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# Identification of potential AMMR cases

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## Key information

Updated version, incorporating the provisions of the New Pact on migration and asylum, will be available for translation soon. Translation requests can already be submitted.



## Target group

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Registration officers, Dublin/AMMR officers, asylum and reception workers, who are in contact with asylum seekers



## 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, OR at least 3 months works experience in tasks related to asylum, reception, registration, or Dublin/Asylum & migration management regulation



## Assessment

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Case based scenarios



## Languages

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# Learning outcomes & description

## DESCRIPTION

The aim of the module is to provide learners with the necessary knowledge and skills to detect the indicators suggesting that the responsibility determination procedure under the Asylum and Migration Management Regulation (AMMR) needs to be applied. The module also covers the related referral procedures. In this context, the module aims to introduce the responsibility determination system established under the AMMR, focusing on the responsibility criteria and procedure, and providing analysis on the identification of responsibility indicators. Finally, the module aims to present communication skills for the collection of evidence and provision of information, related to the AMMR.

## LEARNING OUTCOMES

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

### Knowledge

1. Identify indicators for the application of the Asylum and Migration Management Regulation (AMMR)
2. Outline effective communication skills to collect and provide information to applicants in the context of applying the Asylum and Migration Management Regulation (AMMR)

## DELIVERY METHOD

This module is delivered using a blended learning methodology. Part of it is delivered as asynchronous online learning and another part is delivered in a face-to-face or webinar session. The module adopts an interactive approach to ensure the active engagement of learners in the learning process.

## ASSESSMENT STRATEGY

The assessment consists of a single summative assessment at the end of the module, comprising multiple tasks designed to assess learners' achievement of the module's learning outcomes.

# Accredited module details

## *Accredited module*

**Duration**            **12 hours online learning**  
                              **1.5 days face to face**

**Number of ECTS** n/a

**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>Ireland</b> | <b>12 hours</b>                     | <b>17/8/2026</b>     | <b>29/9 to 23/10/2026</b> | <b>27-28/10/2026</b>          | <b>n/a</b>        |
|                            |                                     |                |                                     |                      |                           |                               |                   |
|                            |                                     |                |                                     |                      |                           |                               |                   |
|                            |                                     |                |                                     |                      |                           |                               |                   |