

Please cite as: EUAA, '[Introduction to screening in the context of international protection](#)' in *Training Catalogue*, Agosto 2022.

# Introduction to screening in the context of international protection

[Key information](#)

[Learning outcomes & description](#)

[Accredited module details](#)

[Training plan 2026](#)

## Key information

This new pact-aligned version is available for translation



### Target group

---

Officers tasked with the screening of persons in connection with access to the asylum procedure



### EQF/MQF level

---

Level 4



## Version

---

Version 1 (2026)



## Entry requirements

---

Full qualification at EQF Level 3 or equivalent AND proficiency in English



## Prerequisites

---

Successfully passed Access to international protection - making an application for international protection



## Assessment

---

Online multiple-choice assessment using practical screening-based scenarios



## Languages

---

English

## Learning outcomes & description

## **DESCRIPTION**

**This module aims to provide learners with the knowledge and skills necessary for the screening of third-country nationals and stateless persons under the Screening Regulation, in connection with the aspects relevant to access to international protection, and in line with the EU asylum acquis and Fundamental rights, while taking into account the special and specific needs of vulnerable persons during the screening process.**

## **LEARNING OUTCOMES**

**At the end of this module, the learner will be able to:**

- 1. Outline the elements of the screening process according to the EU legal framework and key fundamental rights**
- 2. Provide information to third-country nationals and stateless persons on their rights and obligations during the screening process**
- 3. Gather and record relevant information during the screening process**

## **DELIVERY METHOD**

**The module is delivered either through fully automated online learning or face-to-face training. Online delivery combines module content, videos, animations and interactive activities such as quizzes, scenario exercises and reflective tasks with automated feedback. Face-to-face sessions include trainer presentations, group discussions, case-scenario work and role plays to practice screening-related communication skills. Both approaches encourage learner participation and continuous self-assessment and allow flexible learning pathways while ensuring practical application of knowledge in screening contexts.**

## **ASSESSMENT STRATEGY**

**The module includes continuous formative assessment through scenario-based activities and quizzes providing automated or trainer feedback. The summative assessment takes place online at the end of the module and consists of multiple-choice questions partly based on practical screening scenarios. It evaluates learners' knowledge and skills linked to the learning outcomes and mirrors real-life screening tasks. The assessment is automatically graded, lasts one hour and, if needed, learners are offered a reassessment opportunity after receiving feedback.**

# Accredited module details

## *Accredited module*

**Duration** 8 hours online learning

**Number of ECTS** n/a

**Language** English

**Assessment** n/a

## Training plan 2026

| <b>Training plan</b>       | <b>Target group</b>                 | <b>Loc.</b>   | <b>Est. time for online studies</b> | <b>Reg. deadline</b> | <b>Online</b>            | <b>Webinar / Face to face</b> | <b>Assessment</b> |
|----------------------------|-------------------------------------|---------------|-------------------------------------|----------------------|--------------------------|-------------------------------|-------------------|
| <b>Learners Curriculum</b> | <b>Asylum &amp; reception staff</b> | <b>online</b> | <b>8 hours</b>                      | <b>1/6/2026</b>      | <b>14/6 to 24/6/2026</b> | <b>n/a</b>                    | <b>n/a</b>        |
|                            |                                     |               |                                     |                      |                          |                               |                   |
|                            |                                     |               |                                     |                      |                          |                               |                   |
|                            |                                     |               |                                     |                      |                          |                               |                   |