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**“Teaching Building Performance Evaluation”**

The Conceptual Framework for Building Performance Evaluation (BPE) is the basis for this presentation. This framework was developed as an approach that results in better design decisions, more involvement by users, buildings of better quality and more cost-effective management.

With its consideration of the entire building life cycle, BPE fits perfectly into the holistic view of Facility Management (FM), taught by the author at a German University in the School of Architecture and Civil Engineering in a strand on Construction Project Management. Both, FM and BPE constitute new fields not only within the school's curriculum, but within the changing world of the academy and the profession (introduction of Bachelor and Master programs replacing the former Diploma programs). Some of the challenges are:

- To educate students to focus on crucial issues like time, cost and quality throughout the whole building life cycle (strategic planning, programming, design, construction, occupancy, and adaptive reuse/recycling)
- To teach students the basic knowledge of planning, building, and managing facilities in an efficient way so that students will be readily available for the labor market (after 3 years in the Bachelor programs, after 2 years in the Master program)
- To sensitize them to keep the building users in mind
- To explain our students the need to establish distinct criteria at the beginning in order to perform a meaningful evaluation afterwards
- To ask our students to use the most appropriate methods (e.g. Design Review, Post-Occupancy Evaluation) and instruments (e.g. interviews, workshops) in a given setting throughout the building performance evaluation process
- To train our project managers as team players in projects with architects, civil engineers and specialists from other building disciplines
- To exercise this interdisciplinary work in cooperation with local companies and partners using case studies from the real world (3-months-period of practical training; 2-months of practice-oriented thesis)
- To develop students' communicative skills with the goal to mediate the dialogue between building professionals and lay people, i. e. building users
- To broaden and deepen this applied knowledge by fostering students' social and methodological competencies.

The paper, first, reports on the process of addressing these challenges by means of education policy (state), curriculum refinement (university), and content emphasis (instructor). Second, the presentation gives insight into the actual methodology of teaching BPE in terms of lectures and seminars, using selected examples of the author's authentic teaching material. And, third, the paper will discuss the prospects for employment of the graduates in BPE.

**Keywords:**

Building Performance Evaluation; Building Delivery and Life Cycle; Architecture; Facility Management; Education.

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