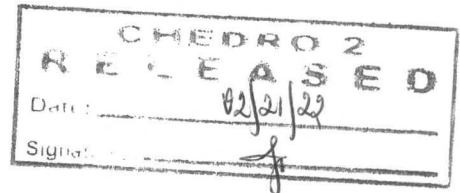


Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**  
Region 02



**REGIONAL MEMORANDUM**  
**No. 054, series of 2021**

**FOR : ALL PRESIDENTS/HEADS/OFFICERS-IN-CHARGE OF PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS IN REGION 02**

**SUBJECT : CHED MEMORANDUM ORDER (CMO) NO. 32, SERIES OF 2021 “MONITORING GUIDELINES ON THE IMPLEMENTATION OF FLEXIBLE LEARNING” AND TEMPLATE CHECKLIST OF REQUIREMENTS FOR THE LEARNING CONTINUITY PLAN FOR THE IMPLEMENTATION OF FLEXIBLE LEARNING**

**DATE : FEBRUARY 18, 2022**

Attached for the information and guidance of all concerned are respective copies of **CHED Memorandum Order (CMO) No. 32, series of 2021 “Monitoring Guidelines on the Implementation of Flexible Learning”** and Template Checklist of Requirements for the Learning Continuity Plan for the Implementation of Flexible Learning in spreadsheet format.



Domingo Marco  
Cicero Fagela

**ATTY. MARCO CICERO F. DOMINGO**  
OIC-Director IV

*Encl.: as stated*

Kindly rate the delivery of our services through the link below:  
Link: [bit.ly/CHEDRO2CSS](https://bit.ly/CHEDRO2CSS)  
Your response shall help us improve our systems and procedures so we can better serve you.  
Thank you.

:drd/2022.0218a.14348 | RM 054 - CMO No. 31, series of 2021



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**



**CHED Memorandum Order No. 32**  
**Series of 2021**

**SUBJECT: MONITORING GUIDELINES ON THE IMPLEMENTATION OF FLEXIBLE LEARNING**

In accordance with the pertinent provisions of Republic Act No. 7722, otherwise known as the "Higher Education Act of 1994," and CHED Memorandum No. 04, Series 2020: Guidelines on the Implementation of Flexible Learning and by virtue of **Commission en banc (CEB) Resolution No. 708-2021**, the Commission hereby issues these monitoring guidelines:

## **I. RATIONALE AND BACKGROUND**

The Commission on Higher Education issued CMO No. 04, S. 2020, Implementing Guidelines for Flexible Learning to provide HEIs guidance in this time of pandemic. Hence, the current discourse on global education brought about by the pandemic shifted in focus and the emergence of new challenges. This warrants new impetus to periodic monitoring/evaluation of progress made providing emphasis on developing and implementing an evidence-based and dynamic monitoring/evaluation procedure/system to adequately meet the demands generated by the new challenges.

## **II. SCOPE AND COVERAGE**

All HEIs - State Universities and Colleges (SUCs), Local Universities and Colleges (LUCs) and Private Higher Education Institutions (PHEIs) - are covered by the provisions of this CHED Memorandum Order (CMO).

This CMO covers the general guidelines in the implementation of the **virtual** monitoring/evaluation of HEIs in lieu of the customary face-to-face or one-on-one monitoring. This monitoring activity is to ensure that the educational institutions comply with predetermined standards and norms set by CMO No. 04, s. 2020.

## **III. MONITORING GUIDELINES / PROCEDURE**

### **A. Prior to the Conduct of the Monitoring/Evaluation Activity**

1. Higher Education Institutions (HEIs) are expected to submit their Learning Continuity Plan (LCP) to the concerned CHED Regional Office (CHEDRO).
2. CHEDROs shall determine if the HEI had submitted the LCP required in CMO 04, 2020

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3. CHEDROs shall schedule the conduct of the monitoring activity and shall inform and provide the HEI the monitoring instrument (Annex A) at least two weeks prior to the said schedule.
4. HEI shall fill out the monitoring form and submit to the concerned CHEDROs at least a week upon receipt of the monitoring notice.
5. CHEDROs shall assign its personnel, Regional Quality Assessment Teams (RQATs), and may request for the participation of other Technical Experts in the monitoring visit as maybe necessary. Hence, assigned personnel shall review completeness of the form and attachments if necessary and provide copy to the monitoring team/ assign specific key area for monitoring with corresponding narratives.
6. HEIs shall designate a focal person in-charge of the FL system, alongside its Quality Assurance System to ensure compliance to the quality standards of the different components.
7. Monitoring activity may be postponed or re-scheduled in cases of calamity or circumstances beyond the control of CHED.

#### **B. Monitoring/Evaluation Activity Proper**

1. The Lead evaluator/monitor shall preside the opening meeting and discuss with the HEI representatives the following:
  - Area/s covered
  - Scope and objective of the monitoring
  - Sequence of presentation/demonstration
  - Methods and procedures to be used
  - Composition of the monitoring team and their respective assignment/s
  - Confidentiality of the findings and other information
2. All activities in the course of the monitoring activity shall be controlled and recorded by the CHEDRO;
3. Once the monitoring activity has been completed, the Lead evaluator/monitor shall discuss and agree on the results of their monitoring and may recommend possible improvements; and
4. The Lead evaluator/monitor shall conduct a Closing Meeting with the same HEI personnel or its representative/s (not lower that the VPAA) who attended the opening meeting. Results of the monitoring will be discussed.



### C. Results of the Monitoring/Evaluation Activity

The CHEDROs shall submit to the Office of the Executive Director the results of the Monitoring/Evaluation Activity. Said results shall be the basis of the Commission in subsequent action in relation to the development of other related policies, provision of support to HEIs, to ensure the continuity of learning and teaching.

HEIs which are found to be non-compliant with the provisions of CMO No 4. s 2020 shall have to submit the following:

1. Justification on non-compliance with said CMO.
2. Alternative approaches that were utilized in lieu of the suggested strategies stated therein.
3. Outcome or Evidence of effective implementation of the alternative approach/es that was/were utilized.

Hence, submitted documents stated above are subject to further review/decision by the Commission as deemed necessary.

### IV. SEPARABILITY CLAUSE

If any part or provision of this CMO shall be held invalid, other provisions hereof which are not affected shall continue to be in force and effect. Should any of the provisions of this CMO be declared invalid, illegal or unconstitutional, all the other provisions not so declared, shall remain valid and in full force.

### V. EFFECTIVITY


This CMO shall take effect immediately upon approval by the Commission and fifteen (15) days after its publication in the Official Gazette or in a newspaper of wide circulation.

This CMO shall be registered with the Office of the National Administrative Register at the University of the Philippines Law Center, UP Diliman, Quezon City.

Signed this 31st day of December 2021 in Quezon City, Philippines.

FOR THE COMMISSION:

  
J. PROSPERO E. DE VERA III

Chairman 











CHED Regional Office \_\_\_\_\_

**TEMPLATE CHECKLIST OF REQUIREMENTS FOR THE LEARNING CONTINUITY PLAN  
FOR THE IMPLEMENTATION OF FLEXIBLE LEARNING**

Flexible Learning should complement outcomes-based education approach which allows flexibility for the HEIs to employ various means of delivery, anchored on existing policies, standards and guidelines (PSGs) for the different academic programs.

**I. INSTITUTIONAL PROFILE**

<b>Name of Institution</b>	
<b>Address</b>	
<b>Head of Institution</b>	
<b>Contact Details</b>	
<b>Landline</b>	
<b>Mobile Number</b>	
<b>SNS</b>	
<b>Email Address</b>	

<b>Total No. of CHED Recognized Programs</b>	
<b>Total No. of CHED Programs under Permit Status</b>	
<b>International Accreditation/Certification e.g. ISO</b>	



## II. COMPONENTS OF LEARNING CONTINUITY PLAN

Directions: Put a check mark (/) in the appropriate column.

### Completeness of supporting documents submitted

Components		HEI		CHEDRO		REMARKS
		Submitted	Not Submitted	Submitted	Not Submitted	
1	Executive Summary					
2	Systems and procedures adopted for the transition to Flexible Learning including but not limited to the following: (Use FORM A)					
	a. List of key people and designation					
	b. Matrix of the following per modality (off-line, blended and/or on-line as applicable) - technology - content/learning materials - assessment tools					
	c. List of resources and support services for students - library/multimedia center - guidance and counselling - student support (health, psychological) - enrollment and registry - assessments and grade - payment system a. tuition and other fees b. scholarships (internal and external scholarships)					
	d. List of resources for faculty - technical support for faculty - trainings/workshops provided - gadgets/equipment provided (if any) - payment system (salary)					

	e. System of Assessment of effectiveness of teaching and learning activities and requirements					
3	Copy of the following policies: - enrollment - attendance - reporting and updating of student-teacher engagement - grading system - teaching complement - Intellectual Property Rights (IPR) - Open Educational Resources (OER) - plagiarism					
4	Copy of health and safety protocols in accordance with the Inter-Agency Task Force and Local Government Unit advisories adopted by the institution					
5	Copy of orientation schedule and guide for students, teachers, and other school administrative and support services staff					
6	Mechanisms for continuous quality improvement include monitoring system of FL implementation					
7	List of linkages and consortium with other agencies/institutions, if any. (Use FORM B)					
8	If applicable: Copy of MOA/certificate for the Learning Management System adopted indicating the following:  Type (Propriety or Non-proprietary) Implementation date/period					
9	Narratives/short description the different components					

### III. LIST OF PROGRAMS AND CURRICULAR STRUCTURE/PROGRAM OF STUDY MODIFICATIONS

Program/s Offered	Government Permit/ Recognition (indicate the Number)	Level of Accreditation (Organization)	CHED recognition (COE/COD)	Copy of curricular structures/program of study with necessary adjustments or modifications	
				HEI	
				Submitted	Not Submitted
1 BS Biology					
2					
3					
4					
5					

#### TOTAL NUMBER OF ENROLEES PER PROGRAM

PROGRAM/s Offered	2020-2021 Enrolment	
	1st Sem	2nd Sem
1 BS Biology		
2		
3		
<b>TOTAL</b>		

#### TOTAL NUMBER OF FACULTY PER DEPARTMENT

Department	Number
<b>TOTAL</b>	

Prepared by:  
PRINTED NAME AND SIGNATURE  
DESIGNATION  
DATE

VERIFIED/APPROVED BY:  
PRINTED NAME AND SIGNATURE  
President/VPAA  
DATE



**FORM A: Systems and procedures adopted for the transition to Flexible Learning**

**A. LIST OF KEY PEOPLE AND DESIGNATION**

Names	Designation / Office / Department	Qualifications (Trainings/Certification related to Flexible Learning)	Function/ Responsibility

**B. MATRIX OF THE FOLLOWING PER MODALITY (CMO 04, s 2020 Section V)**

HEI				CHEDRO	
Indicate the different learning resources and materials utilized in the delivery of the specific learning modality				Rate the components based on the rubrics provided	Recommendation
COMPONENTS	OFF-LINE	BLENDED	ON-LINE		
1. Technology Indicate the technology used for a specific modality.					
2. Content/learning materials Given the technology indicated, indicate the content materials used under each modality as applied.					
3. Evaluation/ assessment With the indicated technology and the corresponding content materials used, indicate how learning was evaluated and assessed (both formative and summative assessment).					



**C RESOURCES AND SUPPORT SERVICES FOR STUDENTS** (pls provide copies of supporting documents based on Section 5)

HEI			CHEDRO		
COMPONENTS	Improvements/Innovations implemented (Provide supporting documents showing that the program/activities were delivered)		Describe how the following resources and services were delivered in support of flexible learning	Rate the components based on the rubrics provided	Recommendation
1. library/multimedia center					
2. guidance and counselling					
3. student support (health, psychological)					
4. enrollment and registry					
5. assessments and grades					
6. payment system					
a. tuition and other fees					
b. scholarships (internal and external scholarships)					

**D. RESOURCES FOR ACADEMIC AND NON-ACADEMIC STAFF**

HEI			CHEDRO		
COMPONENTS	Improvements/Innovations implemented (Provide supporting documents showing that the program/activities were delivered)		Describe how the following resources and services were delivered in support of flexible learning	Rate the components based on the rubrics provided	Recommendation
1. technical support for faculty					
2. trainings/workshops provided					
3. gadgets/equipment provided (if any)					
4. payment system (salary)					
5. academic and non-academic support (health, psychological)					



Attach supporting documents  
FORM B: LINKAGES AND/OR CONSORTIUM

Linkage Program/Consortium	Description of Partnership <i>(Please provide the nature of the partnership)</i>	Objectives/Areas of partnership	Name of Partner Institutions/ Agencies (Indicate whether local, National, Local, International, Gov. Owned, or Private)	term or inclusive dates

Prepared by:  
PRINTED NAME AND SIGNATURE  
DESIGNATION  
DATE

VERIFIED/APPROVED BY:  
PRINTED NAME AND SIGNATURE  
President/VPAA  
DATE



## RATING RUBRICS

Number Rating	Description	
6	<b>Fully Developed</b>	All key items as provided for in the CMO are implemented / aware of the CMO and fully implemented/sharing resources and expertise in flexible learning with other HEIs
5	<b>Developed</b>	All key items as provided for in the CMO are implemented / aware of the CMO and implemented/has the capacity to share resources and expertise in flexible learning with other HEIs
4	<b>Developing</b>	Some key items as provided for in the CMO are implemented / aware of the CMO and implemented
3	<b>Starting to Develop</b>	Minimal key items as provided for in the CMO are somewhat implemented / not fully aware of the CMO
2	<b>Underdeveloped</b>	With awareness of the CMO but lacks implementation/adoption of FL/very low to little performance / not evident
1	<b>Not Available</b>	Lack of awareness on the key items on the CMO

Rating	1	2	3	4	5	6
Description	Not Available  Lack of awareness on the key items on the CMO	Underdeveloped  With awareness of the CMO but lacks implementation/adoption of FL/very low to little performance / not evident	Starting to Develop  Minimal key items as provided for in the CMO are somewhat implemented / not fully aware of the CMO	Developing  Some key items as provided for in the CMO are implemented / aware of the CMO and implemented	Developed  All key items as provided for in the CMO are implemented / aware of the CMO and implemented/has the capacity to share resources and expertise in flexible learning with other HEIs	Fully Developed  All key items as provided for in the CMO are implemented / aware of the CMO and fully implemented/sharing resources and expertise in flexible learning with other HEIs
<b>LEARNING MATERIALS AND MODALITY</b>						
1. Technology	HEI utilized existing/ available technology suitable to their mode of delivery	HEI coordinated with students/ parents for support for their existing/ available technology suitable to their mode of delivery	HEI coordinated with LGU for support for their existing/ available technology suitable to their mode of delivery	HEI coordinated with other government agencies/ prospective partners for support for their existing/ available technology suitable to their mode of delivery	HEI invested in alternative means to maximize the use of their existing/ available technology suitable to their mode of delivery	HEI invested in alternative means to enhance their existing/ available technology suitable to their mode of delivery
2. Content/Learning Materials a. Learning resources and materials utilized in the delivery of the specific learning modality  b. Learning materials (designed for FL)	HEI did not develop/design learning materials suitable to their mode of delivery	HEI developed/design learning materials for at least 10% of their program offerings suitable to their mode of delivery (10-24%)	HEI developed/design learning materials for at least 25% of their program offerings suitable to their mode of delivery (25-49%)	HEI developed/design learning materials for at least 50% of their program offerings suitable to their mode of delivery (50-79%)	HEI developed/design learning materials for at least 80% of their program offerings suitable to their mode of delivery (80-99%)	HEI developed/design learning materials for all their program offerings suitable to their mode of delivery
3. Evaluation/assessment	HEI deferred the evaluation/ assessment of their students	HEI did not develop/design alternative evaluation/ assessment methods suitable to their mode of delivery	HEI developed/design alternative evaluation/ assessment methods for their lecture classes only (suitable to their mode of delivery)	HEI developed/design alternative evaluation/ assessment methods for their lecture and some laboratory classes (suitable to their mode of delivery)	HEI developed/design alternative evaluation/ assessment methods for their lecture and some laboratory classes (suitable to their mode of delivery and convenient for the students)	HEI developed/design alternative evaluation/ assessment methods for their lecture and some laboratory classes (suitable to their mode of delivery and convenient for the students, teaching and non-teaching staff)
<b>RESOURCES AND SUPPORT SERVICES FOR STUDENTS</b>						
1. library/multimedia center	HEI utilized existing/ available library/multimedia facilities suitable to their mode of delivery	HEI coordinated with parents to support the students' library needs suitable to the HEI mode of delivery	HEI coordinated with LGUs to support the students' library needs suitable to the HEI mode of delivery	HEI coordinated with other government agencies/ partners to support students' library needs suitable to the HEI mode of delivery	HEI invested in alternative means to maximize the use of the existing library facilities suitable to the HEI mode of delivery	HEI invested in alternative means to enhance existing/ available library resources suitable to their mode of delivery

2. guidance and counselling	HEI utilized existing/ available guidance and counselling resources to support their students	HEI coordinated with parents to support the guidance and counselling needs of their students	HEI coordinated with LGUs to support the guidance and counselling needs of their students	HEI coordinated with other government agencies/ partners to support the guidance and counselling needs of their students	HEI invested in alternative means to maximize the use of existing guidance and counselling facilities to support the student needs	HEI invested in alternative means to enhance existing/ available guidance and counselling to suit their students' needs.
3. student support (health, psychological)	HEI utilized existing/ available health facilities to support their students	HEI coordinated with parents to support the health/ psychological needs of their students	HEI coordinated with LGUs to support the health/ psychological needs of their students	HEI coordinated with other government agencies/ partners to support the health/psychological needs of their students	HEI invested in alternative means to maximize the use of existing health/ psychological facilities to support the student needs	HEI invested in alternative means to enhance existing/ available library resources suitable to their mode of delivery
4. enrollment and registry	HEI did not try to reach the students for their registration/ enrolment.	HEI did not develop/design alternative enrollment s/ registration scheme for their students.	HEI developed/designed alternative enrollment scheme for their graduating students only.	HEI developed/designed alternative enrollment scheme for their 3rd/4th/ graduating students only.	HEI developed/designed alternative enrollment scheme for all their students.	HEI developed/designed alternative enrollment scheme for all their students and offer/ extend support for the enrollees from other HEIs.
5. assessments and grades	HEI deferred the evaluation/ assessment of /giving of grades to their students	HEI did not develop/design alternative evaluation/ assessment methods suitable to their mode of delivery to facilitate the giving of grades to the students	HEI developed/designed alternative evaluation/ assessment methods for their lecture classes only (suitable to their mode of delivery) in order to facilitate the giving of grades to the students	HEI developed/designed alternative evaluation/ assessment methods for their lecture and some laboratory classes (suitable to their mode of delivery) to facilitate the giving of grades to the students	HEI developed/designed alternative evaluation/ assessment methods for their lecture and some laboratory classes (suitable to their mode of delivery and convenient for the students) to facilitate the giving of grades to the students	HEI developed/designed alternative evaluation/ assessment methods for their lecture and some laboratory classes (suitable to their mode of delivery and convenient for the students, teaching and non-teaching staff) to facilitate the giving of grades to the students.
6. payment system (tuition and other fees)	Students were obliged to go to the HEI to pay the tuition and other fees in cash only	Students were obliged to go to the HEI to pay the tuition and other fees in cash and/or check.	Students may pay the tuition and other fees in cash, check, and/or through bank debit card.	Students may pay the tuition and other fees in cash, check, through bank debit card and/or credit card.	Students may pay the tuition and other fees in cash, check, through bank debit card and/or credit card, other payment schemes.	Students may pay the tuition and other fees using all possible payment schemes that is most convenient to the students/parents.
<b>RESOURCES FOR ACADEMIC AND NON-ACADEMIC STAFF</b>						
1. technical support for faculty	Faculty members utilized his/her personal resources for his/her technical needs	Faculty members were allowed to utilize HEI resources for some of his/her technical needs	Faculty members were allowed to utilize HEI resources for most of his/her technical needs	Faculty members were allowed to utilize HEI resources for all of his/her technical needs	HEI provided additional resources within the institution to support technical needs of the faculty members	HEI provided additional resources inside and outside the institution to support technical needs of the faculty members

2. trainings/workshops provided	Faculty members utilized his/her personal resources for his/her training needs	Faculty members were provided/ allowed to use HEI resources for some of his/her training needs	Faculty members were provided/ allowed to use HEI resources for most of his/her training needs	Faculty members were provided/ allowed to use HEI resources for all of his/her training needs	HEI tie up/link with other agencies to provide the training needs of their faculty members.	HEI develops its own training/s to provide the training needs of their own faculty members and of other neighboring HEIs.
3. gadgets/equipment provided (if any)	Faculty members utilized his/her personal gadgets/ equipment	Faculty members were allowed to utilize HEI gadgets/ equipment for some of his/her teaching needs	Faculty members were allowed to utilize HEI gadgets/ equipment for most of his/her teaching needs	Faculty members were allowed to utilize HEI gadgets/ equipment for all of his/her teaching needs	HEI provided additional resources within the institution to support technical needs of the faculty members	HEI provided additional resources inside and outside the institution to support technical needs of the faculty members
4. payment system (salary)	Salary of academic and non-academic staff are not being paid.	Payment of salary of academic and non-academic staff are delayed.	Payment of salary of academic and non-academic staff are on-time.	Payment of salary of academic and non-academic staff are on-time using the available means to the employee.	Payment of salary of academic and non-academic staff are on-time using the most convenient means to the employee.	Payment of salary and other possible employee benefits of academic and non-academic staff are on-time using the most convenient means to the employee.
5. academic and non-academic support (health, psychological)	HEI utilized existing/ available health facilities to support their academic and non-academic staff	HEI coordinated with employees' family to support the health/ psychological needs of their academic and non-academic staff	HEI coordinated with LGUs to support the health/ psychological needs of their academic and non-academic staff	HEI coordinated with other government agencies/ partners to support the health/psychological needs of their academic and non-academic staff	HEI invested in alternative means to maximize the use of existing health/ psychological facilities to support the needs of their academic and non-academic staff	HEI invested in alternative means to enhance existing health/ psychological facilities to support the needs of their academic and non-academic staff
<b>RECOMMENDATION</b>	Not aware of the CMO and not implementing FL	Not fully aware of the CMO and not implementing FL	Not fully aware of the CMO and partially implementing FL	Aware of the CMO and partially implementing FL	Aware of the CMO and implementing FL	Aware of the CMO and implementing FL fully

