

# Self-directed Learning Policy and Procedure

## Purpose

Self-directed learning allows students to become independent learners, helping them not just obtain skills but also practice independent learning. Purpose is to offer a learning strategy which allows learners to take charge of their own learning process to develop skills and knowledge for a unit of competency related to elements, and performance criteria being delivered during the time allowed for self-directed learning.

## Scope

Training delivery and formative assessment of ICM trainers and assessors and learners for ICM qualifications.

## Responsibility

Trainers and assessors who deliver training and assessment and the learners who attend training during training sessions for units of competency for ICM qualifications.

## Policy

Self-directed learning enables learners to improve their self-confidence, autonomy, motivation, and learning skills, and developing knowledge related to units of competency of qualifications of ICM. It turns learners into committed participants in the learning process and encourages them to become learners with a purpose that contribute to gain competencies for units of competency. The policy is to provide learners:

- The ability to enter a close, respectful, and learning-friendly relationship with themselves, trainers, and other learners.
- The ability to establish an environment which is physically and psychologically comfortable, open to explore, interact with learning sources, based on cooperation, open and secure.
- The ability to take responsibility for determining one's own learning needs.
- The ability to set goals, and objectives for learning.
- The ability to plan, implement and evaluate own learning activities.
- The ability to help learners to self-direct their learning.
- The ability to be a self-facilitator for research activities and discovery.
- The ability to effectively use technology and learning resources.
- The ability to self-evaluate learning processes and outcomes.

## Principles

- Self-directed learning activities should be congruent with units of competency being delivered, and individual learning that drives through self-motivation.
- Self-directed learning activities should be adapted to the growth, transformations and transitions experienced by students through self-learning.
- Self-directed learning activities should be focused with all aspects of units of competency with emphasis being placed upon working towards gaining competence, desired performance and productivity using their own learning styles.
- Self-directed learning activities should employ a full range of skills including soft-skills development, technical skills development and especially research abilities.
- Self-directed learning activities should set standards for the learners to self-assess, self-monitor and self-evaluate their own learning capabilities.
- Self-directed learning activities should contribute to overall learning of units of competency.

**Procedure**

- Identify areas of unit of competency to direct learners to learn on their own during the time allowed for self-learning.
- Develop activities for the learners to take initiative with or without the help of trainers.
- Provide self-directed learning activities for the learners to undertake during the time allowed for self-learning.
- Helps learners to set goals for their learning process according to the requirements of sessions being delivered of the unit of competency.
- Directs learners to research/create/ develop/establish an output or find solutions as required by performance criteria under each element according to the requirements of sessions being delivered of the unit of competency.
- Checks, and assesses the output or solutions researched/ created/ developed/ established by the learner through self-directed learning.
- Provides feedback of learning progress including guidance to improve learning.
- Use self-directed learning of learners to formatively assess learning progress of learners.

**Related documents**

- Learner guide.
- Self-directed learning activities.
- Timetables.

**Learning resources**

- Access to computers and Internet (Computer lab).
- Reference books.
- Learner workbook.