Aklan Catholic College

ACC Flexible Learning System
Policies and Guidelines

To ensure the continuity of learning, skills development, and character formation of the youth across distance, Aklan Catholic College adopts flexible learning modalities that enable learning at the home. Taking the constructivist approach to learning, the Aklan Catholic College flexible learning system (ACC FLS) provides learning opportunities that highlight the individual and collective experiences of the students and their interaction as vital elements of learning. At its core is the life and teachings of Christ and the ACC Core Values of Faith, Accountability, Character, Excellence, and Service. Recognizing the importance of closing the gap in the access to quality education, the ACC FLS caters to students with no internet connectivity and students with limited to strong internet connectivity.

As a blend of offline and online learning activities, ACC FLS is designed to enable learning at the comfort of the home through correspondence delivery and virtual meetings. Asynchronous learning activities are primarily done through the learning modules. To support offline learning, learning materials and outputs are delivered and collected through our courier service called EduCart. Meanwhile, teacher and student interaction are bridged by online resources such as online meeting applications (Zoom, Google Meet, Microsoft Teams, etc) and other learning resources (Google Suites, Google Classroom, Canvas, OERs, etc). Remote interactions are also mediated by phone calls, texts, and chats.

Features of the ACC FLS

1. Printed Learning Module
2. Plug and Play (flash drive containing learning media)
3. Peer collaboration
4. Virtual consultation and feedbacking
5. Delivery of learning materials in parishes
6. Collection of outputs in parishes

To enable learning, learning materials are organized in Learning Modules and storage devices. Modules are designed in a manner that students can move at their own pace and engage in tasks that allow them to examine the contents closely, exercise skills, and reflect on their learning experiences. Another essential feature of the module is that it directs students to interact with their peers and build on each other's understanding, viewpoints, and experiences. These modules or the concept notes and activities may be made available online by the teachers.

ACC FLS Guidelines

These guidelines govern the implementation of the ACC FLS in the 1st semester of academic year 2021-2022. They direct the program from the delivery of learning packets to the completion of a course. To cope with the rapid changes in community restrictions, adjustments deemed necessary for the guidelines will be made for later implementation of ACC FLS.

Learning Packet

1. The learning packet is covered in the school fees and includes the following.
   a. ACC Flexible Learning System Policies and Guidelines
   b. Learning Modules
   c. Dual flash drive

      d.   Bag

      e.   Lever arch file

2. The dual flash drive may contain learning media such as video files, audio files, images, or pdf. The dual flash drive is compatible with desktops, laptops, tablets, and smartphones.

3. The learning packet uses a reusable bag that will also be used in sending outputs and feedbacks.

4. A student is required to have another sturdy plastic envelope as a spare container every time papers are exchanged during delivery and submission. The envelope will follow color coding for easy identification. The color coding will be as follows.

      a.   Teacher Education and Liberal Arts – Blue

      b.   Criminology – Red

      c.   Hospitality, Tourism – Green

      d.   Business, Accountancy – Yellow

      e.   Nursing – White

Learning Packet Delivery and Collection

Delivery and Reception

1. ACC uses EduCart to send learning packets and feedback to and collect outputs from the student.

2. The schedule of delivery and collection and pick-up points are in the EduCart chart (see EduCart Chart).

3. For a student based in Kalibo, the learning packets shall be picked up at the ACC Mabasa Campus (annex campus).

4. The logistics team shall station at the pick-up point for 40 minutes and shall follow a strict guideline in the distribution and collection of learning packets.

5. To avoid delay in the missing the delivery, the representative shall be on the pick-up point at or before the designated time.

6. Physical distancing shall be strictly observed. Two-meter distance shall be maintained between people at all times.

7. The student or the representative shall wear mask and bring her/his own pen.

8. In receiving the packet, the student of the representative shall present her/his ID or the student's ID and fill in and sign the receipt form.

9. If the student or the representative is showing signs of cough, colds, or fever, she/he shall stay at home

10. If any the student or the representative cannot pick up the learning packet, a proxy may pick up the learning packet provided that she presents an authorization letter from any of the representatives or the student. Additionally, the proxy shall also present the ID of either of the representatives or of the student.

11. If the learning packet is not picked up at the designated time, the representative may claim it at the ACC Mabasa Campus (annex campus) the following day from 10 am to 12 nn and 1 pm to 5 pm or Monday of the following week if the delivery falls on a Friday.

Collection of Learning Packets

1. The packet should be delivered by the student or the representative at the pick-up point at or before the assigned time.

2. The logistics team shall station at the pick-up point for the duration of time specified per municipality and shall follow a strict guideline in the distribution and collection of learning packets.

3. Physical distancing shall be strictly observed during the collection of the learning packets. Two-meter distance shall be maintained between people at all times.

4. As the courier has a pre-set schedule of collection in different municipalities, the courier cannot wait for late packets. Late packets should be delivered by the representative to ACC Mabasa Campus (annex campus).

Submission

1. Based on the agreed mode of submission between the teacher and the student, the submission may be a physical submission or an online submission.

2. For physical submission, outputs should be ready for submission a day before the scheduled collection.
3. The content of the packet should be checked by the student for completion (loose pages, dual flash drive, etc.)
4. The packet should be delivered by the student's representative on a Friday at the pick-up point at or before the assigned time.
5. As the courier has a pre-set schedule of collection in different municipalities, the courier cannot wait for late packets. Late packets should be delivered by the representative to ACC.
6. The instructor shall keep a detailed record of the submissions of the student.
7. Any lacking, unreadable, or unsatisfactory output of the student shall be immediately communicated by the instructor to the student.
8. When storing outputs in the dual flash drive, ensure files are properly copied into the device by opening it to check it can be read. This is to make sure that the file is not corrupted and can be accessed by the instructor. If any of the files cannot be accessed by the instructor, the student will be informed instantly. Online submission may be recommended. If, however, online submission is not possible, the student may submit again in the next collection of outputs.
9. Late peer works, quizzes, daily activities, and reflections are given two-week extension after the set date of submission. After the two-week extension, late submission will no longer be credited.
10. The one-year compliance of lacking major requirements only applies to the written test and the task performance. The student, however, is highly encouraged to submit outputs on time and to submit lacking requirements within the term the course is taken so that she/he can be qualified for enrollment on the next term.

Electronic Student Output

1. A task that requires demonstration of skills should be recorded. Primarily, electronic outputs should be emailed to the instructor. If connectivity is poor, the output may be stored in the dual flash drive. The student should strictly follow the specification of the file requirements such as file format and size to ensure the readability of the file.
2. Electronic outputs, especially when they are too large to be emailed or internet connectivity is poor, can also be stored in the dual flash drive and be prepared for collection. The packet will be collected by the courier at the student's at the designated pick-up point at the town.
3. The student shall clarify with the teacher regarding instructions for online submissions.

Device Protection

1. This program uses a dual flash drive to transfer files between devices and to enable offline submission of some outputs. To protect devices such as computers, tablets, smartphones, and the dual flash drive itself, devices should be frequently scanned with an updated antivirus program.
2. The flash drive should be scanned before accessing any stored file.
3. There is a variety of antivirus programs that can be downloaded for free on the internet.
4. The number of devices used should be limited to minimize the transfer or spread of malicious programs.

Learning Module

1. Each course shall have two modules. Module 1 covers the content of the first half of the course and ends with the midterm assessment. Module 2 covers the second half of the course and ends with the final assessment.
2. Printed Learning Module
   a. Content
      -Concept notes
      -Instructions for further learning materials
      -Peer work instructions
      -Quizzes
      -Activity sheets

-Reflection sheets

-Written

-Performance task sheets

3. Each module contains detailed instructions on how to use the module and the course requirements.

Learning Cycle

1. The student will be given two weeks to complete a learning module, including all quizzes, peer work, activities, reflections, the written test, and the task. See Annex for the course cycle.

2. A program designed by the module developer is recommended for the student to follow to maximize her/his time in learning and to enable the student or parent to monitor learning progress. This program will also ensure that the student can complete the module within the given time.

3. The student may contact the course instructor through call or text message for any questions about the content of the course. The contact information can be found in the instructor's profile that is included in the learning packet.

4. The student should study thoroughly all unit content and other readings and media before taking each quiz and performing each activity.

Collaborative Work

1. Collaborative work may be done by communicating with the peer designated by the instructor. If connectivity is not possible, the student is encouraged to collaborate with household members. In the case of having to work with a household member, the principle of "teach to learn" shall apply. With this, the student shall explain the concept or principle she has studied to a household member to enable the other to participate in the collaborative activity.

2. Specific instruction on collaboration will be indicated in the learning modules.

3. The video conferencing will be used for consultation, clarifications, feedbacking, review, etc.

4. Participation in video conferenced will enhance learning but will not affect the class standing or rating of the student.

5. In the consultation, the student is expected to ask questions and clarifications. The teacher on the other end answers the student's questions and gives feedback on student's performance.

6. Before the video conference begins, the student should secure a stable connection. If the connection is poor, the student must inform the instructor immediately.

7. If connection is interrupted or lost during the video conference, the student must reconnect immediately. If interruption persists, they student may leave the session and inform immediately the instructor of the trouble.

8. During the video conference session, the student should be in well-lit, quiet place, away from the crowd and distraction.

9. While the someone is presenting or sharing the screen, the student should mute her microphone.

10. Each participant of the video conference must not share in any platform screenshot, video recording, or audio recording of the video conferencing unless consented by all the participants of the video conference.

11. Each participant is expected to use respectful language and to regard each participants of the video conference with respect.

12. The instructor will give additional guidelines and rules before the video conference begins.

13. Collaborative works may also be done through group chat or group messaging.

14. Specific instruction on collaboration will be indicated in the learning modules.

Assessment

1. As this module ensures that learning is practical, relevant, and meaningful, the assessment will focus primarily on the performance of skills or principles learned and secondarily on the expression of essential underpinning knowledge.

2. For each course there shall be two major assessments: Midterm Assessment at the end of module 1; and Final Assessment at the end of module 2.

3. Thus the assessment will comprise of

a. Performance task (50% of the grade)
b. Written test (20% of the grade)
4. The remaining 30% will be taken from all other learning activities in the module.

Grading System

1. The peer works and reflections are now graded and recorded.
2. The midterm grade shall be the cumulative points from Module 1.
3. The final grade shall be derived from the sum of the 70% of cumulative points from Module 2 and 30% of the midterm grade.
4. The passing grade shall be 75.

Final grade reporting

1. Grades will be made available at least 30 days after the final assessment.
2. If connectivity is available, grades may also be accessed at **acc.hbsi.ph**

Completion/Removal of incomplete grades

1. The student shall comply with lacking major course requirements (performance task and written test) within the semester the course is taken. Non-compliance or late compliance of requirements shall affect the acceptance of the student to the following semester.
2. As teachers will be occupied in student consultation and monitoring, output assessment, and feedbacking, period of completion shall be contained only within a week period for each semester. This is done to ensure that academic requirement compliance shall not disrupt the essential roles of teachers. Schedule for completion will be on the following.
   a. September 27 to October 1, 2021
   b. February 28 to March 4, 2022
   Slots for completion shall be requested and finalized with the concerned teacher before the identified weeks for completion.
3. Requests for completion should be channeled through the official email address provided by the instructor.

Minimum requirements for online learning engagement

1. Technology proficiency
   a. basic computer skills
   b. using productivity and creativity tools
   c. sending and receiving email
   d. using a web browser
   e. downloading and installing software
   f. video conferencing
   g. the ability to be self-directed in learning

2. The minimum requirements for a learning device is shown in the chart below.

Device	Minimum requirements	Capabilities					
		Sending & receiving content	Downloading & uploading content	Streaming content	Document/ file reader	Encoding & data management	Video conferencing
Mac	• OS 10.11 or higher • 2 GHz Processor (Dual Core) or better • 4 GB RAM (or more) • Latest version of web browser: Chrome, Firefox • Built-in hardware: speaker, mic, webcam	E	E	E	E	E	E
PC	• Windows 8 or higher • 2 GHz Processor (Dual Core) or better • 4 GB RAM (or more) • Latest version of web browser: Chrome, Firefox • Built-in hardware: speaker, mic, webcam	E	E	E	E	E	E
Android tablet/iPad	For iOS device: 64-bits iOS version 11 and higher	E	E	E	E	G	L
Android phone/iPhone	For Android device: Android version 5.1 and higher	E	E	E	G	L	L

E – excellent   G – Good   L - Limited

3. The device must have these basic productivity and creativity tools

	Minimum requirements	Others that may be required
Productivity tools	a. Microsoft office/ WPS b. PDF Reader c. Google account	a. The course description shall specify other

	d. Zoom app	productivity tools necessary for the course.
Creativity tools	a. Audio recorder (in-device) b. Camera (in-device)	a. Basic multimedia editor (e.g. Windows movie maker, Inshot, filmora, etc.) b. Basic photo editor (lightroom, picsart, canva, photoshop lite, etc) c. The course description shall specify other productivity tools necessary for the course.

4. The instructor may require other technical requirements necessary for the course. These additional requirements may be found in the course primer available on the ACC website.
5. Internet connection at least 1 mbps download and upload speed.

Tech failure

1. If there is any trouble in the device being used or internet connectivity that prevents the student from participating in on-going synchronous sessions or from completing/submitting an output, the student shall inform the instructor right away.
2. The student shall also inform the instructor right away if the problem with the device or connectivity has been fixed.

Prepared by:

ACC Learning Continuity Team

Approved by:

sgd. Rev. Fr Paul Andrew Buenaventura S. Sayon V
OIC Rector-President

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Aklan Catholic College

Archbishop Gabriel M. Reyes St.
5600 Kalibo, Aklan, Philippines
Tel. Nos.: (036)268-4152; 268-9171
Fax No.: (036)268-4010
Website: http://www.acc.edu.ph
E-mail Add: aklancollege@yahoo.com

ACC Flexible Learning System
COURSE CYCLE

This course cycles show how a course under the ACC FLS runs from moment the learning packets are received by the student to the time the outputs are submitted.

Sample cluster	Module 1 (week 1)					Module 1 (week 2)						
	Day 1 Mon	*Day 2* Tue	*Day 3* Wed	*Day 4* Thu	*Day 5* Fri	*Day 6* Mon	*Day 7* Tue	*Day 8* Wed	*Day 9* Thu	*Day 10* Fri	*Day 11* Mon	*Day 12* Tue
GPCom	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	-Written test -Performance task	-Submission of outputs -Reception of next module
GSTS	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	-Written test -Performance task	
GMathMod	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	-Written test -Performance task	

Sample cluster	Module 2 (week 1)					Module 2 (week 2)						
	Day 13 Mon	*Day 14* Tue	*Day 15* Wed	*Day 16* Thu	*Day 17* Fri	*Day 18* Mon	*Day 19* Tue	*Day 20* Wed	*Day 21* Thu	*Day 21* Fri	*Day 22* Mon	*Day 23* Tue
GPCom	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	-Written test -Performance task	
GSTS	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	-Written test -Performance task	-Submission of outputs -Reception of next module
GMathMod	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	Synchronous (Video conference)	Asynchronous (Module work)	-Written test -Performance task	