

## **SQA Advanced Unit specification**

### **General information for centres**

**Unit title:** Statutory Control of Buildings (SCQF level 7)

**Unit code:** HR3T 47

**Superclass:** TC

**Publication date:** August 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Unit purpose**

This Unit is designed to provide the learners with a range of knowledge and skills related to the statutory and legislative constraints to the design of buildings and the built environment.

### **Outcomes**

On successful completion of the Unit the learner will be able to:

- 1 Explain the procedures required to gain statutory approvals.
- 2 Identify development constraints imposed by the Town and Country Planning Act.
- 3 Apply Building Regulations to a building design.

### **Credit points and level**

1 SQACredit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

### **Recommended entry to the Unit**

It would be an advantage for the learners to have a basic knowledge in construction which may be evidenced by possession of an appropriate Higher or SQA Advanced Unit.

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### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website ([www.sqa.org.uk/sqa/46233.2769.html](http://www.sqa.org.uk/sqa/46233.2769.html)).

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **SQA Advanced Unit specification: statement of standards**

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion. Throughout the Unit emphasis will be placed where appropriate on the application of Health & Safety and sustainability. Safe working practises should be looked at in accordance with current safety codes of practise and regulations. Sustainability should include reference to criteria affecting sustainability, impact of not implementing sustainability on the environment and the legislation promoting sustainability.

### **Outcome 1**

Explain the procedures required to gain statutory approvals.

#### **Knowledge and/or skills**

- ◆ planning application and building warrant forms are completed
- ◆ certificate of ownership to be explained for planning permission
- ◆ drawing scales, types of drawings and fees required for planning and building warrant applications

### **Outcome 2**

Identify development constraints imposed by the Town and Country Planning Act.

#### **Knowledge and/or skills**

- ◆ the role of local government in development control and the development plan
- ◆ control of development in conservation areas
- ◆ requirements for obtaining listed building consent
- ◆ regulations for protection of trees
- ◆ permitted development Orders for domestic buildings

### **Outcome 3**

Apply building regulations to a building design.

#### **Knowledge and/or skills**

- ◆ building regulations and how guidance documents are assembled
- ◆ purpose and scope of guidance documents
- ◆ requirements of guidance documents
- ◆ application of guidance documents

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### Evidence Requirements for this Unit

#### Outcome 1

Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Complete the building warrant and the planning application process.
- ◆ Explain the certificate of ownership for planning permission.
- ◆ Identify drawing scales, types of drawings and fees required for planning and building warrant applications.

#### Outcome 2

Evidence for the knowledge and/or skills in this Outcome will be provided on a sample basis. In any of the assessment of this Outcome **three of the five** knowledge and/or skills should be sampled.

In order to ensure that the learners will not be able to foresee what items they will be questioned on, a different sample of the three out of the five knowledge and/or skills in this Outcome are assessed. Learners must provide a satisfactory response to all three items.

Learners will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ explain the purpose of development plans, conservation areas and listed buildings
- ◆ outline how a local authority controls development and protects the natural and built environment in an area
- ◆ explain what is permitted development within the curtilage of a dwelling-house

#### Outcome 3

Evidence for the knowledge and/or skills in this Outcome will be provided on a sample basis. In any of the assessment of this Outcome **three of the four** knowledge and/or skills should be sampled.

In order to ensure that the learners will not be able to foresee what items they will be questioned on, a different sample of the three out of the four knowledge and/or skills in this Outcome are assessed. Learners must provide a satisfactory response to all three items.

Learners will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ explain the purpose of the building regulations and how the guidance documents are assembled
- ◆ determine which regulations apply to limited life and exempt buildings and structures
- ◆ estimate compliance with regulations using measurements taken from a drawing
- ◆ determine compliance with regulations designed to limit the spread of fire and protect the occupants of buildings from the effects of fire
- ◆ estimate compliance that adequate sound resistance is achieved by a specified separating wall
- ◆ use the elemental method for assessing compliance with thermal insulation requirements

### SQA Advanced Unit support notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### Guidance on the content and context for this Unit

The content of this Unit will provide the learner with an understanding of how the Statutory Controls are applied to buildings. The Unit is about ensuring that the learners are provided with an understanding of how the statutory approvals are obtained and the processes involved to achieve these approvals. The Unit will raise awareness of the regulatory and legal requirements involved in the construction process.

##### Outcome 1 — (5 hours)

- ◆ Explain how planning application and building warrant forms are completed.
- ◆ Certificate of ownership to be explained for planning permission.
- ◆ Identify the drawing scales, types of drawings and fees required for planning and building applications.

##### Outcome 2 — (11 hours)

- ◆ Explain the purpose of the development plan and how it is made up of two parts (the structure plan and local plan).
- ◆ Outline how a local authority determines that an area is deemed a conservation area (areas of special architectural or historic interest), and what controls can be implemented in this area (controls on demolition of buildings, preserving trees, withdrawal of permitted development rights).
- ◆ Describe how each listed building is categorised as A, B and C and indicate the procedures for obtaining listed building consent from the planning authority.
- ◆ Explain what a tree preservation order is as part of the development control system.
- ◆ Explain what is permitted development within the curtilage of a dwelling-house (classes 1–9 in the Town and Country Planning (General Permitted Development) (Scotland) Order 1992).

##### Outcome 3 — (22 hours)

- ◆ Explain the purpose of the building regulations and how the guidance documents are assembled.
- ◆ Indicate the type of building work that does requires a building warrant, which types of buildings and services, etc, are exempted from the building regulation control, and what are limited life buildings as defined in The Building (Scotland) Regulations 2005.
- ◆ Indicate how measurement rules are applied to buildings under Schedule 4 of The Building (Scotland) Regulations 2005.
- ◆ Outline the building regulation requirements regarding the structural aspect of a building with reference to the Small Buildings Guide.

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- ◆ Explain the purpose of compartmentation and separation and how it is applied to a building, referring to the current section in the guidance document for maximum floor areas for specific buildings.
- ◆ Indicate when structural elements of a building required to be fire-protected.
- ◆ Evaluate the distance that a building can be located from a boundary using calculation methods in the current section in the guidance document.
- ◆ Calculate travel distance, escape route widths, numbers of escape routes, protected zones as specified in the current section in the guidance document.
- ◆ Determine the minimum natural and mechanical ventilation requirements using calculation methods in the current section in the guidance document.
- ◆ Assess sanitary provision numbers in accordance with guidance in the current section in the guidance document.
- ◆ Determine the adequacy of stairs and ramps in accordance with guidance in the current section in the guidance document (pitch, rise and going sizes, headroom, handrails heights, ramp length and gradients, etc).
- ◆ Calculate, if applicable, the suitability of a specified wall construction and compare separating wall construction with specified construction in the current section in the guidance document to determine that adequate sound resistance for domestic buildings.
- ◆ Evaluate whether a building elements achieve compliance with specified minimum standards using tables 1 and 2 of the Elemental Method in the current section in the guidance document for domestic buildings and non-domestic buildings.

### Guidance on approaches to delivery of this Unit

It is recommended that centres facilitate hands-on experience for the learners as far as is possible and encourage visits to local authority Planning and Building Control departments to gain a practical insight into regulatory and legal controls taught throughout this Unit. In addition, or alternatively, delivery and assessment could be linked to real life case studies.

Learners should understand that statutory controls must be met when carrying out building work.

They should be aware of the process involved in obtaining planning permission and building warrant approval also the development constraints under the Town and Country Planning (Scotland) Act.

The Unit will also examine how the Building (Scotland) Regulation Guidance Documents highlight specific examples in each section so that learners gain a broad understanding of the purpose and application of the regulations.

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

It is possible to assess learners either on an individual Outcome basis, combinations of Outcomes or by a single holistic assessment combining all Outcomes. The assessment paper/s should be composed of an appropriate balance of short answer, restricted response

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and structured questions. Assessment should be conducted under supervised, controlled conditions. A single assessment covering all Outcomes should not exceed 2 hours in duration. It should be noted that learners must achieve all the minimum evidence specified for each Outcome in order to pass this Unit.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

An exemplar instrument of assessment and marking guidelines have been produced to provide an example of the type of evidence required to demonstrate achievement of the aims of this Unit and to indicate the national standard of achievement at SCQF level 7.

### **Outcome 1**

Questions used to elicit learner evidence should take the form of an appropriate balance of short answer, restricted response and structured questions.

### **Outcome 2**

Questions used to elicit learner evidence should take the form of an appropriate balance of short answer, restricted response and structured questions.

### **Outcome 3**

Evidence for this Outcome should be generated through assessment undertaken in open-book, controlled conditions.

Questions used to elicit learner evidence should take the form of an appropriate balance of short answer, restricted response and structured questions.

## **Opportunities for e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## **Opportunities for developing Core and other essential skills**

The following grid provides a general guide to opportunities for the development of Core Skills in this Unit. Opportunities for the development of Core Skills at the output level are more fully identified in the Core Skills Signposting Guide.

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Core Skill	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
<b>1 Communication</b>					
Reading	X	X	X		
Writing		X	X		
Oral					
<b>2 Numeracy</b>					
Using Number			X		
Using Graphical Information	X		X		
<b>3 ICT</b>					
Using Information Technology					
<b>4 Problem Solving</b>					
Critical Thinking			X		
Planning and Organising					
Reviewing and Evaluating					
<b>5 Working with Others</b>					



## History of changes

Version	Description of change	Date

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

### General information for learners

#### **Unit title:** Statutory Control of Buildings (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to involve learners in practical exercises and is aimed at those who may be or will be involved in applying for statutory consents for building work such as Architectural Technologists, Building Surveyors and Building Control Officers.

In Outcome 1 you will gain a practical understanding of the processes involved in obtaining statutory approvals from local authority planning and building control departments when carrying out building work.

In Outcome 2 you will gain an understanding of the development constraints that can be imposed on a developer under the Town and Country Planning Act and an overview of how planning application decisions are the basis of development plans.

In Outcome 3 you will learn the purpose of the building regulations and how the guidance documents are used to achieve compliance with the building regulations when carrying out building work. You will also learn what type of construction work does not require building warrant approval.