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# Teaching hydrological modeling with a user-friendly catchment-runoff-model software package

**J. Seibert<sup>1,2,3</sup> and M. J. P. Vis<sup>1</sup>**

<sup>1</sup>Department of Geography, University of Zurich, Switzerland

<sup>2</sup>Department of Physical Geography and Quaternary Geology, Stockholm University, Sweden

<sup>3</sup>Department of Earth Sciences, Uppsala University, Sweden

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Correspondence to: J. Seibert (jan.seibert@geo.uzh.ch)

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## Abstract

Computer models, and especially conceptual models, are frequently used for catchment hydrology studies. Teaching hydrological modeling, however, is challenging as students, when learning to apply computer models, have both to understand general model concepts and to be able to use particular computer programs. Here we present a new version of the HBV model. This software provides a user-friendly version which is especially useful for education. Different functionalities like an automatic calibration using a genetic algorithm or a Monte Carlo approach as well as the possibility to perform batch runs with predefined model parameters make the software also interesting for teaching in more advanced classes and research projects. Different teaching goals related to hydrological modeling are discussed and a series of exercises is suggested to reach these goals.

## 1 Introduction

There are good reasons to include modelling in hydrology education. First of all, models have become standard tools to address many types of practical hydrological questions and most hydrology students will in their professional life in some way be in contact with hydrological models. Therefore, it is important that hydrology students learn how to use models, get a general understanding of modelling concepts and realize possibilities as well as limitations of hydrological modelling. Furthermore, models can contribute to a better understanding of hydrological variables and their interactions in a quantitative way. By “playing around” with a model, changing parameter values and looking at model simulations, students can explore interactions and feedback mechanisms such as how soil moisture can influence evaporation and how this in turn can influence runoff.

Conceptual models are especially useful for education (Aghakouchak and Habib, 2010). They are a good compromise between black-box models, which do not allow discussing processes, and physically-based models, which usually are too complex to

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be easily applied and understood by students. As the available time is often limited in hydrology courses, the use of models, which require a significant learning time on how to use the model, is not possible in practice. Conceptual catchment models also continue to be used as important tools in various kinds of hydrological applications. While there are applications where more complex, fully-distributed, physically-based models are needed, lumped or semi-distributed conceptual models have several advantages such as more moderate requirements for data to set-up and run the model.

One widely-used conceptual model is the HBV model (Bergström, 1976, 1992, 1995; Lindström et al., 1997). The HBV model got its name from the unit “Hydrologiska Byråns Vattenavdelning” at the Swedish Meteorological and Hydrological Institute (SMHI) where its development started in the 1970s. The HBV model has become widely used and exists in several versions. The version HBV-light has been developed at Uppsala University starting in 1993 using Microsoft Visual Basic and has become widely used in education at several universities. The software has also been used for many research projects both in our and other groups (e.g. Konz and Seibert, 2010; Seibert and Beven, 2009; Steele-Dunne et al., 2008). Here we present a new version of this model software, which has recently been developed at the University of Zurich. Compared to the previous version of HBV-light (Seibert, 1997, 1999; Seibert and Beven, 2009), in the new version it is also possible to run simulations with different time steps and several subcatchments. In addition a routine for simulation of glaciers has been implemented (Konz and Seibert, 2010). The main motivation for this model version was to provide a user-friendly implementation for education. We discuss experiences from many years of using the HBV model in university education and describe a series of exercises for courses at different levels of teaching, from a first introductory use of the model to model applications for typical hydrological questions and programming own model routines. The main goal of using a model like HBV-light in teaching is that the students will be able to answer the following questions: (1) What is a runoff model and how does it work? (2) How can a model be applied to answer a specific

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question? (3) How do the model routines really work? (4) What are opportunities and limitations when using a model?

## 2 HBV model structure

The HBV model is a semi-distributed model, which means that a catchment can be separated in different elevation and vegetation zones as well as into different subcatchments. The model consists of different routines and simulates catchment discharge, usually on a daily time step, based on time series of precipitation and air temperature as well as estimates of monthly long-term potential evaporation rates. In the snow routine snow accumulation and snow melt is computed by a degree-day method. In the soil routine groundwater recharge and actual evaporation are simulated as functions of actual water storage. In the response (or groundwater) routine runoff is computed as a function of water storage. Finally, in the routing routine a triangular weighting function is used to simulate the routing of the runoff to the catchment outlet. The central equations of the HBV model are given below; more detailed descriptions of the model can be found elsewhere (Bergström, 1995; Lindström et al., 1997; Seibert, 1999).

HBV-light uses a warming-up period during which state variables evolve from standard initial values to their appropriate values according to meteorological conditions and parameter values. One year of warming-up is found to be sufficient in most cases. Precipitation is considered to be either snow or rain depending on whether the temperature is above or below a threshold temperature,  $P_{TT}$  ( $^{\circ}\text{C}$ ). All precipitation falling during time steps when the temperature is below  $P_{TT}$ , i.e., simulated to be snow, is multiplied by a snowfall correction factor,  $P_{SFCF}$ . This factor compensates for systematic errors in the snowfall measurements and for evaporation from the snow pack in the model, which is not simulated explicitly. Snowmelt,  $M$  ( $\text{mm d}^{-1}$ ) is calculated with the degree-day method using the degree-day factor  $P_{CFMAX}$  ( $\text{mm d}^{-1}\text{ }^{\circ}\text{C}^{-1}$ ) (Eq. 1) (note: here and in the following the units are given for the daily time step, although the model can be run also on other time steps). Meltwater and rainfall is retained within the snow pack

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until it exceeds a certain fraction,  $P_{CWH}$ , of the water equivalent of the snow. When temperatures drop below  $P_{TT}$  the amount of refreezing liquid water within the snow pack,  $R$  ( $\text{mm d}^{-1}$ ) is computed using a refreezing coefficient,  $P_{CFR}$  (Eq. 2). The effect of north- and south-facing slopes can optionally be considered using one parameter by which the potential melt is multiplied for the south-facing fraction of the catchment and divided for the north-facing fraction (Hottelet et al., 1993; Konz and Seibert, 2010).

$$M = P_{CFMAX} \cdot (T(t) - P_{TT}) \quad (1)$$

$$R = P_{CFR} \cdot P_{CFMAX} \cdot (P_{TT} - T(t)) \quad (2)$$

Based on the amount of input to the soil (sum of rainfall and snow melt) at a certain time step,  $I(t)$  ( $\text{mm d}^{-1}$ ), the flux to the groundwater,  $F(t)$  ( $\text{mm d}^{-1}$ ), is computed; the remaining part of  $P(t)$  is added to the soil box. The partition is a function of the ratio between current water content of the soil box ( $S_{SOIL}(t)$ ; mm) and its maximum value ( $P_{FC}$ ; mm) (Eq. A3). Actual evaporation from the soil box equals the potential evaporation if  $S_{SOIL}/P_{FC}$  is above  $P_{LP} \cdot P_{FC}$ , while a linear reduction is used when  $S_{SOIL}/P_{FC}$  is below this value (Eq. 4).

$$\frac{F(t)}{I(t)} = \left( \frac{S_{SOIL}(t)}{P_{FC}} \right)^{P_{BETA}} \quad (3)$$

$$E_{act} = E_{pot} \cdot \min \left( \frac{S_{SOIL}(t)}{P_{FC} \cdot P_{LP}}, 1 \right) \quad (4)$$

Groundwater recharge is added to the upper groundwater box ( $S_{UZ}$ ; mm).  $P_{PERC}$  ( $\text{mm d}^{-1}$ ) defines the maximum percolation rate from the upper to the lower groundwater box ( $S_{LZ}$ ; mm). Runoff from the groundwater boxes is computed as the sum of two or three linear outflow equations ( $P_{K0}$ ,  $P_{K1}$  and  $P_{K2}$ ;  $\text{d}^{-1}$ ) depending on whether  $S_{UZ}$  is above a threshold value,  $P_{UZL}$  (mm), or not (Eq. 5). This runoff is finally transformed by a triangular weighting function defined by the parameter  $P_{MAXBAS}$  (Eq. 6) to give the simulated runoff ( $\text{mm d}^{-1}$ ).

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$$Q_{GW}(t) = P_{K2} \cdot S_{LZ} + P_{K1} \cdot S_{UZ} + P_{K0} \cdot \max(S_{UZ} - P_{UZL}, 0) \quad (5)$$

$$Q_{sim}(t) = \sum_{i=1}^{P_{MAXBAS}} c(i) \cdot Q_{GW}(t - i + 1)$$

$$\text{where } c(i) = \int_{i-1}^i \frac{2}{P_{MAXBAS}} - \left| u - \frac{P_{MAXBAS}}{2} \right| \cdot \frac{4}{P_{MAXBAS}^2} du \quad (6)$$

The long-term mean values of the potential evaporation,  $E_{pot,M}$ , for a certain day of the year are corrected to its value at day  $t$ ,  $E_{pot}(t)$ , by using the deviations of the temperature,  $T(t)$  at a certain day, from its long-term mean,  $T_M$ , and a correction factor,  $P_{CET}$  ( $^{\circ}\text{C}^{-1}$ ) (Eq. 7) (Lindström and Bergström, 1992).

$$E_{POT}(t) = (1 + P_{CET} \cdot (T(t) - T_M)) \cdot E_{POT,M} \quad (7)$$

but  $0 \leq E_{POT}(t) \leq 2 \cdot E_{POT,M}$ .

For catchments with glaciers there is a simple glacier routine (Konz and Seibert, 2010). For the catchment fraction covered by glacier ice once the snow pack has melted away, ice melt is simulated using Eq. (1) with degree-day factor being increased by a factor representing the higher melting of ice compared to snow due to the lower albedo.

Besides the standard version several alternative model variants can be chosen in HBV light. For instance, instead of the two linear outflows from the upper groundwater box one non-linear outflow can be used (Eq. 8).

$$Q_{GW}(t) = P_{K2} \cdot S_{LZ} + P_{K1} \cdot S_{UZ}^{1+P_{ALPHA}} \quad (8)$$

The structure of the groundwater boxes can also be changed (Uhlenbrook et al., 1999). In the one-box variant there is only one groundwater box with the upper two outflows

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being active only when the storage is above certain threshold values. In the three-box variant there are three linear-outflow boxes above each other, and there are two parameters determining the maximum flow rate down to the next box. In yet another variant the simulated recharge from the soil routine is divided into two parts based on a relative portion determined by one parameter. One part is added directly to a linear storage whereas the other part is evenly distributed over a subsequent period of a certain number time steps and added to a second, parallel linear storage. This latter variant has been useful in catchments with deeper groundwater flow pathways (Seibert, 2000; Seibert et al., 2010).

It is not entirely obvious for which of the model routines computations should be performed lumped for the entire (sub)catchment or separately for each elevation-vegetation zone and this is solved differently in the various HBV versions (Braun and Renner, 1992; Uhlenbrook et al., 1999). In HBV-light it is possible to choose different degrees of distribution for both the standard version and for several of the variants discussed above.

### 3 HBV-light software

From the very beginning a guiding principle in the development of the HBV-light software was a focus on the core model, a user-friendly Graphical User Interface (GUI) and the possibility to perform uncertainty analyses.

#### 3.1 Technical implementation

The new HBV-light software is built on the .NET Framework 3.5. The core model functionality is contained within the HBV-light Dynamic Link Library (.dll) file. There are two different executable programs, which are used to call methods in this dll. HBV-light-GUI provides the user with a Graphical User Interface to interact with the model, and HBV-light-CLI is a Command Line Interface allowing the user to run HBV-light from

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the command line or other applications such as PEST, which is a computer program for “Model-Independent Parameter Estimation and Uncertainty Analysis” (Doherty and Johnston, 2003; Doherty and Skahill, 2006). With HBV-light-CLI it is also possible for the user to easily program tools for repetitive simulation tasks. HBV-light-GUI uses the Microsoft Chart Controls for Microsoft .NET Framework 3.5 for the visualization of the simulations. Furthermore, a Microsoft Compiled HTML Help file (.chm) is included providing the user with information about the usage of the Graphical User Interface. The help file also contains a detailed description of the HBV-light model structure. Help on the usage of the HBV-light-CLI executable is provided via the command line.

### 3.2 Software functionality

After having prepared the input data files, which is done outside the HBV-light software, a catchment data set can be opened in HBV-light. The user can specify catchment and model settings as well as parameter values, and run the model simulation. Results will be written to output files and, for the HBV-light GUI version, shown in graphs. Besides running a single model simulation, there are a few additional simulation tools available, which are important features of the HBV-light software. Batch simulations can be used to run the model for a list of predefined parameter sets. Furthermore, there are two different tools available for automatic calibration of the model, Monte Carlo simulations and Genetic Algorithm and Powell optimization (GAP). Monte Carlo simulations can be used to run a large number of simulations based on randomly selected parameter sets (within user defined parameter boundaries). Objective functions, such as the Nash-Sutcliffe model efficiency coefficient, are computed for each model run and can be used to rank the different parameter sets based on their performance. The GAP algorithm consists of two steps (Seibert, 2000). First, optimized parameter sets are generated by an evolutionary mechanism of selection and recombination of a set of initial, randomly selected parameter sets (again within user defined parameter boundaries). During the second step, parameter sets are fine tuned using Powell’s quadratically convergent method (Press et al., 2002).

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## 4 HBV-light for education

HBV-light is especially useful for education because the user-friendly interface makes the use of the model intuitive and little time is needed to learn how to run the model. The previous version of HBV-light is used in classes and for thesis projects at several universities. First tests demonstrated that the new version is even more suitable for education because of its improved GUI. Students quickly were able to run the model with little instructions. The possibility to display parameter values and simulated time series at the same time in one window (Fig. 1) is very helpful when discussing model parameters and simulations in front of the screen.

## 5 Model exercises

In the following we present a collection of exercises. These range from simple calibration exercises to the analysis of land-use changes, calculation of design floods and uncertainty estimation. Additionally exercises are suggested which go beyond the use of the existing software; here students are asked to program or even develop own model routines. The first exercises are suitable for basic hydrology courses, whereas the latter are more applicable for teaching on an advanced level in modelling courses where issues like model calibration, uncertainty estimation and model development are important. Student instructions for all exercises are provided in the appendix. Wherever possible it is recommended to adapt these exercises by using catchments which are familiar to the students. In the first exercises most time is spend on manual calibration of the model. While nowadays models are seldom calibrated manually in real applications, we believe manual calibration is a suitable way to get familiar with the model and to learn about the different parameters, their sensitivity and interactions.

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## 5.1 HBVland

In this exercise the students have to calibrate the HBV model to a synthetic data set for which it is possible to obtain a perfect fit, i.e. the “observed” runoff is actually a simulated runoff series. Calibration to such synthetic series is in general easier and provides the students with a quick sense of achievement. Twenty years ago one model run still took some minute(s), which gave the students time and motivation to think about which parameter to change. With today’s computers a model run typically takes less than a second, which makes it possible to test many parameter values. There is a risk that students during manual model calibration do only trial and error testing instead of thinking about why they should change a certain parameter. Therefore, it is important to encourage the students to really discuss and motivate their parameter changes. For the same reasons we found it advisable to tone down the competitive aspect (“who gets the best fit first”).

## 5.2 Model applications

After having calibrated the simplified case of HBVland, the next steps are exercises where the task is to calibrate the model to a real catchment. To move beyond a pure calibration it is useful to add some simple model application for which the calibration is needed. Such applications might be using the calibrated model to simulate the runoff caused by a certain precipitation sequence (design flood, exercise 2) or to reproduce the runoff series for a period where there has been a change in the catchment (land-use change effects, exercise 3).

Calibrating to real data the students discover that the search for some best parameter value often is a compromise. A value, which might give a better fit for one period might cause poorer fits for another period. By comparing results of different groups, both in terms of calibrated parameter values and simulation results such as design floods, students also discover the issue of parameter uncertainty or equifinality. Ending the exercise with letting the students write their parameter values and simulation results

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Students will discover that some model variants might be more suitable for a certain catchment, but also that often it is hardly possible to decide on one optimal model structure.

## 5.4 Model routines

5 Modelling exercises at a more advanced level should also go beyond the use of some existing model software and require the students to develop their own model routines. In the snow-modelling exercise (exercise 5) the aim is to program the snow routine of the HBV model. The goal of this exercise is to make the students better realize how computations in a model actually are done. After this exercise they will understand that  
10 models are no magic black box but a logic sequence of commands including equations, loops and conditions. They will also be aware that the model code looks more complicated than the equation in the model description, partly because obvious conditions, such as that no more than the available snow can melt, have to be programmed explicitly. There are several ways to implement the snow routine and it is beneficial to let  
15 the students choose their approach freely rather than guiding them too much into one “best” solution. The students (and the teacher) will furthermore experience how easy it is to make mistakes when programming and how time-consuming debugging can be. Also this is considered as a valuable experience, although it can be quite frustrating at times.

20 While the task in the snow exercise is to program a given routine, the exercise on developing an interception routine (exercise 6) goes one step further. Here the students have to start with thinking about how an interception routine could look like. Depending on their background some guidance might be needed for this. The students will learn that there are different ways to formulate a hydrological process in conceptual terms  
25 leading to different model implementations.

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## 6 Concluding remarks

Teaching about hydrological modeling is challenging and it is important to be able to focus on the modeling itself instead of technical issues on how to use a certain software. HBV-light is suitable in this respect as students are able to run the model on their own after a very short introduction (~ 10 min).

This also allows giving a first introduction to modeling in few teaching hours. After two or three hours of lectures and about four hours of exercises (exercise 1 and 2 or 3) the students usually have a good understanding of the HBV model and conceptual modeling in general. Exercises 4–6 can be used in advanced classes to deepen the understanding. Additional explorative exercises ranging from small course work projects to theses can provide further insights into the modeling process.

User-friendly software like HBV-light can limit problems related to the usage of a model and, thus, help to focus on the hydrological aspects of modeling. However, the experience of a certain level of frustration is hard to avoid completely and can actually be helpful. This can include issues related to manual calibration (e.g. getting stuck in a local optimum) or debugging of own model code.

To summarize, the aim of using HBV-light in education as proposed in this paper is to promote a humble attitude of the students to hydrological modeling realizing both opportunities and limitations of hydrological modeling. We believe this is an important attitude of future hydrologists dealing with hydrologic questions in a changing, and uncertain, world.

## Appendix A

In this appendix a collection of six concrete exercises is provided to illustrate the use of HBV in teaching. For testing, the example data can be downloaded from the HBV-light website; for teaching, we recommend to adapt the exercises using data from catchments that are related in some ways to the experience of the students.

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## A1 Exercise 1 (HBVland):

Calibrate the HBV model for the HBVland catchment for the period 1 September 1981 to 31 August 1991 (warm-up period starting at 1 January 1981). This catchment behaves exactly as the HBV model sees the world, therefore you might be able to achieve a perfect fit ( $R_{\text{eff}} = 1$ ).

1. Try to calibrate the model. It is a good idea to start with the snow routine to get the spring flood right, then work on the soil-routine parameters to get the water balance ok and finally fix the response function. You will have to do this in iterations.
2. During calibration look also on different variables such as soil moisture or storage in the upper groundwater box.
3. Once you have reached a perfect fit (or have received the “true” parameter values by kindly asking your teacher), you may again change parameter values and study the effects of different parameter values.
4. Change one (or two) of the following parameter: TT, CFMAX, FC, BETA, LP, K0, K1, K2, PERC, UZL, MAXBAS, SFCF.
5. Discuss – before running the model – what effect You expect (i.e. more runoff during spring, slower response to rain).
6. Run the model and look on the deviation of the simulated runoff (red line) from the “recorded” runoff (blue line).
7. Make a note of each change of a parameter value and its effect to the simulation.
8. Change the parameter value back to its original value.
9. Continue with (3).

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## A2 Exercise 2 (estimation of design flood)

A synthetic sequence of extreme precipitation has been derived by meteorologists (Table A1). Now it is your task to estimate the flood that this sequence would cause for the River Fyris at Vattholma (Uppland). In other words, you should estimate a design flood.

You have decided to use the HBV model to solve this problem. Some friendly hydrologist put all necessary files together (most important the “ptq.txt”-file with areal precipitation, temperature and observed runoff for an eleven-year period), but the model is far from well-calibrated. You have to complete three steps:

1. Calibration: change the following parameters in order to get an as good fit as possible between observed (blue) and simulated (red) runoff: TT, CFMAX, SFCF, FC, BETA, LP, K1, K2, PERC, MAXBAS (K0 and UZL should not be used (i.e. put them to zero), do not change the values for CFR, CWH and CET (0.05, 0.1, 0.1)). Use the period 1 September 1981 to 31 August 1987 for calibration (with the “warming-up” period starting at 1 January 1981).
2. Validation: before you use your calibrated model for any prediction it is important that you test your parameter set for an independent time period. Use the period 1 September 1987 to 31 December 1991 for this test. Is the fit worse? Can you give an explanation? How will your design flood be affected?
3. Simulation of flood
  - 3.1 Make a backup-copy of ptq.txt.
  - 3.2 Open the file ptq.txt in a text editor (or Excel).
  - 3.3 Choose a period for which you replace the observed precipitation by the synthetic sequence (Table A2 or file extremprecip.xls).
  - 3.4 Save the file as “ptq.txt” (if you use Excel choose the format “\*.txt”, tab-separated).

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- water balance
- runoff during different seasons
- runoff during high flow conditions
- runoff during low flow conditions
- 5 – spring flood (volume, peak)
- peak runoff during autumn
- flow duration curve (= frequency distribution) (total period and different seasons)

Some useful MATLAB commands:

- cumsum, max, min
- 10 – find, e.g. `i = find (month > 2 & month < 5)`, `maxspring = max(runoff(i))`
- sort
- hist

#### A4 Exercise 4: Monte Carlo

15 HBV-light allows easily performing many model runs with randomly generated parameter sets by using the tool “Monte Carlo Runs”. In this exercise you are asked to perform both sensitivity studies (allowing one or two parameter values to vary) and parameter uncertainty estimations (allowing all (many) parameters to vary). Use the catchments HBVland or Vattholma (exercises 1 or 2) for this exercise.

Parameter sensitivity, one parameter:

- 20 1. In the Monte Carlo tool, set the minimum and maximum for all parameters to the optimal values from the previous exercises and save the parameters (save settings).

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2. Change the limits for one parameter (e.g. CFMAX, FC, K1, ...) based on the values in the table below and let the software do many ( $\sim 100$ – $1000$ ) model runs.
3. Open the file results \multi.txt in Matlab or Excel and plot the model efficiency ( $R_{\text{eff}}$ ) against the parameter value, which you allowed to vary.
4. Go to (2) and repeat the same for other parameters. Discuss the sensitivity of the different parameters. It might also be interesting to look at the sensitivity with regard to the log transformed efficiency ( $\log R_{\text{eff}}$ ) and volume error (meandiff).

Parameter sensitivity, two parameters: Perform the same steps as above but allow two parameters to vary simultaneously now (e.g. TT and CFMAX, BETA and LP, K2 and PERC, ...). For visualization you now need to use 3-D or contour line plots.

Monte Carlo runs:

1. In the Monte Carlo tool, set the minimum and maximum for all parameters according to the feasible limits given in the table below (you might want to save these values with “save settings” to avoid putting the numbers in more than once).
2. Choose “save only if  $R_{\text{eff}} > 0.6$ ” (to avoid large files) and let the software do a large number of runs (depending on available time 10 000–1 000 000, you may go for a coffee or lunch in the mean time).
3. Produce so called “dotty-plots” by plotting individual parameter values against model efficiency ( $R_{\text{eff}}$ ).
4. Discuss which parameters are less/more constrained. Compare these results with your conclusions from the sensitivity analysis.

### A5 Exercise 5: snow model

Data from the Kassjöån basin in Medelpad, Sweden is used in this exercise. In the file ex5\_snow7376.dat you find precipitation (mm), temperature ( $^{\circ}$  C) and depth of the

snow pack (mm water equivalent) (measured using a snow pillow). In each line of the file there is data from one day (six columns with year, month, day, precipitation, temperature, snow).

Simulation of snow accumulation and snow melt:

1. Write a MATLAB program to simulate the accumulation and melting of snow according to the degree-day method (see below). Include storage within the snow pack and refreezing into your snow routine (the snow pack can store water up to 10 % of its water equivalent and the refreezing rate for this water is 20 times lower than the melting rate).
2. Plot both snow pack (simulated and measured) and the amount of water flowing into the soil against time (daily values). Change the parameter values (degree-day factor, threshold temperature) to fit the simulated snow pack to the observed one.
3. Discuss the results and how they are influenced by the parameter values. For instance, you plot the maximal snow water equivalent in the different years as function of TT, SFCF and/or CFMAX.

Program-code as starting point:

```
snow=load("z:\\ex5_snow7376.dat");
P=snow(:,4);
T=snow(:,5);
S=snow(:,6);

sno(1)=0;
avr(1)=0

for t=2:length(P)
% sno(t)=sno(t-1) + P(t);
```

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end

```
dag=1:length(P);  
plot(dag,sno,'r',dag,S,'b',dag,avr,'g')
```

some Matlab functions which you may find useful:

```
load  
plot  
axis  
title  
xlabel ylabel  
if (else) end  
for end  
min  
max
```

## A6 Exercise 6 (interception routine)

In the HBV model (as used in our class) there is no interception routine.

1. Why does the model work for forested catchments anyway?
2. Suggest an interception routine similar to the different routines in the HBV model. You may use one to three parameters.
3. Implement this interception routine in Matlab and test it using the data provided in the ptq.txt file for the Vattholma catchment (see exercise 2).
4. Generate a new ptq.txt file using the simulated throughfall as input (i.e., precipitation) and run the HBV-model. How do simulations and calibrated parameter

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values differ when you use simulated throughfall instead of observed precipitation as input?

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**Table A1.** Synthetic sequence of extreme precipitation.

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>P</i> (mm)	5	5	5	5	5	10	10	40	120	30	10	10	5	5

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**Table A2.** Hypsometric information for the Norrsjön catchment.

Min. (m a.s.l.)	Max. (m a.s.l.)	Fraction
350	400	0.14
400	450	0.56
450	520	0.30

Elevation of the climate station: 250 m a.s.l.  
(PCALT = 10%/100m, TCALT = 0.6° C/100m)



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**Table A3.** Model parameters and their ranges to be used in the exercise.

Parameter	Explanation	Minimum	Maximum	Unit
<b>Snow routine</b>				
TT	Threshold temperature	−1.5	2.5	°C
CFMAX	Degree-day factor	1	10	mm°C <sup>−1</sup> d <sup>−1</sup>
SFCF	Snowfall correction factor	0.4	1	–
CWH	Water holding capacity	0	0.2	–
CFR	Refreezing coefficient	0	0.1	–
<b>Soil routine</b>				
FC	Maximum of SM (storage in soil box)	50	500	mm
LP	Threshold for reduction of evaporation (SM/FC)	0.3	1	–
BETA	Shape coefficient	1	6	–
CET	Correction factor for potential evaporation	0	0.3	°C <sup>−1</sup>
<b>Response routine</b>				
K1	Recession coefficient (upper box)	0.01	0.4	d <sup>−1</sup>
K2	Recession coefficient (lower box)	0.001	0.15	d <sup>−1</sup>
PERC	Maximal flow from upper to lower box	0	3	mm d <sup>−1</sup>
MAXBAS	Routing, length of weighting function	1	7	d

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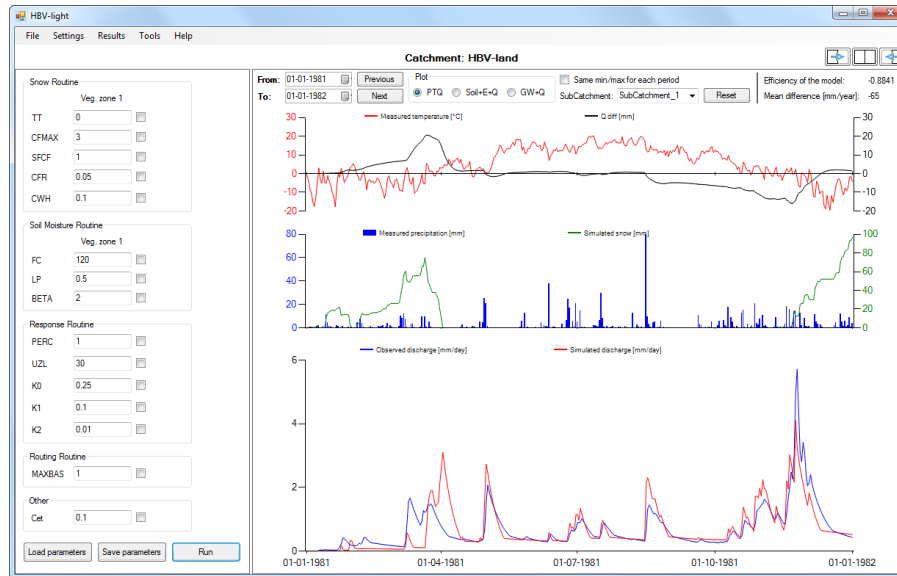


Fig. 1. Screenshot of the main window in HBV light.

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