MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Condition Assessment Guidelines

For use by 10 Year Property Consultants when completing Condition Assessments as part of preparing a 10 Year Property Plan.

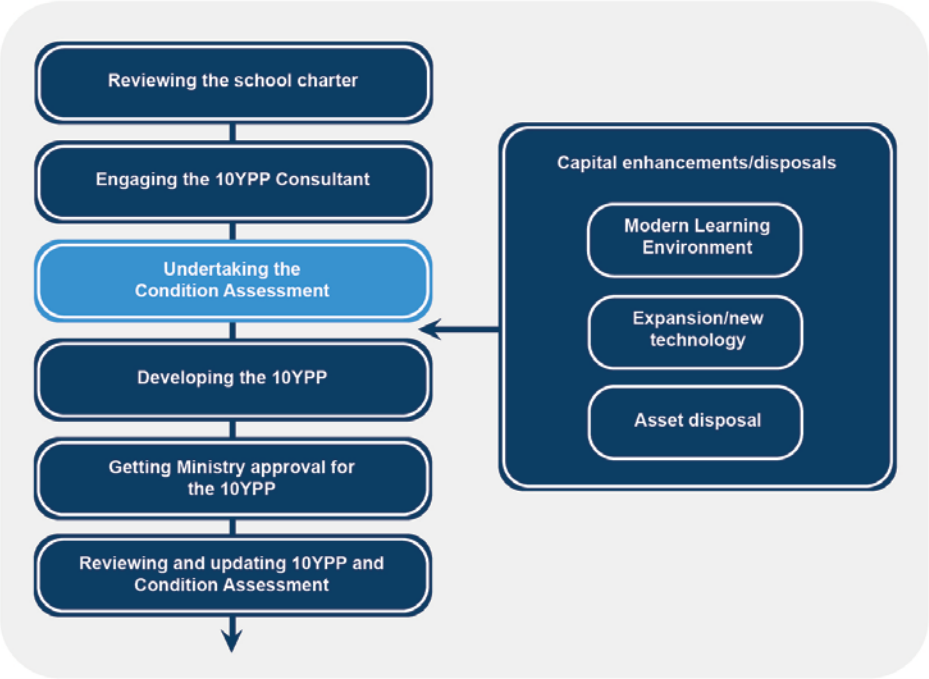
Contents

1. Introduction

To ensure schools spend their funding wisely, the Ministry requires schools to prepare a 10 Year Property Plan (10YPP). The 10YPP sets out a programme of capital and maintenance works and prioritises work against the (property) needs of the school. Once a 10YPP is approved, Five Year Agreement (5YA) funding will be released to the school.

Each school is required to have a Condition Assessment completed as an input into the preparation of their 10YPP. A Condition Assessment is a systematic review of all the school's buildings, plant and underground services to assess the future maintenance needs over a ten-year period. The forecast **maintenance** needs of the school are then used to develop a strategic capital investment plan (the 10YPP).

The diagram below shows where the Condition Assessment occurs in the overall 10YPP and 5YA process. Note the process of assessing capital enhancements and disposals is a separate process to the Condition Assessment. All 3 are inputs to the completed 10YPP.



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2. Terms and definitions

The following terms are used in this document.

10YPP Consultant - a project manager who has completed the Ministry's Introductory and Advanced Condition Assessment training and 10YPP training and is published on the Ministry's 10YPP Consultant List.

Capital maintenance - work to replace or undertake major maintenance of a value of equal to or greater than $5,000 to an existing property or element to preserve the life of that asset to ensure it can continue to be used for its existing purpose.

Capital works - work to create new property, or to enhance, modernise or upgrade existing property and where a new asset is created in the ministry's balance sheet or an existing asset is updated in the ministry's balance sheet.

Cyclical maintenance - work that is painting and or surface protection to existing buildings and structures both external and internal.

Five Year Agreement – agreement by the Ministry to provide schools with funding for maintenance works and capital upgrades to existing property, based on school roll and area.

Maintenance Standards – define a desired condition of buildings and services at school.

MPlan - a web based tool for capturing Condition Assessment data, provided by WebFM. You can regularly update and review the information and generate reports by exporting data into Excel. School building data from PMIS is automatically uploaded to the system. Each school principal and 10YPP Consultant can have a login to their school. Available at www.webfm.net.nz.

Programme maintenance - painting under a long term contract, usually an annual amount.

Desktop assessment - an expert facilitator or 10YPP Consultant conducts a virtual assessment of the condition of the assets using existing data and knowledge to identify the works required. It relies heavily on the practical knowledge of the buildings and services as known to its maintainers and occupants.

Physical assessment - skilled inspectors or 10YPP Consultant inspects the school and records any maintenance that is required. Physical inspections may be for the buildings and services as a whole, or for specific elements, like underground services.

Property Management Information System PMIS - The Ministry's computerised record of all the assets (including buildings and land) at every state school.

Strategic Impacts - any work planned that will affect the use or condition of a building or service now or in the future or justification for a major work item, eg replacement of electrical systems etc.

3. Condition Assessment roles and responsibilities

The below chart illustrates the responsibilities of each party involved in the Condition Assessment process.

Who	Responsibility
Ministry of Education	• Implementation of Condition Assessment methodology to all schools • Annual Condition Assessment audits to assess compliance • Provide training to 10YPP Consultants
Property Advisor	• Advice and support to schools to complete Condition Assessments • Checks Condition Assessment data has been correctly applied to a 10YPP
10YPP Consultant	• Undertake Ministry 10YPP and Condition Assessment training • Conduct the desktop and physical assessments, data entry, inclusion of data into 10YPP • Procure specialist high-level reports • Procure any full specialist reports required • Produce and sign off of the completed Condition Assessment reports
Principal and board of trustees	• Engage10YPP Consultant • Attend desktop assessment • Agree any full specialist reports with 10YPP Consultant • Provide relevant input • Review the completed Condition Assessment data/reports • Approve final 10YPP
Caretaker or other relevant school property staff	• Participate in the desktop assessment, provide information to 10YPP Consultant • Optional – attend Condition Assessment training where appropriate
Specialist consultants	• Provide expert advice for key infrastructure services including electrical services, plumbing services, boiler and heating services, roofing and drain laying

You are responsible for signing off the Condition Assessment reports as true and accurate, including any inspections done by specialists. Specialists must be able to certify that they are qualified to produce reports and that they have taken every reasonable step to identify any required work.

You, and the specialists, are not liable if your contribution to a Condition Assessment isn't correct. For example, if:

- you fail to identify a problem with a boiler that later breaks down
- a planned project proves more complicated and costly than expected.

4. Information gathering

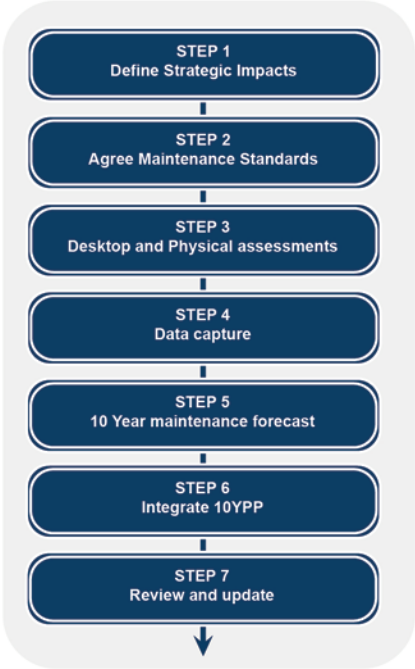
Before beginning the Condition Assessment process, you need to do the following:

1. Give the school a copy of the *School Briefing Letter* and ensure they understand what is involved in a Condition Assessment.
2. Download existing school information from PMIS – this includes general school details, budget allocations, guide entitlements and property information.
3. Get a copy of current CAD asset plans and aerial photographs where available (the school or local Ministry office may have these).
4. Download a copy of the *Desktop Assessment Questionnaire* and *Desktop Preparation Checklist*.
5. Download a copy of the *Condition Assessment Data Capture form* and *Minor Items Form*.

The documents referred to on this page can be downloaded from the Ministry of Education website.

5. Condition Assessment process

The diagram below describes the 7 steps involved in preparing a Condition Assessment:



5.1 Step 1 - Define Strategic Impacts

The first step in the Condition Assessment process is to meet with school representatives to discuss any planned actions that will affect the use or condition of a building now or in the future. This is called a 'Strategic Impact'.

It is important to identify Strategic Impacts to ensure a building's level of maintenance reflects its current and future use, and to justify any major infrastructure works, eg the need to replace a boiler.

If a Strategic Impact is identified it is then recorded against a building or service. Any specialist reports or other relevant property reports for a school should be uploaded as a Strategic Impact.

Any Strategic Impacts must be carefully documented as they form the basis of the Condition Assessment and the 10YPP process to follow.

Examples:

- A building is intended to be replaced with a new building in the next year. There is no value in capturing data on paying for painting or floor covering replacements. Still undertake the Condition Assessment but only include work essential to keeping the building operational in the immediate future (such as health and safety work).
- A building which has been identified as no longer needed and is included in a rationalisation plan. It will only need limited, if any, maintenance work to preserve the building externally and maintain its security. No internal works need to be recorded.
- Electrical report identifies need to replace a main switchboard

When formulating the Strategic Impact consider:

- predicted changes in enrolments (up or down)
- the impact of new technology
- the effect of other Ministry programmes, like weather-tightness repair, or earthquake strengthening.
- specialist reports, eg structural reports that will impact the condition assessment (the report title, author and source should be noted for later reference and a copy of the report uploaded in the Strategic Impact).

5.2 Step 2 - Agree Maintenance Standards

Work with school representatives to agree the Maintenance Standards to be applied to each school building.

Maintenance Standards define a desired condition of buildings and services in school properties against which condition assessments should be undertaken. The Standards establish quality and presentation levels which a school is required to achieve.

Maintenance Standards are aimed at avoiding uncertainty about the overall level of condition to which a facility or part of a facility is to be maintained. The standards enable realistic condition assessments to be undertaken, and the development of maintenance policies and practices to be negotiated between the school and 10YPP Consultant. They can then be used to:

- set the type and frequency of cyclic maintenance and inspections
- define acceptable threshold levels of performance and presentation
- fix acceptable standards of workmanship, appearance and cleanliness
- establish acceptable response times for the correction of faults, and
- define performance criteria for maintenance contracts.

In normal circumstances the default Standards (Standards 'A - Specialist' and 'B - General') will apply unless a decision has been taken to limit use, vacate or dispose of a building or service. In which case modified standards (Standards 'C – Minimal' or 'D – Mothball') would be used. They are reflective of strategic impacts. All Maintenance Standard D's must have a corresponding Strategic Impact to explain why this standard has been applied.

5.2.1 Default Standards

Maintenance Standard A – Specialist spaces

This Standard applies to specialist buildings or services within education properties unless there are special circumstances.

This Standard recognises that some special spaces within a school complex warrant a level of attention higher than the normal default standard. Such areas typically:

- are subject to higher levels of 'wear and tear' than other areas

- are subject to a wider range of stringent statutory obligations (such as food preparation areas)
- need a specialised environment (such as tighter temperature and humidity controls).

The Standard is aimed at preserving essential functionality, complying with statutory health, safety and environmental obligations, and rectifying faults before consequential damage incurs additional cost. The requirement is to preserve the operational capacity of the building or service as much as possible. This Standard does not require close attention to physical appearance, except to meet the other criteria.

Examples of specialist spaces

Areas such as science laboratories, security systems, food preparation areas, ICT rooms, libraries with ICT facilities and special buildings and services.

Performance criteria

- **Visual appearance -** Minor signs of deterioration when viewed closely may be acceptable. No deterioration when viewed from normal distance. Some deterioration may be tolerated for short periods of time.
- **Function** - All elements must function as intended during periods of intended use, with a low probability of failure.
- **Compliance** - All requirements with respect to health, safety and the environment must be met.
- **Financial -** The primary aim in this category is to maximise the long term economic performance of the building or service. Refurbishments, equipment replacements and maintenance planning should be in a strategic framework, and decisions taken on a life-cycle basis.

Planning implications

A high proportion of maintenance should be done on a cyclic basis to reduce failures and maintain an adequate level of functionality and appearance. Inspections and maintenance tasks should be planned to minimise disruption.

Maintenance Standard B – General spaces

This Standard applies to all school buildings and services unless there are special circumstances.

This Standard is aimed at preserving essential functionality, complying with statutory health, safety and environmental obligations, and rectifying faults before consequential damage incurs additional cost. The requirement is to preserve the operational capacity of the building or service as much as possible. This Standard does not require close attention to physical appearance, except to meet the other criteria.

Examples of general spaces

Most areas which are in routine use for education purposes such as classrooms, administrative areas, ablutions and recreation areas.

Performance criteria

- **Visual appearance** - In this criteria physical appearance is not the major consideration and signs of deterioration are acceptable.
- **Function** - All required elements should be able to function as intended during planned periods of use. Minor failures, excluding those which bring a threat to safety or security, can be tolerated.
- **Compliance** - All requirements with respect to health, safety and the environment must be met. Other obligations should be met to the maximum extent feasible.
- **Financial** - The primary aim in this criteria is to maximise the long term economic performance of the building or service. Refurbishments, equipment replacements and maintenance planning should be in a strategic framework, and decisions taken on a life-cycle basis.

Planning implications

Some maintenance is undertaken on a cyclic basis, in order to reduce failures and maintain an adequate level of functionality. Plan maintenance and inspection tasks to minimise school disruption, but some interruptions are acceptable.

5.2.2 Modified Standards

Maintenance Standard C – Minimal

This Standard applies to buildings and services which have a limited life (of less than 5 years) or fulfil a non-core function. It can also be used for buildings and services that provide a basic utility function only and visual appearance and amenity are not critical.

Maintenance is aimed at minimising current operational costs while continuing to preserve essential functionality for operational purposes and complying with statutory obligations to the maximum extent possible.

Examples of minimal utility areas

Non-core buildings such as caretaker sheds, bicycle sheds, buildings and services identified for major refurbishment or replacement in the short term (but which are still required for use).

Performance criteria

- **Visual appearance** - Signs of deterioration are acceptable.
- **Function** - All primary elements should function as intended during periods of intended use. System failures will be tolerated except for health and safety.

- **Compliance** - Statutory responsibilities with respect to health, safety and the environment should be met.
- **Financial** - Limitation of short and long term maintenance costs is the primary objective.

Planning implications

Most maintenance will be reactive, and planned to retain functionality for a limited period only. Cyclic maintenance is confined to primary elements of the asset only and should be undertaken only where existing function has failed. Plan work that focuses on the minimum required to retain safety and compliance with regulations.

Maintenance Standard D – Mothball

This Standard applies to buildings and services which have been closed or vacated and are not in current use. Maintenance is aimed at maintaining essential safety and security, protecting against vandalism or other damage, and limiting any cost penalties.

Examples of mothball spaces

Buildings and services which are held vacant awaiting sale, demolition, or a decision about their future.

Performance criteria

- **Visual appearance** - Not important.
- **Function** - No requirement to retain any functional performance except to avoid degradation of asset value (only if asset is to be sold) .
- **Compliance** - Only essential responsibilities with respect to safety and the environment should be met.
- **Financial** - In this criteria the limitation of maintenance costs in the short term is the primary objective.

Planning implications

Maintenance in such areas is confined to regular inspections, with only essential work undertaken such as the control of noxious weeds or unavoidable essential services.

5.3 Step 3a - Desktop assessment

Facilitate a desktop assessment. This is a workshop using existing data and knowledge to provide a virtual assessment of the condition of the assets and the works required. It relies heavily on the practical knowledge of the participants, like the principal, caretaker and other property personnel.

The desktop assessment is quick to complete. Use the *Desktop Assessment Preparation Checklist* and the *Desktop Assessment Questionnaire* (download this from the Ministry of Education website).

Step 3b - Physical assessment

The physical condition assessment follows on from the desktop assessment. Carry out a detailed inspection of the school property to ensure all work items have been captured and any specific issues arising from the desktop assessment have been investigated.

Specialists are required to prepare high-level reports for some key infrastructure services. In depth reports may be required if issues are identified. See Appendix 2 for more information.

Use the *Minor Items Form* to record any minor maintenance items you identify during the assessment which the school should be aware of or any hazards which a school should record on their hazard register.

5.4 Step 4 – Data Capture Guide

5.4.1 Priority codes

Each assessment record must have a priority code to ensure the 10YPP reflects a proper allocation of funding against risk. Year 1 of a 10YPP should prioritise the highest risk works first followed by lower risk works at later stages.

Use the following priority codes:

1. **Health and safety**: work that if not done in the year shown will result in a breach of health and safety regulations.
2. **High operational risk**: work that if not done in the year shown will result in a major failure that prevents continued operation of the school or a school programme, eg if there was no power to the school site, the school would have to close.
3. **Asset preservation**: work that if not done in the year shown will result in unacceptable deterioration of the school assets/buildings.
4. **Low operational risk**: work that if not completed in the year shown could result in minor disruption to the school's operation or to a school programme, eg power loss to a block may close part of a school.
5. **Life cycle replacement**: a work that is not a priority 1-4, but is required to ensure ongoing functionality of the asset or building.

Most of work in the 10YPP will be either priority 3 or 5, as priority 1 and 2 work should be done immediately.

5.4.2 Element codes

Element codes allow the Condition Assessment data to be grouped by the asset element that best corresponds to the works.

Code	Sub element group
BF	Building fabric
ES	Electrical systems
FS	Fire protection system
HV	Heating, ventilation and air conditioning
PS	Plumbing services
IN	Infrastructure
VT	Vertical transportation

5.4.3 Trade codes

The following trade codes need to be used for each record to provide guidance on the types of work and to allow analysis of the 10YPP to develop the most optimal delivery strategy. For example, 'painter' should be selected to group all painting works over a number of years to improve the economy of scale and reduce costs.

Where the trade description is not fully accurate, select the closest and add further details in the work description field to clarify the specific trade requirements.

Code	Trade Codes
CA	Carpenter
CO	Consultant
EL	Electrician/security/communications
FC	Floor coverings
FS	Fire services
HV	Heating, ventilation and air conditioning
HW	Heritage work
LA	Landscape/fencing
OT	Other
PA	Pavements/roads
PE	Painter external
PI	Painter internal
PL	Plumber
RO	Roofer
SW	Structural works

5.4.4 Job type codes

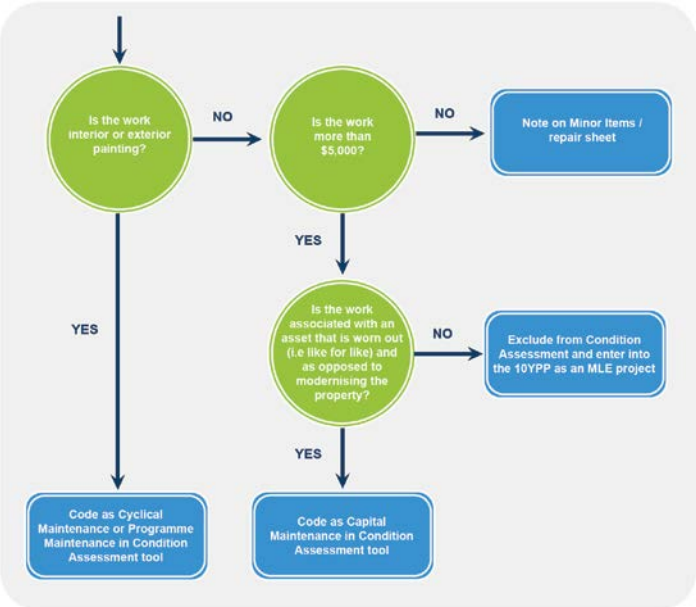
Use the following job type codes to allow work to be grouped under a particular funding source.

Code	Job Type Codes	Description
CYC	Cyclical maintenance	Re-painting on a cyclical basis both External and Internal.
PRO	Programme maintenance	Re-painting under a long term contract, usually an annual amount.
CAP	Capital maintenance	Major works over $5,000 that are needed to preserve the school in accordance with the Maintenance Standard and ensure the school can continue operating for the foreseeable future, as planned. These works exclude any modernisation works that enhance the functionality of these assets or expand capacity of the building.
EQW	Earthquake works	Major repairs, rectifications, replacements and strengthening works identified as a result of an earthquake or structural engineers assessment.
WTP	Weather-tightness	Major works related to the National Weather-Tightness Survey or the Ministry's Building Improvement Programme.

From time to time the Ministry will add or delete special funding programs for schools maintenance. Special Job/Fund codes will be added to capture works and costs associated with these programmes. Instructions and guidance will be issued as needed on the scope and application of these codes.

How to code work items – flowchart

This flow chart will help you decide the type of work and how to code it in the Condition Assessment.



5.4.5 Costs

Cost thresholds of $5,000+

Only include work with a value of $5,000 or greater. In some instances costs can be aggregated to larger work packages, eg exterior repaint of two blocks and minor repairs (windows, door locks, rotten boards etc) can be part of the same project.

You may indentify minor items of work (e.g. less than $5,000) that require urgent attention. Do not record these in the Condition Assessment. Where a matter is urgent, life threatening, or of a health and safety nature, report it to the school principal or caretaker for immediate action.

Where the matter is important but not urgent, note it on a Minor Items Form (available for download on the Ministry of Education website) and give it to the school caretaker or principal for attention. A copy can be uploaded into MPlan as a record. Also note on the Minor Items Form any hazards that you identify which should be included on the school hazard register.

Estimating costs

Costs in a Condition Assessment are budget estimates only and should include the works and project management costs.

Use recent projects and quotes as a basis for the estimate of similar items elsewhere. Other sources include trade cost books that provide square metre rates, eg Rawlinson's.

5.4.6 Minor and Operational Maintenance

During the course of a Condition Assessment, minor items of work (e.g. less than $5000) may be identified that require urgent attention. These items are not to be recorded in the Condition Assessment. Whwere a matter is deemed of an urgent nature, life threatening, or Health and Safety, it should be reported to the School for their immediate attention.

Where the matter is important but not urgent, it can be noted on a Minor Items Form and handed to the school caretaker or Principal for attention. A copy can then be uploaded into MPlan (under Strategic Impacts) as a record.

Any hazard identified during a condition assessment should be notified to the school for inclusion in the school hazard register.

5.4.7 Specialist Reports

You will need to engage specialists to do high-level reports of some key infrastructure features.

The specialist will sign the high-level report confirming if there are, or are not, any known problems with any infrastructure services.

You may also need to engage specialists to do full assessment reports if major infrastructure issues are identified during the Condition Assessment.

Mandatory reports

High-level reports prepared by specialists are mandatory for certain key infrastructure services. They are to confirm if there are, or are not, any known problems with any of these services. They must be included as part of a 10YPP. They are required for:

1. Electrical services.
2. Roofing.
3. Plumbing services.
4. Drain laying.
5. Boiler and heating services.

Reports must be completed using the Ministry's template for these reports which can be found of the Ministry of Education website.

Reports must be received and uploaded as a Strategic Impact and any resulting work included before the condition assessment can be finalised.

Full specialist reports

Full investigative reports may be needed if any problems are found during the Condition Assessment. For example, if a school reports ongoing problems with drainage systems a full report may be required to identify the problem and any work required to rectify the problem..

5.4.8 How to manage weather-tightness works (WTP)

School buildings that have suffered from weather-tightness failure have the potential to create health and safety risks for occupants. Where the affected buildings are essential to a school's operation, the Ministry of Education will manage remediation work and, if necessary, organise temporary rooms while the work is underway.

Weather-tightness works identified in a Condition Assessment must be reviewed and updated before a Condition Assessment can be completed.

A high level visual national survey was conducted to identify buildings at 'risk' of weather-tightness failure. Through the National Condition Assessment (NCA) programme these works have been recorded in MPlan under the Job Type code WTP. They include a high level scope assessment (complete replacement, cladding replacement, roof replacement or isolated repairs) and

corresponding high level cost estimates. No other assessments were carried out on these elements through the NCA programme.

The Ministry has developed a prioritised list of buildings that require further weather-tightness investigation. The list identifies high and low priority buildings recorded in MPlan as a Strategic Impact against the relevant schools. High priority buildings will be managed by the Ministry's Building Improvement Programme (BIP). Low priority buildings will be managed by schools as business as usual works.

5.4.8.1 High priority buildings

Update MPlan when the BIP team has completed the WTP work. Within one month from BIP project completion, re-assess the building(s) in accordance with policy and update MPlan to identify the forward 10 year maintenance requirements.

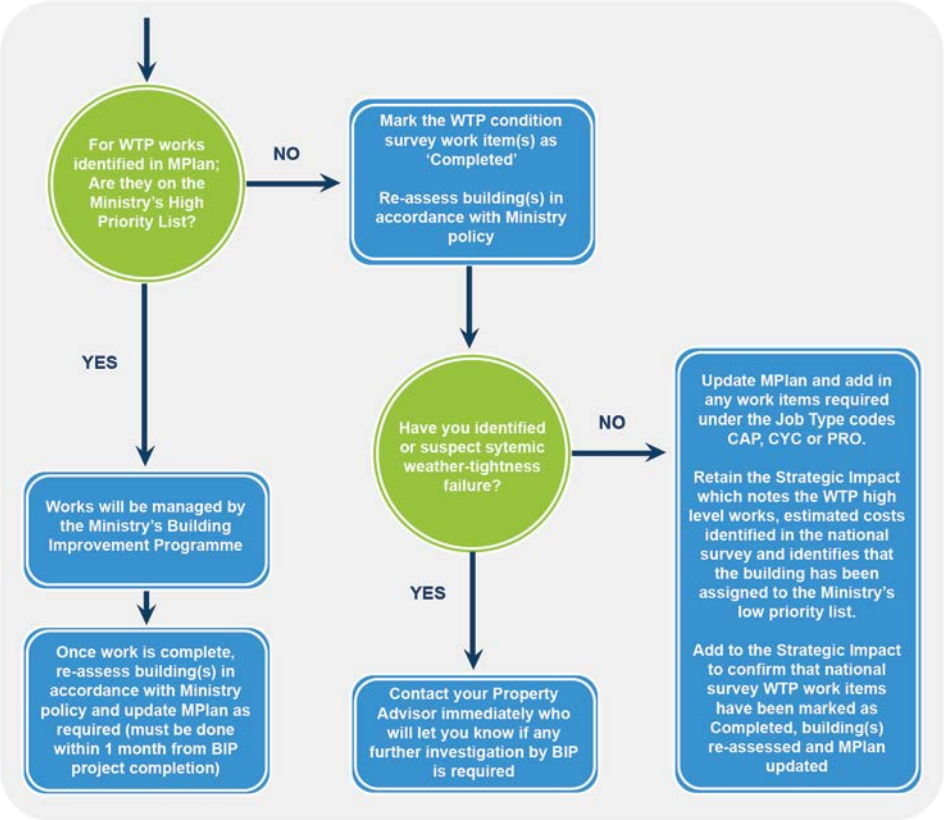
5.4.8.2 Low priority buildings

Low priority buildings will be managed by schools as part of their normal Condition Assessment. This means you will need to assess these buildings and include any Condition Assessment items that are required, as follows:

1. Mark the WTP condition survey work items as 'Completed'.
2. Assess the building(s) in accordance with Ministry policy and add or amend work items as required. If there is no sign of weather-tightness failure, assign work items to the appropriate Job Type code (CAP, CYC or PRO).
3. If you identify or suspect weather-tightness failure, assign the work item to the Job Type code WTP and raise this immediately with the relevant Property Advisor. They will let you know if further investigation is required by the BIP.
4. Update the Strategic Impact as follows:
    a. Retain the original Strategic Impact description which describes what works and estimated costs were identified in the survey and to which priority list the building was allocated.
    b. Add to the original Strategic Impact to confirm that WTP works have been marked as completed and any required works added to MPlan. Change the start year for the Strategic Impact to the current or a future year.

5.4.8.3 How to manage WTP works in MPlan – flowchart

The flowchart illustrates how to manage WTP works in MPlan:



5.4.9 How to manage earthquake works (EQW)

The Ministry has an ongoing programme to assess the seismic strength of school buildings. The results are used by schools and the Ministry to help make decisions about whether buildings need strengthening or structural enhancement.

If works are identified under the Job type code EQW, or if potential risks are identified, you must contact the Property Advisor to find out the current requirements or works at the school. The Property Advisor will liaise with the relevant Ministry Earthquake Resilience Case Manager to provide you with up-to-date information about what does or does not need to be included in the Condition Assessment works.

5.5 Step 4 – Enter data into WebFM MPlan system

The data from both the desktop and physical assessments must be entered into the WebFM MPlan Condition Assessment database.

For desktop assessments the best method for data capture is direct input via a computer linked to MPlan using a digital projector. This allows all the desktop participants to view the information live on the screen and to add new records or update previous records as needed.

For physical assessments record information on the *Condition Assessment Data Capture form* (available to download on the Ministry of Education website). You can then enter the data into MPlan.

Remember that:

- all specialist reports must be complete and any resulting works entered into the Condition Assessment before it can be signed-off as completed
- all items in a Condition Assessment must be current and should have a current or future start year.

Use pivot tables to review and check your data. Download a copy of the example pivot tables on the Ministry of Education website to see what checks to do. Read more about the condition data in Appendix 5.

5.6 Step 5 - Develop the 10 year forecast

Once data entry is complete, export data into Excel to show the initial 10 year forecast of the costs to maintain the assets. Set the start year for all records to current or future to ensure you capture all data items in the system.

Use pivot tables to analyse and the data. The example on the Ministry of Education website shows the three pivot tables which must be included in the 10YPP submission to the Ministry.

Review the forecast with school property representatives to 'normalise' it. This involves aligning common works in the same year, delaying or moving forward works to improve delivery or reduce disruption to school programmes, and looking at cash-flow and available funding over the 5 year term.

5.7 Step 6 - Integrate into 10YPP

Assess the 10 year Condition Assessment forecast and the school's strategic plans and identify any new capital work.

Update the Condition Assessment data to reflect any new, amended or deleted items, eg if new buildings will be built, they will require forward maintenance items to be assessed and included in the Condition Assessment.

5.8 Step 7 - Reviewing and updating information in MPlan

Condition Assessment data must be updated regularly after the 10YPP has been submitted. All Condition Assessment items should be reviewed and updated, closed or deleted as appropriate and new work items added as required.

A comprehensive update is then required every 3 to 5 years as part of the 5YA process.

To update information in MPlan:

- Review and update Strategic Impacts - check for relevance and quality, update start and end year and uploaded reports.
- Review and update Maintenance Standards - re-assess with school and update as required. Check for new buildings, demolished buildings or change of use.
- Review all condition survey records to amend, supersede, add, close or delete work items. Tick the 'Completed' box for works that have been completed. This means they will disappear from view but will be held in the system. Ensure all records have a current or future start year.
- Retain Strategic Impacts for information which describes weather-tightness works and costs identified by the Ministry but add in information to update with current situation.
- Re-assess weather-tightness condition survey records and update as required. See Appendix 4 for further information.

5.8.1.1 Checks to complete before finalising a Condition Assessment

Before completing the Condition Assessment, check your data to confirm it has all been entered correctly.

Use pivot tables to audit the data. An example pivot table, showing what checks to do is available to download from the Ministry of Education website.

Ask yourself the following questions when auditing the data:

Strategic Impacts:

- Are the descriptions complete and understandable by a third party?
- Do all buildings with a Maintenance Standard 'D' have a linked Strategic Impact?

Maintenance Standards:

- Have the correct standards been applied to the buildings?
- Have all buildings been allocated a Maintenance Standard?

Condition data:

- Are the frequencies correct (check for frequency 1 -5)?
- Have 'job type' codes been correctly applied (CAP, CYC, PRO, WTP, EQW)?

- Does ‘trade’ match ‘job-type” (eg. painting – CYC/PRO)?
- Does ‘sub-element’ match ‘trade’ (eg. building fabric - carpenter)?
- Has an assessment been made of each level of a multi-storey building?
- Have costs be allocated to the correct year?
- Are works $5,000 or over?
- Check there are no upgrade or Modern Learning Environment (MLE) works included.
- Have priority codes (P1-4) been correctly applied?

5.8.1.2 Data Audits

The Ministry conducts an annual audit of Condition Assessment data to ensure it:

- follows Ministry policy
- is a reasonable reflection of the actual maintenance needs of a school
- has been used effectively in the development of a 10YPP.

The audit includes both desktop analyses and on-site checks.

If there are non-confirming items identified in your data, you will be contacted by the Ministry and required to address the issues. You may also be directed by the Ministry to attend further training.