Teaching Real Estate Valuation – AI for report writing

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31 March 2026

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Acknowledgements

Authors thank CHOBE for supporting this work via the Community of Practice Grant Scheme 2024.

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1. Introduction

Artificial intelligence (AI) is transforming professional practice across many surveying professions. At the same time, universities are committed (Russell Group, 2023) and working on integrating AI into teaching and assessment while maintaining academic integrity and meaningful learning outcomes. This paper discusses an experiment conducted within real estate master's programmes at the University of the West of England, Bristol, UK that explored the use of an AI-based tool for valuation report writing. The study responds to two questions: (1) What are the students' benefits of using AI for valuation report writing?, and (2) To what extent should AI be used in teaching real estate valuation? By analysing student engagement with the tool, their academic performance, and their feedback, the experiment provides insights into how AI can support learning in a highly regulated professional environment.

2. AI in real estate surveying practice

Real estate valuation is a tightly regulated profession where accuracy, transparency, and professional judgement are essential. The RICS Valuation – Global Standards (RICS, 2024) set professional standards for valuers and support AI use. AI must be applied carefully and responsibly (RICS, 2025).

Recent technological developments have introduced AI platforms that assist valuers with data collection and report preparation (https://valos.ai/). The tool used in this experiment collects property-related data from verified government sources and converts it into a structured narrative that can be used within valuation reports. Importantly, the tool does not generate valuation conclusions or professional judgement; rather, it assists in organising information and preparing descriptive sections of a report and thus promotes improved efficiency. By automating routine tasks such as data gathering and report structuring, AI allows professionals to focus more on analysis and interpretation.

The adoption of these tools also raises important questions about professional responsibility, and the skills future valuers must develop. As a result, higher education programmes that prepare students for professional practice must consider how to incorporate AI tools appropriately into their curricula.

3. AI in higher education

Higher education institutions are currently navigating considerable uncertainty regarding the use of AI in teaching and assessment. On one hand, universities recognise the importance of exposing students to technologies that are increasingly used in industry. On the other hand, concerns remain about academic integrity, over-reliance on automated tools, and the possible loss of fundamental analytical skills.

Another challenge is that universities are often risk-averse when introducing new technologies into their curricula. Formal changes to modules and assessments typically require lengthy approval processes inhibiting prompt innovation. To address this challenge, we conducted an experiment within an existing module. This allowed us to test the potential value of the AI tool while maintaining flexibility.

The experiment was implemented within two real estate master's programmes with students already possessing foundational valuation knowledge and able to critically interpret AI-generated outputs rather than taking them on face value.

4. Methodology

As we researched our own students and teaching practices, we have considered ethical issues including perceived and real bias and conflict of interest. To manage these, the research process was divided into four stages: (1) selecting appropriate modules for the experiment, (2) designing the activity and incorporating the AI tool into the assessment (valuation report), (3) marking and (4) collecting students' feedback.



The experiment took place within the master's level Real Estate Economics and Valuation module. Students were introduced to the AI platform through online demonstrations, webinars, and 1:1 sessions. Participation was voluntary with students encouraged to explore and use the tool for their assignment.

The cohort consisted of 45 students, including both campus-based and distance learners. Of the 32 students who submitted assignments, 28 accessed the AI tool and 20 actively used it as part of their coursework. In addition, an independent researcher conduced 11 semi-structured interviews with students on their experience of the experiment.

5. Results

Students primarily used the AI tool to collect and organise property data rather than for deeper analytical tasks. While the tool was effective in supporting information gathering and structuring the valuation report, students rarely used it to enhance critical analysis.

Statistical analysis revealed a moderate positive correlation between the use of the AI tool and assignment marks (r_s = 0.49655, p (2-tailed) = 0.02594, n=20), suggesting that students who used the tool effectively achieved statistically significant higher grades.

Student feedback was positive confirming that the tool required little training, was intuitive and easy to use. They particularly valued the predefined report structure, which helped them organise their work and understand how professional valuation reports are typically written.

The tool was also seen as a time-saving resource that made it easier to access relevant data sources.

However, not all students made full use of the tool, and some only used it in a limited, uncritical way.

6. Conclusion and recommendations

The experiment highlights both opportunities and challenges associated with integrating AI into professional education. On the positive side, AI tools can improve efficiency, support report structuring, familiarise students with technologies used in surveying practice and to some extent help making student assessments.


Speeds up the property research process


Helps streamline students' thinking


Helps structure the valuation reports


Simplifies *some* of the marking (clearer structure)

At the same time, the findings show the importance of ensuring that AI supports rather than replaces critical thinking. Many students used the tool mainly for data collection rather than to prompt deeper critical thinking. Educators therefore need to design learning activities that encourage students to critically interpret AI-generated outputs.

Interestingly, students themselves recommended limiting the use of such tools to postgraduate programmes arguing that undergraduate students should first develop fundamental analytical skills before relying on AI assistance.

Overall, the experiment suggests that AI plays a valuable supporting role in real estate education when implemented carefully. Keeping the tool optional, encouraging critical engagement, and aligning its use with professional practice appear to be effective strategies for integrating AI into higher education.



Design learning activities that encourage students to critically interpret AI-generated outputs



Be cautious when embedding AI tools for undergraduate students to ensure that they first develop fundamental analytical skills



Keep optionality in the assessment - sourcing data, conciseness, assessment integrity to give students agency on AI usage



Align AI use with the professional practice

Key references

RICS (2024) RICS Valuation – Global Standards. Available at: https://www.rics.org/content/dam/ricsglobal/documents/standards/Red-Book-Global-Standards-incorporating-IVS.pdf

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ValosAI. https://valos.ai/