



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

QQI AWARDS STANDARDS

Level 5 Special Purpose Certificate in Handling F-gas Mobile Air Conditioning Systems in Certain Motor Vehicles

www.QQI.ie

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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 Handling QQI validated F-gas Mobile Air Conditioning Systems in Certain Motor Vehicles Programme.

The purpose of this award is to equip the learner with the relevant knowledge, skill and competence to work without supervision to recover fluorinated greenhouse gases (F-gases) from air conditioning systems used in motor vehicles falling within the scope of [Directive 2006/40/EC](#), in accordance with applicable European Union (EU) and national regulations.

2. Minimum Expected Learning Outcomes

Handling F-gas Mobile Air Conditioning Systems in Certain Motor Vehicles

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 \(EC\) 307/2008](#).

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 Handling F-gas Mobile Air Conditioning Systems in Certain Motor Vehicles

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 \(EC\) 307/2008](#). 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) 307/2008.

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. Mobile Air Conditioning System.
2. Air conditioning recovery station
3. Safety equipment and leak detection tools which would include an electronic sniffer and ultraviolet light dye detector for the mobile Air conditioning system
4. Programmes leading to this award should only be available to learners that have prior learning and/or experience in the motor vehicle trade. Learners will be assessed prior to commencement of any programme leading to this award.

4. Supporting Documentation

1. [Commission Regulation \(EU\) No 517/2014](#)
2. [Commission Regulation \(EC\) No 307/2008](#)
3. [Directive 2006/40/EC](#)

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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