

**BIM EDUCATION - GLOBAL – 2021 UPDATE REPORT**
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**EXECUTIVE SUMMARY**

In January 2014 NATSPEC issued the first version of a report summarising the status of BIM education in several countries and regions across the globe. The report has been updated and reissued each year since, with this report being version 8.0 of what is now an annual update to the original report.

Each year the countries and regions included in previous versions of the report are given the opportunity to update their section to reflect their current status of BIM education. In the updated versions since the original 2014 report, additional countries have provided input, expanding the scope of the original report. This eighth edition of the report includes information for 21 countries/regions. Africa, Germany and Taiwan have contributed for the first time this year.

As reported in previous years, most countries and regions are reporting BIM education being provided to Architecture, Engineering and Construction (AEC) students through their higher education and technical training institutions (vocational education).

Also, as previously reported, in general, the number of courses being offered is not significantly increasing year on year, with countries/regions such as Australia, Canada, Chile and Finland perhaps being the exception. This may indicate that the quantity of courses offering some form of BIM education may be reaching its saturation point in many countries/regions.

However, many countries and regions are reporting that the content of such courses is now being expanded to include more sophisticated elements of BIM, such as BIM for FM, Costing, openBIM information exchange,

BIM management, etc. as oppose to simple modelling and use of specific BIM software.

Most countries/regions' higher education institutions are including structured BIM education within the syllabus of their AEC courses, at both an undergraduate and postgraduate level. Countries/regions such as Australia, Chile, China, Finland, Germany, Norway, South Africa, Sweden, Taiwan, UK and USA are reporting a significant volume of courses and subjects available.

Virtual/online courses are becoming widespread, as a reaction to the global pandemic. Overall, this appears to have been a positive progression for BIM education, giving students the opportunity to access BIM education which otherwise may not have been possible.

A lack of structured BIM educational coursework, consistent across educational institutions, has been reported as a barrier to the progression of BIM education. Many countries/regions continue to discuss the importance of the buildingSMART International Professional Certification programme and how that is being implemented within their respective countries/regions. It has also been noted that many training providers are now looking to adapt their coursework to BIM industry requirements.

As previously reported, certification schemes that validate BIM knowledge continue to be provided, with countries/regions such as Australia, Canada, China, Germany South Africa, Switzerland, UK and USA having all reported the existence or development of such schemes. Moreover, accreditation of the BIM training programs provided by higher education institutions is gathering pace.

## INTRODUCTION

### Question

In October 2013 Richard Choy (NATSPEC) sent an email to a global group of parties with an interest in BIM, asking for a brief paragraph outlining the current status of BIM education in each of their respective countries/regions.

This question was interpreted in two ways, with the respondents either describing the current level of BIM awareness/use or the current level of training/higher education available. Some respondents also provided a much more detailed response than a brief paragraph.

### Original report

A report summarising the responses received was compiled by NATSPEC and issued in January 2014. The report only included countries/regions from which a response was received and was based purely on the responses provided. It did not attempt (or claim) to fully research and document the status of BIM education/awareness in each country/region.

### Updated report

The report has been updated and reissued each year since, with this report being version 8.0 of what is now an annual update to the original report.

In the updated versions since the original 2014 report, additional countries have provided input, expanding the scope of the original report. This eighth edition of the report includes information for 21 countries/regions.

Early in 2021 NATSPEC again contacted the respondents who had contributed to the previous versions of the report, offering them the opportunity to update their information.

Even with everyone having been impacted by the ongoing global pandemic, NATSPEC are pleased to report that the response to this year's update includes three new contributions from Africa, Germany and Taiwan.

Where no response was received from a previous contributor, it was assumed that the status of BIM education in their country or region has remained unchanged.

This report again summarises the responses received. As per previous versions, this report is based purely on the responses provided; it does not attempt to fully research and document the status of BIM education/awareness in each country/region.

## BIM EDUCATION - BY COUNTRY/REGION

### AFRICA

#### Education/Training

There is broadly a slow uptake of BIM in education institutions across Africa. The major challenges are related to the inadequate knowledge and exposure to BIM of University lecturers influenced by a culture of resistance to change. The status of BIM Education in the 5 regions in Africa are summarized as follows:

- West Africa: Discourse on BIM in education is more popular in Nigeria and Ghana than in other countries in the region. There are no full courses or programs specially for BIM in this region. However, BIM is being taught as topics within courses in some of the tertiary institutions. BIM-related topics are also now increasingly being undertaken as research projects by undergraduate and postgraduate students in these countries. Also, the use of BIM tools for design in training undergraduate students is gaining momentum against the use of the traditional approach for architectural and engineering disciplines. Over the years, there has been a growing number of organisations providing training for students, professionals, and firms in this region. The BIM Africa Initiative has been pushing for BIM curriculums and working closely with some tertiary institutions across the globe.
- Southern Africa: More South African institutions are involved in BIM education than other institutions in the region. There has been ongoing discourse on the need for the institutions to be producing BIM compliant graduates in the South African AEC industry (for further information on the country of South Africa refer to the **South Africa** section of this report). The BIM Academy Africa has been engaging with some of these institutions in implementing BIM curriculum to the institution's core curriculum. The introduction of BIM tools to students has been on the increase through stand-alone or short courses. Similarly, there are student's research on BIM-related topics at the undergraduate and postgraduate level in South Africa. BIM trainings are also provided for professionals through various bodies such as the African academy and BIM institute.
- East Africa: The training of BIM in institutions across many Eastern African countries is still lagging. BIM education and

trainings are mostly by software vendors and associations of built environment professionals, with little overlapping effect and engagements in tertiary institutions. Kenya and Ethiopia are experiencing the highest level of industry conversations on BIM strategies in the region. This is largely driven by membership-based organisations such as the Ethiopian Construction and Project Management Institute as well as the Architectural Association of Kenya.

- Central Africa: Countries across central Africa have very little to no engagement with BIM across both the industry and education. While individual expertise may exist, there are no industry engagements or interactions. With the majority of the countries having French as the official language, knowledge sharing with other African regions is largely hindered. The BIM Africa Initiative is now focusing on various engagements in French to ensure knowledge transfer to the vast African populace who do not communicate in English.
- North Africa: There is a high level of educational engagements across many North African countries. One of such is Egypt, with the highest level of publications and academic research on BIM across the continent. The introduction of an M.Sc. in Integrated Engineering Design Management (IEDM) at Cairo University also exemplifies the strong training and education engagements in the country. Tunisia, Morocco and Algeria also have various levels of educational engagement, which is broadly driven by industry expertise overlapping to tertiary institutions.

### Initiatives/Organisations

There are many organisations and bodies pushing for the adoption and implementation of BIM across Africa, as follows:

**BIM Africa:** The BIM Africa initiative is a non-profit civil society organisation formed to enable and regulate the adoption and implementation of BIM in the AEC industry across Africa. The African-wide advocacy for BIM adoption and implementation is reinforced by extensive academic and market research programs, certification programs, round-table meetings, seminars and webinars, formulation of locally adapted standards, chapters, volunteering and professional development opportunities.

Monthly roundtable and #BIMTalks are hosted by the organisation featuring experts from

across the globe and conversations on digital construction. The organisation also initiated the Student Advocacy Program, designed to create BIM awareness amongst students of tertiary Institutions in Africa.

In collaboration with BIMcommUNITYAfrica, the initiative hosted BIMHarambee.Africa, the longest virtual BIM conference in Africa featuring 42 Presentations and Case Studies, 6 Learning sessions, 5 Panel discussions, 6 Discussion Forums, 58 Speakers, 2881 Registrations, 3300 Views, and 436 hours watched.

The Research and Development Committee of the organisation produced the first continental-wide report on BIM in Africa which features the summary of findings from the Africa BIM Survey 2020. A project showcase consisting of carefully selected projects across the various regions in Africa that have implemented digital technologies with details of implementation, challenges and lessons learnt, and experts' opinion consisting of articles from notable authorities on the central theme of digital construction.

The R and D committee also provides research support for students (Undergraduate and postgraduate) working on BIM related projects. The committee is presently working towards fostering research collaboration and supervision between BIM academics of African descent and tertiary institutions across Africa.

**BIM Institute:** The BIM Institute is one of the early non-profit companies advocating for the adoption and implementation of BIM across Africa. The institute has been working on the South African National BIM Guide in a bid to align itself with international standards. It hosted the 'BIM BAM BOOM' workshop in Durban, South Africa in 2017 which focused on BIM implementation and BIM case studies. Also, the organisation encourages BIM implementation through BIM competitions for architects, designers, and students.

In January 2019, a book titled 'BIM – It's your move' was published by BIM institute founder, Vaughan Harris. The book discusses the introduction of common global standards and modus operandi of use showing how Africa stands to benefit. The book contributes to the extant knowledge of BIM in Africa and encourages professionals to reinvent themselves. The institute also founded the BIM Academy Africa in 2017 which has been providing various BIM courses for professionals and students.

**BIM Community Africa:** The BIM community began in 2018 to encourage BIM adoption across the continent by providing information about technologies and solutions and allowing the community to choose what suited them and their context best. The organisation hosted the 'BIM unconference 2019' in Cape Town in collaboration with Aurecon and the University of Cape Town where issues surrounding collaboration, implementation of ISO, and BIM for FM were discussed passionately. In May 2020, the organisation started a BIM podcast that features information sharing, and conversations on BIM. Similarly, in collaboration with BIM Africa, the BIM Harambee. Africa conference was hosted. The conference was a month-long event that brings together BIM practitioners from related industries to learn, share knowledge, promote, and highlight BIM practices across the continents.

### **Awareness/Uptake**

There has been an increase in the level of awareness and adoption of BIM across the African continent, though at a slow pace when compared to other continents of the world. The slow uptake of BIM in the African AEC industry could be related to the culture of the industry, lack of infrastructure, and lack of expertise. BIM Africa with collaboration from BIM practitioners and researchers across Africa produced the first African-wide report on BIM. The report provides the status of BIM on the continent and presents projects that have successfully implemented BIM.

The African BIM Report 2020 (ABR) had responses from 30 countries from all 5 regions on the continent. It is estimated that about 90% of the respondents are aware of BIM prior to participation in the survey. However, only 50% have implemented BIM at varying levels on their projects. In addition, BIM is becoming a buzzword among professionals, but the right knowledge and expertise of BIM are still lacking. Many have the wrong perception of what BIM connotes and there is often a misrepresentation of BIM in the AEC industry which is not peculiar to Africa.

The major challenges facing the adoption of BIM on the African continent are:

- Lack of experts and training: There is inadequate trained professionals in the industry, although organisations and academic institutions are proffering short term (trainings, conferences, and seminars)

in lieu of long-term solutions (BIM compliant graduates).

- Lack of Government support for BIM: In most of the countries in Africa, there is largely a lack of government support for BIM. A few Government institutions are however formulating policies and strategies in Ethiopia, Morocco, and Egypt.
- Cost: The high cost of BIM implementation is still a major challenge in Africa where most of the firms are small and medium-sized enterprises (SMEs).
- Lack of contractual framework: Extant contractual frameworks are not in tandem with the technological pace which often makes the execution of BIM difficult.
- No client demands: Although there is an increase in BIM awareness, this does not equate to BIM implementation on the continent. The government in most of the countries are the biggest client in the AEC industry and a lack of government support has a debilitating effect on the demand. There is a need for the government to be supportive of the BIM crusade in Africa.

## **AUSTRALIA**

### **Education/Training**

There are 43 universities in Australia. Of these, 24 institutions claim to have a noteworthy uptake of BIM in their programs. BIM education in these institutions is included across a wide range of courses and schools/faculties. This includes the Faculty of Science Engineering and Built Environment at Deakin; School of Built Environment at QUT; School of Natural and Built Environments at UniSA; and Department of Civil and Construction Engineering at Swinburne University of Technology, among others.

BIM education, however, transcends the higher education sector and has been extended to vocational education and training institutions. A large part of BIM training and education occurs in industry by various training institutions, with various training and education subjects related to BIM also currently presented by TAFE. Many TAFE (technical) colleges are providing courses where BIM is incorporated into the syllabus, and short courses related to BIM. As an example, in Western Australia, South Metropolitan TAFE runs a short course titled 'Civil Construction - Structural Design, Model and Drafting skill set'; Box Hill Institute of Victoria provides Advanced Diploma in BIM along with several BIM-related short courses. Other professional institutes like the BuildingSMART Australasia (bSA) have also been active in BIM education. As a major development, the bSA has launched the BIMcerds program, in the form of an online assessment process- for BIM and DE professionals.

At present, most Australian universities include BIM within their courses, in the form of BIM-specific subjects or as a part of other subjects within – their curricula. In total, 76 courses across the 24 institutions have incorporated BIM-related subjects in their curricula. These courses are presented across various levels as defined by the Australian Qualification Level (AQF) framework (level 6 to level 9). Along with those, 6 BIM-related short courses are also available for design and engineering consultancy, construction and trades, facilities managers, project managers and many other related professions. For example, a short course in Revit Architecture for 2D and 3D modelling is offered in Victoria University; and Swinburne University of Technology runs a certificate program over 2 days.

The rate of BIM integration hence shows an outstanding progress, despite the challenges of the global pandemic in 2020. The Federal Government's higher education relief package has supported some universities to introduce a new range of courses in study areas that align with national priorities and feed into high-demand industries. Under this scheme, University of Western Australia offers an online course titled as 'Graduate Diploma in Building Information Modelling'; Deakin university created a new Graduate Certificate of Construction Management where BIM is considered as one of four units.

In the majority of BIM subjects, currently offered at Australian universities, students are introduced to BIM authoring tools, mostly from the Autodesk Suite of BIM tools. They develop skills in using 3D modelling tools, and analyse data from 3D models for basic scheduling and cost estimation tasks. Out of all the BIM-related subjects taught in universities, BIM documentation (80%) and 3D modelling (77%) are the most popular areas of BIM training offered to students. The assessment tasks of these subjects require students to apply their BIM knowledge to create simple BIM models of real-life projects. They are asked to develop 3D models and integrate BIM models with the time dimension to generate 4D, grasp 5D BIM via cost integrated modelling and produce technical clash detection reports. There are reports of applying collaboration tools like Revizto, BIM 360, Aconex and Procore in teaching collaborative problem solving in BIM subjects. In terms of different teaching delivery modes, all subjects employ a combination of different teaching delivery modes, including lectures and classes to teach theoretical and fundamental features, computer lab sessions and group activities for skill development in using tools and practical know-how of BIM tools, and ad hoc workshops on specific areas like BIM standards and specific software packages.

With the emergence of Digital Engineering (DE) in Australia, some institutions, have moved towards defining subjects that incorporate the fundamental aspects of DE. Examples are Swinburne University of Technology with training on the use of VR and AR for communication purposes (Unit: Driving collaboration in projects); Western Sydney University announcing training on DE, Blockchain, Artificial Intelligence and modern construction enterprises (Unit: Smart

construction); and UNSW similarly offering advanced topics like Human-machine interaction and Advanced digital fabrication – in the Unit Design information management.

Despite the promising outlook and these developments, such efforts are still in their infancy. BIM education at Australian universities should be evolved into one of incorporating various dimensions of DE with the elements below incorporated into the AEC-related curricula:

- BIM integration with other advanced methodologies like VR, AR, laser scanning and Internet of Things (IoT), digital twins.
- Procedures and tools for data extraction from BIM models and analyses of such data.
- Defining assessment tasks in the form of multidisciplinary projects with students participating from various schools, faculties fields of study beyond AEC.
- Management of data and information across the entire supply chain of built assets.
- Contractual aspects associated with BIM and DE. This must entail linking smart contracts and Blockchain technology with BIM implementation efforts.

Apart from the above gaps to be filled, early findings of research studies indicate that BIM education in Australian universities needs to include recent standards for information management, such as the AS ISO 19650 series. Competency in using these standards is much needed in the Australian AEC industry. This is currently an overlooked area and one which has received scant attention from BIM educators in Australian universities.

Of all the higher education institutions active in BIM education, most of them offer no independent degree in BIM. However, 21% have independent degrees in BIM or offer BIM as a specialisation or major within the list of their programs.

Universities offer BIM education in the form of 76 different courses, which include 8 BIM-focused courses. The remaining are subjects – not related to BIM – into which various dimensions of BIM are integrated. A total of 102 BIM related subjects are on offer as part of these 76 courses. However, only 5 universities – out of 24 – offer BIM specific courses/programs at undergraduate and postgraduate levels. For example, Bond University and the University of Western Australia offer Master, Graduate diploma and Graduate certificates in Building Information

Modelling. And the University of Canberra, University of Melbourne, and Swinburne University offer a Major in specialisation courses in BIM at the undergraduate level. These, on some occasions, are offered as a part of other degrees. For example, Swinburne University of Technology has planned to offer A BIM specialisation core unit from 2021, which will be considered as one of the three core units in the 2 year Associate Degree of Applied Technologies.

In general, Australian universities take the three approaches discussed below when offering BIM education.

- **Approach 1:** Refers to presenting subjects defined as standalone BIM units of study. Universities adopting this approach account for 50% of universities – 12 universities out of 24. The content of these standalone units might be different to cover the different dimensions of BIM, in different universities. For example, the University of Melbourne offers standalone subjects in Building Information ‘Modelling’ and ‘Management’; Deakin University offers Principles of Building Information Modelling; Bond University offers Building Information Modelling; Curtin University offers standalone BIM subjects in Building Information Management; and the University of Western Sydney now have a new unit which is dedicated to BIM and digital technologies for construction. At Western Sydney University, a new unit – Digital Construction – is on offer, allocated to BIM and digital technologies in construction, for second year students in bachelor or construction management honours degree.

- **Approach 2:** Refers to defining subjects that offer BIM-related training. Though BIM content is included in them, their titles and the focus of these subjects vary greatly across the various institutions. As an example, Deakin University delivers planning and scheduling subjects with 4D BIM among the syllabus. In the University of South Australia, BIM for building code checking (building surveying) has been taught since 2018, utilising Autodesk Navisworks in Integrated Project (4th year subject), with 4D and 5D BIM being taught too. At the University of Melbourne, BIM is incorporated in Construction Measurement. The Digital Construction unit at the University of New South Wales; and Queensland University Technology with the Advanced Building Documentation unit, all

fall within this category. Subjects such as Intellectual property rights (Data Exchange) at Bond University are devoted to Micro-credential courses adopting the buildingSMART Australasia BIM framework. So too, in RMIT University, BIM is included within budgeting and scheduling subjects. The University of Canberra introduced BIM in the subject Interior Architecture Technology 3: Systems. So too, BIM has been introduced in a wide range of subjects like building services, design team management and integrated technology. At Western Sydney University, the Building Design Process and Smart Construction units are, for the most part, focussed on BIM processes and tools for design, construction and operation.

- **Approach 3:** Refers to the combination of Approaches 1 and 2. To date, this approach is not common in Australian universities. This represents another gap in BIM education across Australian universities, given that according to research studies, the third approach is the most effective one in equipping students with BIM-related knowledge and skills, before graduation.

In late 2019, the Australian BIM Academic Forum (ABAF), conducted a survey of all Australian universities active in BIM education, to provide an updated picture of the landscape of BIM education in Australia. The report, provides details of the current practices of BIM education and the various approaches for delivering BIM programs across Australian universities. The ABAF also ran interviews as part of the 2019 survey with experienced BIM educators. The outcome of the study revealed that despite the active shift towards including BIM into the curricula at Australian universities, several barriers hinder the effective integration of BIM into the courses across higher education in Australia. Findings identify four primary barriers to BIM education. These are:

- Issues related to the challenges of change management for revolutionising courses. That is, Australian universities still do not treat BIM/DE as an essential element of their programs. As a result, the commitment to change and allocation of resources to developing and improving BIM/DE-related subjects is missing at many institutions.
- Curriculum and content, where there is little space for BIM within the crowded existing programs. Changing the existing content requires much effort and is seen as demanding job for BIM champions.

- Educators with inadequate skill and knowledge of BIM. Many subjects and units have been taught in traditional ways for many years. Educators find it a demanding and difficult task to update the content and learn the skills for using BIM in such subjects. Moreover, there is no time and workload allocated to this for educators.
- Lack of involvement of the industry and government in directing BIM education. Though this has changed in recent years, industry is still too busy and cannot effectively engage in developing content for Australian universities. Besides, universities have not succeeded in securing government support, and have failed in participating in a broader collaborative cultural shift across all higher education institutions in Australia. There is much room for strengthening industry connections, where universities acknowledge the importance of BIM/DE education and allocate resources and time to their staff members to develop BIM skills.

NATSPEC has also been providing an *Introduction to BIM* presentation to undergraduate students at universities across Australia for the past 9 years.

NATSPEC also provides industry seminars on the use of the *NATSPEC BIM Project Inception Guide*, *NATSPEC National BIM Guide*, *NATSPEC BIM Management Plan*, the *NATSPEC BIM Object Properties Generator* and the *Open BIM Object Standard (OBOS)*.

### Initiatives/Organisations

The BIM ecosystem landscape, and in turn BIM education and training, are constantly evolving in Australia. The most noteworthy development is associated with the emergence of the concept of DE, which has become the main target of all organisations and initiatives active in digitalising the Australian built environment.

Recognising these developments and given the sheer size of investment in infrastructure projects in Australia, in November 2016, the Transport and Infrastructure Council endorsed the National Digital Engineering Policy Principles.

Transport for NSW (TfNSW) has, however, acted as the driving force behind promoting the adoption of DE in Australia, to maximise quality and efficiency in delivering transport projects. TfNSW has also led the National DE Working Group with senior membership from governments across Australia, as a federally sponsored group established to lead the way

towards a consistent national approach to DE for transport infrastructure.

The DE journey in Australia, however, dates back to 2014, when TfNSW started a consultation schema with industry experts and major stakeholders. This was the outcome of establishing a BIM/DE working group in TfNSW, in 2012. In 2017, TfNSW released the Data and Information Asset Management Policy that formally recognises the value and critical importance of structured data. The DE Framework Program – a fully funded program – has been running since 2017, with the aim of bringing together experts from around Australia to develop practical, cost effective DE solutions based on global best practices. The outcomes have resulted in the evolution and release of consecutive versions of DE Framework: Release 1 (Sept 18), DE Framework Release 2 (Apr 19) and Release 3 (Nov 2019). The second stage of the DE Framework development commenced in October 2020. In developing BIM training and education subjects, educators need to consider that currently, state governments in Australia, as well as the private sector, have recognised the great potential provided by DE in improving various facets of delivering and managing buildings, infrastructure assets and networks. This is reflected in the release of various versions of the *Digital Engineering Framework* by TfNSW; the *Victorian Digital Asset Strategy (VDAS)* and the combined set of *VDAS Guidance Parts A, B and C*; and *Principles for BIM Implementation* in Queensland, among other DE-related initiatives across other states and territories. The release of these documents and the ensuing efforts to ramp up DE education across Australia highlight the need for revisiting BIM training at Australian universities and the necessity of preparing students with the capability of using data and information as a crucial resource in construction projects. In light of the limited time and resources to educate students, there must be less focus on enhancing the technical skills of students in using various tools in future BIM training across various Australian universities.

In September 2018, representative Australian universities announced the formation of the ABAF, to promote the academic aspects of BIM, driven by the growing BIM skill demands from the industry. The objective of the group is to gain higher and consistent levels of student competence in BIM in tertiary education in Australia, through raising BIM-related curricula standards and promoting research-informed BIM education.

With the emergence of DE in Australia, the aims and objectives of ABAF have evolved to address the requirements of DE adoption in updating the current BIM-related curricula for Australian universities.

As a result, ABAF supports the demand for BIM-ready graduates who go beyond dealing with BIM as a point solution and focus on effective management of data and information across wider generic construction fields and disciplines to cover the whole lifecycle of assets. Besides, ABAF recognises the need that BIM issues must become appealing to academic disciplines outside the built environment. The mission of ABAF is to:

- Foster integrated collaborative efforts for enhancing the quality and consistency of BIM-related curricula.
- Create a dynamic collaborative group to enhance and promote teaching, education, learning and research, linking the research and teaching aspects of BIM.
- Develop minimum requirements for BIM-related curricula, with the objective of bridging the gap between BIM university education outcomes and workplace performance requirements.
- Provide a collective voice to contribute to policy issues, funding priorities and agenda setting.
- Establish an open medium for communication across tertiary education in Australia, thus, facilitating the sharing of knowledge; experience; case studies; views, etc.
- Collaborate for joint learning-based activities, competitions, games and research projects, both in Australia and internationally.

Another major player in the education domain is buildingSMART; its – National BIM Initiative – report to Federal Government (2012) identified 6 key areas in need of attention to drive the construction industry forward and facilitate broadscale BIM adoption. Chief among all was the crucial role of attention to multi-disciplinary BIM education. In recent years, therefore, BuildingSMART Australasia has joined the training and education movement in Australia. This has been through introducing the BIMcreds initiative that offers a mechanism for assessing competency in BIM and DE. In 2019, buildingSMART Australasia officially started accrediting three postgraduate university programs in BIM and Integrated Project Delivery (IPD) offered by Bond University, as the first of its kind. This is

seen as an effective measure towards closer engagement of the industry in developing and evaluating BIM-related training at Australian universities.

Other key players include the Australasian Procurement and Construction Council (APCC) and the Australian Construction Industry Forum (ACIF). They jointly published the *Framework for the Adoption of Project Team Integration (PTI) and BIM* at the end of 2014. Education and training is a key theme of this framework.

As a result, APCC and ACIF established a BIM education working group to develop a framework and objectives for training providers. This was released early in 2017 and titled *BIM Education and Skills Framework*. In essence, the BIMcreds knowledge testing tool, as discussed above, has been developed by buildingSMART to compliment the APCC/ACIF framework.

The Australasian BIM Advisory Board (ABAB) was founded in 2016 by APCC and ACIF, together with the key standard-setting bodies, NATSPEC, buildingSMART and Standards Australia, to promote best practice and consistent approaches to BIM standards, requirements and methodologies.

The Board links industry leaders and expertise from government, industry and academia. ABAB have published two documents; *BIM Process Consistency: Towards a Common Framework for Digital design, Construction and Operation*; and *Asset Information Requirements Guide – Information required for the operation and maintenance of an asset*.

### Awareness/Uptake

BIM is being widely used on projects in Australia and by Australian consultants working on overseas projects. The use of BIM for FM/operations/maintenance is occurring on more and more projects across Australia. Examples are large-sized projects like the Opera House, Pyrmont Bridge, and Sydney Metro Northwest in Sydney. The trend of BIM use is not limited to large capital cities, as the same trend is observed across all states and territories. Many projects in South Australia and Western Australia are associated with mature levels of BIM use. High-profile infrastructure projects like the New Royal Adelaide Hospital and Perth Children's Hospital Project are among these. BIM is also trickling down to smaller consultants and smaller projects; it is in fact seen as the new norm.

The widespread growth of BIM among practitioners provides educators with ample opportunities. That is, universities can rely on experienced practitioners in the industry to deliver specific subjects of BIM. This can address many barriers that thwart BIM education by Australian universities, as discussed above under the four primary barriers to BIM education found from the 2019 ABAF survey.

The *NATSPEC National BIM Guide* and *BIM Management Plan* are being increasingly adopted across industry and government both as a framework for building projects as well as within education programs. The Open BIM Object Standard (OBOS) is also being adopted.

The NATSPEC BIM website, accessed by clicking on the BIM logo on the NATSPEC homepage ([www.natspec.com.au](http://www.natspec.com.au)), is a useful resource for general information on BIM, BIM R&D projects and the numerous BIM guidelines that are available.

The NATSPEC BIM documents are specifically referenced in QLD, NSW and VIC BIM policy documents. Considering the breadth of important stakeholders NATSPEC represents, the NATSPEC BIM documents remain the most accepted, widely used set of BIM guidelines in Australia.

## **CANADA**

### **Education/Training**

The number of colleges and universities offering BIM programs in the last couple of years has increased in Canada, both at the undergraduate and graduate levels, in Engineering and Architecture departments. This is in addition to the numerous BIM courses offered by continuing education departments at many institutions.

As well, private initiatives are offering online and face to face training sessions on subjects ranging from collaboration to execution plans to a specific BIM subject matter. Several construction associations have also launched their own training programs, focusing on their perspective.

The goal of the buildingSMART Canada (bSC) and Canada BIM Council (CanBIM) Education Committee is to support and aid the development of BIM educational initiatives in Canada, to ensure that a consistent and relevant BIM education and training landscape responds to, meets, and is relevant to the realities of an ever-evolving industry.

In a focussed effort to enrich the Canadian BIM-ecosystem, the *CanBIM Professional Certification Program* was launched in 2014, with the intention of understanding BIM-related skills and knowledge as well as professional competencies and capabilities in the AECOO industry, in order to provide a point-of-reference and benchmarking to inform educational and training objectives. This program spawned the emergence of the *CanBIM Foundations Certification Program* which, through the establishing of course and program outcomes, assists educational institutions in aligning curriculum in response to industry needs and expectations. To date, the *CanBIM Foundations Certification Program* has certified upwards of 30 national and international BIM-related courses or programs.

A further goal of the bSC/CanBIM Education Committee is to provide a national and international benchmark for openBIM training.

### **Initiatives/Organisations**

#### **bSI Professional Certification Program**

bSC is poised to launch its Professional Certification program across the country in 2020, with several training providers.

Formerly known as Qualification Program, this program will attest to the knowledge of the

candidates through an online test provided by buildingSMART International (bSI).

The aim of the program is to provide standard essential knowledge of Open BIM and data management. It provides clear standards and promotes quality training by supporting and accrediting training content that meets a defined body of knowledge.

Most importantly, it provides the standards upon which training organisations can develop their course content. This structure ensures fundamental knowledge is acquired and it allows for a uniform online testing certification for individuals. It will therefore guarantee a benchmarked level of knowledge across the country and the world.

bSC also relays information about the new COBie certification offered by bSI.

The international scope of these programs is complementary to CanBIM's certification program at the national level.

The buildingSMART Program is a proof of competence for professionals working with BIM. Certified professionals can demonstrate their knowledge is consistent with international standards and best practices.

#### **Practice Manual**

The *Canadian Practice Manual for BIM* was launched in 2017 and continues to provide direction on the application of BIM practices and processes in Canada. It is being used to develop Module 6 of the Learning Outcome Framework. The practice manual is multi-disciplinary, multi-volume and is a comprehensive guide that reflects both international best practice as well as the use of BIM in Canada. It builds on the Roadmap to deliver value to industry.

#### **CanBIM Certification**

The *CanBIM Certification Program* continues to be well supported. It was launched in 2014 with the objective of bridging BIM education and the AECOO industry's implementation and use of BIM through the pursuit of excellence in certification. The pillars of the *CanBIM Certification Program* are:

- Professional Certification: A tiered, four-level certification program for BIM Professionals assessing knowledge, skill and professional workplace experience.
- Foundations Certification: Assessment and certification of courses and/or programs offered by:
  - . Educational Institutions both private and public.

- . AEC industry training providers for industry professionals.
- Company/Organisation Certification: Assessment and certification of BIM-enabled companies and organisations.
- Provision of guidelines for a Continued Professional Development framework for certified individuals.

### Satellite Sessions

These sessions are a joint event where CanBIM/bSC, Industry partners and Academia present on relevant topics within the host region. These events are intended to bridge the gap and unite the interests between Academia and Industry. The host Academic Institution has the opportunity to highlight its BIM related programs, a student from the host school is invited to present a BIM-relevant topic and the remainder of the agenda is filled out with Industry leaders from the host region. It is an opportunity to educate and connect all stakeholders over the course of an evening, while also showcasing the latest developments of the educational institutions across Canada.

### Student Affiliate Memberships

CanBIM/bSC now have 20 Post-Secondary Education Institutions in its Membership. As a CanBIM/bSC Member, Educational Institutions can offer FREE Student Affiliate Membership to all their students. The Student Affiliate Membership opens up opportunities for Students to engage with industry leaders across Canada and globally. Students can participate on and engage with one of the following nine CanBIM/bSC Committees:

- Technology Committee.
- General Contractors Committee.
- Trades Committee.
- Designers Committee.
- Owners Committee.
- Education, Research & Certification Committee.
- International Committee.
- Legal Committee.
- Marketing Committee.

Students are asked to participate in a monthly call to help keep the Committees organised through meeting minutes and agenda creation and dissemination. Students are also asked to participate in working on various industry-based tasks giving them direct exposure to the challenges facing our discipline-based Committees. Further to the CanBIM/bSC Committees, students are continuing to engage as volunteers at the CanBIM/bSC

Regional and Satellite Sessions. This is a great networking opportunity to be at an event meeting the industry leaders and learning from the many presentations and panel discussions about the most relevant subject matter.

### Student Connect: An Online Networking Platform

Student Connect is an online portal hosted on the CanBIM/bSC Website. This portal allows students to login and explore industry-based research opportunities made available by CanBIM/bSC Members.

These research opportunities are posted within the portal by CanBIM/bSC Member companies looking to investigate the value proposition for market ready technologies. Students volunteer or apply to be hired, as research interns, to help deliver on the research goals around the technology or project.

Additionally, CanBIM/bSC offer functionality within the same portal for Students to upload a profile and store information and documents relating to their background and experience. This is a place where students and employers can connect for the purpose of research and or potential employment opportunities.

CanBIM/bSC are working to create opportunities to deliver significant value for Students, Educational Institutions and its Industry Members.

### **Awareness/Uptake**

Jurisdictions have taken an interest in implementing BIM practices and requirements in official policies and public contracts. It is the case both at the federal and provincial levels, with Quebec, Ontario and Alberta as the main players.

The federal government is now considering whether to mandate or encourage BIM processes in public procurement procedures and is currently polling industry players.

Other important progress has been made in Quebec, where an industrial cluster was put in place to unite the value chain stakeholders and provide a forum with a plan to encourage best practices with regards to digital processes.

This cluster brings together professional associations of architects, engineers, contractors and unions which have highlighted that education institutions at all levels must integrate digital practice and collaboration. One key focus is to better train workers and professionals to be able to master collaboration tools and practices with regards to data management in a life cycle management perspective.

## **CHILE**

### **Education/Training**

BIM education has continued to progress at all academic levels in Chile.

At a postgraduate level, during 2019 and the beginning of 2020, CORFO (Economic Development Agency of the Ministry of Economy) granted 647 scholarships for four different BIM training courses through its Human Capital Scholarships program. These courses are specifically focused on BIM for Reviewing, Modelling, Design and Construction of MEP systems. The course content is linked to the Roles Matrix published by Planbim in 2017. With this, the total number of scholarships related to BIM that CORFO has granted amounts to a total of 1,517.

Progress has also continued at the university level, with 90% of the universities that have AEC-related degrees currently teaching BIM. This means that 87% of the 108 programs existing in 2019 have BIM content included in their mandatory courses.

At the school level, in 2019, the first *e+bim* pilot was carried out. The initiative, led by Planbim and the Ministry of Education - with the support of 17 professional associations, private companies and academic institutions - consists of incorporating BIM into the curricula of technical secondary education.

In January 2019, 24 teachers and students from six technical schools were trained by professors from Duoc - a higher education institution - and Comgrap - a software vendor. These school teachers then included the BIM content they had learned in their curricula during the 2019 academic year. With this, BIM was taught to over 160 students.

The pilot project finished in December 2019, with the internship phase. Planbim managed to gather internships for 34 of these students in renowned architecture, engineering, and construction firms (such as C&D engineering and Badia y Soffia Architects, who were part of the original task force that supported the project).

Therefore, these students continued learning the practical application of BIM in real projects. More than 20% of the students received offers to continue working in those companies. This is a great success for the project since its ultimate goal is to increase the employability of technicians - who, many times, choose not to continue to higher education - and it also indicates that there is great interest from

companies in hiring technicians with BIM knowledge.

Given the engagement generated by the first version of *e+bim*, in 2020 the initiative was expanded to 47 schools in four different regions of the country. This will allow BIM education to reach 1,250 students this year. The aim is that in the future all specialisations related to drawing or construction in technical secondary schools will incorporate BIM.

### **eLearning**

Despite all the efforts from the State, the private sector and academia, there are still gaps in BIM training in Chile. These gaps are bigger in remote areas of the country, where sometimes there is a lack of infrastructure and/or educators to teach BIM.

To tackle this issue, Planbim is developing an introductory e-learning BIM program, funded by the Interamerican Development Bank (IADB). The course will be based on international standards and on the Chilean *BIM Standard for Public Projects*. It will focus on how to work collaboratively through BIM methodology. The course will last approximately 20 hours and will be provided free of cost.

### **Initiatives/Organisations**

#### **Planbim**

Since 2016, Chile has been promoting BIM in public institutions through Planbim, an initiative of the Digital Transformation Committee of CORFO.

This initiative, using the procurement capacity of the State as a driving force, is articulating the process of implementing BIM in public institutions, being a requirement of most public tenders as of this year.

#### **BIM Standard for Public Projects**

In June 2019 Planbim published the *BIM Standard for Public Projects*. Developed through multisectoral work, the document defines and guides the information exchange process between public institutions and private companies as part of public tenders. This standard is aligned with the minimum requirements for the exchange of BIM information defined in several international standards such as ISO 19650, ISO 16739, ISO 29481, and others.

It includes more detail regarding how information should be delivered, through the definition of the Levels of Development, Types of Information, BIM Uses, etc. These definitions are based on international

standards and conventions, such as the BIM Project Execution Planning Guide from Penn State University, NATSPEC's BIM Object-Element Matrix, and the Level of Development from AIA and BIMForum USA.

It also includes conventions regarding geometric and non-geometric information that must be exchanged in a public project between the Appointing and the Appointed Parties. It establishes, as a minimum requirement, the incorporation in BIM models of the information established in the parameters of COBie and the *BIM Basic Information Delivery Manual* from BIM Locket (Netherlands).

Despite this standard being developed for public projects, it may also be used as a reference for private projects. The document is not a norm, but its use is mandatory in so far as public institutions include it in their bidding documents.

The document, originally published in Spanish, has been translated to English and Portuguese. As of March 2020, eight months after its publication, the different versions of the document and its associated guides had been downloaded more than 20,000 times.

#### ISO NCh publications

In 2018 Chile, through its National Institute for Standardization (INN), generated a mirror committee for BIM related ISO standards. Through the work of this committee, ISO 19650 parts 1 and 2, ISO 12006:3 and ISO 29481 parts 1 and 2 have already been published in Spanish as a Chilean norm (NCh).

In 2020, this committee will continue working on the translation and publication of ISO standards and participating in the international discussion of the ISO 19650 parts that are currently under development (parts 3, 4 and 5).

#### BIM Exchange Information Requirements

Regarding public organisations, standardised BIM Exchange Information Requirements (EIRs) have been generated for ten different types of projects: hospitals, health centres, bridges, airports, institutional buildings, educational centres, heritage buildings, courts of justice, social housing and public spaces.

These EIRs were created by Planbim together with the respective responsible institutions (Ministry of Public Works, Ministry of Housing and Urbanism, Judiciary Power) and are focused on requiring only prioritised BIM uses, which were selected to tackle specific problems and needs of the projects and institutions.

In 2020, new BIM EIRs will be developed for more types of projects, such as other social housing configurations, and the Chilean Antarctic Base. All these EIRs, which are aligned with the *BIM Standard for Public Projects*, will be used from this year onwards for the tender of public projects.

#### Mibim

In October 2019, the *BIM Implementation Matrix*, or *Mibim*, was launched. It was developed working with representatives of the public, private, and academic sectors. *Mibim* is a platform designed to help organisations objectively self-assess their current state of BIM implementation.

The matrix is organised as per the three phases of BIM use within the organisation: Planning, Implementing and Maintaining. The actions contained in these phases are sorted into four pillars: Strategy, People, Processes and Technology. By selecting a percentage of progress relative to the different actions that make up the matrix, the platform calculates the organisation's level of general maturity, and the level of maturity associated with each pillar and each phase. The resulting maturity level is accompanied by a report indicating the organisation's current actions and recommendations on the necessary implementation measures, should it require increasing its current maturity level.

As of March 2020, five months after launch, 177 companies have registered for evaluation in the platform, as well as 28 public institutions and 17 universities, from Chile and further afield.

#### Latin American Governments BIM Network

In 2019, the *Latin American Governments BIM Network* was formally launched. This network currently includes eight countries from the region: Argentina, Brazil, Chile, Colombia, Costa Rica, Mexico, Peru and Uruguay.

The group aims to increase the productivity of the construction industry through digital transformation, accelerating national BIM implementation programs through collaborative work that promotes common guidelines and favours commercial and knowledge exchange in the region. In other words, one of its main goals is that the Latin American countries adopt common and aligned standards.

Additionally, one of the proposed actions for 2020 is to connect with governmental BIM associations from other countries and regions, in order to foster links between governments that are implementing BIM and thus promote

the exchange of lessons learned at a global level.

The *Latin American Governments BIM Network* is currently chaired by Chile and has three years funding from the IADB.

### **Awareness/Uptake**

More and more private sector companies are either implementing or interested in implementing BIM. In 2019, the Faculty of Architecture and Urbanism of Universidad de Chile published the third version of the *National BIM Survey*. The survey showed that 34% of the respondents were regular BIM users. Among these respondents, architects have the highest percentage of adoption, with regular users at 41%, engineers at 25% and contractors at 17%.

On the other hand, 76% of respondents who are currently non-users, occasional users or indirect users, stated that they will increase their level of BIM use in the next 12 months.

## **CHINA**

### **Education/Training**

In July 2020, thirteen departments including the Ministry of Housing and Urban-Rural Development of China jointly issued the "Guiding Opinions on Promoting the Coordinated Development of Intelligent Construction and Building Industrialisation". On August 21, 2020, the State-owned Assets Supervision and Administration Commission of the State Council of China issued the "Regarding Accelerating the Digital Transformation of State-owned Enterprises" Notice, jointly proposed to focus on the integrated application of building information models and new technologies; encourage enterprises and institutions of higher learning to deepen cooperation, and accelerate the cultivation of a group of leading talents, professional technical personnel, and operators with high-level, innovative, and complex digitalisation management staff and industrial workers.

As national departments and provinces, cities frequently release relevant documents for the development of BIM applications, many large-scale projects include the application of BIM technology as a necessary condition in their bidding contracts. For enhancing the further competitiveness regarding the industries' core technologies, large construction companies have paid attention and have increased investment in recruiting BIM technical talents. It is estimated that the national BIM technical talent gap will reach 600,000 in 2020. At present, the most important ways of training BIM talents in China are college talent training, corporate talent training, and joint training of industry, universities and research.

The ability training of BIM talents in colleges and universities is upgraded from low to high. From software, modelling to application, and then to the mastery of core technologies, they can become compound talents in the application of BIM technology.

At present, Chinese universities use 3D information modelling and other visualisation technology training, such as Revit, ISO19650, Glodon, PKPM, etc., as the main course content for undergraduate majors. For example, Tsinghua University, Zhejiang University, Chongqing University, Tongji University, Xi'an Jiaotong University, Liverpool University and Ningbo University of Nottingham have integrated UG and PG programs into 3D BIM modeling, aiming to give students a comprehensive understanding of

what must be applied in collaboration, why and how to use information modeling and management environments.

In terms of postgraduate training for BIM majors, Huazhong University of Science and Technology, Dalian University of Technology, Tongji University, Tianjin University, Jilin Jianzhu University, and the School of Civil Engineering of Henan University of Science and Technology have launched a master training program by setting up a BIM technology center and setting up BIM graduate students.

The study found that college graduates with BIM professional courses and research backgrounds are highly competitive for applying for further studies in the top 100 universities in the world.

The ability to train BIM application talents in construction enterprises mainly includes the following:

- BIM software operation ability.
- BIM model production ability.
- BIM model application ability.
- BIM application environment establishment ability.
- BIM project management ability.
- BIM business integration ability.

The methods of talent training in Chinese enterprises mainly include cooperation with colleges and universities, joint training with the help of external professional consulting institutions and independent internal training of enterprises. In the exploration, construction companies continue to try BIM training models suitable for their business development and management processes. Through the establishment of system guarantees, the establishment of specialised information departments/BIM research institutes, the construction of BIM talent echelon, emphasis on BIM talent selection and the use of online video. The combination of external lecturers, internal mentors with apprentices, construction site training and other modes have combined multiple channels to improve the overall quality of BIM talents, effectively opening up and improving the business areas of construction companies.

Governments, enterprises, universities, colleges and other industry-university-research institutions jointly established BIM research centers, set up laboratories, set up pilot applications for typical engineering projects, carried out large-scale BIM forums and industry competitions, and adopted multiple

online and offline channels and We-media combining them, apply more diversified methods to train construction industry informatization talents.

### **Initiatives/Organisations**

In recent years, various institutions in China have launched BIM training certification, issued BIM Standards and implemented applications, and promoted the practical application ability of BIMers.

At present, there are 8 types of training examination certificates for BIM in China:

#### BIM certification certificate:

The certificate is jointly issued by China Graphics Society and the Education Training Center of the Ministry of Human Resources & Social Security. The certificate is classified into the first level BIM modeller, the second level BIM senior Modelling Engineer, and the third level BIM design application modeler (the specific analysis of the model is emphasised).

#### National BIM skill level examination:

This certificate is issued by China Construction Education Association. Certificate is classified into level-two professional application BIMer (distinguishing majors), and level-three integrated application BIMer (with modeling capabilities including combination with various disciplines, BIM process implementation, BIM standards development, multi-party cooperation, etc., focusing on the application of BIM in Management).

#### National BIM application skills test:

The trainees who have been trained and passed the examination will be issued BIM professional and technical certificate issued by the National Post and Telecommunications Talent Exchange Center. The certificate is divided into three levels: junior, intermediate and senior.

#### ICM International BIM qualification certificate:

The certificate is from ICM International Construction Management Institute, and it involves the whole process of comprehensive planning, development, design, construction, operation and project consultation, and it has the globally recognised professional qualification. The certificate is classified into BIM engineer and BIM project management director. ICM international certification is promoted by ICM in the world and are the corresponding professional certificates in developed region such as Europe and America. By the end of 2012, ICM had more than 100000 global certifications. ICM entered China in 2010, with more than 3000 people currently certified.

The BIM Certificate in the "1+X Certificate" System of China Ministry of Education:

Certificate is issued by the Ministry of Education. Skill level of the certificate implemented in the college is divided into primary, intermediate and senior, and the skill levels reflect the comprehensive ability required by professional activities and personal career development.

BIM professional training certificate:

The certificate is issued by the training center of China Construction Culture Center, and the certificate classification includes basic application, engineering application and advanced application.

The BIM certificate issued by China Association of continuing engineering education, Ministry of human resources and social security:

The certificate classification is divided into 14 professional directions as follows: BIM modeling of professional technicians, BIM project management, BIM strategic planning, BIM prefabrication, BIM applications of construction, Structure, Electromechanical, Decoration, Cost, Water conservancy, Electricity, Municipal, Road bridge, BIM operation and maintenance.

Revit certification from Autodesk:

The certificate is issued by Autodesk authorised training center, certificate classifications include Revit Professional-I Revit junior engineer and Revit Professional-II Revit engineer certification.

**Awareness/Uptake**

China BIM Union started organising two advanced seminars every year since 2015, "China Construction Information Model (BIM) technology system and application practice". Each yearly seminar has trained a batch of BIM technical senior talents for China. The following conclusions are obtained by analysing BIM advanced workshop from 5<sup>th</sup> seminar (October 2017) to 10<sup>th</sup> seminar (July 2020):

Source of students trend analysis:

- The personnel who sign up for the BIM advanced seminar come from different parties such as design, construction, scientific research and consultation. In the 5<sup>th</sup> seminar, the personnel from design and construction enterprises were about 72% and more than personnel from other parties, but the proportion gradually decreases in the later period. By the 10<sup>th</sup> seminar, the enrollment personnel from design and construction enterprises only account for

51%, while proportion of personnel from Internet enterprises and consulting enterprises significantly increased, accounting for 26% and 17% respectively. This shows that in the early stage, the demand for BIM Technology Application is largely in design and construction enterprises, and the demand for BIM application talents is mainly from these two parties. With promotion of BIM Technology, more and more people have learned about BIM and tried to deepen BIM application in their areas. Therefore, more and more consulting enterprises and Internet enterprises started joining in the research and learning of BIM Technology.

Personnel specialty trend analysis:

- The personnel who signed up for the training come from different majors. Through statistics and analysis of the personnel from the 5<sup>th</sup> to 10<sup>th</sup> periods, the majors of personnel are mostly construction, structure, mechanical and electrical, engineering management, etc. Thus, demands of learning BIM Technology for professional designers or engineers were exceptionally large, and the concept that designs must learn BIM has been rooted in China, rather than only BIM consultants from third parties to carry out BIM application.

The investigation and analysis of seminar training experience:

- This research also analyses the training experiences of the participants in the past. The research found that more than 80% of the personnel who participated in the training from the 5<sup>th</sup> to 10<sup>th</sup> seminars have participated in BIM training more or less before in form of lectures or exchanges. It shows that BIM Technology has been widely used and promoted in China. However, Revit software is still the main training program in BIM software training. Among the five survey, about 20% to 25% of the participants have participated in the training of Revit software. Therefore, Revit software application is still the main BIM application.

Analysis of research and training needs:

- The participants often hope to learn BIM in different aspects such as BIM planning, BIM theory, BIM software and BIM application through training and education, so as to promote BIM Technology implementation in practical work. From statistical analysis, the trainers mainly focus on BIM software, cases, standards in early stage like 5<sup>th</sup> seminar. However, after continuous development of BIM Technology, such as the 8<sup>th</sup> to 10<sup>th</sup> seminar, the demand for BIM

training gradually shifted to standards, data, implementation, and other aspects. This shows that the industry personnel had a preliminary understanding of BIM Technology after early training, and gradually started paying attention to the deepening application of BIM Technology. On the other hand, the early BIM application talents cannot meet the development needs of BIM application at present, and the development of BIM needs more advanced BIM talents who have mastered core technologies such as BIM standards and BIM data.

## **CZECH REPUBLIC**

### **Education/Training**

In the Czech Republic there is generally a lot of BIM education and training through BIM seminars, workshops and presentations led by CAS (Czech standardisation agency), CzBIM (Czech BIM Council), universities, software vendors, companies, technical chambers, etc. Most recently in 2020 these activities were reduced or postponed due to the global pandemic restrictions during the spring and autumn seasons throughout society, including high schools and universities. Some of them were switched to online conferences, seminars or workshops, but unfortunately not all of them.

In November 2019, CAS published the *BIM EDU* report, which describes the state of teaching at Czech public universities. The focus is on the main 5 Czech universities where AEC is taught.

The leading Czech Technical Universities have been implementing BIM into their curriculum over the last few years. This was done mainly as standalone subjects or as innovations of the regular ones. The content of the subjects would vary depending on the branch of study at both undergraduate and graduate levels.

There is an effort to find interactions between subjects and connect them together, in addition to existing individual subjects focused on 3D CAD software, or other special subjects.

This implementation of interconnections between subjects or fields (to collaborate) is also one of the biggest obstacles of BIM implementation into teaching.

However, nowadays a shift can be seen in this area when new programs of study focused on BIM are emerging – for example the Technical university of Ostrava, faculty of civil engineering is about to launch two-year master's program, which emphasizes the coordination of construction processes in the BIM information environment within the digitization of construction, in the fall of 2021

Other obstacles stated in the report were for example the lack of standardisation of BIM in the Czech Republic (It's still going on), insufficient qualification of teachers, lack of study materials and models in sufficient quality, lack of money. Universities also connect more with professionals in both research and educational areas.

BIM is also being implemented in secondary education (especially at technical high schools) mainly in 3D CAD based subjects. In 2019, there was also a significant shift around

updating the *Framework Educational Programs (RVP)*. Within these, proposals for the update of the RVP were prepared so that secondary schools with a construction focus have the opportunity to adapt BIM to their school educational programs with effect from the school year 2021/2022.

### Initiatives/Organisations

CzBIM – Czech BIM Council ([www.czvim.org](http://www.czvim.org)):

CzBIM – Czech BIM Council is a non-profit organisation which is focused on support of BIM implementation in the Czech Republic. It assembles professionals from both companies and individuals active in the BIM area. The main goals are popularisation, education, standardisation and implementation of BIM. CzBIM hosts an annual conference titled 'BIM DAY'. There were several documents published and many others have been prepared under its wings. It also plays a key role in the negotiation with ministries and standard bodies.

It resulted in success in 2017 when the Czech government approved a BIM implementation document which covered a strategic plan for the following 4 years. The main goal was to prepare the Czech construction environment for BIM - aiming to the beginning of 2022 when big public projects should use BIM (this document is called *BIM Policy 2022*).

The Czech BIM Council decided to establish a branch of buildingSMART in the Czech Republic at the end of 2020. This should be realised in 2021. The main reasons were an openness to international cooperation and standardisation, to gain and share information, certification, etc.

CAS – Czech standardisation agency, BIM Policy 2022 ([www.bimkoncepce.cz](http://www.bimkoncepce.cz)):

CAS – Czech standardisation agency is a funded organisation of the Czech Office for Standards, Metrology and Testing (ÚNMZ).

At the end of 2017 CAS established a new department to execute the tasks of the *BIM Policy 2022*. The BIM Policy is a strategic plan determining the direction of the Czech Republic in the field of BIM and related topics within 10 years (until 2027).

In 2018, there were 6 workgroups established:

- Pilot projects.
- Procurement, project management and contracts.
- Data and information standards.

- Documents for estimations.
- Education, public relations.
- Terminology and standards.

In 2019, the next workgroups were established: Facility management, PS LEG - for legislation and imposing a BIM obligation and also interdepartmental workgroup led by the Ministry of Industry and Trade ([www.mpo.cz](http://www.mpo.cz)) for a coordination between all significant stakeholders during the BIM Policy implementation (ministries, authorities, state organizations, universities, professional chambers, and organizations), which has around 30 members.

In April 2019, the Ministry of Industry and Trade recommended the use of the IFC format for information transfer during the whole building lifecycle.

In autumn 2019, CAS prepared a set of workshops on different BIM topics, concluded by the BIM summit conference. The obligations to use BIM standards from 2022 have been introduced during this BIM summit. The investors of public projects, financed from public resources, above a specified value (note: the value set from 2020 is €5,350,000) will have to use some of the BIM standards. These include CDE - common data environment, Information model using the Construction Data Standard, BIM protocol. However, detailed information and documents are still in the ongoing process of preparation.

In 2020, many changes in legislation and supporting tools aiming towards electronic communication and digitalisation in the building industry were realised or started. The Czech building law was changed in the area of building permit processes, which are allowed to be submitted fully electronically from July 2023. Since that date, it should be easier and faster for builders to gain building permits, because of a new "builder's portal". The builders can communicate and gain all permissions from all authorities through the portal. Government also approved establishment of data repositories usable for BIM, as well as interconnection of BIM and digital technical maps. Another new regulation is, for example, the obligation to use an electronic construction diary for above-limit public projects from 2021.

CAS introduced and - after a comment procedure - published a number of documents and methodologies, such as: BIM protocol, which has to be used as an annex to the contract, properties of CDE, etc. Many other

planned outputs of the BIM Policy, such as Construction Data Standard, are still in ongoing process.

BIM Policy 2022 including schedule has been updated in 2020 (for years 2021 – 2027), and the government adopted the document at the beginning of 2021. Some dates, including obligations of using BIM were postponed due to new knowledge and also for coherence with the law of electronic building permits. The new obligations of BIM usage will apply from July 2023 with gradual effect.

#### SFDI - The State Fund for Transport Infrastructure ([www.sfdi.cz](http://www.sfdi.cz)):

The State Fund for Transport Infrastructure is an important organization, which supports BIM. SFDI in cooperation with the Ministry of Industry and Trade, the Ministry of transport, Czech standardisation agency and other organizations published Regulation for information modelling of buildings (BIM) for transport infrastructure constructions in October 2020. This document is similar to documents like Code of Practice (CoP) and Employer's Information Requirement (EIR). It defines minimum required information to be contained in BIM models in different design phases, specifies formats (IFC), units, etc. It was introduced on the basis of experience from pilot projects and it is used for other pilot projects.

#### ÚRS CZ a.s ([www.urs.cz](http://www.urs.cz)):

This report is written by the author employed by a company ÚRS CZ a.s, private organization dealing with standardization and providing SW tools in the area of cost estimations, cost calculations and management. ÚRS is a producer of the price database ÚRS and several software. The company cooperates with partners developing or providing software for designs, and provides complex BIM tools for cost estimations of buildings, organises training and seminars. ÚRS CZ also cooperates with the Czech standardisation agency in several workgroups, cooperates with ministries and is a member of Czech BIM Council.

#### **Awareness/Uptake**

Both public and private investors started pilot projects to try BIM. There is an increasing cooperation between significant Czech organisations on pilot projects both for infrastructure and buildings. Some of the big contractors are running their own pilot projects.

There is a visible shift from "I would like to do BIM" to "do and try BIM", do projects in 3D CAD software and add useful information, collaboration, try open format such as IFC. However, this is a slow process and many people are still a bit afraid of BIM, or they are just waiting.

The main reasons are the difficulty and costs caused by switching to other software and processes, the need to go through related education/training and lack of the best practice and Czech BIM standards.

In general, there are BIM projects currently running in the Czech Republic and the number is increasing, however 2D is still used for most projects.

The increasing attention of manufacturers of materials and products can be seen. They want to be prepared and they are thinking of how to implement information about their products into 3D CAD and other software. There is also increased interest around facility management and the usage of BIM, which caused development of new software tools and methodologies.

A rising consciousness of BIM in the Czech Republic is also supported by the need of society to search for modern technologies and their use. In addition to BIM, there is an awareness of the need for electronic communication and digitisation.

## **FINLAND**

### **Education/Training**

Universities, Universities of Applied Sciences (UAS) provide BIM education for their students. All current construction and architecture students study BIM to some extent included in their professional courses.

In universities and UAS the main focus is open BIM based design in different disciplines, but more and more BIM principles are also taken into account in project management courses. Different courses are integrated in various AEC programs e.g. BIM for Building Production; BIM for Structural Engineering; Simulation Tools for Building Services, BIM in Housebuilding Projects (integration of BIM holistically to building process). Some UAS also provide whole bachelor's degree for Architectural education where the key areas are modelling (BIM) and model utilisation: visualisation, renovation, maintenance of buildings, lifecycle thinking and energy efficiency. BIM is also one part of infrastructure design courses for example in road design and geotechnics.

In many regions of Finland, some UAS have introduced BIM for companies, public sector clients and officials in research, development, education and training projects. These projects have been funded by EU, government and private sector. In these projects new BIM education and training methods have been developed for various groups such as designers, clients, contractors, house owners, public building permit and fire safety, and other officials. Ongoing projects are for example BIM-ICE project hosted by LAB UAS and Raksadigi-project hosted by Savonia UAS.

Some Vocational Education Institutes also provide BIM education as one part of studies. Some Vocational Education Institutes are providing continuing education related to BIM.

For graduate, postgraduate and further education students, there are several options and possibilities offered:

- Special Courses and Further Education is provided by some UAS:
  - . BIM for Vocational Education Teachers, 15 ECTS.
  - . BIM Basics Online, 5 ECTS.
  - . BIM Coordinator, 15 ECTS.
  - . BIM Coordinator for building permit authorities, 15 ECTS.

- . BIM Coordinator for infra, 15 ECTS.
- . BIM Coordinator for infra production, 8 ECTS.
- . BIM Manager, 5 ECTS.
- Software companies:
  - . All vendors (Solibri, Autodesk, ArchiCAD, Trimble, Novatron, Symetri, Civil Point, Magicad, etc.) are providing BIM training for their own software solutions.
- Large companies such as Skanska, YIT, NCC, SRV (construction) and Senaatti (state client office) arrange focused in-house training as required in co-operation with universities and UAS's.

### **Initiatives/Organisations**

There are several initiatives taking place in Finland, including the following:

- buildingSMART Finland has over 140 company members and user groups for Education, Building, City planning, Dictionary and Infra are all up and running.
- KIRAHub continues as a new association in the footsteps of former KIRA-digi, a Government's key project, which involves ministries, municipalities and the KIRA forum. The aim is to create an open and interoperable information management ecosystem and harmonised practices for the built environment.
- COBIM, the national common BIM requirements, was published in March 2012 and it is now in widespread use. English, German, Estonian and Spanish translations of the requirements have also been completed and four Annex for building owners were published in 2016. The need for updating the COBIM guidelines is recognised and the update process has started. One reason for updating is a new upcoming "In future" COBIM which is to be more connected to European BIM standards. Also, definition of geotechnical BIM is one of part updating process.
- National common BIM requirements have also been published to Infrastructure projects (Common InfraBIM Requirements), the latest version was published in 2019.
- The development of the Finnish LandXML based data format for neutral BIM data exchange for infrastructure (Inframodel) will be continued.
- The first Finnish textbook for BIM education: '*BIM on a construction site*' was published in 2016 by Building Information Ltd.

### Awareness/Uptake

BIM is now in everyday use in Finland. Large firms such as Skanska, NCC, YIT, SRV and others use BIM for 100% of their own production. Furthermore, BIM sessions (training) relative to specific uses depending upon the profession and activities are organised on a regular manner.

Public sector clients are using BIM more and more in their building projects. Many public clients have developed their own detailed BIM requirements for project participants.

In Finland BIM always means using open standards: IFC for buildings and LandXML for infrastructure.

BIM education and training was carried out for Vocational Education Teachers and interested UAS teachers as a project to promote BIM education integration on all education levels through Ministry of Education funding.

The first draft for the skills and learning outcomes matrices related to BIM and energy-efficiency have been published in BIMEET-project in which Metropolia UAS and VTT Research Centre have worked. The development of defining BIM skills and learning outcomes will be one large task for the buildingSMART Finland Education Group.

Different levels of BIM courses/trainings will be planned and executed based on the learning outcomes. Collaboration with other EU projects and buildingSMART International, focusing on education and professional certification systems, is an ongoing effort to develop EU wide course content and delivery methods.

Also other new practical uses of BIM have been found in many recent open BIM R&D projects in Finland. For example, how models can be used to ensure the safety of buildings. As a result of new use cases very different new needs to BIM competences are recognised and new types of BIM education and training methods should be introduced.

The Finnish State BIM Strategy based on Land Use and Building Act reform (MRL) 2023 has been defined. BIM objectives of MRL reform are as follows:

- Building Permits are applied for using BIM or other machine-readable formats.

- Design and as-built BIM models are stored to the national register in an open standard format.
- The building owner is responsible for updating the register about repairs that do not require a permit.
- Machine-readable operating and maintenance manuals are required for new buildings.

This reform will cause plenty of new needs for BIM education. An extensive BIM training for building permit authorities is needed and it is currently ongoing.

BIM will be implemented also in city modelling. One big goal is to integrate house models, infra models and city models like digital built environments.

In 2019 the ministry of environment published a national strategy and roadmap for information management standardization in the built environment (RASTI project). The roadmap described a national vision for 2030 and highlighted the local implementation of international standards coherently. Today we know that the goal of green transformation and digitalisation requires significantly more standards and a new collaboration in data exchange. Based on the RASTI project vision 2030 buildingSMART.

Finland has been preparing a joint standardisation working program for the next 4 years. The program covers the international standard adoption, update of the local BIM data model requirements (building modeling, city modeling and infrastructure modeling) and focuses on education and change management. The working program highlights the interoperability through the whole built environment, meaning seamless data and process interconnection between buildings, cities and infrastructure.

## **FRANCE**

### **Education/Training**

The National Education authority in France anticipated the reform of technical graduates in 2011, making BIM compulsory in the Architecture and Construction domain. More and more technical and professional high schools advocate the use of BIM in the realisation of projects. Thus, during internships, students bring their own digital skills to companies, while they learn more about business know-how.

In 2020, buildingSMART France has created an "OpenBIM LABEL" for the initial education and lifelong learning program. The aim of this label is to promote a real "OpenBIM" approach inside the learning system.

This label is based on 6 items: the project component, interoperability, tools, process, innovating transition and OpenBIM ecosystems.

Nowadays, 10 learning programs have been labelled. More information is available on [www.buildingsmartfrance-mediaconstruct.fr](http://www.buildingsmartfrance-mediaconstruct.fr).

### **Initiatives/Organisations**

buildingSMART France (association created in 1989, becoming the French Chapter of buildingSMART International [bSI] in 1996) and MINnD (a national research project started in 2014), offer guides for good practice and concrete experiments to make BIM operational.

Their work also contributes to standards development, carried out internationally, for which France remains an active contributor to the definition of standards, useful and applicable to the construction industry.

In terms of contributions, bSFrance initiated, in 2020, the *aVenir BIM* trophies, to reward the research of French stakeholders, regardless of the level of their diplomas. bSFrance is also working on labellisation training.

Since 2015, the French government has launched a national program, the *PTNB*, and then the *BIM 2022 Program*, to promote the use of BIM throughout the territory, targeting SME's of the building industry. This is how a standardisation strategy was developed and recognised by the *EU-BIM-task-group* as a lever for the adoption of BIM in public procurement.

Another action of the PTNB has been to set up a *Reference of BIM skills, for project management companies, and construction SME's*. Of course, a professional must, above

all, remain a technician, with a knowledge of collaborative processes, and of the appropriation of BIM as a tool (and not as a finality).

### **Awareness/Uptake**

In France, the construction industry remains very heterogeneous in terms of integration of digital technology and BIM, due to the fragmentation of the player types, which are mainly SME's.

Numerous significant advances have been observed in different domains, led by actors looking for new values for building, infrastructure and public works. The generalisation of BIM, for all actors, on all types of projects, both public and private, has been continuous since 2014. Thus, in 2019, BIM reached a rate of 66% of overall adoption in France. More specifically, for example, 42% of architectural agencies are implementing BIM practices in 2020.

## **GERMANY**

### **Education/Training**

The number of colleges and universities in Germany offering BIM programs has increased in recent years. This applies to both bachelor's and master's programs in engineering and architecture faculties. In addition, many BIM courses are offered by construction industry associations and chambers. Likewise, there are numerous private initiatives on the market that offer online and classroom training on digitalisation topics in general and BIM in particular.

The Jade University of Applied Sciences in Oldenburg observed the state of BIM education in the years of 2014-2016, a period in which the implementation of BIM started in all of the surveyed federal states, both in university curricula and in further education. Here, differences with other European countries emerged.

In England for example, a large number of BIM master's degree programs consider the BIM methodology in the entire life cycle of the building object. Compared to this, in Germany only individual modules on BIM were integrated into the curricula of the universities.

In general, the majority of BIM education and training concepts in Germany focused on the use of specific BIM software. The application of the actual methodology, the changed communication structures within the framework of an OpenBIM concept, was far behind in international comparison.

### **Initiatives/Organisations**

BuildingSMART Germany aims to support and promote the development of BIM education initiatives in Germany. This is to ensure that a consistent BIM education landscape emerges in this country.

#### **bSI Professional Certification Program:**

With its Professional Certification Program (bSI PCert), buildingSMART International offers a globally valid quality benchmark for evaluating and comparing knowledge and competencies in Building Information Modeling. In Germany, buildingSMART Germany cooperates with the Association of German Engineers (VDI).

Together they have developed the guideline VDI/bS-MT 2552 8.1, as the basis for this program. Sheet 8.2, also a joint product of buildingSMART and VDI, is about to be published. Within the framework of this certification program, buildingSMART itself does not offer any training or courses, but rather defines minimum requirements of course content and learning outcomes,

regulates the approval of training providers as well as the testing and certification of individuals. For the actual professional training the training provider is responsible.

The bSI PCert has a two-tier structure. The first level of the buildingSMART certification program - the Professional Certification - Foundation - aims to provide a common understanding of BIM fundamentals. It is designed to provide basic knowledge in Building Information Modelling and to test and certify the acquired knowledge by means of a central, internationally coordinated examination.

This basic program has been offered to training providers in Germany since May 2018 as the buildingSMART/VDI Certificate BIM Qualifications - Basic Knowledge.

Approximately 40 training providers, including universities, private trainers, chambers and companies, have since offered this certification to their training participants in Germany. More than 2500 participants have been certified so far.

In the second phase, starting in autumn of 2021, the advanced level will be offered, called Professional Certification - Practitioner. The focus is on teaching application-related BIM skills.

In addition to buildingSMART Germany, there are other institutions in Germany that pursue the goal of advancing digitalisation in the construction industry and supporting companies in the construction industry in this process.

#### **Mittelstand 4.0 Centre of excellence Planning and Building:**

Since 2018, the Mittelstand 4.0-Kompetenzzentrum Planen und Bauen has been working in Germany with the aim of supporting the digitalisation and networking of medium-sized companies in the value chain of project development of planning, construction and operation. This centre of excellence is funded by the German Federal Ministry for Economic Affairs and Energy as part of the funding priority "Mittelstand-Digital - Strategies for the digital transformation of business processes".

The overriding concern of the centre of excellence is to promote the increased use of the BIM method as well as to achieve a successful implementation of digital planning methods in the construction industry. This means that the BIM debate among builders, project managers, architects, engineers and software developers is to be extended to the phases of project development and operation. In this way, related sectors of the banking,

insurance and real estate industries, facility management and the skilled trades are to be made aware of the new possibilities.

#### Planen-bauen 4.0 GmbH:

Planen-bauen 4.0 GmbH has been coordinating and accelerating the digitalisation of the German construction industry since it was founded in 2015. It supports the federal government's BIM pilot projects in the areas of building construction, road, rail and waterways. In addition, the company is involved in numerous national and international projects for the standardisation and implementation of the model-based way of working.

#### BIM Deutschland:

The German federal government wants to accelerate and actively shape the digitalisation of business processes in the construction industry. For this reason, the Federal Ministry of Transport and Digital Infrastructure, together with the Federal Ministry of the Interior, for Construction and Home Affairs, founded BIM Germany in the summer of 2019 as the center for the digitalisation of construction. The most important goal of BIM Germany is to create coordinated and uniform specifications in infrastructure and high-rise construction. All information and tools developed are to be made available openly and free of charge.

#### **Awareness/Uptake**

Building Information Modelling as a planning method does exist in Germany. Nevertheless, studies show that many companies do not use this method or use it insufficiently. This entails the risk that they jeopardise their competitiveness because they lose touch with new business areas. The demand from private clients for the use of BIM is still low. Increasingly, however, more and more tenders are calling for digital design and construction.

In Germany, the federal government is now taking on a pioneering role. In the future, BIM will be increasingly used in the awarding of public contracts for federal infrastructure construction and infrastructure-related high rise construction. The biggest challenge here is the lack of rules and standards. That is why, at a hearing in the German Bundestag in January 2020, representatives of business, science and associations called for reliable framework conditions to be created for planning and construction companies in the digitalisation process.

## **HONG KONG**

### **Education/Training**

The Construction Industry Council (CIC) continues to develop itself as a Centre of Excellence for BIM, formulating strategies for market transformation and promoting cross-discipline collaboration and wider adoption of BIM.

The CIC established the Hong Kong Institute of Construction (HKIC) and has been responsible for BIM related courses since January 2019. In 2020, HKIC set up the School of Professional Development in Construction (SPDC) (previously known as "Centre for Professional Development"), to provide advanced professional and continuous education on BIM for the industrial practitioners. Apart from the BIM basic modelling, advanced modelling, BIM object development and data management, the CIC also offers Certificate courses on BIM Manager, BIM Coordinator, BIM Usage for Frontline Staff of Construction Works and Asset Management for EMSD Projects.

To further uphold the development of BIM in Hong Kong, the CIC introduced the BIM Certification and Accreditation Schemes (Schemes) in 2019 to ascertain the competency of BIM personnel and the quality of local BIM training courses. The Certification Scheme for BIM Personnel aims to set standards and ensure relevant construction professionals and other personnel will have the appropriate skill levels and competency in using BIM to meet the industry's needs, align the skill levels and competency of BIM personnel with the industry's needs, CIC BIM Standards and Development Bureau's requirements for BIM personnel and uphold the quality of BIM personnel in meeting the industry's needs.

The Accreditation Scheme for BIM Training Courses aims to ensure the scope and quality of the BIM training courses offered meet the industry's needs, uphold the accreditation quality of BIM training courses and to facilitate practitioners to obtain certification of their competence by the CIC. Apart from the Certification of BIM Manager and Accreditation of BIM Manager course, the CIC expanded the current Schemes by launching the Certification of BIM Coordinators and Accreditation of BIM Coordinator Courses in March 2020. Since the launch of the Schemes, nearly 400 BIM managers and 20 BIM coordinators have been successfully certified by the CIC. Moreover,

three BIM manager courses and three BIM coordinator courses have been accredited by the CIC.

The CIC continued to organise the CIC BIM Competition for higher education students in 2020, providing an excellent platform to unleash the potential of the younger generation to demonstrate their BIM knowledge and skills. This competition aimed to promote the practical use of BIM through collaborative and competitive learning approach among tertiary students in construction related disciplines.

In light of the global pandemic, the series of 13 hands-on BIM training courses from March to April 2020 covering various BIM software knowledge and techniques were conducted through webinars. A total of around 430 students had attended the online training which was a double compared to 2019. Due to, some of the teammates physically not being in Hong Kong and unable to meet up due to the global pandemic, the Competition provided cloud collaborative platforms for students to work with their teammates without limitation on physical boundaries.

### Initiatives/Organisations

To build capacity and cope with the growing demand on the use of BIM and its related technologies in the industry, the CIC BIM Space was established in 2019 to serve as a one-stop shop for provision of all BIM-related services and support to the industry, to promote and widen BIM uses for adoption by the industry, collaborate with different industry stakeholders to organise seminars and events, provide a platform for sharing of information with stakeholders, organise hands-on workshops on BIM software for practitioners, showcase advanced technologies and different BIM applications by sharing real project cases, provide advisory workshops, and organise introductory seminars and workshops to promote BIM awareness of the industry.

In light of the global pandemic, the CIC BIM Space was closed in periods during 2020, seminars were continued and switched to online webinar format to keep the momentum on BIM knowledge sharing. During the year, we organised 52 webinars, covering various BIM related topics, such as BIM Talks, BIM Solution Day, briefing of the Certification of BIM Coordinators and Accreditation of BIM Coordinator Courses and consultation

sessions with industry stakeholders on CIC BIM Standards. We successfully attracted over 33,000 attendees which included the visitors of CIC BIM Space.

The CIC continues to develop and enhance the CIC BIM Standards to meet the needs of the industry and bringing them in line with ISO 19650 in 2020. This is an important milestone in the history of BIM development in Hong Kong. During the course of development, we conduct consultations with relevant stakeholders to identify and align the common practices so as to facilitate better implementation and adoption of BIM in project execution.

The following updated BIM Standards and BIM-related publications were published by the CIC in 2020:

- CIC BIM Standards – General (with Hong Kong local Annex of ISO 19650-2:2018) Version 2 - December 2020
- CIC BIM Standards for Architecture and Structural Engineering (in line with ISO 19650) Version 2 - December 2020
- CIC BIM Dictionary (in line with ISO 19650) December 2020
- CIC BIM Exchange Information Requirements (EIR) Template (BIM Specifications) (in line with ISO 19650) December 2020
- CIC BIM Standards for Preparation of Statutory Plan Submissions December 2020

The CIC Research and Technology Development Fund is set up to provide financial support for research projects which can benefit the Hong Kong construction industry through practical application of the research outcomes. We support the BIM-based Rebar Design Optimisation and Prefabrication Automation project carried out by Hong Kong University of Science and Technology. It aims to develop an innovative approach for automated clash-free steel reinforcement design optimisation and an automated BIM-based framework to generate the rebar schedule, detail drawings and factory machine codes for rebar prefabrication. The project was completed in December 2020.

The Construction Innovation and Technology Fund (CITF) is used to support technologies with proven effectiveness in boosting productivity, uplifting built quality, improving site safety or enhancing environmental

performance. It also supports local and overseas emergent technologies at initial phases of commercialisation as well as mature ones which can be adapted for local use. Pre-approved Lists for BIM Training, BIM Software and Technologies were updated and expanded continuously. There were over 200 pre-approved BIM Training Courses at the end of 2020.

## **JAPAN**

### **Initiatives/Organisations**

The Ministry of Land, Infrastructure, Transport and Tourism (MLIT) established *BIM guidelines for government buildings* in 2014.

The focus is on the use of BIM, from the schematic programming phase to post-project maintenance.

As mentioned above, BIM utilisation was started in national government building procurement field, but CIM (Civil Information Modelling and Maintenance) which is BIM of the civil engineering field begun on a full scale. CIM aims at new construction linked with robot introduction ICT, IoT, AI, and are redefined as *i-Construction* with the goal of increasing the productivity of the construction sector by 20% no later than 2025.

*i-Construction* in public procurement up to now was defined by the Cabinet Office as one of the government growth strategies in 2016. In 2018, the Cabinet Office announced that it will aim to realise *Society 5.0* aiming for a data-driven society as a next-generation social vision.

In the roadmap prepared for government growth strategies in 2019, BIM in private construction will be promoted by 2025, and the goal is the same as *i-Construction*, that is 20% productivity improvement.

To achieve BIM promotion in the private construction sector, the *BIM Promotion Roundtable* was established under MLIT, Housing Bureau Building Guidance Division in April 2019.

At the *BIM Promotion Roundtable*, 5 WGs on the following themes were set:

- WG1. Establishment of standard BIM workflow.
- WG2. Development of object library.
- WG3. BIM support for building confirmation.
- WG4. Investigation of quantity survey and building classification code for BIM.
- WG5. Development of common data environment (CDE).

As a first fruit of the *BIM Promotion Roundtable*, the first edition of the standard BIM workflow was launched. In FY2021, MLIT Housing Bureau Building Guidance Division has plans to carry out a demonstration experiment with a budget of 200 million yen for the purpose of demonstrating and improving the workflow for the second consecutive year.

In FY2020, the use cases were studied for 8 cases to be subsidised and related 14 cases, which mainly provided by major companies that utilise BIM. In FY2021, MLIT plans to expand the scope of the subsidy to include cases of small and medium-sized enterprises (SME) and enhance the examination of use cases.

In the end of 2020 to early 2021, MLIT conducted the BIM National Survey, which was its first national-level survey of BIM usage. The final tabulation has not been completed yet, but the results will be reported in this ICIS report next year.

As technology development for *i-Construction*, research and development investment is being carried out by the Public / Private R&D Investment Strategic Expansion Program (PRISM), and a budget of 2.3 billion yen is spent on R & D investment for FY2021 for the fourth consecutive year. Of these, in architectural building-related matters, expensed of 117 million yen for building a BIM object library, 81 million yen for developing a BIM building confirmation and 24 million yen for developing the common data environment (CDE) were allocated under the supervision of Building Research Institute (BRI). In this R & D, BIM object library as a providing environment and a draft code of practice for BIM building confirmation has been developed. These results will be positioned as WG achievements of the BIM Promotion Roundtable and will lead to social implementation. PRISM plans to continue until FY2022, and by that time the goal is to develop a common BIM usage environment for building production.

### **Awareness/Uptake**

The *BIM Promotion Roundtable* is built from most of the private side parties representing building owner/promoter, architecture, engineering and construction and from government parties. In the roundtable very enthusiastic arguments about promoting BIM are made.

The role of the consortium is growing with respect to PRISM R&D investment. The BIM Library Consortium Japan (BLCJ) was established for the creation of the BIM object library before the PRISM investment began, and a research committee was established for the BIM building confirmation corresponding to PRISM R & D, and the related construction related organisations, private companies

involved in design, construction and parts production, and software vendors cooperated with these consortium and committee. They are working to develop a common BIM usage environment.

As for the trend of AEC field, it became a hot topic that a major Japanese house builder company acquired BSI (British Standards Institution) Kitemark in 2021, which is ISO standard certification, for ISO 19650 part 1 and 2 (CDE). This is a good case of how the understanding of the use of BIM is progressing in Japan as well.

On the other hand, according to rapid announcement of the BIM National Survey as described previously, a considerable proportion of the AEC field answered that there is no inconvenience in the current CAD design, and it has been pointed out that it is necessary to appeal to not only AEC party but also general citizens, mainly building owner/promoter the benefits of using BIM.

In Japan, the impact of the global pandemic is no exception to AEC field, and there is growing interest in the digital transition on building processes. MLIT has decided to abolish the seal required for building documents to applicants or architects in response to the government's measures to promote digital procedures. This alleviates the need for electronic signatures, which has been considered difficult until now, and discussions are underway on new e-submission methods.

## **NETHERLANDS**

### **Education/Training**

BIM is taught in all three technical universities of the Netherlands at both Bachelor and Master levels.

All 14 universities of applied science with a built environment department are organised in the BIM Education Network by the national Building Digitization Council (BDR). The network aims to exchange and develop educational approaches, experiences, and teaching materials. In practice, the member universities tend to stick to their own approach.

The Netherlands has over 40 institutions for intermediate vocational education (ROC's). BIM adoption by these institutions is also rising.

There are many commercial post-educational training providers, often connected to software companies. Their training is often considered to be more up to date than the courses taught in formal education.

In general, it is noticed that there is an abundance of education and training at the level of mastering specific (software) tools. There are considerably less courses focussing on roles, such as modeller, work planner or BIM coordinator. And there is a fundamental lack of approaches that place the building process at the core, and how digitisation changes that process.

### **Initiatives/Organisations**

The BDR is the successor of the former Building Information Council (BIR) and aims to develop strategic policies for BIM in the construction and civil works industry.

In 2019, the *DigiDealGO* was launched as an initiative to speed up the digitisation of the built environment. One of its main objectives is to foster the development of a digital framework for the built environment (DSGO).

The BDR's BIM Education Network was created in 2013 to raise BIM awareness among lecturers. In 2017 the network presented its first version of the minimum BIM level for BIM knowledge graduates of all 14 universities of applied science. The BIM Education Network organised its first annual BIM education conference in 2017. This conference was successfully repeated in 2018 and 2019.

### **Awareness/Uptake**

There is strong growth in the diversity of educational offerings. In particular the essential 'soft skills' and organisational change are increasingly being discussed.

There is also a strong undercurrent in the development of BIM-based quality assurance.

The development of knowledge leaflets by the BIR has helped create greater awareness in the industry about opportunities and possibilities created by using BIM.

At this moment 5 knowledge leaflets have been developed and translated into English.

## **NEW ZEALAND**

### **Education/Training**

As BIM has continued to move towards being business-as-usual, though only in commercial construction, the education sector has followed.

This has seen most, if not all, training institutions include BIM specific content in their existing papers or added new BIM specific courses. Typical courses "enable students to explore current issues and advances in the use of Building Information Modelling (BIM) within the construction process".

BIMinNZ provide several training resources including *BIM101 - An Insight seminar booklet* and a guide on BIM Productivity benefits to assist industry with "a case for using BIM with real examples of the economic benefits it can deliver".

The NZ Institute of Quantity Surveyors have collaborated with their Australian sister organisation to produce a *BIM Best Practice Guideline* "a guide for quantity surveyors, cost managers or cost estimators looking to be involved with a project using BIM".

### **Initiatives/Organisations**

BIMinNZ has continued to run quarterly BIM networking seminars in Auckland, Wellington, and Christchurch which are well attended with a wide representation across the construction landscape. They arrange a variety of presenters covering academic research initiatives, industry presented case studies, latest best practices from vendors and the like.

The Building Innovation Partnership, an industry, government, and university research collaboration, is getting underway on its seven year research programme focused on improving infrastructure planning, design, construction and management processes, and the development of engineering solutions that improve the resilience and affordability of our built assets.

They have three themes:

- Theme 1: Better Investment Decisions with an initial focus 3-waters.
- Theme 2: Enabling Integrated design, Construction and Operation looking at BIM/Data Analytics/AI/Digital Manufacture/Digital Construction.
- Theme 3: Fit-for-Purpose Building Components with an initial focus into non-structural elements.

Construction Information Ltd (CIL) have continued to work with government and industry on developing and implementing the NZ Asset Management Schema (NZAMS). CIL's intention is that the NZAMS will provide a framework for BIM innovation through the supply chain.

Research shows that around 50% of asset owner and managers are integrating digital asset or spatial information with asset management systems or looking to do so in the next twelve months while most others are aware of the concept and may look at it in the future. The research concluded that the inability to make the most of BIM models and data, post-construction, and the lack of a base model and existing conditions information can make adding BIM to major upgrades a costly exercise. A common schema is part of the solution for this.

Currently asset owners define their own metadata requirements and the deliverers of projects are required to collate the information for project handover. Invariably this results in each project defining a project unique metadata requirement in the BIM execution plan and manual processes to create and collect it.

If a common standard can be established that is widely adopted by asset owners, it will create an incentive for the supply chain to invest in creating content and tools to facilitate the automation of information management knowing that this can be reused across multiple projects and for different purposes.

To support this industry adoption, CIL are developing a web-based toolset that enables users to navigate the schema and be able define their organisation specific information requirements.

The schema and tools are being piloted with the view to adoption by the Christchurch City Council, the University of Canterbury, and the Ministry of Education.

BIMinNZ released the third version of the *NZ BIM Handbook*. The aim of the New Zealand BIM Handbook is to promote the use of BIM and its benefits and to create, maintain and operate quality built assets in New Zealand. Developed in partnership with industry at every step, the Handbook is for New Zealand's building and construction sector but draws on best BIM practice from around the world. The handbook follows the normal progression of a project, from project establishment through to operation, and documents a consistent

approach, using a common language, to BIM in New Zealand.

### **Awareness/Uptake**

The BIM Benchmark survey was run for this sixth year running. It follows an industry control group of large and influential organisations in New Zealand's built environment. The number of projects using BIM has plateaued this year at 59% after only a slight increase in 2018.

“BIM is still not the status quo for undertaking construction projects. We have to weigh up the costs of BIM against the benefit of having the as-built data in model form. This is sometimes difficult to justify.”

The expectation is that BIM use on projects will increase, but this has been the case for several years and the increases have not flowed through to actual uptake.

## **NORWAY**

### **Education/Training**

All universities within building and civil engineering in Norway provide courses about BIM and digitalisation and several of these courses include the open digital buildingSMART standards as a formal part of the curriculum.

The Norwegian University of Science and Technology (NTNU) has established a 2-year master program in digital construction processes and four university colleges in Norway offer one-year programs in BIM-specialisation. In addition, the NTNU has now established a VDC-Certification program in collaboration with Stanford Centre for Professional Development.

BuildingSMART Norway (bSN) support yearly student BIM seminars with 250+ students. NTNU has established a 2-year master program in digital construction processes. Four university colleges in Norway offer one-year programs in BIM-specialisation.

The increasing market demand for BIM competences in the building and construction industry is driving the need for specialised education. BuildingSMART Norway supports BIM education to raise awareness about the importance of digitalisation for the building and infrastructure industry.

There are approximately 50 bachelor and master thesis in BIM each year, where bSN members act as industry partners.

### **Initiatives/Organisations**

The buildingSMART Professional Certification program is now available in several countries, in Norway we expect to implement this certification program in 2023.

The program is an international education benchmark with focus on openBIM format and based on ISO 19650. The goal is for Professional Certification to become a requirement in the building and construction industry for BIM projects.

buildingSMART Norway has 140 plus member organisations, representing 25% of the total AEC industry turn-over. 10% of buildingSMART Norway members are from the educational sector. buildingSMART Norway coordinates several industry initiatives and BIM User Groups for all disciplines, in a series of arenas. buildingSMART Norway's network activities has strongly increased during 2020.

Together with several Norwegian organisations and members, buildingSMART Norway is involved in the development and revision of National and International standards for digitalisation of business processes.

In order to achieve a better understanding of BIM, open standards and digitisation processes and to promote best practices from the industry, buildingSMART Norway has started a webinar series in collaboration with our members organisations.

### **Awareness/Uptake**

The Government and its legislative body the Norwegian Building Authority are fully aware of the need for digitalisation in the building and construction industry.

The Building Authority runs and supports several initiatives in collaboration with industry. Several projects that show a good use of openBIM are on-going in Norway. In 2020 three Norwegian's were nominated as finalists at the buildingSMART Awards Program with two of the three Norwegian finalist winning a prize under the categories Client Leadership and Technology Leadership.

Finally, the focus on the use of openBIM and data interoperability is moving from the project phase to include also the operational and maintenance phase of a building, with Asset and Facility management integration. Extensive work is also going on for potentiating an open data flow for construction product information.

## **SINGAPORE**

### **Education/Training**

BIM education in Singapore builds a pool of competent workforce to support the IDD ecosystem, through the infusion of BIM curriculum in all Institutes of Higher Learning (IHL) Built Environment (BE) courses.

There are 11 Institutes of Higher Learning (IHLs) providing full-time and part-time programmes with BIM / VDC (Virtual Design & Construction) / IDD (Integrated Digital Delivery) curriculum. Third-party BIM software educational vendors were also crucial in training, especially for professionals. To date, close to 17,200 students and professionals have been trained in BIM / VDC / IDD.

The Institute of Technical Education (technical college) have integrated BIM, mainly on software capabilities, into their skill qualification programmes for architectural space design, civil & structural engineering design and facility systems design.

Four out of five polytechnics provide BIM modules in the three discipline streams and beyond, such as in sustainability-related programmes. Customised programmes for firms are also offered to address skills gaps of staff performing IDD-related roles.

Five out of six universities offer BIM modules in their bachelor and master programmes. Nanyang Technological University and the National University of Singapore have also launched Centres of Excellence in BIM to focus on nurturing BIM R&D capabilities.

The Building and Construction Authority's (BCA) education arm, the BCA Academy, takes the lead in developing the IDD competency of the built environment sector across the entire value chain.

To help the industry go digital with IDD, the BCA Academy is offering Pre-Employment Training (PET) and Continuing Education & Training (CET) IDD-related training programmes at various levels.

BIM / VDC / IDD content is incorporated into BCAA's full-time diploma programmes covering all disciplines across the construction value chain, joint degree programmes between BCAA and universities, such as Singapore

University of Social Sciences and the University of Newcastle (Australia).

CET IDD programmes include the application of data analytics (e.g. analysis of data to identify bottlenecks), and artificial intelligence in construction (e.g. multiple design options – optimised based on the developer's requirements – can be quickly generated based on machine learning of previous designs).

With the launch of the Skills Framework (SFw) for Built Environment [see below for more details], individuals, companies and training institutions can make use of the SFw to know how to chart digital delivery management career pathways and mapping of IDD courses in the built environment sector.

Together with Workforce Singapore (WSG), a structured skills conversion/ Place-and-Train Programme for new mid-career entrants into BE sector was introduced such as Professional Conversion Programme (PCP) for BIM Professionals, Specialist Diploma in Building Information Modelling (BIM) Construction & Asset Management (Skills Future Work Study Programme) and more recently, Diploma (Conversion) in Integrated Digital Delivery (Built Environment). Concurrently, in the area of Career Conversion & Reskilling, a structured reskilling programme for redeployment of existing staff to take on new job role within the firm was also developed through PCP Redeployment for BIM Modellers.

To enable professionals to upgrade knowledge and skills, BCAA organises seminars, workshops and suite of IDD short courses such as in the areas of BIM Modelling, Computational BIM, BIM for Building Lifecycle and Facility Management as well as Data Analytics.

In tandem with the introduction of Integrated Digital Delivery (IDD) Implementation Plan by BCA, *Principles of Integrated Digital Delivery* was launched to reach out to wider group of built environment stakeholders and equip them with clear understanding and aligned knowledge on IDD.

Building on this fundamental course, a course on *IDD Project Implementation* was designed and will be offered as a customised value-chain based training approach to guide

adoption of IDD and enhance collective learning for the project value-chain stakeholder to derive integrated outcomes.

The BCAA also launched the Centre for Lean and Virtual Construction (CLVC) at the end of 2015 as a first-of-its-kind immersive and experiential facility for BIM, VDC and Lean Construction, to encourage IHLs and industry firms to utilise the Centre for training and experiential learning purposes (i.e more information on the BIM / VDC / IDD related courses and programmes offered by BCA Academy can be found at [www.bcaa.edu.sg](http://www.bcaa.edu.sg)).

### Initiatives/Organisations

The BCA formulated the 1<sup>st</sup> BIM Roadmap in 2011 to drive the adoption of BIM under 5 areas:

- Public sector taking the lead.
- Promoting success stories.
- Removing impediments.
- Building BIM capability and capacity.
- Incentives for BIM adopters.

By 2015, the 1<sup>st</sup> BIM Roadmap achieved BIM adoption in most of the larger consultants and contractor firms in the industry. The 1<sup>st</sup> BIM Roadmap also saw the adoption of BIM in 102 public projects, 181 projects meeting mandatory BIM electronic submission requirements, SGD20 million committed to more than 700 firms who achieved an average of 21.5% efficiency gain, launch of the Singapore BIM Guide, Essential BIM Guides, BIM e-Submission guidelines and software-specific template guidelines.

The 2<sup>nd</sup> BIM Roadmap was launched in 2015, to advance the use of BIM in an integrated manner over the building life-cycle under 4 areas:

- Focus on VDC:
  - . Driving BIM collaboration throughout value chain.
  - . Building BIM capability of specialist contractors.
  - . New training programmes and facilities (such as the Centre for Lean and Virtual Construction) at all levels.
- BIM for Design for Manufacturing and Assembly (DfMA).
- BIM for Facilities Management and Smart Buildings.
- Research & Development.

As part of Singapore's Construction Industry Transformation Map (ITM) launched in October 2017, IDD is one key area identified to transform the built environment sector. Enabled by BIM, IDD aims to fully integrate processes and stakeholders along the value chain from design, fabrication, to assembly-on-site and operations and maintenance of buildings through advanced information communication (ICT) and smart technologies.

The IDD Implementation Plan was launched in November 2018 to encourage more built environment sector firms to go digital.

The three focus areas under the Plan include:

- Raising awareness on the benefits of IDD through demonstration projects.
- Developing the IDD ecosystem, with enabling solutions, platforms and standards.
- Strengthening the industry's competency in IDD.

The BCA also engages industry leaders through the new IDD Steering Committee and subgroups, as well as practising BIM / VDC / IDD experts from various disciplines both upstream and downstream through the Trade Associations and Chambers (TACs).

The BCA Academy also works closely with Trade Associations & Chambers (TACs) to provide upstream support in IDD training and outreach contextualised to their specific fraternity and practice. The Singapore Contractors Association Limited (SCAL) Academy has also trained more than 900 industry professionals from its member firms in BIM software. The Singapore Institute of Architects (SIA) also holds programmes engaging their members in digital management and implementation.

Transformation of the Built Environment sector will create new job opportunities but will also require some existing job roles to be redesigned to keep up with evolving trends. Hence, BCA, SkillsFuture Singapore (SSG) and Workforce Singapore (WSG) have worked closely with the industry, trade associations and chambers (TACs), unions and education institutions to co-develop the Skills Framework (SFw) for the Built Environment (BE) which was launched in September 2020. The framework provides key information on the sector, career pathways, occupations and job roles, as well as existing and emerging skills required for the BE sector.

It outlines possible career pathways across or within eight career tracks, one of which is Digital Delivery Management (DDM) (i.e more information on the framework can be found at [www.skillsfuture.gov.sg/skills-framework/built-environment](http://www.skillsfuture.gov.sg/skills-framework/built-environment)).

The DDM track involves the adoption and implementation of up-to-date emerging digital technologies to optimise operations and processes, improve collaboration and enhance work efficiency. This includes the provision of training to uplift digital capabilities, development of digital solutions and redesign of workflows supported by competencies such as 3D modelling, mixed reality, data analytics and process reengineering.

To provide validation for the relevant IDD skills and competencies identified in the SFw and to uplift the standing of the BE professions, BCA is also working with buildingSMART Singapore (bSS) to roll out the DDM Accreditation Scheme by the first half of 2021. The scheme will also ensure firm or project level digital initiatives are managed by qualified professionals to deliver the intended project outcomes.

#### **Awareness/Uptake**

BCA continues to organise the annual International Built Environment Week (IBEW) to provide a platform for industry leaders and renowned professionals from the global built environment industry to exchange ideas and experiences on policies, business solutions and technologies, as well as explore business opportunities.

## **SOUTH AFRICA**

### **Education/Training**

Since the start of the global pandemic, there has been much emphasis on digital transformation with both private and public sectors within the South African construction industry. This pandemic has forced many companies to literally transform their ways of working overnight. Forcing digital construction to become part of research and development on projects within the private sector. universities and technikons (post-secondary institution of technology) have also connected more now with professionals in both research and educational areas.

The successful launch of Exceptional BIM online education programme in May 2020 has created a strong education awareness in the diversity of educational offerings to hundreds of individuals and companies.

In particular, the essential free 'software skills' online training has been made available with its ecosystem partnership with various global technology vendors and experts. The exceptional BIM educational platform is a movement to provide learners globally with the opportunities to develop their fullest potential throughout life, regardless of their starting points. Through this movement, the skills, passion and contributions of every individual will hopefully drive a digital built environment next phase of development for Africa and other developing countries towards an advanced global economy and inclusive society.

The BIM Academy Africa still continues to provide consulting to much needed individuals and companies within South Africa and its neighbouring countries, and has recently been working closely with Black Business Council for the Built Environment (BBCBE) in developing an education roadmap for academia within the built environment.

There is still a slow undercurrent in the development of BIM-based standards and awareness within construction companies and supply chain companies. They want to be prepared and they are thinking of how to implement new digital ways about their products into 3D and other software, but are waiting upon government sectors to provide a digital annex or building standard as a guideline. There is still a slow interest around facility management and the usage of BIM, which has caused a slow development of new software tools and methodologies within the sector.

Rising consciousness of BIM in the South African communities is on the increase as the local government prepares long term plans for Industry 4.0 roadmap. Although there is much needed support required to search for modern construction technologies and digitisation within the local CSIR organisation, there has been much interest from the BBCBE who have taken the BIM Institute under its wing to help drive new education and policy making for the built environment.

### **Initiatives/Organisations**

There has been other BIM awareness initiatives taking place through local BIM online seminars, workshops and presentations led by a new social group called BIM Community Africa, with the aim to create a BIM community for Africa that is driven by the community itself. However, there is still a slow uptake among many asset owners and developers between benefits or BIM field experience.

There is still no public agency of study or national annex or digital standard which would directly focus or drive BIM or digital engineering education. Other obstacles are for example: lack of standardisation of BIM in South African building standards and policies among government agencies, insufficient education programmes in the tertiary education programmes, lack of local BIM case study materials, and lack of government funding.

There are several BIM documents published and many others have been prepared under various academia wings to help promote BIM within South Africa, which intime will hopefully play a key role in the negotiation with ministries and standard bodies.

Design professionals within the AEC industry still largely consider BIM solely as a software tool and still use the term BIM loosely on projects within the design stages, failing to fully understand the full process and protocol within the project life cycle.

### **Awareness/Uptake**

In South Africa, the construction industry remains very heterogeneous in terms of integration of design technology and BIM, due to the fragmentation of the cultural and policy player types, which are mainly the professional association bodies.

Numerous significant advances have been observed in different commercial domains, led by actors looking for new values for building, infrastructure and public works.

In January 2021, South Africa's construction industry has united to form an umbrella body, Construction Alliance South Africa (CASA). The founding members are 29 of the sectors' professional, contractor, supplier and other bodies. CASA is gearing up to lead a post-pandemic recovery of the industry, and also tackle other long-standing industry challenges. Key issues will include, accelerated transformation of the sector, Foreign dumping of sub-standard construction materials in Africa and Dealing with corruption, anti-competitive behaviour and unethical business practices. Although the appointed Task Team will be instrumental in co-ordinating and presenting the industry's thinking on the national economic recovery plan, albeit, there is no indication within its plan to promote BIM uptake within the built environment.

## **SWEDEN**

### **Education/Training**

The upper secondary schools have today CAD-related practical learning goals in their curriculums for all the 303 school units in Sweden that includes a program of technology (teknikprogrammet). Of these 303 school units are 54 specialisations in civil engineering where the CAD activities focus on BIM related learning. An initiative is also taken, to develop applied BIM competences for teachers within the vocational education system including construction and installation, which was started up in the fall of 2020.

At universities the education of BIM-related knowledge is now turning from a technical focus on modelling, information transferring and visualisation to be complemented with management-related assignments with collaboration, requirements management and organisational strategies with BIM. Practical BIM-knowledge in software and information generation is now more organised to self-learning exercises and learning is then applied with a focus on project-based use of BIM in the construction processes. Examples of BIM coordination, seamless flow of information in systems and simulation of multidisciplinary scenarios are now applied in the university educations. The updated mapping of BIM courses and courses with BIM related tasks is stable from the universities with following data.

Data from the university mapping shows that:

- 8 Master programs (300 HP) offering BIM education in Sweden
- 21 Bachelor programs (180 HP) offering BIM education in Sweden
- 11 2-year university programs (120 HP) BIM education in Sweden

Swedish universities offer 138 courses with BIM within a total of 855 HP which is about 14 years of study.

A number of 3rd cycle education courses (for Ph.D students) has been developed and conducted in the year of 2019 and 2020 in the field of BIM and digitalisation in Smart Built Environment. These courses are a part of the national strategy to change Construction to a sustainable industry by digitalisation and industrialisation.

### Initiatives/Organisations

During the global pandemic, the eighteen Swedish universities met regularly and even more frequently in online meetings with virtual workshops and seminars, webinars and information distribution under 2020. The organiser is the BIM Academy (as a part of BIM Alliance Sweden) that facilitate these activities with the purpose to share and contribute knowledge, educational assignments, lectures and software experiences through the network. Further information on the BIM Alliance can be found at [www.bimalliance.se/naetverk-och-moeten/intressentgrupper/bim-akademien/](http://www.bimalliance.se/naetverk-och-moeten/intressentgrupper/bim-akademien/).

In the BIM Academy group in Sweden an initiative of defining BIM Basics for Sweden was started in the fall of 2018. A structure for BIM basics is continuously under development, which gives input to national strategies for research, and development in the field of Smart Built Environment. The governmental program in Smart Built Environment started in 2015, which has a number of knowledge packages to develop education within digitalisation.

### Awareness/Uptake

There is still a considerable discrepancy between the technically oriented BIM curricula at the universities and the more process and change oriented approach to BIM represented by the industry. BIM implementation in architecture, urban planning and real estate management, is currently more or less neglected in curricula at Swedish universities.

The large consultancies and contractors in Sweden do now develop their organisations to follow digitalisation strategies with BIM to meet future innovations and challenges.

The trend, that we have seen since 2012, is that Swedish higher vocational education schools (Yrkeshögskolor) have started two-year programs that focus on BIM-applications for entrepreneurs, consultancy and clients. From 2017 to 2021 seven educational programs were initiated and today there are an offer of twelve educational programs focusing on BIM-knowledge as a complement to universities. In 2020 the Swedish government has introduced shorter courses with the higher vocational education system in an initiative to up-skill and re-skill competence within the workforce. This initiative has resulted in four new BIM-courses for employees within construction industry.

## SWITZERLAND

### Education/Training

Generally, the number of training intuitions is growing slowly with courses offering content more in depth. The fields include VDC, GeoBIM, Digital Construction, Coordination BIM, BIM2SIM, BIM for FM, Mixed Reality and Artificial Intelligence for BIM to name a few and finally BIM Certification.

Several partners provide this part in Switzerland: Focussing mainly on open BIM, technical universities and universities of advanced sciences offer a wide range of courses at an undergraduate and postgraduate level.

The universities in Zurich and Lausanne both push BIM forward by offering CAS, DAS and MAS programs:

- The ETH Zurich (University of Science and Technology Zurich) additionally runs two research labs: The BRG (Block Research Group) and the National Centre of Competence in Research (NCCR) Digital Fabrication.
- Apart from the above-mentioned programs the EPFL (Ecole polytechnique fédérale de Lausanne / Swiss Federal Institute of Technology) researches on a BIM based classification of building performance data for advanced analysis.
- Also, the universities of advanced sciences offer undergraduate programs as well as continuing education:
- The study program of the Institute for Digital Construction at the FHNW (University of Applied Sciences and Arts North-western Switzerland) focuses on changes triggered by digitalisation. The integration of VDC (Virtual Design and Construction) in all disciplines of construction has a clear priority.
- At ZHAW (Zurich University of Applied Sciences) the continuing education concentrates on the field of Facility Management and Life Cycle Costs including BIM.
- The BFH (Berne University of Applied Sciences) also offers a CAS in Digital Planning, Building, and Using.
- The study course Digital Construction focuses on Building Technology and Structural Engineering at the HSLU (Lucerne University of Applied Sciences and Arts). This is the only program in the field of digital construction in Switzerland and is unique in Europe due to its interdisciplinary structure. The continuing education offers courses in Simulations with BIM as well as

developing competences for the ordering process.

- The continuing education at the HEIA Fribourg (University of Applied Sciences and Arts – Western Switzerland) includes a CAS in BIM Coordination.
- The University Ost (East) at Rapperswil joins in with the module BIM Basic Education including the buildingSMART Certification Program.

Increasingly private training institutions take over a major role in the training field. Basler & Hofmann, CRB, Objectif BIM or WEKA can be listed here. Likewise, vocational schools in St Gallen, Sursee or Berne offer more and more courses in the field of BIM.

Software providers push mainly and not surprisingly the closed BIM side. For non-academic professionals, who plan to grow into the BIM area an increasing number of trainings are offered. Yet trainings and educations on a more basic level are still very rare.

### Initiatives/Organisations

Since January 2018, the Swiss chapter of buildingSMART has started to take action. It is closely connected to Bauen digital Schweiz, an initiative of SIA (Swiss Society of Engineers and Architects), CRB (Swiss Research Centre for Rationalisation in Building and Civil Engineering), KBOB (Coordination conference of the building and real estate bodies of public clients), and IPB (Association of private, professional builders), being the legal entity for the chapter.

One year later, the Swiss chapter started the Qualification Platform, which is used by numerous providers all over Switzerland, including the German, French, and Italian speaking regions.

In contrast to the closedBIM promoters, the buildingSMART Certification Program offers courses strengthening the open approach. The Swiss chapter increasingly oversees the registration of new training providers thus becoming an important player in BIM-related education. By now, 18 training providers are registered with 725 individuals certified.

### Awareness/Uptake

Professionals are increasingly aware of the fact that continuing education becomes important especially as far as BIM is concerned. Over the years, an increasing number of events and courses on this topic

popped up all over the country. Additionally, the Swiss BIM Congress came into life in 2016 and is implemented on a yearly basis.

However, due to the pandemic, this event was postponed in 2020.

As a new platform the openBIM Forum started at beginning of 2019. A congress driven by the major BIM software providers with over-average content delivered by first movers in the BIM market (architects, planners, contractors, owners).

In fall 2018 the Federal Council adopted its *Digital Switzerland* strategy for the next two years, demanding in its action plan that the federal government and all federally affiliated companies make the BIM method mandatory from 2021 for real estate, and from 2025 for infrastructure facilities.

Together with the pandemic in spring 2020, this will have a deep impact on virtualisation and digitalisation of the building industry. Being reluctant to, or unskilled, in using digital tools, many are now (more or less) forced to apply digital media due to working from home.

Consequently, most of the courses were carried out virtually, be it for short or long-term sessions. This led – and is still leading – to a change in the acceptance, understanding and appreciation of digital processes, where BIM is part of.

## **TAIWAN**

### **Education/Training**

Architecture, Civil Engineering, and Construction related university or college departments used to teach CAD and visualisation/animation tools, e.g. AutoCAD, Sketchup, 3Ds Max, Blender, etc., in their required curriculum.

Since around 2010, BIM-related courses have been increasingly introduced into these departments. Taking the Civil Engineering Department at National Taiwan University as an example, it starts from offering an elective course called *Technology and Application of BIM* (3 credits) and gradually offers more advanced BIM related courses in its curriculum.

For facilitating the access to BIM education for not only college students but also professional engineers, the department also provides online courses, such as *BIM Fundamentals* and *BIM Applications*, on Coursera, a popular global massive open online courses (MOOCS) platform, and NTU's OpenCourseWare (OCW). These courses, including both physical and online ones, were originally taught in Chinese, but, in recent years, English-taught ones have been offered and the online ones have attracted more than 30 thousand learners so far. Besides, BIM Summer Program has been offered at NTU since 2014 for students from abroad. The goal of the program is to help students understand the fundamental concepts of BIM, and acquire essential skills to use BIM tools such as Autodesk Revit.

Besides education programs provided by universities and colleges, architecture related programs in several industrial senior high schools have introduced BIM into their curriculum. Furthermore, several research institutes in Taiwan have offered a variety of education and training courses. For example, Taiwan Architecture and Building Center (TABC) is currently offering a series of courses on Application of BIM to architecture design, MEP practice, interior design, facility component modeling, quantity take-off, design integration, construction supervision, etc., as well as integrated application of BIM and GIS. The courses provided by Taiwan Construction Research Institute (TCRI) focus on Application of ISO 19650 BIM standards to project management and information exchange.

### **Initiatives/Organisations**

In 2009, the BIM Research Center at National Taiwan University (NTU BIM Center) was established to provide a platform for industry-academia-government collaboration on BIM adoption and applications in Taiwan. This signified the beginning of active involvement from academia in helping the industry and government for BIM adoption. Since then, some universities and companies in Taiwan started to establish their own BIM centers.

In 2011, the Chinese Institute of Civil and Hydraulic Engineering initiated the biennial Taiwan BIM Awards competition among construction projects and the first awards were given to 5 BIM application projects. It was clear to see that the scope of BIM applications has been expanded from mainly the design and construction phases in early days to the whole life cycle, including building permit application review and facility management.

In 2015, Taiwan BIM Alliance was established by the NTU BIM Center with the support from Taiwan's Ministry of Science and Technology to use BIM as a driver to upgrade Taiwan construction industry. The Alliance accepts only sector members, and up to March, 2021, the Alliance has 53 industrial sector members, 6 governmental sector members and 16 academic members.

The Taiwan BIM Task Group formed in 2018, the initiated members are the British Standards Institution, NTU BIM Center, Taiwan BIM Alliance, TCRI, TABC, and Taiwan Institute of Built Environment Lifecycle Management. The goal of the task group is to help Taiwan's construction industry to apply BIM as a stepstone in transforming into the digital era, and eventually achieve the goal of a sustainable and smart living.

### **Awareness/Uptake**

In 2014, Taiwan's central government started to promote BIM Applications. After a few years to test run BIM applications in some public construction projects, almost all major national projects are requiring BIM applications now.

Several local governments, especially New Taipei City and Taipei City, have required BIM applications in their public construction projects and help push the construction industry to be BIM-ready. One particular government effort to mention is the New Taipei City government's implementation for a BIM-based building permit application review

platform that requires submission of BIM models for automated review of design regulations for building permit applications.

Also, design-build projects are mostly encouraged for BIM applications in Taiwan. However, Taiwan has not established national BIM standards yet. Only some local governments or national agencies have developed their own guidelines for BIM applications.

From the 2013 Taiwan BIM Awards, it is obvious to see the increase of BIM adoption in the industry during that period of time and there were more BIM applications by construction companies and owners. The BIM applications by engineering consulting firms were not only more matured but also extended to assisting the construction partners in the construction stage.

One of the largest construction companies in Taiwan, demonstrated how they applied BIM for construction management and made sure the BIM model is the only and up-to-date source for consistent construction drawings. There was one BIM service company spanning out from the construction company working on the National Kaohsiung Center for the Arts project. It started to provide BIM-based construction management tools as services to other construction companies.

Nowadays, for most major design firms in Taiwan, they all have high degree of BIM capability to handle BIM design projects and continued to deepen BIM applications into their design process, and recently even started to use BIM as a driver to transform their design process for achieving design automation. They also provide BIM services for the owners and construction firms.

One engineering consulting company has developed facility management tools for owners, especially for government owners to manage maintenance and operations of public infrastructures. For most major construction companies in Taiwan, although they have different focus and degrees of BIM applications in their construction management, they are all aware of what BIM applications can help them in pre-construction examination on design integration and constructability, construction management coordination, quantity take-off, quality assurance, risk elimination, construction safety, etc.

Several companies have already integrated or started to integrate BIM applications into their project management systems, including development of APPs on handheld devices for construction quality inspection and issues management. One construction company has also developed a BIM-based facility management system for a public construction project.

After so many years' BIM promotion and applications in Taiwan, major designers and contractors in the construction industry have all equipped with good BIM capabilities, more and more owners, including governments, are currently requiring BIM applications for facility management.

Recently with the availability of BIM-related ISO standards, several design firms and construction companies in Taiwan have completed ISO 19650 series certification. One of them even qualified for the ISO-19650 Parts 1, 2 and 5 BIM Level 2 Kitemark Certification, which is the first construction company in the APEC area to complete this certification.

This also indicates the determination and maturity of those companies in BIM applications. This can also show that construction companies in Taiwan have been fully aware of the necessity of implanting BIM standards into their business process.

## **UNITED KINGDOM**

### **Education/Training**

The BIM Academic Forum (BAF – discussed later) published *Embedding building information modelling (BIM) within taught curriculum* in 2013 and *Current position and associated challenges of BIM education in UK higher education* in 2015. The latter report indicated that BIM is now becoming widespread across the various levels of higher education, albeit ad hoc and without consistency. In the main, this tends to be driven by individual academics or schools/departments that have a particular interest in the area of BIM and recognise its importance in the education of professionals.

Over the last few years, a number of BIM specific programmes at Masters level have emerged. A number of BIM specific BTEC level programmes have also now begun to emerge. Apart from architecture and construction related disciplines, there are overall low levels of interest in BIM incorporation in teaching across built environment related disciplines. At the cutting edge where BIM is fully embedded into programmes/modules, architecture maintains a significant edge over all other built environment disciplines.

BAF held its first international conference at Glasgow Caledonian University, 13th-15th September 2016. This brought together delegates from both industry and academia to discuss aspects around Education & Training, Process & Standards, Strategy & Implementation, Knowledge Management & Decision Support, BIM Maturity & Assessment, Asset Handover & Operational Management, Technology. The programme also included a workshop to explore establishing a European BIM Academic Network to bring together the European national BIM academic forums. BAF are currently focusing on taking the first report of embedding BIM within the taught curriculum forward by drilling down to disciplinary perspectives at the undergraduate level. BAF are also aligning their activities in support of the UK BIM Alliance, and the Upskilling work stream, in particular.

Within the UK, Secondary, Further (FE) and Higher Education (HE) are devolved matters and in Scotland these fall within the Scottish Government's remit. According to sources published in 2018, Scotland has 26 FE and 18 HE Institutions. Although the Scottish Government acts as the funding agency for HE built environment programmes, accreditation is

normally undertaken by professional bodies. (PBs) During the last year, the focus for several built environment PBs has been in supporting the transition from the PAS 1192 to the ISO 19650 suite of BIM standards.

The Scottish Qualifications Authority (SQA) is the executive non-departmental public body of the Scottish Government responsible for accrediting educational awards at secondary and FE levels. The SQA acts as a single awarding body to devise, develop and validate qualifications and quality-assure education and training establishments which offer SQA awards. The SQA also publishes the Scottish Credit and Qualifications (SCQF) framework which offers a structured and incremental pathway (Levels 1-12) for education and training which spans between secondary and tertiary level qualifications and maps equivalences between FE/HE provision and workplace-based learning programmes.

Within FE provision, the current suite of built environment awards is being refreshed. The SQA's Architectural Technology review team are in the process of constructing revised HNC and HND programmes. On a very positive note, it appears that within named awards, interdisciplinary activities will have a raised profile. It is likely that the BIM Professional Development Award (PDA) will be offered as an optional 30 credit Unit. The BCTG Construct funded research project hosted by Glasgow College has now published a blended learning resource to help Scotland's construction sector close technical skills gaps by offering site supervisors access to online learning resources including an introductory module in BIM.

A number of HE centres including Napier, Heriot Watt, Strathclyde, Glasgow Caledonian and the University of West of Scotland continue to engage with BIM, either through the provision of named awards and/or by embedding BIM/digital in undergraduate/postgraduate teaching and research. Pockets of expertise have developed. These include Glasgow School of Art Simulation and Visualisation facility which explores interfaces between science, technology using advanced 3D digital visualisation and interaction technologies. Heriot Watt University's *Scan-vs-BIM* concept has investigated the comparison of reality capture 3D point clouds with BIM models to offer opportunities for enhancement of construction project delivery, for example with

quality control across design and construction processes.

The Robert Gordon University's Scott Sutherland School of Architecture and Built Environment continues to participate in cross-discipline built environment projects through European ERASMUS links and the International Congress for Architectural Technology (ICAT) networks. Collaboration is developed through partnerships with centres in Spain, Netherlands, Germany and Denmark. Typically, undergraduate projects develop simulated BIM projects in team-working environments framed by real-world protocols such as ISO 19650. These projects use digital media to facilitate developing an analytical approach to deep learning in areas fundamental to built environment education; site appraisal, brief development and environmental analysis.

Construction Scotland Innovation Centre (CSIC) is one of eight industry led and demand driven Innovation Centres supported by Scottish Funding Council, Scottish Enterprise, Highlands & Islands Enterprise and 14 Scottish University partners. CSIC's remit is to support businesses in delivering transformational change in construction. CSIC's BIM in Practice programme was developed to support businesses from their initial awareness of BIM practices to the continuous development of their BIM journey, offering support at all the following stages:

- Awareness: For businesses unfamiliar with BIM, introductory workshops offered an overview of the benefits of working with BIM can bring to an organisation and the practices and processes involved. These workshops were hosted at the CSIC Innovation Factory near Glasgow, by outreach at various sites across Scotland and as an e-Learning module.
- Understanding: Acknowledging that BIM requires significant investment and commitment of resources to any organisation considering adoption, the CSIC BIM For Business Leaders e-Learning Module was designed to enable greater understanding of BIM by CEOs, finance directors and other senior leaders involved in strategic decision making.
- Implementation: Covering the areas involved in implementing BIM such as People, Processes, Systems and Practices, these workshops supported this stage in an organisation's BIM journey. Eight business focussed events were held throughout

Scotland. In addition, four workshops focused on particular industry groups such as architecture and design. These workshops provided greater detail on the specifics of implementing BIM for businesses.

Since 2015, the *BIM Regions* have been actively seeking partnerships with local Higher Education Institutions. The London and SE BIM Region formed a partnership with the University of Westminster and ran a series of free BIM Events aligned to its Masters programme. *thinkBIM* is run by the Centre for Knowledge Exchange at Leeds Beckett University in partnership with the Yorkshire and Humber BIM Region. The South West BIM Region is run in partnership with University of West England. The *BIM Academy* is partnered with Northumbria University.

*Design, Engineer and Construct (DEC)*, run by Class of Your Own, is an accredited learning programme for secondary-school age students and has been expertly developed to create and inspire the next generation of Built Environment professionals. Class of Your Own are leading the *BIM4Education* initiative. This initiative has recently been awarded *CITB* funding to get teachers and students excited about BIM and construction. One recently published report has shown how the DEC program has worked well in Manchester as a partnership between the University of Salford and St Ambrose Barlow RC High School.

There are now many providers of BIM training within the UK. As identified above, the BIM Regions have partnered with local universities to provide free events. Other providers of paid for content include:

- Professional Institutions:
  - . Royal Institution of Chartered Surveyors (RICS).
  - . Chartered Institute of Architectural Technologists (CIAT).
  - . Chartered Institute of Building (CIOB).
  - . Institution of Civil Engineers (ICE).
  - . Building Services Research and Information Association (BSRIA).
  - . Building Research Establishment (BRE).
  - . Construction Industry Training Board (CITB).
  - . National Federation of Builders (NFB).
  - . British Standards Institute (BSI).

- The *BIM Campus* provides a six-week intensive course.
- The B1M is an online video resource which includes a *BIM for Beginners* programme.

Many of the AEC companies have run their own in-house training programmes which are compulsory to attend and require a certain level of attainment.

There is significant body of research being undertaken into BIM. Each Higher Education Institution has its own research programme and there are also numerous Knowledge Transfer Partnerships (KTPs) being undertaken. *KT4BIM* involves BIM4SME acting as a client to a virtual project with numerous KTPs; the objective is to achieve a Level 2 compliant project.

### Initiatives/Organisations

The UK Government influenced a significant movement within the UK AEC industry by requiring the use of BIM on public sector projects in its *2011 Government Construction Strategy*. The primary objective of the strategy was to sustainably reduce the construction costs incurred by the public sector. BIM was identified as one of the principal initiatives to achieve the objective and was supported by the creation of the *BIM Task Group*. *Training and Education* was one of the Task Group's four work-streams and a key output was the *BIM Learning Outcomes Framework*. As a consequence, there has been a significant increase in the provision of formal academic qualifications, training, accreditation and research.

The subsequent *Government Construction Strategy 2016-2020* maintained the emphasis on developing digital and data capability in construction, although the BIM Task Group was no longer funded to support the wider adoption of BIM. The formation of the *UK BIM Alliance* has taken on the mantle from the BIM Task Group and there is a work-stream dedicated to upskilling the industry. The Alliance was formed in late-2016.

The BIM Task Group instigated a community of special interest groups with the aim of "raising awareness of BIM and promoting a shared understanding of the value proposition and issues affecting the implementation of BIM", as stated in the *BIM4 Community Charter*. Each group determines their own approach and certain groups are seen to be significantly more active e.g. *BIM4SME* and the *BIM Regions*.

The BAF is the BIM4 Community special interest group representing Higher Education. Formed in 2011, BAF consists of a group of representatives from a large number of UK universities, with the aim of creating a dynamic collaborative group to enhance and promote teaching and learning together with the research aspects of BIM, therefore serving as a conduit between industry demands and BIM education in higher education institutions.

Scottish Government aspires to be at the forefront of the digital economy and is resolute that digital technologies will form an integral part of the country's transition to a low carbon economy. The use of BIM Level 2 was introduced by the Scottish Government in April 2017 with a view to encouraging its adoption across public sector contracts.

The overall objectives were to increase efficiencies, reduce costs and promote collaboration within the Scottish construction industry. At this time, a wider ranging challenge facing built environment educators is how best to equip undergraduates with skills necessary to support industry across a range of digital-centric themes which research has identified as being key to forward travel for construction including:

- Higher definition surveying and geolocation, rapid digital mapping and estimating.
- Next generation 5D building information modelling.
- Digital collaboration and mobility, moving towards paperless projects from the office to the workforce.
- The Internet of Things and advanced analytics – intelligent management of built assets.
- Future-proof design and construction – designing with methods and materials of the future.

These imperatives are likely to assume greater urgency in a post COVID-19 world as construction regroups, recalibrates and develops robust strategies to ensure survival as a viable industry.

As digitisation pushes the boundaries of BIM and what it means to a range of built environment stakeholders, there may be growing demand for built environment education to support wide ranging digital processes which underpin the development of environmentally sensitive and necessarily resilient solutions for future buildings/infrastructure. In that context, contemporary reference standards such as

ISO 19650 will fit within a bigger picture framed primarily by construction's response to the climate emergency.

Scottish Futures Trust (SFT) is Scottish Government's agency tasked with improving publicly funded infrastructure investment. SFT liaises with the public and private sectors to deliver value-for-money on all public sector infrastructure investment across the country. The SFT's BIM Portal offers a range of online tools. These tools are designed to facilitate decision making to support BIM implementation involving the procurement of public sector building and infrastructure projects. These online resources include the SFT Grading Tool which predicts the level of BIM maturity which could be appropriately applied to a project, a return on investment calculator, whole life appraisal and BIM viewing tools.

#### Awareness/Uptake

The government's BIM requirements and the subsequent activity of the BIM Task Group and the wider BIM community has significantly influenced the awareness and take up on BIM within the UK. This is evidenced above by the broad range of support and resources available to via the UK BIM Task Group Website, the BIM Regions and BIM4 groups such as BIM4M2 and BIM4SME. This is supported by a frequent programme of conferences run by amongst others the professional institutions.

In addition, institutions and industry related journals have sections on their websites specifically focused on BIM, which together with the plethora of BIM-specific resources such as *BIM Plus*, support the growing awareness of BIM within the UK.

The proposed programme of the UK BIM Alliance includes a work-stream focused on Awareness and being the champion for BIM Level 2.

The *Government Construction Strategy 2016-2020* indicated that progress had been made in "developing digital capability in design and construction, with all departments on target to procure assets using Building Information Modelling (BIM) Level 2 by 2016". The strategic objective within this strategy is "increasing BIM Level 2 maturity across government will enable departments to gradually move to BIM Level 3, which would support a fully integrated and collaborative process" (point 25).

The Government in conjunction with industry will develop the next generation of digital standards to enable BIM Level 3 adoption under the remit of the *Digital Built Britain Strategy*.

In common with the rest of the UK, construction in Scotland faces many well-rehearsed challenges. A relatively small core of major Tier 1 contractors is supported by long supply chains of sub-contractors and suppliers. COVID-19 has now interrupted many projects, causing significant delays not least because supply chains have been severally disrupted.

Some of the largest construction firms active in Scotland, are UK-based, others are controlled from abroad. Low levels of investment in training and cash flow challenges are among factors which mitigate against movement away from established business models.

Construction has a complex and organic structure, is risk averse, slow to react to change and does not respond well to force feeding.

Recent feedback suggests that the Level 2 BIM methodologies promoted by the UK Government from 2011-2016 have not had significant impact on many construction firms. Despite Scottish Government's aspiration to develop a digitally enabled world-class construction industry, engagement with BIM is perceived to involve significant risk for many of the SME and micro-organisations which comprise 90% of Scotland's construction sector by numbers.

Feedback from one university actively involved in partnering with large contractors suggests three levels of contemporary activity. At the first (highest) level contracting organisations may regard BIM as a sub-set of initiatives to digitise all business processes with a view to eliminating waste, adding value and incorporating automation where possible. That is a trajectory which moves towards the Industry 4.0 model which originated in Germany.

At the second level, contractors may be using BIM models, but often with gaps in workflows for many reasons including engagement and operational challenges within supply chains.

The third level is *business-as-usual* which suggests little or no engagement with BIM processes. It is thought that many/most housebuilders in Scotland would fit the third category. Around 1,800 firms are directly engaged in house building activity in Scotland.

8 of the country's top 150 companies are residential house builders. That profile suggests a significant gap when a key player in the Scottish construction sector does not appear inclined to engage with BIM processes.

Although various strategies and interventions continue to support the development of BIM education across FE and HE, clearly Scottish Government's support for publicly funded projects to be BIM enabled has not transformed the construction sector. Post COVOD-19, sustainable development goals are likely to feature more significantly in construction education/practice for the foreseeable future. Embedding strategies for resilience into business plans may be key to the survival of many construction related businesses.

In November 2017, the UK Government launched a centre of excellence in Cambridge to champion the "digital revolution" in the built environment. The Centre for Digital Built Britain's primary function is to assist with delivery of a smart digital economy for construction and infrastructure. Central to that initiative is the concept of digital twins. The aim is to develop digital protocols which will underpin transformation of the UK construction industry's approach to planning, constructing, use and maintenance of buildings/infrastructure. In that context, the UK Government set out a clear vision and powerful agenda for harnessing the power of digital technology, data capture, and analytics. The extent to which the initiative will harmonise with or overtake ISO 19650 BIM imperatives and impact on education/training for Scotland's construction sector remains to be seen.

## **UNITED STATES**

### **Education/Training**

There are 135 universities, both private and public, that are accredited by the National Architectural Accreditation Board (NCARB) to provide undergraduate, graduate and doctoral programs in Architecture.

The coursework, focused on BIM in particular, range from direct *Autodesk Revit* coursework at the Georgia Institute of Technology to *BIM in Construction* at Montana State University just to identify a few.

There are also community-based colleges too numerous to name that provide coursework in BIM with Revit but this coursework would not lead to an accredited degree in Architecture which is required in the US for licensure.

A good number of these universities provide research programs for advanced degree candidates focusing on a range of topics including *Design Technology* at the Georgia Tech School of Architecture and the Texas A&M University *BIMSIM Lab* which focuses on Building Information Modeling and Simulation.

Penn State University College of Engineering now offers a new Special Interest Course, *BIM and Execution Planning* (AE 576). The literature states, "The course is available to everyone: Penn State students enrolled at all campuses including World Campus, students enrolled at other universities, and individuals who are not currently seeking a graduate degree or certificate are all welcome to enroll".

The University of Washington is also providing new coursework in BIM. This spring the university is offering, through the Department of Construction Management, a BIM Certificate Course for three credit units.

Community Colleges also provide coursework, as at the Seminole State College of Florida, offering a 3-credit course for 3D modeling including Revit instruction as a standard summer course, though there are many others providing similar education.

The American Institute of Architects (AIA) has for years supported the American Institute of Architecture Students organisation (AIAS) which is an independent, non-profit organisation and completely run by students from across the country. The organisation aims to promote the advancement of architectural education in the US. The AIAS Learning, Design, and Technology Task Force provide an online tool that provides an extensive listing of software packages that graduating students may encounter in the design field.

These packages are grouped into the following categories: Drafting (CAD), Animation,

Illustrative Drawing, Digital Modeling, Rendering, BIM, Diagramming and Video. Each category provides links to tutorials and instruction for the different platforms.

The Association of General Contractors (AGC) has sponsored and provides a structured program for those interested in a path in Construction Management obtaining certifications in the areas of Construction Management-BIM. The coursework aims to “enhance career development opportunities for individuals and improve the performance of construction companies and the industry”.

The first module titled Building Information Modelling includes 32 hours of intense study. According to their website, “two national credentials for Building Information Modelling and Lean Construction. Those that complete the entire BIM Education Program or Lean Construction Education Program are eligible to sit for an exam to earn a *Certificate of Management-Building Information Modeling (CM-BIM)* or *Certificate of Management-Lean Construction (CM-Lean)*”.

### Initiatives/Organisations

The United States General Services Administration has produced, back in 2003, *The National 2D-3D BIM Program*, which has had a strong influence on the rate of adoption by the design/construction community by mandating its use on all GSA projects. It now claims that 72% of all construction firms have in a strong way adopted BIM strategy and realised significant cost savings in doing so.

Many states, including Wisconsin and Connecticut have adopted a similar mandate with other states like Massachusetts, Utah, Georgia, Virginia, Washington and Connecticut also looking to do so.

This activity at the state level has put an onus on universities to apply more emphasis on BIM education and facility standards to include BIM technology. Indiana University and Penn State University have both issued BIM standards on all campus projects of 5 Million or more of construction costs.

Other organisations like the National BIM Standard-United States® (NBIMS-US™) by the National Institute of Building Sciences, 2015 (NBIMS-US) provides consensus based standards through referencing existing standards, documenting information exchanges and delivering best business practices for the entire built environment. The buildingSMART alliance is among the list of the technology programs.

Other organisations leading the way towards national BIM adoption include:

- The CAD BIM Technology Center: According to the center’s website, the center sets standards, promotes system integrations and provide assistance for the installation, training, operation and maintenance of BIM based systems.
- The Naval Facilities Engineering Command Building Information Management and Modeling: The NAVY claims to be the first Federal Government Agency to leverage BIM with the goal of digital management of facilities. Their focus has been on standardised delivery of digitised facility data, 2D drawings and 3D parametric models.
- The Air Force Building Information Modeling for MILCon Transformation: The agency under the *USACE ECB 2018-7 Advanced Modeling Requirements on USACE Projects -- Category: Directive and Policy* sets the requirements for the advanced modeling requirements on all USACE projects. The policy states as one criteria: All Army and Air Force Civil Engineer Center (AFCEC) (ref d) design and/or construction projects, regardless of funding source or acquisition method, must utilise advanced modeling to generate design, construction, record, and space utilisation drawings deliverables.
- Department of Veterans Affairs: The agency provides BIM standards covering all aspects of project submission including items like the Room data sheets and drawing deliverable requirements.

## CONCLUSION

As reported in previous years it is clear from the responses received that BIM education and BIM awareness/uptake is still at different levels of implementation across the globe.

Most countries are reporting BIM education being provided to Architecture Engineering and Construction (AEC) students by their higher education and technical training institutions.

As previously reported in general, the number of courses being offered is not significantly increasing year on year, with countries/regions such as Australia, Canada, Chile and Finland perhaps being the exception. This may indicate that the quantity of courses offering some form of BIM education may be reaching its saturation point in many countries/regions.

However, many countries and regions are reporting that the content of such courses is now being expanded to include more sophisticated elements of BIM, such as BIM for FM, Costing, openBIM information exchange, BIM management, etc. as oppose to simple modelling and use of specific BIM software.

Most countries' higher education institutions are including structured BIM education within the syllabus of their AEC courses, at both an undergraduate and postgraduate level. Countries/regions such as Australia, Chile, China, Finland, Germany, Norway, South Africa, Sweden, Taiwan UK and USA are reporting a significant volume of courses and subjects available. Many vocational education institutions are also providing BIM education to the industry's workforce.

Studies carried out by some of the countries indicate that there are many challenges being faced by educators in regards to incorporating BIM into the curricula, such as the knowledge base/skills of educators, resources available - both financial and physical - and a simple resistance to change by educational institutions and their educators.

A lack of structured BIM educational coursework, consistent across educational institutions, has also been reported as a barrier to the progression of BIM education.

Many countries/regions continue to discuss the importance of the buildingSMART International Professional Certification programme and how that is being implemented within their respective countries/regions. It has also been noted that many training providers are now looking to the requirements of this programme

to develop coursework specific to the BIM requirements of industry.

As previously reported, certification schemes that validate BIM knowledge continue to be provided, with countries/regions such as Australia, Canada, China, Germany South Africa, Switzerland, UK and USA having all reported the existence or development of such schemes in their respective countries/regions. Moreover, accreditation of the BIM training programs provided by higher education institutions is gathering pace.

BIM awareness and BIM uptake generally appear to have hit a saturation point in many countries- However, this is not strictly a consistent global trend, with BIM reported as being widely adopted in countries/regions such as Finland, Norway, China, Germany, Taiwan, Hong Kong, Sweden and Australia, and even required by government, in some countries, such as Japan, Singapore and UK, whilst still only being considered in others, such as Czech republic, Africa and South Africa.

It is also apparent that the focus and progress on BIM education has been suppressed by the global pandemic with government bodies singularly focussed on the social impacts relating to the pandemic. However, with that said, a key positive has emerged from the last year which has been the necessity to adapt onto a virtual platform to maintain the communication flow. Hence allowing education in general across the globe to thrive and not lose momentum in these difficult times.

In general, the provision of BIM education in each country and region is being sufficiently covered in terms of the basics and the hands-on technical skills of using particular BIM software packages. The challenge in many countries appears to be in taking this further, to fully prepare students for the digital world in which they will operate and to provide them with the BIM skills that their industry will demand in the future. This results in the education field having a gap to be filled in reaching out to companies/industry and defining programs that will benefit practical skills of practitioners, as well as, theoretical knowledge of researchers and educators.

Finally, as observed in previous years, liaison and partnership between education providers and industry is improving, which should ultimately lead to a coordinated solution of the training being provided, meeting the needs of industry.

## CONTRIBUTORS

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NATSPEC and ICIS would like to thank contributors, past and present, who have provided input to this report for their respective countries/regions. Note: Where more than one individual from any particular organisation has provided input, the name of the organisation has simply been listed once.

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