



Education & Skills  
Funding Agency

# Condition Data Collection (CDC)

## Programme Guide

This document provides an overview of the Condition Data Collection (CDC) programme.

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This document is of interest to responsible bodies, the surveying sector and the general public.

# Table of Contents

<b>Introduction</b>	<b>4</b>
Investing in school buildings	4
About the Condition Data Collection	4
About this document	4
Other useful documents	4
<b>Executive summary</b>	<b>6</b>
CDC data collected	6
CDC contracted organisations	6
Involvement of schools	7
Access to CDC data	7
<b>The Condition Data Collection</b>	<b>8</b>
What is the Condition Data Collection?	8
The importance of the CDC programme	8
Development of the CDC programme	8
Comparison with locally held condition data	9
Quality assurance	10
Access to CDC data	10
<b>CDC programme scope</b>	<b>11</b>
Schools and establishments included in the CDC programme	11
Data collected by the CDC programme	12
Asset / contextual data	13
Condition data	13
Compliance / management data	13
Data not collected by the CDC	13
<b>Delivery of the CDC programme</b>	<b>14</b>
Pace of delivery	14
Selection of schools for visits	14
Procurement approach	14

Data collection	14
Technical services management	15
IT solution	15
The role of schools during the CDC programme	15
The role of the ESFA	15
The role of responsible bodies	15
<b>Headline CDC Process</b>	<b>16</b>
1. Mobilisation and planning stage	17
1.1 Letters of introduction and setup of CDC Portal account	17
1.2 Pre-visit school questionnaire	17
2. Pre-site visit stage	18
2.1 SO preparation and 'site visit-scheduling' letter	18
2.2 Quality assurance: shadow visits	19
3. Site visit and data collection Stage	19
3.1 Pre-CDC meeting	19
3.2 Block by block data collection	20
3.3 Notification of Health and Safety Issues	20
4. Quality assurance stage	21
4.1 Quality assurance: repeat site visits	21
5. Data release stage	21
5.1 Feedback	21
<b>Annex A: Frequently Asked Questions</b>	

## **Introduction**

### **Investing in school buildings**

The Coalition Government spent almost £18 billion on school buildings between 2010 and 2015. Since 2015, the Government has committed over £4 billion to maintain and improve the condition of the school estate. In addition, the £4.4 billion Priority School Building Programme is replacing or refurbishing buildings in the very worst condition at more than 500 schools across the country.

We will continue to invest in maintaining and improving the school estate. This is to ensure that children can learn in the best environment possible, and help them achieve their full potential.

### **About the Condition Data Collection**

The Condition Data Collection (CDC) programme is the successor to the Property Data Survey (PDS), which ran between 2012 and 2014. It collects detailed condition, contextual and building management data for every state maintained school in England. Data from the CDC will directly inform future investment in the condition of school buildings. It will provide an evidence base to support the successful delivery and development of education capital policy.

The CDC is one of the biggest condition data collection exercises in the UK public sector. It will collect data on 22,000 educational establishments between 2017 and 2019.

### **About this document**

This document provides a high level overview of the CDC and how it will be delivered over the next three years. It is intended as a general guide to the CDC Programme for the public, responsible bodies, and all other interested parties.

Throughout this document, the words 'school' and 'schools' refer to all educational establishments covered by the CDC. This includes academies, free Schools, university technical colleges.

### **Other useful documents**

The CDC Programme Guide is part of a suite of supporting documents that have been produced for the CDC programme. The other documents relating to the CDC programme are available on the gov.uk [webpage](#).

- CDC Guide for Schools
- CDC Guide to completing the School Questionnaire
- CDC Technical Reference Manual Parts 1 and 2
- CDC Purpose, Benefits and Limitations summary

## **Executive summary**

The CDC Programme will:

- visit every government funded educational establishment in England to collect condition, site context and management data
- help the ESFA prioritise future funding of the maintained school estate
- run for three years between 2017 to 2019

The Condition Data Collection Programme will not:

- replace any condition survey data held by schools or responsible bodies
- collect detailed planned maintenance requirements
- collect data on schools' Asset Management Plan (AMP) data, including Net Capacity, Suitability, or energy efficiency

### **CDC data collected**

Surveyors will collect the following categories of data:

- asset / contextual site data
- condition data
- compliance / site management data

The condition data will:

- show condition and priority grades for all blocks identified within a school site
- use the same condition and priority grades (A-D, 1-4) as the PDS, but applied in a different way

### **CDC contracted organisations**

The ESFA have contracted several organisations to help deliver the CDC programme. Contracts have been awarded for:

- carrying out school visits to collect data (Aecom, Capita, Faithful+Gould, Rider Levett Bucknall)

- technical services management, to maintain standards and quality throughout the CDC (Arcadis)
- an IT solution to provide a platform for data collection, storage and analysis of CDC data (KyKloud)

### **Involvement of schools**

Schools are required to:

- provide contextual information about their site(s) by completing the School Questionnaire before the site visit
- provide evidence of key building management and compliance documentation relating to their site(s)
- meet with surveyors when they visit and provide full access to their site

### **Access to CDC data**

Once all checking and validation of data has taken place CDC data will be available online for schools and responsible bodies via the CDC Portal.

# **The Condition Data Collection**

## **What is the Condition Data Collection?**

The CDC is the successor to the Property Data Survey, which was undertaken between 2012 and 2014. The methodology for the CDC has been developed to take into account the feedback received following the PDS, as well as from stakeholder engagement exercises and pilot data collections in early 2016.

The CDC collects building condition, asset and management information on the maintained school estate. It builds on the information obtained during the PDS.

## **The importance of the CDC programme**

The CDC programme will provide the ESFA with an improved and up to date evidence base which will help inform future funding allocations. It will help prioritise investment for the areas and establishments with the greatest condition need. It will help identify school buildings for inclusion in future rebuilding programmes. It will also help those responsible for maintaining buildings develop their building management data.

## **Development of the CDC programme**

In 2011, the James Review of Education Capital recommended an independent review of school estate condition. Between 2012 and 2014, the ESFA commissioned the PDS, which inspected a total of 18,830 schools. The DfE was able to use this data to support the case for capital funding for school condition. This informed future allocations and identified schools for inclusion in the second phase of the Priority School Building Programme (PSBP2).

In 2015, Ministerial approval was given to develop a successor to the PDS. The ESFA has engaged with other sectors, data experts and key stakeholders (including the Royal Institute of Chartered Surveyors, schools and responsible bodies) to create an improved data collection methodology and approach for the CDC programme.

The CDC programme will continue to provide condition data at the level of individual 'blocks' that were identified under PDS. This will help the ESFA analyse changes in the condition of blocks over time.

For the first time, the CDC will also record information on the availability of each school's building management and compliance documentation (see 'Data collected by the CDC programme' section on page 12).

The PDS provided a consistent measure of condition across the educational establishment estate. Feedback received indicated that there were several aspects that



could be improved upon. The CDC methodology has been re-designed with this feedback in mind, and features:

- improved communication with schools and responsible bodies before, during and after the CDC process
- greater consideration of local knowledge about buildings and condition to help provide context for surveyors as they collect condition data
- a more thorough and immediate quality assurance (QA) process for the data collected
- quicker release of information following completion of data collection and QA processes, and the ability to use that information more flexibly (by importing into spreadsheet software, for example).
- improved methodologies and data structures for hidden and hard to access parts of buildings, such as drainage elements and mechanical and electrical (M&E) services
- an increased requirement for surveyors to provide supporting information for their assessment of roof condition (such as photos).

## **Comparison with locally held condition data**

### **The CDC data does not replace locally held condition surveys**

The information obtained during the CDC programme does not and is not intended to replace any of the current arrangements that exist at responsible body or school level to gather detailed building condition survey data.

CDC data is less detailed than condition data held by schools or responsible bodies. CDC does not involve an intrusive survey. This means that surveyors will undertake a visual inspection only and will not access roof voids, remove ceiling tiles or test any 'plant' equipment such as boilers and heaters whilst on site.

However, data collected during the CDC may be a useful supplement to locally held condition data, and be helpful as a starting point for the development of local maintenance programmes. It should not be viewed as a replacement.

## **Quality assurance**

The CDC programme includes many Quality Assurance (QA) measures. These help ensure that the programme runs as intended and that the quality of the collected data is of a high standard. QA measures include:

- independent desktop audits by both the ESFA and the Technical Services Management organisation (TSM)
- shadowing of main site visits by additional surveyors for a small number of sites
- validation of surveyor data by the surveying organisation
- selection of a small number of sites for repeat surveys

## **Access to CDC data**

Once data has been quality assured, it will be available for download by schools and responsible bodies via the CDC Portal. Data will be downloadable in spreadsheet form to allow analysis by schools and responsible bodies.

## CDC programme scope

### Schools and establishments included in the CDC programme

All government funded educational establishments providing nursery, primary and secondary phase education will be visited by CDC surveyors during the CDC Programme. The exception will be privately owned and operated nursery schools that do not share their buildings with schools.

This includes:

- infant, junior and middle deemed primary schools
- secondary schools, middle-deemed secondary schools, sixth form centres, sixth form colleges
- short stay / pupil referral units, special schools and special colleges.

All of the establishment types in the table below will be involved in the CDC, regardless of age or condition. This includes Private Finance Initiative (PFI) schools, and those schools that are new or have been recently refurbished.

<b>Establishment type</b>	<b>Responsible body</b>
Community schools	Local authority
Foundation and trust schools	Local authority
Voluntary-aided schools	Governing body and charitable trust (relevant diocese or diocesan board of education for Catholic or Church of England church schools)
Voluntary-controlled schools	Local authority
Academies – multi-academy trust (MAT)	MAT (and diocese or diocesan board of education for Catholic or Church of England church schools)
Academies – single-academy trust (SAT)	SAT (and diocese or diocesan board of education for Catholic or Church of England church schools)
Sixth Form Colleges	Governing body and charitable trust (relevant diocese for Catholic Sixth Form Centres)

<b>Establishment type</b>	<b>Responsible body</b>
City technology colleges	Trust
Nursery Schools (not privately owned)	Local Authority
Non-maintained special schools (NMSS)	Governing body and charitable trust (relevant diocese for Catholic church schools)
Free schools, studio schools	MAT or SAT (and diocese or diocesan board of education for Catholic or Church of England church schools)
University technology colleges (UTCs)	Trust

**Table 1: Educational establishments included in the CDC, and their responsible bodies**

The CDC programme will not involve:

- schools that are owned and operated in perpetuity by a third party (eg: hospital schools)
- independent specialist providers
- specialist post-16 institutions
- further education colleges
- off-site children’s centres
- off-site secure children’s homes (irrespective of ownership)
- off-site caretaker’s houses (irrespective of ownership)
- off-site privately funded nurseries (irrespective of ownership)
- Sure-start centres

### **Data collected by the CDC programme**

The CDC programme will collect three types of data. The data collected will focus on establishment, site, and block element levels and will collect varying levels of data for each. These are described below.

## **Asset / contextual data**

This is summary data which describes the estate and the buildings within it including size, construction type and contextual information (such as listed status, known planning restrictions, and so on). Schools and other establishments need to supply this data using the online School Questionnaire, accessed via the CDC Portal. This information is then used by the surveyors when they visit to collect data.

## **Condition data**

Condition data describes, at a high level, the condition of a building or 'block'.

This data is collected by surveyors when visiting the school site. Schools will be able to inform surveyors of any known condition issues during the 'pre data collection meeting'. The pre data collection meeting takes place before the surveyors begin assessing condition.

## **Compliance / management data**

Compliance and building management data concerns the certificates and reports which should be present on each school's site. These include asbestos registers, electrical and fixed wiring test certificates and fire risk assessments. The CDC will only check to see if compliance documentation exists. It will not audit the content.

## **Data not collected by the CDC**

Certain types of information will not be collected by the CDC. Information that will not be collected includes:

- detailed energy efficiency and building performance data
- detailed maintenance requirements
- Asset Management Plan (AMP) suitability data
- sufficiency / net capacity data

In addition, surveyors will not test plant or mechanical equipment whilst on site. This means that boilers and air conditioning units, for example, will not be tested.

### **The CDC is not an 'intrusive condition survey'**

The surveyors will undertake a visual inspection only and will not access roof voids, remove ceiling tiles or test any mechanical or electrical equipment.

## **Delivery of the CDC programme**

### **Pace of delivery**

Surveyors and engineers will visit every school in England over a three-year period between 2017 and 2019. Around one third of all circa 22,000 establishments will be surveyed each year.

Once the programme is operating at full pace, it is expected that between 700 and 1200 schools will be visited by surveyors every month.

### **Selection of schools for visits**

The ESFA will choose schools for site visits in 6 month batches, known as 'tranches'. However, the timing of each school's visit within this 6 month period is determined by the surveying organisation.

Schools will be contacted by post and email at least 35 days before the intended site visit date, and asked to confirm the date. Responsible bodies will be able to check which of their schools are scheduled for inclusion in the programme by checking the tranche lists published on GOV.UK. The ESFA will also contact responsible bodies directly at the beginning of each tranche.

The surveyor's school visit will take between half a day and a full day depending on the size and complexity of the site. The data gathered will be shared with the school within 8 to 10 weeks of their site visit, following completion of the quality assurance process (although this may take longer during the initial months of the programme).

### **Procurement approach**

Several contracts have been procured via open tender to deliver the CDC programme. These contracts cover different aspects of the programme, as follows:

#### **Data collection**

Following completion of an OJEU (Official Journal of the European Union) procurement exercise, the ESFA has contracted four organisations to undertake the data collection aspects of the CDC. These organisations will be responsible for providing the surveyors and engineers to undertake the site visits and collect data about the school estate. These organisations are Aecom, Capita, Faithful+Gould and Rider Levett Bucknall.

## **Technical services management**

The ESFA has also appointed an organisation to provide technical services management (TSM) for the duration of the CDC programme. The TSM organisation will undertake quality assurance, provide technical leadership and maintain standards of delivery across the programme. They will work closely with the ESFA whilst the programme is undertaken. The TSM role is being undertaken by Arcadis.

## **IT solution**

The ESFA have appointed KyKloud to provide the IT solution for the CDC programme. This provides the data collection, storage and reporting platform across the CDC programme.

## **The role of schools during the CDC programme**

Schools and other educational establishments have an important role to play in the delivery of the CDC programme. Schools will need to provide surveyors access to their site for up to a day depending on the size of the site. They also need to complete the online School Questionnaire before they day of the site visit. Finally, they will have to meet with visiting surveyors to discuss the site during the site visit.

## **The role of the ESFA**

The ESFA are acting as client to the surveying organisations and the TSM and will monitor their performance as the programme progresses. The ESFA will make sure that information about the programme is communicated effectively to all involved. The ESFA will also collect feedback from stakeholders throughout the programme.

## **The role of responsible bodies**

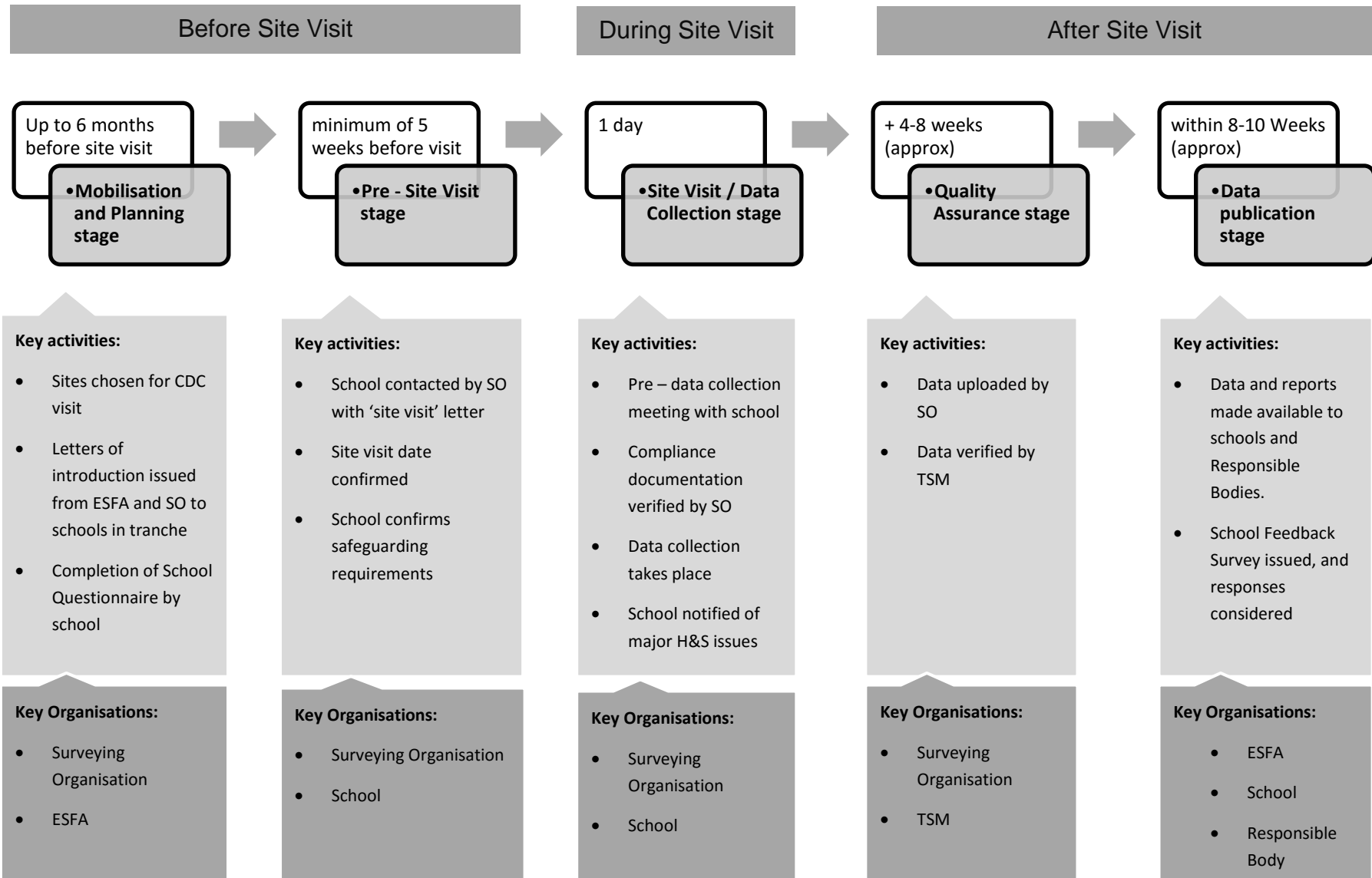
In this document, the term 'Responsible bodies' refers to those with responsibility for the capital maintenance of the site, as well as those who own the site (or act as the contact for the site owners) but are not responsible for maintenance. They include local authorities, multi academy trusts, charitable trusts and foundations, and dioceses/diocesan boards of education.

Although responsible bodies will not be asked by the surveying organisations to supply information during the CDC programme, schools are encouraged to contact their responsible body if they are unsure about any of the information requested via the School Questionnaire.

Responsible bodies will be made aware of the planned of CDC visits to any of their schools shortly before the beginning of each tranche.

# Headline CDC Process

The CDC process follows five basic stages. Broadly, these stages are split into 'before', 'during' and 'after' the main site visit stage itself.





## **1. Mobilisation and planning stage**

The ESFA will identify schools for site visits in 6 month batches known as 'tranches'. There are 6 tranches which run in sequence over the course of the programme between 2017 and 2019. Each tranche contains around 3700 schools and runs for roughly 6 months.

The Department will publish lists of all the schools included in a tranche before a tranche commences. If a school features in a tranche list, this tells them, for the first time, that a CDC site visit to a school is planned at some point during that tranche (i.e. within the next six months).

### **1.1 Letters of introduction and setup of CDC Portal account**

At the beginning of each tranche, every school within the tranche will receive two letters:

- letter of Introduction from ESFA
- letter of Introduction from surveying organisation

The letter from the surveying organisation asks schools to provide name and email contact details of their preferred CDC Portal user to enable account set up. The CDC Portal hosts the school questionnaire (and ultimately the CDC School Report once it has been made available).

Once the tranche lists have been published, surveying organisations spend time planning a schedule of site visits for their schools within the tranche. They then write to schools again when they are ready to confirm a site visit date (see 'Pre-visit stage, below).

Schools that are split across more than one site will have a site visit scheduled for each site.

### **1.2 Pre-visit school questionnaire**

Schools are asked to complete their School Questionnaire soon after their CDC Portal account has been set up.

The School Questionnaire is accessed via the CDC Portal, and once completed:

- helps the visiting surveyors familiarise themselves with the site before they visit
- provides useful information about each establishment and its site to the ESFA
- Enables schools to indicate the existence of mandatory compliance documents that are held on site

A full list of the information requested from schools is contained in the [CDC Guide to completing the School Questionnaire](#).

### **Requested compliance documentation**

The CDC Programme asks schools to confirm the existence of around ten key building management and compliance documents, and the date of these documents if they exist. The existence of these documents is confirmed by surveyors when they visit the school.

- electrical test certificate (5 year fixed wiring test)
- emergency lighting inspection certificate
- fire alarm inspection certificate
- fire risk assessments
- water safety, hygiene and legionella documentation
- gas safety test report (if applicable)
- asbestos register
- asbestos management plan
- lift and hoist certificates (if applicable)
- passenger lift insurance inspection certificate (if applicable)

## **2. Pre-site visit stage**

### **2.1 SO preparation and 'site visit-scheduling' letter**

Once the surveying organisation has decided when they would like to visit a school site, they will check for any data made available to them by the ESFA. This will be data that was collected during the PDS programme. The surveying organisation will then carry out desk based work required before the site visit, and will appoint surveyors to visit the school.

The surveying organisation will formally contact the school again at least 35 days before the intended site visit. In many cases this contact will occur much earlier. The letter (or email) will provide details of the intended date of the school visit, and the names of the surveyors who will attend. It will also give details on what schools to do to prepare for the site visit.

Where a proposed school visit falls at the beginning of a tranche, the site visit-scheduling letter may be sent at the same time as the letters of introduction described in paragraph 1.1, above.

The letter asks schools to confirm the site visit date, and to complete their school questionnaire if they have not already done so. For Catholic and Church of England schools, CDC surveyors need consent for the site visit from the relevant diocese or diocesan board of education.

## **2.2 Quality assurance: shadow visits**

A small number of sites will be selected for 'Shadow Visits' as part of the CDC Programme quality assurance measures. Schools will be notified at least 21 days before the intended site visit if selected for a shadow visit. On the day of the site visit, an additional surveyor will be present on site to 'shadow' the main surveyors in their data collection activities. When the data collection is complete, they will discuss the performance and behaviour of the main surveyors with the school.

## **3. Site visit and data collection Stage**

### **3.1 Pre-CDC meeting**

This meeting takes place between the visiting surveyors and the school's chosen representative before the main data collection activities take place. It is a critical part of the CDC process. It serves several main purposes.

Schools use this meeting to:

- confirm any site induction procedures
- confirm on-site safeguarding arrangements
- confirm policy on taking photographs on the school site

- tell the surveyors of any condition or health and safety related issues / areas of concern and about which they need to be made aware
- tell the surveyors about any condition issues on their site that the school is aware of

The surveyors will use this meeting to:

- discuss the results of the completed school questionnaire
- help familiarise themselves with the site before beginning the main data collection for each block
- confirm the existence of required compliance certification on site

The pre-data collection meeting follows a set agenda, which is reproduced in Annex C of the [CDC Guide for Schools](#).

### **3.2 Block by block data collection**

Following the pre-data collection meeting, the surveyors walk the site and assess each block on the school's site that is within scope. The surveyors will adhere to schools' safeguarding policies whilst they are on site.

For most blocks, the surveyors will collect three categories of data:

- block summary data (number of storeys, age, etc.)
- condition data for each element (A-D; the physical condition)
- priority data for each element (1-4; the urgency of remedial action)

The [CDC Technical Reference Manual Part 1](#) contains a list of all building construction elements that are assessed. Appendix E of the CDC Technical Reference Manual Part 2 describes the physical indicators CDC surveyors will look for when attributing condition grades to building elements.

### **3.3 Notification of Health and Safety Issues**

If the surveyors notice any major health and safety issues (such as risk of collapse, risk of falls from height) whilst walking the site, the school is notified before the surveyors leave. In the case of Catholic and Church of England

schools, the relevant diocese or diocesan board of education will also be notified. Minor issues such as trip hazards will not be reported.

#### **4. Quality assurance stage**

After the surveyors have visited the site and collected data, it will be checked and validated. This is a multi-stage process that is initially undertaken by the TSM. As a rough guide, CDC reports are expected to become available to schools and responsible bodies within 8 to 10 weeks of the site visit, depending on the size and complexity of the site. There is no school involvement during this stage.

##### **4.1 Quality assurance: repeat site visits**

A small number of schools will be selected for repeat site visit on a separate day to help make sure that high quality and consistent data is gathered by the programme. These will be arranged with schools and undertaken in the same way as the main site visit. The process will be similar to that described above.

#### **5. Data release stage**

Once the collected CDC data has been fully cleared for release, schools and responsible bodies are able to download their data from the CDC Portal.

Schools will only be able to view and download their own data, not data relating to other schools. Responsible bodies will be able to access all the data relating to the schools that they are responsible for via the same system.

##### **5.1 Feedback**

Schools and responsible bodies are given the opportunity to comment on aspects of their site visit (such as surveyor punctuality), and the data presented in CDC School Reports.

Where a material issue with the content of a report is confirmed, the ESFA will pass details to the TSM and SOs to resolve.

## **ANNEX A: Frequently Asked Questions**

### **What processes have the ESFA put in place to ensure that the data collected is good quality?**

There are some quality assurance (QA) measures included within the CDC methodology:

#### **Qualifications**

All building surveyors engaged in delivering the CDC programme will have a minimum of 3 years' experience assessing building and building services condition, and have a good level of IT literacy.

Every surveying organisation will have a number of lead surveyors who are responsible for managing the surveyors and engineers that visit school sites. The lead surveyors will have full professional membership of the Royal Institution of Chartered Surveyors (RICS).

#### **Automated validation of data**

The software that surveyors will use to collect data has been designed to help minimise input of invalid data, and requests surveyors double check their entry if the information entered is unusual.

#### **Quality assurance audits**

Some sites will also be selected for QA audits. This will involve double checking of all data collected via repeat site visits, and in some cases a 'shadow audit', where the surveyors are shadowed by other surveyors on site to check that the CDC methodology is being followed correctly.

### **Why don't the ESFA use data that is already held by schools, local authorities, Trustees (including dioceses and diocesan boards of education) and academy trusts instead of undertaking the CDC?**

The ESFA and DfE require a consistent picture of school condition need across the education estate. Data and information held by individual schools and responsible bodies will have been collected using different methodologies and approaches. Also, in some cases, no recent data exists at local level. The CDC collects data about all schools using a standardised approach so that the data collected is consistent for all schools.

## **ANNEX A: Frequently Asked Questions**

### **How are schools prioritised for site visits?**

The schools within each tranche are selected by the ESFA/DfE so that they are representative of schools across the entire school building estate. This will allow analysis of the data before the whole CDC programme has been completed.

The surveying organisations are responsible for arranging the specific dates for schools within each tranche.

### **Will future condition allocations be based on the results of the CDC?**

Condition allocations beyond 17-18 have not been decided but, yes, the purpose of the CDC is to collect data on the condition of all school buildings to help inform future capital allocations.

### **My query isn't covered in the guidance or the FAQs listed here. Where can I go for an answer?**

For questions concerning the scheduling of site visits and the site visit itself, schools should contact their surveying organisation, whose contact details will be contained in the initial letter of introduction.

For all questions and correspondence about the use of data, comments and general feedback, schools should use the [enquiry form](#) on the ESFA's Enquiry Service webpage.

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