D4P7-REP Master of Science in Real Estate and Planning

PROGRAMME DETAILS

Programme Code: D4P7-REP
Department: Urban Studies
Main Award: MSC - Master of Science
Full Award Title: Master of Science in Real Estate and Planning
Level: Postgraduate Taught

LOCATION OF STUDY

Edinburgh | Y | Scottish Borders | N | Orkney | N
Dubai | N | Malaysia | N | Approved Learning Partner | N
Independent Distance Learners | Y | Collaborative Learning Partner | N | Other | N

ASSOCIATED AWARDS

<table>
<thead>
<tr>
<th>Programme Code</th>
<th>Award</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>D4A0-ZZZ</td>
<td>PGCERT</td>
<td>Postgraduate Certificate in Urban Studies</td>
</tr>
<tr>
<td>D4P5-REP</td>
<td>PGDIP</td>
<td>Postgraduate Diploma in Real Estate and Planning</td>
</tr>
<tr>
<td>D4P7-REP</td>
<td>MSC</td>
<td>Master of Science in Real Estate and Planning</td>
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</tbody>
</table>

ACCREDITATION

Programme accredited by Royal Institute of Chartered Surveyors.

Programme accredited by Royal Town Planning Institute.

LEARNING OUTCOMES – SUBJECT MASTERY

Understanding, Knowledge and Cognitive Skills

1. A thorough understanding, application and evaluation of planning, and development appraisal techniques.
2. An appreciation and working knowledge of occupier, investment and development sectors of commercial and residential markets.
3. An awareness of legal and planning frameworks in the context of the built environment.
4. The complexity inherent in the concept of sustainable development and how planners can try to implement the concept.
5. How social and economic issues underpin the planning process and how planners can influence them.
6. Knowledge about historic and predicted changes in the natural and built environment and consequences for planning, including the importance of conservation and design.

The Programme provides opportunities for learners to achieve the following outcomes:

- Demonstrate a solid foundation of knowledge in property development, investment analysis, planning and economics;
- Apply a wide range of scientific and professional skills in academic or business applications of urban real estate management, investment and development;
- Understand the values, ethics, responsibilities and rules governing surveying and planning; and
- Formulate and evaluate intellectual and professional problems relevant to the built environment and construct and test original solutions.
Scholarship, Enquiry and Research (Research Informed Learning)

1. A high level of reports in a variety of styles including technical and lay audiences, including the skills of focusing on key points, synthesising, making decisions, concluding and recommending actions.
2. Identification of complex planning and property issues, problems and aims and critical application of appropriate action, techniques and processes to address them constructively.
3. Appraisal and evaluation (after the event) of planning policies, plans, programmes and proposals.
4. Negotiation between varying interests in a property/planning context.
5. Financial appraisal of complex valuation, investment and development scenarios.
6. Professional conduct and an understanding of ethics in the face of conflicting professional pressures.
7. Advanced qualitative and quantitative research into complex planning issues, applying appropriate methods.
8. Critical appraisal, research and evaluation of economic, financial and property market trends.

LEARNING OUTCOMES – PERSONAL ABILITIES

Industrial, Commercial and Professional Practice

The programme provides a sound foundation of planning/surveying principles applied to professional competencies including:

1. Ability to work on different tasks in parallel and exhibit good time management.
2. Personal development planning, critical reflection and continuous learning.
3. A professional approach to discharging tasks, including taking initiative, striving to deliver best value and being able to take decisions in complex and unpredictable situations.

Autonomy, Accountability and Working With Others

Many learning opportunities within the programme are based upon scenarios of a problem or series of problems. Students gain the fundamental principles of professional ethics and gain a broad understanding of team-based culture of real estate and planning. In particular the programme develops:

1. High level research skills demonstrating self direction and originality in tackling and solving problems
2. Understanding of the importance of teamwork, including multi-disciplinary teams.
3. A high level of interpersonal skills and personal responsibility

Communication, Numeracy & Information and Communications Technology

- The students are required to produce reports and essays of professional quality within strict time frames and in strict parameters.
- High level numeracy skills, particularly in the areas of valuation and development appraisal are fundamental to completing the programme.
- The programme structure necessitates a working knowledge and application of both standard and advanced bespoke software.
- Ultimately the student must draw upon all these areas to articulate complex problems and effectively frame and communicate potential solutions.

APPROACHES TO TEACHING AND LEARNING

Class sessions: Class contact time on Campus is normally three hours per week for a single course. Each course uses a
variety of teaching methods during that time: lectures, seminars, tutorials, workshops including computing programmes, debates, guest lectures and case study scenarios of properties and markets. The School encourages the teaching to be as interactive as possible. In a discipline that combines educational and vocational aims, the teaching and learning is often “hands-on” and practical. The linking of theory and practice is critical on this programme, as well as the focus on best practice. Distance learning students have access to the on Campus teaching materials including power point presentations and supporting reading.

**Student-led learning:** Outside class, the onus is on students to take initiative and responsibility for themselves. There is considerable emphasis on reading and working on assessments. For professional practice, the emphasis on the individual as well as the team is crucial. Students come on the programme from a variety of disciplines, backgrounds and cultures. The part-time and distance learning students are normally working in property-related jobs. These students are encouraged both formally through courseworks and informally to draw from their work experiences.

**VISION, a Virtual Learning Environment** the programme is supported by interactive VLE. This platform is used in conjunction with the on-campus learning and teaching experience although it also offers a self-sufficient resource for distance learning students. The VLE provides an opportunity for students to access materials and information and communicate with course leaders and other students. All study notes are placed on the VLE for access in particular by distance learning students.

### EDUCATIONAL AIMS OF THE PROGRAMME

1. To provide an academically-rigorous and professionally-relevant postgraduate education for students, from a range of academic disciplines, seeking a professional career in real estate, planning and development.
2. To educate students at postgraduate level to the point at which they are ready to undertake preparation for the Assessment of Professional Competence in planning and surveying.
3. To develop in students a high level of the personal qualities required to pursue a career in planning and development, including intellectual, personal and inter-personal skills;
4. To provide a professionally relevant and professionally accredited programme that meets the current and future needs of the commercial real estate industry
5. To develop an advanced ability to define, research and devise solutions to planning and development problems.
6. To take advantage of the programme’s location in an urban studies discipline which includes teaching and research strengths in real estate, planning and development, regeneration and housing, and which lies within a wider school of the built environment in Scotland, whilst also taking advantage of the wide-ranging international experience of academic staff.

### ASSESSMENT POLICIES

Typically courses are assessed by a combination of examination and coursework. There is a focus on developing knowledge and skills relevant to professional practice which is assessed by a combination of individual reports, essays, and projects. The dissertation assesses higher level research skills, critical thinking and writing capabilities.

### PROGRAMME STRUCTURE

**Mandatory Courses**
## COMPOSITION NOTES (PG)

8 taught courses - 8 mandatory - (plus Research Dissertation for MSc)

### Mandatory Credits
- 120

### Optional Credits
- 0

### Dissertation Credits
- 60

### Total
- 180

## AWARDS, CREDITS AND CRITERIA (PG)

### Awards, Credits and Levels

<table>
<thead>
<tr>
<th>Awards, Credits and Levels</th>
<th>Overall Credits</th>
<th>Specific Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>180</td>
<td>180 SCQF credits including a minimum of 150 credit at Level 11</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>120</td>
<td>120 SCQF credits including a minimum of 90 credit at Level 11</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>60</td>
<td>60 SCQF credits including a minimum of 40 credit at Level 11</td>
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### Award Requirements

<table>
<thead>
<tr>
<th>Award Requirements</th>
<th>Total Course Passes</th>
<th>Overall Mark</th>
<th>Overall Grade</th>
<th>Basis of Overall Mark/Grade</th>
</tr>
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<tbody>
<tr>
<td>Master (Distinction)</td>
<td>8+Dissertation</td>
<td>70</td>
<td>A</td>
<td>Credit Weighted Average greater than or equal 70% over 8 courses at grades A-C plus a Dissertation at</td>
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</table>
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<table>
<thead>
<tr>
<th></th>
<th>8+Dissertation</th>
<th>50</th>
<th>C</th>
<th>Credit Weighted Average greater than or equal 50% over 8 courses at grades A-D plus a Dissertation at minimum grade C.</th>
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<tbody>
<tr>
<td>Master</td>
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<td>70</td>
<td>A</td>
<td>Credit Weighted Average greater than or equal 70% over 8 courses at grades A-C</td>
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<tr>
<td>Diploma (Distinction)</td>
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<td>40</td>
<td>D</td>
<td>Credit Weighted Average greater than or equal 40% over 8 courses at grades A-E</td>
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<tr>
<td>Diploma</td>
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<td>40</td>
<td>D</td>
<td>Credit Weighted Average greater than or equal 40% over 4 courses at grades A-E</td>
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<tr>
<td>Certificate</td>
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**DURATION OF STUDY**

<table>
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<tr>
<th>IN MONTHS</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
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<tbody>
<tr>
<td>Masters</td>
<td>12</td>
<td>24</td>
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<tr>
<td>Diploma</td>
<td>9</td>
<td>15</td>
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<tr>
<td>Certificate</td>
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**RE-ASSESSMENT (PG)**

1. A student who has been awarded a Grade E or F in a course may be re-assessed in that course. A student who has been awarded a Grade D in a course may be re-assessed in that course in order to proceed to or be eligible to receive the award of Masters.
2. A student shall be permitted only one re-assessment opportunity in a maximum of three taught courses. The opportunity for re-assessment in four or more taught courses shall be at the discretion of the Progression Board.
3. Any further re-assessment opportunities in a course will require the approval of the Postgraduate Studies Committee.
4. A student may be permitted, at the discretion of the Progression Board, to be re-assessed in the dissertation, project or other supervised research component of the course of study.

**PROGRESSION TO DISSERTATION/PROJECT**

In accordance with University Regulations, to progress to Masters level a minimum of Grade C is required.