

ESQF Practical Guide

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ESQF Practical Guide



Introduction



The European Asylum Curriculum (EAC) is designed specifically to provide common vocational training for asylum and reception officials working in EU Member States. Vocational training facilitates the learning that is needed to perform a job effectively. This statement raises two questions: firstly, what are the job tasks of asylum and reception officials, and secondly, what do they need to learn in order to be able to perform them? These are not easy questions to answer in the context of the diversity (both in size and organisational structure) of the organisations responsible for asylum and reception across Europe.

So... the European Union Agency for Asylum (EUAA) initiated a process to find out what those common tasks are.

With the support of Member States, we mapped all the specific job tasks (referred to as occupational standards) and defined the learning required to carry them out (referred to as educational standards). Used together, the occupational standards and educational standards allow for the alignment of learning with the job to be performed. The result is the European Sectoral Qualifications Framework for Asylum and Reception Officials (ESQF), which provides an overview of the standards and their level of complexity.

Occupational standards for asylum and reception officials

Occupational standards describe the professional tasks and activities as well as the job competences typical of an occupation. The occupational standards align with the learning needs of the individual asylum and reception official. This allows the EUAA to design relevant training for Member States, thereby supporting asylum officials in their daily work. Therefore, there is always a direct link between training and job performance.

Educational standards for asylum and reception officials

Educational standards are defined using a learning outcomes-based approach to ensure that all training can be linked to the performance of job-related tasks in the area of asylum and reception. Educational standards are not very different from occupational standards but, as they are learning outcomes, they have a specific structure. They start with an active verb and must be measurable and indicate the scope and level of complexity of learning. Learning outcomes state what a learner will have achieved at the end of a learning sequence. They inform the summative assessment tasks, making sure that they are as authentic to the job tasks as possible.





The ESQF ensures fit-for-purpose training

The EUAA is constantly striving to make sure that the training it offers is as effective and relevant as possible. The European Sectoral Qualifications Framework for Asylum and Reception Officials makes sure that the learning provided = the learning required for officials to perform their jobs effectively.

The ESQF now forms the basis for building certified training programmes leading to qualifications for asylum and reception officials. The ESQF provides the foundation for applying a structured approach for designing and delivering fit-for-purpose training. By defining the outcomes of the learning, it enables a fully outcomes-based approach that puts the learner at the centre of their learner journey. The aim of the ESQF is therefore to identify relevant training that can build learning pathways and programmes for Member State asylum and reception officials. The ESQF contributes to the identification of training that is targeted to learners' individual needs as well as to the specific needs of their organisation. The ESQF will further enable the identification of areas where there is a need for the development of new training.

This practical guide aims to explain what the ESQF is, how it is used by the EUAA and how it can be used by EU+ countries.¹ It is intended to help users better understand its functions and utility as a practical tool which supports the implementation of an outcomes-based approach throughout the training cycle. The guide can be read in conjunction with the other elements of the information pack:

- ▶ The ESQF Questions and Answers pocketbook explains the key concepts of the framework
- ▶ The Posters provide a visual reminder of how the ESQF can be used throughout the training cycle
- ▶ Using the ESQF in practice pocketbook provides a recap of the practical uses of the ESQF

¹ The use of the term EU+ countries is intended as inclusive of Norway, Switzerland and any other state with whom the EUAA has an agreement and where the content of this document is relevant.



The story behind the ESQF

The first step of the ESQF development was the development of occupational standards. The occupational standards establish the knowledge, skills, responsibility and autonomy that asylum and reception officials need in order to perform their duties and job tasks.

For the purpose of establishing occupational standards, the EUAA, together with the Certification and Accreditation Working Group (CAWG) and Member States, engaged in an extensive mapping of the duties and tasks of asylum and reception officials. This mapping laid the ground for establishing the occupational standards in a matrix.

The second step of the ESQF's development was the establishment of an educational standards matrix based on the occupational standards. A learning outcome for asylum and reception officials is referred to as an educational standard in the ESQF context. Learning outcomes are statements of what a learner is expected to know, understand and be able to do at the end of a learning sequence. Learning outcomes, for asylum and reception officials are only relevant if they can be linked to, and are useful for, the performance of job-related tasks. In order to cover all areas of the sector, the CAWG was supported by an ad hoc group from the Reception Network as well as experts in COI and Resettlement to ensure that the ESQF is comprehensive and representative.

Further work focused on the alignment between the occupational standards and the educational standards in order to create valid learning outcomes that reflect the appropriate level of complexity of the tasks.

In a final stage, the occupational and educational standards were validated by Member States and reviewed by a Reference Group comprised of the Office of the United Nations High Commissioner for Refugees (UNHCR), the European Border and Coast Guard Agency (Frontex), and the European Union Agency for Fundamental Rights (FRA).

We would also like to acknowledge the invaluable input from experts from other agencies such as the European Centre for the Development of Vocational Training (Cedefop).



The ESQF and Quality Assurance

The EUAA has been putting robust measures in place to assure the quality of training with the aim of having its training accredited. One of the requirements of accreditation is that learning programmes are referenced against a qualifications framework to determine the level of learning. The referencing process takes place by comparing the learning outcomes of a module or programme against the defined levels in the qualifications framework. The referencing is essential to enable mobility of learning, so, for example, a qualification achieved in Belgium can be fully understood and compared to qualifications in Finland or anywhere else in Europe.

Given that the EUAA is a European rather than a national organisation (and there is therefore no National Qualifications Framework to reference against), it has developed the ESQF and aligned it to the European Qualifications Framework for Lifelong Learning (EQF). Although the EQF acts as a device for comparing National Qualifications Frameworks (NQF) and European SQFs, no training is directly referenced to the EQF. It can, however, be used as a solid guide for setting the level of complexity of training. This is an initial step, but a vital requirement for future accreditation.

The EUAA's Training and Professional Development Centre has developed a Training Quality Assurance Framework aligned to the 2015 Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). These guidelines can be applied to all higher education, regardless of the mode of study or place of delivery, which makes them particularly applicable to transnational and cross-border provision of education.

In general, higher education aims to fulfil multiple purposes; for example, preparing learners for active citizenship, contributing to their employability and supporting personal development. It can become challenging for educational institutions to demonstrate that they have achieved these intended purposes to a certain level of quality. The ESG recognises that the quality assurance process should be fit for the purpose of the institution.

The ESG is used by institutions and quality assurance agencies as a reference document for internal and external quality assurance systems

in higher education. Moreover, it is used by the European Quality Assurance Register (EQAR), which is responsible for the register of quality assurance agencies that can audit compliance with the ESG. EUAA training must comply with ESG standards if it wishes to achieve the goal of becoming an accredited institution of learning.

The provisions in the ESG mirror quality assurance guidelines for vocational education and training in Europe as defined by the European Centre for the Development of Vocational Training (Cedefop), which have been essential reference material for the building of the ESQF.

In this context, the ESQF becomes more than a qualifications framework that acts to determine the level of qualifications. It becomes the heart of EUAA quality. It defines the purpose of EUAA learning and training activities. This purpose also acts to guide and assist the definition of what, why and how training is delivered and learning is facilitated.

As the EUAA moves toward becoming a provider of accredited training and qualifications, it is inspired by the ethos of the Bologna and Copenhagen processes and the EQF, namely that learning should be recognised in a way that enhances the mobility of the learner. This is only possible if their learning is recognised and valued in the same way across the EU. The absence of qualifications specifically targeted at asylum and reception creates a void of recognition opportunities that EU solidarity measures require.

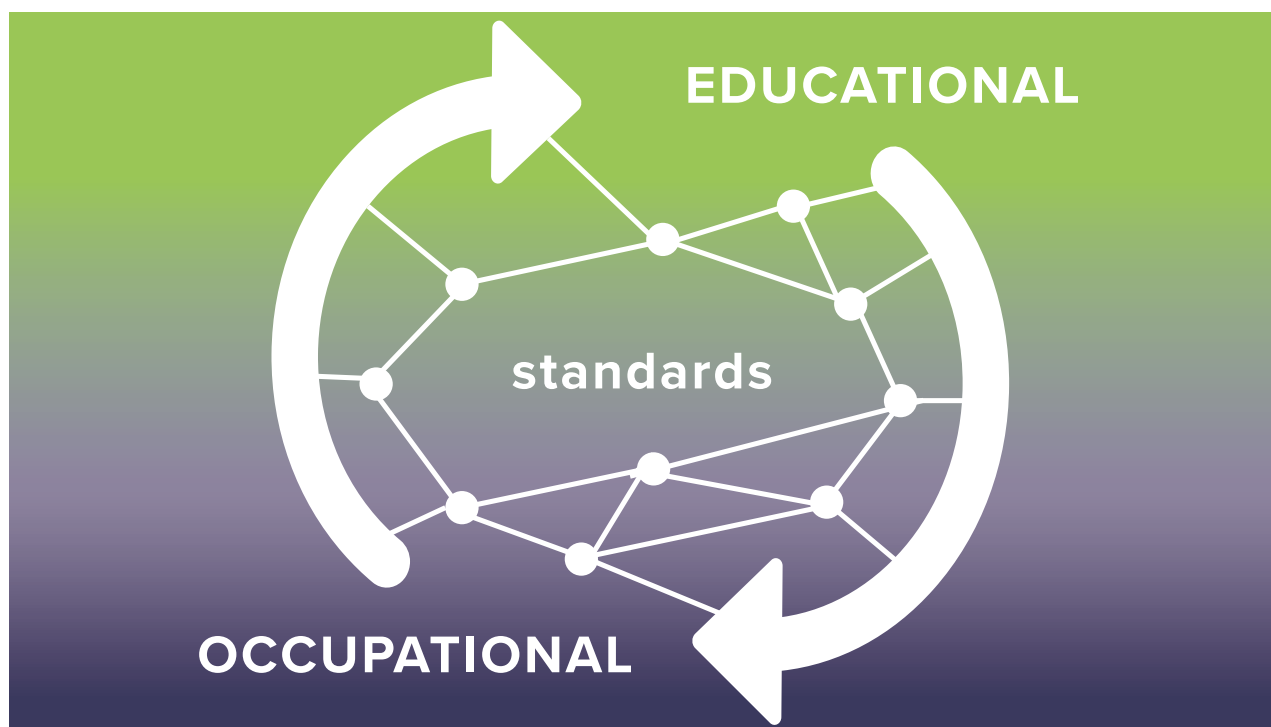
Structure of the ESQF



The ESQF package is presented in two corresponding tables. The first table contains the occupational standards, which describe, at a high level, all of the job tasks of asylum and reception officials. Each specific task of asylum and reception officials is captured under one of the occupational standards. The second table presents the educational standards, which are the learning outcomes at 'qualification' level that align to the EQF. All learning outcomes leading to the qualification level, will relate to one of the educational standards.

The ESQF occupational standards define three levels of complexity marked as A, B and C, with C being the most complex. For each level of complexity, the standards are categorised as 'knowledge of', 'ability to' and 'takes responsibility to' as they are applicable to the job tasks of asylum and reception officials. The rows in the table represent the competence area (or theme/ topic) of the job task.

The competence areas are divided into three sections: asylum and reception generic competences, asylum and reception specific competences and supervisory and management competences. This structure was designed to ensure that there were no overlapping standards. The asylum and reception generic competences are overarching competences that apply to



There is constant cross-referencing to assure alignment of learning outcomes to occupational standards. The defined learning must always enable fulfilment of the job task.



many job tasks such as the generic competence ‘Law, Policy and Procedures’ since, in the asylum and reception fields, practically every task has associated law, policy or procedure. As mentioned above, the supervisory and management competences are separate because, although they may not be specific to the sector, the way that the competences are applied is specific to the sector.

Where there is no job task for asylum or reception officials applicable to the competence area, the boxes in the table are left intentionally blank.

The ESQF educational standards define three levels of complexity of learning, corresponding to EQF levels 4/5, level 6 and level 7. At each level, knowledge, skills and responsibility/autonomy (R/A) types of learning are defined with learning outcomes, where they are required to meet the Educational Standards.

Each row in the tables has a reference number and each cell in the table has a reference letter in order to facilitate easy cross-referencing between the matrices and between training documents and the ESQF.

Using the ESQF for Human Resource Management

Whilst the ESQF was primarily designed for application in the training environment, the definition of occupational and educational standards holds significant value for Human Resource functions. The close relationship between recruitment/selection and initial training, as well as progression/promotion and professional development make the ESQF a valuable human resource management tool.

The occupational standards and, in particular, the ‘take responsibility to...’ standards, lend themselves to the definition of staff roles and responsibilities that can inform human resource management decisions and actions. Moreover, such definitions enable staff to actively engage in their own development to work towards personal professional development goals in the context of lifelong learning.

How to use the ESQF within the Training Cycle



The training cycle, namely, needs analysis, design/development, implementation and evaluation, presents a useful structure to consider the application of the ESQF package for the EUAA and EU+ countries.

Training Needs Analysis

The ESQF can be used for your training needs analysis. There are a range of models available to conduct training needs analyses (TNAs). The TNA methodology can focus on task, individual or organisational levels. The utility of the ESQF for task and individual level TNAs is relatively straightforward, but the ESQF is particularly pertinent to guide an organisational-level TNA.

Training Needs Analysis at task level

A task-level analysis focuses on a comparison of existing 'knowledge of' and 'ability to' with identified needed knowledge and skills for specific tasks.

Various methods exist with the commonalities of:

- ▶ Measuring existing staff knowledge and skills and identifying gaps in staff knowledge and skills that need to be filled through training

- ▶ Mapping of existing training curriculum
- ▶ Planning training delivery or design to address the gaps identified

The critical component of the method is how existing knowledge and skills versus needs are measured in a meaningful way. The ESQF provides the key information to conduct a task-level TNA, as the occupational standards are organised around and define the tasks relevant for asylum and reception officials and the educational standards can guide the choice of training.

Training Needs Analysis at the individual level

A personal TNA focuses on identifying learning/training needs at the individual level in the context of existing and future deployment. The structure of the assessment would draw upon the occupational





standards to establish learning needs and to guide the decisions on type of learning required at an individual level to support the development of the individual. If similar needs are identified for several staff members, this information can then be used to determine staff training or learning programmes as necessary.

The ESQF can be used by EU+ countries to conduct their own TNA at individual level to inform training strategies and management. The EUAA Training Needs Analysis Tool (ETNAT) could greatly assist Member States in carrying out TNA at individual level.

Responding to more diverse training needs

Broader access to education has contributed to more diverse individual learner experiences. Responding to diversity and growing expectations should be supported by a more learner-centred approach to learning and training, embracing flexible learning paths and recognising competences gained outside formal curricula (ESG). The ESQF can be used to map informal learning and experiential learning and allow learners to 'situate themselves' in order to find an adapted learning path.

Training Needs Analysis at the organisational level

A TNA at the organisational level focuses on how to better achieve organisational goals and implement mandates. It looks at the coherence of the organisation's strategy and plans against the training strategy and future training plans. Member States can be supported by the ESQF to align their organisation's strategy

and plans with their training strategy. In the same spirit as the harmonised implementation of CEAS, if Member States use the same European standards (occupational standards and educational standards) as other Member States, it will contribute to increased convergence across Member States in asylum and reception practice, as they will be measuring outcomes against the same standards.

Member States can use the ESQF when conducting a national TNA, including building learning paths and identifying training gaps where national administrations might want to develop their own training. The ESQF can also support the alignment of national training systems in the asylum and reception sector to the NQF. This will ensure quality of national training systems. In the same way that the ESQF is at the heart of the EUAA's quality framework, Member States can use the definition of the occupational standards, and the learning required to achieve them, to inform their training strategies. As the ESQF defines the purpose of EUAA training, it can also be used by Member States to check that their own learning and training activities are fit for purpose. The ESQF can guide and assist in defining what, why and how training is delivered and learning is facilitated at a national level.

Training Needs Analysis at the European level

The ESQF may help identify training needs that are not feasible to deliver nationally due to the small number of potential learners. The provision of training at European level (e.g. directly by EUAA trainers) may therefore be warranted. The ESQF will guide the EUAA in developing training in the most effective way, ensuring the usefulness to a large number of asylum and reception officials. Training synergies with other EU agencies' training strategies could also be explored when it is identified that occupational standards are similar.

The EUAA Training Needs Analysis Tool (ETNAT)

– a practical application of the ESQF

The EUAA is developing the EUAA Training Needs Analysis Tool (ETNAT), which builds on the ESQF, to propose training that is targeted to the Member States' specific needs.



Using the tool

- 1.** Users identify their duties and tasks from a comprehensive list derived from the ESQF.
- 2.** Selected duties and tasks are 'scored' on a sliding scale depending on frequency and relevance.
- 3.** The tool matches the selected duties and tasks to learning outcomes for EAC modules and provides a list of suggested modules. The modules are ranked in order of importance according to the indicated frequency and relevance.
- 4.** The user can see how many of the learning outcomes for each suggested module matched the initial duties and tasks.
- 5.** Links to more detailed information about the modules are provided. This information includes opportunities for recognition of prior learning.
- 6.** The user can save results of several searches (a printable version is available).
- 7.** Based on the results, the user can make a request to register for a specific module and plan future training programmes.

Target users

The tool can be used by:



- Human Resources personnel in national asylum and reception administrations on behalf of their officials, especially when they wish to develop comprehensive training packages, or map and categorise their officials' tasks.
- Asylum and reception officials to identify their most suitable learning path, in order to identify their own professional development training needs or request training when their duties and tasks change.
- Managers who wish to conduct thorough and detailed training needs analyses and implement the appropriate training.

Identifying gaps in the training offer

- By using the tool, Member State administrations can identify the exact training that their officials should receive in order to perform their tasks efficiently and in line with CEAS implementation.
- The tool will provide a more streamlined communication between the EUAA and Member States as it will enable the officials and their administrations to identify their training needs in a similar and consistent way and communicate them to the EUAA, allowing for enhanced efficiency.
- If they identify areas where no appropriate training is proposed and it can be established that the gap in training should be addressed, the EUAA or the national administration will be able to design training accordingly.
- Furthermore, the tool can be combined and form part of more comprehensive training needs analysis method.
- The ETNAT offers the opportunity to Member State asylum and reception administrations to map their own officials' tasks and compare how they tie in with the larger European Sectoral Qualifications Framework for Asylum and Reception officials.



Training Design and Development

The ESQF is already an essential tool used in the design and development of EUAA training and programmes of learning. However, it was developed together with Member States with the intention that it can also be used by Member States to design and develop their own training. Therefore, all of the following can be applied in the national context.

Training design as a bottom-up approach

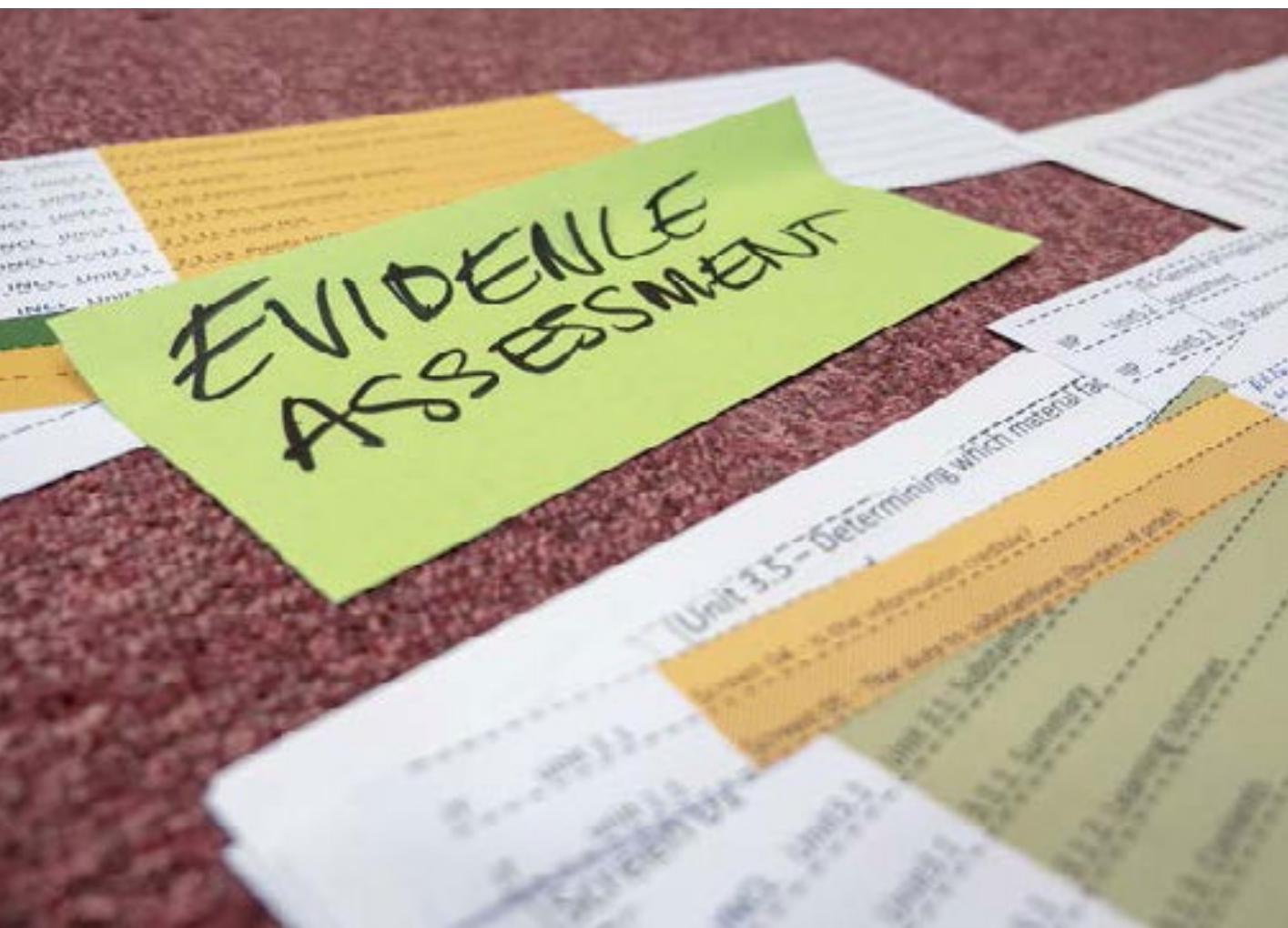
Vocational training is designed to meet occupational needs, both those of employers and of employees as they plan their future professional development path. The ESQF guides the training design process by ensuring that this is in the context of lifelong learning.

The EUAA training strategy, consistent with the Bologna and Copenhagen processes, states that all training will be learner-centred and defined by learning outcomes, which is also a core criterion of accreditation. The ESG states that programmes are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended

learning outcomes. The standards also clearly state that a qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of learning. The EUAA has determined the levels on the ESQF by close referencing to the EQF. Member States can also align their training to the ESQF (and hence the EQF) thereby facilitating alignment to their NQF.

As described above, the ESQF is pitched at a 'qualification level'; the level expected to be achieved after a programme of accredited study. The minimum length of accredited programmes varies in the EU, with some countries accrediting 30 ECTS ¹ programmes (a minimum of 600 hours of learning) and others insisting on 60 ECTS programmes. As a result, qualification-level learning outcomes account for a significant body of learning. It is most likely that individual training modules or courses will not be designed to achieve an entire educational standard as described in the ESQF, but a portion of it. The subsequent associated learning outcome will also reflect a clearly defined portion of the educational standards in the ESQF.

¹ European Credit Transfer and Accumulation System



Defining module learning outcomes and level

The module learning outcomes are a breakdown of higher learning outcomes (educational standards) which have been developed to reflect a range of sub-tasks, which are covered by overarching occupational standards. These sub-tasks may not be visible in the ESQF, but have been meticulously identified by the EUAA and Member States. They have been integrated in the EUAA Training Needs Analysis Tool (see above). It is anticipated that, over time, a learner will be able to study a series of modules that form a programme and fully achieve learning outcomes aligned at ESQF level.

Where a learning outcome is defined, it is necessary to determine its level. This is achieved by comparing the learning outcome to the educational standards in the same learning area of the ESQF. If a learning outcome is devised to prepare learners to perform an occupational standard at level B, it should be compared with the associated educational standards at level 6. If the learning outcome is more complex than the ESQF Level 5 educational standard, then it should be identified as level 6. If the learning outcome is less complex or equal in complexity to the ESQF Level 5 educational standard then it should be identified as level 5. It should be noted again here that complexity is not determined by the type of learning (knowledge / skill / RA) as they are equal, but by the breadth/range and depth of the learning. Therefore, a module may have certain learning outcomes that have a level higher or lower than the stated level for the module, but the overall level will be calculated by the level at which the bulk of the learning takes place.

After the drafting of the learning outcomes, and before they are finalised, the formal assessment and marking guidelines should be designed to ensure that the stated learning outcomes can be fairly and robustly assessed. In considering the type of assessments, training designers should revert to the job tasks derived from the ESQF to design assessments that are as authentic as possible (in as far as practicable) to the occupational task. If the job task is to write a report, then the assessment should be a report, not an essay. If the job task is to recognise indicators of vulnerability, then the assessment should require the same action. Often, a work-based learning environment is the ideal setting to assess practical skills and/or that the required level of responsibility and autonomy has been achieved.

Training Development

On conclusion of training design, that is the definition of the job tasks, learning outcomes, assessment and learning strategies, sample assessments and marking criteria, the training development commences.

The task of training development is to devise the learning activities that will facilitate the learner's journey from the entry requirements to the learning outcomes such that they should be in a position of preparedness for the formal assessment.

The challenge of training development is to ensure that the learning activities are directly related to the learning outcomes and assessments devised in the design process and not stray into other learning content. Training is a precious and expensive resource for all organisations, so it is important that it is targeted to achieve the specific learning as defined and required. The ESQF can greatly assist with this.

The ESQF delineates the learning required for tasks by category, level of complexity and by type of learning. The job tasks that the training has been designed for and corresponding learning outcomes in a course design will be informed by the specific job competences (occupational standards) and qualification-level learning outcomes (educational standards) in the ESQF. The module developer should be familiar with the structure and content of the entire ESQF and, in particular, all learning areas closely related to the subject matter under development to ensure that they are familiar with the boundaries of the module. These boundaries extend not only to topic or subject, but also to type of learning and the level of complexity of the learning.

Avoiding overlaps

A common mistake is to develop supplementary training content to 'revise' content from other areas. If this content already exists in other training modules, then it is more efficient to check if the learner can demonstrate that they have achieved this pre-requisite knowledge or skills by showing they have successfully completed training or through the recognition of prior learning. The developer should make appropriate reference to existing material without repeating it. Equally, the developer should indicate the fact that more advanced content is beyond the scope of the current module.

It is important for content developers to review the level of complexity of the learning outcomes of the module being developed and to pitch the content at the defined level. Developers should consult the ESQF and be clear on the level of complexity above and below the defined module outcomes to ensure that content is neither too simple nor too complex.

The development of work-based learning is somewhat different to the development of online or face-to-face learning. However, it is still dependent on being specifically related to the specific job tasks and learning outcomes as defined during the training design process. Accredited work-based learning still requires a curriculum of learning activities that are conducted in the workplace. Learners should be provided with tools and support to monitor and reflect on their learning process that specifically lead them to the achievement of the learning outcomes and a summative assessment.

All assessment tasks (both formative and summative) should cover all of the learning content, be authentic to the job task and pitched at the level of complexity indicated in the learning outcomes for the assessment. The ESQF can be very useful for cross-referencing to ensure the authenticity of the assessment.

Implementation/ Delivery

The ESQF can play an important role in the implementation of training as it can help improve delivery by connecting the activities to the specific tasks carried out in a national context in order to make the training truly vocational and highly relevant to the learner.

The ESQF as a tool for trainers

It is the trainer's role to encourage a sense of autonomy in the learner, while ensuring adequate guidance and support to achieve the stated learning outcomes. The trainer, like the designers and developers, must have a very clear idea of the boundaries of the modules that they deliver. The trainer should be aware of:

- ▶ Expected pre-existing knowledge and skills of the learners, as defined by entry requirements and the learning outcomes in any pre-requisite learning. The educational standards gives a good overall picture;
- ▶ The specific job tasks the learner is expected to be able to conduct on successful completion of the learning. This can be informed by the occupational standards;

THE ESQF AS A TOOL FOR LEARNERS

Learners are at the centre of the ESQF and they can also use it. Having direct access to the ESQF enables a learner to reflect on all of the learning that they have already achieved through non-formal and informal routes throughout their career. This type of information can inspire learners to engage in further learning and to take individual responsibility for their learning development. This is exactly what is prescribed in ESG and it equally underpins the ESQF. They can consult the European Asylum Curriculum Catalogue, which provides an overview of all modules that the EUAA delivers, to find appropriate training. They can also use it to find the most appropriate national training.

The applied nature of the European Sectoral Qualifications Framework (as opposed to an NQF or the EQF) enables a learner to recognise the types and complexity of their own learning (formal and experiential) to date. This information (combined with transparent information on RPL procedures, assessment guidelines, marking rubrics and assessment samples) can give a learner confidence in their learning achievements and may instil a desire to have their learning recognised through assessments.



- ▶ The specific learning outcomes for the module, including the level of complexity and the boundaries with lower levels and higher levels. These can be cross-referenced with the ESQF;
- ▶ The specific type of learning required for the job tasks and learning (knowledge, skills, R/A or a combination as indicated by the learning outcomes). These align with the types of learning identified in the ESQF;
- ▶ The relationship between the learning in the current module and defined learning in associated modules in a learning path such that appropriate reference can be made without straying into the learning outcomes of other learning. For example, a trainer in interviewing would want to ensure that the learner understands how to make a questioning strategy relevant to establishing if requirements for international protection have been met. Nevertheless, they should avoid repeating or anticipating content that is in related modules such as Inclusion or Evidence Assessment.

Whilst the trainer does not need to make active reference to the ESQF, the framework acts to inform them of the above issues. It can also help them to manage the learning experience. For example, sometimes issues arise in relation to complexity of learning. A learner

asks a basic question on a topic that should have been covered by learning that was a pre-requisite of the training or they ask a very complex question that is covered by higher-level training. If the trainer is aware of the 'boundaries' to the particular training being delivered, they can inform the learners that the questions fall outside the scope of the particular training and redirect them to where they may find the answers. This helps to manage the training situation effectively and to the benefit of all learners in the session.

The Implementation Perspective

Implementation as part of the training cycle is a much broader concept for the EUAA as an EU agency than it is for single organisations who conduct a needs analysis, identify gaps, design learning to address them, deliver training and then evaluate. The EUAA is essentially coordinating the delivery of training to address learning gaps across the EU, in operations and third countries. Whilst training needs are identified at the start of the cycle, balancing needs with resources is a challenge for the implementation of training.

The full title of the EQF is the European Qualifications Framework for lifelong learning, and a core aim of the EQF and qualifications frameworks is to promote and encourage lifelong learning. The same principle applies to the ESQF. This is entirely consistent with the EUAA's mandate to use training as a tool for the harmonised implementation of CEAS. Professional development is an integral part of this and should be promoted, encouraged and recognised.

In order to support the principle of professional development in the context of lifelong learning, planning training needs to incorporate significant opportunities for the recognition of non-formal and informal learning. This will require:

- ▶ Opportunities for Recognition of Prior Learning (RPL) assessments that the EUAA can schedule with the support of Member States
- ▶ Activities to promote and encourage participation in RPL opportunities
- ▶ Information for learners on RPL processes (including what happens if a learner should fail), informal and non-formal learning, in non-academic language
- ▶ Opportunities to take RPL assessments wherever necessary on learning paths. RPL assessments should therefore be scheduled in a way that allows learners to move towards completing a set of modules that may lead to a qualification
- ▶ Resources to grade assessments



The EUAA aims for broad levels of access to RPL processes by systematic scheduling of RPL opportunities and making sure that they are published well in advance to enable learners to plan and prepare.

Having engaged in RPL processes, learners should be aware of further pathways enabling flexible learning and ensuring progression of learning. The ETNAT tool will greatly assist in this regard. It provides learners with a simple mechanism to engage with the ESQF to reflect on their own informal and formal learning achievements.

ESQF informs work-based learning

There are a significant number of skills and 'responsibility and autonomy' learning outcomes that would need work-based learning in order to be achieved and effectively assessed.

The ESQF can be used in work-based learning and coaching to put into practice and assess skill and responsibility and autonomy-based learning. Work-based learning is a key component of vocational training.

It is commonly accepted that learning by doing is a strong model. It is the application of the new learning, acquired from a training course in the workplace that is the locus of the learning experience. Learners should be sufficiently supported post training, which means that work-based learning should be developed as widely as possible and coaching opportunities explored.

Evaluation

The ESG sets out the principal requirements of training evaluation to include the evaluation of:

- ▶ The content of the programme in the light of the latest research in the given discipline thus validating that the programme is up to date;
- ▶ The changing needs of society: in this case, the changing needs of the asylum and reception sector;
- ▶ The students' workload, progression and completion;
- ▶ The effectiveness of procedures for assessment of students;
- ▶ The student expectations, needs and satisfaction in relation to the programme;
- ▶ The learning environment and support services and their fitness for purpose for the programme.

Evidently, it is not possible to evaluate all of these areas all of the time, but it is important that they are all evaluated systematically. Moreover, some of these areas have implications for the ESQF, which itself must remain the subject of evaluation.

Similar to needs analysis, there are a range of evaluation methodologies available. Most follow a similar cycle, and the critical component is the construction of the evaluation material.

Using the steps of the Kirkpatrick model for demonstration purposes, the evaluation requirements of the ESG will be considered in the context of the ESQF.





Reaction

Evaluation at the reaction level should be conducted after each module with learners. It should capture workload, procedures for assessment, learning environment and expectations, needs, and satisfaction. There is an opportunity to frame evaluation questions on expectations, needs and satisfaction in the context of the vocational nature of EUAA training and perceived relevance to the specific job tasks.

Where consistent issues arise in specific modules in relation to needs, expectations and satisfaction, further evaluation should be conducted to identify the cause of the dissatisfaction. It may have consequences for the ESQF in terms of definition of job tasks differing from expectations or misunderstanding in relation to level of complexity. It would be necessary to establish if the issue is regional, confined to a specific Member State or apparent across all training delivery. In terms of any issue arising in relation to the ESQF, it should be recorded. Issues can then be addressed during the periodic review of the ESQF and action taken to address the issue. If the issue is impeding learning, it should be addressed in the intervening period and not wait to be dealt with during a periodic review.

As with the development of the ESQF, feedback on the use of the ESQF and its relevance in national contexts will be vital for the continuous improvement of the tool.



Learning

Evaluation at the learning level is indicated by progression, that is the satisfactory completion of a module or a programme, and that the learner can move on to the next appropriate sequence of learning. Performance in assessments is also used to evaluate the learning.

ESQF and summative assessment performance

The strongest indicator of learning is performance in the summative assessment tasks. Therefore, the summative assessment tasks should be authentic to the occupational standards defined in the ESQF. There should be a high level of vigilance on summative assessment performance. It would generally be expected that, over time, performance in summative assessment should naturally follow a normal distribution. Modules in which learners never or rarely fail at the first attempt, or conversely where many learners fail, is an indicator of problems. Equally, modules where no or few learners achieve a distinction, or many learners achieve a distinction is also indicative of a problem. There can be multiple causes of these types of summative assessment issues, but of interest in terms of the ESQF is the issue of complexity and to ensure that the complexity of the summative assessment task matches the complexity of the learning outcomes and that both are matched by the learning activities or training content.



Behavioural Change

Evaluation of behavioural change is not a requirement of ESG (it is not something that academic institutions are systematically able to do) but of significant importance to the EUAA. Does the training or learning actually support the learner to be able to conduct the tasks in the workplace? Evaluation of behavioural change can be conducted in many formats, but it is suggested that the occupational standards and the sub-tasks that they cover be used to inform the methodology.

Feedback from former learners and their supervisors in relation to post-training performance in specific tasks, ensures that the evaluation is task-orientated. The feedback can be directly related back to the training needs analysis and training design to address specific issues on the parts of learning related to the tasks, or indeed the summative assessment of the tasks.

Organisational Performance

The final level of evaluation, again not covered by an ESG requirement, is perhaps the most difficult to measure. Given that the aim of EUAA training is to support the harmonised implementation of CEAS, it is important to establish metrics that could indicate a positive impact towards harmonisation.

The number of Member States, third countries and organisations that utilise EAC training modules is a significant metric for this purpose. The ESQF offers a further metric that could be used to demonstrate the role that Member State's own training plays in the harmonisation.

As covered below, the advantage of developing a sectoral qualifications framework at European level is the potential of a common reference tool related to the CEAS. Using common educational and occupational standards works towards achieving greater harmonisation. The use of the ESQF by Member States could facilitate the measurement of how training contributed to increased compliance with the CEAS in their own context and inform wider evaluations.

Strategic Planning

As the ESQF provides a map of all job tasks and educational standards (learning outcomes) required to achieve the tasks, the ESQF can be used as a strategic tool for long-term planning toward training goals.



Periodic Review of the ESQF

Qualifications frameworks, including sectoral frameworks, should be subject to the same quality assurance procedures as modules and programmes. Evaluation of training in the normal evaluation cycle can provide indicators of issues in the ESQF. Moreover, the ESQF is also affected by any changing needs of the Asylum and Reception occupational requirements.

The most effective way to validate the ESQF, beyond the measures already taken, is to use it. Feedback and evaluation will be sought in a systematic and structured manner from those using the ESQF, both in the EUAA and EU+ countries.

However, the ESQF should not be constantly changing. Unless a really significant issue emerges that challenges the validity of the ESQF, in which case an addendum would be published, a thorough review should be conducted following the normal quality assurance periodic review cycle, which is every five years from the date of publication.



European Sectoral Qualifications Framework

Principles and Terminology

The following principles and terminology are intended as a support document to the European Sectoral Qualifications Framework (ESQF). They clarify how terms are used specifically in the ESQF and explain the overarching principles which informed the development of the framework.

Key Principles of the ESQF

■ The ESQF is inclusive but not prescriptive:

The job tasks and learning for all asylum and reception officials across the EU should be reflected in the ESQF. However, the existence of a task or learning within the ESQF does not oblige any Member State (MS) to include this task or learning for its officials.

■ **Structure:** The ESQF occupational standards and educational standards are divided into three sections: 'Asylum and Reception Generic Competences', 'Asylum and Reception Specific Competences' and 'Management and Supervision Competences'. Within each section, there are 'competence areas' listed in the first column. This structure prevents overlaps in the occupational standards. For example, there are elements of communication skills or law, policy and procedure that are relevant to most asylum and reception officials' tasks. Therefore, these standards are defined as generic.

■ **Levels reflect complexity not grade:** The occupational standards are classified under levels A, B and C, with 'A' reflecting the least complex tasks and 'C' reflecting the most complex tasks. The same applies to the educational standards, which are organised under numerical columns (4/7) that mirror the level of complexity defined in the European Qualifications Framework for lifelong learning (EQF). This is a somewhat difficult concept to keep in mind, as it is usual to think in terms of hierarchical structure rather than task complexity.

■ **Empty boxes are intentional:** The framework defines the actual occupational standards as identified and validated by Member States. Sometimes, 'less complex' or 'more complex' occupational standards within a 'Competence Area' neither exist nor are foreseen, so there are empty

boxes. This is perfectly natural. The same principle applies to the educational standards.

■ **The ESQF is high level:** The occupational standards are written at a high level. That is, they encompass specific job tasks that are directly related to them or sub-tasks that are necessary to achieve the occupational standard. For example; *"Assess claims to determine if the status of international protection should be granted, excluded or ended, using all relevant evidence and information in standard asylum cases"*, involves a number of sub-tasks such as conducting a risk assessment, identifying what evidence is relevant to a claim, and making a decision. Sub-tasks to an occupational standard are taken into account when assessing training needs and developing training, even if they are not visible on the ESQF matrix.

■ **Inclusiveness of both Asylum and Reception Officials:** References to the 'whole asylum process' include both managing the application for asylum and reception of applicants.

■ **Languages:** There are no references to language proficiency in the ESQF as there is a separate European framework that classifies language proficiency.

■ **Other professions involved in the asylum process:** This framework is specifically for asylum and reception officials. It intentionally does not cover other professions, such as interpreters, even though they are critical in the 'whole asylum process'. This is because other professions belong to different 'sectors' for the purposes of vocational training and thus are, or will be, subject to qualifications frameworks specific to that sector. This does not exclude other professions from undertaking training or parts of training designed to achieve the implementation of the Common European Asylum System (CEAS).

Terminology

Term used in ESQF	Definition/Explanation as used in the occupational and educational standards	Definition according to the Glossary of Terms for the European Asylum Curriculum with links to the European Migration Network (EMN) glossary, where available.
Alternatives to detention	<p>Alternatives to detention are measures replacing detention and, hence, full restriction of personal freedom, and enable the individual (third-country national) to stay at a certain place upon fulfilment of the set conditions and restrictions which partially limit their freedom of movement. Such alternatives include, for example: regular reporting of the place of stay, surrender of a financial guarantee or travel documents, electronic monitoring, [...]</p> <p>Source: EMN Focussed Study 2022</p>	
Applicant	<p>The 'applicant' refers to any person who is the subject of an application for international protection, from the first stages of the process through to the end of the process as reflected in CEAS.</p>	<p>Applicant for international protection</p> <p>A third country national or stateless person, who has made an application for international protection, in respect of which a final decision has not yet been taken.</p> <p>Legal reference(s): Qualification Directive, Asylum Procedures Directive</p> <p>EAC Training Module(s): CEAS Module, Inclusion Module</p> <p>EMN Glossary: applicant for international protection</p> <p>Related term(s): asylum seeker, application for international protection</p> <p>Do not confuse with: beneficiary of international protection</p>
Applicant with specific and special needs	<p>This covers applicants who are in need of special procedural guarantees and/or special reception needs.</p>	<p>Applicant in need of special procedural guarantees</p> <p>An applicant for international protection whose ability to benefit from the rights and comply with the obligations provided for in the Asylum Procedures Directive is limited due to individual circumstances such as age, gender, sexual orientation, gender identity, disability, serious illness, mental disorders or consequences of torture, rape or other serious forms of psychological, physical or sexual violence.</p> <p>Legal reference(s): Asylum Procedures Directive</p> <p>EAC Training Module(s): Interviewing Vulnerable Persons Module</p> <p>EUAA Practical Tool: Tool for Identification of Persons with Special Needs (IPSN)</p> <p>EMN Glossary: applicant in need of special procedural guarantees</p> <p>Related term(s): vulnerable applicant</p> <p>Do not confuse with: applicant with special reception needs [see below]</p> <p>Applicant with special reception needs</p> <p>A vulnerable applicant who is in need of special guarantees in order to benefit from the rights and comply with the obligations provided for in the Reception Conditions Directive.</p> <p>Legal reference(s): Reception Conditions Directive</p> <p>EAC Training Module(s): Reception Module, Interviewing Vulnerable Persons Module</p>

Term used in ESQF	Definition/Explanation as used in the occupational and educational standards	Definition according to the Glossary of Terms for the European Asylum Curriculum with links to the European Migration Network (EMN) glossary, where available.
(continuing)		<p>EUAA Practical Tool: Tool for Identification of Persons with Special Needs (IPSN)</p> <p>EMN Glossary: applicant with special reception needs</p> <p>Related terms: vulnerable applicant</p> <p>Do not confuse with: applicant in need of special procedural guarantees [see above]</p>
Asylum procedure		<p>Asylum procedure</p> <p>It covers all steps related to an application for international protection from the making of the application to the final decision, including the rights and obligations for the applicant.</p> <p>Legal reference(s): Asylum Procedures Directive</p> <p>EAC Training Module(s): CEAS Module, Asylum Procedures Directive Module</p> <p>EUAA Practical Tools: Access to the Asylum Procedure; Judicial Analysis: Asylum procedures and the principle of non-refoulement</p> <p>Also referred to as: International protection procedure</p>
Asylum process	The asylum process is a term used to indicate that the standard refers only to asylum processes and not to reception processes.	
Asylum-related context	Refers to asylum and reception.	
Code of practice	Includes codes of ethics, codes of conduct and professional codes applicable to asylum or reception officials.	
Communication Skills	<p>The competence area of General Communication provides for three levels of communication that relate to the asylum and reception context. Sub-tasks will detail the exact skills but in principle each level includes:</p> <p>Level A: Active listening, basic questioning and eliciting information (form completion), rapport building, non-verbal communication, cultural considerations in communication.</p> <p>Level B: Advanced information elicitation skills, emotional literacy, written justifications.</p> <p>Level C: Diplomacy, media management, communicating with specific audiences (e.g. very young people), organisational communication strategies.</p>	

Term used in ESQF	Definition/Explanation as used in the occupational and educational standards	Definition according to the Glossary of Terms for the European Asylum Curriculum with links to the European Migration Network (EMN) glossary, where available.
Country of Origin Information (COI)	The tasks under 'Country of Origin Information Research' reflect the research and development of COI products (see definition) by COI researchers (see definition). The use of COI information and conducting small checks of latest COI situations are reflected in 'Evidence Assessment and Decision-Making'.	<p>Country of Origin Information (COI) product</p> <p>Any type of COI final product used to support RSD¹ practitioners. COI products include general/thematic reports, factsheets, chronologies, fact-finding mission reports and responses to specific queries.</p> <p>Legal reference(s): Qualification Directive (country of origin information), Asylum Procedures Directive (country of origin information)</p> <p>EAC Training Module(s): COI Module</p> <p>EUAA Practical Tools: Tools and tips for online research</p> <p>Country of Origin Information (COI) researcher</p> <p>A researcher who provides Country of Origin Information (COI) services to support RSD practitioners. A COI researcher collects, selects and validates COI and often drafts COI products. He/she also undertakes inquiry or investigation into COI-related matters in order to check facts, events or situations and to build up knowledge on a particular country.</p> <p>Legal reference(s): Qualification Directive (country of origin information), Asylum Procedures Directive (country of origin information)</p> <p>EAC Training Module(s): COI Module</p> <p>EUAA Practical Tools: Tools and tips for online research</p> <p>Also referred to as: COI analysts, COI experts, country experts, country specialists</p>
Dublin	The identification and management of Dublin cases are sub-tasks of higher level occupational standards. For example, the identification of Dublin cases is captured in the ESQF under Evidence Assessment and Decision-Making (20e): Determine responsibility to process a claim for international protection	
Inclusive and safe environment	Inclusive and safe environment refers to ensuring that all applicants, regardless of any 'specific and special needs' (see definition) or issues of diversity can feel safe in asylum and reception environments.	
Information and Data Analysis	This section refers to the collection and analysis of all forms of data related to asylum and reception but excluding Country of Origin Information, which is covered separately.	

¹ Refugee Status Determination

Term used in ESQF	Definition/Explanation as used in the occupational and educational standards	Definition according to the Glossary of Terms for the European Asylum Curriculum with links to the European Migration Network (EMN) glossary, where available.
Interviewing	Interviewing refers to a formal personal interview as defined in the 'EASO Practical Guide: Personal Interview'. There are many other occasions where asylum and reception officials may seek to ask applicants questions for a variety of reasons including filling in forms. This type of questioning is captured under sub-tasks in General Communication.	
Methods	A method is a process by which a specific task is completed, for example evidence assessment.	
Processes and Procedures	<p>A process defines the high-level steps or stages of an event. The asylum process starts at registration through application, decision and next stages depending on the outcome of the decision.</p> <p>A procedure is a detailed account of a specific action. For instance, the procedure for registration details all of the steps necessary to open a file. Therefore, a process may include many different procedures.</p>	
Professional wellbeing	Professional wellbeing is an overarching term that captures welfare and wellness at the workplace.	
Quality assurance of the asylum and reception process vs quality management	<p>Quality assurance of the asylum and reception process refers only to the quality of decisions taken in respect of an applicant's case.</p> <p>Quality management is related to all organisational processes and not specifically related to decisions in respect of an applicant's case.</p>	
Questioning	Eliciting information through asking questions is not considered interviewing in the EQSF. For an explanation of what is covered by 'interviewing', please refer to the 'Interviewing' definition above.	
Reception process	The reception process is a term used to indicate that the standard refers only to reception processes and not to asylum processes.	

Term used in ESQF	Definition/Explanation as used in the occupational and educational standards	Definition according to the Glossary of Terms for the European Asylum Curriculum with links to the European Migration Network (EMN) glossary, where available.
Registration	For the purposes of the ESQF, the term registration encompasses the act of formalising the application for international protection with the determining authority or any other body as per national practice.	<p>Registering an application for international protection</p> <p>As the second phase of the access to the asylum procedure, the making of an application should be registered in order to make the rights and obligations resulting from making the application more effective. The time limits are regulated by Article 6 of the Asylum Procedures Directive.</p> <p>Legal reference(s): Asylum Procedures Directive</p> <p>EAC Training Module(s): CEAS Module, Introduction to International Protection Module, Asylum Procedures Directive Module, Registration of Application for International Protection</p> <p>EUAA Practical Tools: Access to the Asylum Procedure</p> <p>Do not confuse with: making an application for international protection; lodging an application for international protection [see below]</p> <p>Lodging an application for international protection</p> <p>The third step of the access to the asylum procedure - the act of formalising an application for international protection - by submitting a form or, where provided for in national law, an official report to the competent authorities of the Member State concerned.</p> <p>Legal reference(s): Asylum Procedures Directive</p> <p>EAC Training Module(s): CEAS Module, Introduction to International Protection Module, Asylum Procedures Directive Module</p> <p>EUAA Practical Tools: Access to the Asylum Procedure; Judicial Analysis: Asylum procedures and the principle of non-refoulement</p> <p>EMN Glossary: lodging an application for international protection</p> <p>Do not confuse with: making an application for international protection; registering an application for international protection</p>
Social distress	<p>Social distress is a term used to encompass any stress or trauma and issues of self-care that may affect an applicant.</p> <p>Please note: Dealing with stress, trauma and self-care are tasks that are covered under the competence area of Professional Wellbeing when it refers to staff. The same issues from the applicant's perspective are covered under the competence area of Psychosocial Support and Guidance.</p>	

Term used in ESQF	Definition/Explanation as used in the occupational and educational standards	Definition according to the Glossary of Terms for the European Asylum Curriculum with links to the European Migration Network (EMN) glossary, where available.
Standard and Complex Asylum Cases	<p>Standard and complex cases are terms used to distinguish complexity, in terms of the requirement for advanced knowledge or skills to manage the case, noting that every case is dealt with on the basis of its specific characteristics.</p> <p>Standard refers to cases where the associated situation, evidence and risk are regularly encountered by the asylum authorities.</p> <p>Complex refers to cases where the associated situation, evidence or risk is new or rare, legally challenging or requires specialist skills to gather evidence.</p>	
Standard asylum-related interview Complex and/or non-standard asylum-related interviews	<p>A standard asylum-related interview refers to interviews where the associated situation and evidence are regularly encountered by the asylum authorities.</p> <p>Complex or non-standard interviews refer to interviews that require advanced interview strategies due to legal circumstances as in complex exclusion cases or in-depth understanding of cognitive functions and development to inform methods to elicit information.</p>	
Supervision, Management and Leadership	<p>In the context of the ESQF:</p> <p>Supervision refers to the lower levels of the management structure and involves directly overseeing work of subordinates.</p> <p>Management refers, in principle, to the middle tier of the management structure and involves the direct management of resources (human, financial and infrastructural) to achieve organisational objectives.</p> <p>Leadership refers, in principle, to the upper level of management and are responsible for the strategic direction of the organisation or specific projects.</p> <p>Within these definitions, it is acknowledged that leaders can have management responsibilities, and that the term 'leader' is often used to refer to leading a team, which in this context is more similar to supervision.</p>	

Term used in ESQF	Definition/Explanation as used in the occupational and educational standards	Definition according to the Glossary of Terms for the European Asylum Curriculum with links to the European Migration Network (EMN) glossary, where available.
Supervisory and management competences	This section of the ESQF captures tasks that are supervisory or management-related. It does not infer that these tasks are or must be carried out by officials who hold a supervisory or management role.	
Tools and techniques	Tools are technical objects, such as software programmes or inventories to support the completion of tasks. Techniques are the practical elements required to complete tasks, for example interview techniques.	
Whole asylum process	The whole asylum process is a term used to indicate that the standard refers to both asylum and reception processes.	





Annex

Throughout the practical guide, it is explained that the occupational standards are high-level. This means that each occupational standard covers several tasks. Below, you will find the breakdown of several occupational standards. They are not exhaustive, but give an example of how the occupational standards were developed.

The examples are taken from the following competence areas:

- Asylum and Reception Generic Competences – **Law, Policy and Procedures**
- Asylum and Reception Specific Competences – **Vulnerability** (relevant to the whole asylum process); **Evidence Assessment and Decision Making** (asylum process).

The EUAA Training Needs Analysis Tool (ETNAT) is being developed as a practical application of the ESQF. It will enable practitioners to select tasks and match those tasks to relevant training.



Competence area	Competence type	Occupational standard	Complexity	Task
Law, Policy and Procedures	Knowledge of	Relevant asylum-related law, policy and procedures, according to the national/ EU/ international legal framework (1a)	A	Carry out the lodging of an application for international protection, in line with the EU and international legal framework
				Identify Dublin indicators when dealing with applicants and when examining their files
				Identify fundamentals of international protection in EU
				Identify grounds for exclusion and the most common excludable acts
				Identify persons who may wish to apply for international protection
	Ability to	Apply asylum-related law, policy and procedures within the scope of the individual role (1b)	A	Identify and gather evidence related to the Dublin procedure, both orally with the applicant, and from the applicant's file.
				Identify categories of potentially excludable persons in the context of large-scale arrival
				Identify information in an individual case that may indicate the existence of a potential exclusion case
				Provide applicants for international protection who have been identified as potential Dublin cases the necessary information, as provided in Article 4 of the Dublin III Regulation
				Provide information to persons who may wish to apply for international protection
	Take responsibility to	Comply with the basic legal framework within the scope of the individual role (1c)	A	Comply with specific law, policy and procedures related to survivors of violence.
				Decide whether an applicant shall be referred to the Dublin Unit as potential Dublin case based on the indicators.
				Grant access to the asylum procedure to persons who may wish to apply for international protection
				Provide the Dublin Unit with all the Dublin-related evidence collected about the applicant, when referring the case
				Apply safeguards in identification in a resettlement mission

Competence area	Competence type	Occupational standard	Complexity	Task
Law, Policy and Procedures	Knowledge of	National and EU law, policy and procedures, jurisprudence and case law related to asylum in the context of national, EU and international legal frameworks (1d)	B	Apply the definition of subsidiary protection in international law and the EU asylum acquis.
				Apply the legal frameworks and instruments applicable when considering exclusion cases for persons not in need of international protection
				Apply the refugee definition in the context of the Refugee Convention and the EU asylum acquis
				Assess which Member State is responsible for the examination of an application for international protection
				Contextualise UNHCR submission categories, different priority levels using the resettlement registration form and submission in a resettlement mission
				Organise a Dublin transfer
				Process (send or reply to) a take charge request, take back, information and re-examination requests
				Use the relevant means of proof and evidence for the assessment of the Member State responsible for the examination of an application for international protection
	Ability to	Provide verbal and/or written legal and procedural recommendations on standard asylum issues to all stakeholders (1e)	B	Analyse an application for international protection against the refugee definition laid down in national law, EU asylum acquis and Refugee Convention
	Knowledge of	Concepts relevant to asylum-related law and procedural requirements related to complex and specific international protection issues (i.e. exclusion, cessation, revocation) (1g)	C	Assess which Member State is responsible for the examination of an application for international protection, for cases of high level of complexity
				Identify concepts, specific law and procedural requirements related to complex exclusion-related issues

Competence area	Competence type	Occupational standard	Complexity	Task
Law, Policy and Procedures	Ability to	Provide verbal and written legal and procedural recommendations on non-standard and/or complex asylum-related issues to all stakeholders (1h)	C	Apply the burden and standard of proof on complex exclusion-related issues
				Determine whether an individual meets all the constitutive elements of the exclusion clauses based on the relevant evidence and information collected
				Interpret and apply complex concepts of refugee protection.
				Interpret and apply complex concepts of subsidiary protection.
				Provide legal analysis to support the decision on whether an exclusion clause is applicable in the context of complex individual cases.
				Select the evidence and information that meet the applicability criteria in complex cases
Vulnerability	Ability to	Use advanced interviewing strategies to plan, prepare, conduct and document complex and/or non-standard asylum-related interviews (18h)	C	Conduct a personal asylum interview with a child according to the Asylum Interviewing Method
				Conduct a personal asylum interview with a SOGI applicant according to the Asylum Interviewing Method
				Conduct a personal asylum interview with a potential victim of THB according to the Asylum Interview Method
	Ability to	Evaluate evidence, interview transcripts and specific relevant country of origin information against legal requirements for non-standard or complex asylum and appeal cases (19h)	C	Assess applications submitted by a child applicant according to the EUAA structured method of evidence assessment
				Assess applications submitted by a SOGI applicant according to EUAA structured method of evidence assessment
				Assess applications submitted by potential victims of THB according to EUAA structured method of evidence assessment
	Ability to	Identify applicants with specific and special needs (23b)	A	Identify applicant with potential special needs

Competence area	Competence type	Occupational standard	Complexity	Task
Vulnerability	Knowledge of	Potential impact of vulnerabilities on engagement across the whole asylum process (23d)	B	Apply a gender-sensitive approach in the whole asylum process
				Identify gender and SOGI-based violence
				Ensure the rights of potential gender and SOGI victims of violence
				Assess children's vulnerabilities throughout the whole asylum process
				Identify the impact and/or risks related to vulnerabilities of survivors of violence in the whole asylum process.
				Interpret and apply specific law, policy and procedures related to children including case law
				Identify, assess and take relevant action in the context of the phenomenon of Trafficking in Human Beings
	Ability to	Plan and implement interventions in accordance with applicant's vulnerabilities (23e)	B	Identify practical needs arising from children in the whole asylum process.
				Act appropriately to address the most common challenges during the encounter with a child
				Process a Gender & SOGI application for international protection
				Identify practical needs arising from a survivor of violence in asylum procedures
				Identify and apply the specific International, European, national law and case law related to survivors of violence in asylum procedures.
				Propose plans for interventions that encompass needs arising from vulnerabilities of survivors of violence in asylum procedures
				Handle an encounter with a potential victim of Trafficking in Human Beings appropriately
	Take responsibility to	Ensure needs arising from applicant's vulnerabilities are incorporated into decisions and actions (23f)	B	Provide information to the potential victim of Gender & SOGI violence
				Address the special needs of the potential victim of Gender & SOGI violence
				Identify and relate with the relevant stakeholders in relation with survivors of violence involved in asylum procedures.
				Inform verbally or in writing the relevant stakeholders about the needs, rights and procedures applicable to survivors of violence in different situations.

Competence area	Competence type	Occupational standard	Complexity	Task
Vulnerability	Knowledge of	Implications of complex issues in relation to vulnerability across the whole asylum process (23g)	C	Identify influence of the age of a child on the personal asylum interview and the evidence assessment process.
				Identify influence of sexual orientation, gender identity, norm systems and non-conformity to norms (norms circle), on the personal asylum interview and the evidence assessment process.
				Identify influence of THB on the personal asylum interview and the evidence assessment process.
Evidence Assessment and Decision Making	Knowledge of	Good practice and current trends on the application of asylum-related evidence assessment methods (19d)	B	Identify material facts in an asylum claim using the EUAA structured method of evidence assessment
				Identify all relevant pieces of evidence for all material facts within an asylum claim according to the EUAA structured method of evidence assessment
	Ability to	Assess claims to determine if the status of international protection should be granted, excluded or ended, using all relevant evidence and information in standard asylum cases (19e)	B	Apply credibility indicators to decide whether to accept or reject each material fact in an asylum claim according to the EUAA structured method of evidence assessment
				Assess potential factors of distortion in an asylum claim according to EUAA structured method of evidence assessment
				Apply the benefit of the doubt principle in the assessment of an asylum claim according to the EUAA structured method of evidence assessment
				Conduct risk assessment in an asylum claim according to the EUAA structured method of evidence assessment
				Apply the essential elements of the exclusion clauses to refugee and subsidiary protection status
				Apply different types of evidence and information in the context of exclusion from international protection
				Apply the burden and standard of proof in the context of exclusion
				Select the evidence and information that meet the applicability criteria and the standard of proof of the exclusion clauses
				Assess the applicability of the exclusion clauses for persons not considered to be in need of international protection.

Competence area	Competence type	Occupational standard	Complexity	Task
Evidence Assessment and Decision Making	Take responsibility to	Justify, in fact and in law, decisions on standard asylum cases verbally and in writing to all stakeholders, including the applicant (19f)	B	Justify in fact and in law a written decision on asylum according to EU law
				Justify in fact and in law decisions on Dublin cases verbally and in writing to all stakeholders, including the applicant
				Use the relevant means of proof and evidence for the assessment of the Member State responsible for the examination of an application for international protection
Evidence Assessment and Decision Making	Ability to	Evaluate evidence, interview transcripts and specific relevant Country of Origin Information against legal requirements for non-standard or complex asylum and appeal cases (19h)	C	Assess which Member State is responsible for the examination of an application for international protection, for cases of high level of complexity
				Evaluate all relevant evidence against legal requirements for Dublin appeal cases
				Assess applications submitted by a child applicant according to the EUAA structured method of evidence assessment
				Assess applications submitted by a SOGI applicant according to EUAA structured method of evidence assessment
	Take responsibility to	Justify, in fact and in law, decisions on non-standard or complex asylum and appeal cases verbally and in writing to all stakeholders including the applicant (19i)	C	Assess applications submitted by potential victims of THB according to EUAA structured method of evidence assessment
				Justify in fact and in law decisions on complex Dublin cases during the appeal stage
	Ability to	Determine responsibility to process a claim for international protection (20e)	B	Assess which Member State is responsible for the examination of an application for international protection
				Use the relevant means of proof and evidence for the assessment of the Member State responsible for the examination of an application for international protection



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