Case Study Period Water Governance

Lecturers:
Coordinated by Dr. Cheryl de Boer. Involved lecturers are selected based on the project content

Course description:

- **Course objectives**

The objective of the course is to integrate and apply the knowledge and skills that students have acquired in the preceding course work period to a real life project and to develop further their research project, team work and consulting skills.

- **Subject**

The subject of the case study project is within the broad field of Water Governance and / or sustainability for an organisation or region.

- **Content / topics**

The topic is in the broad field of Water Governance and / or sustainability in an organisation or region. The exact topic of the case study will vary according to the project that students will work on.
The topic will have direct and strong relations with several of the topics of preceding courses. The project involves data gathering through various means like literature search, document study and interviews, analysing the situation and advising about or designing a solution for the situation.

- **Course learning objectives**

The summarised learning objectives are listed here. After successfully executing the project described in this reader participants will be able to:

- Integrate and apply the knowledge and insights that have been gained during the course work period in a real life situation.
- Apply the acquired social, communication and research skills in a real life situation
- Reflect on the applicability and usefulness of the acquired knowledge and skills for their careers and countries of origin.
- Lead a project through the stages of conceptualisation, proposal writing (workplan) and implementation / execution.
- Work in an English language in a multi-disciplinary, multicultural team and under time pressure.
- Act as researcher/consultant in a research/consultancy team
- Solve multidisciplinary and complex problems in an academic way
- Write a comprehensive report (academic or consultancy), and adhering to the academic routines for referencing

Instructional working methods:
The case study project is a group assignment, with an individual component. Outputs are reported in the form of both written and oral reports.
During the case study period, progress meetings are held with the lecturers on a regular basis. Also, results will be presented to the organisations that have provided the project topics / questions.

Assessment:
The supervisors will assess the project taking into account the quality of the outputs of the project (workplan and monitoring, execution of project, results, reports, presentations) and the performance on the learning objectives (see appendix). The work of the students will be graded on a scale 0 to 10. To pass the case study period, the student needs to score rounded-up six or higher. The assessment is based on the group work, but deviations are made for individual students in case they provide too little input into the group work.

Relationships with other courses:
The Case Study has strong relations with the other courses taught in the case work period, as is reflected in the course objectives.
Further, the Case Study serves as a preparation (or exercise) for the individual Research Project. The skills acquired or enlarged during the case study project, for example in making a work plan, data gathering techniques, reporting etc., are valuable for the Research project

Relation of course with final attainment targets:

- **Primary relationship**

The final attainment targets 1 to 4 are related to this course. However, due to the nature of the course the level to which they are addressed varies.

- Graduates have knowledge of and insight in the relevant key concepts and theories of policy studies and law and can describe and categorise relevant policy instruments, describe the legal basis of common policy instruments used in environmental and energy management and are able to assess their usefulness and feasibility in various contexts. (1)
- Graduates have basic knowledge of and insight in a variety of clean(er) and treatment technologies relevant for environmental and energy management, and tools that can be used for assessing the options for improving the environmental and energy impacts of products and production processes. They are able to make basic calculations for some of these tools and to make judgements about what technological solutions are appropriate for specific situations. (2)
- Graduates have knowledge of and insight in relevant key terms and concepts of organisational theory, operations management and financial analysis. They are able to apply these to analyse (energy and environmental projects in) an organisation, define needs for change and advise about implementation. (3)
- Graduates have knowledge of and insight in the relevant key concepts, theories and tools, strategies and management systems for corporate environmental and energy management, including CSR. Graduates are able to analyse an existing situation and design solutions for (a specific issue in) environmental or energy management. (4)
- Graduates understand the concept of sustainable development and the relationships between resource utilization, production processes, societal processes and environmental pressure and are able to apply combinations of concepts and theories in environmental and energy management to

the situation in the home country or other specific real life situations. (5)
- Graduates are able to integrate knowledge from various disciplines and to understand interrelationships in sustainable development processes, and are capable of formulating an action programme, policy, project or recommendations for environmental or energy management issues in their context based on this integrated knowledge. (6)
- Graduates have academic and research skills like critically reflecting on literature, designing a research proposal and executing and reporting on an (applied) research project. (7)
- Graduates are able to make a relevant contribution as an individual or as a member of a multi-disciplinary team to analysing and solving complex environmental or energy problems in an organisation or region. They are able to function in an international team, with English as the language of communication. (10)
- Graduates are able to give a structured written and oral presentation in English about individual or team work. They also adhere to existing academic traditions, such as providing proper credits and references. (12)
- Graduates are able to reflect on matters and issues in the domain, are able to form an opinion and to contribute to both scientific and practitioners' discussions and e.g. to critically reflect on the role of technology in the process towards sustainable development. (13)

• **Secondary relationship**

- Graduates are able to independently access relevant scientific literature to obtain additional knowledge and apply this to the problem at hand. (8)
- Graduates have knowledge of the principles of relevant professional skills, like communication, management and consulting skills, and have some basic experiences in applying these. (14)

• **Tertiary relationship**

- Graduates take the responsibility for the continuous development of their own knowledge and skills. (9)
- Graduates are able and willing to recognise the ethical aspects related to their activities. (11)