

## WATR7500\* - Final project (8 units)

\* Course codes for part-time students are WATR7501, WATR7502 or WATR7503, depending on academic calendar and expected semester of graduation.

### Aims

To demonstrate individual inquiry and the ability to plan, execute and deliver a high quality submission that illustrates skills, knowledge and critical assessment of contemporary aspects of integrated water management (IWM).

### Learning objectives

The final project enables participants to:

- Discover through practical application how to apply tools and concepts of integrated water management to an existing or emerging focal water resource issue that is of professional or personal interest
- Undertake self-directed project work aimed at demonstrating skills in planning, executing and delivering a high quality submission that demonstrates individual inquiry, critical problem solving and effective communication of complex issues
- Develop skills in critical inquiry of conceptual and operational aspects of water management; adopting multi-disciplinary / multi-stakeholder perspective of a current or emerging water issue
- Build professional links and networks in the water practitioners throughout the project experience; develop leadership skills and advocated integrated, reflective practice.

### Module description

The [Master of Integrated Water Management \(MIWM\)](#) creates future water leaders who can cross social, environmental and technological boundaries to find sustainable solutions to global water challenges in urban and rural contexts. The program has been designed to provide graduates with a strong theoretical foundation in IWM best practice, strengthened by a practical skill set developed through problem-based learning projects, field trips and a final project experience.

The IWM project is a compulsory module, undertaken as the 'final project' component of the Master of Integrated Water Management (MIWM) program (see Figure 1 on the left). Here, participants design and undertake self-directed project work to consolidate and apply concepts, principles and methodologies learned in the [MIWM Foundation, Integration and Specialisation modules](#).

Participants are encouraged to base their project on a focal issue that is of personal or professional development interest, which they will explore under the guidance of dedicated professional and academic supervisory expertise. Professional placements with NGOs, research institutes, water industry clients and service providers, private consultants, or natural resources management organisations are encouraged. Where possible, participants will be linked with IWC partners and associates.

The project is assessed by means of a report which represents the academic effort attributable to one semester of full-time work, or two semesters of part-time work (8 units at The University of Queensland). Participants should discuss and agree the overall scope and outcomes of the project with the staff of the IWC and secure academic supervisors prior to commencing work.

Scholarship and visa conditions permitting, projects can be undertaken in Australia or overseas.

Visit IWC website for more information: [www.watercentre.org/final-project](http://www.watercentre.org/final-project)

### Enrolment options

The final project is offered in both full-time and part-time delivery modes. Participants have the option to select ONE of the following enrolment options to complete the course:

#### Full-time enrolment options:

Semester 1      Feb - Jun  
Semester 2      Jul - Oct

#### Part-time^ enrolment options:

Semester 1      Feb - Oct  
Semester 2      Jul - Jun

^ Part-time delivery options are available only to domestic students.

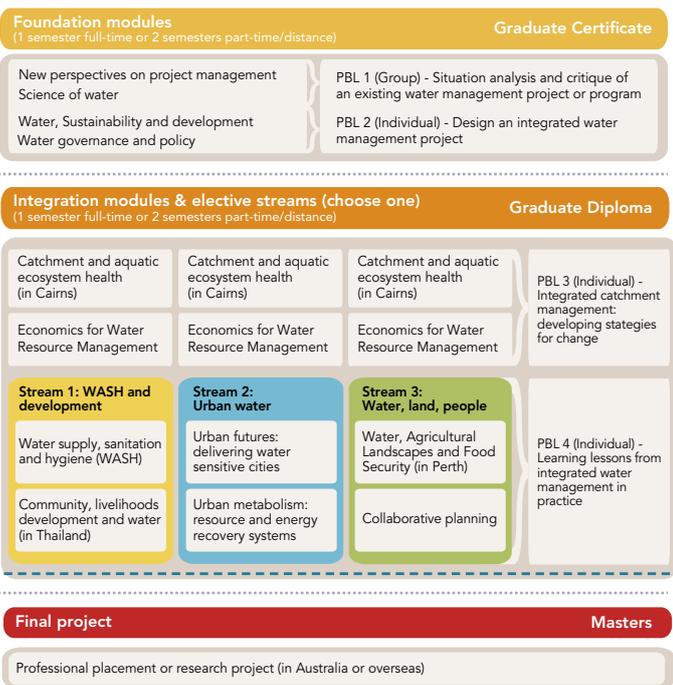


Figure 1: Program structure - final project component

## Prerequisites

Prior to undertaking their final project, participants must:

- Successfully complete the MIWM Foundation, Integration and Specialisation modules; and

## Teaching staff

- **Course Coordinator:** Dr John Kirkwood (International WaterCentre)

## Student knowledge base at the commencement of the final project

At the commencement of the final project, MIWM participants have been exposed to a mixture of theoretical and evidence based learning from systems, planning and the philosophy of science to firmly root the nature of water management as a practical discipline dealing with complex issues and situations. Questions are raised over the need for change in water management practice, and why future generations will need to think and act differently about water.

Student skills are developed to help them characterise contemporary water-related challenges across the world, anticipate emerging and future challenges, and map out the dimensions of some of the responses which will be required. Questions of social purpose are raised to stimulate reflection on professional purpose and ambition, and incorporation of personal values into a reflective professional praxis.

At IWC, we believe this reflective professional praxis will be essential for future water professionals to effectively and justly engage in the complex, potentially conflict ridden changes required across the sector.

*“Since the program’s launch in 2008, IWC students have delivered more than 200 projects in 45 countries, in collaboration with 140 organisations across the globe.”*

### STUDENT FINAL PROJECT

## Maria Belén Andrade (Ecuador)

### Engaged or Disengaged? Bringing motivations and emotions into the study of multi-stakeholder platforms for Integrated Catchment Management – A case study of multi-stakeholder platforms in the Pumicestone Region Catchment, Queensland, Australia

Multi-stakeholder Platforms (MSPs) are widely promoted to attain a new water governance system known as Integrated Catchment Management (ICM). MSPs are often considered to be conflict-free and rational spaces for participation, leaving aside the fact that they are composed of human beings, who are far more complex than this. MSPs are usually initiated by the government or an NGO (due to the skills required to facilitate a positive environment for dialogue).

However, one must ask: what motivates people to join, remain active in and leave MSPs, and what experiences and emotions make some individuals who have left cynical about joining other participatory initiatives?

Belen undertook a six-month research project to answer this question through the examination of three government-invited MSPs from the Pumicestone Catchment Region in Queensland, Australia. She approached the study of engagement and disengagement of participants in MSPs through the socio-psychological lens of motivations and emotions, and how they influence behaviour in order to attain ICM goals.

