



Programme Review Report

Bachelor of Science in Auctioneering, Valuation and Estate Agency

<i>Version of Report</i>	<i>Author</i>	<i>Date</i>
1	Jan Cairns	21/05/2025
2	Jan Cairns	30/05/2025

<i>Approval</i>	<i>Date</i>
Documentation for Review approved by Faculty Board	29 April 2025
Report of Programme Review Panel approved by AQAEC	Click or tap to enter a date.
New Programme Title approved by University Programmes Board (if applicable)	

Section A Programme Details

Title	Bachelor of Science in Auctioneering, Valuation and Estate Agency
NFQ Level	7
ECTS Credits	180
Mode of delivery	Part-time <input type="checkbox"/> Full-time <input checked="" type="checkbox"/>
Duration	Part-time: Full-time: 3 years
Modality/ies of delivery	In-person, On-campus <input checked="" type="checkbox"/> Blended <input type="checkbox"/>
	Online <input type="checkbox"/> Hyflex <input type="checkbox"/>
Classification of award	Distinction; Merit, Grade One; Merit, Grade Two; Pass
Discipline Programmes Board	NA
Faculty Board	Faculty of Engineering & Built Environment
Schools involved in delivery	School of Surveying and Construction Innovation
Delivery location	Bolton Street

Collaborative Partner (where applicable)	NA
Date of Commencement of revised programme	September 2025

Section B Awards

Award Title	Bachelor of Science in Auctioneering, Valuation and Estate Agency
NFQ Level	7
Award Class	Major
ECTS Credits	180
Classification of award	Distinction; Merit, Grade One; Merit, Grade Two; Pass.
Award (2) Title	Higher Certificate in Science in Auctioneering, Valuation and Estate Agency
Exit/Embedded	Exit <input checked="" type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	6
Award Class	Major
ECTS Credits	120 ECTS
Classification of award	TBC

Section C - Programme Derogations (if required)

Derogations from Assessment Regulations/Marks and Standards, requiring approval by University Programmes Board (where applicable)

University Programmes Board Approval	Date
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Section D Review Process

Date of Programme Review	Wednesday 21 May 2025
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Context for Programme Review

How was the programme review process instigated, by whom/via which process?

Please tick the type of programme review undertaken:

Full Programme Review <input checked="" type="checkbox"/>	Focused Programme Review <input type="checkbox"/>
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Transitional arrangements
How will changes to revised programme be implemented, i.e. to be implemented with immediate effect in the next academic year of delivery, or phased in on a year-by-year basis.
The changes to the programme will be implemented on a year-by-year basis.

Panel Members

Name	Role	Affiliation
Dr Brian Keegan (Chair)	Panel Chair	Head of Discipline of Computer Science, School of Computer Science, TU Dublin
Dr Kevin Griffin	Internal Panel Member	School of Tourism and Hospitality Management, TU Dublin
Will McCabe	External Panel Member	Director of Tuath Housing Association, Dublin
Dr Rita Scully	External Panel Member	Department of the Built Environment, Technological University of the Shannon (TUS), Limerick
Fiona Stoddard	External Panel Member	Director of Student Experience, Business School University of Aberdeen
Jan Cairns	Academic Quality Advisor	Academic Affairs, TU Dublin

Schedule of Meetings

Venue	Room 309 (Boardroom), TU Dublin Bolton Street
09.00 hrs	Introduction of Panel to Head of Discipline of Real Estate and Programme Co-ordinator. Presentation from School on key aspects of the programme and its review.
09.30 hrs	Private meeting of Panel to identify matters to be raised at subsequent meetings with School senior and teaching staff.
10.30 hrs	Meeting of Panel with Head of School, Head of Discipline, Programme Co-ordinator and other key staff to discuss issues including programme rationale, aims, objectives and learning outcomes; recruitment and ongoing market demand; resources; student performance and progression; graduate employment and employability; overall learning, teaching and assessment strategy, and other programme-related issues identified by the Panel.
11.45 hrs	Panel Break
12.00 hrs	Meeting of Panel with staff teaching on the programme to discuss module syllabuses and teaching, learning and assessment methods.
13.15 hrs	Meeting of the Panel with a group of current students and graduates.
14.00 hrs	Lunch for Panel
14.30 hrs	Private Meeting of the Panel to discuss and draft its findings.
16.00 hrs	Verbal Presentation of draft summary findings to senior staff of the School, Programme Co-ordinator and other staff as appropriate.

Section E	Programme Evaluation
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Programme Review Process		
<i>Was the programme review conducted in accordance with the Programme Review Process, i.e. were current students, graduates, employers, other appropriate stakeholders involved in the review process?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: The Programme Self-Evaluation Report referred to the process undertaken and industry consultation.		

Governance & Management		
<i>Does the programme align with the University's Strategic Plan and the principles of the University Education Model, and relevant policies?</i>	Yes ✓	No <input type="checkbox"/>
Comment: This alignment was addressed within the Programme Self Evaluation Report and within the programme documentation. Alignment with SDGs was referenced.		
<i>Do the Programme Management and Quality Assurance arrangements align to TU Dublin Quality Framework processes?</i>	Yes ✓	No <input type="checkbox"/>
Comment: The Panel received annual monitoring reports and external examiner reports for the programme.		
<i>Has the Annual Monitoring/Academic Quality Enhancement process been used to identify issues and actions that continually enhance the programme and student learning experience?</i>	Yes ✓	No <input type="checkbox"/>
Comment: These reports were provided including relevant action plans.		

Student Data		
<i>On consideration of student recruitment data, is there evidence that there continues to be a market demand for the programme and that the programme remains viable?</i>	Yes ✓	No <input type="checkbox"/>
Comment: This programme recruits strongly and remains viable.		
<i>On consideration of student engagement, performance and progression data, are students engaging with their programme and performing as expected? If not, has this been acknowledged and addressed through the programme review process?</i>	Yes ✓	No <input type="checkbox"/>
Comment: Student progression rates are good, although the Programme Team has had some concerns regarding first year engagement. External Examiner reports indicated that students are performing as expected.		
<i>On consideration of graduate destination data, is there evidence that students are securing employment in the field or progressing to further study in the discipline?</i>	Yes ✓	No <input type="checkbox"/>
Comment: There is little data gathered on graduate destination data, mainly because of restrictions on the use of graduate personal email addresses and the closing off of the students TU Dublin email address. Anecdotal evidence suggests that graduates do secure employment in the field. Approximately 44% of the graduates of this programme progress to the part-time B.Sc. (Hons) in Property Economics.		

Awards Standards		
<i>Are the programme aims and learning outcomes clearly written using appropriate terminology?</i>	Yes ✓	No <input type="checkbox"/>

Comment:		
<i>Are the programme aims and learning outcomes aligned to the proposed level of the award on the NQF in accordance with applicable Award Standards?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<i>Is ongoing programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?</i>	Yes ✓	No <input type="checkbox"/>
Comment: Engagement with industry/practice is strong. The Programme Team engage with the SCSi although currently the programme is not accredited as the SCSi accredits only Level Eight programmes. The Team is discussing with SCSi the possibility of Associate Membership of the SCSi for graduates of this programme. In addition, it should be noted that the first two years of the programme are structured to enable students to apply for a PSRA licence.		
<i>Does ongoing programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?</i>	Yes ✓	No <input type="checkbox"/>
Comment: See comment above in relation to PSRA accreditation.		

Programme Design		
<i>Is the programme design informed by current development in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis?</i>	Yes ✓	No <input type="checkbox"/>
Comment: The proposed revisions to the programme were tabled and discussed with an industry panel as part of the review process. The input of part-time lecturers who work in the industry aligns the programme in relation to current trends and practice.		
<i>Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?</i>	Yes ✓	No <input type="checkbox"/>
Comment: See above.		
<i>Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?</i>	Yes ✓	No <input type="checkbox"/>
Comment: The first two years of the programme are structured to enable students to apply for a PSRA licence. See Recommendation of the Panel in respect of the placement of the Housing Policy and Management module.		

<i>Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Comment:</p> <p>Please see Recommendation of the Panel in respect to the possible development of an Elective Work Placement module in Year Three.</p>		
<i>Are work/practice placements appropriate and fit for purpose, having regard to the requirements of professional, regulatory, and associative bodies where applicable, in the context of student achievement of learning outcomes and in the overall student experience?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>Not applicable.</p>		
<i>If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>Not applicable.</p>		
<i>Is the required programme and module information provided in the correct format?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The Programme Self Evaluation Report was completed and programme and module information was downloaded from the Programme and Module Catalogue. A Student Handbook was provided. Please see Condition of the Panel in respect of required updates to the programme documentation including information within the Programme and Module Catalogue.</p>		

Learning, Teaching & Assessment		
<i>Is there an effective student-centred learning and teaching strategy that aligns with the University's strategies and guidelines in this regard?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p>		
<i>Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the module and programme learning outcomes?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>It is noted that, while there is a diversity of assessment methods in years two and three of the programme, most first year modules include a final examination, and for some this is the only assessment. Please see Recommendation of the Panel in this regard.</p>		

<i>Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The use of in-class tests and practical real-world assessments minimises the risk of breaches of academic integrity.</p>		
<i>Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>This mapping was provided to the Panel. Please see the Condition of the Panel in respect to this mapping.</p>		
<i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>Please see Recommendation of the Panel in respect of the inclusion of continuous assessments in year one.</p>		
<i>Do the teaching and assessment methods consider the diversity of the student cohort?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>Please see Recommendation of the Panel in respect of the inclusion of continuous assessments.</p>		

Student Supports & Learning Environment		
<i>Are there sufficient and appropriate resources (e.g. human, financial and physical) to support the proposed programme aims and objectives, to deliver the programme as specified?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The Panel notes the views of staff and students regarding the Bolton Street building. As well as the state of poor repair of classrooms, it is noted that some of the key student services do not have a presence in Bolton Street.</p>		
<i>Are there sufficient staff that are appropriately qualified and capable to support the programme delivery?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p>		
<i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>Please see Recommendations of the Panel in respect of student induction/orientation.</p>		

<i>Are the access, transfer and progression arrangements including RPL clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <p>The Panel notes that graduates of this programme may progress to the fourth year of the five-year part-time B.Sc. (Hons) in Property Economics.</p>		
<i>Do the student supports and learning environment cater for equality, diversity and inclusivity of students?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <p>This is addressed within the Programme Self-Evaluation Report. The Panel's recommendations regarding an increase in continuous assessment in Year One and the introduction of a Work Placement elective in Year Three will help support equality, diversity and inclusion.</p>		
<i>Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <p>Student Handbooks and other relevant information is provided to students, while it is acknowledged that students, particularly in first year, may need additional nurturing and guidance.</p>		

Section F	Overall Recommendation of the Panel
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1.	Recommend continuing approval of programme as submitted, without amendment	<input type="checkbox"/>
2.	Recommend continuing approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration. Note: recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to appropriately and acted upon as appropriate.	<input type="checkbox"/>
3.	Recommend continuing approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached. Note: conditions are attached where it is agreed that changes must be made to the programme / programme documentation prior to the commencement of the programme. Conditions must be set where issues are identified that relate directly to academic standards or to University regulations or procedures. It should be clear what is required in order to meet the conditions. A new programme cannot go forward to Faculty Board for consideration unless a response to the Review Report is submitted with revised programme documentation.	<input checked="" type="checkbox"/>
4.	Do not recommend continuing approval of programme.	<input type="checkbox"/>

Areas for commendation	
1.	The Programme Team's commitment and enthusiasm for the programme.
2.	The level of engagement with industry as part of the review of the programme.
3.	The accessibility of teaching staff to students.
4.	The excellent contribution of the students that the Panel met to the review process.

Conditions of Approval	
1.	<p>Programme Learning Outcomes for the Higher Certificate exit award are required and it should be clarified whether this exit award is classified or unclassified, and what the classification is and how it is calculated. The above should be provided in the programme documentation.</p> <p>Response:</p> <p>The Programme Team confirms that the Higher Certificate Exit Award will be an unclassified award. This exit route has been designed to align with and has been mapped against the current requirements of the Property Services Regulatory Authority (PSRA), specifically to facilitate students in applying for a PSRA Licence.</p> <p>The inclusion of this exit award will help reduce administrative burdens and streamline the process for students completing two years (120 ECTS) of the programme. It further supports students obtaining a PSRA licence ahead of their work placement in year 3 (see recommendation 2). In addition, this Higher Certificate Exit Award directly supports the implementation of Recommendations 4 and 7 by enabling clearer communication regarding PSRA licensing requirements. Information about this pathway will be made available to students through:</p> <ul style="list-style-type: none"> • The Student Handbook, • The VLE, • The programme website, and • Induction and orientation activities at the beginning of Year 1.
2.	<p>Modules should be reviewed and revised to ensure that all modules are complete and that Module Learning Outcomes are written in line with LTA guidelines, e.g. that the outcomes are written in the correct grammatical format, that appropriate verbs are used and that there is greater consistency in the number of learning outcomes in relation to the ECTS weighting.</p> <p>Response:</p> <p>Noted and updated. See updated book of modules.</p>
3.	<p>The mapping of Module Learning Outcomes to Programme Learning Outcomes should be reviewed to ensure that all modules align to the Programme Learning Outcomes. This mapping should reflect the correct modules (see Condition 4 below).</p> <p>Response:</p> <p>Noted and updated. See updated mapping exercise which reflects condition 4</p>

4.	<p>The Programme Team should verify that all modules with their correct titles are included in the documentation provided to the panel and attached to the programme in the Programme and Module Catalogue (PMC). In particular, the following should be clarified:</p> <ul style="list-style-type: none"> - whether Residential Construction Studies or Residential Building Pathology 1B is to be delivered in Year One, Semester Two - whether Professional Development and Technology or Professional Development – Integrated Project is to be delivered in Year One, Semester Two.
	<p>Response:</p> <p>The Programme Team confirms the following:</p> <ul style="list-style-type: none"> • Residential Building Pathology is the module to be delivered in Year One, Semester Two, replacing the previously listed Residential Construction Studies, which appeared in earlier documentation. This reflects updates made during the programme review process to better align the content with surveying practice and foundational property knowledge more suited to real estate discipline. • The module Professional Development and Technology (now proposed to be renamed Professional Development, Auctioneering and Technology) is delivered in Year One, Semester One. This module was developed specifically as part of this programme review to provide early exposure to the profession, practical skills, and the ethical and technological context of modern property practice. <p>The PMC will be updated accordingly to reflect these confirmed titles and their semester placement, ensuring consistency across all documentation.</p>

Recommendations	
1.	<p>The Panel recommends that the title of the programme be reviewed, in particular regarding the inclusion of the word 'Auctioneering'. The Panel queries whether this inclusion is misleading given that auctioneering is not a key focus of the programme.</p> <p>Response:</p> <p>The Programme Team appreciates the feedback and acknowledges the constructive and robust debate that took place during the panel discussion in relation to the programme title. This was, in fact, the first issue considered at the outset of the programme review process, and the Programme Team engaged in a similarly rigorous internal discussion on the appropriateness of the title.</p> <p>Following this internal review, the team elected to retain the title "Auctioneering, Valuation and Estate Agency". This decision was based on a number of important factors:</p> <ul style="list-style-type: none"> • Name recognition and consistency of demand: The title has established a strong identity for the programme over time and continues to perform consistently well on the CAO, making it one of the more popular choices for students entering the discipline. • Terminology in legislation: The term "auctioneering" is embedded in the Property Services Regulation Act 2011, under which this programme qualifies graduates for a PSRA Licence Type B, described as the "auction and sale of property other than land." • Regional and cultural relevance: In many regional contexts across Ireland, the term "auctioneer" remains in common use by both the public and employers as a broad descriptor for property professionals engaged in sales, valuation, and agency roles. • Historical and professional context: The original version of the programme was

	<p>explicitly designed to qualify graduates for membership of the Irish Auctioneers and Valuers Institute, which later merged with the Society of Chartered Surveyors to form the SCSi. The programme continues to align with that legacy and that particular cohort of the profession within the SCSi who still regard themselves as Auctioneers and Valuers.</p> <ul style="list-style-type: none"> Regional and cultural relevance: In many regional contexts across Ireland, the term “auctioneer” remains in common use by both the public and employers as a broad descriptor for property professionals engaged in sales, valuation, and agency roles. <p>That said, we do acknowledge the panel's observation that “auctioneering” is not currently reflected in the title of any single module, even though elements of it are embedded across modules—such as in Law (e.g. methods of sale) and Marketing. As part of our review of module learning outcomes and titles, we have made appropriate relevant updates (see updated module “Professional development, auctioneering and technology”), which is a relevant update whether the current title is retained or amended.</p> <p>In summary, the Programme Team:</p> <ul style="list-style-type: none"> Recommends retaining the title “<i>Auctioneering, Valuations and Estate Agency</i>” at this time Commits to an ongoing review of all programme titles across the discipline, and Has initiated discussions with Admissions and Marketing within TU Dublin to explore data on terminology use, including CAO search terms and application trends. <p>This work will include a survey of prospective students and industry stakeholders, with a view to evaluating the appropriateness of the title in the short to medium term and making further evidence-based recommendations if warranted.</p>
2.	<p>The Programme Team should reconsider the inclusion of a work placement, possibly as an elective module in year three of the programme.</p> <p>Response:</p> <p>The Programme Team welcomes this recommendation and is in agreement with its intent. The potential inclusion of a short work placement has been under active discussion within the team, and we recognise the value such an experience could offer students—particularly at the point where many will have obtained their PSRA Licence and are considering progression to the Level 8 Property Economics programme.</p> <p>While we acknowledge the challenges involved in securing sufficient industry engagement for short placements, we believe that a two-week elective placement, introduced in Semester 2 of Year 3, is a feasible and meaningful step. As an elective, it would offer flexibility for students while recognising variability in industry capacity.</p> <p>Key benefits of this approach include:</p> <ul style="list-style-type: none"> Offering students practical insight and experience in a licensed setting, reinforcing classroom learning. Giving employers the opportunity to trial prospective graduates before offering part-time employment, particularly for those continuing into the Level 8 programme. Supporting stronger academic-industry collaboration, including in regional contexts. <p>The work placement will be offered as an elective alongside the International Real Estate Challenge (IREC) module, allowing students to choose between two professionally enriching capstone experiences depending on their interests and opportunities.</p>

3.	<p>The Programme Team should consider an increase of continuous assessment in the first year of the programme.</p> <p>Response:</p> <p>The Programme Team and individual lecturers have reviewed their modules and amended assessment strategies where appropriate, placing increased emphasis on continuous assessment, particularly through individual-based assessments such as MCQs, reflective tasks, and scaffolded assignments.</p> <p>Where relevant, lecturers have drawn on Learning, Teaching, and Assessment (LTA) resources to ensure that continuous assessments align effectively with the intended learning outcomes and support student development across a range of competencies. These enhancements have been introduced while maintaining a balanced approach, recognising the continued value of formal examinations to bring all students to a common standard by the end of Year One. We are confident that this updated assessment mix will contribute to maintaining and strengthening our already strong progression rates into later stages of the programme.</p>
4.	<p>Information and advice on the process for obtaining a PSRA licence should be included in the Student Handbook and available on the VLE at the beginning of the programme.</p> <p>Response:</p> <p>We fully support this recommendation. The Programme Team in consultation with our PSRA liaison officer, Emer Byrne, to ensure that accurate and up-to-date information on the PSRA Licence application process is included in both the Student Handbook and made accessible via the Virtual Learning Environment (VLE) from the beginning of Year One. This will include:</p> <ul style="list-style-type: none"> • Clear steps on how to apply for the licence • Eligibility and documentation requirements • The role of the Higher Certificate exit award in meeting PSRA criteria • Contact points for further guidance, including Emer Byrne's support <p>This information will also be reinforced during induction and orientation sessions and revisited during key points in the programme to ensure students are fully in- formed and supported.</p>
5.	<p>The many possible employability options for graduates of the programme should be emphasised in programme promotion and in the Student Handbook.</p> <p>Response:</p> <p>We welcome this recommendation and have taken steps to ensure that the wide range of employability pathways available to graduates is communicated clearly and consistently. In addition to traditional roles in auctioneering, valuation, and estate agency, we will highlight careers in:</p> <ul style="list-style-type: none"> • Property management • Local government and public sector property services • Social housing and housing associations • Commercial and residential sales and lettings • Land and agricultural services • Facilities and asset management • Real estate finance and investment. <p>These pathways will be outlined in the Student Handbook, programme promotional materials, and induction content—highlighting where progression to Level 8 is particularly important for advancing into some professional roles or pathways. We will also seek to include input from alumni and industry to contextualise employability in real-world terms and enhance student awareness from the outset of the programme.</p>

6.	<p>Potential applicants should be made aware of the high mathematical content within the programme and the Programme Team should ensure that students are made aware of the Maths Learning Centre at an early stage of the programme.</p>
	<p>Response:</p> <p>The Programme Team recognises the importance of supporting students in developing confidence and competence in the mathematical components of the course. To address this, we will ensure that the mathematical expectations of the programme are clearly communicated in the Student Handbook and on the VLE from the outset. During programme induction, students will also be made aware of the TU Dublin Maths Learning Centre and the support it offers, with reminders throughout the academic year.</p> <p>As part of this programme review, we undertook a thorough review and reorganisation of the maths-related content, ensuring it is delivered in a structured, scaffolded, and applied manner, directly aligned with the professional contexts in which these skills are needed. This review aimed to make the quantitative content more accessible and relevant to students by progressively building knowledge over the course of the programme. We are confident that this new structure will lead to greater student engagement and improved outcomes in the years ahead.</p> <p>To provide clarity on the applied nature of this content, here is an overview of the quantitative modules:</p> <ul style="list-style-type: none"> • Quantitative Methods 1A: Financial Mathematics Introduces essential financial concepts such as present value, interest rates, and compound interest. Students learn to calculate repayments, savings requirements, and effective rates—skills directly relevant to property finance and valuation. • Quantitative Methods 1B: Real Estate Data Analysis Equips students with tools to interpret real estate data using descriptive statistics. This includes identifying supply, demand, and pricing trends using real datasets, with techniques such as mean, median, mode, standard deviation, and variance. • Quantitative Methods 2A: Statistics Develops more advanced skills in data analysis, including graphical presentation, summary statistics, basic probability, and index construction. Students also learn to source relevant housing market data from Irish and EU sources to inform valuations and analysis. <p>While mathematics is embedded throughout the programme, it is not particularly high in abstract content or volume, especially when compared to a pure economics programme. Instead, it is carefully designed to support professional competencies in valuation, agency, and property analysis.</p> <p>In summary, we are committed to:</p> <ul style="list-style-type: none"> • Transparent communication of the programme's mathematical components for prospective students, • Providing early and ongoing maths support, and • Delivering maths content in a profession-focused, supportive format that aligns with the skills needed for PSRA licensing and broader employability in the sector.
7.	<p>The induction/orientation process should reinforce the identity of the programme and the student cohort. This process might also address matters such as employability of graduates and certification opportunities, for example, how to apply for PSRA licence.</p>
	<p>Response:</p> <p>The Programme Team welcomes this recommendation. As part of the revised programme rollout, we will enhance the induction and orientation process to better rein- force:</p>

	<ul style="list-style-type: none"> • The distinct professional identity of the programme • The cohort experience of students as future auctioneers, valuers, and property professionals • Practical career information, including how to apply for the PSRA Licence • Insights into career paths, professional accreditation, and further education opportunities, such as progression to Level 8 <p>We will also include input from academic and industry professionals to speak about employability, professional expectations, and day-to-day realities in the property services industry.</p> <p>This orientation model will be designed in collaboration with other relevant programmes to share best practice while maintaining each programme's distinct identity.</p>
8.	<p>The Programme Team should review spreadsheet proficiency and best practice regarding valuation while incorporating this into continuous assessments. The Panel recommends that the Team reflect on the balance between theory and applied content.</p> <p>Response:</p> <p>The Programme Team welcomes this recommendation and has reviewed how spreadsheet proficiency and applied valuation content are embedded across the programme. In response, we will ensure that spreadsheet fundamentals and Excel proficiency are explicitly introduced and developed in Year One within relevant modules, including <i>Quantitative Methods</i> and <i>Valuation</i> modules. This will support students in gaining the foundational skills required for data analysis, financial modelling, and presentation of valuation outputs.</p> <p>In Year Two, this foundational knowledge will be built upon through the use of applied tools such as Argus Developer and Argus Enterprise, introduced through relevant valuation and investment modules. This progression will allow students to move from theoretical and manual calculations to industry-standard software applications, supporting both learning and employability outcomes.</p> <p>These changes will be reflected in module descriptors and continuous assessments to ensure that students engage meaningfully with both the theory and application of valuation techniques throughout the programme.</p>
9.	<p>The School should prioritise working with the Society of Chartered Surveyors of Ireland (SCSI) in relation to establishing a clear route of Associate Membership of SCSI for graduates of this programme.</p> <p>Response:</p> <p>The Programme Team welcomes this recommendation and fully supports the need for a formalised pathway to Associate Membership of the SCSI for graduates of this programme. We have engaged proactively with the SCSI from the outset of this re- view process and continue to work closely with them to explore viable options.</p> <p>We acknowledge that there are structural challenges, particularly due to the fact that the Royal Institution of Chartered Surveyors (RICS)—the international body with which the SCSI is aligned—requires a Level 8 qualification for membership routes under current standards.</p> <p>However, given the historical context of this programme, which was previously recognised as a route to professional membership under the former Irish Auctioneers and Valuers Institute (IAVI), we are encouraged by the SCSI's commitment to finding an appropriate solution. This includes actively exploring a defined route to Associate Membership for graduates of the TU731 programme.</p> <p>We are committed to continuing this engagement and will provide updates in future programme documentation as the pathway is finalised.</p>

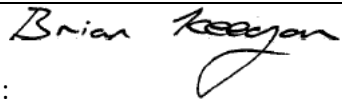
10.	The content of the proposed new Mapping and Measurement module should be reviewed to address possible omissions, such as IPMS.
	<p>Response:</p> <p>We welcome this recommendation and have reviewed the content of the Mapping and Measurement module accordingly. While the International Property Measurement Standards (IPMS) are already referenced within our Level 7 Valuations 1A module (RECE1130), we agree that it is appropriate to include practical elements of IPMS application in this module.</p> <p>To address this, we have amended the Mapping and Measurement module to include explicit reference to IPMS standards and their application in professional practice. Specifically, we have:</p> <ul style="list-style-type: none"> • Added a new Learning Outcome to reflect students' ability to apply both traditional and the international measurement standards (e.g. IPMS). • Included IPMS in the Indicative Syllabus to ensure that students understand the use of these standards in measuring property for valuation and reporting purposes. • Clarified the link between the theoretical elements taught in RECE 1130 and their practical measurement foundations taught in this module. <p>These updates provide a clearer scaffolded learning experience, ensuring that students are introduced to measurement standards at the right stage of their learning journey, supporting progression into valuation modules where these are applied in context.</p>
11.	The relevance of the Residential Construction Studies module should be reconsidered. The content as presented does not accurately reflect construction studies and has an emphasis on drawing.
	<p>Response:</p> <p>Thank you for this recommendation. As part of the restructure this module is no longer included in the programme.</p>
12.	The placement of the Housing Policy and Management module in Year Three of the programme should be reviewed. The Panel considers that it might be moved to Year Two, in the context of the opportunity for students to apply for PSRA licence after two years.
	<p>Response:</p> <p>We have undertaken a thorough review of Years 1 and 2 in the context of the PSRA licence (see additional tab in mapping exercise). This change is not required and the programme's scaffolding is appropriate without such a change. For these reasons, as well as resourcing and for us to implement the new programme in its entirety for the benefit of existing students, we are not proposing a further change to structure.</p>

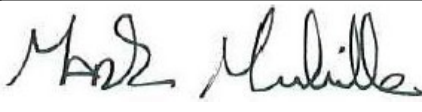
Other matters to be brought to the attention of Faculty Board and/or Academic Quality Assurance & Enhancement Committee

Section G Approvals

Review Report

This Review Report has been agreed by the Review Panel and is signed on its behalf by the Panel Chair.

Signed: 	Date: 30/05/2025
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School Response	
The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.	
Signed: 	Date: 13/06/2025

Faculty Board	
The report and response have been approved by Faculty Board	
Head of Learning Development:	
Signed:	Date: Click or tap to enter a date.

Academic Quality Assurance & Enhancement Committee	
The report and response have been approved by the Academic Quality Assurance & Enhancement Committee	
Head of Academic Affairs:	
Signed:	Date: Click or tap to enter a date.