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# Introduction to reception

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## Key information

This new pact-aligned version is available for translation



### Target group

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Reception workers



### EQF/MQF level

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Level 5



## Version

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Version 1 (2026)



## Entry requirements

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



## Prerequisites

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Successfully passed Introduction to the legal framework on fundamental rights and international protection in the EU & Introduction to communication for asylum and reception practitioners OR at least 3 months of work experience in the asylum and reception field.



## Assessment

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Scenario-based multiple choice questions



## Languages

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English (version 2)

Spanish, Slovak & Greek (version 1)

# Learning outcomes & description

## DESCRIPTION

The aim of this module is to provide learners with the knowledge on the reception process and the applicable provisions according to EU law, as well as the skills needed to perform basic tasks in a reception centre related to arrival, stay, and the end of reception for an asylum applicant.

This module focuses on the reception process in theory and practice. It covers the phases of reception, rights and obligations of asylum applicants and authorities, reception systems in the EU, and key stakeholders. It also address the practical support provided by reception officers, including logistical and financial assistance, information provision, and information-sharing protocols.

## LEARNING OUTCOMES

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

### Knowledge

1.

Describe the phases of the reception process and corresponding rights and obligations of applicants and reception authorities according to the Reception Conditions Directive.

2. **Identify the appropriate responses in organizing practical, financial and logistical support, and appointments for the applicant.**

### Skills

3.

Identify the phases of the reception process and corresponding rights and obligations of applicants and reception authorities according to the Reception Conditions Directive

4.

Provide the appropriate responses in organizing practical, financial and logistical support, and appointments for the applicant.

### Competences

5. Carry out tasks related to identifying the phases of the reception process and corresponding rights and obligations of applicants and reception authorities according to the Reception Conditions Directive
  
6. Carry out tasks related to providing the appropriate responses in organizing practical, financial and logistical support, and appointments for the applicant.

## **DELIVERY METHOD**

This module is delivered online, enabling self-paced learning.

## **ASSESSMENT STRATEGY**

The module's assessment consists of a two-part online test. The first part evaluates knowledge of the reception process, rights and obligations, reception systems, and stakeholders. The second part assesses practical support provided by reception officers, including appropriate actions, information provision, and data sharing conditions. Learners must pass both parts to complete the module.

# **Accredited module details**

### *Accredited module*

**Duration**            10 hours online learning

**Number of ECTS** 1

**Language**            English

**Assessment**        1 hour

## **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 (Accredited)</b> | <b>Reception staff</b> | <b>online</b> | <b>10 hours</b>                     | <b>13/4/2026</b>     | <b>2/6 to 19/6/2026</b> | <b>n/a</b>                    | <b>29/6/2026</b>  |
|   |                        |               |                                     |                      |                         |                               |                   |
|   |                        |               |                                     |                      |                         |                               |                   |
|   |                        |               |                                     |                      |                         |                               |                   |

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