International Building Performance Evaluation (IBPE) Symposium

Teaching Building Performance Evaluation

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How does the curriculum reflect the issue of BPE?
- course of lectures on life cycle phases and review loops
- seminars to develop methods, tools and other capabilities
- focus on both hard facts eg. technical knowledge, and soft skills eg. personal competencies (team work, user in mind)

What issues does the agenda of the lectures include?
- introduction of the building life cycle with its participants
- considering the 6 sub-phases and the internal review loops
- illustrated with case studies (journals, internet recherche etc.)
- focus on user involvement, feedback and acceptance
What does the stimulating seminars look like?

- focus on phase 2: programming - program review
- to apply the method in a familiar context: campus expansion
- to understand the interrelations of programming-phase with other phases of the building life cycle, eg. occupancy/POE

What other stimulating seminars do exist?

- focus on phase 5: occupancy - POE
- to understand POE as one of the 6 review loops
- to choose case studies in teams of 2 - 3 students (Master)
- to apply the method on a building of their own choice
What are the benefits of teaching BPE?
- our graduates: think in a life-cycle oriented way
- as professionals: they enhance building performance
- their clients: get cost-effective buildings of better quality
- we ensure the liveability / functionability of human habitats