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**“Fit for Practice: How Students apply Building Performance Evaluation (BPE)”**

The review of current literature reveals two significant developments within the German building sector:

1. The present transformation to an information and service society puts employees into the focus: their knowledge and creativity has great potential for innovative organizations. In order to improve people's productivity and quality through a work environment that is motivating, stimulating, and satisfying, new phases of a holistic building life cycle like the “research phase” at the beginning or the “post-occupancy evaluation” at the end have to be considered (see *Schittich, 2011*).
2. The introduction of German sustainable building certificates and new national and international standards on sustainable building (e.g. ISO 15392; EN 15643; ISO 15686) puts emphasis on considering the entire building life cycle as well, with performance requirements at the beginning and results from the assessment at the end (see *Bauer et al., 2011*).

The Process Model of BPE with its phases and feedback loops takes these demands into account. In order to cope with the developments in Germany mentioned above, future building experts have to have a clear understanding of the process model, its user-oriented methods and instruments, and its potential for creating buildings of better quality. Therefore, lectures and seminars on BPE are included in a Bachelor programme called ‘Construction Project Management’ that is offered by the University of Applied Sciences in Bielefeld, Germany. Using selected case studies, this presentation offers insights into the students' competencies to apply the process model and to adapt the relevant instruments to the local or global context of a given project. Finally, it will become apparent that these students are fit for practice in the real world.

**References:**

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Schittich, C. (ed.) (2011). *Work Environments: Design in Physical Space, Mobility, Communication*. Basel: Birkhäuser.

**Keywords:**

Building Performance Evaluation; Building Life Cycle; Work Environment; Sustainability; Construction Project Management; Education.

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