Master Programme in general and the HELWD specialization in particular. They also acquire valuable skills in problem description, formulating scientific research questions, articulating related research methodologies, literature review, data collection and analyses using pertinent techniques including modelling and presentation of the research findings.

The MSc thesis topics and contents are aligned with the following main research lines under the HELWD Specialization:

### • **hydraulic structures and hydraulic systems:**

o *Hydraulic Performance Evaluation and Modernization of Irrigation and Drainage Systems:* Research focussed on various technical approaches and methods for analysing the performance of irrigation and drainage systems and optimizing crop, land and water productivities as well as the development of improvised approaches and techniques for modernizing irrigation and drainage systems;

o *Sediment Transport in Irrigation Canals.* Research focussed on the analysis of sediment movement in irrigation canals under different conditions and operation rules;

### • **environmental impacts of hydraulic works:**

o *Water Saving in Irrigation.* Irrigation is the major water user in the world (80% in the emerging and least developed countries). Research is focussed on improvements in water use in irrigation in light of prevention of environmental degradation;

o *Interaction between Irrigation, Drainage and Sustainable Development.* Research on sustainable exploitation of water resources (surface water and groundwater);

### • **institutional and socio-economic aspects of system management:**

o *Performance Analysis and Accountability Mechanisms.* Research on institutional and socio-economic aspects of irrigation and drainage system management;

o *Global Future Irrigation and Drainage Needs.* Research on the needs for and potentials of irrigation and drainage in light of food production, sustainable rural development and the development of flood prone areas under the influence of various drivers for global change;

## • **integrated lowland development and management:**

o *Interaction between Land Use and Flood Management.* Research on interaction between land use and flood management in flood prone areas. Economic optimisation in the design, operation and maintenance of water management and flood protection schemes;

o *Land and Water Management in Tidal Lowlands.* Long lasting research cooperation with various Dutch and Indonesian institutions with a focus on integrated development of tidal lowlands in Indonesia.

### **Learning objectives**

Upon successful completion of the Hydraulic Engineering - Land and Water Development Specialization, the graduates will:

a. have in-depth understanding and specific knowledge of:

· the latest concepts and theories of irrigation, drainage, flood protection, land reclamation and consolidation technologies for sustainable development;

· the cross-sectoral linkages comprehending wider aspects of society, economy and the environment;

b. use latest hydraulic engineering and hydrological methods to apply in planning, design and implementation of irrigation, drainage and flood protection schemes, independently or in a multidisciplinary team;

c. be able to identify and cross-evaluate alternative land and water development options for areas under different land uses and assess their feasibility; technologically, economically, and environmentally;

d. be able to engage in or advise developers, system managers and water users on the participatory development and management, including operation and maintenance of the irrigation, drainage and flood protection schemes;

e. acquire knowledge and understanding of contemporary research issues in the field of land and water development;

f. be able to formulate research questions, articulate research methodologies, develop study plans, and adequately communicate research results and conclusions in written and oral forms to a wide variety of audience.

*Relationship between the HELWD programme components and learning objectives*

	a	b	c	d	e	f
1. Introduction Water Science and Engineering	■					
2. Hydraulics and Hydrology	■	■	■			
3. Introduction to Land and Water Development		■	■			
4. Water Management Systems and Agronomy I		■	■			
5. Water Management Systems and Agronomy II		■	■			
6. Aspects of Irrigation and Drainage		■	■	■		
7. Service Oriented Management of Irrigation Systems		■	■	■		
8. Conveyance Systems		■	■	■		
9. Fieldwork/fieldtrip		■	■	■		
10. Irrigation and Drainage Structures		■	■	■		
11. Advanced Methods and Equipment		■	■	■		
12. Group work		■	■	■	■	■
13. Research Methodology and Selected Summer courses		■	■	■	■	■
14. MSc Research Proposal		■	■	■	■	■
15. MSc Research, Thesis Writing		■	■	■	■	■

Key: ■ objectives of primary focus; ■ objectives of secondary focus

## 4.9 Programme Staff

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### Hydrology and Water Resources

Prof. S. Uhlenbrook, PhD, MSc	Head of core
J.C. Nonner, MSc	
Y. Zhou, PhD, MSc	
J.W.A. Foppen, PhD, MSc	
R.G.W. Venneker, PhD, MSc	
S. Maskey, PhD, MSc	Specialization coordinator
J. Wenninger, PhD, MSc	

### Hydroinformatics

Prof. D.P. Solomatine, PhD, MSc	Head of core
Prof. A.E Mynett, PhD, MSc	
Prof. R.K. Price, PhD, MSc	
I.I. Popescu, PhD, MSc	
A. Jonoski, PhD, MSc	
A.H. Lobbrecht, PhD, MSc	
Z. Vojinovic, PhD, MSc	
B. Bhattacharya, PhD, MSc	Specialization coordinator
A.B.K. van Griensven, PhD, MSc	
S.J. van Andel, MSc	
Yunqing Xuan, PhD, MSc	
G. Di Baldassarre, PhD, MSc	

### Hydraulic Engineering and River Basin Development

Vacancy	Head of core
M. Werner, PhD, MSc	
A. Crosato, PhD, MSc	Specialization coordinator
L. Brandimarte, PhD, MSc	
M. Marence, PhD, MSc	

### Hydraulic Engineering - Coastal Engineering and Port Development

Prof. J.A. Roelvink, PhD, MSc	Head of core
Prof. H. Ligteringen, MSc R. Ranasinghe, PhD	
M. van der Wegen, PhD, MSc	Specialization co-ordinator
F. van der Meulen, PhD, MSc	
A. Dastgheib, MSc	

### Hydraulic Engineering - Land and Water Development

Prof. E. Schultz, PhD, MSc	Head of core
L.G. Hayde, PhD, MSc	
K.C. Prasad, PhD, MS	
F.X. Suryadi, PhD, MSc	
A. Mehari Haile, PhD, MSc	Specialization co-ordinator

## **5 Facilities**

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### **5.1 Location**

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The UNESCO-IHE buildings and facilities are located on a single compound at the Westvest 7 in the centre of Delft. The buildings provide a pleasant and efficient atmosphere for optimal learning and creativity, direct communication with lecturers and other staff, as well as meeting with fellow students. The building is open during the following times:

Monday to Friday 07:30 – 20:00

Saturday 08:00 – 12:30

### **5.2 Student Affairs (office)**

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The Student Affairs office provides non-academic support to students. The SA office takes care of student applications and student registration. The new students are also assisted with formalities such as applications for residence permits, insurance, bank accounts, and fellowship issues. Housing arrangements in one of the hostels are being made immediately upon arrival.

Throughout their study period, students can contact the staff during office hours for information or questions related to health, religion or other issues related to the student's well being. Personal matters can be discussed with the student counsellor and will be dealt with strictly confidential.

During the entire academic year, SA organizes a number of social and cultural activities including the weekly movie night, social evenings and the annual Christmas dinner. Other activities include cultural excursions to interesting cities and places in the Netherlands and other countries in Europe.

Furthermore, the students are given opportunity to actively practice sports on a regular basis. From October to May, the Institute arranges accommodation in Delft for such sports as soccer, volleyball, basketball and badminton. The SA office organizes sports events and tournaments, in which the teams can compete internally, but also against players from other international institutes.

### **5.3 Student Association Board**

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The Student Association Board (SAB) is composed of representatives who are elected by the students in annual elections that take place some four weeks after the opening of the academic year.

The SAB provides a forum through which students can share their experiences, problems and general issues on study-related matters. If necessary, the SAB will bring these matters forward in discussions with the executive levels of the Institute. The board can be contacted directly via its members or the general e-mail address [sab@unesco-ihe.org](mailto:sab@unesco-ihe.org).

The SAB closely co-operates with the Student Affairs office in organizing social and sporting events. The board also publishes its own magazine *The Informer*, in which the rich variety of contributions are entirely derived from, and produced by, the student community.

### **5.4 ICT services**

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UNESCO-IHE provides modern computing (IT) facilities for education and research. A local wired- and wireless network is available in UNESCO-IHE's building. Through UNESCO-IHE's networks all computers have access to a fast Internet connection. Besides that, participants have unlimited access to Internet in all hostels provided by UNESCO-IHE.

All UNESCO-IHE desktop and laptop PCs are Intel based with Microsoft Windows operating system. The UNESCO-IHE laptop PC will be provided in order to get access to the IT-facilities. The laptop is on loan for use during studying at UNESCO-IHE. At the end of the study, UNESCO-IHE offers the possibility to buy the laptop. The contract given clearly states the terms and conditions for

borrowing the laptop. Bringing one's own laptop is allowed; however, laptops other than the UNESCO-IHE laptop might not give access to all the required IT-facilities and might not be supported by IT-service desk.

A wide range of software packages is available, ranging from standard PC-software, like Microsoft Office (Word, Excel, etc.) to special modelling software used for the educational programmes. All participants will get a free UNESCO-IHE web-based e-mail box. A web-based E-learning and collaborative system is accessible for all participants to exchange learning information and documents.

For specific applications during the thesis study, it may be possible to use specialist software packages on the laptop PCs. This is, however, dependent on the particular type of licence agreement that the Institute has with the supplier. Enquiries for specific software should be made at the computer helpdesk.

## **5.5 General Facilities in the Building**

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In the reception area of the building, students have their own locker for the distribution of schedules, lecture notes and other study-related papers, and private mail. Last-minute changes in schedules are indicated on the announcement board near the entrance. Two monitor screens opposite the reception desk are regularly updated with news or information on events taking place at UNESCO-IHE.

Private telephone calls can be made from card-operated phone booths located next to the reception desk. Photocopy services are available to students. There is also a facility to recharge chip-cards, which students receive from the bank to pay for small purchases without using cash. Furthermore, the building contains a meditation room, which is located on the third floor.

The restaurant provides a wide variety of reasonable-priced multicultural meals and beverages during lunchtime. The meals can be paid using the chip-card or cash. Coffee, tea and soft drinks can be obtained from machines throughout the day.

The building houses a number of fully-equipped lecture rooms and theatres, which can accommodate groups of all sizes from 15 to 300 persons. Rooms for facilitating computer classes and workshops are present and can be used freely by students outside class hours. Furthermore, the Institute has its own printing and reproduction facilities and also contains an in-house distance learning and video conferencing centre. The library, computer facilities and laboratory are described in detail below.

## **5.6 UNESCO-IHE Library and Information Services**

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UNESCO-IHE's Library provides access to over 35,000 printed titles, among which the complete collection of UNESCO-IHE Master thesis and PHD dissertations. Furthermore the collection contains over 8.000 online journals. The online journals collection is accessible on the network at the Westvest premises or through remote authentication through the UNESCO-IHE portal. For more information please visit the Library's Internet page <http://www.unesco-ihe.org/library>

The library is open to all UNESCO-IHE participants and staff, and to visitors by appointment. The services provided by the library include lending out books, requesting articles and other materials through the inter-library loan system and providing assistance in searching the electronic catalogue.

### **Membership**

Upon registration UNESCO-IHE participants receive a registration card which can also be used to borrow items from the library collection.

### **The catalogue**

The library collection is accessible through an electronic catalogue, which is searchable by author,



title (word) and subject, as well as by Boolean operators. Please visit <http://www.unesco-ihe.org/library> for more information.

### Borrowing library items

A maximum of ten items may be borrowed from the library at any one time. The maximum loan period is 21 days, renewable up to a maximum of 42 days. Renewals can be made online, <http://www.unesco-ihe.org/library> by using the borrower information function within the catalogue or by email ([library@unesco-ihe.org](mailto:library@unesco-ihe.org)). Please note that the loan period can be extended only if the items have not already been reserved by another person.

Reference works, M.Sc theses, bound and non-bound periodicals and materials bearing a green sticker may not be borrowed. By using their library card to borrow items from the library, borrowers agree to be responsible for those items, including the cost of replacing lost or damaged items.

### Opening Hours

Monday 09:00–18.30

Tuesday-Friday 09:00–19.00

Saturday 09:30–12:30

Please note that the Library opening hours are subject to change. Visit the Library webpage for regular updates.

From July 2011 until December 2011, the Library spaces are being renovated. Most of the printed collections and the reference desk have been relocated to A2 a/b on the first floor and on account of missing the reading room, the opening hours have been changed to Monday-Friday 09-15-17.30

For further information please contact the library reference desk.

Email: [library@unesco-ihe.org](mailto:library@unesco-ihe.org)

Tel: +31 (0)15 215 1714

Fax: +31 (0)15 212 2921

## 5.7 Laboratories

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Modern educational and research laboratories are available in the fields of chemistry, process technology, microbiology, aquatic ecology and soil science. A wide range of standard analytical tests can be performed for chemical, physical and microbiological water, air and soil quality analyses.

Elemental analyses, various kinds of microscopy and analytical techniques such as spectrophotometry, gas- and ion chromatography, and atomic absorption can be carried out. A wide range of laboratory and bench-scale reactors, temperature and light controlled growth chambers, and various constant temperature rooms are available for research in one of the departmental research programs, including waste water management using aquatic macrophytes and wetlands, the adsorption and/or (an-)aerobic degradation of micropollutants, self-purification in drains and filtration. Through close co-operation with the Delft University of Technology and other educational and research institutions, research possibilities are quite extensive.

In addition to the in-house facilities, the laboratory has a range of instrumentation and equipment available for field instruction and for conducting hydrological or environmental field experiments and measurements.

## 5.8 Study Materials

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Study materials such as textbooks, lecture notes and hand-outs are provided by the Institute. Students receive the lecture notes in their personal locker before the start of the involved lecture series. Additional material can be provided by the lecturers in the form of hand-outs. Reference works are available from the Institute library or the library of the Delft University of Technology (see above).

A number of supporting materials, such as for example PowerPoint presentations or exercise materials used by the lecturers, can be accessed or downloaded from the electronic repository. Students can login to the electronic repository from any location via the Internet web page located at <http://km.ihe.nl>.

Students are expected to provide other materials, such as stationary, electronic calculators and language dictionaries on their own account.

## 5.9 English support courses

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### Introduction

A variety of academic writing courses are offered to students during the first 12 months of study. Students are allocated a place on these courses according to their language level, not their specialization. Writing courses are available from 'lower-intermediate' to 'advanced' level, consisting of about 20 hours contact time. These courses run parallel to scheduled lectures, and are not limited to one programme specialization or module.

### Placement Test for everyone

**Every student must take the English Placement Test. Based on the result, the student may be required to follow an academic writing course.**

Placement tests are held in October and January. Participants with weakest English skills are strongly advised to take the test in October, as they will receive support courses first. All remaining participants will be tested in January. Places on writing courses are allocated according to the student's placement test score. A student cannot join a writing course unless s/he has taken the placement test.

Students whose test score is at A1, A2 or B1 level CEFR (The Council of Europe's *Common*

*European Framework of Reference (CEFR) for Languages* is a basis for recognising language qualifications. A1-A2 = Basic; B1-B2 = Intermediate; C1-C2 = Advanced), are obliged to attend a support course: attendance is required. Students whose test score is B2 are strongly recommended to attend a course. If students who score B2 choose to take a support course, regular attendance is required. Those with score levels C1 and C2 are exempt from academic writing courses.

### **Scheduling and attendance**

Academic Writing courses are given throughout the year, with the first courses starting in October and the last courses ending in August/September. Students are assigned a course based on their Placement Test performance.

English support courses usually consist of about 20 hours contact time, approximately 13 or 14 lectures. English support courses are always scheduled at the following times:

- ⌘ Tuesdays 3.45pm-5.30pm
- ⌘ Thursdays 8.45am-10.30am

Occasionally classes are given on Saturday mornings. In special cases, evening classes may be necessary.

A Certificate of Attendance will be provided on completion of an academic writing course, provided attendance requirements have been met.

If a student does not turn up for the allocated course without giving notification of absence, s/he forfeits their place on the course. An alternative course is not provided.

### **Summary descriptions of writing courses**

#### ***First Steps in Academic Writing: lower intermediate***

based on textbook '*First Steps in Academic Writing*', Longman

This course provides low-intermediate students with essential tools to master basic academic writing. It focuses on paragraph organization, sentence structure, and grammar. Students are guided through the writing process to produce well-organized, clearly developed paragraphs. Simple explanations are supported by clear examples to help students through typical rough spots, and numerous practices help students assimilate each skill.

#### ***New Headway Academic Skills: intermediate***

Based on textbook '*New Headway Academic Skills*', Oxford University Press

This course combines reading, writing, and study skills, and is suited to those who have reasonable English but have not studied for a while. It aims to refresh and consolidate existing language through practice, as well as to learn new language. There is guided writing practice and relevant grammatical structures are explained. In addition, skills and strategies which develop good vocabulary learning and recording are included.

#### ***Academic Writing: upper intermediate***

based on textbook '*Focus on Academic Skills for IELTS*', Pearson-Longman

- Focuses on academic writing skills
- Includes vocabulary building and reading techniques relevant to research.
- Specific writing skills include: collocations; useful phrases and language of research; the language of change (increase, decrease, etc); interpreting and comparing information from diagrams;

presenting arguments and opinions; justifying solutions (modal verbs, conditionals) and much more to improve academic writing.

· Life-long learning. This textbook offers systematic preparation for the IELTS exam, hence it can help any student who wishes to gain this internationally-recognised certificate, or improve their existing score.

***Advanced Academic Writing: advanced***

based on textbook '*Academic Writing, A Handbook for International Students*' Routledge

- ⌘ Specifically aimed at improving key academic writing skills, this is a very practical and thorough course.
- ⌘ Three main areas are covered: The Writing Process – from making an outline to proof-reading; Elements of Writing – writing skills such as making comparisons, describing results and paraphrasing; Accuracy in Writing – to improve common problems, eg articles, passives, prepositions.

The above courses follow a workshop approach and are designed to provide maximum hands-on practice. There is a strong emphasis on collaborative writing activities for students, with the lecturer adopting the role of facilitator.

***MSc Thesis Writing: for all participants.*** A reader is provided.

In August/September a series of lectures is given, open to all MSc participants, on thesis writing. The lectures aim to make participants aware of the conventions and structures used to write a proposal, literature review and thesis, and how to present their judgements in a persuasive and reasoned argument. Topics will include proposal writing, literature review, thesis chapters, argument structure, paragraph writing, editing skills, etc.

## **6 Academic Calendar**

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# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: P. Paron, PhD, MSc

### Module Sheet

Module Name Week 1 + Introduction to Water Science and Engineering	Module Code WSE/01/c	Credits 5
<b>Target Group</b> entry level with a background in engineering, geoscience, and related disciplines	<b>Prerequisites</b> Entry requirements of the WSE-programme	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- 1 Discuss and explain the relevant issues of the global agenda for water and sustainable development; understand the field of water science and engineering, identify its different specialisations and understand the structure of the programme at UNESCO-IHE;
- 2 Review, understand and be able to apply basic mathematical concepts and techniques that are relevant to water science and engineering;
- 3 Review, understand and be able to apply the statistical and frequency analysis concepts and techniques that are relevant to water science and engineering;
- 4 Understand the main concepts of a land and water system, like for instance, water security, water scarcity, water for food water for life; understand the links between land-use change, sediment cycle, flooding and how each is considered at various inter-related scales;
- 5 Understand the geological and geomorphological processes and materials and how these interact at different temporal and spatial scales with the water systems, science and engineering.

### Topics and Learning Activities

#### 1 Water for Sustainable Development

Water issues in the world, societal relevance, existing platforms for water issues, problems of floods and droughts, drinking water, virtual water, river basin development and management, sanitation, navigation, water conflicts; particular focus on water related issues in developing countries. Water for food. Water resources management.

**Learning Activities:**

*Plenary lectures, Key note speeches, invited lectures*

#### 2 Review of Mathematics

Coordinate systems: Cartesian, cylindrical, spherical; Calculus: functions, differentiation and integration, complex numbers; Linear algebra: vector spaces, matrix algebra; Differential equations: ODEs, PDEs, differential operators; Fourier series and harmonic analysis.

**Learning Activities:**

*Formal lectures and exercises*

#### 3 Review of Statistics and Frequency Analysis

Data, variables, classification, stat. moments, frequency distributions; samples, populations and probability models; parameter estimation and confidence intervals.

**Learning Activities:**

*Formal lectures; small group assignments, classroom exercises and small individual assignments (small reports); practical exercises in computer lab*

#### 4 The Water System

Overview of the water system and its components: basic components of the water resources system (hydrology, rivers, sea, etc) and their interdependency. Examples on the interdependencies are shown on three different case studies, on water security and scarcity, water for food, sediments, floods and land use changes. The overall integration is shown with the aid of exercises and practical.

**Learning Activities:**

*Formal lectures; small group assignments, classroom exercises practical exercises in computer lab*

#### 5 The Earth System (geology and geomorphology)

Overview of the geological materials, processes and shapes of the earth at different time and space scales that are interconnected with the water system and engineering. Overview of the geomorphological processes shaping the Earth's surface and interacting with the water system. The overall integration is shown with the aid of

exercises and practical.

**Learning Activities:**

Formal Lectures, exercises, practical, and computer lab

**6 Fieldwork**

Excursion to hydraulic engineering flood protection works in the south-western delta of The Netherlands.

**Learning Activities:**

Field trip

**Lecturing Material**

- 1 Various material, handouts, and references: Lecturing material available as on-line resource

- 2 Price, R. & Popescu, I.: Review of Mathematics

Handouts: Lecturing material available as on-line resource

- 3 LN00072, Van Gelder, P.: Review of Statistics and Frequency Analysis

Handouts: Lecturing material available as on-line resource

- 4 (a) Comprehensive Assessment of Water Management in Agriculture. 2007. Water for Food, Water for Life: A Comprehensive Assessment of Water Management in Agriculture. London: Earthscan, and Colombo: International Water Management Institute. (b) FAO, Water Report n.38, 2012: Coping with water scarcity. An action framework for agriculture and food security. (c) Schultz, Bart and Stefan Uhlenbrook. 'Water security' - what does it mean, what may it imply? In: Water for a changing world. Developing local knowledge capacity. Edited by G.J. Alaerts and N.L. Dickinson. Proceedings International Symposium at the occasion of the 50th anniversary of UNESCO-IHE, 13-15 June 2007, Delft, the Netherlands. CRC press/Balkema, Leiden, the Netherlands, 2009.

- 5 (a) LN0194/10/1, Rondeel, H.E.: Geology. (b) LN0410/09/1. Seijmonsbergen, A.C.: Introduction to Air-Photo interpretation

Handouts: Lecturing material available as on-line resource

- 6 De Heer, Geurtsen, Bijnsdorp, 2005. Handout Visit to the Deltaworks.

**Assessment**

- 20%: Written Exam (closed book)
- 20%: Assignment
- 20%: Written Exam (open book)
- 20%: Assignment
- 20%: Written Exam (closed book)

2012/2014-WSE/01/c: Week 1 + Introduction to Water Science and Engineering										
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
	Water for sustainable development									Various lecturer
	Review of Mathematics	6		4				10	22	I. Popescu
	Review of Statistics and Frequency Analysis	4	4					4	16	P. van Gelder
	The Water System (C. de Fraiture)	6		2				8	20	C. de Fraiture
	The Water System (Z. Vojnovic)	6						6	18	Z. Vojnovic
	The Earth System (P. Paron)	6	8					6	26	P. Paron
	The Earth System (A. Seijmonsbergen)	8	6					8	30	A. Seijmonsbergen
	Field Excursion Deltaworks					8		8	8	
	<b>Total</b>	<b>36</b>	<b>18</b>	<b>6</b>		<b>8</b>		<b>50</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: WSE-HECEPD, WSE-HELWD, WSE-HERBD, WSE-HI, WSE-HWR, WSE-HELWD Sriwijaya

Module Coordinator: S. Maskey, PhD, MSc

### Module Sheet

Module Name Hydrology and hydraulics	Module Code WSE/02/c	Credits 5
<b>Target Group</b> All WSE participants; and participants of Joint International Master Programmes IMHI, IMCEPD and IMHWR (following the programme in partner institutes).	<b>Prerequisites</b> Entry requirements for WSE	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Describe the main concepts of steady/unsteady and uniform/non-uniform flow.
- Understand and describe the principles and basic equations of water flow and to apply them to various practical situations.
- Carry out basic measurements in the wave and current flumes at the hydraulic laboratory.
- Understand, describe and apply the concepts of hydrology needed for their specialisation.
- Understand the concepts of Geographical Information Systems and apply them in practical examples relevant to their specialization.
- Understand the main techniques of remote sensing and know when their use is appropriate or inappropriate.

### Topics and Learning Activities

#### **Free-Surface Hydrodynamics (A. Mynett, J.A. Roelvink, S. Maskey, L. Brandimarte):**

Development of hydrodynamic equations as well as their applications to uniform and non-uniform flow and different methods of solution. Steady flow situations: uniform flow in channels; shear stress distribution; velocity distribution. Sub-critical and supercritical flows. Non uniform flow; rapid and gradually varied flow; computation of water surface profiles. Flow through hydraulic structures, Unsteady flow: equations of Saint-Venant, methods of solution, kinematic and diffusive waves, flood waves. Introduction to 2D flows and applications.

#### **Learning Activities:**

*Lecture, exercise*

#### **Hydraulics Laboratory (L. Hayde):**

Various types of measuring equipment. Choice of various flow types: over a broad crested weir, through a contraction, underneath a gate; wave propagation and dissipation in a flume.

#### **Learning Activities:**

*Laboratory exercise*

#### **Engineering Hydrology (S. Uhlenbrook, P. de Laat):**

Hydrological cycle, water balance, catchment, water divide, influence of man, rainfall measurement, areal rainfall, depth-duration-frequency curves, types of evaporation, evaporation equations, infiltration (formula of Horton), soil moisture, groundwater, measurement of water level and discharge, flow duration curves, rainfall-runoff relationship, rainfall-runoff analysis, Rational Method for estimating peak discharge, unit hydrograph method.

Workshop exercises on extreme value distribution, data completion/double mass analysis, hydrological modeling

#### **Learning Activities:**

*Lecture, workshop, exercise*

#### **Geographical Information Systems and Remote Sensing (Z. Vojinovic, J. van der Kwast, Suryadi):**

Introduction to geographic information systems and remote sensing technologies; active and passive remote sensing; data structures, map projections and coordinate systems; processing of digital geographic information; creation of digital elevation models; visualisation, mapping of water and environmental features; watersheds, streams and aquifers delineation; digitisation, soil and land use mapping; map algebra; terrain analysis for hydrological and hydraulic modeling; production of thematic maps; GIS as a decision support tool.

Exercise and assignment using a case study data.

Software: ArcGIS 9.

#### **Learning Activities:**

*Lecture, exercise*

## Lecturing Material

- Maskey S., Roelvink D. and Brandimarte L., 2010. A Short Introduction to Free Surface Hydrodynamics - LN0436.10.1
- Hayde L.G., 2011. Applied Hydraulics, Manual Hydraulic Laboratory Exercises, Water Science and Engineering – LN0434/11/1
- De Laat, P.J.M. and Savenije H.H.G., 2009. Hydrology - LN0262/09/01
- De Laat, P.J.M., 2011. Workshop on Hydrology - LN0192/11/2
- Schotanus D., Velickov S. and Vojinovic Z., 2005. Learning ArcGIS - LN0227/05/1
- Vojinovic Z., 2007. Introduction to GIS and Remote Sensing - LN0323/07

## Assessment

- **35%: Written Exam (open book)**
- **35%: Written exam (open book)**
- **30%: Assignment**

2012/2014-WSE/02/c: Hydrology and hydraulics												
Nr	Course/Topic	Lecture	Assignment	Workshop Case study	Role play Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
<b>1</b>	<b>FREE SURFACE HYDRODYNAMICS</b>											
1.1	Introduction to Free Surface Hydrodynamics, 1-D Channel Flow	8								8	24	A. Mynett
1.2	Exercise - Uniform and Non-uniform Flow Computations			6						6	6	L. Brandimarte & S. Maskey
1.3	2-D and 3-D Shallow Water Equations	4								4	12	D. Roelvink
1.4	Hydraulics Laboratory	2					4			6	14	L. Hayde
<b>2</b>	<b>ENGINEERING HYDROLOGY</b>											
2.1	Engineering Hydrology - Lectures	12								12	36	S. Uhlenbrook
2.2	Engineering Hydrology - Workshop/Exercises			10						10	10	P. de Laat
<b>3</b>	<b>GIS AND REMOTE SENSING</b>											
3.1	Introduction to GIS and Remote Sensing	6								6	18	Z. Vojinovic
3.2	GIS Exercise			2			4			6	10	J. van der Kwast & Suryadi
3.3	Remote Sensing Exercise			2			4			6	10	J. van der Kwast
	<b>Total</b>	<b>32</b>		<b>20</b>			<b>12</b>			<b>64</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>												

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: WSE-HECEPD  
 Module Coordinator: R. Ranasinghe

### Module Sheet

Module Name		Module Code	Credits
Introduction to coastal science and engineering		WSE/HECEPD/03/s	5
Target Group	Prerequisites Basic knowledge of hydraulics		

### Learning Objectives

Upon completion of the module participants will be able to..

- Understand the basics of coastal engineering.
- Analyse the behaviour of waves in oceanic and coastal waters
- Describe tides and tidal currents and be familiar with methods for tidal computations.
- Understand the principle of soil mechanics.

### Topics and Learning Activities

#### Introduction to Coastal Engineering (D. Roelvink)

Introduction of the Module, Coastal Environments, Sediment balances in coastal environments

##### **Learning Activities:**

lecture, exercise

#### Waves (L. Holthuisen)

Observation techniques: in-situ techniques (buoys and poles) and remote sensing (imaging and altimeter radar).

Description of ocean waves: significant wave height and period, 1D and 2D spectrum, spectral analysis.

Statistics: short-term (Gaussian distribution, Rayleigh distribution, surface elevation, wave period, crest height, wave height, extreme values); long-term (initial value distribution, peak-over-threshold, yearly maximum).

Linear wave theory: constant depth (mass and momentum balance equations, boundary conditions, velocity potential function, particle velocity, particle path, dispersion, phase and group velocity, pressure, energy, energy transport, nonlinearities); varying depth (shoaling, refraction, diffraction, tides and currents, reflections, radiation stress, wave set-up and set-down).

Waves in oceanic and coastal waters: idealized conditions (dimensionless growth curves, universal spectra); oceanic and coastal wave predictions (energy balance equation, swell, generation by wind, quadruplet and triad nonlinear wave-wave interactions, wave breaking, and bottom friction).

##### **Learning Activities:**

lecture, exercise

#### Tides and Tidal currents (A. Roos)

Introduction, tide generating force, main constituents of the tide, type of tide, equations for tidal waves in one dimension, harmonic waves, resonance, short basin, tidal wave on a river, tidal windows for navigation, examples and applications.

Astronomic analysis of tide generating force, harmonic analysis of the tide, prediction of tides, equations for tidal waves in two dimensions, effect of Coriolis, tidal motion in seas and oceans, analytical tidal computations, Lorentz method, numerical tidal computations, examples and applications, effects of tides on morphology.

##### **Learning Activities:**

lecture, exercise

#### Soil Mechanics (M. Rajabalinejad)

Elements of soil mechanics; soil particles, grain size distribution, soil classification, Atterberg limits, soil: a system with 3 phases. Stress in soil; water pressure and effective stress in soil, shear stress and shear strength in soil, Coulomb strength law. Laboratory tests for soil mechanics; direct shear test and 3-axial test. Mohre circle to determine failure in soil. Earth retaining structures; Rankine's theory of active and passive earth pressure, Coulomb method for retaining structures, stability conditions for retaining structures. Slope stability; the ordinary method of slices and simplified Bishop method.(lectures and exercise in together with HELWD and HERBD)

##### **Learning Activities:**

lecture, exercise

### Lecturing Material

- Verhagen: Introduction of Coastal Engineering - LN0179
- Roos, A.: Tides and tidal currents – LN0211
- P. Lubking : Soil Mechanics LN174/04/1

- L. H. Holthuijsen: QWaves in Oceanic and Coastal Waters (Cambridge press)

### Assessment

- 10%: Written Exam (closed book)
- 50%: Oral exam
- 30%: Oral Exam
- 10%: Oral Exam

2012/2014-WSE/HECEPD/03/s: Introduction to coastal science and engineering														
Nr	Course/Topic	Lecture	Assignment	Workshop	Case study	Role play	Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
1	Introduction to Coastal Engineering	2										2	6	D. Roelvink
2	Waves	16			20							36	68	L. Holthuijsen
3	Tides and Tidal Current	10			12							22	42	A. Roos
4	Soil Mechanics	6			6							12	24	M. Rajabalinejad
<b>Total</b>		34			38							72	140	
<b>MSc module - UNESCO-IHE</b>														

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: HE-LWD  
 Module Coordinator: A. Mehari Haile, PhD, MSc

### Module Sheet

Module Name Introduction to land and water development	Module Code WSE/HELWD/03/s	Credits 5
<b>Target Group</b> Prospective Water Science and Engineering experts, particularly those specializing in Land and Water Development	<b>Prerequisites</b> Basic knowledge in alternative land and water development approaches, irrigation and drainage systems, soil physical and chemical properties	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Refresh knowledge about engineering properties of soil, its classification, stresses, strength and deformation.
- Understand the importance of irrigation and drainage for global food production and economics.
- Understand the relevance, concept, elements and needs of irrigation and drainage.
  
- Be able of making a preliminary layout and design of gravity irrigation and drainage networks.

### Topics and Learning Activities

#### Soil Mechanics (M. Rajabalinejad)

Elements of soil mechanics; soil particles, grain size distribution, soil classification, Atterberg limits, soil. A quick refreshing of the knowledge in soil mechanics with: 1 hour of instruction and 1 hour of Q&A. Instruction topics: the 1st period, soil classification and stresses in the soil, the 2nd period, strength of soil and the 3rd period, deformation of soil (Lectures and exercises in cooperation with HECEPD and HERBD).

#### **Learning Activities:**

*lectures, exercises*

#### Part A: Land and Water Development, C. de de Fraiture(UNESCO-IHE)

Availability of land and water resources on a global and regional scale to meet the present and future food requirements. Need for land and water development in rural and urban areas. Principles of land and water development. Economic and social incentives and history. Physical planning and environmental impact aspects. Various aspects of water management.

#### **Learning Activities:**

*lectures*

#### Part B: Introduction Irrigation and Drainage Systems, L.G.Hayde (UNESCO-IHE)

Basic functions, elements and needs of and for irrigation and drainage systems. Elements of the irrigation system, topography, irrigation and drainage system lay-out, development and water management aspects, main d'â€™eau, sizing tertiary units, required water levels, design cropping pattern, irrigation requirements, canal design discharges, longitudinal and cross sections, relative sediment transport capacity, shear stress. Regulation structures and emergency measures.

#### **Learning Activities:**

*lectures*

#### Part C: Irrigation and Drainage Main System Design, K.Prasad, L. G. Hayde (UNESCO-IHE)

Layout and design of primary and secondary irrigation and drainage networks, including canals, drains, roads, farms, and tertiary blocks. Types, specifications and locations of various irrigation and drainage structures. Longitudinal terrain and water level profiles of one irrigation canal and one drain through the whole project area, also indicating design parameters and structures. Typical cross-sections of the (above) irrigation and drainage canals.

#### **Learning Activities:**

*lectures, exercises, individual assignments, written reports*

### Lecturing Material

- Lubking, 2004. Soil mechanics â€œ In0174/04/
- B.Schultz, 2008: Land and water development. 2008.
- L.G.Hayde, 2011. Irrigation and Drainage System Design - In0321/11/1
- L.G. Hayde, 2007. Canal design â€œ In0326/07/1
- L.G. Hayde, 2010. Basic Principles of Irrigation and Drainage - In0439/10/1

### Assessment

- 15%: Assignment
- 15%: Oral exam
- 70%: Assignment

2012/2014-WSE/HELWD/03/s: Introduction to land and water development											
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)	
	Soil Mechanics	6	8					6	26	M.Rajabalinejad	
	Land and Water Development	8						8	24	C. de Fraiture	
	Introduction to Irrigation and Drainage Systems	6						6	18	L.G. Hayde	
	Irrigation and Drainage Main System Design	18		18				36	72	K. Prasad and L.G.Hayde	
	<b>Total</b>	<b>38</b>	<b>8</b>	<b>18</b>				<b>56</b>	<b>140</b>		
<b>MSc module - UNESCO-IHE</b>											



# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: L. Brandimarte

### Module Sheet

Module Name River basin hydraulics, geotechnics and remote sensing	Module Code WSE/HERBD/03/s	Credits 5
<b>Target Group</b> students and professionals with a basic knowledge of hydraulics, hydrology and earth science	<b>Prerequisites</b> Basic knowledge of hydraulics	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- understand hydraulic concepts useful in river basin structure design and management
- gain solid knowledge of optical remotely sensed data collection and analysis for water resources and river basin development
- manage geotechnical (soil and rock) concepts relevant to river basin development

### Topics and Learning Activities

#### I. Applied Hydraulics (A.Mynett)

Advanced concepts in: non-uniform flow; unsteady flow; pressure flow; fluid forces on structures

##### **Learning Activities:**

*Lectures, exercise*

#### II. Remote Sensing for Water Resources (P.Paron/M.Smith)

(1) Review of basic concepts and foundations of optical RS. (2) Freely available data sources and software. (3) Digital image processing: enhancement, filtering, and band combination. (4) Compound indexes for water resource analysis. (5) Digital image analysis: spectral profiles, supervised and unsupervised classification. (6) River Remote Sensing: methods and data to analyse river characteristics and changes. (7) Multitemporal analysis (land use/land cover, soil moisture, lake and river channel changes, river bathymetry, flood extent, etc). (8) (Kite) Aerial Photography.

##### **Learning Activities:**

*Lectures, exercise, workshop*

#### III. Rock mechanics (M.Marence)

Geotechnical characterization of rock mass; rock mass classification; rock mass parameter estimation; typical problems in rock mechanics (slope stability, tunnel excavation,...)

##### **Learning Activities:**

*Lectures, exercise*

#### IV. Soil mechanics (M.Rajabalinejad)

Elements of soil mechanics; soil particles, grain size distribution, soil classification, Atterberg limits, soil: a system with 3 phases. Stress in soil; water pressure and effective stress in soil, shear stress and shear strength in soil, Columb strength law. Laboratory tests for soil mechanics; direct shear test and 3-axial test. Mohre circle to determine failure in soil. Earth retaining structures; Rankine's theory of active and passive earth pressure, Columb method for retaining structures, stability conditions for retaining structures. Slope stability; the ordinary method of slices and simplified Bishop method.

##### **Learning Activities:**

*Lectures, exercise*

### Lecturing Material

- Handouts, reading list will be provided by lecturers

### Assessment

- 25%: Written Exam (open book)
- 25%: Assignment
- 25%: Written Exam (closed book)
- 25%: Written Exam (open book)

2012/2014-WSE/HERBD/03/s: River basin hydraulics, geotechnics and remote sensing												
Nr	Course/Topic	Lecture	Assignment	Workshop Case study	Role play Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
	Applied Hydraulics	13		1						14	40	A. Mynett
	Remote Sensing for Water Resources	4		9			10			23	41	P. Paron/M. Smith
	Rock mechanics	7					3			10	27	M. Marence
	Soil mechanics	8					4			12	32	M. Rajabalinejad
	<b>Total</b>	<b>32</b>		<b>10</b>			<b>17</b>			<b>59</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>												

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: Hydroinformatics: modelling and information systems for water management

Module Coordinator: Dr. L. Alfonso, PhD, MSc

### Module Sheet

Module Name		Module Code	Credits
Information technology and software engineering		WSE/HI/03/s	5
<b>Target Group</b> Participants in WSE Programme - Hydroinformatics, including the IMHI participants (following the courses at partner institutions).	<b>Prerequisites</b> Acquaintance with computing		

### Learning Objectives

Upon completion of the module participants will be able to..

- Explain the main principles of computer organisation and operation, local and wide-area networking including Internet, main types of software
- Carry out practical GIS applications related to aquatic systems using ArcGIS software
- Know and be able to apply main notions and principles of algorithmic design and other areas of computer science
- Select, configure and operate a personal computer
- Know about the methodologies, architectural approaches and project management techniques of software engineering. Define requirements, analysis, and design for software code development and associated procedures and systems architecture
- Apply these principles in developing water related prototype software using the rapid application development (RAD) environment on a PC

### Topics and Learning Activities

#### Information and communication technology. D.P. Solomatine, L. Alfonso (IHE)

ICT and society. Computer systems organisation. Systems software: operating systems, compilers. Application software. Computer networks and Internet. Professional use of the World-Wide Web Main notions of computer science: algorithms, linear and non-linear data structures, file systems. Some notions of artificial intelligence.

#### Learning Activities:

Lectures, workshop

#### MATLAB, L. Alfonso (IHE)

Matlab Desktop Tools, Matrices and Linear Algebra, solving differential equations, data analysis and statistical analysis, data import and export, programming, graphics and 3d visualization, graphical user interfaces.

#### Learning Activities:

Exercises

#### Geographic Information Systems (GIS). S. Velickov (Bentley Systems)

Additional exercises and assignments in GIS (in addition to the exercises provided in Module 2).

#### Learning Activities:

Exercises

#### Software Engineering. D.P. Solomatine (IHE) and B. Bhattacharya (IHE)

Main notions of software engineering. Software development in Object Pascal. Delphi rapid application development environment. Exercises.

Software development process: Waterfall approach; Prototyping; Software specification; Software design; Functional and object oriented design

Interface design; Software documentation; Software validation; Testing strategies; Marketing of software. Exercises and workshops in software development.

#### Learning Activities:

Lectures, exercises, workshops

#### Fieldtrip to Deltares

Fieldtrip to one of the top technological institutes, Deltares

#### Learning Activities:

Fieldtrip

### Lecturing Material

- Solomatine, Lecture Notes on Information Technology and Computer Science: An Introduction
- Solomatine, Lecture Notes on Software Development with Borland Delphi
- Solomatine, Lecture Notes on Object Oriented Programming: A Practical Introduction
- Schotanus, Lecture Notes on GIS and Remote Sensing
- Solomatine, Lecture Notes on Software Engineering: An Introduction
- Shrestha and Siek, Lecture Notes on Technical Computing with Matlab
- Solomatine, Lecture Notes on Uncertainty Analysis in Modelling.

### Assessment

- **40%: Written Exam (closed book)**
- **15%: Assignment**
- **15%: Assignment**
- **30%: Assignment**

2012/2014-WSE/HI/03/s: Information technology and software engineering										
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
	Information technology	4		4				8	16	Solomatine, Alfonso
	Introduction to MATLAB					8		8	16	Alfonso
	Geographical Information Systems (GIS)					8		8	16	Velickov
	Software engineering	10		10	20			40	80	Solomatine, Bhattacharya
	Fieldtrip to Deltares			8				8	8	
	<b>Total</b>	<b>14</b>		<b>22</b>	<b>36</b>			<b>72</b>	<b>136</b>	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Hydrology and Water Resources  
 Module Coordinator: Y. Zhou, PhD

### Module Sheet

Module Name Hydrogeology	Module Code WSE/HWR/03/s	Credits 5
<b>Target Group</b> Participants in Hydrology and Water Resources specialisation	<b>Prerequisites</b> Approved BSc degree and basic hydrology/hydraulics and earth sciences subjects	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- understand groundwater occurrences, aquifer classification and aquifer properties in various geological settings;
- understand the concepts related to groundwater storage, recharge and discharge;
- understand steady state and transient groundwater flow processes and their physical description;
- the ability to apply analytical solutions to solve steady state and transient groundwater problems;
- determine groundwater balances and to carry out pumping test analyses.

### Topics and Learning Activities

#### Hydrogeology (J.C. Nonner)

Hydrogeological principles and concepts, and the underlying physics of groundwater flow processes  
 The place of groundwater systems in the hydrological cycle. The interaction between rock and water and the concepts of porosity and permeability. Definition of aquifer, aquitard, aquifuge and aquiclude. Rock types and the related groundwater system. Concepts of regional flow based on Darcy and Continuity equations. Flow computation methods. The concept and formulation of groundwater balances. Estimation of recharge terms. Groundwater management and the concept of groundwater availability.

#### **Learning Activities:**

*Lectures and exercises.*

#### Steady Groundwater Hydraulics (Y. Zhou)

Principles of groundwater flow: hydraulic head, Darcy's law, continuity equation; steady state groundwater flow equations; Analytical solutions of steady state groundwater flow in aquifers and towards wells; Methods of superposition and image; Flow net.

#### **Learning Activities:**

*Lectures and exercises.*

#### Transient Groundwater Hydraulics (T.N. Olsthoorn)

Dynamics of groundwater systems; Concepts of storage of water in groundwater systems; Analytic solutions and their implementation and use (groundwater hydraulics); Superposition in time and convolution; Pumping tests; Exercises.

#### **Learning Activities:**

*Lectures and exercises.*

### Lecturing Material

- Nonner, J.C. Introduction to Hydrogeology, Taylor and Francis Publishers, 2012
- Zhou, Y. Steady Groundwater Flow, Lecture note, LN0433/10/1
- Olsthoorn, T.N. Transient Groundwater Flow, Analytical Solutions, Lecture note, LN0080/08/1

**Assessment**

- 25%: Written Exam (closed book)
- 25%: Written exam (closed book)
- 20%: Written Exam (closed book)
- 10%: Assignment
- 10%: Assignment
- 10%: Assignment

2012/2014-WSE/HWR/03/s: Hydrogeology												
Nr	Course/Topic	Lecture	Assignment	Workshop Case study	Role play Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
	Hydrogeology	16		4						20	52	J.C. Nonner
	Steady Groundwater Hydraulics	14		4						18	46	Y. Zhou
	Transient Groundwater Hydraulics	12		6						18	42	T.N. Olsthoorn
	<b>Total</b>	<b>42</b>		<b>14</b>						<b>56</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>												

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Coastal Engineering and Port Development  
 Module Coordinator: Prof. J.A. Roelvink, PhD, MSc

### Module Sheet

Module Name Coastal systems	Module Code WSE/HECEPD/04/s	Credits 5
<b>Target Group</b> Students in coastal engineering and port development	<b>Prerequisites</b> Basic knowledge of waves and hydraulics	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- basically understand processes in coastal hydrodynamics and morphology;
- assess processes related to salt intrusion and density currents;
- understand the basics for numerical aspects, be aware of the limitations and characteristics of hydronamic numerical models, know the principle of finite differences and finite element-based methods.

### Topics and Learning Activities

#### Coastal Hydrodynamics and Morphology

Coastal Hydrodynamics, Sediment transport by currents plus waves. Sediment balance equation. Sedimentation of navigation channels. Current-induced scour around breakwaters. Entrance channel stability; formation of channels in deltas and tidal inlets Transverse and longshore sand transport under the influence of waves and currents, modern longshore transport formulae and coastline computations, analytical formulae and background of mathematical models. Introduction to various hard protection methods (groins, artificial headlands ,offshore breakwaters)

#### **Learning Activities:**

*Lectures and assignments*

#### Salt Intrusion and Density Currents

Theoretical treatment of two-layer system, selective withdrawal, application of Bernoulli equation and two-layer system theory, exchange flows in locks. Basic considerations on estuarine circulation patterns, interfacial flow phenomenon, breaking of internal waves, mixing, dispersion, salt intrusion processes and modeling aspects, examples.

#### **Learning Activities:**

*Lectures and assignments*

#### Modelling and Numerical Aspects

The course aims to introduce numerical aspects, so that people will become aware of the limitations and characteristics hydronamic numerical models.

The course starts with a short review of differential equations, principles of discretisation and discretisation of shallow water equations in 1D. Further, it will introduce concepts like the Courant number, and the stability and accuracy of numerical implicit and explicit schemes. Emphasis will be on coastal engineering applications, including tides, short waves and morphological phenomena.

#### **Learning Activities:**

*Lectures and assignments*

### Lecturing Material

- Collection of recent papers on morphological modeling
- Os, A.G. van, Salt intrusion and density currents - Lecture notes In 0286/98/
- Numerical methods for differential equations, Popescu
- Roelvink and Reniers, A guide to modeling coastal morphology, World Scientific, 2011.

### Assessment

- **60%: Written Exam (open book)**
- **20%: Oral exam**
- **20%: Assignment**

**2012/2014-WSE/HECEPD/04/s: Coastal systems**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM:		Lecturer(s)
								contact hours	study/load hours	
	<b>Coastal Hydrodynamics and Morphology</b>	4		4				8	16	M. van der Wegen, MSc. PhD.
	<b>Coastal Hydrodynamics and Morphology</b>	14		16				30	58	prof. J.A. Roelvink, MSc. PhD.
	<b>Coastal Hydrodynamics and Morphology</b>	10		2				12	32	R.W.M.R.J. Ranasinghe, MSc., PhD.
	<b>Salt intrusion and density currents</b>	6		2				8	20	M. van der Wegen, MSc. PhD.
	<b>Modelling and numerical aspects</b>	2		8				10	14	I.I. Popescu, MSc., PhD.
	<b>Total</b>	<b>36</b>		<b>32</b>				<b>68</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>										



# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: A. Mehari Haile, PhD, MSc

### Module Sheet

Module Name Water management systems and agronomy I	Module Code WSE/HELWD/04/s	Credits 5
<b>Target Group</b> Prospective Water Science and Engineering experts, particularly those specializing in Land and Water Development.	<b>Prerequisites</b> Good knowledge of global, regional and local land and water development perspectives, irrigation and drainage system design and soil characteristics	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Analyse and evaluate the various types of flow and to apply the hydraulic principles for uniform and non-uniform open channel, and flow in specific hydraulic structures in irrigation and drainage engineering issues
- Analyse soil-water-crop yield relationships, management options under land or water scarcity and water saving techniques, and be able to determine crop water requirements
- Discuss crop water requirements, drainage requirements and understand their mutual relationship
- Determine the boundary conditions required for water delivery and distribution systems at field level
- Select appropriate irrigation and drainage methods under different physical and agricultural circumstances
- Make a preliminary layout and design of a gravity irrigation and drainage network at tertiary level.

### Topics and Learning Activities

#### Applied Hydraulics of Irrigation Systems I, L.G. Hayde (UNESCO-IHE)

Classification of flow types in irrigation systems; energy and momentum principle, uniform flow; water surface profiles. Application of the energy principle and continuity concept in irrigation systems, e.g. flow over control sections, sills and contractions, and outflow problems. Specific phenomena like the hydraulic jump, spillways, energy dissipation in general and small stilling basins. Gradually varied flow; basic equations and simplified equation for prismatic channels; determination of flow profiles. Computation of gradually varied flow in channels by direct integration and numerical methods. Exercise gradually varied flow.

#### **Learning Activities:**

*lecture, Exercise*

#### Soil-Water-Plant Relations, P.J. M. de Laat (UNESCO-IHE)

Physical and chemical properties of soils: texture; structure; density; colour; temperature; specific surface of particles; structure of clays; cation exchange capacity; exchange equations; sodification and Stalinitisation. Soil moisture: potential energy of soil water, measurement of soil moisture content and water pressure, soil moisture characteristics (readily) available moisture. Unsaturated flow: equations of subsurface flow, hydraulic conductivity relation, steady flow situations, computation of pressure profiles, moisture distributions, infiltration of water in dry soil. Methods to determine the saturated hydraulic conductivity saturated media and the hydraulic conductivity relation in unsaturated media. Parameters that determine evapotranspiration, methods to estimate potential evapotranspiration; relation between actual evapotranspiration and soil moisture situation. Procedure to estimate crop water-, leaching- and irrigation requirements. Estimating the potential crop yield in relation to atmospheric conditions; estimating the actual evapotranspiration in relation to soil moisture conditions, estimating the actual crop yield and crop production under limited water supply.

#### **Learning Activities:**

*lecture, Exercise*

#### Irrigation Methods, R. Cuenca (Oregon State Univ. USA)

Surface and sub-surface irrigation, sprinkler and drip irrigation, surface irrigation methods (furrow, border and basin): classification, advance and recession curves, operation and management aspects, efficiency and uniformity definitions, recent developments, surface irrigation design.

#### **Learning Activities:**

*Lecture, Exercise*

### Irrigation and Drainage - Tertiary Unit Design I, A. Mehari Haile (UNESCO-IHE)

Computation of design parameters for rice and dry fruit crops under basin and furrow irrigation systems: irrigation interval, delivery time, irrigation depth, distribution uniformity and efficiency, basin size and number, length and number of furrows. Computations are done manually as well as using Basdev and Furdev programmes. Preliminary tertiary unit layout for furrow and basin irrigation systems: identification of natural drains; alignment of secondary, tertiary and quaternary irrigation and drainage canals, furrow and basin fields; determination of the number and location of water distribution and drainage structures.

#### Learning Activities:

lecture, Exercise

#### Lecturing Material

- Hayde, L.G., 2011. Applied Hydraulics; Synopsis, LN 0378/11/1
- Hayde, L.G., 2011. Applied Hydraulics; Manual Flop, Gradually Varried Flow Profiles, LN0333/11/1
- Hayde, L.G., 2011. Applied Hydraulics; Supplementary notes, LN0442/11/1
- Hayde, L.G., 2011. Applied Hydraulics; Gradually Varried Flow, LN0443/11/1
- de Laat, 2006. Soil-Water-Plant relations.
- Mehari Haile, A., Depeweg, H., Fadul, E.M. 2012. Design and layout of tertiary units

#### Assessment

- 20%: Assignment
- 30%: Written exam (closed book)
- 25%: Assignment
- 25%: Assignment

2012/2014-WSE/HELWD/04/s: Water management systems and agronomy I										
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
	Applied Hydraulics of Irrigation Systems I	6	6	6				12	30	L.G. Hayde
	Soil-Water-Plant Relations	8	16					8	40	P.J.M. De Laat
	Irrigation Methods	8	10					8	34	R.H. Cuenca
	Irrigation and Drainage - Tertiary Unit Design I	12						12	36	A. Mehari Haile
	<b>Total</b>	<b>34</b>	<b>32</b>	<b>6</b>				<b>40</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: A. Crosato MSc. PhD.

### Module Sheet

Module Name River morphodynamics	Module Code WSE/HERBD/04/s	Credits 5
<p><b>Target Group</b>                      Environmental and Civil Engineers.                      Professionals dealing with river training and rehabilitation works.                      Scientists interested in the morphodynamics of alluvial systems.</p>	<p><b>Prerequisites</b>                      Basic knowledge of river hydraulics (uniform and non-uniform flows, backwater curves) and of river hydrology (discharge variations, floods)</p>	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- understand some basic principles of river morphology and river morphological changes.
- assess long-term and short-term impacts of human interventions.
- understand the basics of river biogeomorphology.
- perform 1-D morphodynamic modelling of rivers with mobile bed.

### Topics and Learning Activities

#### Principles of River Morphodynamics (A. Crosato)

River morphology at different spatial scales. River patterns (multi-thread and single-thread channels). Morphodynamic processes (erosion, deposition and transport of sediment, bank erosion, bank accretion), resulting phenomena (river bed aggradation and degradation, bank advance and retreat, river planimetric changes, scour forming) and their temporal scales. Concept of geomorphological equilibrium. Hydraulic roughness with and without vegetation, backwater effects, spiral flow and morphology in river bends. Exner's principle, development of a trench and a shoal, celerity of bed-level perturbations. Morphological changes at the reach scale: short and long term river response to human interventions. Morphological changes at the cross-sectional scale: bar development. Concepts of mathematical modelling of rivers with mobile bed. River habitats and river geomorphology. Interactions between the river abiotic and biotic systems.

#### **Learning Activities:**

*Lessons and exercises.*

#### River Morphodynamics in Engineering Projects (E. Mosselman)

Flooding caused by sedimentation.  
 River bifurcations.  
 River bank erosion.  
 River navigation.

#### **Learning Activities:**

*Lessons and exercises.*

#### 1-D modeling of Rivers with Mobile Bed (SOBEK-RE) (K. Sloff)

SOBEK-RE: model description and exercises dealing with the simulation of temporal bed level changes (development of a trench or shoal, effects of interventions)

#### **Learning Activities:**

*Lessons and exercises.*

### Lecturing Material

- Sloff, K., 2007. SOBEK-RE exercises. Handout.
- Mosselman, E. 2001. Morphological development side channels. Handout.
- Crosato, A., 2006. Morphological Response at the reach scale (LN0381).
- Crosato, A., 2009. River morphodynamics. Brief introduction (LN0421).

**Assessment**

- 20%: Assignment
- 80%: Written Exam (open book)

2012/2014-WSE/HERBD/04/s: River morphodynamics										
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
1	Principles of River Morphodynamics	25	6		1		5	31	98	A. Crosato MSc. PhD.
2	River Morphodynamics in Engineering Projects	7	3				2	9	30	E. Mosselman MSc. PhD.
3	1-D modeling of Rivers with Mobile Bed			12				12	12	K. Sloff MSc. PhD.
<b>Total</b>		<b>32</b>	<b>9</b>	<b>12</b>	<b>1</b>		<b>7</b>	<b>52</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: Hydroinformatics: modelling and information systems for water management

Module Coordinator: I.I. Popescu, PhD, MSc

### Module Sheet

Module Name Computational hydraulics		Module Code WSE/HI/04/s	Credits 5
<b>Target Group</b> Hydroinformatics participants		<b>Prerequisites</b> Basic Mathematics ;  Hydraulics & Computational Fluid Dynamics ;	

### Learning Objectives

Upon completion of the module participants will be able to..

- Explain the structure of the 1D, 2D and 3D flow equations as representations of conservation laws and know when to use the full dynamic equations and their approximations
- Classify differential equations in terms of ODE/PDE and determine the nature of a given PDE
- Indicate the nature of the initial and boundary conditions for well posed elliptic, parabolic and hyperbolic problems. Apply the method of characteristics to solve equations
- Implement finite difference schemes to solve ordinary and partial differential equations
- Analyse a numerical scheme and indicate if the scheme is likely to exhibit numerical diffusion, dispersion and/or instability and implement different numerical schemes for water related problems
- Build a river flood model using SOBEK 1D and 2D, including specification of geometry and boundary conditions

### Topics and Learning Activities

#### Mathematical Formulation of Fluid Flow Equations (G. di Baldassarre, IHE)

Basic concepts; basic physical laws; mass, momentum and energy fluxes; Eulerian equations; differential forms in common use; De Saint Venant equations; unsteady flow in pipes; Navier-Stokes equations; 3D Navier-Stokes equations to De Saint Venant equations; advection and diffusion; dimensional and order of magnitude analyses .

#### **Learning Activities:**

Formal lectures; classroom exercises; home assignments;

#### River Modelling (A. Verwey, Deltares)

Physics of flood generation; flood wave propagation in natural rivers; introduction to SOBEK 1D; exercises on flood waves in regular channels; exercise and workshop on modelling floods in a real 1D system; introduction to SOBEK 2D; exercise and workshops on modelling channel-flood plain interactions.

#### **Learning Activities:**

Formal lectures; workshops in computer lab;

#### Numerical Methods I (I. Popescu, IHE)

Introduction to differential equations; Differential equations in fluid dynamics; Initial and boundary value problems; Method of characteristics; Finite differences for ODEs; Finite differences for PDEs; exercises Consistency, stability convergence. Fourier analysis of numerical solutions. Multi-dimensional problems. Diffusion in 2D.

#### **Learning Activities:**

Formal lectures; classroom exercises; home assignments; exercises, workshops in computer lab;

### Lecturing Material

- Price: Lecture notes on Mathematical Basis of Computational Hydraulics
- Popescu: Lecture notes on Numerical methods for Differential Equations
- Verwey: Lecture notes and PowerPoint slides: River flood modelling
- Modelling software: SOBEK1/2D; Exercise on SOBEK1/2D
- Power point presentations

**Assessment**

- 35%: Written Exam (closed book)
- 15%: Assignment
- 30%: Assignment
- 20%: Written Exam (closed book)

2012/2014-WSE/HI/04/s: Computational hydraulics												
Nr	Course/Topic	Lecture	Assignment	Workshop Case study	Role play Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
1	Mathematical formulation of fluid flow	16		4						20	52	G. Di Baldassarre, PhD, MSc
2	River Modelling	8		6						14	30	A. Verwey, MSc
3	Numerical Methods I	12		18						30	54	I. Popescu, PhD, MSc
<b>Total</b>		36		28						64	136	
<b>MSc module - UNESCO-IHE</b>												

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Hydrology and Water Resources  
 Module Coordinator: R. Venneker

### Module Sheet

Module Name Surface hydrology	Module Code WSE/HWR/04/s	Credits 5
<b>Target Group</b> Students WSE/HWR Programme	<b>Prerequisites</b> Previous modules in the WSE/HWR Programme	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Explain the global hydrological cycle and water budget, the global energy budget, and the relation between, hydrology, climate, soils and vegetation.
- Explain the surface hydrological processes related to evapotranspiration, soil water movement and rainfall-runoff dynamics, and the concepts and theories that describe the physics of these processes.
- Independently apply the understanding with analytical methods and conceptual models to quantitatively assess the surface hydrology for situations at catchment scales.

### Topics and Learning Activities

#### Part I: Radiation, energy and hydrological balances

The role and physical description of radiation and energy balances and the relation with the hydrological cycle. Climate, climate change and the relation with hydrology. Land surface hydrological processes and interactions with the atmosphere, and the relationships between hydrology, hydrology, climate vegetation and soils. Precipitation processes and the physics of evaporation and energy exchange between the land surface and the atmosphere.

#### **Learning Activities:**

*Class lectures, exercises, application of simple computer models, independent study and practice*

#### Part II: Soil water and evaporation

Application of practical methods for open water evaporation, potential evaporation and transpiration and actual evapotranspiration. Concepts to describe soil water transport and derivation of relations between hydraulic properties and soil water characteristics. Practical methods to compute infiltration, water movement in the unsaturated zone and the availability of soil water for crops.

#### **Learning Activities:**

*Class lectures, workshop assignments, independent study and practice*

#### Part III: Conceptual catchment modelling

Types of models and the use of conceptual models for rainfall-runoff modelling. Catchment hydrograph analysis and application to simulating runoff components. Model performance criteria, calibration and validation methods.

#### **Learning Activities:**

*Workshop presentations and applications using the NAM model*

### Lecturing Material

- Surface Hydrology, lecture notes
- Workshop Hydrology, lecture notes
- Soil-Water-Plant Relations, lecture notes
- Presentation and exercise materials

### Assessment

- **70%: Written Exam (closed book)**
- **30%: Assignment**

**2012/2014-WSE/HWR/04/s: Surface hydrology**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM:		Lecturer(s)
								contact hours	study/load hours	
1	Radiation, energy and hydrological balances	12			6			18	48	Dr. R. Venneker
2	Soil water and evaporation	14			8			22	58	Dr. ir. P. de Laat
3	Conceptual catchment modelling	6			6			12	30	Dr. J. Wenninger
4	Examination									
	<b>Total</b>	<b>32</b>			<b>20</b>			<b>52</b>	<b>136</b>	
<b>MSc module - UNESCO-IHE</b>										



# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: WSE-HECEPD / Short Course  
 Module Coordinator: A. Dastgheib, MSc

### Module Sheet

Module Name Port planning and infrastructure design	Module Code WSE/HECEPD/05/s	Credits 5
<b>Target Group</b>	<b>Prerequisites</b> Short Waves, Tides and Tidal Currents, Coastal Processes	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Have an insight in the design and construction, the interaction between all influencing conditions and factors and the construction procedures of berthing structures (bulk cargo terminals etc). Application in a design exercise.
- Design the layout of a port and understand how to review the activities in a port in relation to design. Know how to apply the planning process for the lay-out of a port and development of various types of terminals.

### Topics and Learning Activities

#### Maritime transport (A. Dastgheib)

Overview of main maritime trade routes, different sea going vessels and different commodities

##### **Learning Activities:**

*lecture*

#### Port Planning (H. Ligteringen, A.Dastgheib , C. Klaver, P. Taneja)

Port Master Planning: port functions and organization, port planning methodology, planning process, planning tasks, exercise; Design of Wet Areas: ship maneuvering and hydrodynamic behavior, approach channels, maneuvering areas within the port, port basins and berth areas, morphological aspects; Design of Container Terminals: terminal services, terminal components, types of terminals, terminal capacity, terminal dimensions; Introduction to queuing theory as a tool on port planning.

##### **Learning Activities:**

*lecture, exercise*

#### Marine Structures (L. Groenewegen)

Introduction, site selection, investigations at chosen site, determination of design parameters and normal design sequence of offshore jetties, typical lay-out and components of offshore berthing structures, design criteria, structural considerations, theories and techniques used, process of assessment of construction method and choice of construction equipment, practical recommendations, design of smaller jetties, examples. Exercise on design of Marine structures: determination of design parameters, lay-out, design criteria, functional and structural design.

##### **Learning Activities:**

*lecture*

#### Excursion Port of Rotterdam and Maeslantkering

Visit terminals in the Port of Rotterdam, see aspects of cargo handling and the logistic chain. Visit the innovative storm surge barrier Maeslantkering.

##### **Learning Activities:**

*Field trip*

### Lecturing Material

- Ligteringen, H.: Ports and Terminals, VSSD 2007
- Groenveld, R.: Service Systems in Ports and Inland waterways – VSSD
- PIANC, Approach Channels: A Guide for Design (Electronic Version)
- Kruk, de Heer: Merchant shipping and Cargo Handling - In0231/06/ , 2006

### Assessment

- 30%: Assignment
- 70%: Assignment

**2012/2014-WSE/HECEPD/05/s: Port planning and infrastructure design**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
<b>1</b>	<b>Maritime Transport</b>			<b>4</b>				<b>4</b>	<b>4</b>	A. Dastgheib
<b>2</b>	<b>Port Planing</b>		<b>8</b>						<b>8</b>	
2.1	Port Functions	2						2	6	P.Taneja
2.2	Int. to Master Planing	2						2	6	P.Taneja
2.3	Adaptive Port Planing	2						2	6	P.Taneja
2.4	Design of Wet Areas	2						2	6	H. Ligteringen
2.5	Planing of Land Areas	2						2	6	H. Ligteringen
2.6	Container Terminals	4						4	12	C. Klaver
2.7	Queuing Theory	6						6	18	A. Dastgheib
<b>3</b>	<b>Marine Structures</b>	<b>16</b>		<b>12</b>				<b>28</b>	<b>60</b>	L. Groenewegen
<b>4</b>	<b>Excursion Port of Rotterdam and Maeslantkering</b>					<b>8</b>		<b>8</b>	<b>8</b>	
	<b>Total</b>	<b>36</b>	<b>8</b>	<b>16</b>		<b>8</b>		<b>60</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: A. Mehari Haile, PhD, MSc

### Module Sheet

Module Name		Module Code	Credits
Water management systems and agronomy II		WSE/HELWD/05/s	5
<b>Target Group</b> Prospective Water Science and Engineering experts, particularly those specializing in Land and Water Development		<b>Prerequisites</b> Irrigation and drainage system design, preliminary tertiary unit layout and design, plant water relationships	

### Learning Objectives

Upon completion of the module participants will be able to..

- Analyse and evaluate and to apply the hydraulic principles for pipe flow in irrigation and drainage engineering.
- Present, process and interpret results of hydraulic laboratory measurements in a technical report
- Explain the principles of the hydrological cycle, the basic characteristics of precipitation and evaporation, the principles of reservoir operation.
- Apply some statistical tools used in hydrology, rainfall-runoff relations and design floods
- Have an understanding of water-crop yield relationships, management options under land or water scarcity and water saving techniques and be able to determine crop water requirements.

### Topics and Learning Activities

#### Applied Hydraulics of Irrigation Systems II, L.G.Hayde, (UNESCO-IHE)

Pipe flow: main dimensionless numbers, theory and application of the momentum principle in pipes, the Moody diagram. Pipe flow equations; Colebrook-White, ChÃ©zy, Hazen and Williams. Minor losses in pipes, pipe bends and other components. PROFILE to calculate the basic flow parameters (water depth, discharge, shear stress) in an open channel, namely irrigation and/or drainage canals. CANDLES to design the dimensions of irrigation canals in view of erosion and sedimentation. FLOP to calculate gradually varied flow profiles in open (semi) prismatic channels based on either Manning or ChÃ©zy. Checking of the design of irrigation and drainage canals under (semi) steady flow conditions.

#### Learning Activities:

lectures, exercises

#### Hydraulics Laboratory 2, L.G. Hayde (UNESCO-IHE)

Various types of measuring equipment. Various flow types: over a broad crested weir, through a contraction, underneath a gate. Gradually varied flow profiles. Forces due to flowing water. Pipe flow: velocity distribution and friction losses. Discharge-depth relationship.

#### Learning Activities:

lectures, class exercises, laboratory works

#### Irrigation and Drainage - Tertiary Unit Design II, A. Mehari Haile (UNESCO-IHE) and Eiman M. Fadul (Hydraulic Research Station, Sudan)

Detailed layout of basin and furrow tertiary units: Alternative canal, drainage and road networks that result in short canals and drains, compact field blocks with easily accessible roads, convenient irrigation delivery schedules; requires less water distribution, drainage and road structures, allow furrow length and basin size that deliver good water distribution uniformity (>80%) and good tertiary system efficiency (65 to 75%). The distribution uniformity and efficiency for furrow and basin irrigation systems are evaluated using Furdev and Basdev programmes respectively. Longitudinal profile of tertiary canals and drains as well as typical cross-sections of these canals.

**Learning Activities:**

lectures, class exercises, individual and group assignments, written reports

**Agronomy, A. Mehari Haile (UNESCO-IHE)**

Functions of water in the plant, development of root systems, transpiration, plant factors affecting transpiration, measurement of transpiration, water deficit and plant growth, water yield curves, crop-production functions, determination of optima under land or water scarcity conditions, calculate crop water requirements, select suitable planting dates, calculate yield decreases due to water stress, assess the effects of staggering on irrigation requirements, establish acceptable levels of water stress to reduce irrigation requirements, case studies on deficit irrigation, water use efficiency modification in different irrigation systems, agricultural practices to improve water use efficiency. Exercise CROPWAT.

**Learning Activities:**

lectures, exercises, individual and group assignments, written reports

**Lecturing Material**

- Hayde, L.G., 2011. Applied Hydraulics; Manual Flop, Gradually Varried Flow Profiles, LN0333/11/1
- Hayde,L.G., 2011. Applied Hydraulics; Synopsis, LN 0378/11/1
- Hayde, L.G., 2011. Applied Hydraulics; Pipe flow, LN0444/11/1
- Hayde, L.G., 2011. Applied Hydraulics; Manual Hydraulics Laboratory Exercises 2, LN0422/11/3
- Mehari Haile, A. 2012. Irrigation Agronomy, An Agricultural Approach. Forthcoming

**Assessment**

- 35%: Written Exam (closed book)
- 10%: Assignment
- 30%: Assignment
- 25%: Assignment

2012/2014-WSE/HELWD/05/s: Water management systems and agronomy II										
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
Hydraulics Laboratory 2					8			8	16	L.G. Hayde
Irrigation and Drainage - Tertiary Unit Design II	10	4	8				18	42	A. Mehari Haile	
Agronomy	8		6				14	30	A.Mehari Haile	
	<b>Total</b>	<b>30</b>	<b>8</b>	<b>26</b>	<b>8</b>		<b>64</b>	<b>140</b>		
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: P. Paron

### Module Sheet

Module Name Data collection and analysis	Module Code WSE/HERBD/05/s	Credits 5
<b>Target Group</b> Engineers, geoscientists, and other professionals with a keen interest for data collection and analysis, either in the field and using remote sensing & GIS methods.	<b>Prerequisites</b> Experience with basic statistics, basic GIS & Remote Sensing, and hydrology and hydraulics are welcome	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- 1 Gain an in-depth knowledge of the monitoring schemes and field techniques for water and sediment sampling, and in regionalisation techniques for ungauged basins.
- 2 Gain an introduction to the concepts of deterministic and probabilistic design for river and coastal structures.

### Topics and Learning Activities

#### 1 Data collection in the River Basin

Collection, management, and analysis of data in the river basin; Data measurement and analysis for water resources and floods, water quality, sediments and ecology. Quality control of data and optimisation of data collection networks, management of data in the river basin; organisations, roles, and responsibilities. Spatial and temporal scales, statistical methods for describing data variability, including flood frequency analysis. Introduction to regionalisation techniques for prediction in ungauged basins.

#### **Learning Activities:**

*Lectures and exercises*

#### 2 Deterministic & Probabilistic Design

Introduction to deterministic and probabilistic design; safety & risk. Principles; failure risks; events and fault trees; comparison with traditional design approaches. Applications to river & coastal engineering structures; flood defence; river training and bank protection works. Exercise on the application of probabilistic design methods to hydraulic structure.

#### **Learning Activities:**

*Lectures and exercises*

### Lecturing Material

- 1 Hand-outs provided by the instructor
- 2 Hand-outs and Lecture Notes provided by the instructor, reading list

### Assessment

- 40%: Written Exam (open book)
- 20%: Assignment
- 20%: Written Exam (closed book)
- 20%: Assignment

**2012/2014-WSE/HERBD/05/s: Data collection and analysis**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
	Data collection in the River Basin	24		16				40	88	M. Werner
	Deterministic & Probability Design	12		14				26	50	P. H.A.J.M. van Gelder
	<b>Total</b>	36		30				66	138	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: Hydroinformatics: modelling and information systems for water management

Module Coordinator: Prof. D.P. Solomatine, PhD, MSc

### Module Sheet

Module Name <b>Modelling theory and information management</b>	Module Code <b>WSE/HI/05/s</b>	Credits <b>5</b>
<b>Target Group</b> Participants of WSE Programme - Hydroinformatics	<b>Prerequisites</b> Modules 1-4	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Develop a computer code for calculating free-surface flow in canals and provide interpretation of a series of test involving various initial and boundary conditions
- Know about the main notions and types of information and knowledge systems and implement information systems using database technology using MS-Access
- Understand and explain the foundations of mathematical modelling, its relationship to systems and control theory, main modelling paradigms, selecting modelling software
- Understand the process of model building: data analysis, model calibration and verification, models integration. Appreciate a number of examples of using models in solving water-related issues, use of models by decision makers and other stakeholders
- Understand and use main principles and methods of analysing and predicting models uncertainty; be able to develop computer code for analysing uncertainty of a hydrological model
- Specify, design and build a simple modelling system with graphical user interface using rapid application development environment (Delphi) for software implementation

### Topics and Learning Activities

#### **Numerical Methods II, I. Popescu (IHE)**

Introduction to finite volume method. Introduction to finite element method. Exercises.

**Learning Activities:**

*Lectures, exercises*

#### **Database, information and knowledge systems. D.P. Solomatine and S.J. van Andel (IHE)**

Introduction. Society, information and knowledge.

Data models. Information entities and relations. Relational data model. Normalisation of tables.

Semantic data model. Main types of information systems. Distributed and client-server architectures. OLAP, data warehousing, data mining. Management information systems. Knowledge bases and expert systems. Knowledge management systems, main notions and tools.

**Learning Activities:**

*Lectures, exercises*

#### **Modelling theory and uncertainty. D.P. Solomatine (IHE)**

Foundations of mathematical modelling, its relationship to systems and control theory, main modelling paradigms, sequence of steps in building a model, selecting modelling software, use of models by decision makers and other stakeholders. Essence of data collection and analysis, model calibration and testing, models integration. Analysis of a number of examples of using models in solving water-related issues (floods, urban waters, coastal management).

Main principles and methods of analysing and predicting models uncertainty, with exercises.

**Learning Activities:**

*Lectures, exercises, workshop*

#### **Modelling system development. D.P. Solomatine and L. Alfonso (IHE)**

Developing modelling and graphical components of a water-based system using standard numerical and computer graphics toolboxes, and rapid application development environment Delphi.

**Learning Activities:**

*Excercises, workshop*

### Lecturing Material

- Popescu: Lecture notes on Numerical methods
- Solomatine: Lecture notes on Database, information and knowledge systems
- Price: Lecture notes on Modelling theory and practice
- Solomatine: Lecture notes on Uncertainty analysis in modelling

**Assessment**

- 30%: Assignment
- 15%: Written exam (closed book)
- 20%: Assignment
- 35%: Oral Exam

2012/2014-WSE/HI/05/s: Modelling theory and information management										
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
	Numerical Methods II	8			12			20	48	Popescu
	Database, Information and Knowledge Systems	6		6	4			16	32	Solomatine, van Andel
	Modelling theory and uncertainty	8		2	2			12	30	Solomatine
	Modelling system development	2		16	4			22	30	Solomatine
	<b>Total</b>	<b>24</b>		<b>24</b>	<b>22</b>			<b>70</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>										



# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
Specialization: HWR  
Module Coordinator: M. McClain

### Module Sheet

Module Name Water quality		Module Code WSE/HWR/05/s	Credits 5
<b>Target Group</b> All WSE students		<b>Prerequisites</b> No special prerequisites	

### Learning Objectives

Upon completion of the module participants will be able to..

- Apply basic chemical principles and determine reactions that play a role in the determination and evolution of water quality;
- Determine the various (contaminant) transport mechanisms taking place in (sub)surface hydrology;
- Apply appropriate methods to monitor, analyze and assess the water quality characteristics of hydrological systems.

### Topics and Learning Activities

#### Hydrochemistry (Appelo)

Rock weathering and the role of silica and carbonate minerals; cation exchange and oxidation-reduction reactions. Contaminant and pollution transport mechanisms, such as advection, dispersion, and mass exchange. Hydrochemical modeling using PHREEQC. Includes an introduction to the laboratory.

#### **Learning Activities:**

Lectures and exercises.

#### Organic matter and nutrient biogeochemistry (McClain)

Carbon cycling: organic matter and biochemical oxygen demand;  
Nutrient cycling: nitrogen, phosphorus, and eutrophication;  
Exercises with QUAL 2K

#### **Learning Activities:**

Lectures and exercises.

#### Water quality standards, monitoring, and assessment (McClain)

Water quality standard setting; collection and analysis of water quality monitoring data; water quality assessment techniques.

#### **Learning Activities:**

Lectures and exercises.

### Lecturing Material

- Lecture Notes
- Appelo, C.A.J. and Postma, D. 2005. Geochemistry, Groundwater, and Pollution, Taylor and Francis Publishers.
- PHREEQC Manual
- Qual2K Manual

### Assessment

- 50%: Written Exam (open book)
- 30%: Written exam (open book)
- 20%: Written Exam (open book)

**2012/2014-WSE/HWR/05/s: Water quality**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
<b>1</b>	<b>Biogeochemistry</b>									McClain
1.1	Forms and causes of water pollution	3						3	9	
1.2	Carbon Cycling	3						3	9	
1.3	Nutrient Cycling	3						3	9	
1.4	Lab Sessions				6			6	12	
	..									
<b>2</b>	<b>Water Quality Monitoring</b>									McClain
2.1	Water quality standards	2						2	6	
2.2	Designing a monitoring program	3						3	9	
2.3	Physico-chemical and bio-Monitoring	3						3	9	
2.4	Analyzing monitoring data	3						3	9	
2.5	Case study - monitoring program design			14				14	14	
	..									
<b>3</b>	<b>Hydrochemistry</b>									Appelo
3.1	From Rainwater to Groundwater	3						3	9	
3.2	Flow and retardation	3						3	9	
3.3	Law of mass action and activity	3						3	9	
3.4	Carbonate chemistry	3						3	9	
3.5	Cation exchange	3						3	9	
3.6	Sorption and silicates	3						3	9	
	<b>Total</b>	<b>38</b>		<b>14</b>	<b>6</b>			<b>58</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: WSE-HECEPD / Short Course  
 Module Coordinator: A. Dastgheib, MSc

### Module Sheet

Module Name Coastal and port structures		Module Code WSE/HECEPD/06/s	Credits 5
Target Group	Prerequisites Short Waves, Tides and Tidal Currents, Coastal Processes		

### Learning Objectives

Upon completion of the module participants will be able to..

- Understand the difference between alternative types of breakwaters and governing factors for their selection; Design breakwaters from conceptual to detailed and prepare the layouts and detailed cross-sections.
- Have an overview of structures and vessels used in the offshore industry, their behaviour under conditions of winds, waves, currents, environmental loading.
- Understand the basic principles of scaling factors and know how to design a scale model to reproduce certain hydraulic phenomena.

### Topics and Learning Activities

#### Design of Breakwaters (J. van der Meer, J. Wouters)

Types, functions, design procedure for breakwaters, data collection; soils, hydraulic conditions, construction materials, definition of requirements, governing parameters for breakwater design such as wave parameters, structural parameters, conceptual design, selection, preliminary design for rubble mound breakwaters, hydraulic response, structural response for rubble mound breakwaters, design of composite type, vertical wall and berm breakwaters, construction methods, case studies. Applications using BREAKWAT, exercise on design of rubble mound and vertical type breakwaters, geometrical design guideline for submerged breakwaters, application and exercise on design of submerged breakwaters.

#### Learning Activities:

lecture, exercise

#### Physical Scale Modelling (J. Van Overeem)

Overview of physical models, outline of the factors determining the design of scale models, reproduction of various hydraulic phenomena, scale effects

#### Learning Activities:

lecture

#### Offshore Engineering (A.Aalbers)

Review of structures and vessels used in the offshore industry, characteristic effects of wave, wind and current environment on the behaviour of floating offshore vessels: motions, mooring loads, workability, response of the structure to environmental loading: motions, mooring loads, both in the frequency and time domains, review of techniques to assess the behaviour in the design stage and during operations.

#### Learning Activities:

lecture

### Lecturing Material

- Meer, J.W. van der, Ligteringen, H: Breakwater Design, Lecture notes In0026/06
- Meer, J.W. van der: Infram publications Nrs 1,2,3,5,6, Lecture notes hh478/01/1
- Meer, J.W. van der, Wouters, J : Exercise Breakwater Design, Lecture notes In0027/08/1
- Meer, J.W. van der, Lem, J.C. van der, Handout Breakwater,
- PIANC: Analysis of rubble mound breakwaters " Report (Electronic Version)
- Overeem, J. van: Scale models for coastal engineering - Lecture notes hh143/97/1

### Assessment

- 100%: Assignment

**2012/2014-WSE/HECEPD/06/s: Coastal and port structures**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
1	Design of Breakwaters	20						20	60	J. van der Meer
2	Design of Breakwaters		8				16	16	56	J. Wouters / J. Van der Meer
3	Physical Scale Modelling	6						6	18	J. van Overeem
4	Offshore Engineering			6				6	6	A.Aalbers
<b>Total</b>		26	8	6			16	48	140	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: F.X. Suryadi, PhD, MSc

### Module Sheet

Module Name Aspects of irrigation and drainage	Module Code WSE/HELWD/06/s	Credits 5
<b>Target Group</b> All Land and Water Development participants.	<b>Prerequisites</b> Main and tertiary irrigation system design, agronomy, soil plant water relationship.	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Select a suitable flow control system, the appurtenant flow control structures and to specify the operation rules of the structures and social implications of applied irrigation techniques for different users
- Assess the sediment transport in irrigation canals and to evaluate the effect of various operation scenarios on the sedimentation; make a design of the horizontal and vertical alignment of irrigation canals considering various sediment conditions and modes of operation and maintenance;
- Discuss the importance of all environmental and social aspects that complete the determination of the feasibility of any land development project
- Describe the economic feasibility of land development projects and have a first understanding of financial reporting

### Topics and Learning Activities

#### Economic & Financial Analyses (Dr. Y. Jiang, MSc. UNESCO-IHE)

Capital, interest and time. Costs and benefits. B/C ratios and the internal rate of return. Unit prices. Evaluation of alternatives. An introduction to financial reporting; balance sheets, profit and loss account, cash flow statements.

#### **Learning Activities:**

*lecture, exercise*

#### Sociological aspects (L. Ch. Schenk-Sandbergen, Retired from Univ. Amsterdam)

Interpretation of social effects of irrigation, organisation of irrigation projects. Case studies on central aspects of irrigation schemes, such as governmental or private control; function of irrigation groups (membership and maintenance); applied technology, distribution and control. Case studies based on the participants' experience. Topics: function of sociologists, use requirements and distribution of water.

#### **Learning Activities:**

*lecture, exercise*

#### Flow control systems (F.X. Suryadi, UNESCO-IHE)

Introduction on flow control systems: purpose, classification, selection criteria, performance parameters. Proportional control: sensitivity of structures, application. Upstream control: principle, hydraulics, design of system, application. Downstream control: principle, hydraulics, design of system, application. Combined control: upstream and proportional control, mixed control, down- to upstream control, up- to downstream control, night reservoirs, head works. Water level regulators; discharge regulators; discharge measurement structures. Electronic control systems: Bival control, EI-flow control, Card control, Dynamic control, step controllers, PID controller. Application of different flow systems: case studies.

#### **Learning Activities:**

*lecture, exercise*

#### Main Drainage Systems & Salinity Control in Field Level (H. P. Ritzema, Alterra-Wageningen University; P. H. J. Hollanders, Principal Water Board of Delfland)

The need for drainage: water ponding, water logging and salinisation. Components of a surface drainage system. Factors related to drainage: agricultural objectives, environmental aspects, and soil and hydrological conditions. Drainage design criteria and layout. Drainage design equations: principles and applications.

#### **Learning Activities:**

*lecture, exercise*

#### Field Trip to North-West Netherlands

Get acquainted with some hydraulic engineering and water management aspects in North West Netherlands. Locks, pumping stations, navigation systems, flood protection.

### Lecturing Material

- Suryadi, 2010. Flow control in irrigation and drainage systems.
- Dahmen, 2000. Financial and economic analysis.
- Gittinger, J.P. Economic Analysis of Agricultural Projects
- Schenk-Sandbergen, 2003. Reader, Sociological Aspects of Irrigation
- Ritzema, H. 2009. Main Drainage Systems

### Assessment

- 25%: Assignment
- 20%: Assignment
- 30%: Assignment
- 25%: Assignment

2012/2014-WSE/HELWD/06/s: Aspects of irrigation and drainage											
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)	
1	Economic and Financial Analysis	8	8					8	32	Dr R.E. Namara	
2	Sociological Aspects	6	5				3	9	32	Dr. L. Schenk-Sandbergen	
3	Flow Control Systems	8	6				2	10	36	F.X. Suryadi, PhD, MSc	
4	Main Drainage Systems and Salinity Control in Field Level	8						8	24	Dr Ir H.P. Ritzema	
5	Main Drainage Systems and Salinity Control in Field Level		8						8	Ir P.H.J. Hollanders	
6	Field Trip to North-West Netherlands					8		8	8		
<b>Total</b>		<b>30</b>	<b>27</b>			<b>8</b>	<b>5</b>	<b>43</b>	<b>140</b>		
<b>MSc module - UNESCO-IHE</b>											

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: HERBD  
 Module Coordinator: M.G.F. Werner, PhD, MSc

### Module Sheet

Module Name River basin development	Module Code WSE/HERBD/06/s	Credits 5
<b>Target Group</b> Students of Hydraulic Engineering and River Basin Development	<b>Prerequisites</b> Working knowledge in topics such as Hydrology, Hydraulics, Sediment and Morphology, Water Quality, Ecology and River Dynamics.	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Understand the concepts of River Basin Development; Familiarise participants with potential and uses of water resources, factors affecting these and problems involved; principles and advances in integrated planning, development and multi-sectoral management of water resources; and the concepts of RB planning and management
- Describe likely environmental impacts on the water environment (from WRD projects); Explain the principles of environmental (social) impact assessment (EIA/ESIA); Distinguish and describe the different methodologies available to environmental assessment; Plan the different stages in environmental assessment; Apply a method to a given example and communicate that method to others.
- Understand the necessity for the integration of these topics/approaches in (international) projects
- Use state of the art modelling tools to simulate the distribuion of water to stakeholders within a river basin, and evaluate the impact of future scenarios and develop strategies to manage expected consequences

### Topics and Learning Activities

#### Water Resources Development Eelco van Beek)

Potentials and uses of water resources and factors affecting these, including the scope and role of hydraulic engineering in WRM/WRD projects. Principles and advances in integrated planning and multi-sectoral management of water resources, including (modelling) concepts of water systems analysis, decision support, performance criteria and evaluation techniques for the development of water resources in river basins. General planning and implementation principles, including legal and institutional aspects, of a wide variety of hydraulic engineering works. Case studies and exercises to respectively illustrate lessons learnt and best practices as well as gaining hands-on experience with essential components of WRD.

#### **Learning Activities:**

*Lectures and Exercises*

#### Environmental Assessment for WRM Projects (Hendrike Clouting, Lindsay Beevers, Rinus Vis)

Concepts of EIA and ESIA, process, legal and follow up requirements. General planning principles and EIS composition. Impact identification and evaluation, mitigation development and heirachy. Best practice guidance. Case studies and hands on experience during exercises and workshops.

#### **Learning Activities:**

*Lectures, Exercises & Case Study*

#### River Basin Development Exercise (Wil van der Krogt, Karen Meijer)

Workshop on River Basin Development integrating the above aspects(based on a case study in the Nile BAsin), emphasizing (i) problem analysis, policy making, planning, environmental and engineering aspects, (ii) integration of scales in time and space (basin, river stretch and floodplain) (iii) exercises and computer simulations on water supply and demand and floodplain management and (iv) components of Environmental Assessment.

#### **Learning Activities:**

*Exercise in computer lab*

### Lecturing Material

- Beek, E van.& Loucks, D. 2005. Water Resources Systems Planning and Management: An Introduction to Methods, Models and Aplications, UNESCO Publishing, Paris
- Beevers, L., 2008. Environmental Assessment (EIA/SEA). UNESCO-IHE Lecture notes
- Various Handouts

**Assessment**

- 25%: Written Exam (open book)
- 25%: Assignment
- 15%: Written Exam (open book)
- 10%: Assignment
- 25%: Assignment

2012/2014-WSE/HERBD/06/s: River basin development										
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
	Water Resources Development	24	4					24	76	Eelco van Beek
	Environmental Aspects of WRM projects	6		6				12	24	Henrike Clouting
	Environmental Aspects of WRM projects	4		4				8	16	Rinus Vis
	River Basin Development Exercise	2		16				18	22	Wil vd Krogt & Karen Meijer
	<b>Total</b>	<b>36</b>	<b>4</b>	<b>26</b>				<b>62</b>	<b>138</b>	
<b>MSc module - UNESCO-IHE</b>										



# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: Hydroinformatics: modelling and information systems for water management

Module Coordinator: Prof. D.P. Solomatine, PhD, MSc

### Module Sheet

Module Name		Module Code	Credits
Data-driven modelling and real-time control of water systems		WSE/HI/06/s	5
<b>Target Group</b> Participants in WSE programme - hydroinformatics, Participants in HIFRM Erasmus Mundus Programme, Participants in short course "Data driven modelling and real-time control of water systems"		<b>Prerequisites</b>	

### Learning Objectives

Upon completion of the module participants will be able to..

- 1. Understand the main optimisation techniques
- 2. Understand and explain how real-time control systems work
- 3. Identify the potential of control to solve hydrological problems
- 4. Sketch a general plan for a regional real-time control system
- 5. Know the main techniques of data-driven modelling from machine learning (neural networks, model trees, instance-based learning, fuzzy systems, etc.) and select proper methods and tools for building data-driven models
- 6. Correctly classify a modelling problem as a physically-based, data-driven, or hybrid

### Topics and Learning Activities

#### Introduction to optimisation, D. P. Solomatine (IHE)

Introduction to classical optimisation. Linear and non-linear optimisation. Derivative-based and direct methods. Notion of dynamic programming. Global (multi-extremum) optimisation. Randomized search, genetic and evolutionary approaches. Multi-objective optimization. Applications in water sector.

#### **Learning Activities:**

Formal lectures

Classroom - computer exercises

Exercises and workshops: optimal water allocation; automatic model calibration

#### Real time control of water systems, A. Lobrecht (IHE), S. J. van Andel (IHE), L. Alfonso (IHE), A. Szollosi-Nagy (IHE)

Introduction to Real-Time Control; Modelling hydrological systems and optimal control problems with AQUARIUS; Control-systems functions and techniques; Hardware and software components; Data assimilation; Control systems in industry; Identifying control system components.

#### **Learning Activities:**

Formal lectures

Classroom - computer exercises

Classroom workshops on case study analysis

One day field trip to North-West Netherlands

#### Data driven modelling and computational intelligence, D. P. Solomatine (IHE), B. Bhattacharya (IHE), A. Szollosi-Nagy (IHE)

Modelling in the framework of Hydroinformatics. Data-driven and physically based models. Overview of machine learning and computational intelligence.

Main types of machine learning: classification, association, clustering, numeric prediction. Decision, regression and model trees. Artificial neural networks. Instance-based learning. Committees of models. Fuzzy logic and fuzzy rule-based systems.

#### **Learning Activities:**

Formal lectures

Classroom - computer exercises

Exercises and workshops: using data driven methods in hydrological forecasting.

### Lecturing Material

- Solomatine. Lecture notes on Data-driven modelling.
- Solomatine. Reader on optimization.
- Mitchell. Machine learning. McGraw-Hill, 1997.
- Witten and Frank. Data mining. Morgan-Kaufman, 2000.
- Abrahart, See, Solomatine (eds.). Practical hydroinformatics: computational intelligence and technological developments in water applications. Springer, 2008.
- Lobbrecht: Lecture notes on Real time control of water systems
- Modelling software: AQUARIUS; Exercises
- Data-driven modelling software: WEKA, NeuralMachine; Exercises
- Optimisation software: GLOBE, MS-Excel Solver; Exercises

### Assessment

- 10%: Assignment
- 15%: Assignment
- 25%: Written Exam (closed book)
- 30%: Written Exam (open book)
- 20%: Assignment

2012/2014-WSE/HI/06/s: Data-driven modelling and real-time control of water systems												
Nr	Course/Topic	Lecture	Assignment	Workshop Case study	Role play Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
1	Introduction to optimisation	4		4			2			10	20	D.P. Solomatine
2	Real-time control of water systems	16		12						28	60	A.H. Lobbrecht, L. Alfonso, S.J. van Andel
3	Data driven modelling and computational intelligence	14		18						32	60	D.P. Solomatine
<b>Total</b>		<b>34</b>		<b>34</b>			<b>2</b>			<b>70</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>												

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: HWR  
 Module Coordinator: J.W.A. Foppen, PhD, MSc

### Module Sheet

Module Name Tracer hydrology and flow systems analysis		Module Code WSE/HWR/06/e	Credits 5
<b>Target Group</b> Interested students.	<b>Prerequisites</b> Approved BSc degree and basic hydraulics/hydrology, earth sciences, hydrogeology, and water quality.		

### Learning Objectives

*Upon completion of the module participants will be able to..*

- apply knowledge of the concepts of tracer hydrology, with emphasis on environmental isotopes.
- apply knowledge of the concept of hydrochemical facies analysis.
- independently use these methodologies to quantitatively assess characteristics of hydrological flow systems.
- carry out comprehensive hydrological flow systems analyses in surface water and groundwater systems in different hydro-climatic regions and geological conditions.

### Topics and Learning Activities

#### Tracer Hydrology

This course treats different methods to analyse and assess hydrological flow systems. Special attention will be given to hydro-chemical and tracer hydrological approaches to delineate flow systems and understanding flow patterns in the environment. The use of tracer techniques will illustrate the determination of flow pathways, residence times of the water, the hydraulic properties of flow systems and the mixing of different water compartments.

#### **Learning Activities:**

*The learning objectives will be achieved through class lectures explaining background and methodologies, practical application exercises, which are to be worked out as assignments, and group exercises.*

#### Flow Systems Analysis

Introduction: definitions, use of Systems Analysis in practice, examples;  
 Characteristics of the natural flow field: Toth's description of Groundwater Flow Systems,  
 Hydrochemical Facies Analysis: Defining the facies and classification of water types, indexes and temperature, identification of groundwater origin, mapping and interpretation;

#### **Learning Activities:**

*Lectures, exercises, and a 1 day fieldwork to the Halsteren Laag (a small brook).*

### Lecturing Material

- Hand-outs
- Lecture Notes

### Assessment

- 50%: Written Exam (closed book)
- 50%: Written exam (closed book)

**2012/2014-WSE/HWR/06/e: Tracer hydrology and flow systems analysis**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
1	Tracer Hydrology	16				2	4	22	62	Wenninger
2	Tracer Hydrology	4						4	12	Araguas (IAEA)
3	Flow Systems Analysis	12		8		6	4	30	62	Foppen
<b>Total</b>		<b>32</b>		<b>8</b>		<b>8</b>	<b>8</b>	<b>56</b>	<b>136</b>	

**MSc module - UNESCO-IHE**

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: F. van der Meulen

### Module Sheet

Module Name Environmental aspects of coasts and ports		Module Code WSE/HECEPD/07/s	Credits 5
Target Group	Prerequisites Basic knowledge of waves, hydraulics, coastal morphology, breakwaters, marine structures and port planning and lay out		

### Learning Objectives

Upon completion of the module participants will be able to..

- Understand and be able to quantify the interactions between the environment and hydraulic engineering projects on coasts and in harbours, get acquainted with sustainable development and management of coasts and ports and the relevant technical, legal and institutional aspects.
- Familiarise with the different coastal protection schemes and the governing factors for their selection and impacts. Understand the different methods for the management of the coastline and how to apply them in practice.
- Be able to apply the engineering principles in solving a combined coastal/port problem.
- Have a better insight in the natural characteristics and physical processes of coastal ecosystems.
- Assess possible impacts of human activities and climate change on coastal systems and think of innovative alternatives for coastal engineering and management, for example via "building with nature".

### Topics and Learning Activities

#### Coastal Ecosystems and Management (F. van der Meulen)

An introduction to the main system characteristics (physical processes and contributing elements) of the important coastal lowland environments (mangroves, beaches and dunes, estuaries, wetlands) and guidelines for their management. Also the impact of human activities and of climate change on these systems are discussed.

##### **Learning Activities:**

*Interactive Lectures and short exercises*

#### Coastline Management (R. Ranasinghe)

Introduction to coastline management (issues and strategies. Hard and soft coastline protection methods (groynes, seawalls, offshore emergent and submerged breakwaters, beach nourishment, coastal setback lines (probabilistic methods, case study.

##### **Learning Activities:**

*Lectures and case study*

#### Coast and Port Project (D. Roelvink, A. Dastgheib)

Feasibility study of a small marina on the Dutch coast. Initial design of layout, analyses of impact of adjacent beaches, assessment of dredging needs, using Matlab based coastal modelling or XBeach.

##### **Learning Activities:**

*Lectures and Group work*

#### Environmental Issues in Port development and Port operation (T.Vellinga)

Integration of environmental issues in port planning and design; Environmental aspects which affect port-layout; Land use planning, visual amenity, dangerous goods, dredging and disposal of dredged material, prevention nuisance, contamination of soil and groundwater, reception of ballast water and waste and wetlands and nature areas. Relevant aspects for environmental impact assessment. Green Ports strategy including explanation. Working with Nature and Early Stakeholder Involvement. Examples.

##### **Learning Activities:**

*Lectures*

#### Siltation (P. van Gelder)

Siltation in port, basins and navigation channels

##### **Learning Activities:**

*Lectures and exercises*

### Lecturing Material

- T. Vellinga and M Geense, 2004, Environmental Issues in Port Development and Port Operation. Readers to be provided during the course (T. Vellinga)
- Van der Meulen, Frank, Coastal Ecosystems and Management An Introduction. LN0355.12.1. Handouts to be provided during the course.

### Assessment

- 15%: Written Exam (closed book)
- 15%: Written exam (closed book)
- 15%: Written Exam (closed book)
- 15%: Written Exam (closed book)
- 40%: Assignment

2012/2014-WSE/HECEPD/07/s: Environmental aspects of coasts and ports											
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)	
1	Coastal Ecosystems and Management	6						6	18	Dr. F. van der Meulen	
2	Siltation	6						6	18	Dr. P. van Gelder	
3	Coastline Management	6						6	18	Dr. R. Ranasinghe	
4	Coast and Port project	6	32	12				18	62	Prof. J. A. Roelvink; Dr. A. Dastgheib	
5	Environmental Issues in Management and Planning of Ports and Coasts	8						8	24	Prof. T. Vellinga	
<b>Total</b>		<b>32</b>	<b>32</b>	<b>12</b>				<b>44</b>	<b>140</b>		
<b>MSc module - UNESCO-IHE</b>											

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: K.C. Prasad, PhD, MSc

### Module Sheet

Module Name Service oriented management of irrigation systems	Module Code WSE/HELWD/07/s	Credits 5
<b>Target Group</b> All Land and Water Development participants.	<b>Prerequisites</b> Agronomy, irrigation methods, management and socio-economic aspects of irrigation systems, irrigation flow control and conveyance systems.	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Formulate policy objectives for irrigation development and management
- Gain insight to the laws, legislations, and traditions pertaining to the development and use of water resources for agriculture
- Identify water delivery arrangements including suitable flow control amenable to objectives
- Comprehend different levels of water delivery service and associated costs
- Conceptualize legislative, organisational and financial attributes of irrigation service delivery
- Draw up service agreements considering cost recovery and accountability;  
 Design asset management programs and action plans for implementation; and  
 Devise monitoring & evaluation and benchmarking systems for assessing system performance

### Topics and Learning Activities

#### **Management of Irrigation Systems, K. Prasad (UNESCO-IHE) and H. Malano (University of Melbourne)**

Terminology and definitions, management approaches, objectives in irrigation, interest groups, conflicting objectives. Activities in irrigation management. Water delivery policies: entitlement to water, operational objectives (adequacy, equity, reliability), cropping policies. Water delivery systems: arranged, on request, on-demand supplies, irrigation scheduling. Monitoring & Evaluation and benchmarking for performance assessment, indicators, parameters, targets, standards.

Concept of service oriented management, typology of goods and services, clients and stakeholders, service determining factors, levels of service, infrastructure, flow control and service potential, cost of service, maintenance, financial arrangements, service agreements, specification and conditions of service, organisational structures, cost recovery, farmers' participation, role of line agencies and accountability mechanisms in water management institutions.

#### **Learning Activities:**

*Lecture and groupwork*

#### **Water Law, J. Gupta (UNESCO-IHE)**

Origin, evolution, sources, elements and history of national water law and the later influence of environmental law including elaboration of irrigation law. Influence of local, regional, national laws and regulations on irrigation and drainage plans.

#### **Learning Activities:**

*Lecture*

#### **Asset Management, M. Kok (HKV-Lijn in Water)**

Asset management concepts: types of assets, life cycle, economic life, useful life, residual life; Asset register; Asset management functions, asset planning strategies, asset O&M, performance monitoring, rehabilitation, modernisation, replacement, disposal, rationalisation; Development and implementation of asset management plans for irrigation systems, related organisational aspects, Management Information System.

#### **Learning Activities:**

*Lecture and exercise*

#### **Field Trip, K. Prasad (UNESCO-IHE)**

Visit to the Association of Water boards (Unie van Waterschappen); Kinderdijk; and Greenhouse for pepper/paprika production.

### Lecturing Material

- Malano and van Hofwegen, 2006. Management of Irrigation and Drainage Systems - A Service Approach, IHE Monograph 3
- Kok, 2000. Asset Management
- Gupta, 2005. Water and Environmental Law and Institutions
  
- Van Hofwegen and Jaspers, 2005. Analytical Framework for Integrated Water Resources Management - Guidelines for Assessment of Institutional Frameworks, IHE Monograph 2. (Optional)

### Assessment

- **70%: Oral Exam**
- **30%: Assignment**

2012/2014-WSE/HELWD/07/s: Service oriented management of irrigation systems														
Nr	Course/Topic	Lecture	Assignment	Workshop	Case study	Role play	Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
1	Management of Irrigation Systems	20	20									20	80	K.C. Prasad, PhD and H. Malano, PhD
2	Water Law	4										4	12	J. Gupta, PhD
3	Asset Management	6	6									6	24	M. Kok, PhD
4	Fieldtrip										8	8	24	
<b>Total</b>		<b>30</b>	<b>26</b>								<b>8</b>	<b>38</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>														



# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: L. Brandimarte, PhD, MSc

### Module Sheet

Module Name River structures	Module Code WSE/HERBD/07/s	Credits 5
<b>Target Group</b>	<b>Prerequisites</b> Working knowledge in Applied Hydraulics, Sediment Transport and River Dynamics	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- 1) to analyze the interaction between flow and hydraulic structures in natural open channels
- 2) to create preliminary hydraulic design of selected river structures
- 3) to determine the consequences of different design solutions on the natural river behavior

### Topics and Learning Activities

#### I. River Structures (Dr. L. Brandimarte)

Hydraulic structures in mountain river training  
 Check dams and debris dams: interaction between flow and structures; principles of design and operation  
 Hydraulic structures in low land river training and flood protection  
 Interaction between flow and structures; principles of design and operation  
 Hydraulic structures auxiliary to engineering works  
 Spillways; Bottom outlets; Energy dissipaters: principles of design and operation

#### **Learning Activities:**

- \* Frontal lectures
- \* Individual and group exercises on the hydraulic analysis and design of selected hydraulic structures
- \* Critical analysis of selected peer reviewed papers

*\* Case study: the Vajont dam disaster*

#### II. Design Flood Estimation (Dr. Giuliano Di Baldassarre)

Statistical analysis of flood data, probabilistic models, parameter estimation, model selection, statistical tests, goodness-of-fit, flood quantiles, uncertainty in flood frequency analysis

#### **Learning Activities:**

- \* Frontal lectures
- \* Exercises on the estimate of flood design for hydraulic structure design
- \* Critical analysis of selected peer reviewed papers

#### III. Design of low land hydraulic structures (Dr. M. Maglionico, University of Bologna)

Engineering solution in the design of low land hydraulic structures for flood control.

#### **Learning Activities:**

- \* Frontal lectures
- \* Analysis of layouts of low land structures
- \* Critical analysis of selected peer reviewed papers

### Lecturing Material

- Handouts and references provided by Lecturers
- Jansen, P.Ph., 1979. Principles of River Engineering. The non-tidal alluvial river. Delft University Press, the Netherlands.

### Assessment

- 100%: Oral Exam

**2012/2014-WSE/HERBD/07/s: River structures**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM:		Lecturer(s)
								contact hours	study/load hours	
	<b>I. River Structures</b>	<b>18</b>		<b>6</b>	<b>18</b>			<b>42</b>	<b>96</b>	L. Brandimarte, PhD, MSc
	<b>II. Design Flood Estimation</b>			<b>4</b>				<b>4</b>	<b>4</b>	G. Di Baldassarre, PhD, MSc
	<b>III. Design of low land structures</b>	<b>12</b>						<b>12</b>	<b>36</b>	M. Maglionico, PhD, MSc
	<b>Total</b>	<b>30</b>		<b>10</b>	<b>18</b>			<b>58</b>	<b>136</b>	

**MSc module - UNESCO-IHE**

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: Hydroinformatics: modelling and information systems for water management

Module Coordinator: A. Jonoski, PhD, MSc

### Module Sheet

Module Name River basin modelling	Module Code WSE/HI/07/s	Credits 5
<b>Target Group</b> Participants in WSE programme - hydroinformatics; Participants in HIFRM Erasmus Mundus Programme; Participants in short course "River Basin Modelling"	<b>Prerequisites</b> Hydrology and Hydraulics; Fluid dynamics; Information technology and computer science; Numerical methods;	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Understand and explain the multi-purpose nature of river basins and approaches for their integrated planning and management.
- Know how to model flow processes in porous media
- Use MODFLOW to simulate groundwater flow in the saturated zone
- Know how to model hydrological processes in catchment rainfall-runoff
- Use NAM to simulate rainfall runoff in a natural catchment
- Know how to use MIKE-SHE to model both surface and groundwater flow in a natural catchment, including the unsaturated zone

### Topics and Learning Activities

#### River basin management, G. Di Baldassarre (IHE), W. van der Krogt (Deltares)

Introduction to the management of river basins; water resources; catchment yield; land use and agriculture; storage; groundwater; flood mitigation; irrigation; power generation; navigation; demand forecasting; dealing with droughts. Exercises and workshops with RIBASIM.

#### **Learning Activities:**

*Attending lectures;  
Exercises and workshops in a computer lab;  
Self study;*

#### Groundwater modelling, A. Jonoski (IHE)

The continuum approach; definitions; Darcy's law; groundwater flow in the saturated zone: equations for 1D, 2D and 3D flow; modelling approaches; modelling protocol; contaminant transport through advection and diffusion; exercises and workshops with the MODFLOW software package to solve a water resources analysis problems: problem definition, model building.

#### **Learning Activities:**

*Attending lectures;  
Exercises and workshops in a computer lab;  
Self study;*

#### Catchment modelling, M. Butts (DHI), A. Jonoski (IHE) and I. Popescu (IHE)

Types of hydrological models: empirical/data-driven/black box; conceptual and physically based models. NAM lumped-conceptual model: model-set-up of a catchment & calibration from rainfall & discharge records. Focus on distributed physically based catchment modelling with MIKE-SHE: 1) introduction to the modelling exercises and workshops; presentation of MIKE-SHE software package and the catchments used for the exercises; 1) Initial model building - saturated zone; 2) Overland and river flow modelling - comparison of models with and without the river network; 3) Unsaturated zone modelling 4) Fully integrated catchment model: river + drainage + saturated + unsaturated zone;

#### **Learning Activities:**

*Attending lectures;  
Exercises and workshops in a computer lab;  
Self study;*

## Lecturing Material

- Lecture Notes:

Price and van Griensven: River basin management;-

Refsgard: Introduction to hydrological modelling: Modelling of the processes of the land phase of the hydrological cycle;-

- PowerPoint slides:

Di Baldassarre: River Basin Management;-

Jonoski: Groundwater modelling;-

Butts: Catchment modelling;-

- Handouts:

Jonoski: Groundwater modelling using MODFLOW;-

Jonoski and Popescu: Catchment modelling with MIKE SHE;-

van der Krogt: RIBASIM user manual;-

- Modelling software: RIBASIM, MODFLOW; NAM and MIKE-SHE; MIKE11

## Assessment

- 100%: Written Exam (closed book)

2012/2014-WSE/HI/07/s: River basin modelling												
Nr	Course/Topic	Lecture	Assignment	Workshop Case study	Role play Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
1	River basin management	6		4			4			14	30	Å G. Di Baldassarre, W. van der Krogt
2	Groundwater modelling	8		6			6			20	42	A. Jonoski
3	Catchment modelling	12		10			10			32	66	M. Butts, A. Jonoski, I. Popescu
<b>Total</b>		<b>26</b>		<b>20</b>			<b>20</b>			<b>66</b>	<b>138</b>	
<b>MSc module - UNESCO-IHE</b>												

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Hydrology and Water Resources  
 Module Coordinator: Dr. R.G.W. Venneker

### Module Sheet

Module Name Hydrological data collection and processing		Module Code WSE/HWR/07A/s	Credits 5
<b>Target Group</b> Students of the WSE/HWR Programme, and selected short course participants	<b>Prerequisites</b> Good foundation and understanding in hydrology, hydrometeorology, and the water resources-related interactions taking place in hydrological basins		

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Comprehend the need for hydrological data and information, and the roles and functions of National Hydrological Services.
- Comprehend the activities involved in water resources-related data collection, processing, storage and retrieval.
- Explain the principles and concepts used in hydrological observing networks and routine data collection.
- Apply standard methods for processing and analyzing hydrological data to prepare water resources information.
- Apply hands-on experience with collecting, processing and comparative analysis of hydrometeorological station data.

### Topics and Learning Activities

#### Hydrological data processing and analysis

Overview of data collection, storage and information provision. Institutional and organizational aspects of national capabilities in hydrological data and information services. Data collection networks, observation, transmission, primary and secondary processing, and archiving. Principles of measurement and methods of observing hydrometeorological elements. Streamflow measurements and rating curve construction. Integration of data sources. Analysis of time series for provision of water resources information. Spatial integration of hydrological data for water resources assessment.

#### **Learning Activities:**

*Class lectures, exercises in processing and analysis of hydrological data, and assessment of hydrological observing networks.*

#### **Practical: hydrometeorological data collection and analysis**

In this practical the students carry out daily routine observations at the Institute's "roof hydromet station", and process and evaluate the measurements in order to produce a small report that includes a comparison with published data.

#### **Learning Activities:**

*This part is conducted in small groups and involves a short oral presentation at the end of the module. Students are expected to work largely independent, under supervision and guidance, as required. The results are to be recorded in a written report.*

#### **Excursion**

A one-day excursion is part of this module to provide examples of practical hydrological data monitoring activities in the Netherlands.

#### **Lecturing Material**

- Presentations, Lecture notes, and exercise materials.
- Book: Boiten, W. Hydrometry 2nd edition, CRC Press, 2008.

#### **Assessment**

- 60%: Written Exam (closed book)
- 40%: Lab Report

**2012/2014-WSE/HWR/07A/s: Hydrological data collection and processing**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM:		Lecturer(s)
								contact hours	study/load hours	
1	Hydrological data processing and analysis	28		20				48	104	Dr. R. Venneker, Dr. T. Bogaard, Dr. Y Zhou
2	Practical hydrometeorological data collection and evaluation	4		20				24	32	Dr. R. Venneker
3	Excursion									
4	Examination									
	<b>Total</b>	<b>32</b>		<b>40</b>				<b>72</b>	<b>136</b>	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Hydrology and Water Resources  
 Module Coordinator: J.C. Nonner, MSc

### Module Sheet

Module Name	Module Code	Credits
Groundwater data collection and interpretation	WSE/HWR/07B/s	5
<b>Target Group</b> Participants in Hydrology and Water Resources, short course participants involved in groundwater and environmental impacts investigation and monitoring activities.	<b>Prerequisites</b> Approved BSc degree and basic hydraulics/hydrology subjects	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- understand and interpret hydro(geo)logical time series and spatial data
- understand the underlying principles of methods applied to groundwater exploration and monitoring;
- plan a groundwater investigation programme and to interpret the results of such a programme;
- learn methods and procedures used in groundwater monitoring;
- design a groundwater monitoring network and to assess the required measurement frequencies.

### Topics and Learning Activities

#### Hydrogeostatistics (Y. Zhou)

Statistical descriptors and their use in hydrological data analysis: Correlation and regression analysis; Time series analysis: autocorrelation, trend, periodicity and stochastic components; statistical test of trend; harmonic analysis; AR models; Spatial description: spatial hydrological and hydrogeological variables; spatial variability; trend surfaces; simple and ordinary kriging; intrinsic hypothesis; variograms; estimation of variograms using measurements; spatial interpretation with kriging.

#### **Learning Activities:**

*Lectures and computer workshops with basic statistics, regression, time series and kriging.*

#### Groundwater Surveys(J.C. Nonner)

This subject deals with the exploration of groundwater resources and follows particularly on Common Module 1 and HY03. The first part deals with methods including desk studies, hydro-geological mapping and well inventories, and surface geophysical measurements. Then follow outlines on well drilling and well logging techniques and the interpretation of results. Finally, the practical set up and execution of pumping tests and the interpretation of test results is being dealt with.

#### **Learning Activities:**

*Lectures will be given and class exercises will have to be dealt with by the participants. Software for the interpretation of Schlumberger geophysical measurements, GEWin-Excel and pumping test data, AquiferTest, is being introduced. Practical experience will also be obtained during the fieldwork in module HY09.*

#### Groundwater Monitoring (Y. Zhou)

Principles and concepts of groundwater monitoring, following up on material dealt with in module HY06. The lectures and exercises discuss and practice the design and operational aspects of groundwater observation networks. Introduction: basic concepts and procedures; Network density for estimating the global mean; Monitoring of diffusive pollution; Monitoring of waste disposal sites; Network density graphs; Determination of network density with Kriging; Determination of sampling frequency with time series analysis.

#### **Learning Activities:**

*Computer workshops are organised to learn the methods for the design of groundwater monitoring networks.*

#### Case Study Breevenen (N. van der Moot)

Insight into the interpretation of borehole data and geophysical measurements is obtained by considering a typical case study in the northeastern part of The Netherlands. The interpreted data are used to characterise the sedimentary groundwater system in the area.

#### **Learning Activities:**

*Computer workshops using the Gewin Excel package are used to become familiar with the interpretation methods and to complete an assignment.*

### Lecturing Material

- Zhou, Y., Hydrogeostatistics, Lecture notes
- Nonner, J., Introduction to groundwater exploration, Lecture notes.
- Zhou, Y., Groundwater monitoring, Lecture notes, LN0053/09/1

- Van der Moot, N., Case study Breevenen, Lecture notes.

### Assessment

- 25%: Written Exam (closed book)
- 35%: Written exam (closed book)
- 15%: Written Exam (closed book)
- 10%: Assignment
- 15%: Assignment

2012/2014-WSE/HWR/07B/s: Groundwater data collection and interpretation														
Nr	Course/Topic	Lecture	Assignment	Workshop	Case study	Role play	Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM:		Lecturer(s)
												contact hours	studyload hours	
	Hydrogeostatistics	12			6							18	42	Zhou PhD
	Groundwater Surveys	13			13							26	52	Nonner MSc
	Groundwater Monitoring	12			8							20	44	Zhou PhD
	Case Study Breevenen				6							6	6	vd Moot MSc
	<b>Total</b>	<b>37</b>			<b>33</b>							<b>70</b>	<b>144</b>	
<b>MSc module - UNESCO-IHE</b>														



# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: WSE-HECEPD, WSE-HELWD, WSE-HERBD, WSE-HWR, WSE-HI / Short Course

Module Coordinator: P. Taneja

### Module Sheet

<b>Module Name</b> Management of coasts and ports (International Port Seminar)	<b>Module Code</b> WSE/HECEPD/08A/e	<b>Credits</b> 5
<b>Target Group</b>	<b>Prerequisites</b> Bachelor degree in hydraulic engineering, mechanical engineering or technical management or a comparable level obtained by 3-5 years working experience in the field of port management or port planning and engineering.	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Learn about the international character of a port; the supply chain and port logistics; economic aspects of ports, and port organisations. Learn about strategic planning; design and construction of port infrastructure; life cycle approach, and port maintenance. Get acquainted with practical aspects of port management and engineering.

### Topics and Learning Activities

#### International Port Seminar

A comprehensive overview of the managerial aspects of modern ports with a special focus on the technical management. Includes port and shipping logistics, containerization, cargo handling, terminals, economic aspects, port master planning, port simulation, hinterland connections, health, safety and environment, life cycle management, maintenance and monitoring.

Port visits in the Netherlands and neighbouring countries.

#### **Learning Activities:**

*lecture, exercise, field trip, simulation game*

### Lecturing Material

- Ligteringen, H.: Ports and Terminals, VSSD 2007
- Kruk, de Heer: Merchant shipping and Cargo Handling - In0231/06/, 2006
- Groenveld, R.: Service Systems in Ports and Inland waterways " VSSD
- Handouts

### Assessment

- 100%: Presentation**

2012/2014-WSE/HECEPD/08A/e: Management of coasts and ports (International Port Seminar)										
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
1	Port Seminar	12		70		32		114	138	
	<b>Total</b>	12		70		32		114	138	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: M. van der Wegen

### Module Sheet

Module Name		Module Code	Credits
Management of coasts and ports (integrated coastal zone management)		WSE/HECEPD/08B/e	5
Target Group	Prerequisites Bachelor degree in a field related to land and water management or spatial planning, workable knowledge of free surface hydrodynamics		

### Learning Objectives

Upon completion of the module participants will be able to..

- deal with the needs and methods for an integrated approach to problems in the coastal zone and be aware of the various users and impacts on user functions in the coastal zone, be aware of the need of interdisciplinary cooperation in the development of coastal zone management schemes.
- have a better insight in the natural characteristics and physical processes of coastal ecosystems and their management.
- asses possible impacts of human activities (with a special emphasis on port development) and climate change on coastal systems .
- think of innovative alternatives for engineering and management, for example via "building with nature" and a port expansion simulation gaem

### Topics and Learning Activities

#### 1. ICZM Seminar (H.J.Verhagen, M.van der Wegen and others)

The guiding line through the whole course is the idea that a coastal zone should be regarded as an integrated system. During the lectures , various aspects of integrated coastal zone management are discussed. Several case studies from a number of countries are given. A demonstration of the relevancy of Integrated Coastal Zone Management is given in an exercise in which for a given case, a fictive estuary (Pesisir Tropicana) the participants have to set up and evaluate several alternatives for developments in the coastal zone. The exercise is completed by a simulated session of a "coastal commission" where a selection is made between the various alternatives.

#### **Learning Activities:**

*The course consists of lectures, demonstrations, groupwork and workshops.*

#### 2. Port expansion simulation game

A comprehensive exercise on port expansion management. Port visits in the Netherlands and neighbouring countries

#### **Learning Activities:**

*The course consists of a workshop and field visits.*

### Lecturing Material

- 1. Verhagen, H.J, Pesisir Tropicana, a case study in Coastal Management, Lecture notes In0090/04/
- 1. Verhagen, H.J. et.al.: The Coast in Conflict, Lecture notes In0088/06/
- 1. ICZM Seminar Handouts.

### Assessment

- 100%: Oral Exam

**2012/2014-WSE/HECEPD/08B/e: Management of coasts and ports (integrated coastal zone management)**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
	<b>ICZM Seminar</b>	4		60			8	72	96	H.J.Verhagen, M.vander Wegen and others
	<b>Port expansion workshop</b>			24		16		40	40	A. Dastgheib, P. Taneja
	<b>Total</b>	4		84		16	8	112	136	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: F.X. Suryadi, PhD, MSc

### Module Sheet

Module Name Conveyance systems	Module Code WSE/HELWD/08/e	Credits 5
<b>Target Group</b> All Land and Water Development participants.	<b>Prerequisites</b> A general knowledge about irrigation and drainage systems, basic and applied hydraulics.	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Make simple unsteady flow computations for open channels and closed conduits
- Apply DUFLOW for non-steady flow phenomena in open irrigation and drainage networks; to evaluate the results and to assess the advantages and disadvantages of the model for solving surface flow problems
- Assess the advantages and disadvantages of various numerical schemes for solving sets of equations in surface flow modelling and to select the appropriate models for stationary and non-stationary flow in open channels and in pipes and to evaluate the results
- Determine the requirements for water table and salinity control in irrigated areas; Understand the factors that influence the functioning of a surface drainage system; Design a surface drainage system
- Explain the use of modern tools as RS and GIS in combination with the use of computer models
- Have a basic insight in the need and format of laws pertaining to the development and use of water resources and have a general understanding of law, legislation, common law and traditions

### Topics and Learning Activities

#### Unsteady flow / DUFLOW (F. X. Suryadi, UNESCO-IHE)

Basic equations of unsteady flow and their numerical treatment; development of the St.Venant equations; solutions to these equations; applications to rectangular channels; simple wave theory; surge formation; rapidly varied unsteady flow; method of characteristics in open channels, flood waves in rivers.

Introduction on hydrodynamic models and the general structure of the DUFLOW model; application of DufLOW for water quantity analysis in irrigation and drainage networks; a/o. propagation of waves through canals, effect of response time on operation, effect of maintenance on water levels and operation of off takes; exercises on the operation of an irrigation network with control structures.

#### **Learning Activities:**

*lecture, exercise*

#### Sediment Transport in Irrigation Canals (N. Mendez, UCLA, Venezuela)

Properties of transported material and of water; initiation of particle motion; transportation mechanics, bed forms, alluvial roughness; examples of computation of sediment transport in irrigation canals.

#### **Learning Activities:**

*lecture, exercise*

#### Water Management System Modelling and GIS (F. X. Suryadi, UNESCO-IHE)

Water management system of land and water development, modelling, related to design, operation and maintenance (including hydraulic control structures, pumping stations, etc.); calibration, verification and sensitivity analysis, and hydraulic performance of the water management system.

With the application of GIS, land suitability, drainability and irrigability of an area will be modelled analysed and evaluated.

#### **Learning Activities:**

*lecture, exercise*

#### Groundwater irrigation (Prof. E. Harvey, Phd, University of Nebraska, Lincoln, USA)

. Introduction to groundwater flow: characteristics of subsurface flow systems, physical properties of porous media, homogeneity, isotropy; 1â€³3D Darcy equation; Steady state and unsteady state confined/unconfined aquifer and radial flow; see page flow;

. dynamic exchange between groundwater and surface water throughout the hydrological cycle;

. potentials and constraints of groundwater irrigation;

- . groundwater use for irrigation is significant and increasing and in general it provides irrigators with a reliable source of water that can be used in a flexible manner;
- . access and use of groundwater is under the irrigators direct control for responding to crop needs as they arise (given availability of a reliable source of energy for pumping);
- . pressurized groundwater irrigation center pivot systems;
- . investment in the construction and equipping of groundwater irrigation systems;
- . interrelated concepts of groundwater resource sustainability and overexploitation;
- . side-effects if groundwater abstraction exceeds average medium-term replenishment.

**Learning Activities:**

lecture, exercise

**Lecturing Material**

- Technical Reference and User's guide DUFLOW
- Suryadi, 2010. GIS and computer modelling of Water Management Systems.
- Suryadi, 2010. Unsteady flow.
- Van den Akker, C. 1994. Groundwater flow.

**Assessment**

- 30%: Assignment
- 15%: Assignment
- 30%: Assignment
- 25%: Assignment

2012/2014-WSE/HELWD/08/e: Conveyance systems										
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
1	Unsteady Flow / DufLOW	10	9				3	13	48	F.X. Suryadi, PhD, MSc
2	Sediment Transport in Irrigation Canals	6	6					6	24	Dr. N.V. Mendez
3	Water Management System Modelling and GIS	8	7	3			2	13	40	F.X. Suryadi, PhD, MSc
4	Groundwater Irrigation	8	4					8	28	Prof. E. Harvey, PhD
<b>Total</b>		<b>32</b>	<b>26</b>	<b>3</b>			<b>5</b>	<b>40</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: A. Crosato MSc. PhD.

### Module Sheet

Module Name River training and rehabilitation	Module Code WSE/HERBD/08A/e	Credits 5
<p><b>Target Group</b>                      Environmental and Civil Engineers.                      Professionals dealing with river training and rehabilitation.                      Professionals dealing with mountain rivers.                      Scientists interested in river morphodynamics, sediment processes and ecohydraulics.</p>	<p><b>Prerequisites</b>                      Basic knowledge of river hydraulics (uniform and non-uniform flows, backwater curves).                      Basic knowledge of river hydrology (discharge variations, floods).                      Basic knowledge of river morphodynamics (short- and long-term river response) (Module 4 HERBD).</p>	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- assess the feasibility of river training works and their effects in low-land and mountain rivers.
- assess the feasibility of river rehabilitation and effects on the river morphology.
- understand basic principles of mountain river morphodynamics.
- understand basic principles of ecohydraulics.

### Topics and Learning Activities

#### River Training and Rehabilitation (A.Crosato)

River training, concepts and examples.  
 Concept of river rehabilitation and effects of rehabilitation works on the river morphology.

**Learning Activities:**

*Lessons and exercises.*

#### River Training in the Netherlands (H. Havinga)

Main characteristics of Dutch rivers (hydraulic behaviour, sediment).  
 Works to enhance navigation and river rehabilitation in the Netherlands.

**Learning Activities:**

*Lessons and discussions*

#### Mountain River Training (M. Peviani)

Main characteristics mountain rivers (hydraulic behaviour, sediment, non-alluvial parts).  
 Structures to reduce sediment transport and bank erosion. Examples from existing rivers.

**Learning Activities:**

*Lessons and exercises.*

#### Ecohydraulics (A. Mynett)

Principles of ecohydraulics.

**Learning Activities:**

*Lessons and exercises.*

#### Preliminary design of selected river training works (L. Brandimarte)

Design of bank protection works.

**Learning Activities:**

*Lessons and exercises.*

### Lecturing Material

- Jansen, P.Ph., 1979. Principles of River Engineering. The non-tidal alluvial river. Delft University Press, the Netherlands.
- Handouts.

**Assessment**

- 20%: Assignment
- 80%: Written exam (closed book)

2012/2014-WSE/HERBD/08A/e: River training and rehabilitation												
Nr	Course/Topic	Lecture	Assignment	Workshop			Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
				Case study	Role play	Exercise						
	River Training and Rehabilitation	8					4			12	32	A. Crosato MSc. PhD.
	Preliminary design	6					2			8	22	L. Brandimarte MSc. PhD.
	River Training in the Netherlands			6						6	6	H. Havinga MSc.
	Mountain River Training	14					10			24	62	M.A. Peviani MSc. PhD.
	Principles of ecohydraulics	6								6	18	A. Mynett Prof. MSc. PhD.
	<b>Total</b>	<b>34</b>				<b>6</b>	<b>16</b>			<b>56</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>												

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: Hydroinformatics: modelling and information systems for water management, Option 8a

Module Coordinator: I.I. Popescu, PhD, MSc

### Module Sheet

Module Name Introduction to river flood modelling		Module Code WSE/HI/08A/e	Credits 5
Target Group Water Science and Engineering participants		Prerequisites Basic knowledge of hydraulics and hydrology	

### Learning Objectives

Upon completion of the module participants will be able to..

- Understand and explain the main flood management problems;
- Understand and explain the governing processes of flood generation and propagation;
- Identify the proper modelling methodology for a given problem;
- Utilise their hands-on experience in the step-by-step modelling procedure (geometry, bathymetry, boundary conditions, forcing) needed to carry out a practical study with MIKE11, SOBEK 1D or HEC-RAS package;
- Know how the river flood model may be used for structural and non-structural measures for flood mitigation

### Topics and Learning Activities

**Application domains of Hydroinformatics: floods, urban systems and environment, R. K. Price (IHE), Z. Vojinovic (IHE) and A. Mynett, (IHE)**

Introduction to floods and flooding. Introduction to urban floods and urban water systems.

#### **Learning Activities:**

*Formal lectures; classroom exercises; home assignments; exercises & workshops in computer lab*

### **Flood risk assessment under global changes, G. di Baldassarre (IHE)**

New data sources to support flood risk assessment. Description of the most common sources of uncertainty and variability in assessing flood risk under global changes. The role of risk perception, and risk communication, in flood risk reduction policies. Deterministic and probabilistic risk assessment. Example applications of risk assessment under global changes.

#### **Learning Activities:**

*Formal lectures;*

### **Climate change and its impact on hydrology, P.D.A. Pathirana,(IHE)**

Climate change problematique. Global, regional and local climate models, development of climate change scenarios. Effects of climate variability on the hydrology that affects rainfall-runoff processes in river-basins.

#### **Learning Activities:**

*Formal lectures; classroom exercises; home assignments; exercises & workshops in computer lab*

### **Introduction to 1D2D, 2D Modelling, I. Popescu, (IHE)**

Introduction to the basic principles of 1D2D and 2D modelling.

#### **Learning Activities:**

*Formal lectures; classroom exercises; home assignments; exercises & workshops in computer lab*

### **River Flood Modelling and Flood Routing (R.K. Price, I. Popescu, B. Bhattacharya)**

Nature and characteristics of floods: flood analysis “ e.g. flood probability - probability and return period analysis of hydrological events and design floods - and estimation of peak flows (using Flood Estimation Handbook (FEH and ReFH) methods, catchment characteristics method, storm hydrographs and unit hydrograph methods.

River Flooding Modelling:

The significance of overbank flow, floodplain behaviour and stage discharge prediction (using the Ackers Method and Conveyance Estimate System); Modelling flood propagation - flood routing; Hydrological methods “ Muskingum, reservoir routing, HEC-HMS; 1D hydraulic flood routing/modelling in rivers; The Conveyance Estimate System; modelling resistance for discharge estimation;

Introduction to “HEC-RAS”™ software; Discussion of sustainable flood alleviation methods

#### **Learning Activities:**

*Formal lectures; classroom exercises; home assignments; exercises & workshops in computer lab*



### Lecturing Material

- Lecture notes on River flood management and flood routing
- Presentation slides;
- Modelling packages with user manuals;

### Assessment

- 35%: Assignment
- 65%: Written exam (closed book)

2012/2014-WSE/HI/08A/e: Introduction to river flood modelling													
Nr	Course/Topic	Lecture	Assignment	Workshop Case study	Role play	Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
1	Application domains of Hydroinformatics: floods, urban systems and environment	4									4	12	Prof. R.K. Price
2	Climate change and its impact on hydrology (together with option HUS)	4		2							6	14	Prof. S. Uhlenbrook
3	Introduction to 1D2D, 2D modelling (together with option HUS)	4									4	12	I. Popescu, PhD
4	River flood modelling and flood routing	16		20							36	68	R.K.Price, I.Popescu, B.Bhattacharya
5	Flood risk assessment under global changes	10		2							12	32	G. di Baldassarre, PhD
<b>Total</b>		<b>38</b>		<b>24</b>							<b>62</b>	<b>138</b>	
<b>MSc module - UNESCO-IHE</b>													

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: Hydroinformatics: modelling and information systems for water management

Module Coordinator: Z. Vojinovic, PhD, MSc

### Module Sheet

Module Name Urban flood management and disaster risk mitigation	Module Code WSE/HI/08B/e	Credits 5
<b>Target Group</b> Participants in WSE programme; Participants in short course "Urban Flood Management and Disaster Risk Mitigation"	<b>Prerequisites</b> Basic knowledge of hydrology and hydraulics	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- A change to proactive management of water-related disasters in urban areas requires an identification of the risk, the development of strategies to reduce that risk, and the creation of policies and programmes to put these strategies into effect.

This course introduces current theory and practice of flood risk estimation and modelling of floods in urban areas. It provides hands-on practice with industrial standard software. The main objective of this course is to provide the most up-to-date information on the topic of urban flood modelling and disaster management and to enable participants to be more effective in applying modelling tools and techniques for urban flood management.

Different modelling approaches are considered and they range from data driven to physically based, from conceptual to detailed 1D-2D modelling. These approaches are then embedded in the wider context of flood risk assessment and disaster management. This wider context considers everything from how the urban planning process should take place in areas with potential flood risks, to urban hydrology, climate change, flood hazards, environmental impacts, public health issues and the conceptual design of flood protection schemes.

The first learning objective is to develop enhanced understanding of the effects of climate variability on the hydrology that affects urban areas

- Understand the structure, service provided and failures of the service for urban stormwater /drainage networks; Urban Drainage Asset Management and Optimisation, and learn how to model these systems and how to apply a typical modelling product (MOUSE, MIKE11, MIKE21 and SWMM)
- Develop understanding of how to use the models to assess the performance of existing systems and how to design the new ones within the context of different flood risks (pluvial, fluvial, coastal and flash floods)
- Learn how to build safe and reliable urban drainage models and how to evaluate system performance against different standards (engineering, environmental, public health, etc.), and develop understanding of novel techniques for modelling the complex geometry and interaction between surface water (including floodplains), sub-surface flows and urban drainage infrastructure (1D and coupled 1D/2D)
- Learn how to produce different flood risk maps in a GIS environment and how to calculate different types of flood damages, and
- Develop understanding of structural and non-structural flood resilience measures such as, conventional and innovative structures, early warning systems, etc., and understand how to develop effective flood disaster management plans

### Topics and Learning Activities

#### **Application domains of Hydroinformatics: floods, urban systems and environment, R. K. Price (IHE), Z. Vojinovic (IHE) and A. Mynett (IHE)**

Introduction to floods and flooding. Introduction to urban floods and urban water systems. Introduction to environmental systems.

#### **Learning Activities:**

*Lectures*

#### **Climate change and its impact on hydrology, P.D.A. Pathirana(IHE)**

Introduction to the effects of climate variability on the hydrology that affects urban areas, urban hydrology as a very fast rainfall-runoff process, selection of appropriate time steps in urban runoff modelling, global, regional and local climate models, development of climate change scenarios.

#### **Learning Activities:**

*Lectures*

#### **Environmental processes and water quality, H. J. Lubberding (IHE)**

Environmental processes. Water quality problems from a modelling point of view: outfalls, BOD-DO,

eutrophication, toxic substances, best technical means approach, water quality objectives approach; Properties of the natural system from a modelling point of view, residence times, time scales of transport processes compared with those of water quality processes, spatial scales of phenomena, link between transport of substances and water quality processes.

**Learning Activities:**

*Lectures*

**Mathematical foundation of 2D urban flood modelling, I. Popescu (IHE), S. Djordjevic (UoE)**

Introduction to the basic principles of 2D modelling, solutions of the 2D shallow-water equations, schemes for dealing with high velocity flows at shallow depths, numerical issues concerning interaction between 1D and 2D flow domains, below ground and above ground flows, subcritical and supercritical flows over urban floodplains, treatment of buildings in 2D models, etc.

**Learning Activities:**

*Lectures*

*Exercise*

**Urban Flood Modelling and Evaluation of Flood Risks, Z. Vojinovic (IHE), O. Mark (DHI), S. Djordjevic (UoE)**

Stormwater collection systems; services provided, beneficiaries, structure and concepts of drainage networks, rainfall input, rainfall-runoff modelling, free-surface and pressurised pipe flows, LIDAR filtering of urban features, rainfall and flow measurements, instrumentation, SCADA, telemetry, weather radar, numerical weather forecasts, build-up, wash-off, surface runoff water quality modeling in pipe networks, familiarisation with MOUSE, MIKE11, MIKE21 and SWMM software, setting up 1D and 1D-2D models, calibrating and verifying models using flow survey data, calculation of flood damages (tangible, intangible, direct, indirect damages), production of flood hazard maps, , sensitivity-based flood risk attribution.

**Learning Activities:**

*Lectures*

*Exercise*

**Structural and Non-structural Urban Flood Management Measures, Z. Vojinovic (IHE), O. Mark (DHI)**

Sustainable structural and nonstructural urban flood management measures such as: amplification of pipe networks, open channels, detention/retention basins, on-site-detention, on-site-infiltration, on-site-retention, SUDS, stormwater sensitive urban design, asset management and multi-objective optimization of rehabilitation measures (use of computational intelligence), design and employment of early warning systems.

**Learning Activities:**

*Lectures*

*Exercise*

**Managing Urban Flood Disasters, Z. Vojinovic (IHE), D. Sakulski (UNU)**

Framework for urban flood disaster management (pre-disaster, during disaster, post disaster phase), disaster morphology, evaluation of disaster scenarios, development and testing of plans, emergency preparedness and response activities, use of GIS and communication and information systems.

**Learning Activities:**

*Lectures*

*Exercise*

**Lecturing Material**

- Vojinovic, Z. and M.B. Abbott, 2011, Flood Risk and Social Justice: From Quantitative to Qualitative Flood Risk Assessment and Mitigation, 2011, IWA Publishing

**Assessment**

- 40%: Written Exam (closed book)
- 60%: Assignment

**2012/2014-WSE/HI/08B/e: Urban flood management and disaster risk mitigation**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM:		Lecturer(s)
								contact hours	study/load hours	
	Application domains of Hydroinformatics: floods, urban systems and environme	4		2				6	14	R.K. Price, A.E. Mynett, Z. Vojinovic
	Climate change and its impact on hydrology	4		2				6	14	P.D.A. Pathirana
	Environmental processes and water quality	4		2				6	14	H.J. Lubberding
	Introduction to 1D2D, 2D modelling	7		7				14	28	I. Popescu, S. Djordjevic
	Urban flood modelling and evaluation of flood risks	9			3			12	33	Z. Vojinovic, O. Mark
	Structural and non-structural measures	4			2			6	16	Z. Vojinovic, O. Mark
	Managing urban flood disasters	4			3			7	18	D. Sakulski
	<b>Total</b>	<b>36</b>		<b>13</b>	<b>8</b>			<b>57</b>	<b>137</b>	

**MSc module - UNESCO-IHE**

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: ALL WSE  
 Module Coordinator: S. Maskey, PhD, MSc

### Module Sheet

Module Name Integrated hydrological and river modelling	Module Code WSE/HWR/08/e	Credits 5
<b>Target Group</b> All WSE participants and short course participants with hydrology/hydraulics/water resources/civil engineering background.	<b>Prerequisites</b> Approved BSc degree and appropriate hydrology and/or water engineering subjects.	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Understand and describe the structure of physically-based hydrological models and the methods used by these models to simulate the behaviour of distinct hydrological phenomena;
- Distinguish components of hydrological modelling software for hydrodynamic simulation, catchment process simulation and surface water quality simulation;
- Translate a given hydrological problem into a model definition using available data;
- Conduct a model calibration/validation procedure and to interpret the simulation results to assess model performance and to suggest improvement in the model set-up; and
- Independently carry out a hydrological modelling study and to report the results.

### Topics and Learning Activities

#### Introduction to Hydrological/Catchment Modelling (S. Maskey):

This part includes definitions of physically-based/conceptual models, distributed/semi-distributed/lumped models; introduces various components of hydrological models and commonly used methods for modelling these components as well as commonly used hydrological modelling tools (software).

#### **Learning Activities:**

*Lecture, group exercise, presentation and discussion.*

#### River Flow and Water Quality Modelling (S. Maskey, A. van Griensven):

This part includes both flow- and water quality modelling.

The flow modelling deals with the aspects involved in river flow modelling, including the simulation techniques applied in hydrodynamic modelling, river flow model networks, data requirements, and boundary conditions. Practicals are carried out using the Mike 11 flow simulation package (hydrodynamic river flow simulation). For each assignment, the results and findings are elaborated in a concise report.

Quality modelling focuses on surface water quality and consists of a series of introductory classes, Excel-based BOD-DO modelling exercises and comprehensive practicals using Mike 11 and ECO lab. Results of the practical assignments are presented in a written report.

#### **Learning Activities:**

*Lecture, computer exercise*

#### Catchment Modelling (R. Venneker):

This part expands on the river flow modelling and consists of introductory classes and practicals on modelling surface and subsurface catchment processes using Mike SHE/Mike 11. The students elaborate two major assignments, each for a catchment with distinct hydrological characteristics, and present their findings in a written report.

#### **Learning Activities:**

*Lecture, computer exercise*

### Lecturing Material

- Maskey S., Hydrological/catchment modelling and river flow modelling - Lecture notes and tutorials.
- HDI, MIKE 11: A Modelling System for Rivers and Channels, Short Introduction Tutorial - LN0209.05.01.
- Guinot V. and Venneker R., Physically-based hydrological modelling - Lecture notes and tutorials.
- Maskey S., 2007. Surface Water Quality Modelling - LN0306/07/1.

**Assessment**

- 15%: Presentation
- 50%: Assignment
- 35%: Assignment

2012/2014-WSE/HWR/08/e: Integrated hydrological and river modelling														
Nr	Course/Topic	Lecture	Assignment	Workshop	Case study	Role play	Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM:		Lecturer(s)
												contact hours	studyload hours	
1	Introduction to integrated hydrological and river modelling	4							4			8	20	S. Maskey
2	River flow and water quality modelling													
2.1	River flow hydrodynamic modelling	4							12			16	36	S. Maskey
2.2	River water quality modelling	6							8			14	34	A. van Griensven and S. Maskey
3	Catchment modelling (lecture and exercise)	4							18			22	48	R. Venneker
<b>Total</b>		<b>18</b>							<b>42</b>			<b>60</b>	<b>138</b>	
<b>MSc module - UNESCO-IHE</b>														

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: WSE-HELWD, WSE-HWR, WSE-HECEPD, WSE-HERBD, WSE-HI

Module Coordinator: Various staff

### Module Sheet

Module Name Fieldtrip and fieldwork WSE	Module Code WSE/09/c	Credits 5
<b>Target Group</b>	<b>Prerequisites</b> A general knowledge about water management, hydraulic engineering, hydrology and water and environment	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Demonstrate a multidisciplinary overview of actual technical, research and organizational activities in the field of water management, hydraulic engineering and hydrology.
- Report detailed technical information received.
- Select and apply different, appropriate field instrumentation and measurement methods in practice and organise the measurement.
- Critically analyse field results, and identify/recognise possible areas of error or uncertainty.
- Integrate quantitative measurements with qualitative terrain observations and prior information to evaluate and analyse the relevant predominant processes in a study area.
- Apply this assimilation of data to engineering cases.

### Topics and Learning Activities

#### Field trip (Various staff UNESCO-IHE)

One week study tour (specializations HWR, HERBD, HECEPD, HELWD)

Visits to organizations and institutions active in hydraulic engineering and/or hydrology, for instance contractors, consultancy offices, governmental institutions, research laboratories, water resources and hydraulic engineering projects in development and operation.

Depending on the number of participants of the specializations within the Water Engineering Department, the fieldtrip will be multidisciplinary with the aim of integrating specializations within the department and enabling a holistic view of Water Engineering.

Travel is by coach and the accommodation is hotel (shared rooms) with breakfast.

#### **Learning Activities:**

*Field trip, Lectures*

#### Two week study tour in Florida, USA (specialisation HI)

Exposure tour with "on site" explanation of hydrological, hydraulic and environmental projects, particularly the Everglades Comprehensive Restoration project. Specific supplements to the taught part of the programme are the visits to projects with implemented Hydroinformatics components, or various centres involved in Hydroinformatics research.

#### **Learning Activities:**

*Field trip, Lectures*

#### Fieldwork (Various staff UNESCO-IHE)

Field measurements will be focusing on getting hands-on experience with the execution of measurements in a coastal environment: flow velocity, bottom profiles, sediment transport, drifter measurements. Introduction to combined use of field data and modelling.

HELWD specialization: Field Experiments in Irrigation

Various types of measuring equipment. Hydraulic characteristics of field channels. Soil characteristics. Various irrigation methods. Water balance measurements. Discharge-depth relationship for measuring structures. Measurement of pump characteristics and of head losses in pipe systems. Hydrometric measurements, current metering, salt dilution method and slope-area method. Discharge calculations by various methods; mean and mid-section method.

#### **Learning Activities:**

*Fieldwork*

**HWR specialization**

Two week fieldwork in southeast France focuses on integrating field observations of geology, geomorphology and physiography with surface and subsurface water data collection. Training in field instruments and measurement techniques is an integral part of the activities. ICT facilities for field data processing are provided. Small groups of students work partly under supervision but also carry out independent field assignments. At the end, each group will prepare a fieldwork report

**Learning Activities:**

*Fieldwork*

**HERBD specialization**

The course focuses on developing field observation/measurement skills and integrating this with engineering knowledge. Measurements, observation, assimilation and critical analysis will be of key importance. Training in field instruments and techniques will be an integral part of the activities, followed by a period of group work where students will study a stretch of river in more depth with the purpose of gathering information to input into engineering designs.

**Learning Activities:**

*Fieldwork*

**HECEPD specialization**

Field measurements will be focusing on getting hands-on experience with the execution of measurements in a coastal environment: flow velocity, bottom profiles, sediment transport, drifter measurements. Introduction to combined use of field data and modelling.

**Learning Activities:**

*Fieldwork*

**HELWD specialization: Field Experiments in Irrigation**

Various types of measuring equipment. Hydraulic characteristics of field channels. Soil characteristics. Various irrigation methods. Water balance measurements. Discharge-depth relationship for measuring structures. Measurement of pump characteristics and of head losses in pipe systems. Hydrometric measurements, current metering, salt dilution method and slope-area method. Discharge calculations by various methods; mean and mid-section method.

**Learning Activities:**

*Fieldwork*

**Lecturing Material**

- Fieldtrip Information and Documentation, (handout)
- HWR and HERBD: Foppen, Nonner, Beevers : Hydro(geo)logical Fieldwork Dignes-les-Bains Field manual
- A variety of existing data, thematic maps and aerial photographs of the fieldwork area.
- HELWD: Hayde, 2011. Field Experiments in Irrigation LN0451/11/1.

**Assessment**

- 100%: Homework

2012/2014-WSE/09/c: Fieldtrip and fieldwork WSE														
Nr	Course/Topic	Lecture	Assignment	Workshop	Case study	Role play	Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
1	Fieldtrip and Fieldwork									140		140	140	various
	<b>Total</b>									140		140	140	
<b>MSc module - UNESCO-IHE</b>														



# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: Poonam Taneja, MSc

### Module Sheet

Module Name Geotechnical engineering and dredging	Module Code WSE/HECEPD/10/e	Credits 5
<b>Target Group</b> Students interested in interaction between structures and geotechnics, dredging operations, dredging projects tender procedures and marine geotechnical investigations	<b>Prerequisites</b> basic knowledge in soil mechanics (see for example WSE/HECEPD/03/s)	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- assess geo-engineering aspects of different hydraulic engineering activities such as structure soil interaction and foundation methods and to apply standard soil mechanical calculation methods;
- assess the use of sheet piling in quay wall design and will be able to apply analytical and numerical methods used in designing a sheet pile;
- assess the need of dredging, project phasing, soil investigation and production, survey systems, cost estimating and pricing, tender procedures and contracts;
- -assess the technical and contractual aspects of geomarine investigations and will be able to set up and organise a survey programme;

### Topics and Learning Activities

#### Geo-Engineering

Earth retaining structures; gravity wall, analysis of sliding and overturning and allowable soil pressures; sheet pile wall, analytical and (Winkler) spring models, screwed anchors, grout anchors, anchor walls, struts, and anchor piles. Shallow foundations, calculations of bearing capacity under vertical and inclined loads according to Prandtl, Buisman and Meyerhof's theory, settlement calculations, allowable deformations, mutual influencing of foundations. Deep foundations, overview of piling systems, determination of end bearing capacity and of positive and negative friction. Slope stability, according to Bishop's theory including the effect of an earthquake load and groundwater flow.

General exercise with a cantilever wall, a sheet pile, a shallow and a pile foundation and slope stability of an embankment. Detailed analysis is made on a specific topic. The calculations are analytical and some numerical by use of the Delft Geosystems software.

#### **Learning Activities:**

*Lectures and exercise*

#### Sheetpile design

For the design of quay walls the knowledge of sheet piling gained in Geo-Engineering A and B is deepened and extended. Several mechanisms are dealt with in detail: piping, Kranz stability, heave, anchorage and special load cases. An overview of the different kind of quay walls and examples of repair and upgrade of existing structures is given and lessons learned are presented. In the assignment a quay wall is designed: sheet pile length, strength, deformation and anchorage. In the assignment, analytical and numerical methods (computer program MSHEET) are used.

#### **Learning Activities:**

*Exercise*

#### Marine Geotechnical Investigations

Characteristics of marine geotechnical investigations, geotechnical requirements, critical path items, project planning, desk studies, existing sources, available geotechnical data, specification for engineering geophysics and/or ground investigation, geotechnical hazards identified by desk studies, marine engineering geophysics, positioning, side scan sonar technique, seismic reflection magnetometer survey, marine ground investigations, investigation techniques, working platforms, seabed in situ testing techniques, downhole in situ testing techniques, seabed and downhole sampling techniques, common pitfalls, integration into contracts.

#### **Learning Activities:**

*Lectures*

## IADC Dredging Seminar

The seminar focuses on the need of dredging, project phasing, soil investigation and production, survey systems, cost estimating and pricing, tender procedures and contracts. The programme includes various workshops on identifying the need for dredging, preparation of a dredging and landfill project and preparing in competing groups a tender bid for a dredging contract as well as two field visits to the execution of a dredging and reclamation project and a yard of a dredging contractor (contractor's logistics).

### Learning Activities:

Lectures and workshop

### Lecturing Material

- Lubking, 2004. Soil mechanics - In0174/04/
- Brinkman, 2006. Geo-Engineering 1 Earth Retaining Structures and Stability of Soil Mass – In0190/06/
- Van der Veen, Brinkman 2005. Geo-engineering: Shallow foundations.
- Lubking P. : Details of the design for cantilever wall, sheet pile and anchor wall - Hand outs
- Peuchen J. : Marine Geotechnical Investigation, Lecture notes.
- Dredging Seminar Handbook, 2010, IADC

### Assessment

- 70%: Oral Exam
- 30%: Assignment

2012/2014-WSE/HECEPD/10/e: Geotechnical engineering and dredging										
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
1	Geo-Engineering and Sheet Pile Design	20	16					20	76	Dr M. Rajabalinejad. P. Taneja, MSc.
2	Marine Geotechnical Investigations			6				6	6	J. Molle, MSc
3	Dredging Seminar			32			8	40	56	IADC lecturers
	<b>Total</b>	<b>20</b>	<b>16</b>	<b>38</b>			<b>8</b>	<b>66</b>	<b>138</b>	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: HELWD  
 Module Coordinator: L.G. Hayde, PhD, MSc

### Module Sheet

Module Name Irrigation and drainage structures	Module Code WSE/HELWD/10/e	Credits 5
<b>Target Group</b> All WSE participants and from other programmes with specific interest.	<b>Prerequisites</b> A basic understanding of irrigation and drainage systems design as well as general knowledge about different types of pumps used for irrigation purposes.	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Select the appropriate type of structure for irrigation and drainage networks, to establish the boundary conditions and to prepare a preliminary hydraulic design;
- Understand and analyse environmental aspects of land and water development projects, identify environmental impacts, and to identify measures to alleviate or mitigate the negative impacts;
- Identify the suitability of various types of pumps in specific situations, to define the boundary conditions for the application of pumps and lifting devices, to assess the requirements for operation and maintenance.

### Topics and Learning Activities

#### **Irrigation Structures, L.G. Hayde (UNESCO-IHE)**

Overview of the boundary conditions for design. Hydraulic background: sub-critical and critical flow over a weir. Calculation methods. Construction related aspects. Hydraulic characteristics of conveyance structures under various flow conditions: culverts, drop structures, aqueducts, siphons and inverted siphons, cross regulators and drainage structures, transitions, canal lining. Spatially varied non-uniform flow. Basic equations and their application to side channel spillways, side weirs and bottom withdrawal. Design of spillways, stilling basins, and weirs in irrigation and drainage canals.

FLUME is a computer programme to design long-throated (measuring) flumes and to evaluate the water flow through them.

Case studies on structure/controller design. Modern irrigation systems. Automated control systems: aspects of design, operation and maintenance.

#### **Learning Activities:**

*lecture, exercise*

#### **Environmental Impact Assessment of Irrigation and Drainage, W. Buydens (Royal Haskoning, Belgium)**

Environment as a system; environmental impacts. Examples; Environmental impact assessment (EIA); social process; legal requirements and the environmental impact statement (EIS); assessment methodologies and procedures. Description of the irrigation environment. Sustainable water resources management: definitions, integrating environment and development, case study Uzbekistan, environment and integrated water resources planning. Selected environmental issues: irrigation induced salinity, impact on water quality and quantity of receiving waters, moisture management in semi-arid temperate regions, irrigation and health hazards, equity and sustainability. Environment and project appraisal: the ICID environmental checklist, a simulation-optimisation model, economic appraisal of environmental impacts, case study wetlands in Nigeria.

#### **Learning Activities:**

*lecture, exercise*

#### **Pumps and Lifting Devices, M. Kay, (RTSC Ltd. UK)**

Introduction, classification of pumps, pumps with a free water surface, positive displacement pumps, injection pumps, roto-dynamic pumps. Elaboration of roto-dynamic pumps, pump characteristics, efficiency, static, manometric and suction head, cavitation. Impeller design. Performance of pumps running alone or in combination with other pumps. Design of pumping stations; situation, mechanical and electrical installations, driving devices, transmissions. Civil engineering aspects. Inflow conditions. Pressure mains. Tube wells and low-lift pumps. Costs of installations, calculation of annual costs.

#### **Learning Activities:**

*lecture, exercise*

### Lecturing Material

- Hayde, 2011. Irrigation Structures - Hydraulic Aspects
- A.J. Clemmens, T.L. Wahl, M.G. Bos and J.A. Replogle: Water measurement with flumes and weirs, ILRI Publication 58, 2001.
- Buydens, 2011. Environmental and Sustainability Aspects of Irrigation and Drainage.
- Buydens, 2006. Environmental Aspects of Irrigation and Drainage - Selected Readings.
- Buydens, 2001. Environmental Effects of Irrigation and Drainage: the Upper Penganga Project.
- ICID, 1993. ICID checklist of possible environmental effects.
- Kay, Pumps and Lifting Devices (Hand-out)

### Assessment

- 45%: Assignment
- 30%: Assignment
- 25%: Assignment

2012/2014-WSE/HELWD/10/e: Irrigation and drainage structures										
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
1	Irrigation Structures	16		12				28	60	L.G. Hayde, PhD, MSc
2	Environmental Impact Assessment of Irrigation and Drainage	13		5				18	44	W.J.R. Buydens, PhD, MSc
3	Pumps and Lifting Devices	11		3				14	36	M. Kay, MSc
<b>Total</b>		<b>40</b>		<b>20</b>				<b>60</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: M. Marence, PhD, MSc

### Module Sheet

Module Name Storage and hydropower	Module Code WSE/HERBD/10/e	Credits 5
<b>Target Group</b> Students interested in principles of dam, reservoir and hydropower structures design	<b>Prerequisites</b> Working knowledge in Hydraulics, Hydrology and Geoscience	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- understand and will get working knowledge on main principles and practices used in the analysis and hydraulic design of dams for storage, level regulation and hydropower development. Principles of design, construction and operation, monitoring and maintenance of dam structures together with water and sediment management in reservoirs will be studied.
- understand and will get working knowledge in design of the hydropower schemes and practical design of hydropower structures including power waterways, powerhouses, turbines and electrical equipment. Development and design of all types of hydropower structures including also small power plants and pump-storage plants will be studied.

### Topics and Learning Activities

#### Dams and storage

Dams: importance, historical development & trends, examples, failures & lessons learned. Systematic engineering approach to dam design and operation. Actions on dams, stability, static and dynamic analysis, seismic actions. Foundation treatment. Monitoring surveillance & maintenance. River diversion during dam construction: general considerations, diversion schemes, cofferdams, conveyance works. Spillways and flood treatment. Case studies. Reservoir: water management and operation rules, sedimentation process, sediment management and flushing schemes. Environmental impact of dams and reservoirs.

#### **Learning Activities:**

*Lectures and exercises on dam design and numerical calculations of dams.*

#### Hydropower development

Hydropower: basic concepts, past experience and trends, context society, energy & environment. Hydropower schemes. Conventional low and high head schemes: factors principles and requirements for the design, typical arrangements and layouts, principles and experiences in analysis and design of headrace works, channels, tunnels, surge tanks and penstocks. Small-scale schemes; design and operation principles. Pump-storage plants; design and operation principles.

#### **Learning Activities:**

*Lectures and exercises on design and evaluation of hydropower schemes, design of convey systems, and turbines.*

### Lecturing Material

- Presentations
- Lecture notes:

Petry, B. & N. Lukovac, 2002: Engineering of dams, UNESCO-IHE.

Stematiu, D., 2005: Dam engineering, UNESCO-IHE.

Stematiu, D., 2005: Concrete Dams, UNESCO-IHE.

- Additional reading:

Jorde, K., Sommer, F. 2006: Design of Hydraulic Structures, Hydro Power Schemes.

Petry, B. & N. Lukovac, 2002: Hydraulic Structures, UNESCO-IHE Lecture notes. Mosonyi, E., 1987: Low head hydropower plants, Budapest, Hungary.

Mosonyi, E., 1991: High head hydropower plants, Budapest, Hungary.

USBR: Design of small dams. US Bureau of Reclamation, Denver, US.

USBR: Design of arch dams. US Bureau of Reclamation, Denver, US.

Stematiu, D.: 2006. Embankments Dams. Conspress, Bucharest.

Golze: Design of small dams.

### Assessment

- 45%: Written Exam (open book)
- 45%: Written exam (closed book)
- 10%: Assignment

2012/2014-WSE/HERBD/10/e: Storage and hydropower														
Nr	Course/Topic	Lecture	Assignment	Workshop	Case study	Role play	Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
1	Dams and reservoirs - Introduction	2										2	6	
2	Embankment dams	2							2			4	10	
3	Gravity dams	2							2			4	10	
4	Dam design considerations and modelling	2							4			6	14	
5	Arch dams	2										2	6	
6	Dam foundation treatment and grout curtain	2										2	6	
7	Diversion, spillways and bottom outlets	2										2	6	
8	Dam safety management	2										2	6	
9	Reservoir design and environmental impact	2										2	6	
10	Hydropower - Introduction	2										2	6	
11	Hydropower schemes - Layouts and design requirements	2							2			4	10	
12	Open power waterways	2							2			4	10	
13	Power waterways	3							2			5	13	
14	Powerhouse	2										2	6	
15	Electromechanical equipment	2							2			4	10	
16	Small hydropower	2										2	6	
17	Cost control and financial analyses	2										2	6	
18	Future developments and perspectives	1										1	3	
<b>Total</b>		<b>36</b>							<b>16</b>			<b>52</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>														

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: Hydroinformatics: modelling and information systems for water management

Module Coordinator: B. Bhattacharya, PhD, MSc

### Module Sheet

Module Name Flood risk management		Module Code WSE/HI/10A/e	Credits 5
<b>Target Group</b> The course is designed for MSc participants in Water Science and Engineering at UNESCO-IHE, Erasmus Mundus MSc in Flood Risk Management (HIFRM) and Short course 'Flood Risk Management'	<b>Prerequisites</b> Hydraulics, hydrology, river basin and flood modelling, statistics		

### Learning Objectives

Upon completion of the module participants will be able to..

- On completion of this module the participants are able to:  
Understand and explain the main principles of flood risk management;
- Understand the Hydroinformatics tools available for flood risk management;
- Conceptualise the main principles of EU flood directive and have knowledge about European experience in flood risk management;
- Understand and explain the main principles of flood forecasting and warning and uncertainty issues associated with flood forecasts;
- Familiarise with the different flood forecasting models;
- Utilise their hands-on experience in the step-by-step modelling procedure to build flood inundation models.

### Topics and Learning Activities

#### Flood risk management, B. Bhattacharya (IHE), P. Samuels (HR Wallingford), F. Klijn (Deltares), M. Werner (IHE)

Introduction to flood risk management. Quantifying flood risk – probabilistic and statistical approaches. Risk-based decision making. Case studies. Introduction to risk analysis of flood defence structures. Case studies. Flood vulnerability and resilience.

European experience in managing floods. EU framework directive on floods. Other national (eg UK) flood directives.

Flood disaster management (Pre-, post- and during flood). Flood emergency response and flood preparedness. Flood fighting, recovery and insurance. Evacuation management.

Flood forecasting and warning. Objectives. Lead time considerations. Data requirements. Flood forecasting models. Issuance of flood warning and response.

Uncertainty issues in flood forecasting. Modelling uncertainty and its benefits.

Social issues.

#### Learning Activities:

Formal lectures; classroom exercises; home assignments

#### Advanced river flood modelling, I. Popescu (IHE), B. Bhattacharya (IHE), G. Di Baldassarre (IHE) and S. J. van Andel (IHE)

2D, 1D2D river flood modelling. Dam break modelling. Flood modelling, in 2D, in support of flood mitigation strategies (including flood risk maps. Structural and non-structural approaches in flood mitigation. Engineering solutions - flood routing and flood alleviation: channel & reservoir routing, flood banks, channel improvements, diversion schemes, flood storage on-stream and off-stream ; and non-structural issues - approaches to the reduction of flood impacts, flood risk maps.

#### Learning Activities:

Classroom exercises; home assignments; exercises and workshops in computer lab;

### Lecturing Material

- Lecture notes on Hydroinformatics for flood management, EU framework directive, flood risk management

Lecture notes on Flood modelling

Presentation slides;

Publications and reports;

Modelling packages with user manuals;

**Assessment**

- 60%: Written Exam (open book)
- 40%: Assignment

2012/2014-WSE/HI/10A/e: Flood risk management											
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM:		Lecturer(s)	
								contact hours	studyload hours		
1	Flood risk management	8		2				10	26	B. Bhattacharya	
2	Flood risk management	11	1					11	34	P. Samuels	
3	Flood risk management			4				4	4	F. Klijn	
4	Flood risk management	5	3					5	18	M. Werner	
5	River flood modelling				12			12	24	G. Di Baldassarre, S van Andel & I. Popescu	
6	Inundation modelling			2	6			8	14	I. Popescu	
7	Flood risk mapping				10			10	20	B. Bhattacharya	
<b>Total</b>		<b>24</b>	<b>4</b>	<b>8</b>	<b>28</b>			<b>60</b>	<b>140</b>		
<b>MSc module - UNESCO-IHE</b>											



# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: Hydroinformatics: modelling and information systems for water management

Module Coordinator: Z. Vojinovic, PhD, MSc

### Module Sheet

Module Name Urban water systems		Module Code WSE/HI/10B/e	Credits 5
<b>Target Group</b> Participants in WSE programme; Participants in short course "Urban Water Systems"		<b>Prerequisites</b> Basic knowledge of hydrology and hydraulics	

### Learning Objectives

Upon completion of the module participants will be able to..

- Water supply/distribution, sanitation and drainage are vital aspects for the economic and social development of all urban communities. Reliable, sustainable and affordable water management systems form the key to enhancing the quality of life of billions of people throughout the world. This module covers the essential aspects of clean water supply and distribution and wastewater disposal (sewerage, treatment and flooding), providing an understanding of how these systems work and how to use tools for simulating their performance.

The first learning objective is to understand the complexity of urban water systems, and the interactions of their different components. Asset management and optimisation of systems

- Understand the structure, service provided and failures of the service for a) urban water distribution, b) wastewater drainage networks and c). wastewater treatment plants
- Know how to model these systems and to have used a typical modelling product (EPANET, MOUSE/SWMM and WEST++)
- Describe how to use the models to assess the performance of the systems
- Understand the processes controlling the water quality of the receiving waters from urban drainage effluents
- Know how to model water quality processes in sewer/drainage systems and impacts on receiving waters with a typical modelling product (MOUSE, MIKE 11, MIKE21, SWMM)

### Topics and Learning Activities

#### Introduction to urban water systems, Z. Vojinovic (IHE)

General introduction to urban water systems; problems of providing potable water to large cities and collecting wastewater and storm water, especially in developing countries.

#### Learning Activities:

Lectures

#### Water distribution modelling, N. Trifunovic (IHE), D. Savic (University of Exeter)

Introduction to water distribution; services provided, end users, structure and concepts of distribution networks, modelling concepts. Water distribution modelling; familiarisation with EPANET software, use of EPANET for simple benchmark cases, application to standard problems, asset management and multi-objective optimisation of water distribution systems.

#### Learning Activities:

Lectures

Exercise computer lab

#### Wastewater and Stormwater Systems modelling, O. Mark (DHI), Z. Vojinovic (IHE)

Introduction to wastewater and stormwater collection; services provided, beneficiaries, structure and concepts of sewerage networks, composition of wastewater and stormwater flows, free-surface and pressurised pipe flows, flow measurements and instrumentation, water quality sampling, advection-dispersion, sediment transport and water quality modeling in pipe networks, real-time control, inflow and infiltration. Familiarisation with MOUSE software, operating MOUSE on standard pipe networks, process of setting up, calibrating and verifying a simple network model using flow survey data, exercises highlighting particular features of sewerage system performance and asset rehabilitation. Asset management and multi-objective optimization in systems management and rehabilitation, asset condition modelling.

#### Learning Activities:

Lectures

Exercise computer lab

#### Wastewater treatment modelling, I. Nopens (University of Ghent), P. Vanrolleghem (University of Laval)

Wastewater treatment plants; primary, secondary and tertiary levels of treatment, modelling hydraulics, primary

treatment processes, chemical and biological secondary treatment processes, modelling using WEST++; wastewater treatment plant modelling; familiarisation with WEST++, treatment works layout, modelling of individual processes, exercises on whole treatment works

**Learning Activities:**

Lectures

**Receiving water impact modelling, A. van Griensven (IHE), Z. Vojinovic (IHE)**

Receiving water impact and sewerage rehabilitation; impact of quantity and quality of effluent flows on receiving waters, water quality objectives, classification-assessment schemes, modelling water quality in a stream, reduction of impact through sewerage rehabilitation, integrated modelling; sequential and parallel simulations of integrated models, receiving water impact modelling; using MOUSE for water quality modelling in a stream due to CSO discharges (point sources), advection, dispersion and diffusion rate equations, real-time control, exercises on different parameters.

**Learning Activities:**

Lectures

**Lecturing Material**

- R.K. Price and Vojinovic, Z., 2010, Urban Hydroinformatics: Data, Models and Decision Support for Integrated Urban Water Management, 2011, IWA Publishing

**Assessment**

- 40%: Written Exam (closed book)
- 30%: Assignment
- 30%: Assignment

2012/2014-WSE/HI/10B/e: Urban water systems														
Nr	Course/Topic	Lecture	Assignment	Workshop	Case study	Role play	Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
	Introduction to urban water systems	4										4	12	Z. Vojinovic, PhD
	Water distribution modelling	10							6			16	42	N. Trifunovic, MSc, Prof. D.A. Savic
	Wastewater and stormwater systems modelling	8		4					8			20	44	Dr O. Mark, Z. Vojinovic, PhD, MSc
	Wastewater treatment modelling (together with HES)	6		8								14	26	Dr Ir I. Nopens
	Receiving water impact modelling	4		4								8	16	A.B.K. van Griensven, Z. Vojinovic
	<b>Total</b>	<b>32</b>		<b>16</b>				<b>14</b>				<b>62</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>														

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Hydrology and Water Resources  
 Module Coordinator: Y. Zhou, PhD

### Module Sheet

Module Name	Module Code	Credits
Applied groundwater modelling	WSE/HWR/10B/e	5
<b>Target Group</b> Participants in Hydrology and Water Resources specialisation and Professionals working in water and environmental resources assessment and management	<b>Prerequisites</b> Approved BSc degree and appropriate groundwater and/or water engineering subjects	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- be familiar with the principles and procedures of groundwater modelling;
- construct a groundwater model using state of the art modelling software;
- use the model for simulation of groundwater flow, contaminant transport and salt water intrusion;
- apply groundwater modelling techniques for groundwater resources management and protection.

### Topics and Learning Activities

#### Groundwater Modelling (Y. Zhou)

Purposes of groundwater modelling; conceptual model: conceptualisation of aquifer-aquitard systems; specification of boundary conditions; hydrological stresses; design of numerical model: finite-difference solutions of flow problems; steady versus unsteady model; one layer versus multi-layer model; lay-out of grids; stress period/time steps; model inputs: initial conditions; boundary conditions; hydrogeological parameters; hydrological stresses; model calibration and validation: selection of model code; calibration procedures; model prediction: purposes of prediction; simulation of scenarios; determination of capture zones.

Contaminant transport processes and mechanisms: advective transport; dispersion; diffusion; sorption; degradation; contaminant transport models: mass fluxes; mass balance equations; initial conditions; boundary conditions; analytical solutions: 1D advective-dispersion-sorption-degradation; numerical solutions: Finite difference; method of characteristics; applied modelling of contaminant transport: problem definition; purpose of modelling; conceptual model; selection of model code; design of numerical model; model calibration; sensitivity analysis; model application.

#### **Learning Activities:**

*Introduction to PM8; introduction to MODFLOW; introduction to PMPATH; introduction to MT3D; exercises and case study.*

#### Saline Groundwater Modelling (G. Oude Essink)

Salt water intrusion in coastal aquifers; density dependent flow equations of a fresh-saline interface: Badon Ghijben-Herzberg principle; sharp interface; transition zone; numerical modelling: interface models; solute transport model; benchmark problems; applied modelling of seawater intrusion.

#### **Learning Activities:**

*exercises and case study.*

### Lecturing Material

- Zhou, Y., Applied Groundwater Modelling, Lecture notes, LN0113/09/1.
- Oude Essink, G., Density Dependent Groundwater Flow, Lecture notes, LN0302/04/1.

### Assessment

- 70%: Assignment
- 30%: Assignment

**2012/2014-WSE/HWR/10B/e: Applied groundwater modelling**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM:		Lecturer(s)
								contact hours	study/load hours	
	Groundwater modelling	16			24			40	96	
	Saline groundwater modelling	10			8			18	46	
	<b>Total</b>	26			32			58	142	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: B. Gersonius

### Module Sheet

<b>Module Name</b> Water resilient cities	<b>Module Code</b> WSE/11	<b>Credits</b> 5
<b>Target Group</b> describe here your target group.	<b>Prerequisites</b> describe prerequisites..	

### Learning Objectives

*Upon completion of the module participants will be able to..*

### Topics and Learning Activities

### Lecturing Material

### Assessment

#### 2012/2014-WSE/11: Water resilient cities

Nr	Course/Topic	Lecture	Assignment	Workshop Case study	Role play	Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
1	Water and flood risk management strategies	8								8	16	48	Bachhin, Gersonius, Pathirana, Veerbeek, Werner
2	Emerging approaches and technologies	8							8	6	22	50	Ashley, Manojlovic, Olthuis, Zevenbergen
3	Adaptive management and governance	8								6	14	42	Anema, Ashley, Rijke, Van Herk
<b>Total</b>		24							8	20	52	140	
<b>MSc module - UNESCO-IHE</b>													

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: D. Roelvink

### Module Sheet

Module Name Flood protection in lowland areas	Module Code WSE/HECEPD/11/e	Credits 5
<b>Target Group</b>	<b>Prerequisites</b> Basic knowledge of hydraulics, basic knowledge of soil mechanics	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- carry out a basic design of dikes, revetments and closure dams
- understand concepts and advances of flood risk management with due consideration of societal aspects, including flooding issues in the floodplain and coastal zone, management of flood risk, planning aspects and a variety of non-structural measures
- understand and apply concepts and advances in tools used for coastal flood modelling and flood forecasting
- understand and apply the principles of flood frequency analysis and risk based approaches to design of hydraulic works
- understand (the practical application of) probabilistic design theory

### Topics and Learning Activities

#### Dikes and Revetments (M. Rajabalinejad, C. Dorst)

Seadikes in The Netherlands, philosophy of dike design, definition of frequency of failure, risk analysis, design methodology for dikes, hydraulic boundary conditions, wave run-up and overtopping, geometrical design of dikes and revetments, stability for rock, artificial units, design criteria for placed block revetment, other types (bituminous, asphalt.. etc), other design considerations, geotechnical aspects related to dikes, overall stability, design of granular filter, geotextiles, geosystems, improvement and maintenance of dikes and revetments, design of bottom protection, design methodology for closures; sand closures, stone closures, caisson closures.

#### **Learning Activities:**

*Lectures*

#### Probabilistic Design (P. van Gelder)

Theoretical background of probability functions, practical application of probabilistic design, various levels of probability, examples of application of probabilistic design, the use of fault trees, exercise in the application of probabilistic design in coastal engineering problems.

#### **Learning Activities:**

*Lectures*

#### Storm Impact Modelling (D. Roelvink, M. van Ormond, J. van Thiel de Vries, A. van Rooijen)

This course focuses on prediction of flooding from the sea, due to tsunamis and storms. Subjects that are treated are causes, models, effects and warning systems related to tsunamis; storm types and characteristics in different areas in the world; storm surge and extreme wave modeling; storm erosion, overtopping and inundation modeling; predictive modeling vs. (probabilistic) modeling for design purposes. Case studies based on Katrina, Ivan, Sidr and the Indian Ocean tsunami. Hands-on exercises using Delft3D and XBeach.

#### **Learning Activities:**

*Lectures and Assignment*

### Lecturing Material

- Verhagen, H.J.: Revetments, Sea Dikes and River Levees-Lecture notes hh292/99/1
- Hassan, R.M.: handouts, Dikes and Revetments, 2002
- Groot, M.: Handouts, Geotechnical Aspects for Dikes, 2003
- Verhagen, H.J. : Design of closure of dams- Lecture notes In0052/02
- Vrijling, J.K.: Probabilistic Design, Lecture notes In0217/04/
- Handout: collection of tutorials and papers related to OpenEarth, Delft3D and XBeach applications.

**Assessment**

- 40%: Oral Exam
- 40%: Assignment
- 20%: Written Exam (closed book)

2012/2014-WSE/HECEPD/11/e: Flood protection in lowland areas														
Nr	Course/Topic	Lecture	Assignment	Workshop	Case study	Role play	Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM:		Lecturer(s)
												contact hours	studyload hours	
1	Dikes and Revetments	8			4							12	28	Ir. C. Dorst
2	Dikes and Revetments	12										12	36	Dr. M. Rajabalinejad
3	Probabilistic design	6			6							12	24	Dr. Ir. P. van Gelder
4	Storm Impact modelling	2										2	6	Prof. J. A. Roelvink
5	Storm Impact modelling	6			5							11	23	Ir. M. van Ormondt
6	Storm Impact modelling	6			5							11	23	Dr. ir. J. van Thiel de Vries
<b>Total</b>		<b>40</b>			<b>20</b>							<b>60</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>														

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: F.X. Suryadi, PhD, MSc

### Module Sheet

Module Name Advanced methods and equipment		Module Code WSE/HELWD/11/e	Credits 5
<b>Target Group</b> All WSE participants and from other programmes with specific interest.	<b>Prerequisites</b> General knowledge about drip and sprinkler irrigation systems as well as GIS and remote sensing.		

### Learning Objectives

Upon completion of the module participants will be able to..

- Determine the requirements for water table and salinity control in irrigated areas; Understand the factors that influence the functioning of a drainage system; Design a subsurface drainage system
- Design surface and overhead pressure irrigation systems and understand the need for drainage in irrigated areas
- Explain the use of modern tools as RS and GIS in combination with the use of computer models
- Predict effects of different water qualities on agricultural crops, and stock farming and human health
- Determine the effects and related water management and land use zoning that are involved when living in flood prone areas
- Discuss the interactions between land use, water management and flood control in flood prone areas

### Topics and Learning Activities

#### Introduction: Sprinkler and Drip, F. Reinders (ARC, South Africa)

Historical background, modern irrigation, definition, decision variables.

Sprinkle irrigation: The sprinkler: classification of types; hydraulics, theoretical and empirical equations, water patterns; The lateral: distribution, length, diameter, spacing between the sprinklers, uniformity; The set: decision variables, uniformity and coefficients, winds, efficiency, automation, fertigation, control; Design procedures and considerations, analysis of factors affecting uniformity, optimal design of networks using Linear Programming. Planning: data, objectives, constraints, and optimisation. Economic evaluation.

Drip irrigation: The emitter: types, hydraulics, theoretical and empirical equations; the lateral: hydraulics, length; The set: decision variables, uniformity, automation, control, fertigation.

#### Learning Activities:

lecture, exercise

#### Sub-surface Drainage, H.P. Ritzema (Wageningen University and Research)

The need for drainage: water ponding, waterlogging and salinisation. Drainage systems: components of a drainage system, surface and subsurface drainage systems. Factors related to drainage: agricultural objectives, environmental aspects, and soil and hydrological conditions. Design considerations: drainage design criteria and layout. Drainage design equations: principles and applications. Introduction, background information, and preparing the layout and design of a subsurface drainage system.

#### Learning Activities:

lecture, exercise

#### Remote Sensing for Irrigation and Drainage, Z. Vekerdy (ITC)

Introduction to the principles of remote sensing and their applications in the field of irrigation and drainage.

#### Learning Activities:

lecture, exercise

#### Reuse of Low Water Quality, P. van der Steen (UNESCO-IHE)

Sources of pollution: domestic, industrial and agricultural pollution. Types of pollution: chemical, mechanical and biological pollution. Parameters used to describe the degree of pollution: Salinity, BOD, COD, Dissolved oxygen, TSS, faecal coli, heavy metals. Reuse of water: criteria for reuse for agriculture, cattle watering and water supply. Measures for improvement of water quality: water treatment.



**Learning Activities:**

lecture, exercise

**Land Use and Water in Flood Prone Areas, B. Schultz (UNESCO-IHE)**

Historical and recent developments of land use and flood prone areas. The importance of land use zoning. Interactions between land use, water management and flood control. Future outlook.

**Learning Activities:**

lecture

**Lecturing Material**

- Reinders, 2010. Determining pipe sizes (hand-out).
- Reinders, 2009. Sprinkler and drip (hand-out).
- Ritzema, 2007. Subsurface drainage.
- Ritzema, 2007. Exercise Sub-surface Drainage: Case Study Pan de Azucar.
- Schultz, 2006. Opportunities and threats for lowland development. Concept for water management, flood protection and multifunctional land-use. In: Proceedings of the 9th Inter-Regional Conference on Environment-Water. EnviroWater 2006. Concepts for Watermanagement and Multifunctional Land-Uses in Lowlands, Delft, the Netherlands, 17 - 19 May, 2006.
- Schultz, 2008. Extreme weather conditions, drainage, flood management and land use. In: Proceedings of the 10th International Drainage Workshop, Helsinki, Finland and Tallinn, Estonia, 6 - 11 July 2008, Helsinki University of Technology, Helsinki, Finland.
- Schultz, 2010. Land use and water in flood prone areas.

**Assessment**

- 40%: Assignment
- 60%: Assignment

2012/2014-WSE/HELWD/11/e: Advanced methods and equipment													
Nr	Course/Topic	Lecture	Assignment	Workshop Case study	Role play	Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
1	Sprinkler and Drip	8	8								8	32	F.B. Reinders
2	Subsurface Drainage	12	6								12	42	Dr Ir H.P. Ritzema
3	Remote Sensing for Irrigation and Drainage	6	6								6	24	Dr. Z. Vekerdy
4	Reuse of Low Water Quality	8									8	24	N.P. van der Steen, PhD, MSc
5	Land Use and Water in Flood Prone Areas	6									6	18	Prof. E. Schultz, PhD, MSc
<b>Total</b>		<b>40</b>	<b>20</b>								<b>40</b>	<b>140</b>	
<b>MSc module - UNESCO-IHE</b>													

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: HERBD  
 Module Coordinator: I.I. Popescu, PhD, MSc

### Module Sheet

Module Name	Module Code	Credits
<b>Modelling and operation of river systems</b>	<b>WSE/HERBD/11/e</b>	<b>5</b>
<b>Target Group</b> All participants in the WSE programme	<b>Prerequisites</b> Hydraulics & Basic mathematics	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Familiarize participants with structure of equations used to represent water phenomenas, numerical solution techniques and their representation in modelling systems and practical use of these.
- Provide participants practical experience with standard models and develop an understanding of modelling in river and lake systems
- Understand principles of reservoir control and optimisation, and develop operational rules for (multi-purpose) reservoir operation
- Develop critical assessment in assessing quality of model calibration and validation, verification and uncertainty

### Topics and Learning Activities

#### Computational Hydraulics (I. Popescu, IHE)

The course aims to introduce numerical aspects of modelling, so that students become aware of the limitations and characteristics of hydrodynamic numerical models. The course starts with a short overview of the differential equations used in hydraulics, principles of discretisation of shallow water equations in 1D and 2D. Further the concept of Courant number, stability and accuracy, will be introduced for both implicit and explicit schemes. Emphasis will be on river and lake applications and short wave propagation.

#### **Learning Activities:**

*Formal lectures, home assignments, exercises and workshops in computer lab*

#### Model quality assessment & uncertainty (M. Werner, IHE)

Practical concepts for analysing quality of models used in modelling water resources. Techniques for calibration and validation. Sensitivity analysis and uncertainty estimation. Verification methods.

#### **Learning Activities:**

*Formal lectures, home assignments, exercises and workshops in computer lab*

#### Reservoir control and optimisation (M.Werner, IHE)

Principles of reservoir operation rules, including standard operation policy, hedging and flood control rules. Designing reservoir operation policies using optimisation techniques such as linear and (stochastic) dynamic programming. Long term versus short term reservoir operation. Establishing objective functions for multiple-purpose reservoirs. Planning and implementation of environmental flows.

#### **Learning Activities:**

*Formal lectures, home assignments, exercises and workshops in computer lab*

#### Modelling Exercise (I. Popescu, IHE; M. Werner, IHE, F. Martins, U. of Algarve)

Practical experience with computational numerical models will be gained by students. Modelling exercises will be in three parts; (i) Reservoir Simulation and Optimisation; (ii) River Modelling; and, (iii) Lake Modelling. The objective of this component will be the application of the theory gained in the theoretical components of the course.

#### **Learning Activities:**

*Formal lectures, home assignments, exercises and workshops in computer lab*

### Lecturing Material

- Popescu, I., 2004: Differential Equations and Numerical Methods. UNESCO-IHE Lecture notes.
- MOHID - Hydrodynamics user manual, 2009
- Martins, F., 2011: Modelling river and lakes using MOHID. UNESCO-IHE. Lecture notes
- Handouts

### Assessment

- 30%: Written Exam (open book)
- 30%: Written exam (open book)
- 40%: Assignment

2012/2014-WSE/HERBD/11/e: Modelling and operation of river systems														
Nr	Course/Topic	Lecture	Assignment	Workshop	Case study	Role play	Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM:		Lecturer(s)
												contact hours	studyload hours	
1	Computational Hydraulics	12			4							16	40	I. Popescu, PhD, MSc
2	Model quality assessment & uncertainty	2			2							4	8	M. Werner, PhD, MSc
3	Reservoir control and Optimisation	12										12	36	M. Werner, PhD, MSc
4	Modelling Applications: reservoirs		8										8	M. Werner, PhD, MSc
5	Modelling Applications: lakes	4	10									4	22	Å F. Martins, PhD, MSc
6	Modelling Applications: rivers	4	10									4	22	L. Beevers, PhD, MSc
<b>Total</b>		<b>34</b>	<b>28</b>		<b>6</b>							<b>40</b>	<b>136</b>	
<b>MSc module - UNESCO-IHE</b>														

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: Hydroinformatics: modelling and information systems for water management

Module Coordinator: A. Jonoski, PhD, MSc

### Module Sheet

Module Name Hydroinformatics for decision support	Module Code WSE/HI/11/e	Credits 5
<b>Target Group</b> Participants from all Master Programmes of UNESCO-IHE	<b>Prerequisites</b> Hydrological and hydraulic modelling concepts; Basic programming skills	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Understand the role of system analysis in water resources planning and management
- Formulate and solve water resources problems as optimisation problems
- Distinguish and properly use different types of decision support methods for water problems
- Build simple software applications that integrate data and models, both as stand-alone and Internet-based
- Understand the potential of newly available data sources (e.g. remote sensing, web resources, data generated from climate and meteorological models) in advanced integrated modelling and decision support

### Topics and Learning Activities

#### Systems analysis in water resources, D.P. Loucks (Cornell University)

Definition and role of systems analysis in engineering planning; Basic concepts; Multi-objective models and the concept of trade-offs between conflicting objectives; Development and use of static and dynamic stochastic simulation models of river systems.; Introduction to decision support systems and geographic information systems and their use; Exercises in multipurpose integrated river basin (or regional) water resources management modelling

#### **Learning Activities:**

*Attending lectures;  
 Computer exercises;  
 Home assignment;*

#### Decision support systems, A. Jonoski (IHE) and I. Popescu (IHE)

Introduction to decision making process; objectives and alternatives. Optimisation in decision support (single and multi-objective). Multi-attribute decision methods and tools: formulation of decision matrix, generating and using weights, compensatory and non-compensatory decision methods. Introduction to mDSS4 decision support software; exercises and assignments with case studies implemented in mDSS4

#### **Learning Activities:**

*Attending lectures;  
 Computer exercises;  
 Home assignment;*

#### Software technologies for integration, A. Jonoski (IHE), L. Alfonso (IHE), A. Almoradie (IHE)

Introduction to methods and tools for software integration of models and data: file conversions exercises. Object-oriented integration approaches.

Software integration across networks: Client-server programming, Web protocols, Technologies for integrating distributed resources: web-interfaces technologies; creating web-based applications with assignment exercise.

#### **Learning Activities:**

*Attending lectures;  
 Computer exercises;  
 Home assignment;*

#### Integration of weather prediction and water models, S.J. van Andel (IHE)

Approaches and methods for integration of weather models with hydrological and hydraulic models. Integration of remote sensing data. Downscaling and upscaling issues.

#### **Learning Activities:**

*Attending lectures;  
 Computer workshop;*

### Lecturing Material

- D.P. Loucks: Lecture Notes on Water Resource Systems Modelling: Its Role in Planning and Management (chapters 2, 3, 4, 10 and 11)
- A. Jonoski: Introduction to Decision Making and Decision Support Systems (PowerPoint Slides)
- I.Popescu: Handout DSS exercises with mDSS4
- A. Jonoski: Software Technologies for Integration (PowerPoint Slides)
- L. Alfonso, A. Almoradie: Handouts Software integration exercises
- S.J van Andel: Integration of weather prediction and water models (PowerPoint Slides)
- Software:- LINGO, mDSS4, visual Basic editor (Excel), AlleyCode - web editor, Apache web server, Google maps API

### Assessment

- 40%: Assignment
- 30%: Assignment
- 30%: Assignment

2012/2014-WSE/HI/11/e: Hydroinformatics for decision support												
Nr	Course/Topic	Lecture	Assignment	Workshop Case study	Role play Exercise	Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: studyload hours	Lecturer(s)
1	Systems analysis in water resources	12		4			4			20	48	D. P. Loucks
2	Decision support systems	6		4			4			14	30	A. Jonoski, I. Popescu
3	Software technologies for integration	4		10			10			24	42	A. Jonoski, L. Alfonso, A. Almoradie,
4	Integration of weather prediction and water models	4		4						8	16	S.J. van Andel
<b>Total</b>		26		22			18			66	136	
<b>MSc module - UNESCO-IHE</b>												

# WATER MANAGEMENT

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: Water Resources Management & Water Quality Management

Module Coordinator: Y. Jiang

### Module Sheet

Module Name Watershed and river basin management		Module Code ES11MW	Credits 5
<b>Target Group</b> Young and mid-career professionals (scientists, decision-makers) with a background in water management, environmental management, and / or watershed management.	<b>Prerequisites</b> Affinity with hydrology, development economics, agronomy or geography (preferably a relevant water science or engineering related bachelor's degree or equivalent) and preferably experience in watershed and / or river basin management. Good command of English.		

### Learning Objectives

Upon completion of the module participants will be able to..

- describe the main natural and anthropogenic interactions at a watershed scale; and how they can be aggregated to river basin scale
- describe the role of water in sustaining different land uses, including ecosystems
- understand the watershed planning and management approaches, specifically in terms of soil and water management
- explain temporal and spatial scales issues in hydrology
- characterize the fundamental economic issues in watersheds and river basins and the role of economic valuation of aquatic ecosystem services in watershed and river basin management

### Topics and Learning Activities

#### Introduction

This section introduces watershed and river basin management

#### **Learning Activities:**

Lecture, group exercise/workshop

#### Biophysical processes and anthropogenic interactions

This section overviews biophysical processes and interactions with human activities in watersheds and river basins, covering soil & water management, watershed hydrology and human interventions, environmental flow, and groundwater management

#### **Learning Activities:**

Lecture, group exercise/workshop

#### Watershed and river basin planning

This section describes the planning process of watershed and river basin management, including technical and participatory tools to support planning processes

#### **Learning Activities:**

Lecture, group exercise/workshop

#### Watershed economics

This section introduces and characterises the fundamental economic issues in watersheds and river basins, explain the relevance and role of economics and economic valuation in watershed and river basin management

#### **Learning Activities:**

Lecture, group exercise/workshop

#### Watershed and river basin management

This section synthesizes the institutional aspects in watershed and river basin management, explains transboundary interdependencies and cooperation, and presents a case study of watershed and river basin management in the real world

#### **Learning Activities:**

Lecture, group exercise/workshop

#### Role play- ShaRiva

This group exercise uses hydrological simulation as a decision support tool to help understand the interdependency of different stakeholders and the importance of communication and cooperation to effective watershed and river basin management

#### **Learning Activities:**

group exercise

**Field trip**

**Lecturing Material**

- Lecture Notes
- Role play reading materials
- Lecture powerpoint slides
- Additional reading materials

**Assessment**

- **70%: Written Exam (closed book)**
- **30%: Assignment**

2012/2014-ES11MW: Watershed and river basin management										
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
1	<b>Introduction</b>			2				2	2	Jiang/Hamdard
2	<b>Biophysical processes and anthropogenic interactions</b>									
2.1	Soil & Water Management	6						6	18	Van der Zaag
2.2	Watershed hydrology and human interventions	4						4	12	Mul
2.3	Environmental flow allocation	4						4	12	McClain
2.4	Groundwater Management	4						4	12	Guest Lecturer
3	<b>Watershed and river basin planning</b>									
3.1	Planning processes	2						2	6	Douven
3.2	Technical tools to support planning processes	2						2	6	Mohamed
3.3	Participatory tools to support planning processes	2						2	6	Kemerink
4	<b>Watershed economics</b>									
4.1	Fundamental economic issues in watersheds and river basins	3						3	9	Jiang
4.2	Economic valuation of aquatic ecosystem services	3						3	9	Jiang
5	<b>Watershed and river basin management</b>									
5.1	Institutional aspects in watershed and river basin management	2						2	6	Douven
5.2	Transboundary Interdependencies and cooperation	2						2	6	Douven
5.3	Case Study	2						2	6	Guest Lecturer
6	<b>Role-Play SHA-RIVA</b>		20						20	Mul/Jiang/Hamdard
7	<b>Field trip</b>					4		4	4	Jiang
	<b>Exam</b>		3						3	
	<b>Total</b>	<b>36</b>	<b>23</b>	<b>2</b>	<b>4</b>	<b>42</b>	<b>137</b>			

MSc module - UNESCO-IHE

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014

Specialization: WSE-HWR, WSE-HERBD, WSE-HECEPD, WSE-HI, WSE-HELWD

Module Coordinator:

### Module Sheet

Module Name Groupwork WSE		Module Code WSE/12/c	Credits 5
Target Group	Prerequisites All previous modules		

### Learning Objectives

Upon completion of the module participants will be able to..

- Develop a Master Plan for Water Resources Management
- Do design projects in their own discipline as a part of the pre-feasibility study for the proposed Master Plan.
- Use an engineering approach based on suitable technical considerations.
- Develop multi-disciplinary project activities in integrated teams.

### Topics and Learning Activities

#### Group work

The group work project consists of the multidisciplinary preparation of (alternatives for) a rough Master Plan for Water Resources Management in (parts of) a river basin, taking into account given and imaginable threats and opportunities. In multidisciplinary or monodisciplinary subgroups the group members will work out a technical research or design study to support the proposed Master Plan. Based on the results of the various technical supporting studies, the feasibility of the Master Plan will be reviewed.

The project involves:

data collection and analysis;

proposals to develop the water resources potential in the area;

proposals to decrease water-related risks like flooding, pollution or erosion;

development of engineering components in the areas of rivers and river basin development, coasts and ports and land and water development, including economic considerations.

The group work will be carried out within the framework of a team effort and includes:

showing a clear engineering approach within the frame work of a multidisciplinary project;

organizing the work flow efficiently an keeping to the time planning;

preparing readable well-structured reports of the required quality;

presentation of the results of a study or design work orally in a short period for a technical audience, making adequate use of presentation tools.

#### **Learning Activities:**

*Exercise*

#### Lecturing Material

- Handouts group work, information and data

#### Assessment

- 100%: Presentation



**2012/2014-WSE/12/c: Groupwork WSE**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
1	Groupwork			140				140	140	
	<b>Total</b>			140				140	140	
<b>MSc module - UNESCO-IHE</b>										

# MUNICIPAL WATER AND INFRASTRUCTURE

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: E.A. de Jong, MA..

### Module Sheet

Module Name		Module Code	Credits
Summer courses / research methodology for WSE		WSE/13/c	3
<b>Target Group</b> All participants of the programme		<b>Prerequisites</b> The successful completion of at least 8 of the first 11 modules of the programme	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Discuss the latest insights, context and concepts of a contemporary issue of choice
- Able to justify his or her research in the context of UNESCO-IHE research lines, personal professional interests and preferably in local, national and regional contemporary issues.

### Topics and Learning Activities

#### Research methodology

Selected attention to one or several aspects of epistemology, literature review, scientific research methods, statistics, writing for publication, etc.

#### **Learning Activities:**

*Presentations by and debate between staff, guest lecturers and participants on issues of research methods, epistemology, contemporary issues, etc*

### Summer courses

Participant will need to select 1 course out of the available Summer Courses on offer during this period (each Masters programme will offer one or more Summer Course open to all participants, as long as prerequisites are met). Topics will be presented as seminars by UNESCO-IHE staff and guest lecturers on specific contemporary themes and issues. Some examples of previous Summer Courses are:

- Water and Climate
- Environmental Flows
- Conflict Resolution
- Flood resilient planning and building

#### **Learning Activities:**

*Lectures, workshops, assignments*

### Lecturing Material

- To be announced

### Assessment

- 100%: Assignment

**2012/2014-WSE/13/c: Summer courses / research methodology for WSE**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
	<b>Research methodology</b>									Various
	<b>Summer Course</b>									Various
	<b>Total</b>									
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: E.A. de Jong, MA

### Module Sheet

Module Name		Module Code	Credits
MSc research proposal development for WSE		WSE/14/c	7
<b>Target Group</b> All students of the Water Science and Engineering programme	<b>Prerequisites</b> The successful completion of at least 8 of the first 11 modules		

### Learning Objectives

*Upon completion of the module participants will be able to..*

- concisely define the intended research topic, state precise aims and objectives, describe the research methodology, argue expected relevance and justification, and identify boundary conditions and self- or externally imposed limitations
- list available literature and replicate main arguments expounded in the literature on the specified research topic
- demonstrate analytical problem-analysis skills and the ability to distil the strategic issues to be addressed in the research phase
- plan, using the project management approach, the research process in weekly time-steps and indicate essential milestones, targets and indicators, required human, financial and other resources, deliverables and perceived threats and constraints at each stage of the research project
- develop and formulate the research proposal in a clearly written, well argued and convincing report, submitted within a set deadline
- successfully present and defend individual work, cross-reference it to and critically evaluate it in light of contemporary thinking in a specific field of study

### Topics and Learning Activities

#### Selection of research topic

The initial research topic of study will be selected in a consultative process with a mentor, the MSc coordinator and a professor.

#### **Learning Activities:**

*Reading and discussing*

#### Proposal drafting

Research is likely to be based primarily on a review of selected literature, to a limited extent other methods of data gathering and analysis may also be applied (e.g. interviews, laboratory and field work, computer modelling, expert consultations, etc). One hour weekly meetings with the tutor form the main stay of the proposal development process. It is however expected that the MSc candidate will be self-motivated and pro-active, taking all necessary initiatives to reach the set target in a timely fashion.

#### **Learning Activities:**

*Writing of the proposal*

#### Proposal presentation

The resulting proposal will be presented in written form and orally defended before an audience of critical peers and a panel of staff members

#### **Learning Activities:**

*Presentation of the proposal*

### Lecturing Material

- MSc thesis Protocol
- How to write an MSc thesis – Wendy Sturrock

### Assessment

- **100%: Presentation**

**2012/2014-WSE/14/c: MSc research proposal development for WSE**

Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM: contact hours	SUM: study/load hours	Lecturer(s)
	MSc research proposal drafting		188					188		Mentor
	MSc research proposal presentation				4			4	8	Mentor and professor
	<b>Total</b>		188		4			4	196	
<b>MSc module - UNESCO-IHE</b>										

# WATER SCIENCE AND ENGINEERING

## MASTERS PROGRAMME

Academic Year: 2012-2014  
 Specialization: Core Programme  
 Module Coordinator: E.A. de Jong, MA

### Module Sheet

<b>Module Name</b> MSc research	<b>Module Code</b> WSE/15	<b>Credits</b> 36
<b>Target Group</b> Programme target group	<b>Prerequisites</b> Programme prerequisites	

### Learning Objectives

*Upon completion of the module participants will be able to..*

- Conduct research, independently or in a multidisciplinary team, including the formulation of research questions and hypotheses, the selection and application of research methodologies and techniques and the formulation of well-founded conclusions and recommendations;
- Communicate, debate and defend, clearly and systematically, findings and generated insights, and provide rational underpinning of these in oral and written presentations to a variety of audiences;
- Demonstrate academic attitude and learning skills (including thinking in multidisciplinary dimensions and distinguishing main issues from minor ones), to enhance and keep up-to-date the acquired knowledge and application skills in a largely independent manner.

### Topics and Learning Activities

#### Lecturing Material

#### Assessment

- 100%: Assignment

2012/2014-WSE/15: MSc research										
Nr	Course/Topic	Lecture	Assignment	Workshop Case study Role play Exercise Lab session	Laboratory work	Fieldtrip - Fieldwork	Design exercise	SUM:		Lecturer(s)
								contact hours	study/load hours	
	MSc Research		928	80				80	1008	
	<b>Total</b>		<b>928</b>	<b>80</b>				<b>80</b>	<b>1008</b>	
<b>MSc module - UNESCO-IHE</b>										