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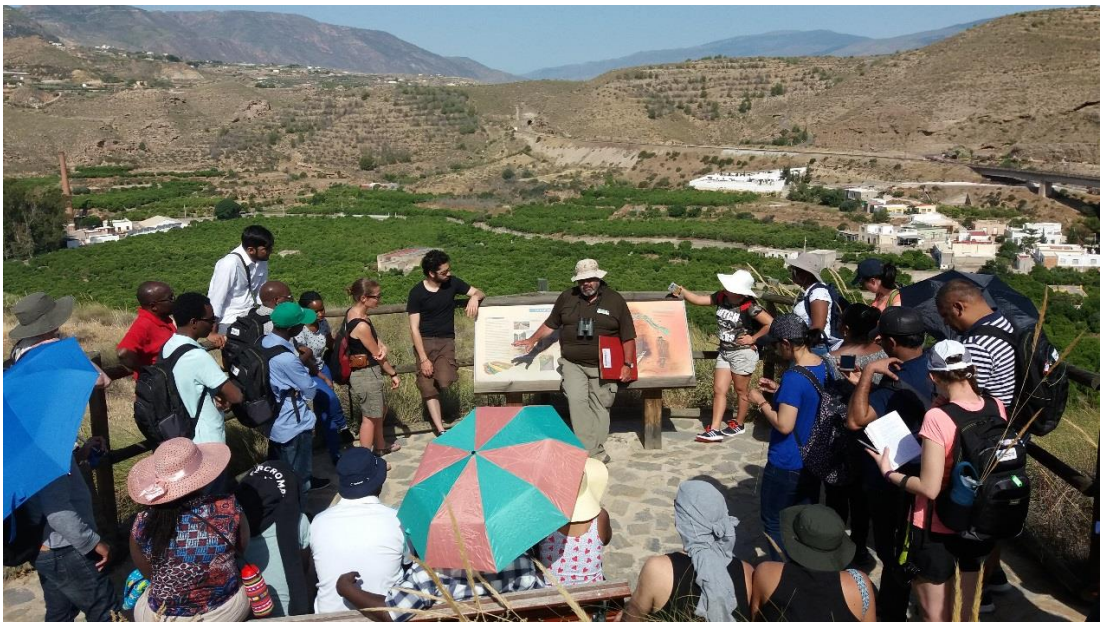
Institute for Water Education in partnership with UNESCO

Study Guide

Academic Programme 2017-2019



Programme Information: Water Management and Governance MSc Programme

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Disclaimer:

While IHE Delft, Institute for Water Education, 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 Certain modules or parts of modules may be changed, withdrawn and/or replaced by other modules.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 IHE or from partner organisations cannot be guaranteed. No rights can therefore be derived from the programme as specified in this handbook.

Introduction

The International Master programme in Water Management and Governance (WMG) provides a unique combination of knowledge, skills and competencies to help comprehensively analyse, critically reflect and effectively contribute to solve contemporary water problems. The question of how to balance objectives of social equity with those of ecological integrity and productivity are at the heart of societal efforts to deal and live with water. In answering this question, science and data are always deeply entangled with particular visions on development, moral worldviews, and economic or geopolitical interests. This is why the study programme pays explicit critical attention to the definition and workings of authority and power, and to the organisation of democracy in water. As solutions to water problems always consist of a combination of engineering (infrastructure, technology), institutions (rules, laws, policies), and organisations, WMG master programme brings together insights about water quality and quantity - and hence of key biophysical and hydrological processes - with understandings of the infrastructural, political and institutional arrangements to regulate its access, allocation, treatment, use and discharge. The courses on offer thus range from those that are rather technical or natural science oriented (focusing on physical, biological or technical processes) via more skills-oriented modules aimed at acquiring the abilities to effectively 'do' WMG (law, conflict resolution, mediation, modelling, environmental assessment) to more interpretive social science courses. Throughout the programme, there is a lot of attention to different ways of integrating these different disciplines and sources of knowledge.

Similarly, skill development is an integral part of the programme's core learning objectives and activities (Annex-1). The academic and research skills are nurtured throughout the programme. These include, but are not limited to, literature review, critical thinking, problem analysis, conducting research alone or in a team, groupwork and communication in written and oral forms. Other important skills that receive more attention are: interdisciplinary and integrated thinking, academic attitude and lifelong learning, problem solving, sound judgement and application of tools, methods and procedures (e.g. both institutional arrangements and models) in a given context. All these activities are well embedded within the core contents of the programme, which helps to maintain a strong link between the skills and knowledge (theory and application).

The programme's anchor are water problems as they are experienced by relevant actors (users, operators, policymakers, politicians, experts) in their everyday dealings with water. The applicability of taught practical and analytical skills for dealing with actual WMG situations is therefore the most crucial measure of their value. However, by deepening their insights about how socio-natural processes shape water flows and vice-versa, the programme not just provides tools to help solve problems, but also develops students' theoretical ability to critically compare and reflect on proposed solutions, measuring their effectiveness against wider environmental and social objectives.

An important target audience for the programme are mid-career water professionals from Southern countries: those already working in the water sector (either with governments, NGOs or the private sector), who aspire to improve their knowledge and skills. However, we also welcome students from other disciplinary and professional backgrounds (e.g. lawyers, journalists, entrepreneurs, activists) or countries of origin who aim to specialize in water, and we are open to less experienced students who are interested in studying at IHE Delft because it gives them a unique, broad and interdisciplinary background in contemporary WMG questions.

The programme's overall ambition is to train and educate reflexive water professionals and experts who have the knowledge and capacity to develop, plan, implement and evaluate WMG policies and strategies in support of the ecologically wise and socially equitable use of water.

In line with the overall IHE Delft's approach to education, the programme's contents are diverse: lectures by experts in the field are complemented by practical assignments, work in the laboratory, excursions and group-work. Innovative distance learning and electronic interactive educational tools support the programme. Throughout the educational cycle, lecturers and professors make creative use of opportunities to build on and learn from the rich experiences of students. More in general, the programme is student-centred, which means that students have a large degree of freedom to put together the curriculum that best fits their choice, interests and needs

Career

Graduates of the WMG programme start or resume a career dealing with wide range of WMG jobs in the water sector or related sectors such as infrastructure, energy, agriculture or mining.

- In public administration: central and local governments (river basin organizations, urban water authorities, water boards, urban/rural development ministries/authorities)
- In the private sector: e.g. consulting firms, water supply companies, law firms
- In academia and research institutes
- At NGOs and international organizations (UN, Worldbank, OAS etc.)

Graduates with excellent study results are eligible to undertake a PhD.

Structure of WMG Programme

WMG is one of the four IHE's Master programmes. It is offered as an 18-month Master of Science (MSc) programme. The programme follows a modular structure, which is illustrated by Figure 1, also indicating the specific modules offered in the programme. The first year of the programme are taught modules that run from October to August. Then, starts the research phase of over six-months resulting in a thesis that is defended in April. The first year starts with five general modules, "foundation phase" followed by three modules in four thematic profiles/specialisations, namely, Water Resources Management, Water Services Management, Water Conflict Management, and Water Quality Management. As noted in Figure 1, the programme offers quite some flexibility to choose from wide range of modules on offer from WMG and other IHE MSc programmes.

Most of the modules have a duration of three weeks, and an examination period is scheduled after every two modules.

Timeline	Phase	Module #	Module Name
Oct-Feb	Foundation	Module 1	Principles of Integrated Water Resources Management
		Module 2	The Water Resources System
		Module 3	Water Governance
		Module 4	Water Economics
		Module 5	Water and Environmental Law
Mar-May	Thematic Profile /Specialization	Module 6 (choose one elective)	Water Resources Assessment
			Water Conflict Management I
			Managing Water Organisations
			Water Quality Assessment
			Any other choice (e.g. from other IHE Programmes)
		Module 7 (choose one elective)	Water Systems Modelling
			Water Conflict Management II
			Environmental Management and Water Services
			Wetlands for wastewater treatment
			Any other choice (e.g. from other IHE Programmes)
		Module 8 (choose one elective)	Water Resources Planning
			Finance in the Water Sector
			Environmental Planning and Implementation
			Any other choice (e.g. from other IHE Programmes)
May	Integration	Module 9	International Fieldwork
Jun-Aug	Thematic Profile /Specialization	Module 10 (choose one elective)	Institutional Analysis
			Partnerships in the Water Sector
			Aquatic Ecosystems Processes and Applications
			Any other Elective Module
		Module 11 (choose one elective)	IWRM as tool for adaptation to climate change
			Urban Water Governance
			Strategic Planning of River Basins and Deltas
			Any other Elective Module
	Summer Courses	Module 12	Choose one from the available summer courses
August	Integration	Module 13	IWRM Groupwork
Sep-Oct	Research	Module 14	MSc Preparation courses and writing thesis research proposal
Oct-Apr		Module 15	MSc Thesis Research and Thesis Writing

Figure 1. A schematic view of the WMG programme organization, highlighting four distinct phases.

In general, the programme is consisting of four distinct phases:

1. **Foundation :** a common basis at the start of the programme, where all the participants follow five common modules.

2. Thematic Profile / Specialisation : Five modules, three selected from different themes/specialisations and two from institute wide electives, allow the participants to broaden, but especially deepen their

understanding of specific management and governance issues, and to learn how to apply the necessary tools, for instance, with regard to water resources, conflict, quality and services management.
3. Integration : In this phase, participants of the WMG program come together to test the knowledge, insight and skills acquired in the preceding modules in a multi-disciplinary, problem-solving environment. While efforts on integration and interdiciplinarity are made throughout the programme, two modules are specifically dedicated for this purpose. First, a two-week international field trip module that provides an exploration of contemporary WMG issues. Second, in a three week group work module participants design and evaluate management and governance related solutions for a river basin in a development context.

4. Research : In this phase, the participants develop their research proposal and follow research methodology course(s). After successful defence of the thesis proposal, research is conducted for a period of six months, which is dedicated to integrating and applying individual knowledge and skills through applied research in a field directly related to the participant's thematic profile/specialization, professional experience, interest and context, also integrated with the existing IHE research lines and sometimes embedded within the ongoing projects. The research topics can be selected and developed from the suggested topics by the staff members or proposed by the students or their employers. The student play a leading role in conducting the research but do receive guidance from a team of supervisor and mentor(s).

Upon successful completion of all the courses (taught and research part), the participants receive their Master of Science Degree in WMG, with possibility of specific mention of thematic profile/specialization followed.

Final Qualifications WMG Programme

Knowledge & understanding

1. Knowledge of current theory and contemporary developments in Water Management and Governance.
2. The ability to describe the rationale for an integrated and interdisciplinary approach for managing water systems.
3. Knowledge of biological, physical and chemical principles of water systems.
4. Knowledge of economic, institutional and legal principles, approaches and instruments in water governance.
5. Understanding the broader scientific, engineering and socio-economic context and the role of other disciplines required for Water Management and Governance.

Applying knowledge and understanding

6. The ability to apply the knowledge and academic capabilities acquired, in relevant management, engineering, social and ecological contexts.
7. The ability to contribute to management and governance of water systems and organisations and to the development of institutional arrangements.
8. The ability to collect, analyse and organise relevant information and to draw sound conclusions.
9. The ability to prepare and implement a scientific research plan.
10. The ability to contribute to theoretical, methodological or applied developments within the field of study.

Making judgements

11. The ability to decide between different ideas and approaches independently, based on available information, and assess the potential for application, integration and further development.
12. The ability to select and apply a variety of techniques, tools and procedures in order to evaluate the consequences of different development and intervention scenarios.
13. The ability to reflect critically on how different activities impact on the sustainable use of water.

Communication

14. The ability to report and communicate results clearly, and to explain and defend the reasoning, knowledge and assumptions to a variety of audiences.
15. The ability to function effectively in a multi-disciplinary team.
16. The capability to assess interests among different stakeholders and to facilitate decision-making processes.

Lifelong learning skills

17. The ability to extend and enhance one's own knowledge, insight and skills in a largely autonomous manner.

Thematic Profiles/Specializations

The Water Management and Governance Programme has five thematic profiles/specializations.

- Water Management and Governance-Tailor Made Study Profile (Delft based)
- Water Resources Management (Delft based)
- Water Conflict Management (Delft based)
- Water Services Management (Delft based)
- Water Quality Management (Delft based)
- Water Diplomacy and Peace (Joint programme with Oregon State University, USA and UPEACE, Costa Rica)

Water Management and Governance-Tailor made Study Profile

Students can compose their own study trajectory under this option. After a foundation phase, during which students are exposed to the different disciplines involved in the water management domain, students can compile a study profile from a wide range of available courses and variety of thesis research topics to ensure that the educational programme is fully aligned with their professional needs and future career ambitions.

They will be guided in this process by professional coaches who will encourage students to reflect on their knowledge and skills, advise them on career possibilities and assist them in selecting a suitable tailor-made study profile. The coaches have extensive knowledge on the needs of the water sector in various parts of the world, and student's employers could be consulted in the process.

Where appropriate, students can also opt for one of the thematic study profiles, including water resources management, water services management, water conflict management and water quality management. An integration phase towards the end of the taught part of the programme will ensure that students get hands on experience with integrated approaches and interdisciplinary collaboration.

After successful completion of the programme, the graduates will achieve the following learning objectives:

Knowledge and understanding	1. describe and predict for a given water resources system the main hydrological, hydraulic, chemical and ecological processes and how these processes are dynamically linked with human activities, including land and water use. 2. describe and explain the main concepts and instruments for analysing and influencing formal and informal arrangements over water, including policies, laws and institutions, and by adopting a historical perspective. 3. explain the key concepts for integrated, multi-disciplinary and interdisciplinary analyses of water systems and describe the challenges of such approaches. 4. comprehend the broader scientific, engineering, socio-economic and environmental context in which water management and governance issues are manifested and addressed.

Applying knowledge and understanding	1. formulate and apply water management and governance frameworks / tools / methods to water related issues in a given context in a social inclusive and environmental sustainable manner. 2. apply different concepts and methods in a coherent way and through a process of triangulation synthesize results and draw well reason conclusions and recommendations. 3. conduct, independently or in a multidisciplinary team, research including the formulation of research questions and hypotheses, the selection and application of adequate research methodologies and techniques and the formulation of well-founded conclusions.
Making judgements	1. compare and contrast different ideas and approaches to make sound judgement based on available information, and assess the potential for application, integration and further development. 2. apply suitable techniques, tools and procedures for a given context in order to evaluate the consequences of different development and intervention scenarios. 3. reflect critically on ho how different activities impact on the sustainable use of water in a given context. 4. reflect on own professional and educational background relate to this knowledge and skills needed to build a solid career in the water sector, and on this basis identify a coherent personal learning trajectory.
Communication	1. clearly and systematically communicate, argue and defend findings in oral and written presentations to a variety of audiences.
Lifelong learning skills	1. think in multidisciplinary and integrated dimensions and be able to distinguish main issues from side issues. 2. have the academic attitude and learning skills to enhance and keep up-to-date the acquired knowledge and application skills in a largely independent manner. 3. Have the ability to reflect on own performance and advance own career within the water sector.

Water Resources Management

Under the water resources management thematic profile/specialisation, the students study the bio-physical characteristics of water resource systems and its interaction with human water use and development activities. Particularly, it focuses on the resource aspect of water at different scales, including its spatial temporal distribution and dynamics, process simulation and modelling, use assessment and planning, and institutional and regulatory arrangements for promoting integrated water resource management and sustainable water use.

The thematic profile/specialisation starts with the module *Water Resources Assessment,* which focuses on quantification of the different components of the water resources spectrum (rainfall, river flow, groundwater), and assessment of water availability and demand at different scales. The water accounting concepts, procedures and analytical tools are introduced in this module. The module *Water Systems Modelling* provides a broad introduction to the basics of hydrological, hydraulic and water allocation modelling. By acquiring an understanding of the basic modelling concepts and developing modelling skills, the participant develops an intuitive ability to interact with more advanced modelling approaches useful

for system understanding, assessments, scenario/intervention analysis and decision making processes. The *Water Resources planning* module provides a learning environment for the tested and innovative approaches for effective water resources planning, strategy formulation, impact assessment and multi-criteria evaluation of management and governance options at range of spatial and temporal scales, e.g. river basin, national and international levels, short, medium and long time horizons.

After the specialization modules, the participants then choose Institutional analysis or another elective module from WMG or other MSc programmes at IHE. The institutional analysis module focuses on understanding how formal and informal arrangements over access to water are formed. Then, the participant selects another elective module from several courses available institute wide. For instance, IWRM and adaptation to climate change is selected by many WRM students. The study of climate change scenarios and their impact on water resources allows them to effectively contribute in the formulation of alternative water management strategies for climate change adaptation.

Finally, students select an appropriate research topic and conduct research in close consultation with a dedicated mentor. The topic is often well aligned within the water resources management domain, although broad range of possibilities could be followed.

Following are the learning objectives of WRM specialization:

Knowledge and understanding	1. describe and predict for a given water resources system the main hydrological, hydraulic, chemical and ecological processes and how these processes are dynamically linked with human activities, including land and water use. 2. describe and explain the main concepts and instruments for analysing and influencing formal and informal arrangements over water, including policies, laws and institutions, and by adopting a historical perspective. 3. explain the key concepts for integrated, multi-disciplinary and interdisciplinary analyses of water systems and describe the challenges of such approaches. 4. characterize and explain water resource issues using economic concepts and theory for addressing water issues and describe how economic concepts and tools including valuation support integrated water resources management.
Applying knowledge and understanding	1. model processes of the water system (rainfall-runoff, flooding, water allocation, wateraccounting), validate models, critically interpret model outcomes in order to derive insight in trends, causes and effects, and define and explain model limitations. 2. formulate and critically evaluate governance frameworks related to water resources management and apply tools for policy analysis with the emphasis on social inclusion and sustainability. 3. Apply and develop integrated tools / methods to support water resources assessment / planning / management at different scales and accounting for aspects relating to quality and quantity and upstream / downstream linkages. 4. conduct, independently or in a multidisciplinary team, research including the formulation of research questions and hypotheses, the selection and application of adequate research methodologies and techniques and the formulation of well-founded conclusions.

Making judgements	1. analyse a given water resources system in order to quantify the water flows over space and time, accounting for and describing the interdependencies between many (competing) water users. 2. critically evaluate technical and/or institutional water resources interventions (policie actions / agreements) through analysis of implications for the water resources system, its users and their interrelations at various spatial and temporal scales.
Communication	1. clearly and systematically communicate, argue and defend findings in oral and written presentations to a variety of audiences
Lifelong learning skills	1. think in multidisciplinary and integrated dimensions and be able to distinguish main issues from side issues. 2. have the academic attitude and learning skills to enhance and keep up-to-date the acquired knowledge and application skills in a largely independent manner.

Water Services Management

The Water Services Management thematic profile/specialisation studies the provision of water and sanitation services, and the management of related infrastructure, and designs new institutional and financial instruments and business models for different socio-economic contexts.
The module *Managing Water Organisations* provides WSM participants profound understanding into how and why organizations in the sector operate, the way they do day to day operations, and the choices they (need to) make. This module examines the internal functioning of water services providers elaborating on strategic and change management, as well as understanding the organization in the broader institutional and regulatory environment in which it operates.

The module *Environmental Management and Water Services* revolves around an integrated water cycle approach to water services management issues and risks, especially under growing environmental and anthropogenic pressures. The module covers a combination of technical/ecological and institutional perspectives on urban water systems

The module *Finance in the Water Sector* helps the participant place finance related discussion in the day to day operations, as well as in the investment related decisions taken within water and sanitation organizations. In this course, the participants cover the concepts of financial performance, cost recovery, debt structure or efficiency by making use of financial analysis and financial modelling tools. At the same time they are also exposed to debates on hybrid finance and project finance as relevant or upcoming modes of finance in the sector.

Concluding the specialisation, the participants select two elective modules in line with her or his professional interests from Institutional Analysis or Partnerships in the Water Sector and Urban Water Governance.

This is followed by the research phase, whereby, a suitable topic is selected and the research is conducted by the participants, in close consultation with and guidance by a mentor.

The final learning objectives of WSM thematic profile/specialization are:

Knowledge and understanding	1. describe for a given water resources system the interplay between the main biophysical processes and social dynamics, in analyzing service delivery modalities. 2. describe and explain the main concepts and instruments for analysing and influencing formal and informal arrangements concerning water supply and sanitation services, including policies, laws and institutions, and by adopting a historical perspective. 3. explain the key concepts for integrated, multi-disciplinary and interdisciplinary analyses of water services management and describe challenges of providing water supply and sanitation services at different levels (from global to local). 4. summarize the current debates relevant for water supply and sanitation services, using institutional and management theories from different academic disciplines (e.g. economics, public administration, sociology, political science, law).
Applying knowledge and understanding	1. design and apply analytical tools to research issues of water services management and describe, modify and apply management tools (e.g. with the benchmarking, cost benefit analysis, management information systems) with the aim of improving water supply and sanitation provision. 2. formulate and critically evaluate governance frameworks related to water services management and apply tools for policy analysis with the emphasis on social inclusion and sustainability. 3. combine different types of method and through a process of triangulation synthesize outcomes in a coherent manner. 4. conduct, independently or in a multidisciplinary team, research including the formulation of research questions and hypotheses, the selection and application of adequate research methodologies and techniques and the formulation of well-founded conclusions.
Making judgements	1. analyze and evaluate governance processes and utility management arrangements in the water services sector, integrating technical, legal administrative, social and financial components. 2. critically evaluate technical and/or institutional interventions (e.g. policies actions, agreements) through analysis of implications for water supply and sanitation services, its users and their interrelations at various spatial and temporal scales.
Communication	1. clearly and systematically communicate, argue and defend findings in oral and written presentations to a variety of audiences.
Lifelong learning skills	1. think in multidisciplinary and integrated dimensions and be able to distinguish main issues from side issues. 2. have the academic attitude and learning skills to enhance and keep up-to-date the acquired knowledge and application skills in a largely independent manner.

Water Quality Management

The Water Quality Management thematic profile/specialisation studies the water quality impacts of human activities on aquatic ecosystems, as well as alternative remedial actions, under different levels of environmental stress and in different socio-economic contexts. The specialisation starts with the module *Water Quality Assessment*, in which the participant study critical water pollution parameters, indicators, sources, causes and effects, and monitoring and evaluation. Appropriate monitoring, modelling and risk assessment techniques are demonstrated, discussed, applied in case study and simulated settings.

As the second module the participants choose between *Wetlands for Wastewater Treatment Water* and *Environmental Engineering.*
The third Water Quality Management specialisation module is *Environmental Planning and Implementation*, where the participant learn to apply sustainable development concepts to policy analysis techniques, as environmental impact assessment and natural resource valuation.

Concluding the specialisation, the participant selects two elective modules from wide range of available modules. For instance, in the module *Aquatic Ecosystems Processes and Applications,* the participants deal with environmental issues related to the use of and impacts on freshwater ecosystems. This module immerses the participant in practical field measurements of a small catchment, combined with laboratory experiments based on samples taken, GIS and computer modelling. Finally, research is conducted in the laboratory or in the field for the master thesis.

The specific learning objectives of this specialization are outlined below:

Knowledge and understanding	1. describe and predict for a given water resources system the main hydrological, hydraulic, chemical and biological processes and how these processes are dynamically linked with aquatic ecosystems as well as with human activities such as land and water use and pollution. 2. describe and explain the main concepts and instruments for analysing and influencing formal and informal arrangements for water quality management, including policies, laws and institutions, and by adopting a historical perspective. 3. explain the key concepts for integrated, multi-disciplinary and interdisciplinary analyses of aquatic ecosystems and describe the challenges of such approaches. 4. describe concepts to determine the value of water for various uses and users in (amongst others) economic and ecological terms and explain how these concepts can be used in water resources planning at various spatial and temporal scales.
Applying knowledge and understanding	1. interpret, design and optimize water quality assessment and monitoring programmes by applying experimental, statistical and modelling tools. 2. formulate and critically evaluate governance frameworks related to water quality management and apply tools for policy analysis with the emphasis on social inclusion and sustainability. 3. combine different types of method and through a process of triangulation synthesize outcomes in a coherent manner. 4. conduct, independently or in a multidisciplinary team, research including the formulation of research questions and hypotheses, the selection and application of adequate research methodologies and techniques and the formulation of well-founded conclusions.
Making judgements	1. define a given water resources system, and compose the water and pollution flows across time and space, including the various water uses, and describe the interdependencies these create between the various water users. 2. critically evaluate technical and/or institutional interventions focused on water quality (projects/ programmes/ policies/ agreements) through analysis of implications for the water resources system, its users and their interrelations at various spatial and temporal scales.

Communication	1. clearly and systematically communicate, argue and defend findings in oral and written presentations to a variety of audiences.
Lifelong learning skills	1. think in multidisciplinary and integrated dimensions and be able to distinguish main issues from side issues. 2. have the academic attitude and learning skills to enhance and keep up-to-date the acquired knowledge and application skills in a largely independent manner

Water Conflict Management

The Water Conflict Management thematic profile/specialisation studies the management of conflicts over water resources. It focuses on negotiation, mediation and decision-making processes, in order to prevent, manage and resolve conflicts concerning water.

The two core modules, Water Conflict Management I&II, impart knowledge and skills on negotiation and mediation. The participants are trained in evaluating conflict situations and how to promote cooperation and sharing of the resource, and facilitate decision making process between various water users, water managers, politicians and other decision makers. The next module in this specialization, *Water Resources Planning*, provides knowledge and skills on participatory and integrated planning of water systems. The modules combines the skills learned in the previous modules, and enable a development of strategies to address water issues, often among competing water uses and users, in different contexts.

Concluding the taught part, the participant selects two elective modules in line with her or his professional interests, mostly from *Institutional Analysis* or Partnerships in the Water Sector *and Urban Water Governance.* This is followed by the research phase, where student conduct research on the topics closely related to water conflict management or water governance in general.

Following are the specific learning objectives of this specialization:

Knowledge and understanding	1. describe for a given water resources system the interplay between the main biophysical processes and social dynamics, in analyzing, anticipating, preventing and managing conflicts. 2. describe and explain the main concepts and instruments for analysing and influencing formal and informal arrangements over water for collaboration, including policies, laws and institutions, and by adopting a historical perspective. 3. explain the key concepts for integrated, multi-disciplinary and interdisciplinary analyses of water systems and describe the challenges of such approaches at sector, intersectoral and transboundary levels. 4. name and critically discuss theories, concepts and tools of conflict management and cooperation building techniques in the context of natural resources and water in particular.
Applying knowledge and understanding	1. design and facilitate inclusive consultation and conflict management processes, such as consensus building, public participation, negotiation and mediation between actors at different levels. 2. formulate and critically evaluate governance frameworks related to water conflict management and apply tools for policy analysis with the emphasis on social inclusion and sustainability.

	3. combine different types of method and through a process of triangulation synthesize outcomes in a coherent manner. 4. conduct, independently or in a multidisciplinary team, research including the formulation of research questions and hypotheses, the selection and application of adequate research methodologies and techniques and the formulation of well-founded conclusions, recommendations and limitations.
Making judgements	1. appraise the different functions of the water resources system, and the associated competing interests of water using sectors and actors, describe the inter-dependencies between these, and finally assess the possibilities and limitations of cooperation. 2. critically evaluate technical and/or institutional interventions focused on conflict management (projects/ programmes/ policies/ agreements) through analysis of implications for the water resources system, its users and their interrelations at various spatial and temporal scales.
Communication	1. clearly and systematically communicate, argue and defend findings in oral and written presentations to a variety of audiences.
Lifelong learning skills	1. think in multidisciplinary and integrated dimensions and be able to distinguish main issues from side issues. 2. have the academic attitude and learning skills to enhance and keep up-to-date the acquired knowledge and application skills in a largely independent manner.

Academic Staff

Module coordinators

WMG01: Principles of Integrated Water Resources Management. **Jaap Evers**

WMG02: The Water Resources System. **Janez Susnik**

WMG03: Water Governance. **Jeltsje Kermink and Tatiana Acevedo**

WMG04: Water Economics. **Yong Jiang**

WMG05: Water and Environmental Law. **Frank Jaspers**

WSM06: Managing Water Organisations. **Mireia Tutusaus**

WRM06: Water Resources Assessment. **Yasir Mohamed**

WCM 06: Water Conflict Management I: **Zaki Shubber**

WCM 07: Water Conflict Management II: **Zaki Shubber**

WRM07: Water Systems Modelling. **Ilyas Masih**

WSM07: Environmental Management and Water Services. **Andres Cabrera and and Michelle Kooy**

WSM08: Finance in the Water Sector. **Phil torio**

WRM08: Water Resources Planning. **Nora van Cauwenbergh**

WMG09: International Fieldwork. **Andres Cabrera and Tatiana Acevedo**

WMG10: Institutional Analysis. **Hermen Smits and Jeltsje Kemerink**

WSM10: Partnerships for Water Supply and Sanitation. **Phil Torio**

WSM11: Urban Water Governance. **Tatiana Acevedo and Michelle Kooy**

WMG13: IWRM Groupwork. **Janez Susnik**

WMG 14: MSc Preparatory Course and Thesis Research Proposal. **Emanuele Fantini**

WMG 15: MSc Research; Thesis and Defence. **Emanuele Fantini**

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Annex-1.

Academic and research skill development with different modules of the WMG MSc programme

Academic and Research Skills	WMG MSc Compulsary Modules								
	WMG1	WMG 2	WMG 3	WMG 4	WMG 5	WMG9	WMG13	WM14	WM15
Literature review									
Critical thinking/reflection									
Oral presentation									
Discussion									
Writing (e.g. Essay, report, research proposal, thesis)									
Problem Analysis									
Research questions/objective formulation									
Selecting appropriate research methods									
Data analysis									
Organization/Presentation of results									
Discussion of results									
Formulating conclusions									
formulating recommendations									

Legend
Covered Well
Covered Somehow
Not Covered

United Nations
Educational, Scientific and
Cultural Organization

IHE DELFT
Institute for
Water Education
in partnership with UNESCO

Study Guide

General information

Academic programme 2017 - 2019

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1. IHE Delft

1.1 Introduction

IHE Delft 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.

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.

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 Deltares, and The Netherlands Organisation for Applied Scientific Research are situated nearby. IHE Delft maintains intensive relations with national and international institutions to ensure a continuous exchange of knowledge and experience.

1.2 MSc Degree Programmes

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

- Environmental Science
- Urban Water and Sanitation
- Water Management and Governance
- 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

IHE Delft 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 IHE Delft together with a Dutch university. Candidates should preferably hold an IHE Delft MSc degree, but an equivalent degree from another reputed university may also be acceptable.

1.4 Organisation

The Rectorate of the Institute consists of a Rector, a vice rector Academic Affairs and a Business Director.

There are three academic departments:

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

These departments have one or more chair groups in major fields, led by a professor, who is assisted by academic staff and research fellows.

Process management support units and an education bureau provide administrative support.

Besides the academic staff of IHE Delft, 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

2.1 Introduction

The Institute offers the following Master of Science degree programmes:

- the master programme in Environmental Science;
- the master programme in Urban Water and Sanitation;
- the master programme in Water Management and Governance; and
- the master programme in Water Science and Engineering.

Each programme has several distinct specialisations, in which students follow a curriculum best suited to their preference. Some specialisations are offered jointly with one or more partner institutes in the world. Details of each programme and its (joint) specialisations are given in the programme descriptions of the study guide.

2.2 Academic Regulations

The *Examination 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.
Special examination regulations are drafted for the joint specialisations.

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

2.3 Structure of the Programmes

All Delft based curricula follow a modular structure.
The Delft-based curricula of the MSc Programmes have a duration of 18 months, and consist of 106 ECTS credit points divided between a Taught Part (61 ECTS credit points) and a Thesis Research Part (45 ECTS credit points).

The Taught Part consists of 13 modules.
A module consists of a teaching period (usually 3 weeks) and an exam period (within the exam week following each two consecutive modules). Modules may be shared between or among specializations and/or programmes.

The Thesis Research Part consists of two modules on research methodology and MSc proposal drafting and defence, followed by a period of six months of individual research and writing of the thesis. The MSc thesis is defended publically at the end.

The curricula of the joint specialisations consist of modules offered at IHE Delft and courses at the partner institutes.

2.4 Final Qualifications

Each programme specialisation has a set of final qualifications that state the knowledge, insight and skills achieved by students who successfully complete the programme. A distinction is made between discipline-specific qualifications, which are required by the field of study, and general academic skills, which are expected from university education graduates.
Similarly, each module 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 topics in the modules usually aim to achieve a further detailed subset of the module learning objectives.

2.5 Curriculum Information

All components of the curriculum are described in the module plans of the study guide providing the following information:
the name and code of the module;
the learning objectives;
the pre-requisite knowledge or skills;
the study load hours and credit points;
the lecture, exercise and examination contact hours;
the nature and weights of the examination parts;
the responsible lecturers/examiners;
a concise description of the contents and working methods; and
the required and recommended literature, and other materials.

2.6 Teaching Methods

All education activities are conducted using a combination of lectures, exercises, assignments and assessments.
Lectures serve one or more of the following functions:

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

An exercise takes one of the following forms:

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

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

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

2.7 Assessments

Assessments serve to test if and how far students have achieved the learning objectives of a module, and ultimately those of the programme itself. The assessment for a module may consist of multiple parts. For example, a combination of a written or oral test and one or more assignments to be handed in separately. Examination work can also be produced by (small) groups of students working together on an assignment, e.g. the group work report.
Assessment of examination material is carried out by appropriate examiners, which are usually the involved lecturers. Students who successfully complete a module will be granted the credit points for that module. Fieldtrips may require active participation instead of an examination in order to receive the credit points.

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

2.8 Study Load

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

Education activities 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 education activities;
- required lecture notes, textbooks and other course-related material;
- announcements of assessment planning details; and
- statements on assessment results and study progress.

2.10 Participation in coursework and lunch seminars

Active participation and attendance by students is required for all curricular activities on the schedule. Special attention is required for lunch seminars. During the academic programme lunch seminars are organised focussing on a specific topic. Participants are required to attend these seminars as well 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

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

3.1 Examination regulations

See for the Examination regulations the separate part of the study guide.

3.2 Library regulations

Fair use of on-line information resources at the IHE Delft Library.

The IHE Delft 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 IHE Delft 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' is 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

THE RECTORATE OF IHE Delft

- In consideration of the need for rules and regulations concerning the safety and the proper use of the buildings, grounds and facilities of IHE Delft 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 Rector:	the rector of IHE Delft
1.3 the Rectorate:	the rector, the deputy rector Academic affairs and the business director
1.4 Central services department	the central services department of IHE Delft
1.5 Facilities	the institute buildings, the interior and equipment as well as rented office and accommodation facilities
1.6 Buildings	the buildings of IHE Delft, located at Westvest, Delft
1.7 Student	anyone who is enrolled at IHE Delft for the purpose of education provided by IHE Delft and who uses the educational and examination facilities of IHE Delft 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 IHE Delft 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 IHE Delft 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 IHE Delft or to other persons who are present on the grounds or in the buildings of IHE Delft or who make use of the facilities of IHE Delft, nor that he or she causes nuisance or annoyance;

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

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 IHE Delft 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 IHE Delft or from one or more parts of IHE Delft, 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 IHE Delft;
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 IHE Delft and/or the facilities or use of the facilities of IHE Delft 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 noncompliance.

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 IHE Delft”. Approved in the rectorate meeting of September 25th 2007

3.4 Plagiarism

NOTE: FAILURE TO COMPLY WITH THE TERMS OF THIS SECTION COULD JEOPARDISE YOUR DEGREE. PLEASE READ AND DIGEST CAREFULLY.

It is very important that all students understand IHE Delft rules about plagiarism.

Students sometimes break these rules unintentionally because they do not realise that some of the ways in which they have incorporated other people's work into their own, before they came to IHE Delft, may be against the rules here.

At the beginning of the programme, and before submitting any assessments, you will be required to agree to an 'own work declaration'. You will also be invited to give consent for the scanning of your work by plagiarism detection software. Work cannot be submitted unless these conditions are agreed to.

What is plagiarism?

Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own. This act is considered as academic fraud. When there is a strong presumption of plagiarism, whether occurring during the course of the study or after the completion of the study, cases will be investigated by the Examination Board. The Examination Board shall examine the cases of alleged plagiarism on their individual merits. After examining all the evidence, the Examination Board shall establish whether plagiarism and implicitly fraud has been committed. When fraud has been established the offender will be given the mark of 1.0 for the examination work.

Plagiarism detection

IHE Delft uses a computer program called Turnitin ® to assist with the detection of plagiarism. The plagiarism detection service is an online service that enables IHE Delft and its staff to carry out electronic comparison of students' work against electronic sources including other students' work. Turnitin ® works by executing searches of the World Wide Web, and extensive databases of reference material, as well as content previously submitted by other IHE Delft students.

Each new submission is compared with all the existing information. The software makes no decisions as to whether a student has plagiarised, it simply highlights sections of text that are duplicated in other sources. All work will continue to be reviewed by the course coordinator.

Once work has been submitted to the system it becomes part of the ever growing database of material against which subsequent submissions are checked.

The software is used as a tool to highlight any instance where there is a possible case of plagiarism. Passages copied directly or very closely from existing sources will be identified by the software and both the original and the potential copy will be displayed for the examiner to view. Where any direct quotations are relevant and appropriately referenced, the examiner will be able to see this and will continue to consider the next highlighted case.

Citing references

The key to avoiding plagiarism is to make sure that you give correct references for anything that you have taken from other sources to include in your academic work. This might include, for example, any ideas, theories, findings, images, diagrams or direct quotations that you have used. At IHE Delft the house style for references is based on the Hydrogeology Journal output. If you take any material word for word from another source, it is essential that you make it clear to your reader that this is what you have done.

If you take material from another source, change a few words and then include the reference you may still have committed a plagiarism offence because you have not made it clear to your reader that you have essentially reproduced part of the original source. You should either express the ideas fully in your own words and give the reference or else use clearly labelled direct quotes. Bear in mind that if you include too many direct quotes in your work this may reduce your grade, as the marker will find

it difficult to see evidence of your own understanding of the topic. You must also include a bibliography and references section at the end of your work that provides the full details of all of the sources cited within the text. You should be aware that, for work done in other subject areas, you might be expected to use a different referencing system.
The process of referencing may seem rather complicated and arbitrary, if it is new to you, but it should begin to make more sense as you progress through your studies. In order to assess your work and to give you useful feedback your marker needs to have a clear sense of what ideas you have developed for yourself and what comes from elsewhere. To be fair to all of the students on the course it is important that each student is given grades that accurately reflect their own efforts. As you learn to produce work at a Master standard, you are developing the skills that will allow you to participate within wider communities of scholars. In these communities new knowledge and understanding is often developed by building on the work of others. By properly acknowledging earlier work you give credit where it is due and help to maintain the integrity and credibility of academic research in this area. Clear referencing also allows readers to learn about the wider literature through your work. It is often the case that understanding the ways in which particular scholars have contributed to the development of the literature makes it much easier to make sense of the current state of play.

Team work, accidental and self-plagiarism plagiarism
Students sometimes wonder where to draw the line between discussing their ideas with their peers (which can be an excellent learning experience) and unacceptable collusion. The time to be particularly careful is when you are preparing work for assessment. You need to be certain that the work you submit represents your own process of engagement with the task set. You may get into difficulty if, for example, reading another student's plan for their work influences you, or if you show them your plan. Assisting another student to plagiarise is a cheating offence.
In addition to giving references for all of the materials that you have actually included within your assignments, it is important to appropriately acknowledge other sources of guidance you have used when preparing your work.
Accidental plagiarism is sometimes a result of a student not yet having fully come to terms with how to study effectively at university. For example, the ways in which students take their notes sometimes makes it difficult for them to later distinguish between verbatim quotes, paraphrased material and their own ideas. A student may also plagiarise unintentionally because they have been feeling daunted by a piece of work and so have put it off for so long that they have had to rush to meet the deadline. If you think these kinds of wider issues may be relevant to you then you should contact your module coordinator.

Plagiarism guide's references
The following sources were used in the development of the plagiarism guide:
Blum, S. D. (2009). My word! : plagiarism and college culture. Ithaca: Cornell University Press.
Carroll, J. and Appleton, J. (2001). Plagiarism: A Good Practice Guide. Oxford: Oxford Brookes University and Joint Information Systems Committee
Eisner, C., & Vicinus, M. (2008). Originality, imitation, and plagiarism : teaching writing in the digital age. Ann Arbor: University of Michigan Press.
Sutherland-Smith, W. (2008). Plagiarism, the Internet and student learning : improving academic integrity. New York: Routledge.
Harvard University Guide to Plagiarism
http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page355322
Purdue University Writing Lab
http://owl.english.purdue.edu/
University of Princeton Academic Integrity
Site http://www.princeton.edu/pr/pub/integrity/pages/plagiarism/
University of Teesside Plagiarism Guidance http://dissc.tees.ac.uk/Plagiarism/Plag-4.htm

4 Facilities

4.1 Location

The IHE Delft buildings and facilities are located on a single compound at the Westvest 7 in the centre of Delft. The buildings provide an 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

4.2 Student Affairs (office)

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 wellbeing. 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.

4.3 Student Association Board

The Student Association Board (SAB) is composed of representatives who are elected by the students in annual elections that take place several 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. The SAB closely co-operates with the Student Affairs office in organizing social and sporting events.

4.4 ICT services

IHE Delft provides modern computing (IT) facilities for education and research. A local wired- and wireless network is available in the building. Through the network all computers have access to a fast Internet connection. Besides that, participants have unlimited access to Internet in all hostels provided by IHE Delft.
All desktop and laptop PCs are Intel based with Microsoft Windows operating system. The laptop PC will be provided in order to get access to the IT facilities.
The laptop is on loan for use during studying at IHE Delft. At the end of the study, the institute 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 IHE Delft 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 education programmes. Upon registration you will receive an IHE Delft e-mail account which enables you to make use of all relevant

computing facilities at the Institute.. 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.

4.5 General Facilities in the Building

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. Two monitor screens opposite the reception desk are regularly updated with news or information on events taking place at IHE Delft.
The restaurant provides a wide variety of reasonable-priced multicultural meals and beverages during lunchtime. The meals can be paid using the bank-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. Photocopy services are available to students.
In the building also a meditation room is available, which is located on the third floor.

4.6 IHE Delft Library and Information Services

IHE Delft's Library provides access to over 35,000 printed titles, among which the complete collection of IHE Delft 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 portal. For more information please visit the Library's Internet page http://www.unesco-ihe.org/library
The library is open to all IHE Delft 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 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). Please note that the loan period can be extended only if the items have not already been reserved by another person.
Reference works, MSc 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. For further information please contact the library reference desk.
Email: library@unesco-ihe.org
Tel: +31 (0)15 215 1714
Fax: +31 (0)15 212 2921

4.7 Laboratories

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 DelftUniversity of Technology and other educational and research institutions, researchpossibilities 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 environmentalfield experiments and measurements.

4.8 Study Materials

Study materials such as textbooks, lecture notes and hand-outs are provided by the Institute.
Students receive the lecture notes either on paper in their personal locker or via the electronic repository 'eCampusXL', before the start of the involved lecture series. Additional material (on paper or electronically) can be provided by the lecturers in the form of hand-outs. Also other materials, such as for example PowerPoint presentations or exercise materials used by the lecturers, can be accessed or downloaded from the electronic repository. Reference works are available from the Institute library or the library of the Delft University of Technology (see above).
Students can login to the electronic repository from any location via the Internet web page located at http://ecampusxl.unesco-ihe.org
Students are expected to bring in other materials, such as electronic calculators and language dictionaries on their own account.

4.9 English support courses

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 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 B2choose 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:
1.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.

2.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.

3.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.

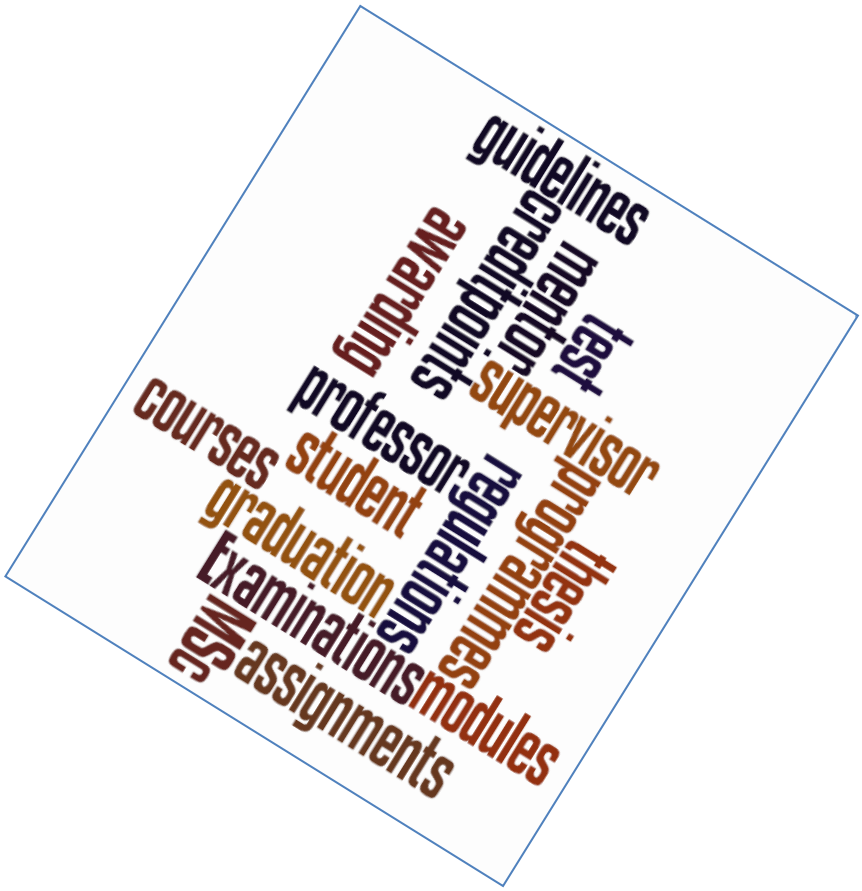
4.Advanced Academic Writing: advanced
Based on textbook '*Academic Writing, A Handbook for International Students*' Routledge
Specifically aimed at improving key academic writing skills, this is a very practical and thorough course. Three main areas are covered:
The Writing Process – from making an outline to proofreading;
Elements of Writing – writing skills such as making comparisons, describing results and paraphrasing;
Accuracy in Writing – to improve common problems, e.g. 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.

5.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.

United Nations Educational, Scientific and Cultural Organization

Institute for Water Education in partnership with UNESCO



Education and Examination Regulations 2017– 2019

For:

- the Master Programmes in
    a. Urban Water and Sanitation
    b. Environmental Science
    c. Water Management
    d. Water Science and Engineering
- short and online courses which are part of these programmes (starting between 1 Sep 2017 and 31 Aug 2018)
- Graduate professional diploma programmes

Approved by the Rectorate of IHE Delft, 11 July 2017

Table of Contents

Chapter 1. Definition of terms

The following terms are defined in the context of these regulations:

Act: the Higher Education and Scientific Research Act (*Wet op Hoger Onderwijs en Wetenschappelijk Onderzoek*);

Assessment: is the evaluation of a student's achievement on a course or topic. Assessments can have different formats, such as (written and oral) examinations, assignments, presentations etc.

Blind marking: the student information is hidden from the examiner while they are marking the examination;

Co- mentor: a staff member from an external institute or different chair group within IHE Delft involved in the daily direction of a student during the MSc thesis research phase;

Degree: a degree as stipulated in article 7.10a. of the Act;

Double (multiple) degree programme: a master programme offered by multiple institutes of higher education leading to multiple degrees;

Diploma: a written proof of evidence as stipulated in art 7.11 of the Act that a student has passed all programme requirements;

Diploma supplement: a written document as stipulated in art 7.11/4 giving information about nature and content of the programme and the results obtained by the student for each component of the programme;

ECTS: the European Credit Transfer and Accumulation System: a standard for comparing the study attainment and performance of students of higher education across the European Union and other collaborating European countries;

Examination: an assessment for a part of the module as stipulated in art 7.10/1 of the Act;

Examination Board: the committee as stipulated in article 7.12 of the Act;

Academic Appeals Board: the committee as stipulated in article 7.60 of the Act;

(External) Examiner: a person who sets and marks examinations to test students knowledge or proficiency

Fraud: a deception deliberately practiced in order to secure unfair or unlawful gain;

Joint programme: a master programme offered by two or more institutes of higher education leading to a joint or multiple degree(s);

Mentor: staff member involved in the daily direction of a student during the MSc thesis research phase;

Module: a self-contained programme unit with specified learning objectives, as stipulated in article 7.3 of the Act; can also be offered as a short- or online course.

Module plan: a document describing a.o. the learning objectives, content, didactic methods and assessments. Modules plans are part of the study guide;

Observer: a person who is present at an oral examination in order to monitor and listen to what happens;

Online short course: a module offered as an online certificate course;

Peer review: is the evaluation of work by one or more people of similar competence to the producers of the work (peers);

Plagiarism: the practice of taking someone else's work and passing them off as one's own;

Practical: a practical educational activity as stipulated in article 7.13, paragraph 2, clause d of the Act, taking one of the following forms:

- the writing of a report or thesis;
- producing a report, study assignment or design;
- conducting a test or experiment;
- performing an oral presentation;
- participating in groupwork, fieldwork or a fieldtrip;
- conducting a research assignment; or
- participation in other educational activities that aim to develop specific skills;

Programme evaluation: the formal evaluation of the student performance before graduation (in the Act: *examen*);

Study Guide: a reference document for a specific programme containing generic and programme specific information, which students need to know throughout their programme;

Short course: a module offered as a face-to face certificate course;

Student: a person who is registered in a study programme and sits for assessments;

Supervisor: professor responsible for the work of student during the MSc thesis research phase.

Taught part: part of the study programme consisting of taught modules and courses;

Transfer of credit points: the procedure of granting credits to a student for studies completed at another institute;

Research part: part of the study programme consisting of an individual research work by the student leading to a MSc thesis, based on an approved research proposal.

Chapter 2. General Information

Article 1 Scope of the regulations

1.1 The present regulations apply to the education offerings and examinations within:

I. the Master programmes in:
   i. Urban Water and Sanitation
   ii. Environmental Science
   iii. Water Management and Governance
   iv. Water Science and Engineering

II. Short and online courses which are part of these master programmes

III. Graduate Professional Diploma Programmes (GPDP)

referred to hereafter as 'the programmes'.

The programmes are executed by the IHE Delft Institute for Water Education, Delft, the Netherlands, referred to hereafter as 'the Institute' and several partner institutes in various countries.

1.2 For the following 3 specialisations separate examination regulations apply as they lead to a joint MSc degree:
- Urban Water Engineering and Management (UWEM);
- Limnology and Wetland Management (LWM);
- Environmental Technology for Sustainable Development (ETSuD).

1.3 In case a joint specialisation (see art. 1.4) leads to a double or multiple degrees, the rules and regulations of the partner institute will be applicable for those parts of the programme organised and implemented by the partner.

1.4 The following Master of Science programmes and specialisations are offered:

1. Urban Water and Sanitation programme:

Specialisation	Offered by	Type of degree
1. Water Supply Engineering	IHE Delft	IHE Delft degree
2. Sanitary Engineering	IHE Delft	IHE Delft degree
	• IHE Delft • Universidad de Valle, Cali, Colombia	Double degree
3. Urban Water Engineering and Management	• IHE Delft • Asian Institute of Technology,Thailand	Joint degree

2. Environmental Science programme:

Specialisation	Offered by	Type of degree
1. Environmental Science and Technology	IHE Delft	IHE Delft degree
2. Environmental Planning and Management	IHE Delft	IHE Delft degree
3. Water Quality Management	IHE Delft	IHE Delft degree
4. Limnology and Wetland Management	• IHE Delft • BOKU - University of Natural Resources and Life Sciences, Vienna, Austria • Egerton University, Egerton, Kenya	Joint degree
5. Environmental Technology for Sustainable Development	• IHE Delft • Asian Institute of Technology, Thailand	Joint degree

3. Water Management and Governance programme:

Specialisation	Offered by	Type of degree
1. Water Management and Governance	IHE Delft	IHE Delft degree
2. Water Resources Management	IHE Delft	IHE Delft degree
3. Water Services Management	IHE Delft	IHE Delft degree
4. Water Quality Management	IHE Delft	IHE Delft degree
5. Water Conflict Management	IHE Delft	IHE Delft degree
6. Water Cooperation and Diplomacy	• IHE Delft • Oregon State University, USA • UPEACE, Costa Rica	Triple degree

4. Water Science and Engineering programme:

Specialisation	Offered by	Type of degree
1. Hydrology and Water Resources	IHE Delft	IHE Delft degree
2. Hydraulic Engineering - River Basin Development	IHE Delft	IHE Delft degree
	• IHE Delft • University of Kuala Lumpur	Double degree
3. Coastal Engineering and Port Development	IHE Delft	IHE Delft degree
4. Land and Water development	IHE Delft	IHE Delft degree
	• IHE Delft • Asian Institute of Technology Thailand	Double degree
	• IHE Delft • University of Nebraska -Lincoln, USA	Double degree
5. Hydroinformatics- Modelling and information systems for water management	IHE Delft	IHE Delft degree
6. Flood Risk Management (Erasmus Mundus programme).	• IHE Delft • Technische Universität Dresden, Germany • Universitat Politècnica de Catalunya, Spain • University of Ljubljana, Slovenia	Multiple degree
7. Groundwater and Global Change - Impacts and Adaptation (Erasmus Mundus programme).	• IHE Delft • TU Dresden, Germany • University of Lisbon, Portugal	Multiple degree

5. **Graduate professional diploma programmes**:

Name	Offered by	
Sanitation and Sanitary Engineering	• IHE Delft	Diploma

Article 2 Aim of the programmes and courses

2.1 The aim of the master programmes is for students to acquire knowledge, insight and skills that are required for them to function as independent professionals within their field of study and to be appropriate candidates for further study towards a research career.

2.2 The final qualifications of the master programme graduates are listed in Appendix A.

2.3 The aim of a short course or an online course is for students to acquire knowledge, insight and skills of a particular field of study.

2.4 The aim of the GPDP is to convey to the students the knowledge, insight and skills of a particular field of study and consists of a number of online modules, regular master modules or a combination of both.

Article 3 Full-time/part-time

3.1 The master programmes and short courses are offered on a full-time basis.

3.2 Online courses are offered on a part-time basis.

3.3 The GPDP is executed on a part-time basis.

Chapter 3. Content of the Programme

Article 4 Constitution of the specializations and joint specializations

4.1 The constitution of each programme specialization and diploma programme is described in the study guides of IHE Delft and the partner institutes (in case of joint or double / multiple degree programmes)

4.2 The learning objectives of all modules (face to face and online), the content and assessment methods are described in the module plans.

Article 5 Participation

5.1 The attendance and active participation of students is required for all scheduled curricular activities, examinations and the practicals of the programme in which they are registered.

Chapter 4. Assessments

Article 6 Timing, formats and duration of assessments

6.1 Assessments tests whether a student has met the learning objectives.

6.2 A module is assessed through (a combination of) written and/or oral examinations, assignments and presentations as described in the module plans of the study guide.

6.3 The sequence of the modules and its assessments will take place according to the order described in the study guide.

6.4 Students cannot sit for a module assessment more than twice per academic year.

6.5 The date and time of the written and oral assessments are announced in the programme schedules. Written and oral assessments take place during the examination periods indicated in the academic calendar.

6.6 Written and oral assessments for short and online course participants are held within two weeks after the end of the module. Dates are determined in consultation between the module/course coordinator and the students

6.7 The format for the final assessment of a short course can deviate from the assessment format for the corresponding module.

6.8 Students of short courses or online courses (including GPDP) are eligible to sit for the assessment and one (1) re-assessment of the course they are registered for provided that the fee to sit for these assessments has been paid.

6.9 The duration of a written examination may not exceed three hours and is scheduled to take place in a morning or afternoon session. In case the examination consists of two or more different parts, a break of 15 minutes is allowed, provided that all examination work of the first part(s) is collected by the invigilators before the break.

6.10 In the case of a combination of an oral and written assessments of a module during the examination week, the maximum total duration of the combined examination shall not exceed three hours.

Article 7 Re- assessments

7.1 Re-assessment consists of re-taking one or more failed assessments as described in the assessment part of the module plan, as is required to achieve a successful module result.

Taking part in re-assessments is required if:
- one of the assessments is ≤ 4.9 or marked as a ‘fail’;
- the module mark is a fail (≤ 5.9). In this case one or more assessments for which a mark < 6.0 has been obtained can be re-taken.

Taking part in re-assessments is not allowed if:
- the module mark is a pass (≥ 6.0) and all assessments are ≥ 5.0

7.2 The first written and oral re- assessments take place in the examination period immediately following the examination period of the first attempt, except for the re-examinations of modules 10 and 11 which take place on the first Friday of module 14.

Dates and times of written re-examinations are announced in the programme schedules.

7.3 The dates and times of further written and oral re- assessments during the thesis period are set by the module coordinator in collaboration with the programme coordinator and the Education Bureau.

7.4 Students are not allowed to sit for further assessments during the programme period they are registered for, if they failed three separate modules (after re-assessments) of the taught part of the programme ('modules' does not include the MSc proposal defence).

7.5 The format of a re- assessment may deviate from that of the first assessments for the same module.

7.6 The latest moment to sit for a re- assessment is one month before the submission date of the MSc thesis.

Article 8 The organisation of the assessments

8.1 Assessments are carried out according to the Examination Procedures as described in annex B of these regulations.

8.2 In the case of an oral or written assessments for an online course, the student has to provide proof of identity (e.g. passport) to the examiner.

8.3 Students are expected to be in the examination room 10 minutes before the scheduled start of the exam. They will not be allowed to enter the examination room after the scheduled start of the examination.

8.4 Misreading the date, time or room allocation are not accepted as legitimate reasons for absence from an examination or for arriving too late.

8.5 Students who suffer from a physical or sensory impairment are offered the opportunity to take examinations such that, as much as possible, account is taken of their disability. If required, an expert will be consulted for advice.

Article 9 Oral assessments

9.1 Oral assessments are taken individually (only one student at a time). During oral assessments, a second staff member is present as an observer. In case of absence of a second staff member, the oral assessment is recorded for reference purposes and kept on file for 12 weeks.

9.2 During oral assessments for online courses a second staff member as observer is not required. The oral assessment has to be digitally recorded and kept on file for 12 weeks.

9.3 Oral assessments are non-public, unless stated otherwise in the module plan or current regulations.

Article 10 MSc proposal defence

10.1 The MSc thesis proposal examination is an oral examination during the examination period indicated in the academic calendar. The examination consists of a presentation of the proposal, and a discussion with the examining committee. The examining

committee consists of the supervisor and the mentor of the student. The examination is open to public attendance and discussion.

10.2 To be allowed to sit for the MSc proposal defence, students must have successfully completed all but with a maximum of 2 failed modules.

10.3 The MSc thesis proposal defence is assessed as a pass or a fail. In the case of a fail, the student may defend his/her thesis proposal one more time within one month after the first attempt before the same examining committee as stipulated in article 10.1. In the case of an unsuccessful second attempt the student is not allowed to embark on their MSc thesis work.

Article 11 Replacement of modules and transfer of credit points

11.1 Replacement of a module by a course followed elsewhere and transfer of credit points is generally not granted. In exceptional cases, the Examination Board may evaluate a request and conclude to grant a transfer of credit points, after receiving a favourable recommendation from the programme committee.

11.2 For joint specializations credits obtained at the partner institute are accepted on the basis of the credit transfer agreements made in the cooperation documents.

Article 12 Absence from examinations and late submission of assignments

12.1 Absence from an examination or late submission of an assignment must be reported by the student to the programme coordinator as early as possible. Absence is only allowed if the student missed a substantial part of the education relevant for the examination and/or the examination itself due to:

a. medical reasons, to be confirmed by student counsellor or a statement by a doctor;
b. serious personal circumstances beyond control of the student which should be supported by written evidence as far as possible.

12.2 For cases in which the programme coordinator, in agreement with the module coordinator, decides that the absence from an examination or the late submission of the assignment is justified, the student shall sit the examination or submit the assignments as soon as is reasonably possible.

12.3 For cases in which the programme coordinator, in agreement with the module coordinator, decides that the absence from an examination or the late submission of the assignment is not justified, a mark of 1.0 will be recorded.

Article 13 Fraud

13.1 If a student is caught in an attempt to take unfair advantage during an examination, the invigilators or examiners will inform the Academic Registrar who will submit a written report to the Examination Board after investigation of the incident, and after having had a discussion with the student.

13.2 Plagiarism is an act of fraud.

13.3 An examiner who observes or suspects fraud during the marking of examination work is required to submit a substantiating report to the Examination Board via the module coordinator.

13.4 If the Examination Board, after investigation of the incident as described in articles 13.1-13.3, concludes that there has been a case of fraud, the offender will be given a mark of 1.0 for the examination work.

13.5 If a student commits severe or repeated fraud, the Examination Board may decide to withdraw the student the right to sit for one or more examinations for a determined period with a maximum period of one year.

13.6 In case of severe or repeated fraud the rectorate, upon advice of the Examination Board, may also decide to permanently terminate the registration of the student concerned.

Chapter 5. Results of Assessments

Article 14 Assessment and notice of assessment results

14.1 Assessment results (including the thesis examination) are represented on a scale of 1.0 to 10.0, with one decimal of accuracy. Marks 6.0 and higher indicate a pass. The following grading scale is used:

9.0 - 10.0	Excellent
8.0 - 8.9	Very good
7.0 - 7.9	Good
6.0 - 6.9	Sufficient
5.9 and below	Fail

14.2 Assessment results (including the thesis examination) obtained at partner institutes are represented according to the descriptions in annex C of these regulations.

14.3 The mark for a module is determined by the weighted average of the results of the various assessments. The weights for each assessment are stated in the module plan. The minimum mark that should be obtained for each assessment is 5.0. Marks between 5.0 and 5.9 can be compensated by higher marks of other assessments in the same module.

14.4 After a successful re-sit of an assessment, the mark for the module is recalculated according to the weighted average of the assessment results. The highest mark obtained (first assessment or re-sit) for an assessment will be used. However, the maximum module mark which can be awarded when there has been a re-assessment is 7.0.

14.5 Students will be informed on the outcome of their module mark and assessments as soon as possible, but at least three weeks before the planned re-assessments.

14.6 Students will be informed on the outcome of their module mark and re-assessments as soon as possible, but maximum three weeks after the re-assessments.

14.7 The examination committee for the thesis examination shall determine the result immediately after the defence. The mark shall be formally communicated to the student before the diploma awarding by the Education Bureau.

Article 15 Period of validity

15.1 The result of a module, if successful, is valid for an unlimited period of time.

15.2 Notwithstanding paragraph 1 of this article, the period of validity for which the Examination Board takes module results into account for the programme evaluation is four years.

Article 16 Right to inspection of assessments

16.1 Students may, upon their own request, peruse their assessment work within ten working days after they were notified of the result.

16.2 Where a practical is part of a module, the work for that part may be returned to the students when all assessments of the module are fully completed.

16.3 Written examination work is archived for a minimum of 7 years.

Article 17 Study progress and study advice

17.1 All study results that are required for evaluating the performance of the students, are recorded by the Education Bureau on behalf of the Examination Board.

17.2 Upon request, students will be provided with a written summary of the study results obtained in the programme to date.

Chapter 6. Thesis Examination

Article 18 The organisation of the thesis examination

18.1 Students can sit the thesis examination only if all other modules required to obtain the degree have been successfully completed one month before the thesis examination.

18.2 All students have to submit the examination version of the thesis report on or before the date as annually announced by the Examination Board, and defend their thesis in the designated period.

18.3 The thesis will be assessed by a thesis examination committee, consisting of three members: a professor as the chairperson, the mentor and maximum one external independent examiner.

In special circumstances the committee may consist of more than three members:

a) If the IHE Delft mentor is a PhD fellow, an additional staff member is to be appointed in the committee.

b) If the research work is carried out outside IHE Delft a co-mentor from that institute may be appointed.

c) If the research work is co-mentored by a staff member from another chair group at IHE Delft;

d) In the case of a double degree or joint degree programme, where the MSc research work is carried out under co-supervision of staff members of the partnering institutes.

External examiners:
- to avoid conflict of interest, external examiners are not involved in the preparation of the thesis work and have to be able to give an independent judgment.
- are from outside the institute or are in exceptional cases from a chair group within the institute, but not involved in the supervision of the research work.
- have to possess at least a Master degree.

18.4 After submission, the thesis will be assessed by the members of the examination committee, including a check on plagiarism. If the examination committee concludes that the thesis is unfit to be successfully defended, they may propose to the student to accept a fail without the thesis defence. The student is given the opportunity to re-sit as per Article 18.5. The student can also decline the offer and ask for the thesis defence to be organised anyhow.

18.5 If the outcome of the thesis examination, including the defence, is a fail, the examination can be repeated once. The examination committee will detail the reasons for the failure in writing and clarify what is required to pass the exam. The student has to finalize the work without further supervision without financial support.
The thesis shall be re-submitted and the defence shall be done within three months after the date of the first defence session and will, in principle, be done in front of the same MSc Examination Committee as for the first attempt. The examination can take place via videoconference.

18.6 The maximum recorded mark for a re-sit of the thesis examination is 6.0.

18.7 The MSc thesis work shall be assessed according to the MSc thesis assessment criteria as outlined in appendix E.

18.8 The mark for the thesis examination is based on the following components: written MSc thesis report, oral presentation, and examination. The latter includes the ability of the student to satisfactorily answer questions from the examination committee. The oral presentation of the thesis research has a maximum duration of 30 minutes and is followed by a maximum 30 minutes examination discussion with the examining committee.
The oral presentation is open to public attendance and discussion.

18.9 The decision on a final mark for the thesis examination in principle will be based on a consensus of the examining committee. In the case of insurmountable disagreements the chair of the examining committee takes a decision.

18.10 The maximum duration of the MSc research phase is six months for full-time study. In the case of a *force majeure,* as supported by substantiating documents, extension of this period may be granted by the Examination Board on request by the student through his/her mentor.

Chapter 7. Criteria, degrees and certificates

Article 19 Evaluation of the programme

19.1 The student has fulfilled the requirements for the programme evaluation if s/he has met the following criteria:

1. Urban Water and Sanitation programme:

Specialisation	Offered by	Type of degree	Criteria for diploma awarding			
1. Water Supply Engineering	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
2. Sanitary Engineering	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
	• IHE Delft • Universidad de Valle, Cali, Colombia	Double degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 113.36 ECTS.	GPA of 3.5 or higher for the course work done at Univalle	Achieved a mark '6' or higher for the thesis examination
3. Urban Water Engineering and Management	• IHE Delft • Asian Institute of Technology,Thailand	Joint degree	Successfully completed all modules at IHE Delft	48 AIT credits or 120 ECTS	minimum CGPA of 2,75 for courses at AIT	Has obtained a grade 'fair' or higher for the Master thesis at AIT

2. Environmental Science programme:

Specialisation	Offered by	Type of degree	Criteria for diploma awarding			
1. Environmental Science and Technology	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
2. Environmental Planning and Management	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
3. Water Quality Management	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
4. Limnology and Wetland Management	• IHE Delft • BOKU - University of Natural Resources and Life Sciences, Vienna, Austria • Egerton University, Egerton, Kenya	Joint degree	Successfully completed all modules at IHE Delft, BOKU, and Egerton	Obtained a minimum of 120 ECTS		
5. Environmental Technology for Sustainable Development	• IHE Delft • Asian Institute of Technology,Thailand	Joint degree	Successfully completed all modules at IHE Delft	48 AIT credits or 120 ECTS	minimum CGPA of 2,75 for courses at AIT	Has obtained a grade 'fair' or higher for the Master thesis at AIT

3. Water Management and Governance programme:

Specialisation	Offered by	Type of degree	Criteria for diploma awarding			
1. Water Management and Governance	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
2. Water Resources Management	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
3. Water Services Management	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
4. Water Quality Management	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
5. Water Conflict Management	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
7. Water Cooperation and Diplomacy	IHE Delft Oregon State University U-Peace	Triple degree	Successfully completed all modules at IHE Delft, at OSU and U-Peace	Obtained a minimum of: Option 2a: 113.9 ECTS Option 2b: 116.1 ECTS Option 2c: 119.3 ECTS		

4. Water Science and Engineering programme:

Specialisation	Offered by	Type of degree	Criteria for diploma awarding			
1. Hydrology and Water Resources	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
2. Hydraulic Engineering - River Basin Development	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
	• IHE Delft • University of Kuala Lumpur	Double degree	Successfully completed all modules of the programme	Obtained a minimum of 108.7 ECTS		
3. Coastal Engineering and Port Development	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		

4. Land and Water development	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
	• IHE Delft • Asian Institute of Technology Thailand	Double degree	Successfully completed all modules at IHE Delft	48 AIT credits or 120 ECTS	minimum CGPA of 2,75 for courses at AIT	Has obtained a grade 'fair' or higher for the Master thesis at AIT
	• IHE Delft • University of Nebraska -Lincoln, USA	Double degree	Successfully completed all modules at IHE Delft and at Nebraska	Obtained a minimum of 112 ECTS		
5. Hydroinformatics-Modelling and information systems for water management	IHE Delft	IHE Delft degree	Successfully completed all modules at IHE Delft	Obtained a minimum of 106 ECTS		
6. Flood Risk Management (Erasmus Mundus programme).	• IHE Delft • Technische Universität Dresden, Germany • Universitat Politècnica de Catalunya, Spain • University of Ljubljana, Slovenia	Multiple degree	Successfully completed all modules of the programme, according to the grading rules of TU-Dresden, University of Ljublijana, TU-Catalonia and IHE Delft	Obtained a minimum of 120 ECTS		
7. Groundwater and Global Change - Impacts and Adaptation (Erasmus Mundus programme).	• IHE Delft • TU Dresden, Germany • University of Lisbon, Portugal	Multiple degree	Successfully completed all modules of the programme, according to the grading rules of the University of Lisbon, Technical University Dresden, and IHE Delft	Obtained a minimum of 120 ECTS		

5. **Graduate professional diploma programmes**:

Name	Offered by		Criteria for diploma awarding			
Sanitation and Sanitary Engineering	• IHE Delft	Diploma	Successfully completed all modules at IHE Delft	Obtained a minimum of 20 ECTS for the programme		

19.2 The student has fulfilled the requirements for the short or online course if s/he successfully completed all assessments of the course.

19.3 The student has successfully completed the programme evaluation or short / online course evaluation if the Examination Board takes a decision to that effect.

Article 20 Awarding of degrees and certificates

20.1 Master of Science degree.
Students who have successfully completed the programme evaluation requirements will be awarded the Master of Science degree. The degree is signed by the Chair of the Examination Board, the Rector of the Institute and the Academic Registrar. In addition to the degree certificate, the graduate receives a degree supplement stating the results achieved and credit points for each component of the programme.

20.2 Certificate of Graduate Study.
Students who fail to meet the master programme evaluation requirements and have accumulated a minimum of 45 credits will be awarded a certificate of graduate study in the programme for which they are registered. Registration as student will be terminated.

20.3 Certificate of attendance.
Students who fail to meet the master programme evaluation requirements, or who suspend or terminate their registration, will be issued a certificate stating the result achieved and credit points for each successfully completed component of the programme, and the period of registration. The Certificate of Attendance is signed by the Course coordinator and the Academic Registrar.

20.4 If a student re-registers within 4 years after termination and meets (after assessment(s)) the requirements of an MSc degree, s/he is obliged to return the certificate as mentioned under art 20.2 and art 20.3.

20.5 With reference to art 20.4, if a student re-registers within 4 years with the aim to obtain an MSc degree, s/he has to re-take in full all failed and missed modules. Re-registration is only possible for a subsequent academic period.

20.6 Certificate for short or online course.
Students who have successfully completed a credited short or online course including all its assessments, will be awarded a certificate. The certificate is signed by the Course coordinator and the Academic Registrar. In addition to this certificate, the graduate receives an academic transcript stating the result achieved and credit points awarded.

20.7 Certificate of Attendance.
Students who have successfully completed the short or online course without assessments, and who have demonstrated an active participation in the course throughout the whole study period, will be awarded a Certificate of Attendance.
The Certificate of Attendance is signed by the Course coordinator and the Academic Registrar.

20.8 GPDP diploma
Students who have successfully collected a minimum of 20 ECTS for the programme will be awarded a Postgraduate Professional Diploma in Sanitation and Sanitary Engineering.
The diploma is signed by the Rector of the Institute, the Chair of the Examination Board and the Academic Registrar. In addition to this diploma the graduate receives a diploma supplement stating the learning objectives, the composition of the programme, the results achieved and the associated credit points.

20.9 Students who fail to meet the requirements for the awarding of the GPDP diploma will receive a Certificate (art 20.4) for those courses which were successfully completed.

Article 21 Criteria for MSc degree with distinction

21.1 The chair of the examination committee may consider to make a recommendation to the Examination Board for an MSc degree with distinction if the following conditions are met:

For single degree programmes:
- the candidate obtained a mark of 8.5 or higher for the thesis examination, and
- an arithmetic average mark at IHE Delft of 8.0 or higher for all modules that are assessed on a numerical scale, conform article 14.1,
- there were no re-assessments during the taught part, and
- a recommendation is made by the chair of the examination committee.

For double / multiple degree programmes where student sits for the thesis examination at IHE Delft:
- the candidate obtained a mark of 8.5 or higher for the thesis examination, and
- an arithmetic average mark at IHE Delft of 8.0 or higher for all modules that are assessed on a numerical scale, conform article 14.1.
- a recommendation is made by the chair of the examination committee.

The recommendation should also be based on the results for the courses obtained at the partner institute(s).

For double / multiple degree programmes where student sits for the thesis examination at a partner institute:
- the candidate obtained an arithmetic average mark at IHE Delft of 8.0 or higher for all modules that are assessed on a numerical scale, conform article 14.1.
- a recommendation is made by the professor responsible for the specialization concerned.

The recommendation should also be based on the results for the courses and thesis obtained at the partner institute(s).

21.2 The student will be awarded an MSc degree with distinction if the Examination Board takes a decision to that effect.

Chapter 8. Appeals

Article 22 Grounds for appeal

22.1 Students have the right to appeal against an assessment result, if
a. the performance of the student suffered through illness or other factors;
b. a material administrative error in the conduct of an assessment occurred;
c. the assessment or evaluation was not conducted in accordance with the regulations;
d. some other material irregularity occurred;
e. there is a serious unsolved conflict with the supervisor or the mentor.

Article 23 Procedure for appeal

23.1 A student shall first attempt to resolve the problem with the body or person that has taken the disputed decision.

23.2 If the appeal concerns a decision taken by an Examiner or an MSc Examination Committee, the appeal shall be submitted to the Examination Board within 3 weeks following the date on which the decision was made known. It should be submitted by the student in writing, stating the grounds for appeal and enclosing appropriate documentation, including an account of the attempt to resolve the case amicably.

23.3 If the appeal concerns a decision taken by the Examination Board - not being an appeal as referred to in Article 23.2 - or a decision taken by the Academic Registrar, the appeal shall be submitted to the Academic Appeals Board within 3 weeks following the date on which the decision was made known. It should be submitted by the student in writing, stating the grounds for appeal and enclosing appropriate documentation, including an account of the attempt to resolve the case amicably.

23.4 Pending the outcome of the appeal procedure, the initial (contested as per appeal) decision will remain in force and will be implemented

23.5 Reference is made to Appendix F for a detailed description of the appeal procedure.

Chapter 9. Final Articles

Article 24 Amendments

24.1 Amendments to these regulations are made by separate decision of the Rectorate.

24.2 No amendments shall be made in relation to the ongoing academic year, unless there is reasonable expectation that the amendment will not disadvantage the students.

Article 25 Unforeseen situations

25.1 Situations which are not foreseen by the present regulations will be decided on by the Examination Board, where necessary after consultation with the programme committee concerned.

Article 26 Publication

26.1 The Rectorate is responsible for the timely publication of these Examination Regulations, and any amendments thereof.

Article 27 Period of application

27.1 These regulations take effect for the cohort 2017 – 2019. Approved by the Rectorate of IHE Delft on 11 July 2017

Appendix A Qualifications of Graduates

1. Urban Water and Sanitation Programme

1.1 Water Supply Engineering

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. understand the structure of drinking water supply systems, including water transport, treatment and distribution; 2. understand water quality criteria and standards, and their relation to public health, environment and urban water cycle; 3. understand in-depth occurring physical, chemical and biological phenomena and their mutual relationships, within water supply systems; 4. understand water quality concepts and their effect on treatment process selection; 5. understand the interaction of water quality and materials applied; 6. understand hydraulic concepts and their relationship to water transport in treatment plants, pipelines and distribution networks; 7. understand the importance and methods for operation and maintenance of water supply systems; 8. understand options for centralised and urban systems versus decentralized and rural systems; 9. understand water supply engineering within a watershed context.
Applying knowledge and understanding	1. design and to rehabilitate raw water abstraction, transport, treatment and distribution processes and systems; 2. use statistical and modelling tools for simulating, prediction of performance and operation of water supply system components; 3. conduct independent research, including formulation of hypotheses, selection and application of research methodologies, and the formulation of conclusions and recommendations
Making judgements	1. define and evaluate project alternatives on basis of chosen selection criteria.
Communication	1. communicate effectively in oral and written presentations to technical and non-technical audiences.
Lifelong learning skills	2. posses the learning skills to acquire continual knowledge in an independent manner.

1.2 Sanitary Engineering

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. understand and explain the role of sanitation in urban water cycle and its relation to public health and environment; 2. develop rational approaches towards sustainable waste(water) management via pollution prevention, appropriate treatment, resources recovery and re-use on both centralized and decentralized level; 3. understand in-depth relevant physical, chemical and biological processes, and their mutual relationships within various sanitation components.
Applying knowledge and understanding	1. apply gained knowledge and skills in practice; 2. prepare conceptual engineering and process design of sanitation components; 3. apply modern tools for technology selection and carry out modelling of sanitation components; 4. identify, develop and conduct independent research including formulation of hypotheses selection and application of research methodologies, and the formulation of conclusions and recommendations; 5. carry out desk studies, field work, and laboratory based research; 6. contribute to the development of innovative approaches to the provision of adequate and sustainable sanitation services in developing countries and countries in transition.
Making judgements	1. define and critically analyse, assess and evaluate various urban drainage and sewerage schemes, and wastewater, sludge and solid waste treatment process technologies; 2. analyse, synthesise, integrate, interpret, and discuss both scientific and practical information in the context of various research and engineering projects including preparation of Master plans, feasibility studies and preliminary designs;.
Communication	1. clearly communicate concerning both oral and written skills.
Lifelong learning skills	1. continuously acquire knowledge and assimilate and implement innovative learning methods and skills in an independent manner; 2. operate both autonomously and in a multidisciplinary and multinational environment.

1.3 Urban Water Engineering and Management

After successful completion of the programme graduates will be able to:

Knowledge and understanding	1. understand the urban water cycle and its water system components, their characteristics and functioning within greater urban infrastructure systems; 2. understand urban water management problems including ability to: identify water systems' demand; deal with climatic and hydrologic uncertainties and/or extremes; institutional limitations; and work within a data-constrained environment; 3. understand water infrastructure/asset planning, financing and management, and utility management; 4. familiarise with the concept of integrated water resources management (IWRM) and its application to a variety of water management problems at the urban catchment scale.
Applying knowledge and understanding	1. make appropriate and critical use of methods, techniques and tools necessary to monitor, analyze and design urban water systems including: water supply infrastructure; drinking water treatment and distribution; wastewater collection, treatment, transport and disposal systems; drainage systems; 2. identify, articulate, analyse and solve problems of the urban water cycle and systems, integrating theory and applications; 3. collect, summarise, analyse and interpret technical data/materials in a structured form to gain knowledge on urban water system design and operation and maintenance; 4. work with a range of information technology tools available for solving urban water management problems and for effectively communicating with fellow water managers, researchers, scientists, planners, and policy-makers.
Making judgements	1. critically recognize and assess the need for continued-education and research on planning, design, maintenance and management of urban water systems.
Communication	2. reporting and give presentation.
Lifelong learning skills	1. learn independently; 2. demonstrate having improved IT skills; 3. work independently and / or as part of a team; 4. manage time effectively.

2. Environmental Science Programme

2.1 Environmental Science & Technology

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. demonstrate understanding of natural environmental processes, the socio-economic concepts underlying functioning and exploitation of environmental systems, and of the complex inter-relationship between the protection and wise use of environmental resources; 2. describe the rationale for an integrated and interdisciplinary approach for the sustainable management of water and environmental resources; 3. identify the impacts of human activities on the environment, under different levels of environmental stress and in different socio-economic contexts; 4. name and explain concepts, instruments and technologies for pollution prevention and remedial actions in a national and international context.
Applying knowledge and understanding	1. design, optimise and interpret environmental monitoring and assessment schemes (including statistics and modelling) in order to gain an understanding of problems, trends, causes and effects; 2. apply general methods (including statistics and modelling) in scientific and technological approaches, concepts and interventions; 3. contribute as a flexible and creative member in interdisciplinary teams in developing solutions for prevention or remediation of environmental problems, by linking scientific knowledge to engineering interventions and to management decisions in different cultural and socio-economic contexts, and using different levels of available knowledge and information.
Making judgements	1. critically analyse and evaluate a range of options and alternatives for the prevention or remediation of environmental problems, under different socio-economic, cultural and legal contexts, and under often data-poor conditions; 2. 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.
Communication	1. 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.
Lifelong learning skills	1. 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.

2.2 Environmental Planning & Management

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. demonstrate understanding of natural environmental processes, the socio-economic concepts underlying functioning and exploitation of environmental systems, and of the complex inter-relationship between the protection and wise use of environmental resources; 2. describe the rationale for an integrated and interdisciplinary approach for the sustainable management of water and environmental resources; 3. understand the environmental policy cycle and planning process and to analyse and prepare environmental policy strategies, taking into account the impact that society has on water and environmental resources; 4. name and explain principles, concepts and instruments of major national and international water and environmental legislation and common and desired institutional and management arrangements.
Applying knowledge and understanding	1. design, optimise and interpret environmental monitoring and assessment schemes (including statistics and modelling) in order to gain an understanding of problems, trends, causes and effects; 2. apply general scientific methods (including statistics and environmental modelling) to processes of water and environmental resources allocation and use at different scales in order to gain an understanding of problems, trends, causes and effects; 3. apply environmental scientific methods (including environmental impact assessment, policy analysis, resource valuation, environmental economics) and models for institutional development with emphasis on policy development, functional decentralisation and good governance; 4. design and facilitate consultation- and decision-making processes between stakeholders, users and their representatives, water managers, politicians and other decision-makers.
Making judgements	1. critically analyse and evaluate a range of options and alternatives for the prevention or remediation of environmental problems, under different socio-economic, cultural and legal contexts, and under often data-poor conditions; 2. identify and critically assess the different ecological and socio-economic functions and values of the environmental system and the, often competing, interests of the various stakeholders; 3. 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; 4. design comprehensive environmental resources policies and strategies that aim to enhance the sustainable use of the environment especially focusing on water, and that include a suitable combination of technical, legal, administrative and financial measures.
Communication	1. 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;
Lifelong learning skills	1. 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;

2.3 Water Quality Management

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. demonstrate understanding of natural environmental processes, the socio-economic concepts underlying functioning and exploitation of environmental systems, and of the complex inter-relationship between the protection and wise use of environmental resources; 2. describe the rationale for an integrated and interdisciplinary approach for the sustainable management of water and environmental resources; 3. identify the impacts of human activities on aquatic ecosystems; 4. name and explain principles, concepts and instruments of main national and international water and environmental legislation and common and desired institutional and management arrangements.
Applying knowledge and understanding	1. design, optimise and interpret environmental monitoring and assessment schemes (including statistics and modelling) in order to gain an understanding of problems, trends, causes and effects; 2. interpret, design and optimise water quality monitoring and assessment schemes in the watershed; 3. apply experimental, statistical and modelling tools for interpreting and designing water quality management programmes; 4. 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.
Making judgements	1. critically analyse and evaluate a range of options and alternatives for the prevention or remediation of environmental problems, under different socio-economic, cultural and legal contexts, and under often data-poor conditions; 2. contribute as a flexible and creative member in interdisciplinary teams in developing solutions for water quality management problems in different cultural and socio-economic contexts, and using different levels of available knowledge and information; 3. critically analyse and evaluate alternative water quality management programmes in the watershed under different socio-economic and legal contexts, often in data-poor conditions.
Communication	1. 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.
Lifelong learning skills	1. 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.

2.4 MSc programme in Environmental Science with specialisation Limnology and Wetland Management

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. to demonstrate understanding of natural environmental processes, the socio-economic concepts underlying functioning and exploitation of environmental systems, and of the complex interrelationship between protection and wise use of environmental resources; 2. to describe the rationale for an integrated and interdisciplinary approach for the sustainable management of water and environmental resources; 3. to identify the impacts of human activities on freshwater ecosystems in different socio-economic contexts; 4. to demonstrate knowledge and understanding of the international water quality guidelines; 5. to name and explain concepts, instruments and technologies for protection and remedial actions of freshwater ecosystems.
Applying knowledge and understanding	1. to design, optimise and interpret environmental monitoring and assessment schemes (including statistics and modelling) in order to gain an understanding of problems, trends, causes and effects; 2. to design, optimise and interpret environmental monitoring and assessment schemes for freshwater ecosystems; 3. to apply general scientific methods (including statistics and environmental modelling) for the development and application of scientific and technological approaches, concepts and interventions to address problems of freshwater ecosystems; 4. to conduct research, independently/in multidisciplinary teams, incl. formulation of research questions and hypotheses, selection and application of research methodologies and techniques and the formulation of well-founded conclusions and recommendations.
Making judgements	1. to critically analyse and evaluate a range of options and alternatives for the prevention or remediation of environmental problems, under different socio-economic, cultural and legal contexts, and under often data-poor conditions; 2. to critically analyse and evaluate a range of options and alternatives for the prevention or remediation of problems related with freshwater ecosystems, under different socio-economic and legal contexts, and under often data-poor conditions; 3. to contribute in interdisciplinary teams in developing solutions for prevention/remediation of aquatic ecosystem problems by linking scientific knowledge to engineering interventions and management decisions in different cultural/socio-economic contexts.
Communication	1. to 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.
Lifelong learning skills	1. to demonstrate academic attitude and learning skills (incl. 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 an independent manner.

2.5 Joint MSc programme in Environmental Science with specialisation Environmental Technology for Sustainable Development with AIT, Bangkok

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. to demonstrate understanding of natural environmental processes, the socio-economic concepts underlying functioning and exploitation of environmental systems, and of the complex interrelationship between protection and wise use of environmental resources; 2. to describe the rationale for an integrated and interdisciplinary approach for the sustainable management of water and environmental resources; 3. to identify the impacts of human activities on the environment, under different levels of environmental stress and in different socio-economic contexts; 4. to name and explain concepts, instruments and technologies for pollution prevention and remedial actions in a national and international context.
Applying knowledge and understanding	1. to design, optimise and interpret environmental monitoring and assessment schemes (including statistics and modelling) in order to gain an understanding of problems, trends, causes and effects; 2. to apply general methods (including statistics and modelling) in scientific and technological approaches, concepts and interventions; 3. to contribute in interdisciplinary teams in developing solutions for prevention/remediation of environmental problems by linking scientific knowledge to engineering interventions and to management decisions in different cultural/socio-economic contexts; 4. to conduct research, independently/in multidisciplinary teams, incl. formulation of research questions and hypotheses, selection and application of research methodologies and techniques and the formulation of well-founded conclusions and recommendations.
Making judgements	1. to critically analyse and evaluate a range of options and alternatives for the prevention or remediation of environmental problems, under different socio-economic, cultural and legal contexts, and under often data-poor conditions.
Communication	1. to 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.
Lifelong learning skills	1. to demonstrate creativity and critical, multidisciplinary thinking for problem-solving and decision-making; 2. to demonstrate responsibility and own initiative; 3. to demonstrate capacity to work in an international, multi-cultural team; 4. to demonstrate academic attitude and learning skills (incl. 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 an independent manner.

3. Water Management and Governance Programme

3.1 Water Management and Governance

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. describe and predict for a given water resources system the main hydrological, hydraulic, chemical and ecological processes and how these processes are dynamically linked with human activities, including land and water use. 2. describe and explain the main concepts and instruments for analysing and influencing formal and informal arrangements over water, including policies, laws and institutions, and by adopting a historical perspective. 3. explain the key concepts for integrated, multi-disciplinary and interdisciplinary analyses of water systems and describe the challenges of such approaches. 4. comprehend the broader scientific, engineering, socio-economic and environmental context in which water management and governance issues are manifested and addressed.
Applying knowledge and understanding	1. formulate and apply water management and governance frameworks / tools / methods to water related issues in a given context in a social inclusive and environmental sustainable manner. 2. apply different concepts and methods in a coherent way and through a process of triangulation synthesize results and draw well reason conclusions and recommendations. 3. conduct, independently or in a multidisciplinary team, research including the formulation of research questions and hypotheses, the selection and application of adequate research methodologies and techniques and the formulation of well-founded conclusions.
Making judgements	1. compare and contrast different ideas and approaches to make sound judgement based on available information, and assess the potential for application, integration and further development. 2. apply suitable techniques, tools and procedures for a given context in order to evaluate the consequences of different development and intervention scenarios. 3. reflect critically on ho how different activities impact on the sustainable use of water in a given context. 4. reflect on own professional and educational background relate to this knowledge and skills needed to build a solid career in the water sector, and on this basis identify a coherent personal learning trajectory.
Communication	1. clearly and systematically communicate, argue and defend findings in oral and written presentations to a variety of audiences.
Lifelong learning skills	1. think in multidisciplinary and integrated dimensions and be able to distinguish main issues from side issues. 2. have the academic attitude and learning skills to enhance and keep up-to-date the acquired knowledge and application skills in a largely independent manner. 3. Have the ability to reflect on own performance and advance own career within the water sector.

3.2 Water Resources Management

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. describe and predict for a given water resources system the main hydrological, hydraulic, chemical and ecological processes and how these processes are dynamically linked with human activities, including land and water use. 2. describe and explain the main concepts and instruments for analysing and influencing formal and informal arrangements over water, including policies, laws and institutions, and by adopting a historical perspective. 3. explain the key concepts for integrated, multi-disciplinary and interdisciplinary analyses of water systems and describe the challenges of such approaches. 4. characterize and explain water resource issues using economic concepts and theory for addressing water issues and describe how economic concepts and tools including valuation support integrated water resources management.
Applying knowledge and understanding	1. model processes of the water system (rainfall-runoff, flooding, water allocation, water accounting), validate models, critically interpret model outcomes in order to derive insight in trends, causes and effects, and define and explain model limitations. 2. formulate and critically evaluate governance frameworks related to water resources management and apply tools for policy analysis with the emphasis on social inclusion and sustainability. 3. Apply and develop integrated tools / methods to support water resources assessment / planning / management at different scales and accounting for aspects relating to quality and quantity and upstream / downstream linkages. 4. conduct, independently or in a multidisciplinary team, research including the formulation of research questions and hypotheses, the selection and application of adequate research methodologies and techniques and the formulation of well-founded conclusions.
Making judgements	1. analyse a given water resources system in order to quantify the water flows over space and time, accounting for and describing the interdependencies between many (competing) water users. 2. critically evaluate technical and/or institutional water resources interventions (policie actions / agreements) through analysis of implications for the water resources system, its users and their interrelations at various spatial and temporal scales.
Communication	1. clearly and systematically communicate, argue and defend findings in oral and written presentations to a variety of audiences.
Lifelong learning skills	1. think in multidisciplinary and integrated dimensions and be able to distinguish main issues from side issues. 2. have the academic attitude and learning skills to enhance and keep up-to-date the acquired knowledge and application skills in a largely independent manner.

3.3 Water Services Management

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. describe for a given water resources system the interplay between the main biophysical processes and social dynamics, in analyzing service delivery modalities. 2. describe and explain the main concepts and instruments for analysing and influencing formal and informal arrangements concerning water supply and sanitation services, including policies, laws and institutions, and by adopting a historical perspective. 3. explain the key concepts for integrated, multi-disciplinary and interdisciplinary analyses of water services management and describe challenges of providing water supply and sanitation services at different levels (from global to local). 4. summarize the current debates relevant for water supply and sanitation services, using institutional and management theories from different academic disciplines (e.g. economics, public administration, sociology, political science, law).
Applying knowledge and understanding	1. design and apply analytical tools to research issues of water services management and describe, modify and apply management tools (e.g. with the benchmarking, cost benefit analysis, management information systems) with the aim of improving water supply and sanitation provision. 2. formulate and critically evaluate governance frameworks related to water services management and apply tools for policy analysis with the emphasis on social inclusion and sustainability. 3. combine different types of method and through a process of triangulation synthesize outcomes in a coherent manner. 4. conduct, independently or in a multidisciplinary team, research including the formulation of research questions and hypotheses, the selection and application of adequate research methodologies and techniques and the formulation of well-founded conclusions.
Making judgements	1. analyze and evaluate governance processes and utility management arrangements in the water services sector, integrating technical, legal administrative, social and financial components. 2. critically evaluate technical and/or institutional interventions (e.g. policies actions, agreements) through analysis of implications for water supply and sanitation services, its users and their interrelations at various spatial and temporal scales.
Communication	1. clearly and systematically communicate, argue and defend findings in oral and written presentations to a variety of audiences.
Lifelong learning skills	1. think in multidisciplinary and integrated dimensions and be able to distinguish main issues from side issues. 2. have the academic attitude and learning skills to enhance and keep up-to-date the acquired knowledge and application skills in a largely independent manner.

3.4 Water Quality Management

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. describe and predict for a given water resources system the main hydrological, hydraulic, chemical and biological processes and how these processes are dynamically linked with aquatic ecosystems as well as with human activities such as land and water use and pollution. 2. describe and explain the main concepts and instruments for analysing and influencing formal and informal arrangements for water quality management, including policies, laws and institutions, and by adopting a historical perspective. 3. explain the key concepts for integrated, multi-disciplinary and interdisciplinary analyses of aquatic ecosystems and describe the challenges of such approaches. 4. describe concepts to determine the value of water for various uses and users in (amongst others) economic and ecological terms and explain how these concepts can be used in water resources planning at various spatial and temporal scales.
Applying knowledge and understanding	1. interpret, design and optimize water quality assessment and monitoring programmes by applying experimental, statistical and modelling tools. 2. formulate and critically evaluate governance frameworks related to water quality management and apply tools for policy analysis with the emphasis on social inclusion and sustainability. 3. combine different types of method and through a process of triangulation synthesize outcomes in a coherent manner. 4. conduct, independently or in a multidisciplinary team, research including the formulation of research questions and hypotheses, the selection and application of adequate research methodologies and techniques and the formulation of well-founded conclusions.
Making judgements	1. define a given water resources system, and compose the water and pollution flows across time and space, including the various water uses, and describe the interdependencies these create between the various water users. 2. critically evaluate technical and/or institutional interventions focused on water quality (projects/ programmes/ policies/ agreements) through analysis of implications for the water resources system, its users and their interrelations at various spatial and temporal scales.
Communication	1. clearly and systematically communicate, argue and defend findings in oral and written presentations to a variety of audiences.
Lifelong learning skills	1. think in multidisciplinary and integrated dimensions and be able to distinguish main issues from side issues. 2. have the academic attitude and learning skills to enhance and keep up-to-date the acquired knowledge and application skills in a largely independent manner.

3.5 Water Conflict Management

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. describe for a given water resources system the interplay between the main biophysical processes and social dynamics, in analyzing, anticipating, preventing and managing conflicts. 2. describe and explain the main concepts and instruments for analysing and influencing formal and informal arrangements over water for collaboration, including policies, laws and institutions, and by adopting a historical perspective. 3. explain the key concepts for integrated, multi-disciplinary and interdisciplinary analyses of water systems and describe the challenges of such approaches at sector, intersectoral and transboundary levels. 4. name and critically discuss theories, concepts and tools of conflict management and cooperation building techniques in the context of natural resources and water in particular.
Applying knowledge and understanding	1. design and facilitate inclusive consultation and conflict management processes, such as consensus building, public participation, negotiation and mediation between actors at different levels. 2. formulate and critically evaluate governance frameworks related to water conflict management and apply tools for policy analysis with the emphasis on social inclusion and sustainability. 3. combine different types of method and through a process of triangulation synthesize outcomes in a coherent manner. 4. conduct, independently or in a multidisciplinary team, research including the formulation of research questions and hypotheses, the selection and application of adequate research methodologies and techniques and the formulation of well-founded conclusions, recommendations and limitations.
Making judgements	1. appraise the different functions of the water resources system, and the associated competing interests of water using sectors and actors, describe the inter-dependencies between these, and finally assess the possibilities and limitations of cooperation. 2. critically evaluate technical and/or institutional interventions focused on conflict management (projects/ programmes/ policies/ agreements) through analysis of implications for the water resources system, its users and their interrelations at various spatial and temporal scales.
Communication	1. clearly and systematically communicate, argue and defend findings in oral and written presentations to a variety of audiences. 2.
Lifelong learning skills	1. think in multidisciplinary and integrated dimensions and be able to distinguish main issues from side issues. 2. have the academic attitude and learning skills to enhance and keep up-to-date the acquired knowledge and application skills in a largely independent manner.

3.6 Water Cooperation and Diplomacy

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. Articulate the complexities of socio-natural processes 2. Discuss and compare theories and dimensions of conflict and its avoidance, management and resolution
Applying knowledge and understanding	1. Use an interdisciplinary approach to critically assess and evaluate conflict management tools and techniques available to deal with water-related disputes 2. Apply conflict management tools and design conflict resolution processes with the aim of mitigating water management disputes
Making judgements	1. Critically analyse water disputes (including actors, policies, institutions, historical, social and bio-physical processes) 2. Identify and analyse issues, challenges and potential conflicts of water allocation and access to water resources at different scales
Communication	
Lifelong learning skills	1. Research the selection and application of adequate methodologies and techniques of water conflict management tools and formulate well-founded conclusions and recommendations

4. Water Science and Engineering Programme

4.1 Hydrology and Water Resources

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. 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; 2. 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; 3. have a good knowledge of the relevant literature and the contemporary research questions in the field of hydrology.
Applying knowledge and understanding	1. 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; 2. design and conduct hydrological research and experiments for both application and scientific purposes, either independently or within a team-based framework.
Making judgements	1. 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; 2. critically judge and evaluate their own work and results, as well as prior research or investigations carried out by others.
Communication	1. adequately communicate methodologies, results, evaluations, conclusions and recommendations in oral, written and graphical form to a wide variety of audience.
Lifelong learning skills	1. 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 2. have adopted the academic attitude and learning skills to enhance and broaden the acquired knowledge and application skills in a largely independent manner.

4.2 Hydraulic Engineering and River Basin Development

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. 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; 2. master the major hydraulic methodologies and applications for river structures and river modelling techniques with regard to techniques for data collection, processing and analysis; 3. have knowledge of contemporary research (questions) and relevant literature in the field of hydraulic engineering and river basin development; 4. have acquired sufficient skills in using information and communication technology for conducting studies and analyses, in addition to presentation and communication.
Applying knowledge and understanding	1. 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; 2. 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; 3. 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.
Making judgements	1. critically judge and evaluate their own work and results, as well as the information of prior research or investigations.
Communication	1. adequately communicate methodologies, results, evaluations, conclusions and recommendations in written, oral and graphical form to a wide variety of audience.
Lifelong learning skills	1. 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; 2. have adopted the academic attitude and learning skills to enhance and broaden the acquired knowledge and applications in an independent manner.

4.3 Coastal Engineering and Port Development

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. have advanced level of understanding of the hydraulics, coastal processes and nautical and logistic aspects and their interactions with the nearshore and offshore structure; 2. 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; 3. 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; 4. be equipped with various analytical and computational expertise necessary to solve problems in coastal and port engineering.
Applying knowledge and understanding	1. 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; 2. apply hydraulic and nautical, logistic and economic theories in the planning and design of coastal and ports layout and port logistics; 3. have the skills to undertake academic research that contributes to the better understanding of coastal and/or port engineering; 4. 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.
Making judgements	1. 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.
Communication	
Lifelong learning skills	1. 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; 2. have experienced different aspects of learning which are integrated through different teaching methods and through independent study experiences; 3. possess critical thinking skills, the ability of both independent and team problem-solving and the sense of engineering creativity and design; 4. have acquired sufficient skills in using information and communication technology for conducting research, studies and analyses, in addition to presentation and communication; 5. develop a sense of professionalism and an appreciation for the obligations of a professional engineer; 6. be aware of the professional and ethical issues encountered in engineering practice

4.4 Land and Water Development

After successful completion of the programme graduates will be able to:

Knowledge and understanding	1. Describe the latest concepts and theories of irrigation and drainage design, modernisation and management, flood protection and land reclamation for sustainable development and food security; 2. Explain the cross-sectoral linkages related to land and water development comprehending wider aspects of society, economy, human health and environment and its contributions to food security; 3. Acquire knowledge and understanding of contemporary research issues in the field of land and water development for food security.
Applying knowledge and understanding	1. Apply the latest hydraulic engineering and hydrological methods in planning, design and implementation of irrigation and drainage schemes, independently or in a multidisciplinary team; 2. Apply innovative tools like Remote Sensing and GIS in planning and performance management of land and water development schemes for enhanced food security.
Making judgements	1. Identify options for participatory land and water development, and critically assess their technical, socio-economic and environmental performance; 2. Evaluate aspects of planning, design, modernization, operation & maintenance and financing of irrigation and drainage schemes. 3. Identify, develop and conduct independent research including formulation of hypotheses, selection and application of research methodologies, planning and executing of data gathering and analysis, and formulation of conclusions and recommendations.
Communication	1. Clearly and systematically communicate, argue and defend research proposal and findings orally and written to a wide variety of audience.
Lifelong learning skills	1. Independently acquire knowledge, critically assess data, and acquire critical reading and writing skills whereby distinguishing between minor and major issues. 2. Contribute to the development of innovative approaches for adequate and sustainable land and water development for food security.

4.5 Learning objectives Agricultural Water Management for Enhanced Land and Water Productivity (joint specialisation with AIT)

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. have in-depth understanding and specific knowledge of the latest concepts and theories of irrigation, drainage, flood management, land reclamation and consolidation technologies for increased returns from land and water resources in a sustainable manner; 2. have in-depth understanding and specific knowledge of the cross-sectoral linkages between land and water development and wider aspects of society, economy and the environment 3. acquire knowledge and understanding of contemporary research issues in the fields of land and water development and agricultural water management.
Applying knowledge and understanding	1. use latest hydraulic engineering and hydrological methods to apply in planning, design, implementation and management of irrigation, drainage and flood protection schemes, independently or in a multidisciplinary team; 2. identify and cross-evaluate alternative land and water development options for areas under different land uses and assess their technical, economical, institutional and environmental feasibility; 3. engage in or advise the developers, system managers and water users on the participatory development, management and modernisation, including planning, design, implementation, operation and maintenance, as well as on modernisation of the irrigation, drainage and flood management schemes; 4. formulate and conduct hydraulic and agronomic research, plan development and designs in the field of enhanced land and water productivity, experiments and tests for both practical and scientific purposes, either independently or within a team-based framework.
Making judgements	
Communication	1. 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.
Lifelong learning skills	1. develop the academic attitude and learning skills to enhance and broaden the acquired knowledge and application skills in a largely independent manner.

4.6 Learning objectives of the Advanced Water Management for Food Production Program specialization, (joint specialisation with Nebraska)

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. understand in-depth the latest concepts and theories of irrigation, drainage, flood protection, land reclamation and consolidation technologies for food production; 2. describe the cross-sectoral linkages comprehending wider aspects of society, economy and the environment; 3. understand and formulate water management methodologies to enhance crop production with limited water supplies; 4. acquire knowledge and understanding of contemporary research issues in the field of land and water development and water for food. 5. identify and develop available water resources for food production;
Applying knowledge and understanding	1. 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; 2. enhance the of on-farm irrigation systems through better design and management;
Making judgements	1. identify and cross-evaluate alternative land and water development options for areas under different land uses and assess their feasibility; technologically, economically, and environmentally; 2.
Communication	1. 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;
Lifelong learning skills	1. 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.

4.7 Hydroinformatics– Modelling and Information Systems for Water Management

After successful completion of the programme, graduates will be able to:

Knowledge and understanding	1. 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; 2. 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; 3. have an understanding of advanced and appropriate information and communication technologies and their application to manage information relating to water management; 4. have a good knowledge of the relevant literature and the contemporary research questions in the field of Hydroinformatics.
Applying knowledge and understanding	1. 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; 2. 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; 3. provide considered advice to managers and users of advanced Hydroinformatics tools; 4. appreciate and discuss the ethics and nature of the postmodern society and the role of water within it as a "right" and an "asset".
Making judgements	1. 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; 2. critically judge and evaluate their own work and results, as well as prior research or investigations carried out by others.
Communication	1. 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.
Lifelong learning skills	1. 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; 2. have adopted the academic attitude and learning skills to enhance and broaden the acquired knowledge and application skills in a largely independent manner; 3. be aware of the professional and ethical issues encountered in Hydroinformatics practice directed towards issues facing developing countries and countries in transition.

4.8 Flood Risk management

After successful completion of the programme, graduates will have:

Knowledge and understanding	1. a broad and cross-boundary scientific knowledge on flood risk management; 2. a comprehensive knowledge base and understanding of the current theory and practice relating to flooding and flood management; 3. the fundamental knowledge leading to the understanding of socio-economic issue related to flooding; 4. a broad scientific knowledge about conservation, restoration and management measures to overcome challenges imposed on water by humans and by climate change, and; 5. an extended knowledge on a basin-wide approach to flood risk management.
Applying knowledge and understanding	1. analyse the reciprocal relationships between the physical system, the institutional framework and the socio-economic environment, identifying future social and climatic pressures and needs and the consequent trends in system management; 2. apply specific practical skills, such as identifying the major physical processes in a given river basin or coastal zone and their interaction with the associated assets and receptors; 3. identify the links between all issues related to flooding in order to apply an integrated approach using the best tools to support decision making for the sustainable management of floods; 4. review scientific literature and carry out independent research (such as writing a state of the art paper based on research and practice literature); 5. apply sophisticated hydroinformatics and modelling tools and best practices to address the problems of flood risk management.
Making judgements	
Communication	1. communicate his/her knowledge and research results to the scientific and non-scientific communities (such as presenting papers/posters to scientific congresses, general lectures to policy makers and interested non-specialists).
Lifelong learning skills	1. occupy an independent and responsible position as a flood risk professional; 2. acquire independently further knowledge and techniques, and 3. operate in a team.

4.9 Groundwater and Global Change - Impacts and Adaptation

At the end of the programme students are able to:

Knowledge and understanding	1. explain in detail how groundwater systems function; 2. describe the interactions between groundwater systems, climate, surface waters and land use.
Applying knowledge and understanding	1. use modelling tools for climate and groundwater systems; 2. plan groundwater-related adaptation solutions for global change.
Making judgements	1. identify the consequences of global and climate change impacts for groundwater management under uncertainty.
Communication	1. effectively transfer knowledge, through written and oral communication, using the English language, within the scientific discipline.
Lifelong learning skills	1. demonstrate creativity and critical, multidisciplinary thinking for problem-solving and decision-making; 2. take responsibility, show initiative and have the capacity to work in an international, multi-cultural team.

5. Graduate professional diploma programme

Upon completion of the programme participants will be qualified to:

- perform as a competent professional in the field of sanitation and/or sanitary engineering
- to contribute to the development of innovative approaches to the provision of sustainable sanitation services especially under challenging conditions usually prevailing in developing and countries in transition.

Students are able to:

Knowledge and understanding	1. Understand and explain the role of sanitation in the urban water cycle and its relation to public health and environment; 2. Understand the relevant physical, chemical and biological processes and their mutual relationships within various sanitation components;.
Applying knowledge and understanding	1. Develop rational approaches towards sustainable wastewater management via pollution prevention, appropriate treatment, and resource recovery and re-use at both centralized and decentralized setting; 2. Apply modern tools for technology selection and to model sanitation components.
Making judgements	1. Define and critically analyze, assess and evaluate various urban drainage and sewerage schemes, and wastewater, sludge (including feacal sludge) and solid waste treatment process technologies; 2. Analyze, synthesize, integrate, interpret, and discuss scientific and practical information in the context of preparing research and engineering projects including preparation of master plans, feasibility studies and preliminary designs.
Communication	
Lifelong learning skills	

Appendix B Examination Procedures

GENERAL RULES

Students taking part in an examination are expected to have taken notice of these procedures and are expected to understand the implied meaning of these procedures.

WRITTEN EXAMINATIONS

PROCESS:

1. the students brings his / her student card and displays it on the table;
2. the invigilator verifies the card and confirms attendance by the student by ticking the box of the student on the attendance list;
3. students hand in their exam papers at the end of the session; this is their own responsibility;
4. invigilators bring the exam papers to the Education Office (immediately after the exam);
5. Education Officers verify which exam papers have been received and record this on a list;
6. the list produced by the Education Officers serves as the evidence that the exam papers have been handed in;
    a. if exam papers get lost and they have been recorded on the list of Education Office, IHE Delft has the responsibility to propose an adequate alternative assessment to the student.
    b. if a student claims that an exam paper got lost and the exam paper is not recorded on the list of Education Office, then the Institute considers the exam paper not to have been handed in by the student. There will be no alternative assessment proposed.

Invigilators: The invigilators (examination supervisors) ensure proper conduct of the examination and maintain order in the examination room. They will announce the beginning and the duration of the examination, and will warn the students 10 minutes before the ending of the examination.

Communication: During the examination, students are not allowed to exchange materials or to communicate with other students. If something is unclear, students have to inform the invigilator, who will contact the programme coordinator, the examiner or education officer if necessary.

Attendance list: Students are considered to have taken part in an examination from the moment they receive the examination papers from the invigilators, whether or not they submit any answers.

Bags: Bags and carrying cases, including penholders, are to be placed along the side of the room before the start of the examination.

Exam paper: Answer and scratch paper will be provided to the students
Students provide the answers in clearly readable English, with proper indication of the question label. All answer papers must carry the student number and locker number of the student. Unreadable answers or unidentified answer papers may be discarded for assessment by the examiner.

Pen: Students are required to bring the necessary writing and drawing tools. The answer papers to be submitted must be written with a pen, a pencil is not allowed.

Dictionary: The use of a printed language dictionary without any additional written annotations is allowed (all languages are allowed). Invigilators are allowed to check the dictionaries for hand-written annotations during the exam (spot checks while they are walking around).
Electronic dictionaries are not allowed.

Calculators: Only self contained calculators with a single-line display or dual-line display are allowed, provided that these devices are battery operated, that any audio functions are switched off, and that these devices are exclusively built for calculation purposes only and do not have internet access.

Cell phones: Use of cell phones is not allowed and must be switched off

Other materials: The use of materials other than listed above, including blank paper, texts, laptops, computing and communication devices, personal audio and video devices, of any kind, is not allowed.
Examiners may nevertheless allow students to use specified text matter or other effects in a so-called 'open book' examination. These materials shall not include previous or example examinations and solutions.

Toilet visit: Only one student at a time will be allowed by the invigilator to leave the examination room for a short visit to the lavatory, except during the first 15 and the last 15 minutes of the examination. Examination materials and requirements may not be taken outside the examination room. Before leaving the examination room, students have to hand over their cell phone to the invigilator.

Submission of exam papers: Students who finish the examination at least 15 minutes after the start and at least 15 minutes before the ending of the examination are allowed to submit their work to the invigilator and quietly leave the examination room.
Students have to ensure that all required papers are submitted to the invigilator. Papers cannot be submitted after the student has left the examination room.

ASSIGNMENT REPORTS AND INDIVIDUAL DISCUSSIONS

For designated subjects students have to submit an assignment report, which will be assessed as part of the subject examination. The examiner may discuss the assignment report with the student as part of the assessment.

The examiner will set a deadline for submitting assignment reports. The deadline cannot be set at a date after the examination period for the subject, as indicated in the academic calendar. Students submit assignments to either the lecturer or the responsible coordinator.

Appendix C GRADING SYSTEMS used by partner institutes

1. Asian Institute of Technology

Grade	Grade Points	Description
A	4	Excellent
B+	3.5	
B	3	Good
C+	2.5	
C	2	Fair
D	1	Deficient
F	0	Fail
I		Incomplete

2. Universidad del Valle

Grade	Description
0.0	Given when absent from the exam without valid reason, when blank exam is submitted, or when caught cheating.
1.0 – 2.9	Non-pass, resit needed
3.0	Acceptable
4.0	Good
5.0	Excellent

Degree is awarded when

- GPA for the taught part is 3.5 or higher, and
- a pass is obtained for the thesis. (pass / non-pass)

3. Egerton University

Grade	Grade Points	Description
A	70% and above	Excellent
B	60-69%	Good
C	50-59%	Average
F	0-49%	Fail

Grading systems approved by the University Senate, with 50% as the pass mark.

4. BOKU

Austrian grade	ECTS Grade	Description
1	A/B	excellent/very good
2	C	good
3	D	satisfactory
4	E	pass

5. TU Dresden:

Grade	Grade Points	Description
A	1	very good
B	2	good
C	3	satisfactory
D	4	sufficient
E	5	insufficient

All courses have to be lower than 4 for a degree.

6. University of Ljubljana

Grade	Description
10	excellent: outstanding results with negligible mistakes
9	very good: high pass with minor mistakes
8	very good: sound knowledge
7	good: sound knowledge with major mistakes
6	satisfactory: adequate knowledge suiting minimum criteria
5 - 1	insufficient: failure, poor knowledge below minimum criteria

Candidates with grades satisfactory (6) or more, have passed the examinations successfully.
The student has two grades per subject: separately theory and lab exercise (seminar work). For thesis there are also two grade: written report and presentation, both should be more than 6. Finally we have one grade for thesis and common final grade of study (special formula).

7. TU-Catalonia

Grade	Description
9.0 - 10.0	excellent
7.0 - 8.9	very good
5.0 - 6.9	satisfactory
4.0 - 4.9	marginal fail
0.0 - 3.9	fail
NP	not examined
R	recognition

MH Honors (is given on exceptional cases)

8. University of Lisbon

Grade	Grade Points	Description
A	20-18	excellent
B	17-16	very good, with few errors
C	15-14	good, with some errors
D	13-12	satisfactory, with many errors
E	11-10	sufficient

Appendix D MSc modules: names, credits & assessment methods

The tables on the next pages give an overview of the module in each specialisation, including the ways these modules are assessed.

1. Urban Water and Sanitation programme

SANITARY ENGINEERING		C1349									
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)
1	Introduction to UWS 1	M3188	Slokar	149	5	60		35		5	
2	Introduction to UWS 2	M3192	Salinas	76	5	75		25			
3	Introduction to UWS 3	M3189	vd Steen	167	5	85				15	
4	Urban drainage and sewerage	M3190	Vojnovic	142	5	60		40			
5	Conventional wastewater treatment	M1802	Lopez	148	5	80		20			
6	Resource oriented wastewater treatment and sanitation	M2384	Ronteltap	157	5	80		20			
7	Wastewater treatment plants design and engineering	M2373	Lopez	142	5	50	25	25			
8	Modelling of wastewater treatment processes and plants	M3054	Hooymans	132	5	60		40			
9	International fieldtrip and fieldwork	M1421	Slokar	150	5			100			
12	Summer course										
13	Groupwork Sint Maarten	M3114	Petrusevski	132	5			60	40		
14	MSc research proposal development	M3239	Slokar	40	9		100				
15	MSc research, thesis and defence	M2927	various	1008	36			100			
	Electives modules:										
10	Industrial effluents treatment and residuals management	M3102	Garcia	146	5	60		40			
10	Water treatment processes and plants	M2371	Sharma	140	5		60	40			
10	Urban water systems	M3006	Voijnovic	142	5	40		60			
11	Solid waste management	M3270	Hullebusch	140	5	60		4			
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50			
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30		
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20		
11	Urban water governance	M3261	Acevedo Guerre	139	5			100			
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40			
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15			
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10		
11	Hydroinformatics for Decision Support	M3233	Jonoski	136	5			100			
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25		
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60			
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40			
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60			

WATER SUPPLY ENGINEERING		C1352									
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)
1	Introduction to UWS 1	M3188	Slokar	149	5	60		35		5	
2	Introduction to UWS 2	M3192	Salinas	76	5	75		25			
3	Introduction to UWS 3	M3189	vd Steen	167	5	85				15	
4	Surface water treatment I	M2550	Kennedy	140	5	60		20		20	
5	Surface water treatment II	M1577	Ferrero	150	5	70		10		20	
6	Groundwater resources and treatment	M3033	Petrusevski	141	5	70		15		15	
7	Water transport and distribution	M3245	Trifunovic	139	5	60		40			
8	Desalination and membrane technology	M3225	Salinas	123	5	70		20		10	
9	International fieldtrip and fieldwork	M1421	Slokar	150	5			100			
12	Summer course										
13	Groupwork Sint Maarten	M3114	Petrusevski	132	5			60	40		
14	MSc research proposal development	M3239	Slokar	40	9		100				
15	MSc research, thesis and defence	M2927	various	1008	36			100			
	Electives modules:										
10	Industrial effluents treatment and residuals management	M3102	Garcia	146	5	60		40			
10	Water treatment processes and plants	M2371	Sharma	140	5		60	40			
10	Urban water systems	M3006	Voijnovic	142	5	40		60			
11	Solid waste management	M3270	Hullebusch	140	5	60		4			
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50			
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30		
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20		
11	Urban water governance	M3261	Acevedo Guerre	139	5			100			
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40			
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15			
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10		
11	Hydroinformatics for Decision Support	M3233	Jonoski	136	5			100			
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25		
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60			
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40			
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60			

URBAN WATER ENGINEERING AND MANAGEMENT			C1036									
Location	Module number	Module Name	Code	Module coordinator	Workload	AIT credits / ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)
AIT		Watershed hydrology	CE74.11			3 (7.5)	x		x			
		Drinking water treatment	ED78.36			3 (7.5)	x					
		Wastewater treatment				3 (7.5)	x		x			
		Integrated water resources management	CE74.54			3 (7.5)	x		x			
U-IHE	4	Urban drainage and sewerage	M3190	Vojnovic	142	5	60		40			
	5	Asset management	M3047	Pathirana	150	2 (5.0)		50	50			
	6	Managing water organisations	M3170	Tutusaus Luque	96	2 (5.0)			100			
	7	Water transport and distribution	M3245	Trifunovic	139	2 (5.0)	60		40			
	8	Urban flood management and disaster risk mitigation	M1710	Vojinovic	140	2 (5.0)	40		60			
	9	International fieldtrip and fieldwork	M1421	Slokar	150	2 (5.0)			100			
		Electives:										
	10	Industrial effluents treatment and residuals management	M3102	Garcia	146	5	60		40			
	10	Water treatment processes and plants	M2371	Sharma	140	5		60	40			
	10	Urban water systems	M3006	Voijnovic	142	5	40		60			
		Summer course				0.4 (1)						
		Total coursework				26 (65)						
						0			x	x		
AIT		MSc thesis work				22 (55)			x	x		
		Grand total (coursework + thesis)				48 (120)						

Joint MSc programme in Urban Water and Sanitation with specialisation Sanitary Engineering with Universidad del Valle, Colombia			C1033									
Location	Module number	Module Name	Code	Module coordinator	Workload	UVC /ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)
Univalle	C1	C1 Chemistry of Environmental Pollution	C1			3 /5.13	50		20		30	
	C2	C2 Environmental Pollution Microbiology	C2			3 /5.13	x		x	x	x	
	C3	C3 Fundamentals of Environmental Processes	C3			3 /5.13	60		20		20	20
	C4	C4 Environmental and Development	C4			3 /5.13	35		30	35		
	C5	C5 Engineering Research Introduction	C5			2/3.42			100		20	
U-IHE	4	Urban drainage and sewerage	M3190	Vojnovic	142	5	60		40			
	5	Conventional wastewater treatment	M1802	Lopez	148	5	80		20			
	6	Resource oriented wastewater treatment and sanitation	M2384	Ronteltap	157	5	80		20			
	7	Wastewater treatment plants design and engineering	M2373	Lopez	142	5	50	25	25			
	8	Modelling of wastewater treatment processes and plants	M3054	Hooymans	132	5	60		40			
	9	International fieldtrip and fieldwork	M1421	Slokar	150	5			100			
	12	Summer course										
	13	Groupwork Sint Maarten	M3114	Petrusevski	132	5			60	40		
		Electives modules:										
	10	Industrial effluents treatment and residuals management	M3102	Garcia	146	5	60		40			
	10	Water treatment processes and plants	M2371	Sharma	140	5		60	40			
	10	Urban water systems	M3006	Voijnovic	142	5	40		60			
						5						
Univalle	C9	Engineering research I (4 UVC)	C9			4/6.84						
	C10	Engineering Research II (8 UVC)	C10			8/13.68						
		MSc thesis (14 UVC)				14/23.94						

2. Environmental Science programme

ENVIRONMENTAL SCIENCE AND TECHNOLOGY		C1140										
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
1	Introduction to environmental science 1	M3172	de Ruyter	140	5	100						
2	Introduction to environmental science 2	M3173	de Ruyter	140				100				
3	Introduction to environmental science 3	M3194	de Ruyter	140		60		40				
4	Integrated project environmental science	M3031	vd Steen	140	5			70	30			
5	Industrial Resource Management & Cleaner Production	M3179	Raj	140	5	60		35	5			
6	Environmental systems analysis	M3171	Irvine	140	5	40		50	10			
7	Environmental engineering	M3081	Raj	140	5	75		25				
8	Environmental monitoring and modelling	M3187	Zuijdgeest	140	5	55		45				
9	Foreign fieldtrip and fieldwork ES	M1766	de Ruyter	140	5			100				
12	Summer courses				1			100				
13	Groupwork ES	M3197	Zuijdgeest	140	5			100				
14	Thesis Research Proposal Development for ES	M3283	Mendoza	250	9			100				
15	MSc research, thesis and defence	M2927	various		36			100				
	Elective modules:											
10	Aquatic ecosystems: processes and applications	M3202	Gettel	140	5			90	10			
10	Environmental assessment for water related policies and develo	M3080	Mendoza	140	5	50		50				
11	Solid waste management	M3270	Hullebusch	140	5	60		4				
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50				
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
11	Urban water governance	M3261	Acevedo Guerre	139	5			100				
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40				
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15				
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10			
11	Hydroinformatics for Decision Support	M3001	Jonoski	136	5			100				
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25			
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60				
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40				
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60				

ENVIRONMENTAL POLICY MAKING		C1127										
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
1	Introduction to environmental science 1	M3172	de Ruyter	140	5	100						
2	Introduction to environmental science 2	M3173	de Ruyter	140				100				
3	Introduction to environmental science 3	M3194	de Ruyter	140		60		40				
4	Integrated project environmental science	M3031	vd Steen	140	5			70	30			
5	Water and environmental law	M1003	Jaspers	132	5	70		30				
6	Environmental systems analysis	M3171	Irvine	140	5	40		50	10			
7	Water and environmental policy analysis	M3212	Mendoza	140	5	50		50				
8	Environmental planning and implementation	M3021	Evers	140	5	50		50				
9	Foreign fieldtrip and fieldwork ES	M1766	de Ruyter	140	5			100				
12	Summer courses				1			100				
13	Groupwork ES	M3197	Zuijdgeest	140	5			100				
14	Thesis Research Proposal Development for ES	M3283	Mendoza	250	9			100				
15	MSc research, thesis and defence	M2927	various		36			100				
	Elective modules:											
10	Aquatic ecosystems: processes and applications	M3202	Gettel	140	5			90	10			
10	Environmental assessment for water related policies and develo	M3080	Mendoza	140	5	50		50				
11	Solid waste management	M3270	Hullebusch	140	5	60		4				
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50				
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
11	Urban water governance	M3261	Acevedo Guerre	139	5			100				
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40				
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15				
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10			
11	Hydroinformatics for Decision Support	M3001	Jonoski	136	5			100				
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25			
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60				
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40				
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60				

WATER QUALITY MANAGEMENT		C1166										
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
1	Introduction to environmental science 1	M3172	de Ruyter	140	5	100						
2	Introduction to environmental science 2	M3173	de Ruyter	140				100				
3	Introduction to environmental science 3	M3194	de Ruyter	140		60		40				
4	Integrated project environmental science	M3031	vd Steen	140	5			70	30			
5	Water and environmental law	M1003	Jaspers	122	5	70		30				
6	Water quality assessment	M3169	Zuijdgeest	140	5	40		60				
7	Constructed wetlands for wastewater treatment	M2216	vd Vossenberg	140	5	60		40				
8	Environmental planning and implementation	M3021	Evers	140	5	50		50				
9	Foreign fieldtrip and fieldwork ES	M1766	de Ruyter	140	5			100				
12	Summer courses				1			100				
13	Groupwork ES	M3197	Zuijdgeest	140	5			100				
14	Thesis Research Proposal Development for ES	M3283	Mendoza	250	9			100				
15	MSc research, thesis and defence	M2927	various		36			100				
	Elective modules:											
10	Aquatic ecosystems: processes and applications	M3202	Gettel	140	5			90	10			
10	Environmental assessment for water related policies and develo	M3080	Mendoza	140	5	50		50				
11	Solid waste management	M3270	Hullebusch	140	5	60		4				
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50				
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
11	Urban water governance	M3261	Acevedo Guerre	139	5			100				
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40				
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15				
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10			
11	Hydroinformatics for Decision Support	M3001	Jonoski	136	5			100				
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25			
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60				
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40				
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60				

LIMNOLOGY AND WETLAND MANAGEMENT			C1155										
Location	Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab report (%)	Home work (%)	Integrated in modules (%)
BOKU		Limnology (812340)											
		Aquatic Biomonitoring and -Assessment (812384)											
		Ecology of Aquatic Ecosystems (812342)											
		Water Legislation (812348)											
		Taxonomy and Ecology of Benthic Invertrebrates (812343)											
		Human Impacts in Riverine Landscapes (812347)											
		Ecology of Fishes (812344)											
		Statistical Analyses of Ecological Data (812352)											
		Scientific Reading and Presentation in Aquatic Ecology (812351)											
		Physical Environment of Riverine Landscape (812345)											
		Applications in River Landscape Management (812350)											
		Limnochemistry and Nutrient Cycling (812341)											
		Ecological River Landscape Management (812349)											
EGERTON		Ecology of Streams and Rivers (LIWM714)											
		Lake Ecology (LIWM713)											
		Wetlands for Water Quality (LIWM721)											
		Fisheries & Aquaculture (LIWM722)											
		MSc Thesis: Research and Thesis writing (LIWM736)											
		MSc Proposal; Research Plan, logistics, site assessment, application & societal relevance (LIWM735)											
UNESCO-IHE	9	Data Analysis and Modeling for Aquatic Ecosystems	M3273	van Dam		5	40		40	20			
	10	Aquatic ecosystems: processes and applications	M3202	Gettel	140	5			90	10			
	11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
	12	Summer courses				1			100				
	13	Groupwork ES	M3197	Zuijdgeest	140	5			100				
	14	MSc research methodology and proposal development	M3283	Mendoza	250	9			100				
	15	MSc research, thesis and defence	M2927	various		36			100				
		TOTAL				120							

3. Water Science and Engineering programme

RIVER BASIN DEVELOPMENT		C1477										
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
1	Introduction to Water Science and Engineering	M2131	Foppen	132	5	55		45				
2	Hydrology and hydraulics	M2208	Maskey	142	5	80		20				
3	River basin hydraulics, geotechnics and remote sensing	M3129	Paron	136	5	75		25				
4	River morphodynamics	M2730	Crosato	140	5	80		20				
5	Data collection and analysis and design	M3090	Werner	138	5	70		30				
6	River Basin Development and EIA	M1703	Masih	140	5	50		50				
7	River structures	M1171	Cattapan	140	5	100						
9	Fieldtrip and Fieldwork	M3167	Duker	140	5			100				
12	Summer courses				1			100				
13	Groupwork WSE	M1284	Veerbeek	140	5				100			
14	Thesis Research Proposal Development for WSE	M3284	Foppen	196	9			100				
15	MSc research, thesis and defence	M2927	various		36			100				
	Elective modules:											
8	Integrated hydrological and river modelling	M1309	Maskey	138	5			85	15			
8	Climate change impacts and adaptation in coastal areas	M3204	Alvaro	140	5			100				
8	Dams and hydropower	M3009	Marence	149	5	90		10				
8	Planning and delivery of flood resilience	M3275	Gersonius	132	5			30	50		20	
8	River Flood Analysis and Modelling	M2709	Popescu	134	5	50		50				
8	Urban flood management and disaster risk mitigation	M1710	Vojnovic	140	5	40		60				
8	International Port Seminar	M3166	Dastgheib	140	5				100			
8	Management of irrigation and drainage systems	M3203	Duker	142	5	60		40				
10	Applied Groundwater Modelling	M2841	Zhou	142	5			100				
10	Flood Risk Management	M3243	Bhattacharya	132	5	30		70				
10	Drought Management and Reservoir Operations	M3036	Werner	138	5	60		40				
10	Geotechnical Engineering and Dredging	M2214	vd Wegen	140	5		60	40				
10	Innovative Water Systems for Agriculture	M3238	Karimi	132	5	40		60				
11	Solid waste management	M3270	Hullebusch	140	5	60		4				
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50				
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
11	Urban water governance	M3261	Acevedo Guerrero	139	5			100				
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40				
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15				
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10			
11	Hydroinformatics for Decision Support	M3233	Jonoski	136	5			100				
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25			
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60				
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40				
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60				

COASTAL ENGINEERING AND PORT DEVELOPEMENT		C1427										
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
1	Introduction to Water Science and Engineering	M2131	Foppen	132	5	55		45				
2	Hydrology and hydraulics	M2208	Maskey	142	5	80		20				
3	Introduction to coastal science and engineering	M3178	Semedo	132	5	90				10		
4	Port planning and infrastructure design	M3165	Dastgheib	150	5			100				
5	Coastal systems	M3163	Ranasinghe	140	5	100						
6	Design of breakwaters	M3164	Dastgheib	134	5			100				
7	Process-based Coastal Modeling	M3162	Reyns	152	5			100				
9	Fieldtrip and Fieldwork	M3167	Duker	140	5			100				
12	Summer courses				1			100				
13	Groupwork WSE	M1284	Veerbeek	140	5				100			
14	Thesis Research Proposal Development for WSE	M3284	Foppen	196	9			100				
15	MSc research, thesis and defence	M2927	various		36			100				
	Elective modules:											
8	Integrated hydrological and river modelling	M1309	Maskey	138	5			85	15			
8	Climate change impacts and adaptation in coastal areas	M3204	Alvaro	140	5			100				
8	Dams and hydropower	M3009	Marence	149	5	90		10				
8	Planning and delivery of flood resilience	M3275	Gersonius	132	5			30	50		20	
8	River Flood Analysis and Modelling	M2709	Popescu	134	5	50		50				
8	Urban flood management and disaster risk mitigation	M1710	Vojnovic	140	5	40		60				
8	International Port Seminar	M3166	Dastgheib	140	5				100			
8	Management of irrigation and drainage systems	M3203	Duker	142	5	60		40				
10	Applied Groundwater Modelling	M2841	Zhou	142	5			100				
10	Flood Risk Management	M3243	Bhattacharya	132	5	30		70				
10	Drought Management and Reservoir Operations	M3036	Werner	138	5	60		40				
10	Geotechnical Engineering and Dredging	M2214	vd Wegen	140	5		60	40				
10	Innovative Water Systems for Agriculture	M3238	Karimi	132	5	40		60				
11	Solid waste management	M3270	Hullebusch	140	5	60		4				
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50				
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
11	Urban water governance	M3261	Acevedo Guerrero	139	5			100				
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40				
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15				
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10			
11	Hydroinformatics for Decision Support	M3233	Jonoski	136	5			100				
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25			
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60				
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40				
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60				

LAND AND WATER DEVELOPMENT		C1505										
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
1	Introduction to Water Science and Engineering	M2131	Foppen	132	5	55		45				
2	Hydrology and hydraulics	M2208	Maskey	142	5	80		20				
3	Principles and practices of land and water development	M3255	Hayde	140	5	44		56				
4	Design aspects of irrigation and drainage	M3252	Hayde	140	5	31		69				
5	Irrigation and drainage design	M3180	Suryadi	142	5	40		60				
6	Socio-economic and environmental aspects of land and water de	M3177	Duker	128	5	45		55				
7	Conveyance and irrigation structures	M3025	Suryadi	142	5	35		65				
9	Fieldtrip and Fieldwork	M3167	Duker	140	5			100				
12	Summer courses				1			100				
13	Groupwork WSE	M1284	Veerbeek	140	5				100			
14	Thesis Research Proposal Development for WSE	M3284	Foppen	196	9			100				
15	MSc research, thesis and defence	M2927	various		36			100				
	Elective modules:											
8	Integrated hydrological and river modelling	M1309	Maskey	138	5			85	15			
8	Climate change impacts and adaptation in coastal areas	M3204	Alvaro	140	5			100				
8	Dams and hydropower	M3009	Marence	149	5	90		10				
8	Planning and delivery of flood resilience	M3275	Gersonius	132	5			30	50		20	
8	River Flood Analysis and Modelling	M2709	Popescu	134	5	50		50				
8	Urban flood management and disaster risk mitigation	M1710	Vojnovic	140	5	40		60				
8	International Port Seminar	M3166	Dastgheib	140	5				100			
8	Management of irrigation and drainage systems	M3203	Duker	142	5	60		40				
10	Applied Groundwater Modelling	M2841	Zhou	142	5			100				
10	Flood Risk Management	M3243	Bhattacharya	132	5	30		70				
10	Drought Management and Reservoir Operations	M3036	Werner	138	5	60		40				
10	Geotechnical Engineering and Dredging	M2214	vd Wegen	140	5		60	40				
10	Innovative Water Systems for Agriculture	M3238	Karimi	132	5	40		60				
11	Solid waste management	M3270	Hullebusch	140	5	60		4				
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50				
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
11	Urban water governance	M3261	Acevedo Guerrero	139	5			100				
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40				
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15				
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10			
11	Hydroinformatics for Decision Support	M3233	Jonoski	136	5			100				
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25			
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60				
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40				
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60				

LAND AND WATER DEVELOPMENT WITH NEBRASKA			C1048										
	Module number	Module Name	Code	Module coordinator	Workload	UNL credits/ ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
UNESCO-IHE	1	Introduction to Water Science and Engineering	M2131	Foppen	132	5	55		45				
	2	Hydrology and hydraulics	M2208	Maskey	142	5	80		20				
	3	Principles and practices of land and water development	M3255	Hayde	140	5	44		56				
	4	Design aspects of irrigation and drainage	M3252	Hayde	140	5	31		69				
	5	Irrigation and drainage design	M3180	Suryadi	142	5	40		60				
	6	Socio-economic and environmental aspects of land and water de	M3177	Duker	128	5	45		55				
	7	Conveyance and irrigation structures	M3025	Suryadi	142	5	35		65				
	8	Management of irrigation and drainage systems	M3203	Duker	142	5	60		40				
	9	Fieldtrip and Fieldwork	M3167	Duker	140	5			100				
University of Nebraska, Lincoln, USA		Plant-Water Relations	AGRO807			3 (5)							
		Groundwater Geology	NRES 488			3(5)							
		Advanced Irrigation and Drainage Systems Engineering	AGEN953			3 (5)							
		Advanced Irrigation Management	MSYM855			3 (5)							
		Water Law, Planning and Policy	AECN 876			3 (5)							
		Masters Water for Food Project	MSYM898			3 (5)							
		Remote Sensing	GEOG 818			4 (6)							
		Global Water and Food Seminar	BSEN 892			3(5)			100				
		Water Resources Seminar	NRES884			1(2)							

LAND AND WATER DEVELOPMENT WITH AIT			C1054										
Location	Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
AIT		Watershed Hydrology				7.5	30+40		30				
		Hydrodynamics				7.5	40+50		10				
		Irrigation and Drainage Engineering				7.5	30+40		30				
		Integrated Water Resources Management				7.5	20+30		50				
		MSc thesis work											
U-IHE	4	Design aspects of irrigation and drainage	M3252	Hayde	140	5	31		69				
	5	Irrigation and drainage design	M3180	Suryadi	142	5	40		60				
	6	Socio-economic and environmental aspects of land and water de	M3177	Duker	128	5	45		55				
	7	Conveyance and irrigation structures	M3025	Suryadi	142	5	35		65				
	8	Management of irrigation and drainage systems	M3203	Duker	142	5	60		40				
	9	Fieldtrip and Fieldwork	M3167	Duker	140	5			100				
		Elective modules:											
	10	Applied Groundwater Modelling	M2841	Zhou	142	5			100				
	10	Flood Risk Management	M3243	Bhattacharya	132	5	30		70				
	10	Drought Management and Reservoir Operations	M3036	Werner	138	5	60		40				
	10	Geotechnical Engineering and Dredging	M2214	vd Wegen	140	5		60	40				
	10	Innovative Water Systems for Agriculture	M3238	Karimi	132	5	40		60				

HYDROINFORMATICS		C1490										
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
1	Introduction to Water Science and Engineering	M2131	Foppen	132	5	55		45				
2	Hydrology and hydraulics	M2208	Maskey	142	5	80		20				
3	Information technology and software engineering	M3184	Alfonso Segura	124	5	50		50				
4	Modelling theory and Computational Hydraulics	M3244	Popescu	138	5	55	25	20				
5	Modelling and information systems development	M2128	van Andel	136	5			100				
6	Computational Intelligence and Operational water management	M2847	Solomatine	140	5	55		45				
7	River basin modelling	M3232	Jonoski	138	5	100						
9	Fieldtrip and Fieldwork	M3167	Duker	140	5			100				
12	Summer courses				1			100				
13	Groupwork WSE	M1284	Veerbeek	140	5				100			
14	Thesis Research Proposal Development for WSE	M3284	Foppen	196	9			100				
15	MSc research, thesis and defence	M2927	various		36			100				
	Elective modules:											
8	Integrated hydrological and river modelling	M1309	Maskey	138	5			85	15			
8	Climate change impacts and adaptation in coastal areas	M3204	Alvaro	140	5			100				
8	Dams and hydropower	M3009	Marence	149	5	90		10				
8	Planning and delivery of flood resilience	M3275	Gersonius	132	5			30	50		20	
8	River Flood Analysis and Modelling	M2709	Popescu	134	5	50		50				
8	Urban flood management and disaster risk mitigation	M1710	Vojnovic	140	5	40		60				
8	International Port Seminar	M3166	Dastgheib	140	5				100			
8	Management of irrigation and drainage systems	M3203	Duker	142	5	60		40				
10	Applied Groundwater Modelling	M2841	Zhou	142	5			100				
10	Flood Risk Management	M3243	Bhattacharya	132	5	30		70				
10	Drought Management and Reservoir Operations	M3036	Werner	138	5	60		40				
10	Geotechnical Engineering and Dredging	M2214	vd Wegen	140	5		60	40				
10	Innovative Water Systems for Agriculture	M3238	Karimi	132	5	40		60				
11	Solid waste management	M3270	Hullebusch	140	5	60		4				
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50				
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
11	Urban water governance	M3261	Acevedo Guerrero	139	5			100				
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40				
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15				
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10			
11	Hydroinformatics for Decision Support	M3233	Jonoski	136	5			100				
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25			
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60				
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40				
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60				

HYDROLOGY AND WATER RESOURCES		C1501										
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
1	Introduction to Water Science and Engineering	M2131	Foppen	132	5	55		45				
2	Hydrology and hydraulics	M2208	Maskey	142	5	80		20				
3	Hydrogeology	M2166	Zhou	140	5	70		30				
4	Surface hydrology	M2367	Venneker	110	5	70		30				
5	Water quality	M2497	McClain	111	5	70		30				
6	Tracer hydrology and flow systems analysis	M1903	Foppen	142	5	100						
9	Fieldtrip and Fieldwork	M3167	Duker	140	5			100				
12	Summer courses				1			100				
13	Groupwork WSE	M1284	Veerbeek	140	5				100			
14	Thesis Research Proposal Development for WSE	M3284	Foppen	196	9			100				
15	MSc research, thesis and defence	M2927	various		36			100				
	Elective modules:											
7	Hydrological data collection and processing	M1554	Venneker	136	5	60				40		
7	Groundwater data collection and interpretation	M3160	Stigter	140	5	35		65				
8	Integrated hydrological and river modelling	M1309	Maskey	138	5			85	15			
8	Climate change impacts and adaptation in coastal areas	M3204	Alvaro	140	5			100				
8	Dams and hydropower	M3009	Marence	149	5	90		10				
8	Planning and delivery of flood resilience	M3275	Gersonius	132	5			30	50		20	
8	River Flood Analysis and Modelling	M2709	Popescu	134	5	50		50				
8	Urban flood management and disaster risk mitigation	M1710	Vojnovic	140	5	40		60				
8	International Port Seminar	M3166	Dastgheib	140	5				100			
8	Management of irrigation and drainage systems	M3203	Duker	142	5	60		40				
10	Applied Groundwater Modelling	M2841	Zhou	142	5			100				
10	Flood Risk Management	M3243	Bhattacharya	132	5	30		70				
10	Drought Management and Reservoir Operations	M3036	Werner	138	5	60		40				
10	Geotechnical Engineering and Dredging	M2214	vd Wegen	140	5		60	40				
10	Innovative Water Systems for Agriculture	M3238	Karimi	132	5	40		60				
11	Solid waste management	M3270	Hullebusch	140	5	60		4				
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50				
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
11	Urban water governance	M3261	Acevedo Guerrero	139	5			100				
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40				
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15				
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10			
11	Hydroinformatics for Decision Support	M3233	Jonoski	136	5			100				
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25			
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60				
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40				
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60				

FLOOD RISK MANAGEMENT			C1440										
Location	Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
TU-Dresden		Flood Risk Management				10	50		30 +20				
		Climatology and Hydrology				5	100						
		Geodesy				5	100						
		Two courses out of the following four:											
		Hydraulic Engineering				5	100						
		Hydromechanics				5							
		Ecology				5	75			25			
		Hydrochemistry				5							
		Courses without credits:											
		GIS and Remote Sensing				0							
		Statistics				0							
		Fieldtrip				0							
				Total ECTS		**30**							
U-IHE	6	Computational Intelligence and Operational water management	M2847	Solomatine	140	5	55		45				
	7	River basin modelling	M3232	Jonoski	138	5	100						
		One course out of the following two:											
	8a	River Flood Analysis and Modelling	M2709	Popescu	134	5	50		50				
	8b	Urban flood management and disaster risk mitigation	M1710	Vojnovic	140	5	40		60				
	9	International Fieldtrip (12 days)	M3167	Duker		5						100	
	10	Flood Risk Management	M3243	Bhattacharya	132	5	30		70				
	11	Hydroinformatics for Decision Support	M3233	Jonoski	136	5			100				
				Total ECTS		**30**							
UPC		Global warming effects, Flood and Drought				3		40	60				
		Coastal flooding: impacts, conflicts and risks				3	100						
		Debris flow and flash floods: risk, vulnerability, hazard and resilience concepts				5	40		55				5
		The application of radar-based rainfall observations and forecast in Early Warning				4	100						
				Total ECTS		**30**							
UL		Spatial planning for flood protection and resilience				5	20		80				
		Socio-economic and institutional framework of floods				5							
TUD/IHE /UPC/UL		MSc thesis work		**Total ECTS**		**30**							

GROUNDWATCH			C1441										
Location	Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
IST Lisbon		Hydrogeology				4,5							
		Hydrology, Environment and Water Resources				6							
		Atmospheric physics and chemistry				4,5							
		Integrated River Basin Management				4,5							
		Groundwater Pollution and Protection				6							
		Environmental policies and law				4,5							
U-IHE	6	Tracer hydrology and flow systems analysis	M1903	Foppen	142	5	100						
	7	Groundwater data collection and interpretation	M3160	Stigter	140	5	35		65				
	8	Groundwater in adaptation to global change impacts	M3096	Stigter	140	5			100				
	9	Fieldtrip and Fieldwork	M3167	Duker	140	5						100	
	10	Applied Groundwater Modelling	M2841	Zhou	142	5			100				
	11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
TU-Dresden		Climate Systems and Climate Modelling				5							
		Soil Water				5							
		Study Project IWRM				10							
		Ecology (optional)				5							
		Integrated Land Use Management in the Landscape (optional)				5							
		Water Quality adn Water Treatment				5							
		Watershed Management II				5							
		Treatment plant design				5							
IST/IHE/TUD		MSc research, thesis and defence	M2927			30							

4. Water Management programme

WATER RESOURCES MANAGEMENT		C1396										
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
1	Principles of integrated water resources management	M3181	Evers	114	5	45		55				
2	The water resources system	M3182	Susnik	143	5	70		30				
3	Water governance	M3228	Kemerink	172	5		40	60				
4	Water economics	M3227	Yong	144	5	70		30				
5	Water and environmental law	M1003	Jaspers	132	5	70		30				
6	Water resources assessment	M3235	Yasir	139	5	65		35				
7	Water systems modelling	M2054	Masih	149	5	60			40			
8	Water resources planning	M3241	Cauwenberg	143	5	60		40				
9	International fieldwork	M3045	Cabrera	168	5			100				
12	Summer course				1			100				
13	Groupwork WMG	M3229	Susnik	149	5			100				
14	Thesis Research Proposal Development for WMG	M3236	Fantini	252	9		100					
15	MSc research, thesis and defence	M2927	various	1008	36		100					
	Elective modules:											
10	Partnerships for Water Supply and Sanitation	M3199	Torio	143	5		50	50				
10	Aquatic Ecosystems Processes and Applications	M3202	Gettel	140	5			90	10			
10	Institutional Analysis	M3234	Smit	189	5			80	20			
10	Drought management and reservoir operations	M3036	Werner	138	5	60		40				
10	Flood risk management	M3243	Biswa	132	5	30		70				
10	Applied groundwater modelling	M2841	Zhou	142	5			100				
10	Innovative water systems for agriculture	M3238	Karimi	140	5	40		60				
10	Environmental assessment for water related policies and develo	M3080	Mendoza		5	50		50				
11	Solid waste management	M3270	Hullebusch	140	5	60		4				
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50				
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
11	Urban water governance	M3261	Acevedo Guerre	139	5			100				
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40				
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15				
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10			
11	Hydroinformatics for Decision Support	M3233	Jonoski	136	5			100				
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25			
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60				
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40				
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60				

WATER CONFLICT MANAGEMENT		C1370										
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
1	Principles of integrated water resources management	M3181	Evers	114	5	45		55				
2	The water resources system	M3182	Susnik	143	5	70		30				
3	Water governance	M3228	Kemerink	172	5		40	60				
4	Water economics	M3227	Yong	144	5	70		30				
5	Water and environmental law	M1003	Jaspers	132	5	70		30				
6	Water conflict management 1	M3069	Shubber	91	5	50		50				
7	Water conflict management 2	M3070	Shubber	121	5	60		40				
8	Water resources planning	M3241	Cauwenberg	143	5	60		40				
9	International fieldwork	M3045	Cabrera	168	5			100				
12	Summer course				1			100				
13	Groupwork WMG	M3229	Susnik	149	5			100				
14	Thesis Research Proposal Development for WMG	M3236	Fantini	252	9		100					
15	MSc research, thesis and defence	M2927	various	1008	36		100					
	Elective modules:											
10	Partnerships for Water Supply and Sanitation	M3199	Torio	143	5		50	50				
10	Aquatic Ecosystems Processes and Applications	M3202	Gettel	140	5			90	10			
10	Institutional Analysis	M3234	Smit	189	5			80	20			
11	Solid waste management	M3270	Hullebusch	140	5	60		4				
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50				
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
11	Urban water governance	M3261	Acevedo Guerre	139	5			100				
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40				
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15				
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10			
11	Hydroinformatics for Decision Support	M3233	Jonoski	136	5			100				
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25			
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60				
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40				
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60				

WATER MANAGEMENT		C1362										
Code	Module Name	Code	Module coordinator		ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
1	Principles of integrated water resources management	M3181	Evers	114	5	45		55				
2	The water resources system	M3182	Susnik	143	5	70		30				
3	Water governance	M3228	Kemerink	172	5		40	60				
4	Water economics	M3227	Yong	144	5	70		30				
5	Water and environmental law	M1003	Jaspers	132	5	70		30				
9	International fieldwork	M3045	Cabrera	168	5			100				
12	Summer course				1			100				
13	Groupwork WMG	M3229	Susnik	149	5			100				
14	Thesis Research Proposal Development for WMG	M3236	Fantini	252	9		100					
15	MSc research, thesis and defence	M2927	various	1008	36		100					
	Elective modules:											
6	Water quality assessment	M3169	de Ruyter	140	5	60		30		10		
6	Water resources assessment	M3235	Yasir	139	5	65		35				
6	Water conflict management 1	M3069	Shubber	91	5	50		50				
6	Managing water organisations	M3170	Tutusaus	96	5			100				
7	Environmental Engineering	M3081	Raj	140	5	75		25				
7	Water systems modelling	M2054	Masih	149	5	60			40			
7	Water conflict management 2	M3070	Shubber	121	5	60		40				
7	Environmental management and water services	M3200	Cabrera	188	5			90	10			
8	Environmental planning and implementation	M3021	Evers	140	5	50		50				
8	Water resources planning	M3241	Cauwenberg	143	5	60		40				
8	Finance in the water sector	M3044	Torio	140	5	50		50				
10	Partnerships for Water Supply and Sanitation	M3199	Torio	143	5		50	50				
10	Aquatic Ecosystems Processes and Applications	M3202	Gettel	140	5			90	10			
10	Institutional Analysis	M3234	Smit	189	5			80	20			
10	Applied Groundwater Modelling	M2841	Zhou	142	5			100				
10	Flood Risk Management	M3243	Bhattacharya	132	5	30		70				
10	Environmental assessment for water related policies and develo	M3080	Mendoza		5	50		50				
10	Drought Management and Reservoir Operations	M3036	Werner	138	5	60		40				
11	Solid waste management	M3270	Hullebusch	140	5	60		4				
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50				
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
11	Urban water governance	M3261	Acevedo Guerre	139	5			100				
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40				
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15				
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10			
11	Hydroinformatics for Decision Support	M3233	Jonoski	136	5			100				
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25			
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60				
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40				
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60				

WATER SERVICES MANAGEMENT		C1409										
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
1	Principles of integrated water resources management	M3181	Evers	114	5	45		55				
2	The water resources system	M3182	Susnik	143	5	70		30				
3	Water governance	M3228	Kemerink	172	5		40	60				
4	Water economics	M3227	Yong	144	5	70		30				
5	Water and environmental law	M1003	Jaspers	132	5	70		30				
6	Managing water organisations	M3170	Tutusaus	96	5			100				
7	Environmental management and water services	M3200	Cabrera	188	5			90	10			
8	Finance in the water sector	M3044	Torio	140	5	50		50				
9	International fieldwork	M3045	Cabrera	168	5			100				
12	Summer course				1			100				
13	Groupwork WMG	M3229	Susnik	149	5			100				
14	Thesis Research Proposal Development for WMG	M3236	Fantini	252	9		100					
15	MSc research, thesis and defence	M2927	various	1008	36		100					
	Elective modules:											
10	Partnerships for Water Supply and Sanitation	M3199	Torio	143	5		50	50				
10	Aquatic Ecosystems Processes and Applications	M3202	Gettel	140	5			90	10			
10	Institutional Analysis	M3234	Smit	189	5			80	20			
11	Solid waste management	M3270	Hullebusch	140	5	60		4				
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50				
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
11	Urban water governance	M3261	Acevedo Guerre	139	5			100				
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40				
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15				
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10			
11	Hydroinformatics for Decision Support	M3233	Jonoski	136	5			100				
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25			
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60				
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40				
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60				

WATER QUALITY MANAGEMENT		C1383										
Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
1	Principles of integrated water resources management	M3181	Evers	114	5	45		55				
2	The water resources system	M3182	Susnik	143	5	70		30				
3	Water governance	M3228	Kemerink	172	5		40	60				
4	Water economics	M3227	Yong	144	5	70		30				
5	Water and environmental law	M1003	Jaspers	132	5	70		30				
6	Water quality assessment	M3169	de Ruyter	140	5	60		30		10		
7	Constructed wetlands for wastewater treatment	M2216	Vossenberg	140	5	60		40				
8	Environmental planning and implementation	M3021	Evers	140	5	50		50				
9	International fieldwork	M3045	Cabrera	168	5			100				
12	Summer course				1			100				
13	Groupwork WMG	M3229	Susnik	149	5			100				
14	Thesis Research Proposal Development for WMG	M3236	Fantini	252	9		100					
15	MSc research, thesis and defence	M2927	various	1008	36		100					
	Elective modules:											
10	Partnerships for Water Supply and Sanitation	M3199	Torio	143	5		50	50				
10	Aquatic Ecosystems Processes and Applications	M3202	Gettel	140	5			90	10			
10	Institutional Analysis	M3234	Smit	189	5			80	20			
10	Environmental assessment for water related policies and develo	M3080	Mendoza		5	50		50				
11	Solid waste management	M3270	Hullebusch	140	5	60		4				
11	Strategic Planning for River Basins and Deltas	M3211	Evers	140	5	50		50				
11	IWRM as a tool for adaptation to climate change	M3207	de Ruyter	140	5	70			30			
11	Wetlands for livelihoods and conservation	M3214	Hes	140	5			80	20			
11	Urban water governance	M3261	Acevedo Guerre	139	5			100				
11	Advanced water transport and distribution	M3250	Trifunovic	139	5	60		40				
11	Faecal Sludge Management	M3217	Ronteltap	116	5	85		15				
11	Decentralised Water Supply and Sanitation	M2810	Sharma	140	5	60		30	10			
11	Hydroinformatics for Decision Support	M3233	Jonoski	136	5			100				
11	Water Sensitive Cities	M3048	Pathirana	160	5		25	50	25			
11	Modelling river systems and lakes	M3277	Cattapan	142	5	40		60				
11	Flood Protection in Lowland Areas	M3251	Roelvink	140	5	60		40				
11	Remote sensing for agricultural water management	M3237	Karimi	140	5	40		60				

WATER COOPERATION AND PEACE			C1045										
Location	Module number	Module Name	Code	Module coordinator	Workload	ECTS	Written exam (%)	Oral exam (%)	Assignments (%)	Oral presentation (%)	Lab Report (%)	Home work (%)	Integrated in modules (%)
UPEACE		UPEACE Foundation Course				3.21			100				
		General Course on the UN system				2.14			100				
		Environment, Conflicts and Sustainability				3.21			50	50			
		Water Security and Peace (concept, theories, and field course)				3.21			50	50			
		Management of Coastal Resources (concepts, theories and field course)				3.21			50	50			
U-IHE	3	Water governance	M3228	Kemerink	142	5		40	60				
	4	Water economics	M3227	Yong	144	5	70		30				
	5	Water and environmental law	M1003	Jaspers	132	5	70		30				
	6	Water conflict management I	M3069	Shubber	91	5	50		50				
	7	Water conflict management II	M3070	Shubber	121	5	60		40				
	8	Elective module				5							
	Special course	Research methodology and thesis proposal work	M3254			3							100
OSU		Natural Resources Leadership Academy				3.21	25		25				50
		Applied Hydrology				3.21	25		25		25	25	
		Applied Field Problems/Technical and Academic Writing in Water Resources				7.49			25			50	25
		Conducting Collaborative Projects/Directed research in hydrology/ Seminar/Journal club				6.42			25			50	25
		Collaborative project/Directed research in water policy/ Seminar/Journal club				6.42				25		25	50
		Collaborative project/Elective courses/Seminar/Journal Club				2.14				25		25	50
ALL		MSc thesis period											
		TOTAL				76.87							

Appendix E MSc thesis marking guidelines

Criterion 1	9.0 - 10.0	8.0 - 8.9	7.0 - 7.9	6.0 - 6.9	5.9 and below
	Excellent	**Very Good**	**Good**	**Sufficient**	**Fail**
Knowledge and understanding of the subject and answers to questions	An excellent and informative introduction , well-researched, with appropriate and key references. Evidence of critical thinking. Clear aims and objectives, within an overall context, which identifies knowledge gaps. Sets the scene for the research succinctly and elegantly.	Good project background, with reference to key literature. A logical framework that identifies the research objectives, but may lack some thoroughness, or comprise a limited series of research questions. It might be competent but a little mundane. .	Covers the main areas, but has minor flaws in logic or omissions of important detail, or minor flaws in structure. Aims and objectives comprehensible, but maybe slightly over or under ambitious, and/or lacking in clarity or precision. Objectives may be unrealisitc.	Generally lacks some coherence; may be poorly referenced, but includes at least some points relevant to the research. Aims and objectives no more than adequate.	Poorly structured, with significant omissions of key background literature. No logical progression. Fails to set the context of the project. Research question not developed into appropriate or testable hypotheses

Criterion 2		9.0 - 10.0	8.0 - 8.9	7.0 - 7.9	6.0 - 6.9	5.9 and below
		Excellent	**Very Good**	**Good**	**Sufficient**	**Fail**
Originality, analysis and interpretation	Methods	Well-chosen and entirely appropriate and often novel methods identified clearly. Clear and easy to follow procedures and techniques. Where appropriate, good site description, with informative maps, diagrams etc.	Appropriate actions and methods identified and detailed. Where appropriate, setting of research well described with relevant maps etc	Methodology generally sound but with some lapses in detail of methods, and/or proposed analysis. Maps or diagrams may be poorly produced, or not clear in the context of the research	Significant gaps in methods, or methods not always appropriate to the research questions, or very difficult to comprehend. Lapses in detail in parts of methodology. Maps may be absent or poorly produced.	Methodology vague and poorly detailed. No obvious understanding of methodology relevant to research theme. Maps etc may be poorly produced or absent.
	Results	These are well analysed and presented with clarity, with clear and comprehensive relationship to the the research questions.	Results reported well and with clarity . Some minor lapses in summary of findings. Shows ability to address methodological short-comings	Results comprehensible, generally linking with the research questions. Figures and tables convey adequate meaning, providing a summary of at least some of the key findings.	Some obvious flaws in analysis, but the general essence of the key findings conveyed.	Difficult to follow the results and, analysis. Presentation careless and poor summary of the key findings
	Discussion	Elegant and well structured, placing the results in the context of the international literature and demonstrating a clear understanding of their significance, and/or shortcomings. Show some new ideas and novel interpretation.	Identifies the key finding and relevance of these to some key literature. A well ordered sequence to the chapter to produce a logical framework.	Recognises some interesting findings, but may be limited in placing these into a wider context. At lease some use of key literature. There will likely to be some repetition with the results section.	Largely a repetition of the results section, with minimal context to wider understanding and relevant literature.	Fails to identify key findings and/or their wider significance . Little logical framework and lacking any individual ideas or intepretation.

Criterion 3	9.0 - 10.0	8.0 - 8.9	7.0 - 7.9	6.0 - 6.9	5.9 and below
	Excellent	**Very Good**	**Good**	**Sufficient**	**Fail**
Organisation, style, presentation and communication	Writing elegant and succinct. Uses precise language and correct terminology throughout. Figs and tables well laid out to a publishable quality with accurate and succinct legends.	A clear and well-written report that is technically proficient.	A generally well-written report that is understandable. Uses appropriate terminology. Occasional spelling or grammatical errors. Presentation generally neat	Language generally clear and uses correct terminology, but with some misunderstandings and lapses in grammar or spelling. Presentation and use of tables and figures may be sloppy.	Sentences and/or paragraphs poorly constructed. Language inexact or ambiguous. Contains numerous grammatical and spelling mistakes.

Criterion 4	9.0 - 10.0	8.0 - 8.9	7.0 - 7.9	6.0 - 6.9	5.9 and below
	Excellent	**Very Good**	**Good**	**Sufficient**	**Fail**
Creativity, independence, work planning and critical attitude	Student self-motivated and independent. Engages in intelligent discussion and responds well to suggestions.	Significant help may be given, but students show ability to learn from suggestions and develop ideas and research approaches accordingly.	Needs clear guidance and support, but gradually develops the required competencies.	A need to repeat instructions a number of times. Generally finds taking initiative difficult, and limited self-reliance.	Lacks motivation, or much ability to develop competencies. Shows little self reliance or interest in the topic.

Appendix F Appeal procedure

(annex to the Examination Regulations 2015-17)
draft d.d. 28 April 2016

A student has the right to lodge an appeal against:

- decisions by examiners, the MSc Examination Committee, or the Examination Board;
- termination of registrations by the Academic Registrar.

NB: An appeal against the decision of an Examiner or an MSc Examination Committee is lodged with the Examination Board. The Examination Board's decision is final and binding, and can therefore not be appealed against with the Academic Appeals Board.

Before starting an appeal procedure, the student has the obligation to attempt to solve the case amicably with the body or person who took the disputed decision.

Appeal against the decision of an Examiner or an MSc Examination Committee:

1. The appeal shall be submitted in hard copy to the Examination Board (via its secretary) within 3 weeks following the date on which the decision was made known.
2. The appeal must be signed by the student (= appellant) and contain at least the following:
    a. name and address, degree programme and student number of the appellant;
    b. details of the Examiner or MSc Examination Committee concerned;
    c. a clear description of the decision against which the appeal has been lodged, on submission of a copy of the decision, if possible, or, if the appeal has been lodged against a refusal to decide, a clear description of the decision which should have been taken in the appellant's opinion;
    d. the grounds of the appeal;
    e. an account of the initiatives taken by the appellant to come to an amicable agreement with the decision maker.
3. The chair of the Board will inform the appellant of any omissions on the appellant's part and will invite him to rectify these within a period of time to be set by the chair. In the event that the appellant fails to rectify the omissions on his/her part, the appeal may be declared inadmissible.
4. The Examination Board may decide to hear the concerned parties.
5. The Examination Board will take a decision within three (3) weeks of receipt of the letter of appeal and inform the parties concerned accordingly in writing, stating whether the initial decision is to be upheld or a new decision taken.
6. The decision of the Examination Board is final and binding.

Appeal against the decision of the Examination Board or the Academic Registrar:

1. The appeal shall be submitted in hard copy to the Academic Appeals Board (via its secretary) within 3 weeks following the date on which the decision was made known.

2. The appeal must be signed by the student (= appellant) and contain at least the following:
    a. name and address, degree programme and student number of the appellant;
    b. details of the body or person who has taken the contested decision;
    c. a clear description of the decision against which the appeal has been lodged, on submission of a copy of the decision, if possible, or, if the appeal has been lodged against a refusal to decide, a clear description of the decision which should have been taken in the appellant's opinion;
    d. the grounds of the appeal;
    e. an account of the initiatives taken by the appellant to come to an amicable agreement with the decision maker.
3. The chair of the Board will inform the appellant of any omissions on the appellant's part and will invite him to rectify these within a period of time to be set by the chair. In the event that the appellant fails to rectify the omissions on his part, the appeal may be declared inadmissible.
4. The Academic Appeals Board may decide to hear the concerned parties.
5. The Academic Appeals Board will take a decision within four (4) weeks of receipt of the letter of appeal and inform the parties concerned accordingly in writing, stating whether the initial decision is to be upheld or a new decision taken.
6. The decision of the Academic Appeals Board is final and binding.

Appendix G Procedures when using eCampusXL for assessments

GENERAL RULES

Students taking part in an examination are expected to have taken notice of these procedures and are expected to understand the implied meaning of these procedures.

Electronic examinations take place in lecture rooms A4, A5 and B6
In the examination room

1. The student brings his/her own laptop to the examination room.
2. When the examination takes place in rooms A4 and A5, students for safety reasons have to connect their laptops with the available network cables in that room instead of using the less stable Wi-Fi.
3. The student brings his/her student card and displays it on the table.
4. A check of attendance is required to proof that the student has taken part in the examination. The invigilator (examination supervisors) verifies the student card and confirms attendance by the student by ticking the box of the student on the attendance list.
5. The invigilators ensure a proper conduct of the examination and maintain order in the examination room. They will announce the beginning and the duration of the examination, and will warn the students 10 minutes before the ending of the examination.
6. The invigilators will instruct the students to log in to the safe browser environment for the examination.
7. At the start of the examination the invigilator announces the password to the students to get access to the examination.
8. The programme will automatically save all answers during an examination every 5 minutes. However during the examination students are strongly advised to save his/her current answers as well various times before the final submission to prevent loss of work in case the server goes down. Students remain responsible for the final submission of their work.
9. For a situation where the time of an examination expires without the final submission, for example when the server is not available on that specific moment, a grace period has been set where attempts can be submitted even after the deadline, but questions cannot be answered/changed.
10. When the laptop of the student stops working correctly, the student can restart the computer and will arrive at the same place in the examination. (this will also work when restart/login is made on a different machine).
11. At the end of the examination the invigilators return the attendance list to the Planning Office.

Other issues:
Bags: Bags and carrying cases, including penholders, are to be placed along the side of the room before the start of the examination.

Dictionary: The use of a printed language dictionary without any additional written annotations is allowed (all languages are allowed). Invigilators are allowed to check the dictionaries for hand-written annotations during the exam (spot checks while they are walking around).
Electronic dictionaries are not allowed.

Calculators:. Use of calculators is not allowed and must be switched off. A scientific calculator inside the save browser environment is available.

Cell phones: Use of cell phones is not allowed and must be switched off

Communication: During the examination, students are not allowed to exchange materials or to communicate with other students. If something is unclear, students have to inform the invigilator, who will contact the

programme coordinator, the examiner or planning officer if necessary.

Other materials: The use of materials other than listed above, including blank paper, texts, of any kind, is not allowed.
Examiners may nevertheless allow students to use specified text matter or other effects in a so-called 'open book' examination. These materials shall not include previous or example examinations and solutions.

Toilet visit: Only one student at a time will be allowed by the invigilator to leave the examination room for a short visit to the lavatory, except during the first 15 and the last 15 minutes of the examination. Examination materials and requirements may not be taken outside the examination room. Before leaving the examination room, students have to hand over their cell phone to the invigilator.

IHE DELFT - Academic Calendar 2017/2019 .....

YEAR 1 (weeks 42–52: 2017)

Week	42	43	44	45	46	47	48	49	50	51	52
Month	October		November				December				
Mon	16	23	30	06	13	20	27	04	11	18	25
Tue	17	24	31	07	14	21	28	05	12	19	26
Wed	18	25	01	08	15	22	29	06	13	20	27
Thu	19	26	02	09	16	23	30	07	14	21	28
Fri	20	27	03	10	17	24	01	08	15	22	29
Sat	21	28	04	11	18	25	02	09	16	23	30
Sun	22	29	05	12	19	26	03	10	17	24	31
		(2x5 ECTS)							(2x5 ECTS)		
		Module 1			Module 2				Module 3		

YEAR 1 (weeks 01–17: 2018)

Week	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Month	January				February				March				April				
Mon	01	08	15	22	29	05	12	19	26	05	12	19	26	02	09	16	23
Tue	02	09	16	23	30	06	13	20	27	06	13	20	27	03	10	17	24
Wed	03	10	17	24	31	07	14	21	28	07	14	21	28	04	11	18	25
Thu	04	11	18	25	01	08	15	22	01	08	15	22	29	05	12	19	26
Fri	05	12	19	26	02	09	16	23	02	09	16	23	30	06	13	20	27
Sat	06	13	20	27	03	10	17	24	03	10	17	24	31	07	14	21	28
Sun	07	14	21	28	04	11	18	25	04	11	18	25	01	08	15	22	29
							(2x5 ECTS)							(2x5 ECTS)			
			Module 4				Module 5			Module 6				Module 7			Module 8

YEAR 1 (weeks 18–36: 2018)

Week	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
				fieldtrip											Groupwork			2018	
Month	May				June				July					August				Sept	
Mon	30	07	14	21	28	04	11	18	25	02	09	16	23	30	06	13	20	27	03
Tue	01	08	15	22	29	05	12	19	26	03	10	17	24	31	07	14	21	28	04
Wed	02	09	16	23	30	06	13	20	27	04	11	18	25	01	08	15	22	29	05
Thu	03	10	17	24	31	07	14	21	28	05	12	19	26	02	09	16	23	30	06
Fri	04	11	18	25	01	08	15	22	29	06	13	20	27	03	10	17	24	31	07
Sat	05	12	19	26	02	09	16	23	30	07	14	21	28	04	11	18	25	01	08
Sun	06	13	20	27	03	10	17	24	01	08	15	22	29	05	12	19	26	02	09
				(5 ECTS)			(2x5 ECTS)							1	(5 ECTS)				
				Module 9			Module 10			Module 11				M12	Module 13				

YEAR 2 (weeks 37–52: 2018)

Week	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Month	September			October				November				December				
Mon	10	17	24	01	08	15	22	29	05	12	19	26	03	10	17	24
Tue	11	18	25	02	09	16	23	30	06	13	20	27	04	11	18	25
Wed	12	19	26	03	10	17	24	31	07	14	21	28	05	12	19	26
Thu	13	20	27	04	11	18	25	01	08	15	22	29	06	13	20	27
Fri	14	21	28	05	12	19	26	02	09	16	23	30	07	14	21	28
Sat	15	22	29	06	13	20	27	03	10	17	24	01	08	15	22	29
Sun	16	23	30	07	14	21	28	04	11	18	25	02	09	16	23	30
	(9 ECTS)						(36 ECTS)									
	Module 14						Module 15									

YEAR 2 (weeks 01–17: 2019)

Week	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Month	January				February				March					April			
Mon	31	07	14	21	28	04	11	18	25	04	11	18	25	01	08	15	22
Tue	01	08	15	22	29	05	12	19	26	05	12	19	26	02	09	16	23
Wed	02	09	16	23	30	06	13	20	27	06	13	20	27	03	10	17	24
Thu	03	10	17	24	31	07	14	21	28	07	14	21	28	04	11	18	25
Fri	04	11	18	25	01	08	15	22	01	08	15	22	29	05	12	19	26
Sat	05	12	19	26	02	09	16	23	02	09	16	23	30	06	13	20	27
Sun	06	13	20	27	03	10	17	24	03	10	17	24	31	07	14	21	28

Legend
- = Opening academic year
- = Week one
- = Freetime / Holiday =
- = Fieldtrip
- = Summer course week
- = MSc diploma awarding
- = Lecture period
- = Msc thesis writing
- = Examination week
- = MSc diploma awarding *(prev year)*

Christmas:	Dec 25-26 2017
Good Friday:	March 30, 2018
Easter:	April 1-2, 2018
Kingsday:	April 27, 2018
Liberationday:	May 5, 2018
Ascencion:	May 10, 2018
Pentecost:	May 20-21, 2018
Christmas:	Dec 25-26, 2018
Good Friday:	April 19, 2019
Easter:	April 21-22, 2019
Kingsday:	April 27, 2019

Water Management and Governance Programme Overview 2017-2019

INFO WMG programme		WMG - Tailor made Water Management and Governance C1362	WQM Water Quality Management C1383	WRM Water Resources Management C1396	WCM Water Conflict Management C1370	WSM Water Services Management C1409	WCP Water Cooperation and Peace C1045
1	.....-20/10 23/10-27/10	Week ONE introduction (ALL)					from Juli 2017: Program UPEACE *Orientation I* 1. Socio-hydrology 2. Water security and peace *Orientation II* 3. Foundation in peace and conflict studies 4. Negotiation and alternative dispute resolution 5. Environment, security and development 6. Water security and peace (concept and theories) 7. Management of coastal resources 8. Research methodology
	30/10-03/11 06/11-10/11	Principles of integrated water resources management (WMG01) M3181		The water resources system (WMG02) M3182			
2	13/11-17/11 20/11-24/11 27/11-01/12						
..	04/12-08/12	Examination week					Travel to UNESCO-IHE
3	11/12-15/12 18/12-22/12	Water governance (WMG03) M3228					9. Water governance (WMG03) M3228
..	25/12-29/12 01/01-05/01	Free period					Free period
3	08/01-12/01	*(WMG03) continue..*					*9.(WMG03) continue..*
4	15/01-19/01 22/01-26/01 29/01-02/02	Water economics (WMG04) M3227					10. Water economics (WMG04) M3227
..	05/02-09/02	Examination week					Examination week
5	12/02-16/02 19/02-23/02 26/02-02/03	Water and environmental law (WMG05) M1003					11. Water and environmental law (WMG05) M1003
6	05/03-09/03 12/03-16/03 19/03-23/03	Elective >>>>	Water quality assessment (=> ES06W) M3169	Water resources assessment (WRM06) M3235	Water conflict management I (WCM06) M3069	Managing water organisations (WSM06) M3170	Water conflict management I (WCM06) M3069
..	26/03-30/03	Examination week					Examination week
7	02/04-06/04 09/04-13/04 16/04-20/04	Elective >>>>	Constructed wetlands for wastewater treatment (=> ES07W) M2216 or Environmental engineering (=> ES07T) M3081 WQM: Click here to choose your module 7	Water systems modelling (WRM07) M2054	Water conflict management II (WCM07) M3070	Environmental management and water services (WSM07) M3200	Water conflict management II (WCM07) M3070
8	23/04-27/04 30/04-04/05 07/05-11/05	Elective >>>>	All: M3021 Environmental planning and implementation (=> ES08MW) All: M3241 Water resources planning (WRM08) All: M3044 Finance in the water sector (WSM08) WRM: M3036 Drought management and reservoir operations< WRM: M3243 Flood risk management WRM: M2841 Applied groundwater modelling WRM: M3238 Innovative water systems for agriculture				<<< 14.a Elective module ..
Click HERE TO CHOOSE YOUR MODULE 8 (2017-2019)							
..	14/05-18/05	Examination week					Examination week
9	21/05-25/05 28/05-01/06 04/06-08/06	International fieldwork (WMG09) M3045					14.b Research methodology + thesis proposal .. 2 weeks M3254 free week?
10	11/06-15/06 18/06-22/06 25/06-29/06	Elective >>>>	Aquatic ecosystems: processes and applications (=> ES10TWL) M3202	Institutional analysis (WMG10) M3234 OR Environmental assessment for water related policies and development (ES10M) M3080		Partnerships for water supply and sanitation (WSM10) M3199	Travel to OSU from 15 June 2018: • 15 Natural resources leadership academy • 16 Natural resources leadership academy • 17 Applied field problems/Technical and academic writing in water resources • 18 Seminar/Reading & conference course Collaborative project • 19 Seminar/Reading & conference course Collaborative project
Click HERE TO CHOOSE YOUR MODULE 10 and 11 (2017-2019)							
11	02/07-06/07 09/07-13/07 16/07-20/07	Elective >>>>	Strategic planning for river basins and deltas (=> ES11MW) M3211 or IWRM as a tool for adaptation to climate change (=> ES11X) M3207 or Urban water governance (WSM11) M3261 or a module from another programme				
..	23/07-27/07	Examination week					
12	30/07-03/08	Click here to choose your summer course (WMG12)					
13	06/08-10/08 13/08-17/08 20/08-24/08	Groupwork WMG (WMG13) M3229					
..	27/08-31/08	Examination week					
..	03/09-07/09	free					Travel (if needed) from 15 Sept 2018: 20. OPTION: MSc thesis period (6 months) .. at: UNESCO-IHE or UPEACE or OSU Free
14	10/09-14/09 17/09-21/09 24/09-28/09 01/10-05/10 08/10-12/10	MSc research proposal development for WMG (WMG14) M3236					
..	15/10-19/10	Examination week					
15	22/10/18 .... 05/04/19	MSc research, thesis and defence (6 months) (WMG15) M2927					
..	10/04-12/04 15/04-17/04	Final examination week - Diploma awarding 25/04/2019					

Water Management and Governance

Certificate course

2017/2018

Managing Water Organizations

M3170

Managing Water Organisations

Term	201718
Coordinator	M. Tutusaus Luque
Credit points	5.000000000
Specialization	Core Program

Target Group

Young and mid-career professionals, (future) managers, and other operational functions in water utilities, NGOs or (non)governmental organizations interested in the management and governance of water and sanitation services.

Prerequisites

Preferably experience in the water sector. A bachelors degree or equivalent. Basic PC-computer knowledge. Good command of English language.

Learning Objectives

1 Relate academic debates concerning water supply and sanitation provisioning to the management of water organisations

2 Explain the position and strategy of a service provider in relation to its institutional environment

3 Describe current management tools for strategic development such as benchmarking, diagnosis tools and change management.

4 Apply management tools taking into account the specific needs of organizations operating in the water and sanitation sector

Assessments

%	Type	Name
15	Assignment	Research assignment
15	Assignment	Simulation game
70	Written examination (open book)	

Topics

1 Sector overview

2 Performance

3 Policy Analysis

4 Regulatory Models

Topics

5 Public Sector Reform

6 Strategic Management

7 Water Utilty Simulation Game

8 Benchmarking

9 Benchmarking Game

10 Change Management

13 Water Utility Research Assignment

15 Introduction Exam

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Sector overview	3	0	0	0	0	0	3	9	K.H. Schwartz
2	Performance	1	0	2	0	0	0	3	5	K.H. Schwartz
3	Policy Analysis	3	0	0	0	0	0	3	9	K.H. Schwartz
4	Regulatory Models	0	0	0	0	0	0	0	0	
5	Public Sector Reform	3	0	0	0	0	0	3	9	K.H. Schwartz
6	Strategic Management	3	0	0	0	0	0	3	9	K.H. Schwartz
7	Water Utilty Simulation Game	1	7	0	0	0	0	1	10	A. Cabrera Flamini, K.H. Schwartz, M. Tutusaus Luqu
8	Benchmarking	1	0	0	0	0	0	1	3	M. Tutusaus Luque
9	Benchmarking Game	0	0	4	0	0	0	4	4	M. Tutusaus Luque
10	Change Management	3	0	0	0	0	0	3	9	
13	Water Utility Research Assignment	1	23	0	0	0	0	1	26	K.H. Schwartz, M. Tutusaus Luque
15	Introduction Exam	1	0	0	0	0	0	1	3	M. Tutusaus Luque
	Total	20	30	6	0	0	0	26	96	

Education Material

Scientific Software

M1259

Online Course on Governance of Decentralized Sanitation

Term	201718
Coordinator	T. Acevedo Guerrero
Credit points	0.000000000
Specialization	

Target Group

Prerequisites

Learning Objectives

1 Understand/Recognize the links between water allocation and sanitation in urban areas, changes in policy, climate, variability and sanitation management; analyze institutional and technological changes; understand the role of public administration, donor

Assessments

%	Type	Name
1	Attendance	

Topics

Study load

Nr	Topic		Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
		Total	0	0	0	0	0	0	0	0	

Education Material

Scientific Software

M3285

Online Course on Partnerships for Water Supply and Sanitation

Term	201718
Coordinator	P.C. Torio
Credit points	0.000000000
Specialization	

Target Group

Professionals from water-related institutions, such as governmental bodies, NGOs, consultancy firms, academic and research institutions, and water utilities

Prerequisites

Preferably, a water science, economics or management-related degree; Water sector experience; Good command of the English language

Learning Objectives

1 Discuss the rationale and history of partnerships in the water sector.
2 Differentiate between types of water partnerships and evaluate their suitability for a given context.
3 Describe the different stages of the partnership process and identify possible challenges.
4 Validate the importance of water provision that is both efficient and equitable.
5 Apply the necessary skils for proper management of the partnership process.

Assessments

%	Type	Name
1	Assignment	

Topics

1. Rationale and History of Water Partnerships
2. **Public-Private Partnerships**
3. **Other Forms of Water Partnerships**
4. **Critical Skills for Water Partnerships**

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1.	Rationale and History of Water Partnerships	0	0	0	0	0	0	0	0	
2	Public-Private Partnerships	0	0	0	0	0	0	0	0	
3	Other Forms of Water Partnerships	0	0	0	0	0	0	0	0	
4	Critical Skills for Water Partnerships	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	

Education Material

Scientific Software

M3249

Online Course on Water and Environmental Law and Policy

Term	201718
Coordinator	R. dos Santos - De Quaij
Credit points	0.000000000
Specialization	

Target Group

In terms of professional background, the module targets water and environmental managers (e.g. engineers, hydrologists, natural as well as social scientists etc.), aiming to introduce the participants to the complexities of the relationship between water, environmental and economic issues; the relationship between law, politics and policymaking at local, national, regional and international level

Prerequisites

- Good working knowledge of English
- A bachelor's degree, and
- Affinity with water related issues

Learning Objectives

1	Define, understand, reproduce and explain different concepts of international water and environmental law, politics, policy and how it influences national to local decision-making on resource use
2	Identify, understand, classify and analyse different international, regional, national and local water and environmental problems and how law, politics, policies, institutional arrangements, principles and instruments can be used to address these problems
3	Identify, describe, classify, analyse the interrelations between the various issues and, to develop analytical academic skills
4	Understand and apply how to resolve disputes through (alternative) dispute resolution and negotiation techniques
5	Integrate, evaluate and form judgments about how best multi-scale water and environmental problems can be addressed in a globalizing world
6	Connect with professionals from different parts of the world and different organizations for exchange of ideas and insights and to learn from each other’s experiences
7	Engage in a continuous learning environment where professionals can “meet” and refresh their knowledge on the subject

Assessments

%	Type	Name
50	Written examination (open book)	(optional: applicable only to participants who would like to receive ECTS)

35	Assignment	(paper compulsory - 70%)
5	Assignment	(participants interaction with fellows and teachers in discussion forums, chats etc. and completion of all self-assessment Quizzes - 10%)
10	Assignment	(poster compulsory - 20%)

Topics

1 Introduction (to "WELP-OLC" and to "International Law & Institutions")

Unit 1 - Introduction to the module - *How should I study the module?*

Unit 2 - The United Nations and international law and institutions - *How does international problem solving work?*

2 Theory & Methods

Unit 3 - Theoretical issues - *How do different theoretical approaches deal with problem solving?*

Unit 4 - Participatory methods - *How does one take a trans-disciplinary approach to problem solving?*

3 International Water and Environmental Governance

Unit 5 - International water governance: introduction - *How is global water governance organized?*

Unit 6 - International water governance: law - *How has water law evolved and what is its current status?*

Unit 7 - International water governance: policy - *How has water policy evolved?*

Unit 8 - Globalisation and the impacts on water and environmental law - *How do trade & investment laws impact water policies?*

Unit 9 - International environmental governance: organizations and policy - *How are international environmental institutions organised?*

Unit 10 - International environmental governance - *How are international environmental institutions organised?*

Topics

4 National Water and Environmental Governance

Unit 11 - National water governance: governance - *How have regional institutions developed?*

Unit 12 - National water governance: allocation and integrated management - *How have regional institutions developed?*

Unit 13 - Introduction to national environmental governance - *How are regional environmental laws and institutions set up?*

5 Problem Solving

Unit 14 - Dispute resolution and prevention - *How does one solve resource and environmental disputes?*

Unit 15 - Negotiation: theory - *Which concepts provide better understanding of negotiations?*

Unit 16 - Negotiation: practical guide - *How does one successfully engage in negotiations?*

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction (to "WELP-OLC" and to "International Law & Institutions")	4	4	2	0	0	0	6	18	J. Gupta, R. dos Santos - De Quaij
2	Theory & Methods	4	4	2	0	0	0	6	18	J. Gupta, R. dos Santos - De Quaij
3	International Water and Environmental Governance	12	12	6	0	0	0	18	54	J. Gupta, R. dos Santos - De Quaij
4	National Water and Environmental Governance	6	6	3	0	0	0	9	27	J. Gupta, R. dos Santos - De Quaij
5	Problem Solving	6	4	3	0	0	0	9	25	J. Gupta, R. dos Santos - De Quaij
	Total	32	30	16	0	0	0	48	142	

Education Material

Digital files	Lectures (selft-study of ppt, lecture notes and videos); Compulsory and recommended readings; Quick-test multiple choice questions; Interaction (discussion forums, peer-review activities, chats etc.); Poster and Paper assignments

Scientific Software

M3271

Short Course on Water Economics

Term	201718
Coordinator	Y. Jiang
Credit points	3.000000000
Specialization	

Target Group

Young and mid-career professionals, engineers and (mid-level) decision makers interested in water (resources) economics.

Prerequisites

Preferably a relevant water science or management related Bachelor degree; Some experience in the water sector; Good command of the English language.

Learning Objectives

1 Describe the principles of economics and the relevance of economics to water management
2 Describe and discuss market mechanism and economic efficiency and relevance to water management
3 Characterize and explain water resource issues using economic concepts and theory
4 Conduct simple policy analysis of water-related decision-making
5 List and review economic instruments for water management

Assessments

%	Type	Name
0,3	Assignment	
0,7	Written examination (closed book)	

Topics

1 Introduction to water economics

This section provides an overview of the water economics module and introduces economics principles highlighting the relevance of economics to addressing water challenges and managing water resources.

1.1 Water issues and management agenda

Topics

1.2 Principles of economics, economist role and the relevance of economics to water management

2 Understanding water demand and supply

This section lays out the economic foundation for water management, covering the economic concepts of demand and supply, their application for analyzing and managing water use, market mechanism and efficiency, and the effect of government intervention.

2.1 The economic concept of demand and water

2.2 The economic concept of supply & water

2.3 Market mechanism, efficiency & government intervention

2.4 Welfare economic analysis of water demand/supply management

3 Characterizing water and use issues in socio-economic context

This section characterizes water use issues within socio-economic context, covering the economic nature of water, the behavior mechanism of water use issues, and economic conception of water and management challenges and implications.

3.1 The issue of water resources: an economic perspective

3.2 Socio-economic conception of water

4 Economic approaches to water management

This section synthesizes water institutions and economic approaches to managing water, including quantity and price based policy instruments, and economic and institutional tools for analyzing water management and policy.

4.1 Tradable water rights, markets

4.2 Water pricing

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction to water economics	0	0	0	0	0	0	0	0	
1.1	Water issues and management agenda	1	0	0	0	0	0	1	3	Y. Jiang
1.2	Principles of economics, economist role and the relevance of economics to water management	4	0	0	0	0	0	4	12	Y. Jiang
2	Understanding water demand and supply	0	0	0	0	0	0	0	0	
2.1	The economic concept of demand and water	2	0	4	0	0	0	6	10	Y. Jiang
2.2	The economic concept of supply & water	2	0	4	0	0	0	6	10	Y. Jiang
2.3	Market mechanism, efficiency & government intervention	4	0	2	0	0	0	6	14	
2.4	Welfare economic analysis of water demand/ supply management	4	0	0	0	0	0	4	12	
3	Characterizing water and use issues in socio-economic context	0	0	0	0	0	0	0	0	
3.1	The issue of water resources: an economic perspective	4	0	2	0	0	0	6	14	Y. Jiang
3.2	Socio-economic conception of water	0	0	4	0	0	0	4	4	Y. Jiang
4	Economic approaches to water management	0	0	0	0	0	0	0	0	
4.1	Tradable water rights, markets	1	0	2	0	0	0	3	5	
4.2	Water pricing	2	0	2	0	0	0	4	8	Y. Jiang
	Total	24	0	20	0	0	0	44	92	

Education Material

Scientific Software

M3169

Water Quality Assessment

Term	201718
Coordinator	A.L. Zuijdgeest
Credit points	5.000000000
Specialization	

Target Group

Young and mid-career professionals (scientists, consultants, decision makers) with a background in Water management or Environmental science.

Prerequisites

Basic background in chemistry and statistics. Basic knowledge in computer operations (MS-Windows, Office). Good command of English.

Basic background in GIS and R statistical software is recommended but not required (ES programme modules 1-3).

Learning Objectives

1	Explain the impacts of major pollutants on the quality of natural waters.
2	Apply appropriate methods to assess the chemical, biological, and microbial quality in natural waters in relation to their anticipated use.
3	Explain the possibilities and limitations of water quality models.
4	Design and evaluate water quality monitoring networks for different types of surface water and groundwater in relation to set objectives.
5	Report the results of water quality assessment and monitoring programmes using appropriate statistical tools for interpretation and presentation of large data sets.

Assessments

%	Type	Name
15	Assignment	Group assignment on monitoring networks
30	Assignment	Individual assignment on data analysis and presentation
15	Assignment	Individual assignment on modelling
40	Written examination (closed book)	Topics: water quality assessment and monitoring, water quality modelling, groundwater quality monitoring)

Topics

1 Water Quality Assessment

Chemical and (micro-)biological water quality assessment, pollution, ecotoxicology.

2 Water Quality Monitoring

Monitoring cycle, physico-chemical and (micro-)biological water quality monitoring, recent trends and techniques, optimization. Excursion(s).

3 Water Quality Modelling

Introduction to modelling, types of models, model components, examples, and in-class exercise.

4 Groundwater quality monitoring

Basics of hydrogeology, pollutant transport in groundwater, monitoring.

5 Data analysis and presentation

Use of statistics in water quality monitoring, presentation of data.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Water Quality Assessment	8	0	6	0	0	0	14	30	A.L. Zuijdgeest, C.A.M. van Gestel, E.D. de Ruijter van Steveninck, J.L.C.M. van de Vossenberg
2	Water Quality Monitoring	4	10	0	0	6	0	10	28	A.L. Zuijdgeest
3	Water Quality Modelling	6	0	6	0	0	0	12	24	J. van der Kwast
4	Groundwater quality monitoring	8	0	4	0	0	0	12	28	J.W.A. Foppen
5	Data analysis and presentation	4	10	8	0	0	0	12	30	A.A. van Dam
	Total	30	20	24	0	6	0	60	140	

Education Material

Handout	Compiled power point slides on all above topics, exercise materials, additional materials, and othe relevant information will be supplied

Scientific Software

PCRaster

R_statistics

M3181

Principles of Integrated Water Resources Management

Term	201718T01
Coordinator	J.G. Evers
Credit points	5.000000000
Specialization	Core Program

Target Group

Young and mid-career professionals, engineers and (mid-level) decision makers interested in a basic and broad understanding of main issues in the water management context.

Prerequisites

Preferably a relevant water science or management related BSc degree; some experience in the water sector; good command of the English language (reading, writing, speaking).

Learning Objectives

1 Summarize the latest insights, context and concepts in integrated water management that are under debate in international and regional forums.

2 Explain the main arguments for an integrated approach in the field of water management.

3 Describe the major natural functions and human uses of river systems.

4 Understand the concepts of Geographical Information Systems and apply them in practical examples relevant to water management.

5 Explain what science is and what scientific research entails including distinguishing the main methodological approaches (Research Path)

Assessments

%	Type	Name
0,25	Assignment	Annotated Bibliography
0,2	Assignment	GIS
0,1	Assignment	What is Science?
0,45	Written examination (closed book)	

Topics

1 Introduction to the Module

General introduction to the module, learning objectives, learning activities, and assessment

Topics

2 Principles of IWRM

Context, developments, perspectives, issues and debates in Integrated Water Resources Management. Water Resources: green water vs. blue water; catchment yield. Water Demand: demand projections; demand management; elasticity of water demand; the value of water. Water allocation. Water governance.

2.1 Water Resources

Water resources; green water vs. blue water; catchment yield

2.2 Water Demand

Water Demand: demand projections; demand management; elasticity of water demand; the value of water

2.3 Water Allocation

Balancing demand and supply; Issues in water allocation; Water allocation in international river basins

2.4 Water Governance

Water institutions, water allocations

2.5 Emerging Issues

Water-energy-food nexus, upstream-downstream; virtual water

3 GIS and Remote Sensing

Basics of GIS and Remote Sensing. Vector-based geographic data processing with Arc-View GIS. GIS analysis and visualization. Grid data analysis and overlays including DEM and hydrological applications. Supervised and un-supervised classification.

3.1 Introduction to GIS

Explain the basic concepts of GIS (raster, vector, projections, geospatial analysis). Vector-based geographic data processing with QGIS. GIS analysis and visualization.

3.2 GIS for thematic mapping

GIS for thematic mapping

3.3 Basic geo-processing and analysis

Basic geoprocessing and analysis

3.4 DEM processing and catchment delineation

DEM processing and catchment delineation. Find open source software and open access data.

4 Research and Academic Skills Development

What is Science?; Different Approaches to Scientific Methodology; Referencing; Plagiarism; Critical Reading.

4.1 What is Science?

What is Science?

4.2 Different Approaches to Scientific Methodology

Different Approaches to Scientific Methodology

4.3 Critical Reading

Critical Reading

4.4 Referencing and Plagiarism

Referencing and plagiarism

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction to the Module	0	0	2	0	0	0	2	2	J.G. Evers
2	Principles of IWRM	0	0	0	0	0	0	0	0	
2.1	Water Resources	4	0	0	0	0	0	4	12	P. van der Zaag
2.2	Water Demand	4	0	0	0	0	0	4	12	P. van der Zaag
2.3	Water Allocation	4	0	0	0	0	0	4	12	P. van der Zaag
2.4	Water Governance	4	0	0	0	0	0	4	12	M.Z. Zwarteveen, P. van der Zaag
2.5	Emerging Issues	4	0	0	0	0	0	4	12	P. van der Zaag
3	GIS and Remote Sensing	0	0	0	0	0	0	0	0	
3.1	Introduction to GIS	2	0	0	0	0	0	2	6	J. van der Kwast, J.W. Wenninger
3.2	GIS for thematic mapping	0	2	2	0	0	0	2	4	J. van der Kwast, J.W. Wenninger
3.3	Basic geo-processing and analysis	0	3	2	0	0	0	2	5	J. van der Kwast, J.W. Wenninger
3.4	DEM processing and catchment delineation	0	3	2	0	0	0	2	5	J. van der Kwast, J.W. Wenninger
4	Research and Academic Skills Development	0	0	0	0	0	0	0	0	
4.1	What is Science?	4	0	0	0	0	0	4	12	K.A. Irvine, M.Z. Zwarteveer U.W.C. Wehn
4.2	Different Approaches to Scientific Methodology	4	0	0	0	0	0	4	12	K.A. Irvine, M.Z. Zwarteveer U.W.C. Wehn
4.3	Critical Reading	0	0	4	0	0	0	4	4	U.W.C. Wehn
4.4	Referencing and Plagiarism	0	0	4	0	0	0	4	4	L.P. Darvis
	Total	30	8	16	0	0	0	46	114	

Education Material

Lecture notes	Introduction to GIS and RS, Reader on GIS.
Handout	Other handouts and relevant articles.
Lecture notes	Principles of Integrated Water Resources Management

Scientific Software

QGis

M3182

The Water Resources System

Term	201718T02
Coordinator	J. Susnik
Credit points	5.000000000
Specialization	Core Program

Target Group

Young and mid-career professionals, engineers and (mid-level) decision makers interested in understanding the bio-physical system as a sound basis for water management.

Prerequisites

A relevant water science or water management related BSc degree; some experience in the water sector; good command of the English language. Good working knowledge of MS Excel is essential, as is basic mathematics. Students with limited chemistry should take the chemistry preparatory course. Knowledge of scientific units and unit conversion is essential. Basic knowledge of integrated water resources management is essential.

Learning Objectives

1 Describe the key bio-chemo-physical processes that determine water quantity and quality within a general water resources system

2 Apply basic knowledge of the hydrological cycle, the water balance, precipitation, evapotranspiration, surface water discharge and groundwater movement to make a water balance and analyse rainfall and surface water and groundwater flows of water resources

3 Apply knowledge of basic chemistry and biology to analyse and explain eutrophication, stratification and the distribution of nutrients and ecological communities along water resources systems, and to relate these processes to water quality

4 Combine understanding and knowledge of water quantity (see objective 2) and water quality (see objective 3) to analyse a range of problems and potential solutions in water resources management

5 Measure basic water quality parameters and evaluate records with rainfall and flow data

6 Gain enhanced appreciation of the entire water resources system, recognising that quantity and quality issues affect each other in order to successfully undertake remaining Modules towards the IHE Delft MSc degree.

Assessments

%	Type	Name
10	Assignment	Evaporation
10	Assignment	Rating Curve Analysis
10	Assignment	Water Quality Analysis
70	Written examination (closed book)	Written Exam

Topics

1 Introduction to the Water Resources System

Basic concepts for understanding a water resources system are introduced. Emphasis is placed on the idea of the system - this is, all elements in a water resources system should be considered as a whole. A case study is used to elaborate on the concepts and to introduce particular water quality and quantity problems.

1.1 Introduction to module

1.2 Introduction to Water Resources System

2 Water Quantity

Surface water hydrology: Hydrological cycle and water balance. Precipitation and evaporation. Principles of hydrology of surface and groundwater systems, hydrology of lakes and reservoirs including introduction to reservoir water balance and operations. Analysis of hydro-climatic data (e.g. precipitation, river flows), discharge rating curve and reservoir operation. Groundwater hydrology: Hydrogeology, groundwater zones, groundwater balance, hydraulic head, pressure head, evelation head, groundwater recharge and discharge, groundwater pollution.

2.1 Concepts of hydrology, hydrological cycle, water balance

2.2 Precipitation

2.3 Evaporation and Transpiration

2.4 Surface water resources

2.5 Groundwater resources

2.6 Reservoir water balance and operation

3 Elemental cycles C,N,P; organic matter and degradation; eutrophication; heavy metals and bioaccumulation.

4 Ecology (Case studies Water quality and quantity)

In a case study on the Nile river and lakes/reservoirs, knowledge about water quality and quantity is used to analyse real life problems in the Nile basin.

4.1 Fresh water ecology

4.2 Case study

5 Exam

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction to the Water Resources System	0	0	0	0	0	0	0	0	
1.1	Introduction to module	2	0	0	0	0	0	2	6	J. Susnik
1.2	Introduction to Water Resources System	3	0	0	0	0	0	3	9	J. Susnik
2	Water Quantity	0	0	0	0	0	0	0	0	
2.1	Concepts of hydrology, hydrological cycle, water balance	3	0	3	0	0	0	6	12	J. Susnik, Y.A. Mohamed
2.2	Precipitation	3	0	3	0	0	0	6	12	J. Susnik, Y.A. Mohamed
2.3	Evaporation and Transpiration	3	0	3	0	0	0	6	12	J. Susnik, Y.A. Mohamed
2.4	Surface water resources	2	0	0	0	0	2	4	12	J. Susnik, Y.A. Mohamed
2.5	Groundwater resources	4	0	4	0	0	0	8	16	T.Y. Stigter
2.6	Reservoir water balance and operation	3	0	0	0	0	0	3	9	Y.A. Mohamed
3	Elemental cycles C,N,P; organic matter and degradation; eutrophication; heavy metals and bioaccumulation.	10	6	0	0	0	0	10	36	A.L. Zuijdgeest
4	Ecology (Case studies Water quality and quantity)	0	0	0	0	0	0	0	0	
4.1	Fresh water ecology	2	0	0	0	0	0	2	6	K.A. Irvine
4.2	Case study	2	4	0	0	0	0	2	10	K.A. Irvine
5	Exam	0	0	3	0	0	0	3	3	
	Total	37	10	16	0	0	2	55	143	

Education Material

Lecture notes	J.C. Nonner. 2006. Introduction to Hydrogeology.UNESCO-IHE Lecture Notes Series. Taylor and Francis, Leiden.
Lecture notes	P.J.M. de Laat, Y.A. Mohamed. M.L. Mul, and J.W. Wenninger. 2010. Hydrology: An introductory course. UNESCO-IHE Lecture Notes.
Lecture notes	Y. Mohamed, P.J.M. de Laat, and L. Kewzi. Workshop Hydrology. 2010. UNESCO-IHE Lecture Notes.

Scientific Software

ArcGIS

M3228

Water Governance

Term	201718T03
Coordinator	J.S. Kemerink - Seyoum
Credit points	5.000000000
Specialization	Core Program

Target Group

Students enrolled in the Water Management and Governance Master Programme, who ideally are young mid-career professionals working at middle and upper level in an organization in the water sector or employed in policy making institutions in the water sector or are working for organizations engaged in management of water resources and water services.

Prerequisites

Good English command to read and discuss academic articles; willingness to engage in social science theory and new conceptual frameworks; willingness to engage in cross-disciplinary discussions and applications.

Learning Objectives

1 Identify and analyse different distributional processes and outcomes related to water governance

2 Distinguish and explain main discourses and theories on water governance

3 Identify context, purpose, perspective and arguments of scientific papers on water governance

4 Compare and contrast different scientific papers, case studies and theories on dynamic and political nature of water governance

Assessments

%	Type	Name
40	Assignment	Group assignment: documentary on contemporary governance issue
20	Assignment	Individual assignment: literature study on contemporary governance issue
40	Oral examination	Oral examination on water governance literature

Topics

1 Introduction to water governance

In class activities include amongst others include:

- Lecture on introduction to module (by Jeltsje Kemerink)

- Lecture on introduction to water governance (by Margreet Zwarteveen)

- Lecture on shifts in water governance (by Klaas Schwartz and Jeltsje Kemerink)

- Tutorial on related journal article (various lecturers)

2 Distribution of water

Discusses how distribution of water and water related wealth, rights, responsibilities and risks emerge and materialize in society.

In class activities include amongst others:

- Lecture on introduction to socio-nature (by Jeltsje Kemerink)

- Lecture on techno-politics of water service delivery (by guest lecturer Maria Rusca)

- Lecture on distribution of flood risks (by Michelle Kooy)

- Tutorial on related journal article (various lecturers).

Topics

3 Distribution of voice and authority

Discusses how voice and authority in water related decision making processes are established, challenged and reinforced.

In class activities include amongst other:

- Lecture on politics of participation (by Jeltsje Kemerink)

- Lecture on everyday water politics (by Margreet Zwarteveen)

- Lecture on economic geography: the case of Dutch roses in Ethiopia (by Tatiana Acevedo Guerrero)

- Tutorial on related journal article (various lecturers)

4 Distribution of knowledge and expertise

Discusses processes that shape the distribution of knowledge and expertise on water in societies.

In class activities include amongst others:

- Lecture on gendered water expertise (by Margreet Zwarteveen).

- Lecture on the politics of policy: the case of irrigation management transfer in Mexico (by guest lecturer Edwin Rap).

- Lecture on global politics of grassroot revolutions: the case of community led total sanitation initiatives (by Michelle Kooy).

- Tutorial on related scientific article (various lecturers).

5 Individual assignment

Writing a literature review on a water governance related topic in preparation for the group assignment.

Topics

6 Group assignment

Production of a short documentary on a water goverance related topic.

7 Exam

Oral examination on the basis of four assigned scientific articles.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction to water governance	6	0	2	0	0	0	8	20	J.S. Kemerink - Seyoum, K.H. Schwartz, M.Z. Zwarteveen
2	Distribution of water	6	0	2	0	0	0	8	20	J.S. Kemerink - Seyoum, M.E. Kooy
3	Distribution of voice and authority	6	0	2	0	0	0	8	20	J.S. Kemerink - Seyoum, M.Z. Zwarteveen, T. Acevedo Guerrero
4	Distribution of knowledge and expertise	6	0	2	0	0	0	8	20	M.E. Kooy, M.Z. Zwarteveer
5	Individual assignment	0	16	0	0	0	0	0	16	J.S. Kemerink - Seyoum, T. Acevedo Guerrero
6	Group assignment	0	36	0	0	0	0	0	36	J.S. Kemerink - Seyoum, T. Acevedo Guerrero
7	Exam	0	10	0	0	0	0	0	10	J.S. Kemerink - Seyoum, T. Acevedo Guerrero
	Total	24	62	8	0	0	0	32	142	

Education Material

Scientific journal	Bakker, K. (2002) 'From State to Market? Water Mercantilización in Spain', Environment and Planning A, 34: 767-790.
Scientific journal	Bridge, G. and Perreault, T. (2009) Environmental Goverance. Chapter 28 in Castree, N., Demerit D., Liverman, D. and Rhoads B. (eds.) A Companion to Environmental Geography. Oxford, UK: Blackwell Publishing Inc.: 475-498.
Scientific journal	Castro J.E. (2007) 'Water Governance in the twentieth-first century.' Ambiente & Sociedade 10(2): 97-118.
Scientific journal	Cleaver, F. (1999) 'Paradoxes of Participation: Questioning Participatory Approaches to Development' Journal of International Development 11(4): 597-612.
Lecture notes	Powerpoints presentations of lectures
Scientific journal	Rap, E. (2006) 'The Success of a Policy Model: Irrigation Management Transfer in Mexico.' Journa of Development Studies 42 (8): 1301- 1324
Scientific journal	Swyngedouw, E. (2005) Governance Innovation and the Citizen: The Janus Face of Governance-beyond-the-State, Urban Stud 2005 42: 1991
Scientific journal	Zwarteveen et al. (2017) Engaging with the politics of water governance. WIREs Water, e01245. doi: 10.1002/wat2.1245

Scientific Software

M3227

Water Economics

Term	201718T04
Coordinator	Y. Jiang
Credit points	5.000000000
Specialization	Core Program

Target Group

Young and mid-career professionals, engineers and (mid-level) decision makers interested in water (resources) economics.

Prerequisites

Preferably a relevant water science or management related Bachelor degree; Some experience in the water sector; Good command of the English language.

Learning Objectives

1 Describe the principles of economics and the relevance of economics to water management and governance
2 Characterize and explain water resource issues using economic concepts and theory
3 Discuss the economic efficiency perspective for addressing water scarcity and allocation
4 Conduct simple policy analysis of water-related decision-making
5 List and review economic instruments for water management
6 Describe economic methods and techniques for estimating the value of water in different uses

Assessments

%	Type	Name
30	Assignment	
70	Written examination (closed book)	

Topics

1 Introduction to water economics

This section provides an overview of the water economics module and introduces economics principles highlighting the relevance of economics to addressing water challenges and managing water resources.

Topics

1.1 Introduction to module

1.2 Principles of economics, economist role and the relevance of economics to water management

2 Understanding water demand and supply

This section lays out the economic foundation for water management, covering the economic concepts of demand and supply, their application for analyzing and managing water use, market mechanism and efficiency, and the effect of government intervention.

2.1 The economic concept of demand & water

2.2 The economic concept of supply & water

2.3 Market mechanism, efficiency & government intervention

3 Characterizing water and use issues in socio-economic context

This section characterizes water use issues within socio-economic context, covering the economic nature of water, the behavior mechanism of water use issues, and economic conception of water and management challenges and implications.

3.1 The issue of water resources: an economic perspective

3.2 Economic conception of water & management challenges

4 Economic approaches to water management

This section synthesizes water institutions and economic approaches to managing water, including quantity and price based policy instruments, and economic and institutional tools for analyzing water management and policy.

4.1 Tradable water rights, markets

4.2 Water pricing

4.3 Policy analysis of water demand and supply

5 The economic value of water

This section introduces water valuation and measuring the value of water.

6 Ravilla role play

This section presents a game mimicking water resource management in the real world with involvement of different groups of stakeholders. Course participants will be divided into different groups representing those stakeholders, and will be guided to interact to find solutions to and gain insights on water resource management. The roleplay is part of water management program, not particularly focused on water economics.

7 Group assignment

8 Exam

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction to water economics	0	0	0	0	0	0	0	0	
1.1	Introduction to module	1	0	0	0	0	0	1	3	Y. Jiang
1.2	Principles of economics, economist role and the relevance of economics to water management	4	0	0	0	0	0	4	12	Y. Jiang
2	Understanding water demand and supply	0	0	0	0	0	0	0	0	
2.1	The economic concept of demand & water	2	0	4	0	0	0	6	10	Y. Jiang
2.2	The economic concept of supply & water	2	0	4	0	0	0	6	10	Y. Jiang
2.3	Market mechanism, efficiency & government intervention	4	0	2	0	0	0	6	14	
3	Characterizing water and use issues in socio-economic context	0	0	0	0	0	0	0	0	
3.1	The issue of water resources: an economic perspective	4	0	2	0	0	0	6	14	Y. Jiang
3.2	Economic conception of water & management challenges	0	0	4	0	0	0	4	4	Y. Jiang
4	Economic approaches to water management	0	0	0	0	0	0	0	0	
4.1	Tradable water rights, markets	2	0	2	0	0	0	4	8	
4.2	Water pricing	2	0	2	0	0	0	4	8	Y. Jiang
4.3	Policy analysis of water demand and supply	4	0	0	0	0	0	4	12	Y. Jiang
5	The economic value of water	4	0	0	0	0	0	4	12	Y. Jiang
6	Ravilla role play	0	0	22	0	0	0	22	22	I. Masih, S. Graas
7	Group assignment	0	12	0	0	0	0	0	12	Y. Jiang
8	Exam	0	3	0	0	0	0	0	3	
	Total	29	15	42	0	0	0	71	144	

Education Material

Scientific Software

M1003

Water and Environmental Law

Term	201718T05
Coordinator	F.G.W. Jaspers
Credit points	5.000000000
Specialization	Core Program

Target Group

Students of the Masters of Science Programmes of Water Management and Environmental Science and Technology . Practitioners with a relevant Bachelor's degree in a water related discipline

Prerequisites

Preferably a relevant water science and engineering related bachelor's degree or equivalent; affinity with water management; good command of English.

Learning Objectives

1 Critically investigate and grasp different dimensions of water and environmental law (including principles, rights, instruments, organizations) from local to global level.

2 Obtain proficiency in the review of contrasting legal arguments.

3 Practise treaty writing and contract writing skills.

4 Integrate legal knowledge within their existing water and environmental knowledge that try to address key issues o water sharing under the equity articles of the UN Watercourses Convention.

Assessments

%	Type	Name
30	Assignment	Water and environmental law
70	Written examination (closed book)	

Topics

1 International Water Law

1.1 Introduction International Water Law

International water and environmental law and law making bodies (the UN)

Topics

1.2 International Water Law

1. What is international law? Where does water and environment fit in?
    1. Sources of international law with a focus on water/environmental law
    2. How is international law made – how were the water conventions and climate law negotiated/ being negotiated?
    3. Elements of a treaty, introduction to key concepts
    4. How effective is international (water and environmental) law
    5. How are disputes addressed?
2. International water law
    1. Water and the Sustainable Development Goals
    2. Sovereignty versus hydro-solidarity
    3. Principles of water law
    4. Evolution of water law
    5. The Watercourses Convention and the organizations it recommends
    6. The UNECE Water Law
    7. The RAMSAR Convention on Wetlands
    8. The UN Draft Articles on Trans-boundary AQUIFERS
    9. The Human Right to Water and Sanitation

1.3 International Environmental Law

1. International environmental law
    1. Principles of environmental law
    2. The Climate Change Convention and the Conference of the Parties
    3. Mitigation and a focus on forests/energy
    4. Adaptation and a focus on water related adaptation

1.4 Case studies

Case studies on forestery and groundwater law

1.5 Other international law

Investment treaties and implications for water and environmental contracts

Trade agreements and implications for water and environmental contracts

1.6 Trans-boundary water and environmental law and related basin organizations

Legal issues in trans-boundary water governance

The Nile Water Agreements and organization

The Convention of Protection of the Rhine

2 National Water Law

Topics

2.1 Intro National Water Law

Legal instruments, principles and conepts

2.2 Legal Instruments

2.3 River Basin Organizations (Intro)

National and international river basin organizations; organizations. Decentralization

2.4 Water Rights

Comparative water rights and water allocation systems and statutory water rights

2.5 Case: Customary Water Rights

Customary water and environmental rights, including rights of indigenous peoples

2.6 Water Quality Management Regulations

Legal instruments for water quality management, EU Water Framework Directive

3 Contract Management

3.1 Contract law

3.2 Case study contract management on water related issues

3.3 Case study contract management for the Clean Development Mechanism or Reducing Emissions from Deforestation and Forestation Degradation

3.4 Group work contract law

3.1 Contract Law

Private law, contract law

3.2 Contract Management Workshop

Groupwork designing contracts and agreements

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	International Water Law	0	0	0	0	0	0	0	0	
1.1	Introduction International Water Law	2	0	0	0	0	0	2	6	J. Gupta
1.2	International Water Law	4	0	2	0	0	0	6	14	J. Gupta
1.3	International Environmental Law	4	0	2	0	0	0	6	14	J. Gupta
1.4	Case studies	0	0	4	0	0	0	4	4	J. Gupta
1.5	Other international law	4	0	0	0	0	0	4	12	Z.S. Shubber
1.6	Trans-boundary water and environmental law and related basin organizations	2	0	0	0	0	0	2	6	F.G.W. Jaspers, Z.S. Shubber
2	National Water Law	0	0	0	0	0	0	0	0	
2.1	Intro National Water Law	2	0	0	0	0	0	2	6	F.G.W. Jaspers
2.2	Legal Instruments	2	0	0	0	0	0	2	6	F.G.W. Jaspers
2.3	River Basin Organizations (Intro)	4	0	2	0	0	0	6	14	F.G.W. Jaspers
2.4	Water Rights	4	0	2	0	0	0	6	14	F.G.W. Jaspers
2.5	Case: Customary Water Rights	2	0	2	0	0	0	4	8	P. van der Zaag
2.6	Water Quality Management Regulations	3	0	3	0	0	0	6	12	
3	Contract Management	0	0	0	0	0	0	0	0	
3.1	Contract Law	2	0	2	0	0	0	4	8	F.G.W. Jaspers
3.2	Contract Management Workshop	0	0	8	0	0	0	8	8	F.G.W. Jaspers
	Total	35	0	27	0	0	0	62	132	

Education Material

Lecture notes	F.G.W. Jaspers - Chapters in Water and Environmental Resources Law, UNESCO-IHE Lecture Notes.

Scientific Software

M3170

Managing Water Organisations

Term	201718T06
Coordinator	M. Tutusaus Luque
Credit points	5.000000000
Specialization	Core Program

Target Group

Young and mid-career professionals, (future) managers, and other operational functions in water utilities, NGOs or (non)governmental organizations interested in the management and governance of water and sanitation services.

Prerequisites

Preferably experience in the water sector. A bachelors degree or equivalent. Basic PC-computer knowledge. Good command of English language.

Learning Objectives

1 Relate academic debates concerning water supply and sanitation provisioning to the management of water organisations

2 Explain the position and strategy of a service provider in relation to its institutional environment

3 Describe current management tools for strategic development such as benchmarking, diagnosis tools and change management.

4 Apply management tools taking into account the specific needs of organizations operating in the water and sanitation sector

Assessments

%	Type	Name
15	Assignment	Research assignment
15	Assignment	Simulation game
70	Written examination (open book)	

Topics

1 Sector overview

2 Performance

3 Policy Analysis

4 Regulatory Models

Topics

5 Public Sector Reform

6 Strategic Management

7 Water Utilty Simulation Game

8 Benchmarking

9 Benchmarking Game

10 Change Management

13 Water Utility Research Assignment

15 Introduction Exam

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Sector overview	3	0	0	0	0	0	3	9	K.H. Schwartz
2	Performance	1	0	2	0	0	0	3	5	K.H. Schwartz
3	Policy Analysis	3	0	0	0	0	0	3	9	K.H. Schwartz
4	Regulatory Models	0	0	0	0	0	0	0	0	
5	Public Sector Reform	3	0	0	0	0	0	3	9	K.H. Schwartz
6	Strategic Management	3	0	0	0	0	0	3	9	K.H. Schwartz
7	Water Utilty Simulation Game	1	7	0	0	0	0	1	10	A. Cabrera Flamini, K.H. Schwartz, M. Tutusaus Luqu
8	Benchmarking	1	0	0	0	0	0	1	3	M. Tutusaus Luque
9	Benchmarking Game	0	0	4	0	0	0	4	4	M. Tutusaus Luque
10	Change Management	3	0	0	0	0	0	3	9	
13	Water Utility Research Assignment	1	23	0	0	0	0	1	26	K.H. Schwartz, M. Tutusaus Luque
15	Introduction Exam	1	0	0	0	0	0	1	3	M. Tutusaus Luque
	Total	20	30	6	0	0	0	26	96	

Education Material

Scientific Software

M3069

Water Conflict Management I

Term	201718T06
Coordinator	Z.S. Shubber
Credit points	5.000000000
Specialization	Core Program

Target Group

Current and future water managers, decision-makers and others involved in water management wanting to broaden their scope in water management. Professionals involved in dispute resolution wanting to broaden the scope of their activities to include water.
Students need to have a first degree in a relevant subject (economics, social sciences, law, engineering, biology etc.) and several years of relevant working experience.

Prerequisites

Knowledge and appreciation of the principles of integrated water resources management, the water resources system and water governance.

Fluency in English is an absolute requirement.

Learning Objectives

1	Explain, discuss and analyze the basic concepts of conflict management and conflicts related to water.
2	Critically analyse cases of water sharing and use among different actors at different levels and from different sectors, from a conflict and cooperation perspective.
3	Identify, explain and analyse the elements of a conflict transformation process applied to the management of a water conflict, and prepare, organise and engage in them as a party and as the process leader.
4	Identify, explain and analyse the elements of a mediation process applied to the management of a water conflict, and prepare, organise and engage in them as a party and as a mediator.

Assessments

%	Type	Name
0,4	Assignment	Annotated Bibliography
0,1	Assignment	Skills Assessment
0,5	Written examination (closed book)	Written Exam

Topics

1 Theoritical background

The first part of the module will focus on the theoritical background.

It will include with an introduction to basic theoretical concepts and frameworks that apply to conflict. An analytical framework to approach and engage with dispute resolution mechanisms will be presented as well as key skills for successful conflict resolution. Concepts, theories and tools will also be drawn from political ecology. Key theories and concepts that help explain and analyse conflict and cooperation over water focusing on institutions and agency of water politics, especially in international transboundary river basins are also part of the curriculum as are discussions covering scalar implications of water conflict and cooperation.

2 Case studies

The second element of the module focuses on case studies of disputes around water, at different levels and between different sectors. The cases presented will illustrate concepts set out in the theoretical background and be a basis for discussion.

4 Design and implement conflict resolution processes

This third component will focus on skills development. The lectures provide an opportunity to learn about current and leading-edge ways to work effectively in contentious water situations. It offers a place to practice new skills that are applicable from the individual level to the societal level and across a range of real-life situations.

7 Annotated bibliography

The students will develop an annotated bibliography on a topic related to cases of water sharing or disputes relating to water, from a list provided, and submit it at the end of the module. The annotated bibliography will be a stepping stone for the Essay assignment of the WCM II module.

8 Exam

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Theoritical background	8	0	10	0	0	0	18	34	Z.S. Shubber
2	Case studies	0	0	8	0	0	0	8	8	
4	Design and implement conflict resolution processes	4	0	22	0	0	0	26	34	
7	Annotated bibliography	0	12	0	0	0	0	0	12	Z.S. Shubber
8	Exam	0	3	0	0	0	0	0	3	
	Total	12	15	40	0	0	0	52	91	

Education Material

Book	Sharing Waters, Sharing Benefits; UNESCO

Scientific Software

M3169

Water Quality Assessment

Term	201718T06
Coordinator	A.L. Zuijdgeest
Credit points	5.000000000
Specialization	

Target Group

Young and mid-career professionals (scientists, consultants, decision makers) with a background in Water management or Environmental science.

Prerequisites

Basic background in chemistry and statistics. Basic knowledge in computer operations (MS-Windows, Office). Good command of English.

Basic background in GIS and R statistical software is recommended but not required (ES programme modules 1-3).

Learning Objectives

1	Explain the impacts of major pollutants on the quality of natural waters.
2	Apply appropriate methods to assess the chemical, biological, and microbial quality in natural waters in relation to their anticipated use.
3	Explain the possibilities and limitations of water quality models.
4	Design and evaluate water quality monitoring networks for different types of surface water and groundwater in relation to set objectives.
5	Report the results of water quality assessment and monitoring programmes using appropriate statistical tools for interpretation and presentation of large data sets.

Assessments

%	Type	Name
15	Assignment	Group assignment on monitoring networks
30	Assignment	Individual assignment on data analysis and presentation
15	Assignment	Individual assignment on modelling
40	Written examination (closed book)	Topics: water quality assessment and monitoring, water quality modelling, groundwater quality monitoring)

Topics

1 Water Quality Assessment

Chemical and (micro-)biological water quality assessment, pollution, ecotoxicology.

2 Water Quality Monitoring

Monitoring cycle, physico-chemical and (micro-)biological water quality monitoring, recent trends and techniques, optimization. Excursion(s).

3 Water Quality Modelling

Introduction to modelling, types of models, model components, examples, and in-class exercise.

4 Groundwater quality monitoring

Basics of hydrogeology, pollutant transport in groundwater, monitoring.

5 Data analysis and presentation

Use of statistics in water quality monitoring, presentation of data.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Water Quality Assessment	8	0	6	0	0	0	14	30	A.L. Zuijdgeest, C.A.M. van Gestel, E.D. de Ruijter van Steveninck, J.L.C.M. van de Vossenberg
2	Water Quality Monitoring	4	10	0	0	6	0	10	28	A.L. Zuijdgeest
3	Water Quality Modelling	6	0	6	0	0	0	12	24	J. van der Kwast
4	Groundwater quality monitoring	8	0	4	0	0	0	12	28	J.W.A. Foppen
5	Data analysis and presentation	4	10	8	0	0	0	12	30	A.A. van Dam
	Total	30	20	24	0	6	0	60	140	

Education Material

Handout	Compiled power point slides on all above topics, exercise materials, additional materials, and othe relevant information will be supplied

Scientific Software

PCRaster

R_statistics

M3235

Water Resources Assessment

Term	201718T06
Coordinator	Y.A. Mohamed
Credit points	5.000000000
Specialization	

Target Group

Young and mid-career professionals, managers, engineers and technicians interested in water resources management in general, and in particular the assessment of quantity and quality of water resources. Processing and validation of both ground and remote sensing data is a key part of the module.

Prerequisites

Successful completion of WM1, WM2 or equivalent is strongly recommended. Affinity with quantitative approaches is required. Good command of English.

Learning Objectives

1	Describe different types of water resources data, generated either from ground and/or RS measurements.
2	Apply diverse methods of data processing and data validation for water resources assessment, including statistica analysis of time serieseseries data.
3	Quantify the different components of the water resources spectrum (rainfall, river flow, groundwater), and assess availability and access at different scales.
4	Describe and apply different methods of water quality monitoring and assessment.
5	Analyse and quantify multiple uses of water for: agriculture, hydropower, domestic, environment and other uses
6	Access different data types (rainfall, evapotranspiration, river flows) from open data sources.
7	Apply water accounting techniques for assessing water resources, water use, and water productivity in a river basin context.

Assessments

%	Type	Name
35	Assignment	
65	Written examination (closed book)	Writen Exam

Topics

1 Introduction to WRA

Module introduction, principles of water resources assessment, possible use of assesments in water management

Topics

2 Water Resources Assessment

Water Resources data: Different types of water resources data, monitoring, validation, archiving, and dissemination.
Surface water resources assessment: time series analysis of WR data, including: flow duration curves, statistical distribution and trend analysis, extreme value analysis (floods and droughts).
Groundwater resources assessment: Defining sustainable yield, occurrence of groundwater and investigation methods, methods of groundwater abstraction.
Water quality monitoring and assessment: requirements for WQ assessment; WQ parameters; WQ monitoring program; Pollution; WQ assessment.
Estimation of water resources data in un-gauged basins and regionalization.

This includes field visits to the "Water Management Centre", The Netherlands, Lelystad, and to Deltares, Delft.

2.1 Water resources data (case study)

2.2 Surface water resources assessment

2.3 Groundwater resources assessment

2.4 Water quality assessment

2.5 WRA in un-gauged basins

3 Water use activities

Agricultural water demand, crop water requirement, net irrigation requirement, yield analysis, domestic water use, hydropower water demand, environmental water requirement.

4 Water accounting

Introduction to remote sensing data for water resources management; Introduction to spatial hydrology; Satellite image processing; Catchment water balance in GIS environment; Water productivity and water valuation; Water accounting.

4.1 GIS/RS applications in WRA

4.2 Processing of spatial data (Land use, precipitation, evapotranspiration, runoff)

4.3 Computation of catchment water balance

4.4 Water accounting at different scales

5 Field visit "Water Management Center"

6 Exam

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction to WRA	2	0	0	0	0	0	2	6	Y.A. Mohamed
2	Water Resources Assessment	0	0	0	0	0	0	0	0	J. Susnik, T.Y. Stigter, Y.A. Mohamed
2.1	Water resources data (case study)	2	0	2	0	0	0	4	8	J. Susnik
2.2	Surface water resources assessment	4	0	4	0	0	0	8	16	Y.A. Mohamed
2.3	Groundwater resources assessment	4	0	4	0	0	0	8	16	T.Y. Stigter
2.4	Water quality assessment	6	0	2	2	0	0	10	24	A.L. Zuijdgeest
2.5	WRA in un-gauged basins	2	0	2	0	0	0	4	8	J. Susnik
3	Water use activities	4	0	2	0	0	0	6	14	S. Graas
4	Water accounting	0	0	0	0	0	0	0	0	H.H.G. Savenije, W.G.M. Bastiaanssen, Y.A. Mohame
4.1	GIS/RS applications in WRA	2	0	2	0	0	0	4	8	W.G.M. Bastiaanssen
4.2	Processing of spatial data (Land use, precipitation, evapotranspiration, runoff)	2	0	4	0	0	0	6	10	Y.A. Mohamed
4.3	Computation of catchment water balance	2	0	4	0	0	0	6	10	H.H.G. Savenije, Y.A. Mohamed
4.4	Water accounting at different scales	2	0	4	0	0	0	6	10	Y.A. Mohamed
5	Field visit "Water Management Center"	0	0	0	0	6	0	6	6	
6	Exam	0	0	0	0	3	0	3	3	
	Total	32	0	30	2	9	0	73	139	

Education Material

E-book	QGIS Training Manual, Release 2.6, QGIS Project, March 15, 2015
E-book	Water Quality Monitoring - A Practical Guide to the Design and Implementation of Freshwater Quality Studies and Monitoring Programmes. Edited by Jamie Bartram and Richard Balance. 1996 UNEP/WHO. ISBN 0 419 22320 7 (Hbk) 0 419 21730 4 (Pbk)
Book	Water Resources Assessment Hand Book for review of national capabilities, 1997 (WMO, UNESCO)
Lecture notes	Water accounting at river basin scale, Mohamed, 2013. UNESCO-IHE lecture notes.

Scientific Software

Cropwat

QGis

M3315

Constructed Wetlands for Wastewater Treatment

Term	201718T07
Coordinator	J.L.C.M. van de Vossenberg
Credit points	5.000000000
Specialization	Water Quality Management

Target Group

Programme target group

Prerequisites

Programme prerequisites

Learning Objectives

1 assess the value of wetlands and explain the use of natural and constructed wetlands for the treatment of wastewater;

2 describe the concept of wastewater treatment by wetlands;

3 design and operate a wetland treatment system.

Assessments

%	Type	Name
80	Assignment	
20	Presentation	

Topics

1 Introduction into the module

Explanation of the contents of the module, the objectives, logistics etc.

2 Introduction Natural Wetlands

Definition, characteristics, types, relevance, human well being

3 Basics Wastewater Treatment

Wastewater: composition, prinicples.

Natural wetlands or constructed wetlands, limitations

Topics

4 Wetlands and Climate

Climate change, Greenhouse effect, Solar energy, evaporation, condensation, airconditioning, case studies, solutions, waterparadigm

5 Natural wetlands for water treatment

the basic principles, the advantages and disadvantages, the risks. Examples in a temperate climate and examples in the tropics.

6 Types of Constructed Wetlands and Application

Different types. Advantages and disadvantages. Constructed wetlands in The Netherlands, the tropics and the rest of the world.

Application for different types of wastewater.

7 Integrated production systems

theory, examples, advantages, disadvantages, economics, nutrient flows. Modelling of integrated production systems. Field visits.

8 Design Constructed Wetlands

Design of constructed wetlands

9 Operation and Maintenance

Operation and Maintenance Constructed Wetlands

10 Economics

Economics of constructed wetlands

11 Case study

Case study constructed wetland on Texel

12 Fieldtrip 1

Fieldtrip to constructed wetland at ZIN in Vught, and the forested wetland in Hapert

13 Assignment

Explanation of the assignment

14 Presentations

Final presentations on own design of a constructed wetland

15 Exam

Exam about the content of the module

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction into the module	1	0	0	0	0	0	1	3	J.J.A. van Bruggen
2	Introduction Natural Wetlands	6	3	0	0	0	0	6	21	E.M.A. Hes
3	Basics Wastewater Treatment	2	0	0	0	0	0	2	6	J.J.A. van Bruggen
4	Wetlands and Climate	2	0	0	0	0	0	2	6	J. Pokorny
5	Natural wetlands for water treatment	4	0	0	0	0	0	4	12	
6	Types of Constructed Wetlands and Application	4	0	0	0	0	0	4	12	J.J.A. van Bruggen
7	Integrated production systems	4	0	0	0	0	0	4	12	A.A. van Dam
8	Design Constructed Wetlands	8	0	0	0	0	0	8	24	D.P.L. Rousseau
9	Operation and Maintenance	2	0	0	0	0	0	2	6	D.P.L. Rousseau
10	Economics	2	0	0	0	0	0	2	6	D.P.L. Rousseau
11	Case study	0	0	4	0	0	0	4	4	S. Toet
12	Fieldtrip 1	0	0	0	0	8	0	8	8	J.J.A. van Bruggen
13	Assignment	1	10	0	0	0	0	1	13	J.J.A. van Bruggen
14	Presentations	0	0	4	0	0	0	4	4	J.J.A. van Bruggen
15	Exam	0	3	0	0	0	0	0	3	
	Total	36	16	8	0	8	0	52	140	

Education Material

Lecture notes Lecture notes and case studies

Scientific Software

M3081

Environmental Engineering

Term	201718T07
Coordinator	E.R. Raj
Credit points	5.000000000
Specialization	Core Program

Target Group

Programme target groups (MSc and short course participants) having background in Environmental Sciences, Chemical or Civil Engineering

Prerequisites

Basic knowledge in mathematics, including calculus, linear algebra and differential equations - Strong fundamentals in chemistry and biology - Fundamental understanding of different physical, chemical and biological processes of environmental significance - Confidence to solve problems involving chemical kinetics and design of bioprocesses - Ability to work in a group and contribute to specific assignments of this course

Learning Objectives

1	Describe different biological processes and their engineering applications for wastewater treatment;
2	Categorize different air pollutants and distinguish the different physico-chemical and biological air pollution control techniques for particulate and gaseous contaminants;
3	Apply basic thermodynamic principles to determine reaction rates of environmental processes under a given set o operating conditions
4	Describe the different water treatment methods and with the help of simple examples, evaluate the performance o water treatment plants;
5	Solve problems pertaining to the design and operation of different environmental systems

Assessments

%	Type	Name
25	Written examination (closed book)	Environmental process technology
50	Written examination (closed book)	Wastewater treatment and air pollution control
25	Assignment	Water treatment

Topics

1 Water treatment

Water is playing an essential role in relation with the environment and in this module it is shown, how man can actively intervene in its pollution. Man is using several simple and advanced techniques to produce reliable drinking water from groundwater and surface water. The participant will be able to learn the following aspects: (i) Water treatment methods, and (ii) water treatment processes and plants.

2 Wastewater treatment

To limit environmental pollution, wastewater has to be treated. An overview of basic processes available for the treatment of domestic and industrial wastewater, with special emphasis on natural processes and systems that can be applied, is taught under the topic wastewater treatment. The following topics will be covered; (i) Anaerobic reactors, (ii) Waste stabilization ponds, (iii) Activated sludge process, (iv) UASB reactor, (v) Photo-bioreactors, (vi) Design and problem solving tutorials, and (vii) Application of biochar in environmental engineering.

3 Environmental process technology

For a better understanding of water and wastewater treatment the principles of mass balances, reaction kinetics and reactor design are discussed in environmental process technology (EPT). During this lecture, the following topics will be covered; (i) Mass balance analysis, (ii) Ideal batch reactors, (iii) Plug flow reactor, (iv) Stirred tank reactor, (v) Continuous flow reactors with recycle, and (vi) Problem solving tutorials.

4 Air pollution control

Air pollution and atmospheric air quality in developing countries is a topic of major concern. The nature of damages caused to human health and the environment due to air pollutants is worsening every year. For instance, acid rain results when sulfur dioxide and nitrogen oxides are emitted into the atmosphere and transported by wind and air currents. Therefore, it is important to develop effective technologies for the management and control of air pollution. The following topics will be covered; (i) Classification of air pollutants, (ii) Air pollution control systems: odour control from wastewater treatment plants, control of particulate matter & gaseous contaminants, and (iii) Biological odour control systems.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Water treatment	3	0	0	16	0	0	19	41	J.P. Buiteman
2	Wastewater treatment	9	0	0	15	8	0	32	65	E.D. van Hullebusch, E.R. Raj, J.J.A. van Bruggen, J.L.C.M. van de Vossenberg
3	Environmental process technology	8	0	0	0	0	0	8	24	N.P. van der Steen
4	Air pollution control	3	1	0	0	0	0	3	10	E.R. Raj
	Total	23	1	0	31	8	0	62	140	

Education Material

Lecture notes	Lecture notes Wastewater Treatment + Tutorials
Lecture notes	Lecture notes on Air Pollution Control and powerpoint presentations
Lecture notes	Lecture notes on EPT, Problem solving in class
Lecture notes	Lecture notes on Water Treatment and assignments topics

Scientific Software

M3200

Environmental Management and Water Services

Term	201718T07
Coordinator	A. Cabrera Flamini
Credit points	5.000000000
Specialization	

Target Group

Mid-career professionals dealing with or interested in planning and management aspects of water supply and sanitation systems, especially under consideration of growing environmental pressures, e.g. working for municipalities, governments, water/wastewater agencies, or consulting groups and NGO's operating in that space.

Prerequisites

Preferably experience in the water sector with a water service provider (drinking water, wastewater, drainage). A bachelor's degree or equivalent. Good command of English language.

Learning Objectives

1	Discuss the components that make up the urban water cycle and their interaction with (urban) stakeholders.
2	Explain the rationale behind shifts in urban water management approaches and how this relates to water service providers.
3	Describe various existing approaches water service providers can undertake to support environmentally-sound practices.
4	Design guidelines for water service providers to incorporate and/or improve environmental aspects in current practices.
5	Reflect and explain how environmental considerations can be relevant for their work and for the work of water service providers.

Assessments

%	Type	Name
15	Assignment	Current Events Urban Water Cycle
35	Assignment	Environmental Guidelines for Water Service Providers
10	Presentation	Group Presentation
40	Assignment	Reflection on Environmental Management for Water Service Providers

Topics

1 Environmental considerations for Water Service Providers

The first topic introduces the underlying concepts fostering the inclusion of environmental considerations for water service providers. It then broadens the 'traditional' scope of action for water service providers through the explanation of the Urban Water Cycle, and the broader scope of action consider/covered by current urban water management approaches. Students then delve into how this translates to a practical example through exposure to the Green Utility concept.

2 Approaches and tools for Water Service Providers

The second theme presents various existing tools that can foster environmental consideration and inclusion into water service providers processes. Process-oriented tools such as Water Safety Plans and assessment of Alternative Technologies, as well as output-oriented tools such as source protection and green-grey infrastructure, are covered. Resource efficiency and Water-Energy nexus are explored. The exposure to these various tools serve as a foundation for the development of the environmental guidelines for WSP (next topic).

3 Environmental Management Guidelines for Water Service Providers

The third theme runs parallel to the previous two. Students must design in groups a set of guidelines for integrating environmental management approaches for different water service providers. 2 to 3 different cases in southern countries will be developed with the students, based on their knowledge, for example covering drinking water provision (formal or informal), wastewater/sanitation treatment, and emergency responses. Afterwards, students will individually reflect on how environmental management approaches can change and/or influence their professional work.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Environmental considerations for Water Service Providers	12	4	6	0	0	0	18	46	
2	Approaches and tools for Water Service Providers	18	0	6	0	12	0	36	72	
3	Environmental Management Guidelines for Water Service Providers	4	10	0	0	0	16	20	70	
	Total	34	14	12	0	12	16	74	188	

Education Material

Scientific Software

M3070

Water Conflict Management II

Term	201718T07
Coordinator	Z.S. Shubber
Credit points	5.000000000
Specialization	Core Program

Target Group

Current and future water managers, decision-makers and others involved in water management wanting to broaden their scope in water management. Professionals involved in dispute resolution wanting to broaden the scope of their activities to include water.

Students need to have a first degree in a relevant subject (economics, social sciences, law, engineering, biology etc.) and preferably several years of relevant working experience.

Prerequisites

Knowledge and appreciation of the principles of integrated water resources management, the water resources system and water governance.

Learning Objectives

1 Explain, discuss and analyse the basic concepts of conflict management and conflicts related to water.

2 Critically analyse cases of water sharing and use among different actors at different levels and from different sectors, from a conflict and cooperation perspective.

3 Identify, explain and analyse the elements of a negotiation process applied to the management of a water conflict, and prepare, organise and engage in them as a negotiator.

4 Prepare, organise and engage in different types of conflict resolution processes related to water conflicts.

Assessments

%	Type	Name
0,4	Assignment	Essay
0,6	Written examination (closed book)	Written

Topics

1 Theoretical background

The module will start with a summary of the previous module. It will then introduce new concepts and theories not covered in the previous module.

2 Case studies

Case studies of disputes around water, at different levels and between different sectors, are presented and discussed. They illustrate concepts set out in the theoretical background.

3 Climate change negotiations

This section will discuss the law of treaties, the rules of procedures of international treaty negotiations, and the actual negotiation process as it unfolded in the climate change negotiations. It will discuss both practical issues related to negotiations within a UN framework as well as the more abstract and enduring challenges of negotiations involving 192 countries.

4 International negotiations

This four day lecture on international negotiation processes confronts the theory and practice of bargaining. It helps participants to get a better understanding of how to handle processes and procedures, people and parties and positions and products, while not forgetting about perception and power and other important factors in negotiations. Cultural aspects and personal behaviour in negotiations are also covered. Bilateral and multilateral negotiations are practiced, also around a water dispute, and there is also a debrief of multilateral negotiations.

5 Role play

The purpose of the role play is to make participants aware of the various aspects (technical, managerial, political) relating to the management of transboundary waters; the complexity of applying integrated and participatory approaches in decision making; and the complexity of technical and human aspects of negotiations, consensus building, stakeholder participation and dialogue processes relating to water resources management.

6 Essay

The students will be required to write an essay on a topic related to water conflict management based on relevant scientific literature. They will have to submit it after the end of the module. For the students who followed WCM I, the essay will be based on their work for the annotated bibliography.

7 Exam

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Theoretical background	4	0	6	0	0	0	10	18	Z.S. Shubber
2	Case studies	0	0	10	0	0	0	10	10	
3	Climate change negotiations	2	0	2	0	0	0	4	8	J. Gupta
4	International negotiations	10	0	16	0	0	0	26	46	
5	Role play	0	0	14	0	0	0	14	14	
6	Essay	0	22	0	0	0	0	0	22	Z.S. Shubber
7	Exam	0	3	0	0	0	0	0	3	Z.S. Shubber
	Total	16	25	48	0	0	0	64	121	

Education Material

Handout	Workbook of International Negotiations, The Clingendael Institute.

Scientific Software

M2054

Water Systems Modelling

Term	201718T07
Coordinator	I. Masih
Credit points	5.000000000
Specialization	

Target Group

Young and mid-career professionals, managers, engineers and technicians dealing with or interested in various aspects of water resources modelling.

Prerequisites

Affinity with quantitative approaches is required. Good command of English.

Learning Objectives

1 Describe the procedure of the modelling protocol.
2 Name and explain type of models used in different case studies.
3 Build water resources models that simulate river basin processes.
4 Clearly present the results of the water system models.
5 Critically analyse model outcomes.

Assessments

%	Type	Name
40	Presentation	
60	Written examination (closed book)	Written Exam

Topics

1 Water system modelling - Concepts

Introduction to water system modelling concepts, including procedure in the modelling protocol, different types of models (prescriptive vs descriptive, stochastic vs conceptual, lumped vs distributed), calibration and validation procedures, performance indicators and available software packages.

1.1 Why model
1.2 Modelling process
1.3 Calibration and Uncertainty analysis
1.4 Types of models
1.5 Software Packages for Water Systems Modelling

Topics

1.6 Explanation assignment and Q&A session

2 River Basin Simulations - Practice

Application of 3 different models. A hydrological model (HBV); a water allocation model (Waflex) and a hydraulic model (Mike-11) will be build and tested after which the output will be analysed and interpreted. The developed models will increase the understanding of the participants in the possible applications of water system modelling within the concept of integrated river basin management. One of the models has to be chosen to be presented and critically discussed during an oral exam.

2.1 HBV (rainfall-runoff)

2.2 Waflex (water allocation)

2.3 Mike 11 (flood)

3 Analysis of model results

4 Paper discussion

Read two journal articles on the topic (selected by the lecturers) which are discussed during a session. The discussion will focus on the relevance of the modelling theory applied to the article in question, to appreciate the advantages of modelling for water resources management and to be able to understand, analyse and interpret model results.

5 Case studies

Several guest lecturers will come and share their experience with respect to modelling water systems.

5.1 Land use modelling & optimisation

5.2 New data sources for modelling

5.3 Systems Dynamic Modelling

6 Exam

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Water system modelling - Concepts	0	0	0	0	0	0	0	0	
1.1	Why model	2	0	0	0	0	0	2	6	S. Graas
1.2	Modelling process	4	0	0	0	0	0	4	12	S. Graas
1.3	Calibration and Uncertainty analysis	2	0	0	0	0	0	2	6	I. Masih
1.4	Types of models	2	0	0	0	0	0	2	6	I. Masih
1.5	Software Packages for Water Systems Modelling	2	0	0	0	0	0	2	6	I.I. Popescu
1.6	Explanation assignment and Q&A session	0	2	0	0	0	0	0	2	I. Masih, I.I. Popescu, S. Graas
2	River Basin Simulations - Practice	0	0	0	0	0	0	0	0	
2.1	HBV (rainfall-runoff)	0	0	0	12	0	0	12	24	I. Masih
2.2	Waflex (water allocation)	0	0	0	12	0	0	12	24	P. van der Zaag
2.3	Mike 11 (flood)	0	0	0	12	0	0	12	24	I.I. Popescu
3	Analysis of model results	4	0	0	0	0	0	4	12	S. Graas
4	Paper discussion	4	0	0	0	0	0	4	12	I. Masih, S. Graas
5	Case studies	0	0	0	0	0	0	0	0	
5.1	Land use modelling & optimisation	0	0	4	0	0	0	4	4	Y. Jiang
5.2	New data sources for modelling	0	0	4	0	0	0	4	4	J.L. Alfonso Segura
5.3	Systems Dynamic Modelling	0	0	4	0	0	0	4	4	J. Susnik
6	Exam	0	3	0	0	0	0	0	3	
	Total	20	5	12	36	0	0	68	149	

Education Material

Lecture notes	Mul, M.L. – Spreadsheet modelling, UNESCO-IHE Lecture Notes.
Handout	Other handouts: Selected background reading.

Scientific Software

HbV Light
Mike 11
WAFLEX

M3021

Environmental Planning and Implementation

Term	201718T08
Coordinator	J.G. Evers
Credit points	5.000000000
Specialization	Core Program

Target Group

Young and mid-career professionals (scientists, decision-makers) with a background in environmental management, water management and / or watershed management.

Prerequisites

Affinity with environmental policy plannign, implementation and enforcement, development economics, and preferably experience in water management arena. Good command of English.

Learning Objectives

1 Understand (partly) the complexities of the individual within the complex policy system
2 Develop (adaptive) strategies for network (stakeholder) and process management of water and environmental policy planning and implementation
3 Explain and critically reflect on the role of policy implementers (people) in the policy process
4 Reflect and further develop personal skills for policy planning and implementation
5 Apply and critically assess tools/approaches/strategies for (participatory) policy planning and implementation
6 Understand and apply economic valuation methods for environmental policy planning

Assessments

%	Type	Name
25		Environmental Economics
50	Written examination (closed book)	Environmental Planning and Implementation
25		Policy Plan Analysis

Topics

1 Environmental planning and implementation

Introduction to the module, theories on policy (process) analysis, case studies and experiences on Environmental planning and implementation

1.1 Introduction to EPI

Introducing the module, learning objectives, learning activities, and assessment.

Topics

1.2 Environmental Planning

Introducing key concepts of environmental planning

1.3 Policy Implementation

Introducing concepts of Contextual Interaction Theory, Street-level buraucracy, policy theory analysis

1.4 Assignment Policy plan analysis

In the assignment student groups will analyze a policy plan of action using the Policy Theory concept of Hoogerwerff.

2 Personal skills and experiences in planning and implementation

Team roles in policy planning and implementation, Emotional Intelligence, roundtable discussion with professionals in planning and implementation, field trip

2.1 Personal Experiences in Water and Environmental policy implemetation

Guests are invited from to discuss with the participants their experiences and personal lessons learned from many years of being involved in environmental policy planning and implementation

2.2 Roundtable discussion

A politician, civil servant, and NGO director will discuss with the participants their role around dealing with a specific environmental issue.

2.3 Personal skills in planning and implementation

We organize 2 workshops to develop personal skills: Teamroles; and Emotional Intelligence

3 Environmental Economics

Economic valuation methods, and economic tools for the management of natural (water) resources.

4 Decision support tools for EPI

What is the role of DSS/planning tools in Environmental Planning

4.1 MOTA analysis

In this session we use the MOTA framework to assess the implementation feasibilty of proposed measures in de River Basin Game.

4.2 Tools for planning

In this lecture we discuss the variety of tools which are used in planning processes, its role, and what tools do.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Environmental planning and implementation	0	0	0	0	0	0	0	0	
1.1	Introduction to EPI	2	0	0	0	0	0	2	6	J.G. Evers
1.2	Environmental Planning	4	0	0	0	0	0	4	12	J.G. Evers, W.J.A.M. Douve
1.3	Policy Implementation	4	0	0	0	0	0	4	12	J.G. Evers
1.4	Assignment Policy plan analysis	0	32	0	0	0	0	0	32	J.G. Evers, W.A.H. Thissen
2	Personal skills and experiences in planning and implementation	0	0	0	0	0	0	0	0	
2.1	Personal Experiences in Water and Environmental policy implemetation	0	0	4	0	0	0	4	4	J.G. Evers
2.2	Roundtable discussion	0	0	2	0	0	0	2	2	J.G. Evers
2.3	Personal skills in planning and implementation	0	0	12	0	0	0	12	12	J.G. Evers
3	Environmental Economics	14	8	0	0	0	0	14	50	Y. Jiang
4	Decision support tools for EPI	0	0	0	0	0	0	0	0	
4.1	MOTA analysis	0	0	4	0	0	0	4	4	J.G. Evers
4.2	Tools for planning	2	0	0	0	0	0	2	6	J.G. Evers, S. Hasan
	Total	26	40	22	0	0	0	48	140	

Education Material

Handout	Additional Reading Materials
Lecture notes	Lecture Notes

Scientific Software

M3044

Finance in the Water Sector

Term	201718T08
Coordinator	P.C. Torio
Credit points	5.000000000
Specialization	

Target Group

Young and mid-career professionals from water utilities, NGOs or governmental organizations who are interested in learning about the application of financial management concepts in the water sector

Prerequisites

Preferably, a relevant water science, economics, finance or management-related bachelor's degree; Some experience in the water sector; Good command of the English language

Learning Objectives

1 Recognize the need for commercial accounting and identify the components of standard financial statements in water organisations.
2 Analyze the financial position of a water organisation through an analysis of financial statements
3 Recognize the implications of managerial decisions on the financial situation of the service provider
4 Place financial discussions in the greater context of water and sanitation provision services
5 Discuss ethical issues related to financial decisions in the water sector

Assessments

%	Type	Name
10	Assignment	- Financial analysis report: the participant is requested to determine the financial situation of the company based on their financial statements and provide advice for a specific financial decisions/investment.
15	Assignment	Group assignments: the participants are requested to develop a project analysis for the implementation of a specific infrastructural development project.
25	Assignment	Individual essay: the participant is requested to elaborate in written form about a relevant and current dilemma related to water and finance.
50	Written examination (open book)	

Topics

1 Introduction to Finance and financial tools: Corporate Finance

Tools: financial analysis and performance indicators

Link to concepts: performance, cost recovery, efficiency, commercialization

Linking finance – operations: Impacts of global debates on daily operations:

2 Finance in the water sector: (Project Finance/Corporate Finance)

From State support to Innovative finance constructions:

Financialization of water/resources

Hybrid financial constructions:

Project Finance (partners, loan structuring, conditions, etc).

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction to Finance and financial tools: Corporate Finance	13	9	2	0	0	0	15	50	
2	Finance in the water sector: (Project Finance/ Corporate Finance)	20	12	10	0	8	0	38	90	
	Total	33	21	12	0	8	0	53	140	

Education Material

Lecture notes	Lecture notes, Powerpoint presentations.
Book	Reference books.

Scientific Software

M3241

Water Resources Planning

Term	201718T08
Coordinator	N.J.M. van Cauwenbergh
Credit points	5.000000000
Specialization	Core Program

Target Group

Young and mid-career professionals, managers, engineers and technicians who have the ambition to judge, participate in and guide multi-disciplinary water resources planning studies.

Prerequisites

Understanding of the water resources physical system. Understanding of water use for agriculture, water supply, hydropower and environment. Understanding of water governance. Computer literacy. Good command of English.

Learning Objectives

1 Explain basic concepts and notions in water resources planning.

2 Describe major steps in the participatory and integrated water resources planning process.

3 Identify and apply tools and models, such as stakeholder integration, environmental impact assessment (EIA), decision support systems, role plays and water system models, while engaging in water resources planning activities.

4 Develop alternative water management strategies and compare and evaluate them by applying multi-criteria analysis.

5 Discuss water resources planning and implementation in basins for specific context with special attention to basin in a developing country context.

Assessments

%	Type	Name
40	Assignment	
60	Written examination (closed book)	Written Exam

Topics

1 Introduction to Module and Framework for analysis

Principles of integrated water resources planning. Common notions used in planning (e.g. water resources system analysis, water policy, national/river basin/project plans, strategy, measures, scenarios, robustness, with and without project, sustainability). Analysis of existing plans in groups and discussion of planning boundaries, scales and approaches. Introduction to the case studies used in the module.

2 Models, methods and tools for Water Resources Planning:

Role of modelling in water resources planning at different steps of the planning process. Discussion of data and selection of models. Tools and methods for stakeholder participation in key steps of the planning process including participatory decision support systems. The evolution of and experience with participatory and integrated planning methods will be demonstrated through case study examples.

LIBRA role play as method for multi-criteria analysis and discussion of strategy selection.

3 Key steps in participatory water resources planning

Steps in a participatory planning process - simulation of Participatory Integrated Planning in a semi-arid basin.

Workshop style elaboration and discussion of situation and function analysis including multi-level stakeholder and water sector analysis, planning objectives and criteria, scenario and strategy development, evaluation (screening) of alternatives and strategies with/without indicators and multi-criteria analysis. Negotiation and compensation in group decision making. Plan implementation and evaluation. Discussion of importance of stakeholder participation in the planning process, opportunities and limitations.

4 Environmental Impact Assessment

Environmental impacts of water resources development projects, principles and methods of environmental impact assessment (EIA). Introduction to EIA and its application in water resources planning based on case study analysis. Discussion of links between EIA and strategy evaluation in water resources planning.

5 Experience in water resources planning in the global south-case studies and discussion

Case studies and discussion on practices, challenges and opportunities for water resources planning in the global south.

Experienced guest lectures present water resources plans from different parts of the world and focus discussion on implementation issues and importance of context for planning. Participants prepare and present a group assignment on participatory integrated planning in which they propose an approach for participatory planning for a case study of choice. Debate with group on concepts and approaches in water resources planning based on all the case studies.

Topics

6 Field trip

Visit to Dutch Water Board (Rijkswaterstaat) to discuss water resources planning in the Netherlands: role of stakeholders, use of data and models, how different alternatives are compared and negoatiated, role of finance and political context. Apart from discussion with Dutch water officials, the group will visit 1 or 2 areas where planned strategies have been implemented. These can go from relative recent innovative hydro-ecological measures (such as Room for the River or Markermeer eilanden) or older hydraulic infrastructures (such as Barrier dam or Sluices) that are now being renewed. Participants are asked to reflect on the influence of Dutch context (socio-economic, political, bio-physical) on the planning process and its outcomes and compare this to situations in the Global South.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction to Module and Framework for analysis	4	0	4	0	0	0	8	16	I. Masih, N.J.M. van Cauwenbergh
2	Models, methods and tools for Water Resources Planning:	2	0	8	0	0	0	10	14	I. Masih
3	Key steps in participatory water resources planning	10	5	8	0	0	0	18	43	N.J.M. van Cauwenbergh
4	Environmental Impact Assessment	4	5	8	0	0	0	12	25	A. Mendoza - Sammet
5	Experience in water resources planning in the global south-case studies and discussion	4	16	10	0	0	0	14	38	A. Mendoza - Sammet, E. van Beek, I. Masih, N.J.M. van Cauwenbergh, W.J.A.M Douven
6	Field trip	0	0	0	0	7	0	7	7	I. Masih, M.A. Hofstra, N.J.M van Cauwenbergh
	Total	24	26	38	0	7	0	69	143	

Education Material

E-book	CapNet and GWP (2005). Integrated Water Resources Management Plans: Training manual and operational guide. http://www.cap-net.org/sites/cap-net.org/files/Manual_english.pdf.
Book	D. P. Loucks, E. van Beek, J. R. Stedinger, J. P. M. Dijkman, and M. T. Villars. 2005. Water Resources Systems Planning and Management: An Introduction to Methods, Models and Applications. UNESCO Publishing, Paris.
Lecture notes	J.C. Heun and N. Van Cauwenbergh – Participatory Integrated Water Resources Planning: Framework for Analysis and Stakeholder integration, UNESCO-IHE Lecture Notes.
Lecture notes	L. C. Beevers and H. Clouting - Environmental Assessment: Environmental Impact Assessment (EIA) & Strategic Environmental Assessment (SEA), UNESCO-IHE Lecture Notes.
Handout	Other Handouts: Examples of case studies, Selected background reading.
Handout	Software: LIBRA River Basin Planning Simulation, Excel Spreadsheets (for MCA), Altaguax DSS.

Scientific Software
LIBRA

M3045

International Fieldwork

Term	201718T09
Coordinator	A. Cabrera Flamini
Credit points	5.000000000
Specialization	Core Program

Target Group

This module is required for all participants in the Water Management programme. Participants of the WQM specialisation may choose to participate in the fieldtrip of the Environmental Science. In this case, they will also follow the Environmental Science Groupwork.

Prerequisites

Bachelor's degree. Basic computer skills (MS-Windows, Office) Good English command. Basic knowledge of IWRM and EU FWD.

Learning Objectives

1 Develop and implement quantitative and qualitative data collection methods

2 Formulate a problem statement and related research questions

3 Develop a problem analysis using primary and secondary data

4 Compare the different water management regulations and practices (demand and supply management), sources (ie. Traditional sources, alternative sources) and uses (ie. Formal/informal, urban/agriculture/others) in Spain and Portugal.

5 Understand the ways in which the administration of water introduces changes in the distributions of power within families, regions and communities.

Assessments

%	Type	Name
50	Presentation	Portugal
50	Assignment	Spain

Topics

1 General info

During two weeks, students will visit institutions and stakeholder groups in the Andarax basin in Spain and the Guadiana Basin in Spain/Portugal. The purpose of these visits is to familiarize students with technical (physical, chemical, biological and engineering) and non-technical (legal, social, economic, cultural, financial, institutional and managerial) aspects of water management and the interactions between them. As an initial step, students will have key lectures in Delft to guide them in preparation for their fieldwork

2 Problem analysis of Andarax basin

The fieldwork in the Andarax basin is linked with the Water Management groupwork in August. As such, the fieldwork fulfils a double role. Students are asked to develop a clear problem analysis for a given water management theme in the Andarax basin in the form of a consultancy provided by a specific stakeholder in the region. The outcome of the consultancy will be an in-depth problem analysis with potential further areas of research in the form of research questions, which will then feed into the groupwork for further development of a plan(s) for the Andarax basin. Prior to going to the Andarax basin, participants will prepare for the fieldwork through literature review, lectures and discussion. On the basis of these activities, the group will formulate research questions and methodology to accomplish a thorough problem analysis. During the fieldwork in the Andarax basin, data will be collected during the visits to various institutions and stakeholder groups. This means that participants have to collect primary data and secondary data through interviews and visits, which will support the development of a thorough problem analysis.

3 Fieldwork

Good water management is founded on developing a robust understanding of the problem/issues faced by stakeholder, the collection of reliable data and the critical analysis of the collected data. The person making measurements has the responsibility of ensuring that raw data of an acceptable quality is collected. During this fieldwork a number of discharge measurements and physicochemical water quality parameters will be determined at selected points by direct measurements. The data collected will be analysed to gain insight into the topography (land use, geology, users, etc.), hydrology and water quality of the catchment, and identifying some of the mechanisms that determine this water quantity and quality. This will then be triangulated (where appropriate) with the qualitative data collected from interviews.

4 Guadiana - Large infrastructure and transboundary issues

The visits in the Guadiana basin focus on the issues related to transboundary water management and the design, implementation and governance of large dams. Both Spanish and Portuguese water managers will comment on the established (or absence of) collaboration on management of quantity and quality of water flowing across the Spanish/Portuguese border. Authorities and stakeholders will comment on technical, socio-economic and governance issues of the dam and its relation to upstream and downstream irrigation and hydropower projects.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	General info	12	0	0	0	0	0	12	36	
2	Problem analysis of Andarax basin	0	12	0	0	0	0	0	12	
3	Fieldwork	0	20	0	0	60	0	60	80	
4	Guadiana - Large infrastructure and transboundary issues	0	8	0	0	32	0	32	40	
	Total	12	40	0	0	92	0	104	168	

Education Material

Scientific Software

M3254

Research Methodology and Proposal Drafting

Term	201718T09
Coordinator	Z.S. Shubber
Credit points	3.000000000
Specialization	Water Cooperation and Diplomacy

Target Group

This module is only for the participants in the Water Cooperation and Diplomacy programme.

Prerequisites

Knowledge on water governance.

Good communication skills in the English language, particularly written skills.

Learning Objectives

1 Formulate a problem statement and research question
2 Apply research methodology
3 Develop a proposal outline

Assessments

%	Type	Name
0,6	Assignment	Proposal outline
0,4	Presentation	Research questions

Topics

1 Methodology

Study concepts on scientific research and different research methods (e.g. field data collection and interviewing techniques), refreshing knowledge and skills on water balance, institutional analysis and conflict management gained in earlier modules.

Topics

2 Developing a proposal

Focus on steps on how to develop and structure a proposal, what to include, etc.

3 Formulating key elements of a proposal

Focus on developing a problem statement and a research question.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Methodology	4	12	4	0	0	0	8	28	
2	Developing a proposal	2	14	2	0	0	0	4	22	
3	Formulating key elements of a proposal	4	12	4	0	0	0	8	28	
	Total	10	38	10	0	0	0	20	78	

Education Material

Scientific Software

M2841

Applied Groundwater Modelling

Term	201718T10
Coordinator	Y. Zhou
Credit points	5.000000000
Specialization	Core Program

Target Group

Participants in Hydrology and Water Resources specialisation and professionals working in water and environmental resources assessment and management

Prerequisites

Approved BSc degree and appropriate groundwater and/or water engineering subjects

Learning Objectives

1 be familiar with the principles and procedures of groundwater modelling;
2 construct a groundwater model using state of the art modelling software;
3 use the model for simulation of groundwater flow, contaminant transport and salt water intrusion;
4 apply groundwater modelling techniques for groundwater resources management and protection.

Assessments

%	Type	Name
30	Assignment	Density Dependent Groundwater Flow
70	Assignment	Groundwater Modelling

Topics

1 Groundwater Modelling

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.

Topics

2 Saline Groundwater Modelling

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.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Groundwater Modelling	16	0	0	24	0	0	40	96	Y. Zhou
2	Saline Groundwater Modelling	10	0	0	8	0	0	18	46	
	Total	26	0	0	32	0	0	58	142	

Education Material

Lecture notes	Oude Essink, G., Density Dependent Groundwater Flow, Lecture notes, LN0302/04/1.
Lecture notes	Zhou, Y., Applied Groundwater Modelling, Lecture notes, LN0113/09/1.

Scientific Software

M3202

Aquatic Ecosystems Processes and Applications

Term	201718T10
Coordinator	G.M. Gettel
Credit points	5.000000000
Specialization	Core Program

Target Group

Programme target group (Participants in the programmes at IHE) and qualified short course participants

Prerequisites

Programme prerequisites (BSc in a topic appropriate to IHE-Delft programmes) and basic knowledge of aquatic ecology, chemistry, and statistics.

Learning Objectives

1 Conduct laboratory techniques used for basic limnological studies. Specifically, you will be able to measure physical-chemical properties, chlorophyll a concentration in seston and periphyton and calculate primary production and respiration.

2 Critically analyze scientific literature, including interpretation of data in graphs and tables, and evaluation of methodology and conclusions.

3 Develop your own research question and specific objectives designed to answer it.

4 Analyze data using either statistical or modeling techniques to answer your research question.

5 Develop writing skills in the format of a scientific article that presents your research question, the data supporting it, and a discussion of your results, including a review of relevant literature.

6 Communicate in verbal scientific discourse: articulate problems, data interpretation, and conclusions in presentations and informal discussions.

Assessments

%	Type	Name
10	Assignment	The peer review will comprise 10% of the grade for this course.
80	Assignment	The scientific report serves as the exam and the bulk of the grade for this course.
10	Presentation	Presentation Students will be asked to present conclusions from in-class discussions and exercises.

Topics

1 Eutrophication in shallow-lake ecosystems

A mesocosm experiment will be used to analyse the effects of eutrophication in shallow lakes and to familiarise participants with techniques that are common in ecological research. Ample attention will be paid to the development of a critical scientific approach, including study design, statistical analysis and data presentation. Lectures on ecological processes and human impacts on aquatic ecosystems will provide the necessary theoretical background, including introductory limnology, principles of primary production and bottom-up and top-down control, and benthic and pelagic primary production.

2 Fundamental Limnological Laboratory Skills

Laboratory analysis of physical-chemical and ecological characteristics including nutrients, phtyoplankton, zooplankton, and primary production will be performed.

3 Data analysis

Students will analyse data using the necessary statistical approaches, including ANOVA and post-hoc tests (e.g. Tukey), regression, and non-parametric tests as required.

4 Report Writing

Skills in writing a scientific report, including developing a research question, the structure of Introduction, Methods and Materials, Results, and Discussion sections of a scientific resport are described.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Eutrophication in shallow-lake ecosystems	14	0	22	0	0	0	36	64	G.M. Gettel, J. Schoelynck
2	Fundamental Limnological Laboratory Skills	0	0	22	0	0	0	22	22	E.R. Raj, G.M. Gettel
3	Data analysis	0	20	0	0	0	0	0	20	A.A. van Dam, G.M. Gettel
4	Report Writing	0	34	0	0	0	0	0	34	E.R. Raj, G.M. Gettel
	Total	14	54	44	0	0	0	58	140	

Education Material

Scientific Software

R_statistics

stella

M3036

Drought Management and Reservoir Operations

Term	201718T10
Coordinator	M.G.F. Werner
Credit points	5.000000000
Specialization	Core Program

Target Group

Students and professionals interested in drought and water scarcity, how drought can be monitored, forecasted, and managed, and how reservoirs can be operated to meet multiple objectives such as water supply, flood protection, hydropower, and environmental requirements.

Prerequisites

Working knowledge in hydrology and water resources management; Familiar with statistical principles such as distributions and probability theory. Familiarity with simple optimisation methods an advantage

Learning Objectives

1 Be able to identify and describe the concept of drought, and describe the different types of drought, the influence of society on drought, and the relationship between drought and water scarcity

2 Be familiar with concepts of drought monitoring and forecasting, and data and modelling systems used.

3 Be able to describe the principles of reservoir operations and optimisation, and develop operational rules for (mult purpose) reservoir systems.

Assessments

%	Type	Name
30	Written examination (closed book)	Drought, Drought Management, Monitoring and Forecasting (30%)
30	Written examination (closed book)	Reservoir optimisation and control (30%)
20	Assignment	on Drought Characterisation and Drought Management (20%)
20	Assignment	on Reservoir Simulation and Establishing and Testing Reservoir Rule Curves (20%)

Topics

1 Drought and Drought Managament

Introduction to the concept of drought and the different types of drought. How these are related in time. Drought as a natural phenomenon and the influence of society on drought. Concepts of drought risk, and the consituent components of drought hazard and drought vulnerability. Drought Management and the development of drought management planning.

This topic will inlcude lectures and

2 Drought Monitoring and Forecasting

Concepts of drought indicators and the use of drought indicators in monitoring different types of drought. Drought Monitoring systems. Drought Forecasting and drought Forecasting systems. Data requirements. Exercise in using global data to characterise drought in different parts of the world.

3 Reservoir Control and Optimisation

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 multiplie-purpose reservoirs. Planning and implementation of environmental flows.

Exercise using reservoir simulation package (HEC-ResSim) to model a reservoir system, and developing operational rule curves through dynamic programming and testing these through simulation.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Drought and Drought Managament	12	4	8	0	0	0	20	48	I. Masih, M.G.F. Werner, S. Maskey
2	Drought Monitoring and Forecasting	8	0	12	0	0	0	20	36	M.G.F. Werner, S. Maskey
3	Reservoir Control and Optimisation	14	0	12	0	0	0	26	54	M.G.F. Werner
	Total	34	4	32	0	0	0	66	138	

Education Material

Handout	Handouts on drought and drought management
Lecture notes	Reader on reservoir operations
Scientific journal	Selected scientific papers

Scientific Software

M3080

Environmental Assessment for Water-related Policies and Development

Term	201718T10
Coordinator	A. Mendoza - Sammet
Credit points	5.000000000
Specialization	Core Program

Target Group

Professionals from the academic, public or private sectors, with a background in environmental or social sciences, engineering, or management of natural resources (e.g. environmental, water and / or watershed management).

Prerequisites

Interest on environmental, social and strategic impact assessment; improvement and implementation of policies, plans, and programs; and/or sustainability.

Good command of English (written and spoken).

Learning Objectives

1 Understand the role of impact assessment (Environmental Impact Assessment [EIA] and Strategic Environmental Assessment [SEA]) in achieving sustainable development and critically reflect on their function as a decision-making tool.

2 Describe the methods and tools used in EIA & SEA and apply them to conduct a desk-top assessment for a water related development project.

3 Describe the importance of public participation in ESIA & SEA and how the roles of stakeholders, experts, regulators and proponents- vary between the two processes.

4 Analyse the barriers and drivers that influence the effective integration of EIA & SEA into the planning/project approval process in different contexts, including developing and transition countries.

5 Explain the similarities and differences between the EIA & SEA principles and processes, and their application in river basin and natural resource planning and management.

Assessments

%	Type	Name
40	Assignment	EIA individual assingment
50	Written examination (closed book)	Exam
0	Attendance	Minimum 80% of attendance
10	Assignment	SEA group assignment

Topics

1 Impact assessment (EIA and SEA): Introduction and principles

The concepts and principles that guide the practice of EIA and SEA. The influence of environmental legislation and international guidance on EIA scope and degree of public participation.

2 EIA and SEA: Process, methods and tools

Overview of the basic steps of the impact assessment processes are covered: screening, scoping, impact analysis, mitigation, reporting, reviewing and follow-up.

Revision of the methods used to identify the impacts and benefits of resource development projects: including matrices, cause-effect diagrams, sakeholder analysis, cumulative effects assessment.

Overview and application of methodologies to integrate into EIA and SEA climate change, human rights, gender, biodiversity, and ecosystem services, to analyse the social and environmental impacts of projects and strategic interventions.

3 Public participation in impact assessment

The differences among the modalities of public participation (information, consultation, collaboration and empowerment) and their different outcomes in impact assessment.

Examples from developed and developing countries.

Use of stakeholder's analysis to determine consultation needs and challenges.

4 The role of EIA & SEA in decision-making

Learn to use criteria to determine the signifficance of impacts and inform the public and decision-makers.

Analyse the factors that determine the quality and usefulness of impact assessment, especially in transition and developing countries.

Critically reflect on the complementarity of EIA and SEA to improve regional and river basin planning, and management of water and natural resources.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Impact assessment (EIA and SEA): Introduction and principles	1	1	2	0	0	0	3	6	A. Mendoza - Sammet
2	EIA and SEA: Process, methods and tools	8	0	56	0	0	0	64	80	A. Mendoza - Sammet, A.J. Kolhoff, R. Slootweg, T. Vellinga
3	Public participation in impact assessment	2	2	6	0	0	0	8	14	A. Mendoza - Sammet, A.J. Kolhoff
4	The role of EIA & SEA in decision-making	4	4	16	0	8	0	28	40	A. Mendoza - Sammet, K.A. Irvine
	Total	15	7	80	0	8	0	103	140	

Education Material

Lecture notes	Copies of Powerpoint presentations, lecture notes
Digital files	Course and assignment guide
Digital files	Report template and spreadsheets for analysis in Excel

Scientific Software

M3243

Flood Risk Management

Term	201718T10
Coordinator	B. Bhattacharya
Credit points	5.000000000
Specialization	Core Program

Target Group

The course is designed for MSc participants in Water Science and Engineering at IHE, Erasmus Mundus MSc in Flood Risk Management (HIFRM) and Short course 'Flood Risk Management'

Prerequisites

Hydraulics, hydrology, river basin and flood modelling, statistics

Learning Objectives

1 Understand and apply the main principles of flood risk management; conceptualise and apply the main principles of flood risk assessment

2 Understand the Hydroinformatics tools available for flood risk management

3 Conceptualise the main principles of EU flood directive and have knowledge about European experience in flood risk management

4 Understand and explain the main principles of flood forecasting and warning and uncertainty issues associated with flood forecasts

5 Utilise their hands-on experience in the step-by-step modelling procedure to build flood inundation models

Assessments

%	Type	Name
40	Assignment	Assignment reports on 1D-2D modelling, mapping and risk mapping (40%)
30	Assignment	Presentation and assignment report on case-studies (30%)
30	Written examination (closed book)	Written exam (30%)

Topics

1 Introduction to flood risk management

Introduction to FRM: Introduction to flood risk management, basic principles, sources of risk, modelling for FRM, flood risk mapping: principles and practices in different EU countries, EU Flood Directive.

2 Flood risk analysis and case studies

Risk analysis and case studies: Flood risk management practices (Pre-, post- and during flood), quantifying flood risk, risk analysis, climate change impacts, uncertainty issues, risk mitigation measures, case studies.

Topics

3 Dutch experiences in FRM

Dutch experiences in FRM: Dutch practices of FRM, history, principles and practices, Room for the River project.

4 Flood forecasting

Flood forecasting: Flood forecasting, principles and approaches, examples, workshop, flood damage assessment

6 1D-2D modelling

1D-2D modelling of flood inundation with Sobek-Rural; flood inundation and mapping with HEC-RAS

7 Flood risk mapping

Flood risk representation and mapping (using HEC-RAS and ArcGIS).

8 Fieldtrip

Visit to storm surge barrier (Maeslantkering)

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction to flood risk management	8	0	2	0	0	0	10	26	B. Bhattacharya
2	Flood risk analysis and case studies	11	0	1	0	0	0	12	34	P. Samuels
3	Dutch experiences in FRM	0	0	4	0	0	0	4	4	K.M. de Bruijn
4	Flood forecasting	5	0	3	0	0	0	8	18	M.G.F. Werner
6	1D-2D modelling	0	0	14	6	0	0	20	26	I.I. Popescu, S.J. van Andel
7	Flood risk mapping	0	0	0	10	0	0	10	20	B. Bhattacharya
8	Fieldtrip	0	0	0	0	4	0	4	4	B. Bhattacharya
	Total	24	0	24	16	4	0	68	132	

Education Material

Lecture notes	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

Scientific Software

ArcGIS
HEC-RAS
sobek-RUR

M3238

Innovative Water Systems for Agriculture

Term	201718T10
Coordinator	P. Karimi
Credit points	5.000000000
Specialization	Core Program

Target Group

All WSE participants and from other programmes with specific interest.

Prerequisites

General knowledge about groundwater use in irrigation and an interest in innovative solutions

Learning Objectives

1	Critically reflect on the different aspects of the use of groundwater in irrigation and managed aquifer recharge
2	Identify the suitability of various types of pumps in specific situations, and define the boundary conditions for the application of pumps and lifting devices
3	Discuss the merits and the limitations of the use of solar energy as a renewable resource to support energy demand in irrigation systems
4	Identify problems, constraints and potentials of lowland and flood prone areas for sustainable development
5	Discuss the design principles of the lowland, flood prone areas and polder water management systems
6	Explain the contribution that drones can make to improved agricultural practices
7	Explain the effects of climate change on food security and the new debates mitigation strategies

Assessments

%	Type	Name
0,2	Written examination (open book)	Climate change and Food Security
0,4	Assignment	GIS and polder systems
0,2	Written examination (open book)	Groundwater, Water lifting devices and Managed Aquifer Recharge
0,2	Assignment	Solar powered irrigation and drainage

Topics

1 **Groundwater, Water lifting devices and Managed Aquifer Recharge**

2 **GIS and polder systems**

Topics

3 Solar powered irrigation & drainage

Energy use and carbon footprint of groundwater irrigation, Introduction to the use of renewable energy in irrigation and drainage, Solar powered irrigation systems; characteristics, opportunities and limitations

4 Drones and agriculture

5 Climate change and Food security

6 Filed trip and demonstration

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Groundwater, Water lifting devices and Managed Aquifer Recharge	10	0	6	0	0	0	16	36	P. Karimi, T.Y. Stigter, X Cai
2	GIS and polder systems	12	0	8	0	0	0	20	44	F.X. Suryadi
3	Solar powered irrigation & drainage	4	0	4	0	0	0	8	16	P. Karimi
4	Drones and agriculture	6	0	0	0	0	0	6	18	P. Paron
5	Climate change and Food security	6	0	0	0	0	0	6	18	C.M.S. de Fraiture
6	Filed trip and demonstration	0	0	0	0	8	0	8	8	P. Karimi, P. Paron
	Total	38	0	18	0	8	0	64	140	

Education Material

Book	Man made lowlands, G.P. van de Ven (Ed), 2004
Book	Suryadi, 2010. GIS and computer modelling of Water Management Systems.
Book	Urban polder guideline, Vol 1,2, 3 and 4, UNESCO-IHE, 2009

Scientific Software

M3234

Institutional Analysis

Term	201718T10
Coordinator	H. Smit
Credit points	5.000000000
Specialization	Core Program

Target Group

Young and Mid-career professionals who are 1) working at middle and upper management level in an organization in the water sector, 2) employed in policy making institutions in the water sector or 3) working for organizations engaged in management of water resources and water services.

Prerequisites

Mandatory: High level of ability to read and discuss academic articles and book chapters in English; willingness to engage in social science theory and analytical frameworks and scientific (essay) writing. Preferred: completion of the Water Governance module.

Learning Objectives

1 Recognize and discuss institutional arrangements in everyday water management practice
2 Summarize and compare institutional theories of water resources management
3 Use institutional theories to analyse real world distributions of water

Assessments

%	Type	Name
20	Assignment	2 reading assignments
60	Assignment	Final Assignment, written essay
20	Presentation	Presentation

Topics

2 Approaches to Institutional Analysis

- **Week 1:**
  - **Description**: This week we discuss what institutional arrangements are and why institutional analysis can be useful. Further we discuss different frameworks for analysis of institutional arrangements to better understand how water resources and the control thereof are distributed.
  - **Activities**: Different approaches to do institutional analysis will be elaborated upon through presentations and tutorials about related scientific articles. One session will be organized to discuss and contrast different approaches to institutional analysis. In the second week two groups will do an institutional analysis using different predetermined frameworks. Both groups will present their analysis. The presentations will be followed by a debate to discuss the opportunities and limitations of the different frameworks used.

3 Shaping institutions

- **Week 2:**
  - **Description**: In week 2 we discuss how particular material, cultural specificities translate into institutions and how - in turn - institutions translate into practice. Moreover we will zoom in on the phenomena of isomorphism and legal pluralism in the shaping of the institutional landscape.
  - **Activities**: Reading assignments about 2 papers about institutional theories of water resources management (20%), Group assignment and discussion (20%): Each group of students uses a selected theory to analyse, Discussion about the differences in the analysis

4 Essay assignment

- **Week 3:**
  - **Description**: In week 3 the focus is on writing the final essay in which participants use and critique the frameworks for institutional analysis which we discussed in class.
  - **Activities**: The case study assignment will be introduced in a lecture and presentation during the second week of the module. During the third week of the module a session is organised in which questions about the essay assignment are answered.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	**Lecturers**
2	Approaches to Institutional Analysis	12	8	27	0	0	0	39	71	H. Smit, J.S. Kemerink - Seyoum, M.Z. Zwarteveen
3	Shaping institutions	10	15	22	0	0	0	32	67	H. Smit, J.A. Bolding, J.S. Kemerink - Seyoum, K.H. Schwartz, M.Z. Zwarteveen
4	Essay assignment	2	45	0	0	0	0	2	51	H. Smit, J.S. Kemerink - Seyoum
	Total	24	68	49	0	0	0	73	189	

Education Material

Handout	Students will be provided a list of articles that are required reading. It should be noted that student are expected to read and understand a considerable number of articles (approximately 15).

Scientific Software

M3199

Partnerships for Water Supply and Sanitation

Term	201718T10
Coordinator	P.C. Torio
Credit points	5.000000000
Specialization	Core Program

Target Group

Professionals from water-related institutions, such as governmental bodies, NGOs, consultancy firms, academic and research institutions, and water utilities

Prerequisites

Preferably a water science, economics or management-related degree; Water sector experience; Good command of the English language

Learning Objectives

1 Discuss the rationale and history of partnerships in the water sector
2 Differentiate between types of water partnerships and evaluate their suitability for a given context
3 Describe the different stages of the partnership process and identify possible challenges
4 Validate the importance of water provision that is both efficient and equitable
5 Apply the necessary skills for proper management of the partnership process

Assessments

%	Type	Name
20	Assignment	
50	Oral examination	

Topics

1.1 Rationale for water partnerships
1.2 Historical evolution of partnerships in the water sector
2.1 PPP typology and Neoliberal influences
2.2 Risk identification, assignment, and mitigation
2.3 Planning, implementation, and monitoring

Topics

2.4 Assessment and regulation

2.5 Public and private sector financing

2.6 Efficiency and equity concepts

3.1 Water operators partnerships

3.2 Partnerships for water delivery in small towns

3.3 Urban community-based water partnerships

4.1 Partnership management

4.2 Contract negotiation

4.3 Conflict management

5.1 Field trip: Local PPP project

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1.1	Rationale for water partnerships	2	0	0	0	0	0	2	6	K.H. Schwartz
1.2	Historical evolution of partnerships in the water sector	2	0	0	0	0	0	2	6	K.H. Schwartz
2.1	PPP typology and Neoliberal influences	2	0	0	0	0	0	2	6	P.C. Torio
2.2	Risk identification, assignment, and mitigation	4	0	2	0	0	0	6	14	P.C. Torio
2.3	Planning, implementation, and monitoring	6	0	3	0	0	0	9	21	P.C. Torio
2.4	Assessment and regulation	4	0	1	0	0	0	5	13	P.C. Torio
2.5	Public and private sector financing	2	0	0	0	0	0	2	6	
2.6	Efficiency and equity concepts	4	0	2	0	0	0	6	14	P.C. Torio
3.1	Water operators partnerships	3	0	2	0	0	0	5	11	
3.2	Partnerships for water delivery in small towns	3	0	1	0	0	0	4	10	M. Tutusaus Luque
3.3	Urban community-based water partnerships	2	0	1	0	0	0	3	7	P.C. Torio
4.1	Partnership management	2	0	0	0	0	0	2	6	
4.2	Contract negotiation	2	3	1	0	0	0	3	10	
4.3	Conflict management	2	3	1	0	0	0	3	10	
5.1	Field trip: Local PPP project	0	0	0	0	3	0	3	3	
	Total	40	6	14	0	3	0	57	143	

Education Material

Scientific Software

M3048

Water Sensitive Cities

Term	201718T10
Coordinator	P.D.A. Pathirana
Credit points	5.000000000
Specialization	Core Program

Target Group

All participants and external professionals dealing with urban water and flood risk management working for municipalities, water management organisation, consulting firms, educational institutions and NGOs.

Prerequisites

BSc degree in Engineering or Social Sciences background; basic knowledge of urban water and flood risk management; good command of English.

Learning Objectives

1 Describe the historical transition of cities from the viewpoint of water management. List salient features of that transition (both positive and negative). (ILO1:History)

2 Argue that the three main components of the urban water cycle (UWC) management are interdependent. Describe the interactions with other important aspects of UWC like groundwater, urban atmosphere, etc., and how they affect each. (ILO2:Integration)

3 Identify interactions between water system components, while following 'thematic' topics (e.g. urban hydrology, water transport and distribution). Describe how to exploit such interactions to enhance livability, sustainability and resilience of cities.

4 Argue that considering multiple aspects of the water systems could provide opportunities to add extra value and create substantial additional benefits related to water management projects. Estimate such benefits using toolkits. (ILO4:MultipleValues)

5 Illustrate the importance of 'mainstreaming' water sensitive elements to general urban development process. Describe concrete examples (real-world and hypothetical) of such mainstreaming. (ILO5: Mainstreaming)

6 Analyse the stakeholder involvement in the management of water in city. Argue that for effective embedding of water-sensitive features to urban development, stakeholders should also include traditionally 'non-water' domains. (ILO6:Stakeholders)

7 Reflect on the relationship of WSC principals and practice to existing cities and their sub-components (e.g. neighbourhoods). Propose (conceptual) next steps in moving towards a more water-sensitive state for a given concrete case-study. (ILO7:Vision)

Assessments

%	Type	Name
50	Assignment	Case study reflection reports
25	Oral examination	
25	Presentation	

Topics

T1 Introduction to water sensitive cities

This module's structure is quite different from the 'traditional model' of teaching modules here at IHE. The Learning objectives are realized via a series of 'Cast Studies' (between 10 and 14) each taking a half a day or full day. Each case study has a hands-on, workshop type part as well.

This section which precedes those case studies describe:

1. What is a water sensitive city? Why it is important? How cities can strive to arrive at more water sensitive states?

2. The components of the urban water cycle (Water supply, Surface/storm water system, Wastewater system + groundwater), each as a brief inroduction and how they interact with each other and the borader urban processes that are outside the domain of water.

T2 Case studies (change every year)

List of case studies. Each case study has

1. Lecture/discussion part

2. Workshp - hands-on part.

Since the number and content of the case studies change every year this section represents the 'collection' of the case studies.

T3 Field trip

In most years, the module has a one day field trip.

T4 Final presentations

Here students present their own impressions about the concept of WSC, its implementation, challenges, suitability, etc. They do peer-assessment.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
T1	Introduction to water sensitive cities	8	0	0	0	0	0	8	24	P.D.A. Pathirana
T2	Case studies (change every year)	28	12	28	0	0	0	56	124	
T3	Field trip	0	0	0	0	8	0	8	8	P.D.A. Pathirana, W. Veerbeek
T4	Final presentations	0	0	4	0	0	0	4	4	M. Radhakrishnan, P.D.A. Pathirana
	Total	36	12	32	0	8	0	76	160	

Education Material

Lecture notes	Every year a set of scientific papers, reports and book chapters will be provided in addition to the slides used in the class.

Scientific Software

M3250

Advanced Water Transport and Distribution

Term	201718T11
Coordinator	N. Trifunovic
Credit points	5.000000000
Specialization	Core Program

Target Group

Engineers and scientists with keen interest in modern methods, technologies and tools used in design, operation and maintenance of water transport & distribution networks.

Prerequisites

BSc degree in Civil Engineering or similar; a few years of relevant experience; knowledge of steady-state hydraulics of pressurised flows; basic use of network models; good English command. Students without any WTD experience should first complete the module Water Transport and Distribution.

Learning Objectives

1 distinguish between various sources of water quality problems in distribution networks;understand the basic mechanisms and suggest the list of preventive and reactive measures;

2 understand the theory of advanced hydraulic and water quality modelling; apply state-of-the-art network software for assessment of irregular operational scenarios and develop a reliability-based and cost effective design using computer model.

3 recognise the GIS and remote sensing technologies, and familiarise with the GIS-based techniques for sustainabl planning and management of WTD systems;

4 understand the theory of transient flows, and plan the measures to prevent/control water hammer;

5 select modern tools for monitoring of operation, and planning of maintenance of WTD systems.

Assessments

%	Type	Name
12	Assignment	GIS assignment on the exercise using ArcGIS
60	Written examination (closed book)	Multiple choice test covering theoretical aspects of (1) advanced water distribution modelling, (2) water quality in distribution networks and (3)water hammer (20%each)
28	Assignment	Report on four short assignments regarding advanced water distribution modelling done in WaterGEMS software: (1) Network design using GA optimiser, (2) Network criticality analysis, (3) Water quality analysis,

Topics

1 Water Quality in Distribution Networks

Corrosion of pipe materials, indices of measure, corrossion assessment, prevention and control, optial water composition, principles of water quality modelling of distribution networks, modelling of chlorine residuals.

2 Advanced Water Distribution Modelling

Principles of genetic algorithm; pressure-driven demand calculations; network calibration; failure analysis and calculation of demand losses; economic aspects of capital investments and network operation.

3 GIS in Water Distribution

The aim of this course is to provide both a solid theoretical understanding and a comprehensive practical introduction of how to use geographic information systems and remote sensing technologies for the analysis and solution of water distribution related problems. The course focuses on the analysis of digital spatial data, preparation for numerical modelling, presentation of modelling results and support to the decision making process. The topics covered in the course include the following: 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 related features features, delineation of pressure zone areas, digitisation, soil and land use mapping,map algebra, export of GIS layers into a modelling package, incorporation of modelling results in GIS.

4 Introduction to Water Hammer

Basic equations and applications; computer modelling: model building, simulations of simple cases (full pump trip, emergency shut down; protection devices: practical methods of surge suppression, direct action, diversionary tactics, choice of protection strategy.

5 Advanced O&M Practices in Water Distribution

Monitoring of network condition and operation; data collection and management; organisation of maintenance, emergency water supply, asset management plans, water company organisation.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Water Quality in Distribution Networks	6	0	0	0	0	4	10	30	D. Ferras, N. Trifunovic, S. Velickov
2	Advanced Water Distribution Modelling	9	0	10	0	0	8	27	61	D. Ferras, N. Trifunovic, S. Velickov, Z. Kapelan
3	GIS in Water Distribution	0	0	8	0	0	0	8	8	A. Sanchez Torres
4	Introduction to Water Hammer	4	0	4	0	0	4	12	28	D. Ferras, S. Velickov
5	Advanced O&M Practices in Water Distribution	0	0	4	0	8	0	12	12	C.G. van der Drift, D. Ferras N. Trifunovic
	Total	19	0	26	0	8	16	69	139	

Education Material

Scientific Software
ArcGIS
WaterGEMS

M2810

Decentralised Water Supply and Sanitation

Term	201718T11
Coordinator	S.K. Sharma
Credit points	5.000000000
Specialization	Core Program

Target Group

Mid-career professionals, involved in planning and management aspects of decentralised, small-scale or low-cost water supply or sanitation systems, working for municipalities, universities, research institutes, government ministries, water supply agencies, NGOs and consultancies

Prerequisites

MSc. programme entry requirements

Learning Objectives

1 know different technologies/methods for small-scale water abstraction and water treatment that can be used at household or small community level

2 understand the basics of sustainable sanitation technologies including nutrient reuse in agriculture, soild waste management and fecal sludge management and their implementation in small towns, peri-urban and urban poor areas of developing countries

3 prepare concept design for small-scale water supply treatment and ecosan technology

4 facilitate planning, financing, implementation and operation and maintenance of decentralised water supply and sanitation infrastructures based on stakeholder participation and community management

Assessments

%	Type	Name
30	Assignment	
10	Presentation	
60	Written examination (closed book)	

Topics

1 Introduction

Introduction to the module; Water Supply and Sanitation situations in small towns, peri-urban areas and urban poor areas. Rationale for decentralised water supply system

1.1 Module introduction

1.2 Introduction to decentralised water supply and sanitation

Topics

2 Decentralised Water Supply and Treatment Systems

Water Supply Systems (water sources,source selection,service levels, suitability of types of water supply systems under different conditions); Rainwater Harvesting (introduction, collection systems, advantages and limitations, design considerations). Small-scale Water Treatment Methods (design water treatment systems for small community or household. Roughing filtration, slow sand filters, small-scale disinfection)

2.1 Water supply systems

2.2 Rain water harvesting

2.3 Small-scale water treatment

3 Decentralised Sanitation Systems

Ecological sanitation (introduction to ecosan approach; characteristics of urine, faeces and greywater; overview of technologies for ecosan; treatment aspects for urine, faeces and greywater; conventional on-site sanitation; storage and transport logistics; introduction to anaerobic treatment, composting and constructed wetlands; safe reuse of ecosan products in agriculture with WHO guidelines; financial institutional, social and policy aspects of ecosan). Faecal Sludge Management (treatment goals and standards, treatment options, faecal sludge management (planning, financial, economic, agronomic, institutional and legal aspects), transmission of excreta-related infections and risk management). Solid waste management in developing countries (technical and practical aspects of collection, transport, segregation, disposal and reuse)

3.1 Ecological sanitation

3.2 Soild waste management in small towns and urban poor areas

3.3 Sanitation planning and strategic tools

3.4 Fecal sludge management

4 Management Aspects of DWSS

Participatory planning and evaluation of DWSS systems, demand responsive approach; Institutional arrangements (community based management; small-scale independent providers), Financial and Operational aspects (financing, cost recovery, operation and maintenance of DWSS systems)

4.1 Participatory planning and evaluation

4.2 Institutional arrangements

4.3 Financing and cost recovery aspects

4.4 Operation and maintenance aspects

5 Presentation of the Participants

All participants make a presentation of 10 minutes in the field of decentralised water supply and sanitation in order to share experiences or problems they are facing now and learn from each others experience.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction	0	0	0	0	0	0	0	0	S.K. Sharma
1.1	Module introduction	0	0	1	0	0	0	1	1	
1.2	Introduction to decentralised water supply and sanitation	2	0	0	0	0	0	2	6	
2	Decentralised Water Supply and Treatment Systems	0	0	0	0	0	0	0	0	S.K. Sharma
2.1	Water supply systems	3	0	0	0	0	0	3	9	
2.2	Rain water harvesting	2	0	2	0	0	0	4	8	
2.3	Small-scale water treatment	6	6	0	0	0	0	6	24	
3	Decentralised Sanitation Systems	0	0	0	0	0	0	0	0	
3.1	Ecological sanitation	6	0	2	0	4	0	12	24	M. Ronteltap
3.2	Soild waste management in small towns and urban poor areas	4	0	0	0	0	0	4	12	M.A. Siebel
3.3	Sanitation planning and strategic tools	2	0	2	0	0	0	4	8	
3.4	Fecal sludge management	2	0	4	0	0	0	6	10	M. Ronteltap
4	Management Aspects of DWSS	0	0	0	0	0	0	0	0	
4.1	Participatory planning and evaluation	2	2	0	0	0	0	2	8	M. Mulenga
4.2	Institutional arrangements	2	0	2	0	0	0	4	8	K.H. Schwartz
4.3	Financing and cost recovery aspects	2	0	2	0	0	0	4	8	
4.4	Operation and maintenance aspects	2	0	2	0	0	0	4	8	S.K. Sharma
5	Presentation of the Participants	0	0	6	0	0	0	6	6	S.K. Sharma
	Total	35	8	23	0	4	0	62	140	

Education Material

Handout	Schwartz, K. (2015) Institutional Arranagements (Handouts)
Handout	Siebel, M (2015) Solid Waste Management in Urban Poor Areas (Handouts)

Scientific Software

M3217

Faecal Sludge Management

Term	201718T11
Coordinator	S. Singh
Credit points	5.000000000
Specialization	Core Program

Target Group

This course is a specialist course fitting within Sanitary Engineering. It is designed for sanitary, civil / wastewater and environmental engineers who are facing challenges with faecal sludge. As on-site sanitation is by far the most applied sanitation technology, faecal sludge management is of paramount importance globally.

Prerequisites

Preceding modules in Sanitary Engineering; an interest in and working knowledge of the business of faecal sludge management help to bring this module to a good end.

Learning Objectives

1	Describe the way how excreta and faecal sludge are characterised.
2	Know which technologies can be applied for which type of faecal sludge (settling tanks, planted and unplanted drying beds, etc)
3	Name the key stakeholders in FSM.
5	Name the challenges in emergency sanitation and know how emergency sanitation can be addressed.
6	Be familiar with the latest developments in sustainable (on-site) sanitation solutions that can be applied in high density low income areas.

Assessments

%	Type	Name
100	Written examination (closed book)	

Topics

1 Faecal sludge management

Faecal sludge management (FSM) is incredibly important in sanitation. While the focus has been on the provision of toilets mainly in the light of the MDGs, the adequate collection and treatment of the remaining faecal sludge was not always a priority, to say the least. As so many factors play a role in faecal sludge management / climate, hardware, a vast number of stakeholders, willingness to pay, space to store and treat, groundwater pollution, different toilet types / a proper and well-functioning faecal sludge management system is hard to achieve. In this module we will address a holistic approach on FSM. There will be a focus on technology; however, technology cannot be seen separately from planning and management aspects; therefore, non-technical aspects will also be addressed in this module.

Topics

2 Quantification and characterisation

3 Collection, Transport, Onsite Sanitation systems

4 Treatment Mechanisms

5 FS co-treatment with wastewater

6 Emergency Sanitation

7 Sanitation Planning

8 Financial Aspects

9 Operation, Maintenance and Monitoring

10 Resource Recovery

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Faecal sludge management	0	0	0	0	0	0	0	0	
2	Quantification and characterisation	2	0	0	0	0	0	2	6	M. Ronteltap
3	Collection, Transport, Onsite Sanitation systems	6	0	2	0	0	0	8	20	D.M. Robbins
4	Treatment Mechanisms	4	0	0	0	0	0	4	12	M. Ronteltap
5	FS co-treatment with wastewater	2	0	0	0	0	0	2	6	C.M. Lopez Vazquez
6	Emergency Sanitation	4	0	2	0	0	0	6	14	C.M. Hooijmans
7	Sanitation Planning	4	0	4	0	0	0	8	16	C.E. Luethi
8	Financial Aspects	6	0	0	0	0	0	6	18	V.C.K.A.M. Post
9	Operation, Maintenance and Monitoring	4	0	0	0	0	0	4	12	M. Mulenga
10	Resource Recovery	3	0	3	0	0	0	6	12	C. Furlong
	Total	35	0	11	0	0	0	46	116	

Education Material

Book	Faecal Sludge Management Book (IWA; Editors Linda Strande, Mariska Ronteltap, Damir Brdjanovic)
Handout	Handouts.

Scientific Software

SWMM

sobek-RUR

M3251

Flood Protection in Lowland Areas

Term	201718T11
Coordinator	J.A. Roelvink
Credit points	5.000000000
Specialization	Core Program

Target Group

Prerequisites

Basic knowledge of hydraulics, basic knowledge of soil mechanics

Learning Objectives

1 carry out a basic design of dikes, revetments and closure dams

2 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 no structural measures

3 understand and apply concepts and advances in tools used for coastal flood modelling and flood forecasting

4 understand and apply the principles of flood frequency analysis and risk based approaches to design of hydraulic works

5 understand (the practical application of) probabilistic design theory

Assessments

%	Type	Name
0,4	Written examination (closed book)	Dikes and Revetments
0,2	Written examination (closed book)	Probabilistic Design
0,4	Assignment	Storm Impact Modelling

Topics

1 Dikes and Revetments

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.

2 Dikes and Revetments

Topics

3 Probabilistic design

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.

4 Storm Impact modelling

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.

5 Storm Impact modelling

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Dikes and Revetments	8	0	4	0	0	0	12	28	C. Dorst
2	Dikes and Revetments	12	0	0	0	0	0	12	36	J.H. van Dalen
3	Probabilistic design	6	0	6	0	0	0	12	24	M. Kok
4	Storm Impact modelling	6	0	5	0	0	0	11	23	J.A. Roelvink
5	Storm Impact modelling	8	0	5	0	0	0	13	29	M. van Ormondt
	Total	40	0	20	0	0	0	60	140	

Education Material

Handout	Groot, M.: Handouts, Geotechnical Aspects for Dikes, 2003
Handout	Handout: collection of tutorials and papers related to OpenEarth, Delft3D and XBeach applications
Handout	Hassan, R.M.: handouts, Dikes and Revetments, 2002
Lecture notes	Verhagen, H.J. : Design of closure of dams- Lecture notes ln0052/02
Lecture notes	Verhagen, H.J.: Revetments, Sea Dikes and River Levees-Lecture notes hh292/99/1
Lecture notes	Vrijling, J.K.: Probabilistic Design, Lecture notes ln0217/04/

Scientific Software

Delft3D

Matlab

Xbeach

M3233

Hydroinformatics for Decision Support

Term	201718T11
Coordinator	A. Jonoski
Credit points	5.000000000
Specialization	Core Program

Target Group

Participants from all Master Programmes of IHE Delft.

Prerequisites

Hydrological and hydraulic modelling concepts; Basic programming skills

Learning Objectives

1 Identify the role of system analysis in water resources planning and management
2 Formulate and solve water resources problems as optimisation problems
3 Distinguish and properly use different types of decision support methods for water problems
4 Build simple software applications that integrate data and models across Internet
5 Discuss challenges in integrating weather prediction and water models

Assessments

%	Type	Name
0,3	Assignment	Exercise report on Decision support systems
0,3	Assignment	Exercise report on Software technologies for integration
0,4	Assignment	Exercise report on Systems analysis in water resources

Topics

1 Systems analysis in water resources

Definition and role of systems analysis in engineering planning. Basic concepts. Linear and Dynamic programming for water resources problems. Development and use of static and dynamic stochastic simulation models of river systems. Introduction to decision support systems and their use. Exercises in multipurpose integrated river basin (or regional) water resources management modelling.

2 Decision support systems

Introduction to decision making process; objectives and alternatives. Optimisation in decision support (single and multi-objective0. 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.

Topics

3 Software technologies for integration

Introduction to methods and tools for software integration of models and data: Object-oriented integration approaches. Software integration across networks: Client-server programming, Web protocols, Web services.Technologies for integrating distributed resources: web-interfaces technologies; creating web-based and mobile phone applications with assignment exercise.

4 Integration of weather prediction and water models

Approaches and methods for integration of weather prediction with hydrological models. Challenges of temporal resolution, spatial scale, and accounting for uncertainty. Exercise in ensamble hydro-meteorological forecasts.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Systems analysis in water resources	12	0	4	4	0	0	20	48	D.P. Loucks
2	Decision support systems	6	0	4	4	0	0	14	30	A. Jonoski, I.I. Popescu
3	Software technologies for integration	4	0	10	10	0	0	24	42	A. Jonoski, G.E. Espinoza Davalos, J.L. Alfonso Segura
4	Integration of weather prediction and water models	4	0	4	0	0	0	8	16	J.L. Alfonso Segura, S.J. van Andel
	Total	26	0	22	18	0	0	66	136	

Education Material

Digital files	A. Jonoski, L. Alfonso, G.E. Davalos, J. Craven: Handouts - Software technologies for Integration exercises
Digital files	A. Jonoski: Introduction to Decision Making and Decision Support Systems (PowerPoint Slides)
Digital files	A. Jonoski: Software Technologies for Integration (PowerPoint Slides)
Lecture notes	D.P. Loucks: Lecture Notes on Water Resource Systems Modelling: Its Role in Planning and Management (chapters 2, 3, 4, 10 and 11)
Handout	I.Popescu: Handout DSS exercises with mDSS4
Digital files	S.J van Andel: Integration of weather prediction and water models (PowerPoint Slides)
Digital files	Software for the subject Software technologies for integration: PMWin, Notepad++ text editor, Apache web server with PHP, Openlayers API, Phonegap

Scientific Software
Lingo
mDSS

M3207

IWRM as a Tool for Adaptation to Climate Change

Term	201718T11
Coordinator	E.D. de Ruijter van Steveninck
Credit points	5.000000000
Specialization	Core Program

Target Group

Students and professionals with an interest in the impacts of climate change on water sectors and how to adapt to uncertain future conditions.

Prerequisites

BSc or MSc in natural sciences, chemistry, environmental science, agriculture, geography, environmental economics, planning and management or engineering. Good conversational, reading and writing capabilities in the English language. Computer literacy. Professional experience in a relevant area is desirable.

Learning Objectives

1 describe the expected impacts of climate change on water resources and water use sectors in relation to (other) human activities

2 identify the consequences of the predicted impacts of climate change and climate variability for integrated water resources management

3 integrate climatic change conditions at different time and spatial scales into (risk) management in the water sector

4 justify decisions on adaption to the impacts of climate change under uncertainty

Assessments

%	Type	Name
70	Written examination (closed book)	Adaptation to climate change
0	Assignment	Data search
0	Attendance	Fieldtrip
30	Presentation	Water allocation in Climateland-Group presentation

Topics

1 IWRM, climate change and the hydrological cycle

Introduction into the concept of IWRM. The climate system and the causes of climate change and variability. Impacts of climate change on the hydrological cycle. Integrating IWRM and climate change.

2 Climate change: impacts and adaptation

Impacts of climate change on the environment and on water use sectors. Adaptation measures and economic aspects.

3 Vulnerability and adaptation under uncertainty

What determines vulnerability to climate change. Adaptation strategies how to adapt under a high level of uncertainty.

4 Institutional aspects and stakeholder participation

The importance of involving stakeholders in water management and climate change adaptation and strategies on involving stakeholders.

5 Multi sector/multicriteria decision making

Modelling effects of climate change on water resources using Climateland as a case study.

6 Country presentations

Presentations by participants covering impacts of climate change and adaptation measures in their countries/ regions.

7 Field trip

Field trip to Dordrecht and the Biesbosch. Adaptation to climate change in an urban setting and in a polder area.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	IWRM, climate change and the hydrological cycle	6	0	3	0	0	0	9	21	E.D. de Ruijter van Steveninck, R. van Dorland, S. Maskey
2	Climate change: impacts and adaptation	17	0	7	0	0	0	24	58	C.M.S. de Fraiture, E.D. de Ruijter van Steveninck, F. van der Meulen, I.I. Popescu P.D.A. Pathirana, T.Y. Stigter, Y. Jiang
3	Vulnerability and adaptation under uncertainty	4	0	2	0	0	0	6	14	A.H.M. Bresser, E.D. de Ruijter van Steveninck
4	Institutional aspects and stakeholder participation	0	0	6	0	0	0	6	6	J.S. Kemerink - Seyoum
5	Multi sector/multicriteria decision making	0	0	28	0	0	0	28	28	J.W. Wenninger, R.G.W. Venneker
6	Country presentations	1	0	4	0	0	0	5	7	E.D. de Ruijter van Steveninck
7	Field trip	0	0	0	0	6	0	6	6	B. Gersonius, M.F. van Staveren
	Total	28	0	50	0	6	0	84	140	

Education Material

Digital files	Background reading
Handout	Climateland
Digital files	Copies of power point presentations

Scientific Software

WEAP

M3277

Modelling River Systems and Lakes

Term	201718T11
Coordinator	A. Cattapan
Credit points	5.000000000
Specialization	Core Program

Target Group

All participants in the WSE programme

Prerequisites

Hydrology and Hydraulics & Basic mathematics

Learning Objectives

1	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.
2	Provide participants practical experience with standard models and develop an understanding of modelling in river and lake systems
3	Understanding rainfall run-off processes that will contribute to river flow and applying them to determine flow hydrographs as upstream conditions to a river
4	Develop critical assessment in assessing quality of model calibration and validation, verification and uncertainty

Assessments

%	Type	Name
0,2	Assignment	Assignment on hydrological modelling. (20% of the final mark)
0,2	Assignment	Assignment on modelling lakes. (20% of the final mark)
0,2	Assignment	Assignment on modelling rivers. (20% of the final mark)
0,4	Written examination (closed book)	Written exam on Computational Hydraulics. (40% of the final mark)

Topics

1 Computational Hydraulics

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.

2 Modelling lakes

The objective of this component is for the students to acquire the ability to apply a numerical 3D hydrodynamic model to simulate water flow in lakes.

The software used in this part is MOHID.

"MOHID is a three-dimensional water modelling system, developed by MARETEC (Marine and Environmental Technology Research Center) at Instituto Superior Técnico (IST) which belongs to the Universidade de Lisboa in Portugal. **MOHID** has been applied to different study cases, as coastal and estuarine areas, as well as oceanic processes and reservoirs, and it has showed its ability to simulate complex features of the flows." [www.mohid.com]

3 Hydrological modelling

Students will gain practical experience in working with a hydrological model (HEC HMS) which simulates processes at basin scale and will allow them to integrate the outputs of their simulations with the software they are going to use for modelling rivers (HEC RAS), so to provide them with a complete modelling framework to solve practical problems they might encounter in their professional life.

"The Hydrologic Modeling System (HEC-HMS) is designed to simulate the complete hydrologic processes of dendritic watershed systems. The software includes many traditional hydrologic analysis procedures such as event infiltration, unit hydrographs, and hydrologic routing. HEC-HMS also includes procedures necessary for continuous simulation including evapo-transpiration, snowmelt, and soil moisture accounting." [http://www.hec.usace.army.mil/software/hec-hms/]

Topics

4 Modelling rivers

Students will gain practical experience in working with an hydrodynamic model (HEC RAS). Students will learn how to set up a model using georeferenced data for the definition of the geometry of the system (HEC GeoRAS) and how to model the presence of different types of structures (bridges, in-line and lateral structures, culverts, gates etc.). Depending on time availability they will also learn how to simulate the propagation of floods on floodplains using a combined 1D/2D approach. An introduction to model calibration and validation will also be provided.

"The HEC-RAS system contains several river analysis components for: (1) steady flow water surface profile computations; (2) one- and two-dimensional unsteady flow simulation; (3) movable boundary sediment transport computations; and (4) water quality analysis. A key element is, that all four components use a common geometric data representation and common geometric and hydraulic computation routines. In addition to these river analysis components, the system contains several hydraulic design features that can be invoked once the basic water surface profiles are computed." [http://www.hec.usace.army.mil/software/hec-ras/features.aspx]

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Computational Hydraulics	14	0	0	2	0	0	16	46	I.I. Popescu
2	Modelling lakes	2	0	0	16	0	0	18	38	F.A. Bastos da Cruz Martins
3	Hydrological modelling	2	0	0	10	0	0	12	26	B. Bhattacharya
4	Modelling rivers	0	0	0	16	0	0	16	32	A. Cattapan, I.I. Popescu
	Total	18	0	0	44	0	0	62	142	

Education Material

Handout	Handouts
Book	MOHID - Hydrodynamics user manual, 2009
Lecture notes	Martins, F., 2011: Modelling river and lakes using MOHID. UNESCO-IHE. Lecture notes
Lecture notes	Popescu, I., 2004: Differential Equations and Numerical Methods.UNESCO-IHE Lecture notes.

Scientific Software

ArcGIS
HEC-HMS
HEC-RAS
Mohid

M3237

Remote Sensing for Agricultural Water Management

Term	201718T11
Coordinator	P. Karimi
Credit points	5.000000000
Specialization	Core Program

Target Group

All WSE participants and from other programmes with specific interest.

Prerequisites

General knowledge about remote sensing and GIS.

Learning Objectives

1	The students will be able to explain RS theory, technology, typical applications, and be able to identify and download relevant RS data and products
2	The students will be able to pre-process, extract and analyse common indices, design and collect groundtruth points, and conduct land cover classification
3	The students will be able to extract biophysical, infrastructure and management features of agricultural system
4	The students will be able to explain the theory and implement pySEBAL model to estimate ET, yield, and WP
5	The students will be able to assess the irrigation performance using remote sensing, Interpret them to identify gaps, diagnose water management problems, and attribute to relevant factors for improvements
6	The students will be able to produce water accounts for an irrigation system using remote sensing information

Assessments

%	Type	Name
0,6	Assignment	Irrigation and remote sensing
0,4	Written examination (open book)	RS theory and applications

Topics

1 Introduction to Remote sensing

The subject will cover basics of RS, common data portals, satellites, and RS products.

Topics

2 Remote Sensing data analysis, groundtruthing, and land cover classification

Overview of RS data processing flow, common indices, and classification theory; Ground Truthing methods; Hands-on exercises (1) GT collection, (2) Landsat data pre-processing, extracting common indices, categorize them, and (3) Land cover classification and accuracy assessment

3 Mapping agricultural systems

Extracting biophysical, infrstructure and management features of an agricultural system

4 Remote sensing for Evapotransipration, yield and WP assessment (SEBAL)

Theory and implementation of pySEBAL model to estimate ET, yield, and WP

5 Remote sensing for enhancing performance of irrigation systems

Assessment of the irrigation performance using remote sensing, Interpret WP and other performance indicators results to identify gaps, diagnose water management problems, and attribute to relevant factors for improvements

6 Remote Sensing for Irrigation water Accounting

Producing water accounts for an irrigation system using remote sensing information

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction to Remote sensing	6	0	2	0	0	0	8	20	P. Karimi, S. Pareeth, T.M. Hessels
2	Remote Sensing data analysis, groundtruthing, and land cover classification	6	0	4	0	0	0	10	22	S. Pareeth, X Cai
3	Mapping agricultural systems	4	0	2	0	0	0	6	14	X Cai
4	Remote sensing for Evapotransipration, yield and WP assessment (SEBAL)	6	0	8	0	0	0	14	26	J.D. van Opstal, M.L. Blatchford, S. Pareeth
5	Remote sensing for enhancing performance of irrigation systems	10	0	6	0	0	0	16	36	
6	Remote Sensing for Irrigation water Accounting	6	0	4	0	0	0	10	22	P. Karimi
	Total	38	0	26	0	0	0	64	140	

Education Material

Scientific journal	A remote sensing surface energy balance algorithm for land (SEBAL). 1. Formulation
Scientific journal	Diagnosing irrigation performance and water productivity through satellite remote sensing and secondary data in a large irrigation system of Pakistan
Scientific journal	Irrigation performance indicators based on remotely sensed data: a review of literature
Book	Tutorial: Fundamentals of Remote Sensing, http://www.nrcan.gc.ca/node/9309 (Open)
Book	Wegmann, M., B. Leutner, and S. Dech. Remote Sensing and GIS for Ecologists: Using Open Source Software. Data in the Wild. Pelagic Publishing, 2016

Scientific Software

QGis

M3270

Solid Waste Management

Term	201718T11
Coordinator	E.D. van Hullebusch
Credit points	5.000000000
Specialization	Core Program

Target Group

Engineers, scientists, academicians, staff from Non-Government Organizations, Community-based Organizations, politicians, health officials, students, teachers, local, regional or national government officials, etc., involved or interested in the management of solid waste.

Prerequisites

1. involvement in or more than average interested in one or more of the key elements of solid waste management, or
2. having studied the topic in a formal educational setting, or
3. being involved in teaching and/or research related to waste management.

Learning Objectives

1 suggest options for waste reduction at source so as to reduce quantities of waste generated;

2 choose from an array of options to turn waste into economic goods;

3 suggest treatment/disposal methods for waste from which the value has been taken out and to make basic calculations related to the conceptual design thereof;

4 assess the impact of waste and waste management on other environmental compartments;

5 roughly assess financial consequences of proposed management aspects in SWM;

6 conceptually develop a solid waste management scheme for an urban area.

Assessments

%	Type	Name
60	Written examination (open book)	MOODLE multiple choice
40	Assignment	All assignments together

Topics

1 Introduction

what is solid waste? what are the key problems (social, financial, environmental)? who are involved?

Topics

2 Waste collection & stakeholders

How/why is SW generated? how can generation be reduced? what are collection schemes & means, what means waste separation? at what point in the process? what are advantages? how can separation/reuse be stimulated?

3 Bioconversion processes

4 Composting & anaerobic digestion

5 Landfill processes

6 Landfill technology

What are main waste management technolgies? in more or in less developed countries? design elements, application areas? GHG issues

7 Mechanical biologial treatment

8 Incineration

9 Waste prevention & recycling

How much of our daily waste can be prevented or reduced? how would that impact upon the waste composition? What is the role of the waste generator, what is to be done to present 'clean' waste?

What are the options for collecting domestic waste? What systems exist?
What is the role of the public and private sector? What is the role of the informal sector? What are the benefits of waste recycling?

10 Finance & planning

11 Presentations

12 Assignments

13 Exam

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction	0	0	4	0	0	0	4	4	C.D.M. Dupont
2	Waste collection & stakeholders	1	0	9	0	0	0	10	12	
3	Bioconversion processes	0	0	6	0	0	0	6	6	
4	Composting & anaerobic digestion	1	0	9	0	4	0	14	16	
5	Landfill processes	0	0	6	0	0	0	6	6	
6	Landfill technology	1	0	7	0	4	0	12	14	
7	Mechanical biologial treatment	1	0	5	0	0	0	6	8	
8	Incineration	1	0	7	0	0	0	8	10	
9	Waste prevention & recycling	1	0	5	0	2	0	8	10	
10	Finance & planning	0	0	12	0	0	0	12	12	
11	Presentations	0	0	4	0	0	0	4	4	
12	Assignments	0	24	0	0	0	0	0	24	
13	Exam	0	10	4	0	0	0	4	14	
	Total	6	34	78	0	10	0	94	140	

Education Material

Book	1) PPT's; reviewed paper; BOOK: Waste Technology and Management; BOOK: Vital waste statistics
Book	2) PPT's; reviewed paper; BOOK: From waste to resource; BOOK: Solid Waste Management in World Cities
Book	3) PPT's; reviewed paper; BOOK: Waste Technology and Management; Video: Anaerobic degradation processes
Book	4) PPT's; reviewed paper; BOOK: Waste Technology and Management; Video Bioreactor Landfill; UNEP SWM Landfill chapter
Book	5) PPT's; reviewed paper; BOOK: Waste Technology and Management
Book	6) PPT's; reviewed paper; BOOK: Waste Technology and Management

Scientific Software

M3211

Strategic Planning for River Basins and Deltas

Term	201718T11
Coordinator	J.G. Evers
Credit points	5.000000000
Specialization	Core Program

Target Group

Young and mid-career professionals (scientists, decision-makers) with a background in water management, environmental management, and / or watershed management.

Prerequisites

Affinity with integrated river basin / delta planning and management, spatial planning, hydrology, development economics, agronomy or geography (preferably a relevant environmental or water management / science / engineering related bachelor's degree or equivalent) and preferably experience in river basin management. Good command of English.

Learning Objectives

1 Understand strategic planning concepts and principles

2 Describe social-physical relations and interdependencies, in particular among water and environmental systems, and socio-economic development

3 Use of the concepts of adaptive and strategic planning and design for developing river basin management and development plans.

4 Use Strategic Environmental Assessment (SEA) as a planning tool for developing sustainable river basin management and development plans.

Assessments

%	Type	Name
50	Assignment	Groupwork: Case study
50	Written examination (closed book)	Written exam (closed book)

Topics

1 Introduction

In this session the participants are introduced to the modules learning objectives, learning activities , and the assessment (case study group assignment and written exam)

Topics

2 River basins as socio-physical systems

Human-water systems, driving forces and development dynamics, interdependencies of land use and development and water and environmental systems, complexity, cross-cutting models and modelling approaches, meta modelling.

3 Strategic planning and design for river basins and deltas

Strategic planning versus programming and project planning; tiering; issues of scale; spatial quality and design, land use planning; design methods from plan development to implementation; river basin/delta governance issues.

Strategic impact assessment, including environmental (SEA), economic and social impact assessment

4 Dealing with Uncertainties

Examples of key social, economic and physical uncertainties in river basin systems Concepts and methods for uncertainty identification and assessment, for system and policy design, and governance. This includes, for example, exploratory analysis, scenario planning, resilience and robustness, adaptive policy making and adaptation pathways.Uncertainties in strategic planning, concepts and methods for uncertainty identification and assessment, and for system and policy design. This includes, for example, exploratory analysis, scenario planning, resilience and robustness, and adaptive policy making.

5 Case study: groupwork assignment

During the course, students will work in small groups on integrated application of the concepts, theories and methods introduced in this course on a case. A case will be presented to the students to work and devleop a strategic plan for the area. Case options may include deltas and/or basins with different characteristics, such as heavy urbanisation; flooding problems; drought and water scarcity, subsidence, pollution and water quality, etc.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction	0	0	1	0	0	0	1	1	J.G. Evers, Y. Jiang
2	River basins as socio-physical systems	8	0	4	0	0	0	12	28	A. Mendoza - Sammet, J.G. Evers, W.A.H. Thissen, W.J.A.M. Douven, Y. Jiang
3	Strategic planning and design for river basins and deltas	8	0	4	0	0	0	12	28	A. Mendoza - Sammet, J.G. Evers, W.A.H. Thissen, W.J.A.M. Douven
4	Dealing with Uncertainties	8	0	4	0	0	0	12	28	A. Mendoza - Sammet, B. Gersonius, C. Zevenbergen, J.G. Evers, W.A.H. Thissen, W.J.A.M. Douven
5	Case study: groupwork assignment	0	55	0	0	0	0	0	55	A. Mendoza - Sammet, B. Gersonius, C. Zevenbergen, J.G. Evers, W.A.H. Thissen, W.J.A.M. Douven, Y. Jiang
	Total	24	55	13	0	0	0	37	140	

Education Material

Scientific journal	Additional reading materials
Lecture notes	Lecture Notes
Digital files	Lecture powerpoint slides

Scientific Software

M3261

Urban Water Governance

Term	201718T11
Coordinator	T. Acevedo Guerrero
Credit points	5.000000000
Specialization	Core Program

Target Group

The module is elective, and therefore open to all students within the WM stream, but it will build on key concepts introduced in the Water Governance core module. Students who have not taken this previous module will be expected to do additional reading to familiarize themselves with necessary terms and concepts. This module is run on the style of a seminar class. Students will be required to do the majority of work (reading, assignments) outside of class. Class time will then be used to discuss and debate what students have learned through self-study.

Prerequisites

Mandatory: High level of ability to read and discuss academic articles and book chapters in English; willingness to engage in social science theory and new conceptual frameworks; willingness to engage in cross-disciplinary discussions and applications.

Students outside the WM stream might take the module, but they will need to consult (have a short discussion with the coordinator) I am happily open to students registering in it from virtually any discipline. The key thing is that you love southern cities in all their speed and complexity. As AbdouMaliq Simone (in his 2004 epic For the City Yet to Come, p. 1) puts it:"African cities are works in progress, at the same time exceedingly creative and extremely stalled. In city after city, one can witness an incessant throbbing produced by the intense proximity of hundreds of activities: cooking, reciting, selling, loading and unloading, fighting, praying, relaxing, pounding, and buying, all side by side on stages too cramped, too deteriorated, too cloged with waste, history, and disparate energy, and sweat to sustain all of them. And yet they persist".

Learning Objectives

1 Identify the significance of the urban transformation for water governance
2 Analyze water access and quality in relation to social, economic, and demographic factors
3 Analyze water access and quality in relation to biophysical conditions and infrastructures
4 Identify/compare conceptual tools to understand urban water justice
5 Analyse urban water governance in the light of justice concerns

Assessments

%	Type	Name
30	Assignment	Daily attendance, rich picture, reading circus & study case (10% x 4) 40%

30	Assignment	Final paper: Critical analysis of urban water policy 30%
40	Assignment	Group work, handout and presentation 30%

Topics

1 Cities, citizenship, and growing inequality

Lecture: What is a city? How/why are cities becoming more unequal?

Rich picture: students organized in groups read news articles on each case study to develop a vision (poster, collage) on different types of urban segregations/inequalities. Then they present it.

Possible case studies Paris, France; Madrid, Spain; Winnipeg, Canada; Detroit, USA; Bogotá, Colombia; Mongolia; Luanda, Angola; Johannesburg, South Africa; Ahmedabad, India; Riyadh, Saudi Arabia

https://www.theguardian.com/inequality/datablog/2017/apr/26/inequality-index-where-are-the-worlds-most-unequal-countries

https://www.theguardian.com/cities/2015/oct/28/which-is-the-worlds-most-segregated-city

Introduction to the module: learning objectives, rules of the game, assessments, schedule.

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Williams, B. 2001. A River Runs Through Us. *American Anthropologist*, Vol. 103, No. 2 (Jun., 2001), pp. 409-431

Topics

2 Relating urban waters, justice, and governance

Memories of last session

Reflexion: Urban water governance, why urban water governance instead of only water governance?

Lecture: Defining, researching, and struggling for water justice

Margreet Zwarteveen

-

Zwarteveen, M. & R. Boelens (2014) Defining, researching, and struggling for water justice: some conceptual building blocks for research and action, *Water International,* 39(2), 143-158

Reading circus:

– At home: groups of 4 students read 1 article together and must be able to explain this to others (by preparing a hand out)

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Wutich, A 2009, 'Intrahousehold disparities in women and men's experiences of water insecurity and emotional distress in urban Bolivia', Medical Anthropology Quarterly, vol. 23, no. 4, pp. 436-454.

Truelove, Y. (2011) (Re-)Conceptualizing water inequality in Delhi, India through a feminist political ecology framework. Geoforum, 42(2): 143-152.

Sultana, F 2011, 'Suffering for water, suffering from water: emotional geographies of resource access, control and conflict', Geoforum, vol. 42, no. 2, pp.163-172.

Topics

3 Questions of gender in urban water

Memories of last session

Lecture – Questions of gender in water storage: the case of zika in Latin America and the Caribbean

Reading circus:

– In class: groups are split into 4 teaching groups (each teaching group having one representative of the expert groups): each member explains the particular reading to the others

Presenting a study case:

– At home: 3 groups of students explore 1 study case together and must be able to explain this to others (by preparing a short presentation)

Study Case: Flint, USA

Ranganathan, M 2016, 'Thinking with Flint: Racial liberalism and the roots of an American water tragedy', Capitalism Nature Socialism, vol. 27, no. 3, pp. 17-33.

Lin, J, J. Rutter & H. Park, 2016, 'Events that Led to Flint's Water Crisis' The New York Times, http://www.nytimes.com/interactive/2016/01/21/us/flint-lead-water-timeline.html?_r=0 (last visited Mar 15, 2016).

Case Study: Accra, Ghana

Mahama, AM, Anaman KA & Osei-Akoto I 2014, 'Factors influencing householders' access to improved water in low income areas in Accra, Ghana', Water and Health, vol. 12, no. 2, pp. 318 - 331.

Case Study: Khayelitsha, South Africa

Rodina, L & L. M. Harris (2016). Water Services, Lived Citizenship, and Notions of the State in Marginalised Urban Spaces: The case of Khayelitsha, South Africa. Water Alternatives 9(2): 336-355.

Topics

4 Income, race, and other intersectional factors reflected in/reinforced through urban water flows

Memories of last session

Lecture: Income, race and other intersectional factors

Presenting a study case:

– In class: Presentations

5 Biophysical conditions and other material considerations

Memories of last session

Lecture: Flooding, droughts, climate change, and other material considerations

Lecture: The case of post-colonial infrastructure

Michelle Kooy

-

Kooy, M, & Bakker, K 2008, ‘Splintered networks: The colonial and contemporary waters of Jakarta’, Geoforum, vol. 39, no. 6, pp. 1843–1858.

Topics

6 Intellectual traditions to understand water justice

Memories of last session

Lecture: Urban Political Ecology & hydro-politics

Video: Maria Kaika – What is UPE?

https://www.youtube.com/watch?v=Z5PRfxNUBao

https://vimeo.com/180669461

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Swyngedouw, E. 1997. “Power, nature, and the city: The conquest of water and the political ecology of urbanization in Guayaquil, Ecuador, 1880-1990”. Environment and Planning A, 29 (2): 311-332.

7 Tutorial

Tutorial for group work: water security, hydro-social cycle, & the human right to water

8 Conceptual tools to understand water justice

Conceptual tools to understand water justice

GROPUWORK

9 Water security, hydro-social cycle, & the human right to water

Lecture: Recapitulating concepts - water security, hydro-social cycle, & the human right to water

Lecture: Tutorial on final essay

Topics

10 Shifting water governance in light of justice concerns

Lecture. Water privatization in Metro Manila; assessing the state of equitable water provision

Phil Torio

Waste Land - documentary

Located just outside Rio de Janeiro, Jardim Gramacho, Brazil, is the world's largest garbage landfill. Modern artist Vik Muniz works with the so-called catadores, the men and women who pick through the refuse, to create art out of recycled materials. Muniz selects six of the garbage pickers to pose as subjects in a series of photographs mimicking famous paintings. In his desire to assist the catadores and change their lives, Muniz finds himself changed as well.

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Bakker, K. 2007. “Trickle Down? Private sector participation and the pro-poor water supply debate in Jakarta, Indonesia”. Geoforum, 38 (5): 855-868.

11 The right to the city

Memories of last session

Lecture. Reading David Harvey

Lecture. Sanitation Alternatives for a just city.. yet to come

Claire Furlong

-

Harvey, D. 2008. The Right to the City. New Left Review 53: Available at: http://newleftreview.org/II/53/david-harvey-the-right-to-the-city

Topics

12 Thinking with water

Fieldtrip: Exhibition Water ZomerExpo 2017 - Museum de Fundatie, Zwolle and the Castle Nijenhuis, Heino-Wijhe (Overijssel).

13 Recapitulating concepts: hydro-social cycle

Thinking with water: short fieldtrip discussion

Memories of last session - Recapitulating concepts: hydro-social cycle

Round table: Hydro-politics and the hydrosocial cycle

Jessica Budds

University of East Anglia

Topics

14 Alternatives amongst the “crisis of imagination”

Visiting Lecturer: Araceli Rojas, Universiteit Leiden

Ancient water technology of streams, springs and runoffs

Closing reflection: Alternatives amongst the “crisis of imagination”

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Walker, B. (2010) Toxic archipelago: a history of industrial disease in Japan. Seattle: University of Washington Press, 2010. (conclusion)

Draft + Bibliography for final essay

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Cities, citizenship, and growing inequality	1	0	0	0	0	0	1	3	T. Acevedo Guerrero
2	Relating urban waters, justice, and governance	1	0	0	0	0	0	1	3	M.Z. Zwarteveen, T. Acevedo Guerrero
3	Questions of gender in urban water	2	0	0	0	0	0	2	6	T. Acevedo Guerrero
4	Income, race, and other intersectional factors reflected in/reinforced through urban water flows	2	0	0	0	0	0	2	6	T. Acevedo Guerrero
5	Biophysical conditions and other material considerations	2	0	0	0	0	0	2	6	M.E. Kooy
6	Intellectual traditions to understand water justice	2	0	0	0	0	0	2	6	T. Acevedo Guerrero
7	Tutorial	3	0	0	0	0	0	3	9	M.E. Kooy, T. Acevedo Guerrero
8	Conceptual tools to understand water justice	3	0	0	0	0	0	3	9	T. Acevedo Guerrero
9	Water security, hydro-social cycle, & the human right to water	2	0	0	0	0	0	2	6	M.E. Kooy, T. Acevedo Guerrero
10	Shifting water governance in light of justice concerns	2	0	0	0	0	0	2	6	
11	The right to the city	0	1	0	0	0	0	0	1	C. Furlong, T. Acevedo Guerrero
12	Thinking with water	0	48	0	0	0	0	0	48	M.E. Kooy, T. Acevedo Guerrero
13	Recapitulating concepts: hydro-social cycle	0	30	0	0	0	0	0	30	T. Acevedo Guerrero
14	Alternatives amongst the “crisis of imagination”	0	0	0	0	0	0	0	0	M.E. Kooy, T. Acevedo Guerrero
	Total	20	79	0	0	0	0	20	139	

Education Material

Handout Students are provided a Handout on Urban Water Governance

Scientific Software

M3048

Water Sensitive Cities

Term	201718T11
Coordinator	P.D.A. Pathirana
Credit points	5.000000000
Specialization	Core Program

Target Group

All participants and external professionals dealing with urban water and flood risk management working for municipalities, water management organisation, consulting firms, educational institutions and NGOs.

Prerequisites

BSc degree in Engineering or Social Sciences background; basic knowledge of urban water and flood risk management; good command of English.

Learning Objectives

1 Describe the historical transition of cities from the viewpoint of water management. List salient features of that transition (both positive and negative). (ILO1:History)

2 Argue that the three main components of the urban water cycle (UWC) management are interdependent. Describe the interactions with other important aspects of UWC like groundwater, urban atmosphere, etc., and how they affect each. (ILO2:Integration)

3 Identify interactions between water system components, while following 'thematic' topics (e.g. urban hydrology, water transport and distribution). Describe how to exploit such interactions to enhance livability, sustainability and resilience of cities.

4 Argue that considering multiple aspects of the water systems could provide opportunities to add extra value and create substantial additional benefits related to water management projects. Estimate such benefits using toolkits. (ILO4:MultipleValues)

5 Illustrate the importance of 'mainstreaming' water sensitive elements to general urban development process. Describe concrete examples (real-world and hypothetical) of such mainstreaming. (ILO5: Mainstreaming)

6 Analyse the stakeholder involvement in the management of water in city. Argue that for effective embedding of water-sensitive features to urban development, stakeholders should also include traditionally 'non-water' domains. (ILO6:Stakeholders)

7 Reflect on the relationship of WSC principals and practice to existing cities and their sub-components (e.g. neighbourhoods). Propose (conceptual) next steps in moving towards a more water-sensitive state for a given concrete case-study. (ILO7:Vision)

Assessments

%	Type	Name
50	Assignment	Case study reflection reports
25	Oral examination	
25	Presentation	

Topics

T1 Introduction to water sensitive cities

This module's structure is quite different from the 'traditional model' of teaching modules here at IHE. The Learning objectives are realized via a series of 'Cast Studies' (between 10 and 14) each taking a half a day or full day. Each case study has a hands-on, workshop type part as well.

This section which precedes those case studies describe:

1. What is a water sensitive city? Why it is important? How cities can strive to arrive at more water sensitive states?

2. The components of the urban water cycle (Water supply, Surface/storm water system, Wastewater system + groundwater), each as a brief inroduction and how they interact with each other and the borader urban processes that are outside the domain of water.

T2 Case studies (change every year)

List of case studies. Each case study has

1. Lecture/discussion part

2. Workshp - hands-on part.

Since the number and content of the case studies change every year this section represents the 'collection' of the case studies.

T3 Field trip

In most years, the module has a one day field trip.

T4 Final presentations

Here students present their own impressions about the concept of WSC, its implementation, challenges, suitability, etc. They do peer-assessment.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
T1	Introduction to water sensitive cities	8	0	0	0	0	0	8	24	P.D.A. Pathirana
T2	Case studies (change every year)	28	12	28	0	0	0	56	124	
T3	Field trip	0	0	0	0	8	0	8	8	P.D.A. Pathirana, W. Veerbeek
T4	Final presentations	0	0	4	0	0	0	4	4	M. Radhakrishnan, P.D.A. Pathirana
	Total	36	12	32	0	8	0	76	160	

Education Material

Lecture notes	Every year a set of scientific papers, reports and book chapters will be provided in addition to the slides used in the class.

Scientific Software

M3214

Wetlands for Livelihoods and Conservation

Term	201718T11
Coordinator	E.M.A. Hes
Credit points	5.000000000
Specialization	Core Program

Target Group

Programme target group

Prerequisites

Programme prerequisites

Learning Objectives

1 understand the framework of ecosystem functions and services, and means of assessing it
2 develop adaptive management for wetlands in response to change
3 analyse the socioecological system by applying DPSIR and Agency Network Analysis
4 assess the state of the wetland ecosystem on the basis of HydroGeoMorphological units and applying WETHealth
5 develop and carry out stakeholder interviews and surveys
6 conduct and communicate a research project.

Assessments

%	Type	Name
10	Presentation	Group presentation
10	Attendance	Individual performance during fieldweek
80	Assignment	Individual research assignment (report)

Topics

1 Ecosystem services framework

2 Wetland Assessment

3 Driver Pressure State Impact Response

4 Agency Network Analysis

5 Stakeholder Analysis and Participatory Approaches

6 Research Assignment

7 Group Presentation

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Ecosystem services framework	8	0	4	0	0	0	12	28	A.A. van Dam, E.M.A. Hes, K.A. Irvine
2	Wetland Assessment	4	0	2	0	8	0	14	22	A.A. van Dam, E.M.A. Hes
3	Driver Pressure State Impact Response	2	0	2	0	4	0	8	12	E.M.A. Hes
4	Agency Network Analysis	4	0	4	0	6	0	14	22	L.E. Charli Joseph
5	Stakeholder Analysis and Participatory Approaches	4	0	2	0	6	0	12	20	G.J.M. Gevers
6	Research Assignment	0	24	0	0	6	0	6	30	E.M.A. Hes, G.J.M. Gevers, L.E. Charli Joseph
7	Group Presentation	0	0	0	0	6	0	6	6	E.M.A. Hes, G.J.M. Gevers, L.E. Charli Joseph
	Total	22	24	14	0	36	0	72	140	

Education Material

Scientific Software

M3324

Summer Course - Visual Methods for Water Communication

Term	201718T12
Coordinator	E. Fantini
Credit points	1.000000000
Specialization	

Target Group

The course aims at offering an introduction to visual methods to students and water professionals with different backgrounds (engineering, social sciences, and natural sciences).

The course is trans-disciplinary since it builds not only on academic competences from different chairgroups (Water Governance, Hydro informatics, River Basin Development) but also on media and communication professionals.

Course participants will work in small groups of 4/5 people. Each group will make a video on the topic of the case study, combining original footage, aerial images and data visualisation.

Prerequisites

None

Learning Objectives

1 By the end of the course, participants will combine different visual methods and tools to create their own video to communicate scientific data and stories about water.

Assessments

%	Type	Name
1	Assignment	Self-assessment: students will be invited to evaluate their own work and the overall course by dint of a video-box (a booth with a camera) where they can record their messages.
1	Assignment	Students will be assessed on the outputs of the workshops by the workshops coordinators

Topics

E1 Special event: Movie Night!

In this special night at Rietvel Theater organised in collaboration with "Let's talk about water" film festival, we will watch video documentaries on water issues.

Course participants will be invited to practice their presentation skills in a show and tell event.

E2 Special event: Final presentation

The video made by course participants will be presented in a public session.

A jury of experts will give feedback to the students and will award the best videos.

L1 Introduction to the course

The course coordinator (Emanuele Fantini, IHE Delft) will introduce the course objectives, activities and schedule.

L2 Introduction to the case study: "Living in a Dutch delta: Dordrecht"

In this lecture Anna Wiesselink (IHE Delft) will introduce the case study on whihch we will be working for the whole week: the concept of hydrosocial delta and its application to flood risk prevention and management in Dodrecht, the Netherlands.

W1 Video storytelling

This topic is composed by lectures and workshop by Roland Postma, professional film maker.

Students will learn to create, shoot and edit short video stories.

W2 Making data tell stories

This topic is composed of lecture and workshop by Joanne Craven (guest lecturer).

You will learn how to make your data speak to people - and how to make sure it's telling them what it's telling you! We will look at real-life examples of data visualisation, for example climate change data, to learn how effective visualisation can make your data speak for itself.

During the workshop students will create data visualisation to be added in the final video.

Topics

W3 Water from Above: how changing the viewing perspective let you understand reality from a different perspective

This topic is composed by lecture and workshop by Paolo Paron (IHE Delft).

The use of Unmanned Aerial Vehicles (UAV) or Commercial Drones has revolutionized the aerial photography and videography in recent years. It is used by Human Rights or Environmental groups, as well as by journalists and natural resource managers among others. During this lecture and workshop you will learn the basics, potential and limitations of this technology and you will shoot aerial images to be included in the final video.

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
E1	Special event: Movie Night!	0	0	3	0	0	0	3	3	
E2	Special event: Final presentation	0	0	2	0	0	0	2	2	
L1	Introduction to the course	1	0	0	0	0	0	1	3	E. Fantini
L2	Introduction to the case study: "Living in a Dutch delta: Dordrecht"	1	0	0	0	0	0	1	3	A.J. Wesselink
W1	Video storytelling	10	0	8	0	8	0	26	46	L. Postma
W2	Making data tell stories	2	0	4	0	8	0	14	18	J.S. Craven
W3	Water from Above: how changing the viewing perspective let you understand reality from a different perspective	2	0	14	0	8	0	24	28	P. Paron
	Total	16	0	31	0	24	0	71	103	

Education Material

Scientific journal	Rusca M (2018), Visualizing urban inequalities: The ethics of videography and documentary filmmaking in water research, WIREs Water.

Scientific Software

M3139

Summer Course - Water Accounting Plus for Standardized Reporting of Water Resources in River Basins

Term	201718T12
Coordinator	E. Salvadore
Credit points	1.000000000
Specialization	

Target Group

25-30 participants.

Academic IHE-Delft students and external participants from national and international, public and private water sector.

Prerequisites

Basic knowloedge of hydrology, GIS.

Knowledge of Remote Sensing can be an advantage.

Learning Objectives

1	Becoming familiar with the concept of Water Accounting, and specifically with the Water Accounting Plus framework
2	Gain knowledge existing open access databases for (RS) water related data
3	Being able to perform simple spatial calculations (using QGIS for Water Accounting)
4	Learn how to compute water productivity
5	Being able to understand (interpret) the WA+ accounting sheets. How can I use WA+ fact sheets to support IWRM
6	Being able to understand and use Water-Pix (pixel-based RS water balance tool)
7	Learn how to separate evapotranspiration (ET) into green and blue ET

Assessments

%	Type	Name

1 Attendance

Topics

1 FUNDAMENTAL CONCEPTS OF WATER ACCOUNTING PLUS (WA+)

Introduction to the need of an open access data. Discussion of the power of having verified information on water budgets for water policy negotiations and water management in general. Introduction to the Water Accounting Plus system. Fundamental concepts: water balance, green and blue water consumption, Budyko theory, explain coupled radiation - energy - water - carbon balances, consumptive and non-consumptive use, return flows, atmospheric moisture recycling. Theory and excel exercises (ET separation, water budget, green and blue water).

2 ACCOUNTING SHEETS AND SPATIAL DATA

Group discussion on major challenges in water management. Basic concepts of Water Accounting: how do we communicate the water resources conditions of a river basin to water managers? Introduction to WA+ and SEEAW systems. Computational steps of the Water Accounting Plus framework. Sheet 1,2 and 3: theory, exercise and group discussion. Discuss exploitable, available, utilized, non-utilized and utilizable flows in river basin. Introduction to earth observation science and the progress achieved on spatially identifying hydrological processes (rainfall, evapotranspiration, soil moisture, water levels, land use, net primary production) and water management (withdrawals, irrigation, drainage) from satellite measurements. Hands-on QGIS. DEMO on spatial data platform from where water resources related information can be collected. Introduction to the case study: Tonle Sap basin (Cambodia), QGIS exercise: coordinate reference system, basic statistics per land use using Remote Sensing Data

3 ACCOUNTING SHEETS AND SPATIAL DATA (QGIS HANDS-ON)

Sheet 4, 5, 6, 7, and 8: theory, exercises and group discussion. Spatial data analysis: QGIS hands-on exercises (bias correction of Remote Sensing Precipitation, ET separation into green and blue water, ET partitioning into beneficial and non-beneficial, Remote Sensing vegetation data)

4 WATER PRODUCTIVITY AND HYDROLOGICAL MODELING

Introduction to Water Productivity. Exercises on: Net Primary Production, accumulated biomass production and crop yield, biomass water productivity and crop water productivity (target values). Hydrological modelling of the earth systems with and without remote sensing assimilation. Exercise on soil moisture and surface runoff. Introduction to Water-Pix, pixel-based water balance, groundwater recharge and abstraction, exercises.

5 CASE STUDY, DISCUSSION AND CLOSING REMARKS

Group work: prepare and discuss Sheet 1, Sheet 2 and Sheet 3 for the Tonle Sap basin, accounting sheets interpretation and scenario analysis. Discuss the services and benefits from water depletion, including agricultural and ecosystem services. Discuss sustainability of basin current and future conditions. Link these processes to water flows and fluxes. DEMO: water accounting software repository (GitHub). Closing remarks and final group discussion

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	FUNDAMENTAL CONCEPTS OF WATER ACCOUNTING PLUS (WA+)	8	0	0	0	0	0	8	24	C.I.B. Michailovsky, E. Salvadore, W.G.M. Bastiaanssen
2	ACCOUNTING SHEETS AND SPATIAL DATA	8	0	0	0	0	0	8	24	C.I.B. Michailovsky, E. Salvadore, H.M. Coerver, W.G.M. Bastiaanssen
3	ACCOUNTING SHEETS AND SPATIAL DATA (QGIS HANDS-ON)	8	0	0	0	0	0	8	24	C.I.B. Michailovsky, E. Salvadore, H.M. Coerver, W.G.M. Bastiaanssen
4	WATER PRODUCTIVITY AND HYDROLOGICAL MODELING	0	0	0	0	0	0	0	0	E. Salvadore, G.E. Espinoza Davalos, J.D. van Opstal
5	CASE STUDY, DISCUSSION AND CLOSING REMARKS	8	0	0	0	0	0	8	24	C.I.B. Michailovsky, E. Salvadore, H.M. Coerver, W.G.M. Bastiaanssen
	Total	32	0	0	0	0	0	32	96	

Education Material

Handout	Accounting Sheets for the group exercise
Lecture notes	presentations and notes explaining the exercises
Digital files	various Remote Sensing spatial data

Scientific Software

QGis

M2169

MSc Preparatory Course and Thesis Research Proposal for WM

Term	201718T14
Coordinator	M.E. Kooy
Credit points	9.000000000
Specialization	Core Program

Target Group

This module is available to all WM participants. It is also open to participants of the WQM specialisations who started under the Environmental Science programme.

Prerequisites

Learning Objectives

1	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
2	List available literature and replicate main arguments expounded in the literature on the specified research topic
3	Demonstrate analytical problem-analysis skills and the ability to distil the strategic issues to be addressed in the research phase
4	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 st
5	Develop and formulate the research proposal in a clearly written, well argued and convincing report, submitted within a set deadline
6	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

Assessments

%	Type	Name
100	Assignment	Research proposal

Topics

1 MSc preparatory course

Project plan - The initial research topic of study will be selected in a consultative process with a mentor, the MSc coordinator and a WM professor.

Proposal development and formulation - 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.

Presentation and defence - The resulting proposal will be presented in written form and orally defended before an audience of critical peers and a panel of staff members.

2 writing proposal

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	MSc preparatory course	16	8	0	0	0	0	16	56	M. Rusca
2	writing proposal	0	196	0	0	0	0	0	196	
	Total	16	204	0	0	0	0	16	252	

Education Material

Scientific Software

M3236

Thesis Research Proposal Development for WMG

Term	201718T14
Coordinator	E. Fantini
Credit points	9.000000000
Specialization	Core Program

Target Group

This module is available to all WM participants. It is also open to participants of the WQM specialisations who started under the Environmental Science programme.

Prerequisites

Learning Objectives

1	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
2	List available literature and replicate main arguments expounded in the literature on the specified research topic
3	Demonstrate analytical problem-analysis skills and the ability to distil the strategic issues to be addressed in the research phase
4	Plan, using the project management approach, the research process in monthly time-steps and indicate essential milestones, targets and indicators, required human, financial and other resources, deliverables and perceived threats and constraints at each st
5	Develop and formulate the research proposal in a clearly written, well argued and convincing report, submitted within a set deadline
6	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

Assessments

%	Type	Name
100	Assignment	Research proposal

Topics

1 MSc preparatory course

Project plan - The initial research topic of study will be selected in a consultative process with a mentor, the MSc coordinator and a WM professor.

Proposal development and formulation - 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.

Presentation and defence - The resulting proposal will be presented in written form and orally defended before an audience of critical peers and a panel of staff members.

2 writing proposal

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	MSc preparatory course	16	8	0	0	0	0	16	56	M. Rusca
2	writing proposal	0	196	0	0	0	0	0	196	
	Total	16	204	0	0	0	0	16	252	

Education Material

Book	Bernard, H.R., 2011. Research methods in anthropology: Qualitative and quantitative approaches. Rowman Altamira.
Book	Denzin, N.K., Lincoln, Y.S. 2008. Collecting and interpreting qualitative materials. Sage.
Book	Johnson, J.B., Reynolds, H.T. and Mycoff, J.D., 2015. Political science research methods. Cq Press.
Book	Silverman, D. ed., 2016. Qualitative research. Theory, Method and Practice. Sage.
Book	Weisberg, H., Krosnick, J.A. and Bowen, B.D., 1996. An introduction to survey research, polling, and data analysis. Sage.

Scientific Software

M2927

MSc research, thesis and defence

Term	201718T15
Coordinator	E.A. de Jong
Credit points	36.000000000
Specialization	Core Program

Target Group

All students of the MSc programmes

Prerequisites

Learning Objectives

1 Explore the background of the research problem by critically reviewing scientific literature; Evaluate relevant theories and applying these theories to a relevant scientific problem; Assure adequate delineation and definition o the research topic

2 Formulate research questions and hypotheses

3 Conduct research, independently or in a multidisciplinary team by selecting and applying appropriate research methodologies and techniques, collecting and analysing data.

4 Formulate well-founded conclusions and recommendations based on a comprehensive discussion of the results.

5 Demonstrate academic attitude and learning skills (incl thinking in multidisciplinary dimensions & distinguishing main issues from minor ones), to enhance & keep up-to-date the acquired knowledge and application skills in a largely independent manner.

6 Communicate, debate and defend, clearly and systematically, findings and generated insights, and provide rationa underpinning of these in oral and written presentations to a variety of audiences.

Assessments

%	Type	Name
100	Presentation	Defence

Topics

Study load

Nr	Topic		Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
		Total	0	0	0	0	0	0	0	0	

Education Material

Scientific Software

M3235

Water Resources Assessment

Term	201819T06
Coordinator	Y.A. Mohamed
Credit points	5.000000000
Specialization	

Target Group

Young and mid-career professionals, managers, engineers and technicians interested in water resources management in general, and in particular the assessment of quantity and quality of water resources. Processing and validation of both ground and remote sensing data is a key part of the module.

Prerequisites

Successful completion of WM1, WM2 or equivalent is strongly recommended. Affinity with quantitative approaches is required. Good command of English.

Learning Objectives

1	Describe different types of water resources data, generated either from ground and/or RS measurements.
2	Apply diverse methods of data processing and data validation for water resources assessment, including statistica analysis of time serieseseries data.
3	Quantify the different components of the water resources spectrum (rainfall, river flow, groundwater), and assess availability and access at different scales.
4	Describe and apply different methods of water quality monitoring and assessment.
5	Analyse and quantify multiple uses of water for: agriculture, hydropower, domestic, environment and other uses
6	Access different data types (rainfall, evapotranspiration, river flows) from open data sources.
7	Apply water accounting techniques for assessing water resources, water use, and water productivity in a river basin context.

Assessments

%	Type	Name
35	Assignment	
65	Written examination (closed book)	Writen Exam

Topics

1 Introduction to WRA

Module introduction, principles of water resources assessment, possible use of assesments in water management

Topics

2 Water Resources Assessment

Water Resources data: Different types of water resources data, monitoring, validation, archiving, and dissemination.
Surface water resources assessment: time series analysis of WR data, including: flow duration curves, statistical distribution and trend analysis, extreme value analysis (floods and droughts).
Groundwater resources assessment: Defining sustainable yield, occurrence of groundwater and investigation methods, methods of groundwater abstraction.
Water quality monitoring and assessment: requirements for WQ assessment; WQ parameters; WQ monitoring program; Pollution; WQ assessment.
Estimation of water resources data in un-gauged basins and regionalization.

This includes field visits to the "Water Management Centre", The Netherlands, Lelystad, and to Deltares, Delft.

2.1 Water resources data (case study)

2.2 Surface water resources assessment

2.3 Groundwater resources assessment

2.4 Water quality assessment

2.5 WRA in un-gauged basins

3 Water use activities

Agricultural water demand, crop water requirement, net irrigation requirement, yield analysis, domestic water use, hydropower water demand, environmental water requirement.

4 Water accounting

Introduction to remote sensing data for water resources management; Introduction to spatial hydrology; Satellite image processing; Catchment water balance in GIS environment; Water productivity and water valuation; Water accounting.

4.1 GIS/RS applications in WRA

4.2 Processing of spatial data (Land use, precipitation, evapotranspiration, runoff)

4.3 Computation of catchment water balance

4.4 Water accounting at different scales

5 Field visit "Water Management Center"

6 Exam

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Introduction to WRA	2	0	0	0	0	0	2	6	Y.A. Mohamed
2	Water Resources Assessment	0	0	0	0	0	0	0	0	J. Susnik, T.Y. Stigter, Y.A. Mohamed
2.1	Water resources data (case study)	2	0	2	0	0	0	4	8	J. Susnik
2.2	Surface water resources assessment	4	0	4	0	0	0	8	16	Y.A. Mohamed
2.3	Groundwater resources assessment	4	0	4	0	0	0	8	16	T.Y. Stigter
2.4	Water quality assessment	6	0	2	2	0	0	10	24	A.L. Zuijdgeest
2.5	WRA in un-gauged basins	2	0	2	0	0	0	4	8	J. Susnik
3	Water use activities	4	0	2	0	0	0	6	14	S. Graas
4	Water accounting	0	0	0	0	0	0	0	0	H.H.G. Savenije, W.G.M. Bastiaanssen, Y.A. Mohame
4.1	GIS/RS applications in WRA	2	0	2	0	0	0	4	8	W.G.M. Bastiaanssen
4.2	Processing of spatial data (Land use, precipitation, evapotranspiration, runoff)	2	0	4	0	0	0	6	10	Y.A. Mohamed
4.3	Computation of catchment water balance	2	0	4	0	0	0	6	10	H.H.G. Savenije, Y.A. Mohamed
4.4	Water accounting at different scales	2	0	4	0	0	0	6	10	Y.A. Mohamed
5	Field visit "Water Management Center"	0	0	0	0	6	0	6	6	
6	Exam	0	0	0	0	3	0	3	3	
	Total	32	0	30	2	9	0	73	139	

Education Material

E-book	QGIS Training Manual, Release 2.6, QGIS Project, March 15, 2015
E-book	Water Quality Monitoring - A Practical Guide to the Design and Implementation of Freshwater Quality Studies and Monitoring Programmes. Edited by Jamie Bartram and Richard Balance. 1996 UNEP/WHO. ISBN 0 419 22320 7 (Hbk) 0 419 21730 4 (Pbk)
Book	Water Resources Assessment Hand Book for review of national capabilities, 1997 (WMO, UNESCO)
Lecture notes	Water accounting at river basin scale, Mohamed, 2013. UNESCO-IHE lecture notes.

Scientific Software

Cropwat

QGis

M3331

Groupwork WMG

Term	
Coordinator	J. Susnik
Credit points	5.000000000
Specialization	Core Program

Target Group

This module is required for all participants in the Water Management programme.

Prerequisites

Bachelor`s degree. Basic computer skills (MS-Windows, Office) Good English command. Participation in the WM Fieldwork.

Learning Objectives

1 Define concrete research questions, aims and objectives as a framework for a small research project.

2 Interpret results and findings from the Fieldtrip in order to arrive at meaningful yet succinct conclusions and recommendations.

3 Formulate and defend an argument by answering the research questions using evidence and data from a variety of sources along with appropriate methodological and analysis tools.

4 Develop expertise in presenting and defending arguments by (a) developing and presenting a research poster and short pitch; and (b) creating an extended scientific abstract of 4 pages.

Assessments

%	Type	Name
50	Assignment	Extended scientific abstract
50		Poster presentation and 5-min pitch

Topics

1 **Description versus Analysis**

2 **Data interpretation**

3 **Analyzing interviews**

4 **Making a Research Poster**

5 **Public Speaking/Presentation**

Study load

Nr	Topic	Lecture	Assignment	Excercise	Lab session and report	Fieldtrip	Design Excercise	SUM: contact hours	SUM: workload hours	Lecturers
1	Description versus Analysis	0	0	0	0	0	0	0	0	
2	Data interpretation	0	0	0	0	0	0	0	0	
3	Analyzing interviews	0	0	0	0	0	0	0	0	
4	Making a Research Poster	0	0	0	0	0	0	0	0	
5	Public Speaking/Presentation	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	

Education Material

Scientific Software