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# Introduction to vulnerability and special needs

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## Key information

This new pact-aligned version is available for translation.



### Target group

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Asylum & reception officers



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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n/a



**Assessment**

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**A set of knowledge-based multiple-choice questions and a scenario-based case study**



**Languages**

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**English (version 1)**

**Macedonian, Maltese, Spanish, Polish, German, Slovene, Italian, Czech, Slovak, Latvian, Albanian, Serbian, Greek, French, Russian & Romanian (The previous version of this**

training module known as *Introduction to vulnerability* is available for training in these languages)

## **Learning outcomes & description**

### **DESCRIPTION**

The aim of this module is to provide asylum and reception workers with the necessary knowledge and skills for the early identification of applicants for international protection who may be vulnerable and may have special needs to be addressed.

This module focuses on the concept of vulnerability in the asylum context and the main categories of potentially vulnerable applicants for international protection in line with the EU legal framework. It also addresses the most common indicators of special needs of applicants for international protection, how to identify these needs and the consequences of not identifying them.

### **LEARNING OUTCOMES**

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

#### **Knowledge**

1. **Recognise how the concept of vulnerability applies in asylum contexts**
2. **Recognise the categories and the main indicators of vulnerability in the asylum contexts**
3. **Identify persons with potential special needs in asylum contexts**

#### **Skills**

4. **Apply the concept of vulnerability in asylum contexts**
5. **Apply the categories and the main indicators of vulnerability in the asylum contexts**

#### **Competences**

6. Carry out tasks related to recognising how the concept of vulnerability applies in the asylum contexts
7. Carry out tasks related to recognising the categories and the main indicators of vulnerability in the asylum contexts
8. Carry out tasks related to identifying persons with potential special needs in asylum contexts

## **DELIVERY METHOD**

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

## **ASSESSMENT STRATEGY**

The assessment strategy is based on two assessments. The first assessment is knowledge based and is made up of multiple-choice questions. The second assessment is scenario based and is made up of a case study where learners need to identify the relevant indicators from a check list.

# **Accredited module details**

### *Accredited module*

**Duration**            9 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>Asylum &amp; reception staff</b> | <b>online</b> | <b>9 hours</b>                      | <b>4/5/2026</b>      | <b>16/6 to 26/6/2026</b> | <b>n/a</b>                    | <b>13/7/2026</b>  |
|   |                                     |               |                                     |                      |                          |                               |                   |
|   |                                     |               |                                     |                      |                          |                               |                   |
|   |                                     |               |                                     |                      |                          |                               |                   |
|   |                                     |               |                                     |                      |                          |                               |                   |

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