

**Specification of Competency Standards**  
**for the Elderly Care Service Industry**  
**Unit of Competency**

Functional Area - Psychosocial and Spiritual Care

Title	Plan to Promote the Elderly's Continuous Learning
Code	110830L4
Range	This Unit of Competency is applicable to practitioners who provide continuous learning services in the elderly care service industry. The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills. Practitioners should be able to provide information and plans for the elderly's continuous learning according to the organization's policies, guidelines and procedures, learning model of the society, and their learning needs, in order to promote continuous learning of the elderly persons and help them be more integrated into the society.
Level	4
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on the elderly's continuous learning</p> <ul style="list-style-type: none"> <li>• Understand the organization's developmental direction and relevant guidelines on the elderly's continuous learning</li> <li>• Understand the significance and importance of the elderly's continuous learning, such as: <ul style="list-style-type: none"> <li>○ Health: continuous activities and self-health management could reduce their dependency on care services and maintain their health</li> <li>○ Psychological: enhance self-confidence, autonomy, and strengthen self-image</li> <li>○ Mental health: develop problem-solving habits and build positive thinking</li> <li>○ Social: social interactions expand their social circles and reduces loneliness</li> <li>○ Family: improve self-efficacy, reduce family care pressure, and serves as the family's spiritual and emotional support</li> </ul> </li> <li>• Understand the methods of analyzing the elderly's needs for continuous learning</li> <li>• Understand the elderly's model for continuous learning</li> <li>• Understand the elderly's obstacles in continuous learning and methods to face and overcome them</li> <li>• Understand the groups and related materials that provide continuous learning for the elderly in the society and the community</li> <li>• Understand the methods of assessing the effectiveness of the elderly's continuous learning</li> </ul> <p>2. Plan to promote the elderly's continuous learning</p> <ul style="list-style-type: none"> <li>• Provide the elderly persons with opportunities for continuous learning according to the organization's developmental direction and related guidelines, such as: the "Elder Academy" co-organized with schools, etc.</li> <li>• Analyze and assess the elderly's needs on continuous learning, and ensure they understand the purpose of their learning, in order to arrange or refer to suitable courses to meet different needs, such as: <ul style="list-style-type: none"> <li>○ Performance needs: cultivate interests and hobbies mold their temperaments and enjoy life</li> <li>○ Contribution needs: contribute and return to the society the knowledge and skills learnt</li> <li>○ Adaptation needs: keep up with the pace of the modern society and era changes</li> <li>○ Relationship needs: to improve communication and harmonious relationships with their next generations</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Influence needs: improve their influence and have greater control over their lives and the society</li> <li>○ Transcendence needs: learn to enlighten their lives</li> <li>○ Quality of life needs: to improve their satisfactions</li> <li>● Help the elderly persons set goals for continuous learning</li> <li>● Review the different learning models in the society, analyze and assess their characteristics and relevance to the elderly persons, and comprehensively analyze the personality, preferences and abilities of the elderly to help them continue to learn in different models, such as: <ul style="list-style-type: none"> <li>○ Classroom learning model: suitable for the general elderly persons</li> <li>○ Study tour model: suitable for the elderly persons with better mobility</li> <li>○ Radio learning model: suitable for healthy or weaker elderly persons to learn at home</li> <li>○ Online learning model: suitable for elderly persons with higher autonomy</li> <li>○ Third-age university learning model: suitable for elderly persons of any education levels</li> <li>○ Inclusive learning model: where students are responsible for teaching or accompanying the elderly persons in learning</li> <li>○ Formal education model: suitable for elderly persons pursuing academic qualifications</li> </ul> </li> <li>● Analyze and assess the learning barriers of the elderly persons and help them face and overcome these difficulties, such as: <ul style="list-style-type: none"> <li>○ The need to wear corrective glasses</li> <li>○ Their concentration and class schedule</li> <li>○ Difficulties in arranging class schedules due to busy personal affairs, or they may not meet their needs of continuous learning due to the requirements of education levels</li> <li>○ Lack of self-confidence due to health and physical disabilities, they may require volunteers to accompany them in their learning to face these difficulties</li> </ul> </li> <li>● Regularly follow-up and review the learning needs, progress and feelings of the elderly persons, and experience the learning process together with them, so that they can be accompanied and supported</li> </ul> <p>3. Exhibit professionalism</p> <ul style="list-style-type: none"> <li>● Analyze and assess the needs of the elderly persons on continuous learning, introduce and arrange suitable courses, understand the latest information and learning models available, and continue to provide them with appropriate information and plans</li> <li>● Lead the elderly persons to positively and optimistically deal with their problems, use caring attitudes when they encounter difficulties</li> </ul>
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> <li>● Able to provide the latest and appropriate learning information and plans according to the organization's policies, guidelines and procedures on the elderly's continuous learning, and analyze their learning needs; and</li> <li>● Able to professionally lead the elderly persons to face and manage their learning difficulties, promote continuous learning, and help them integrate into the society.</li> </ul>
Remark	