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Introduction to psychosocial support and guidance in reception

Key information

Learning outcomes & description

Accredited module details

Training plan 2026

Key information

This new pact-aligned version is available for translation

Target group

Asylum & reception practitioners

EQF/MQF level

Level 5

Version

Version 1 (2026)

Entry requirements

Full qualification at EQF Level 4 or equivalent AND proficiency in English

Prerequisites

None

Assessment

A scenario-based assessment at the end of the module.

Languages

English

Learning outcomes & description

DESCRIPTION

The aim of this module is to introduce learners to the most common psychosocial issues associated with asylum applicants in reception facilities, including key stressors. The module enables the learners to develop the skills to support basic psychosocial interventions in the context of reception, and to identify good practices for applicants' adaptation in the local context within the host community. The module draws on the pyramid for mental health and psychosocial support in emergencies (The Inter-Agency Standing Committee Guidelines on Mental Health and Psychosocial Support in Emergency Settings (IASC, 2007), and in particular addresses the two lower levels of the intervention pyramid.

The module focuses on the psychosocial issues faced by asylum applicants in reception facilities, highlighting key stressors and strategies for adaptation within the host community. It equips learners with the skills to support basic psychosocial interventions and applies the intervention pyramid for mental health and psychosocial support in emergencies, particularly its lower levels as well as address psychological and social challenges, principles of psychosocial support, basic physical and safety needs, strengthening community and family networks, and engaging the host community with gender-specific support.

LEARNING OUTCOMES

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

Knowledge

1. **Identify a range of tools and techniques, including approaches that can mitigate the psychological and social challenges faced by applicants, to recognise and reduce causes of social distress for asylum applicants in reception centres.**

Skills

2. **Selectively apply a range of tools and techniques, including specific strategies and interventions that are suited to addressing the unique psychological and social challenges that arise within the reception environment, to address causes of social distress for asylum applicants in the context of reception.**

Competences

3. **Provide guidance to assist asylum applicant's adaptation to their social environment within and around the reception centre, fostering an environment where applicants can comfortably integrate into the social fabric of the community surrounding the reception centre.**

DELIVERY METHOD

The module follows a blended learning approach, combining asynchronous (self-paced) and synchronous (face-to-face) learning. The first part is asynchronous, featuring case scenarios (video or text), animations, quizzes, and readings to facilitate learning and self-assessment. The second part is synchronous, focusing on complex topics through discussions, group work, simulations, and role-plays, reinforcing knowledge through practice. Learners will engage in formative assessments with feedback to prepare for the summative assessment, which mirrors the final evaluation format.

ASSESSMENT STRATEGY

The assessment consists of a written or animated scenario with open-ended questions where learners have to analyse a scenario to identify psychological and social challenges and propose at least three psychosocial support interventions.

Accredited module details

Accredited module

Duration	**20 hours online learning** **1.5 days face to face**
Number of ECTS	**2**
Language	**English**
Assessment	**1 hour**

Training plan 2026

Training plan	Target group	Loc.	Est. time for online studies	Reg. deadline	Online	Webinar / Face to face	Assessment
Learners curriculum **(Accredited)**	**Reception staff**	**Malta**	**20 hours**	**8/6/2026**	**21/7 to 4/9/2026**	**9-10/9/2026**	**25/9/2026**

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