

# Age assessment

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## Key information

This module will be available for translation soon. Translation requests can already be submitted.



### Target group

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Reception & asylum officials working with children



### EQF/MQF level

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Level 6



## Version

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Version 1 (2026)



## Entry requirements

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A qualification at EQF level 5 or equivalent AND proficiency in English



## Prerequisites

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Successfully passed Best interests of the child OR at least 1 year work experience with children in the asylum process



## Assessment

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n/a



## Languages

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English

# Learning outcomes & description

## DESCRIPTION

**The aim of this module is to provide learners with knowledge and skills to identify situations in which the age assessment process should be initiated based on indicators**

and information available in compliance with the specific rights and safeguard of the child and in accordance with the international and EU law.

**In addition, the module aims to equip learners to verify whether the age assessment methods are applied according to a multidisciplinary and cascade approach as prescribed in the Asylum Procedure Regulation.**

**Finally, the module provides knowledge and skills to enable learners to verify whether the best interests of the child, the specific rights and safeguards of the child as well as the necessary supporting measures are applied throughout the age assessment process but also immediately after the conclusion of the process.**

## LEARNING OUTCOMES

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

### **Knowledge**

- 1. Identify situations in which the age assessment process should be initiated based on indicators**  
  
and information available in compliance with the specific rights and safeguard of the child according to international and EU law.
- 2. Describe the age assessment process in accordance with a multidisciplinary and cascade approach in respect with the best interests of the child as well as the rights and safeguards of the child guaranteed in international and EU law.**
- 3. Describe the different age assessment methods as well as their impact on children and their specific vulnerability.**

### **Skills**

4.

Propose relevant supporting measures to be taken to ensure the best interests of the child, the specific rights and safeguards of the child as well as the necessary supporting measures are applied throughout the age assessment process.

## **DELIVERY METHOD**

**This module is delivered through a blended learning methodology (online, face-to-face and independent learning). Online learning uses learning activities that assess progress toward the learning outcomes and face-to-face sessions focus on complex elements that require discussion and physical practice.**

## **ASSESSMENT STRATEGY**

**There is one assessment**

at the end of the module based on written case scenarios. The assessment consists of 3 parts corresponding to different tasks and a total of 10 open ended questions.

## **Details**

### ***Accredited module***

**Duration**            **10 hours online learning**  
                             **4 days face-to-face**

**Number of ECTS not accredited yet**

**Language**        **English**

**Assessment**     **2 hours**

## **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>Malta</b> | <b>10 hours</b>                     | <b>23/11/2026</b>    | <b>5/1 to 22/1/2027</b> | <b>26-27/1/2027</b>           | <b>n/a</b>        |
|                            |                                     |              |                                     |                      |                         |                               |                   |
|                            |                                     |              |                                     |                      |                         |                               |                   |
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