



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

QQI AWARDS STANDARDS

Level 5 Special Purpose Certificate in F-gas Fire Extinguishant Handling

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April 2020
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1. Introduction

This standard has been developed in compliance with current European Union (EU) and national regulations. This standard describes minimum expected learning outcomes for educational awards to be made following successful completion of a QQI validated F-gas Fire Extinguishant Handling Programme.

The purpose of this award is to equip the learner with the relevant knowledge, skill and competence to undertake without supervision the following activities with regard to fire protection systems containing fluorinated greenhouse gases (F-gases) in accordance with European Union (EU) and national regulations: leakage checking of applications containing three kilograms or more of F-gases; recovery, also with regard to fire extinguishers; installation; and maintenance or servicing.

2. Minimum Expected Learning Outcomes

F-gas Fire Extinguishant Handling

NFQ Level: Overall, the minimum expected learning outcomes as expressed are at NFQ Level 5. (see Appendix 1 – Guide to NFQ Level 5)

Award-class: Special Purpose Award

Minimum Expected Learning Outcomes: The minimum expected learning outcomes embedded for this award are those as stated in the ANNEX of [Commission Regulation \(EC\) 304/2008](#).

The ANNEX expresses the minimum requirements as to skills and knowledge to be covered by an evaluation body (programme provider).

Award Title: Level 5 Special Purpose Certificate in F-gas Fire Extinguishant Handling

Credit: To be determined at the programme development stage and confirmed by QQI validation.

Assessment:

Skills Demonstration - The assessor will devise a skill demonstration / practical test based on the criteria as provided for in the [ANNEX of Commission Regulation \(EC\) 304/2008](#). The learner must complete tasks based on the learning outcomes.

The skills demonstration will be terminated if learner actions result in potentially unsafe practice. In this case the learner will fail to meet the standard.

This assessment must be passed for the learner to achieve the award.

Examination Theory - The assessor will devise a theory- based examination based on the criteria as provided for in the [ANNEX of Commission Regulation \(EC\) 304/2008](#).

This assessment must be passed for the learner to achieve the award.

3. Special Validation Conditions

The provider must have all of the following in place to offer this award:

1. Demonstration fixed fire suppression system comprising cylinder, brackets, valve, gauges, discharge outlet, actuator, small distribution pipe, transit cap, anti-recoil plug and associated fittings.
2. Relevant installation tools, leak test meter, solenoid reset tools.
3. Programmes leading to this award should only be available to learners that are operatives engaged in one or more of the following: leakage checking of applications containing three kilograms or more of F-gases; recovery, also with regard to fire extinguishers; installation; and maintenance or servicing of stationary fire protection systems and fire extinguishers containing F-gases.

4. Supporting Documentation

1. [Commission Regulation \(EU\) No 517/2014](#)
2. [Commission Regulation \(EC\) No 304/2008](#)
3. Relevant Fire extinguishing system codes of practice
4. [Standards including ISO 14520, NFPA 2001, and relevant EN standards and codes of practice.](#)
5. Relevant manufacturers Installation, Operation and Maintenance manuals c/w component data sheets.

Appendix 1 Guide to NFQ Level 5

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas. Some underpinning theory
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self-understanding and behaviour



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