



**CENTER POLICY DOCUMENT  
FOR PEARSON'S BTEC  
HN QUALIFICATIONS**

**Maharshi Karve Stree Shikshan Samstha's  
School Of Fashion Technology**

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## Contents

1. Introduction .....	3
1.1 Maharshi Karve Stree Shikshan Samstha, (MKSSS) .....	3
1.2 School of Fashion Technology (SOFT).....	5
1.3 About Pearson BTEC HN Qualification.....	7
2. The Programme Team.....	8
3. Policies and Procedures .....	9
3.1 Learner Recruitment, Registration and Certification Policy .....	9
3.2 Assessment Policy and Feedback .....	11
3.3 Internal Verification Policy.....	15
3.4 Appeals Policy .....	17
3.5 Plagiarism & Maladministration.....	18
3.6 Recognition of Prior Learning (RPL) .....	21
3.7 Special Consideration and Reasonable adjustment Policy .....	22
3.8 Equal Opportunities Policy .....	24
3.9 Conflict of Interest Policy .....	25
3.10 Contingency and Adverse Effects Policy .....	27
3.11 Risk Assessment .....	30
3.12 Health and Safety policy .....	41
3.13 Learner Support Policy .....	42
3.14 Learners Safeguarding Policy .....	44

# 1. Introduction

## 1.1 Maharshi Karve Stree Shikshan Samstha, (MKSSS)



The Samstha is a 125-years-old body that is committed to **“Empowerment of Women through Education”**. The Institution works relentlessly towards educating the women and thereby making them self-reliant. The Samstha was established in 1896 by the great visionary and social worker **Bharat Ratna Maharshi Dhondo Keshav Karve** to provide shelter to destitute women.

Maharshi Karve founded this Institution with the objectives of upliftment, emancipation and education of women who formed a major section of the socially downtrodden. He dedicated his whole life for this humanitarian cause with great determination and courage. For his sacrifice and dedicated social work and his contribution to the noble cause he was awarded **“Bharat Ratna”** the highest National Civilian Award.

Maharshi Karve Stree Shikshan Samstha, Pune has branches all over Maharashtra in India and more than 35,000 girl students are learning in these institutions and at present it runs 65 educational units.

The Institution offers education from Kindergarten, Pre-Primary, Primary, Secondary, Higher Secondary schools to Higher Education Colleges. At present the Institution runs higher education units like, Engineering, Architecture, Management, Nursing, Fashion Technology, Vocational Training Institute, Laser Technology & Applications, Jewellery Design, etc. With the changing trends in the jobs market, the courses like Data Science, Artificial Intelligence, Machine learning, laser technology, Automotive Mechatronics are also planned in near future.

MKSSS strives hard to develop women into truly performing citizens in today's globalization era.

## 1.2 School of Fashion Technology (SOFT)



Established in 1998 under the tutelage of 125 year old Maharshi Karve Stree Shikshan Samstha (MKSSS), Pune, India, School of Fashion Technology (SOFT) is the pioneer of fashion education and one of the top fashion design schools in the country, and the only school that equips learners with quality education.

School Of Fashion Technology has been working for the past many years to impart quality education and career to its learners in the areas of Fashion Design, Fashion Technology, Production, Merchandising, Fashion Communication, Jewellery Design, Textile Design and Sustainable Fashion.

Highly qualified faculties and experts from the industry train the learning minds and endow them with the required skill sets for the fashion industry. School of Fashion Technology aims at equipping the learner's mind with creativity, intellect and confidence and prepares them for a promising future.

Keeping the legacy of quality education, SOFT is now an approved center for delivering Pearson BTEC HN qualification for Level 4 & 5.

## **Vision of SOFT**

To take forward the MKSSS's Vision of Women Empowerment through Education, SOFT is committed to Evolve as a most Conscious and Internationally known Fashion Organization.

## **Mission of SOFT**

SOFT is committed to provide an enriched experience to all its stake holders by providing Conscious Quality input and by governing the required output so as to satisfy the needs of the Industry as well as society with utmost competencies. By default the International Connectivity on one side and the Social Connectivity at the Grass Root level on the other side will be a phenomenal Identity that will make SOFT a unique organization.

### **1.3 About Pearson BTEC HN Qualification**

Pearson is the world's leading learning company, with a presence in more than 70 countries and working to help people of all ages to make measurable progress in their lives through learning.

The unique insight and world-class expertise followed by Pearson comes from the long history of working closely with various stakeholders of Pearson.

Pearson puts the learner at the center of everything they do, because wherever learning flourishes, so do people.

BTEC (Business and Technology Education Council) is one of the world's most recognized applied learning brands, engaging learners in practical, interpersonal and thinking skills, for more than thirty years.

BTEC are work-related qualifications for learners taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTEC provide progression into the workplace either directly or via study at university and are also designed to meet employer's needs.

Therefore, Pearson BTEC Higher National qualifications are specially designed range widely recognized by industry and higher education as the principal vocational qualification at Levels 4 and 5.

## 2. The Programme Team

The Programme team consists of all the staff responsible for the delivery, assessment and internal verification of a BTEC HN Qualification. Below are the role and responsibilities of the programme team who are involved in maintaining and improving the quality of programmes within the center.

Sr. no	Role	Responsibility	SOFT Faculty
1.	Head of Center	Person who has overall accountability for the delivery of Pearson Qualifications.	Dr.M.M Hundekar principal@soft.ac.in
2.	Quality Nominees	Ensuring effective management of BTEC programmes	Dr. M. M Hundekar principal@soft.ac.in
3.	Programme Leaders	Responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria	Mr. Suresh Karale. Ms. Anjali Chavan hodpg@soft.ac.in anjali@soft.sc.in
4.	Lead Internal Verifiers	The Lead Internal Verifier play an Important role in authorizing Resubmissions and retakes.	Dr. Yogesh Bokil yogesh@soft.ac.in
5.	Senior Managers	Responsible for overseeing the registration, transfer, withdrawal and Certificate claims for learners to ensure that Pearson's deadlines are met. Responsible for assessment records and documentation	Ms. Mohika Joshi exampearson@soft.ac.in
6.	Internal Verifiers	A member of staff able to verify assessor decisions, and validate assignment brief.	Subject Experts
7.	Exams Officer	Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners.	Ms. Mohika Joshi exampearson@soft.ac.in
8.	Assessors	Responsible for carrying out assessment to the required standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.	Subject Experts



## **3. Policies and Procedures**

### **3.1 Learner Recruitment, Registration and Certification Policy**

SOFT for its BTEC HN qualification practices fair and consistent approach to recruiting with integrity and equal opportunity to all however as a very special organization dedicatedly working for Women Empowerment, offers education only to Women.

#### **Learner Recruitment:**

- Applications for admission to all courses are considered without regard to any inappropriate distinction e.g. ethnicity, nationality, disability, sexual orientation, religious or political beliefs, marital status or socio-economic background etc. All Applicants are given equal opportunities, are consistent, transparent and in line with the Pearson's certification and pre-requisites.
- Key dates and deadlines for application and registration appear on SOFT website.
- Admission Committee guides the learners from their first visit to SOFT. Counselors are designated to attend the desiring applicant and the journey begins with initial assessment by a Counselor. During the assessment the counselor identifies applicant's admission requirement compatibility and the areas of support, if needed, for each individual learner.
- As BTEC HN qualification is taught and assessed in English learners who are non-native English speakers and who have not undertaken their final two years of schooling in English need to submit their IELTS Score of 5.5 before joining the qualification.
- Admission will be entirely on merit and on the basis of individual ability.
- The selection process at SOFT constitutes of Common Entrance Test comprising of Studio Test, Online Test and Personal Interview and therefore takes account of all aspects of an application and not just an applicant's

academic profile. SOFT is committed to treating all applicants within the admission cycle fairly.

### **Registration:**

- SOFT informs every applicant about Pearson qualification and its certification procedures at the beginning of a programme.
- The exam officer ensures a robust system of registration that all the learners are registered on Edexcel Online as per the guidelines of the awarding body Pearson within the deadline. Exam Officer will cross check the registration details with Programme Leaders.
- The Exams Officer shall ensure that all learners are aware of their learner status and that withdrawal, transfers or changes to any learners details are kept up-to-date and that examination boards have been notified.

### **Certification Policy:**

Certification is the acknowledgment that an individual has attained a well-defined level of understanding or ability against a particular body of knowledge or skill set and is committed to maintain a high quality of professionalism while in the practice. Certificate will be issued by Pearson to learners only after the successful completion of the course.

The Exams Officer will ensure that timely certificate claims are made and are based solely on internally verified records which are approval by External Verifiers. The Exams Officer ensures that all records are kept safely and securely post certification for recommended periods of time in line with examination board requirements. All certificates will be audited to ensure accuracy and completeness.

## **3.2 Assessment Policy and Feedback**

Assessment is the process of measuring learners learning & evaluating the level of that achievement. SOFT in the requirement of fulfillment of BTEC HN qualification emphasizes on analytical, valid and reliable approach which includes wide range of learning tools for consistent performance. Pearson BTEC HN Qualification are assessed internally by assessors and verified by internal verification process which is validated by International Standard Verifier.

### **Forms of assessment**

#### **1. Formative Assessment**

Formative feedback is periodically given by an assessor to the learners with a clear understanding of their progress and continued improvement. Formative assessment is developing and is offered before summative assessment. Formative feedback does not contribute to final grading but develop and consolidate knowledge, skills and competencies.

#### **2. Summative Assessment**

Summative assessment is the summation of the learner's achievement and evaluation of their learning. Summative assessment results in the awarding of a grade that indicates the learner's level of achievement. For learners, the summative assessment is often viewed as the most important form of assessment, as it provides them with a definitive indication of their performance. Assessors will assess the learner for their overall performance and grade them accordingly.

#### **3. Feedback on Learners Assessment**

Feedback on assessed work is an integral part of the process and has several purposes. Feedback is important for the Learners academic improvement and progression. This helps Learners to understand how the Assessor/ Internal Verifier have interpreted their work against the given criteria.

Feedback will be:

- Meaningful feedback that will be specific to given assessment criteria and benefits learners in their subsequent work.
- Timely feedback will be given while the work assessed is fresh on the minds of the learners before they could take up new assignment
- Constructive feedback will set out ways in which there is scope for improvement and also highlights learners strengths and weaknesses.

### **Re-assessment/ Re-submission**

Not every learner will achieve all learning outcomes on their first attempt at summative assessment. Reassessment will only be offered after the completion of the unit. Therefore, if a learner has failed to achieve a pass grade for the unit, on the first attempt, he will be given the opportunity for reassessment.

A learner who, for the first assessment opportunity, has failed to achieve a Pass for a unit may be offered:

- One opportunity for re-assessment of the unit
- Reassessment for course work, project or portfolio based assessments will involve the reworking of the original task.
- For examinations, reassessment will involve completion of a new task.

A learner who undertakes a reassessment will have their grade capped at a Pass for that unit.

### **Repeat Units /Retake**

A learner that fails to achieve Pass on reassessment will be given the opportunity to retake the unit in full (full attendance, fees, all new work) and their grade will be capped at Pass.

A unit can be repeated if the center and the Assessment Board decide it is an appropriate course of action and is not a decision that is taken by an individual tutor.

As with all decisions related to assessment, will be discussed, and recorded, as part of the activity of an Assessment Board.

- Repeat unit will be applied to a learner who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification
- Decisions can be permitted to repeat a unit by Assessment Board
- The learner must study the unit again with full attendance with payment of the unit fee
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit
- Units can only be repeated once

### **Extension/ Mitigating Circumstances**

Mitigating circumstances are medical or personal issues which a learner cannot overcome or manage without an impact on their ability to attend teaching and undertake assessments because they occur suddenly, unexpectedly or are severe in nature. There is no definitive list of such situations and the center recognizes that difficulties impact people in different ways.

Learners will have to contact Assessors and Programme Leader for Mitigating and fill the form for claiming with evidences.

Mitigating Circumstances will not be considered on frequent bases.

Formal panel will review the student evidence; in order to decide whether the mitigating circumstances are accepted. Center reserves rights to reject the claim for Mitigating Circumstances.

If an extension is granted, the new deadline will be provided and will be recorded and adhered to.

### **Unit Compensation**

Learners have compensation for failed units. Learners can be compensated for 15 credits (one unit) at level 4 for the HNC. Achieving 105 credits out of 120 credits to gain the award.

Learners can be compensated for 15 credits (one unit) at Level 4 and 15 credits (one unit) at Level 5 for the HND. Achieving 210 credits out of 240 credits in total to gain the award.

A Learner may only claim compensation on units that they have fully attempted and completed.

Compensation is not available as a 'default' – students will need to request compensation and the decision on whether to offer is to be taken by an Assessment Board.

### **3.3 Internal Verification Policy**

Internal Verification is an essential part for BTEC HN qualification in delivery and assessment. All the units are internally assessed therefore assessment decision should be standardized, consistent and accurate. SOFT implements a very timely, systematic Internal Verification to confirm the quality assurance as expected for the BTEC HN qualifications.

Internal Verification takes places at two stages-

- 1. IV for Assignment brief-** Ensure assignment brief are fit for purpose
- 2. IV for Assessment decision-** Ensure assessment decision are consistent and accurate

#### **Procedure**

Program Leader identifies suitable assessors as per their core competences to deliver the units. Assessors writes assignment brief in the provided template and hands it over to Programme Leader. Programme Leader identifies a subject specialist as an Internal Verifier (IV) for every unit. Assessors cannot IV their own assignment brief & assessment decision. Internal Verification takes place at twice, one for assignment and later for assessment decision

#### **1. IV for Assignment brief**

IV ensures that the assignment brief written by the assessor has -  
accurate program, units details, date of issue

Written clearly in accessible language.

Required time duration.

Assignment brief is relevant to the assessment criteria and learning outcomes.

Incase if the Internal Verifier identifies any error, feedback is given to the individual assessor and assessor is expected to take a remedial action as necessary.

If the assignment brief is relevant, valid, appropriate & sufficient then Internal Verifier signs the assignment brief document.

Program Leader & IV must ensure that two or more submission dates of assignments must not overlap.

Once the assignment brief is fit for purpose it's signed off, documented in IV file and handed over to learners.

## **2. IV for Assessment decision**

Internal verification of assessment decision is planned in the academic assessment plan. Internal Verification is mandatory procedure which is scheduled for all the units, assignments submitted by learners & assessors decision.

Internal Verifier will check the assessment decision and feedback given by assessors.

Internal Verifier will ensure the process is fair, consistent and reliable.

If Internal Verifier identifies any issues in the assessment decision, it should be noted in the IV document and communicated to the assessor, assessor will accordingly take remedial action.

The discussion is between assessors and IV, learners are not a part of the assessment decision producers.

Once the assessor has taken corrective measures Internal Verifier records it in form of document which is signed & dated in the IV file for audit trail.



### **3.4 Appeals Policy**

The purpose of an Internal academic Appeal Policy and Procedure is to provide an equitable, fair and orderly process by which a Learner can request for reconsideration of an academic assessment decision given by an Assessor. Learner at the time of induction program will be informed about the Appeals policy & procedures. Learner can appeal against the assessment decision within 7 working days of receiving the assessment feedback or grades.

#### **Procedure**

1. Learner within 7 days can directly contact the Assessor, according to the Appeals policy the assessor has to review the learners appeals within 5 days of issue been raised verifying the necessary documents and evidences.
2. Assessor records & documents the meeting held with the learner and informs the Program Leader about the decision and corrective measures taken.
3. If the learner is still not convinced with assessors reviewed assessment decision then she can contact the Program Leader within 3 days.
4. Program Leader along with Lead Internal Verifier/ Internal Verifier would review the assessor's decision with all the relevant documents and ascertain if the grading has been done in accordance of the set standards.
5. The decision by Program Leader should be informed to concerned assessor in writing within 7 working days of receiving the Appeal. The decision, though not binding, is expected to be honored by the concerned assessor.
6. If the Learner is still not content with the handling of the Appeal, she can then contact the Quality Nominee by filling an Appeals forms. The final decision of the Quality Nominee will then be binding. If a learner is still unsatisfied with center's Appeals policy & producer outcome, then has a right to appeal Pearson.
7. All the related records and documents of appeals procedure to be maintained for 18 months by SOFT as per standards of Pearson.

### **3.5 Plagiarism & Maladministration**

SOFT for its HN qualification considers plagiarism, cheating, malpractice and maladministration as a serious and offensive act. Academic misconduct includes any action or practice that could inappropriately affect the academic performance of a learner

- This policy aims to promote honest practice that encourages original work.
- Maintain the integrity of academic awards and procedures of SOFT and its awarding body, Pearson.
- Fair opportunity to learner and staff to respond to any allegation of academic misconduct.

#### **Plagiarism and cheating**

Plagiarism is one form of academic misconduct, described as submitting someone else works as one's own work without proper recognition.

#### **Plagiarism, cheating and assessment malpractice policy- for Learner**

- Learners are refrained from using somebody else's work, images or idea and presenting as their own.
- Learners must not directly download work from internet/online resource and present as their own work.
- Learners must avoid giving permission to peer to copy from ones work.
- Learners must not agree secretly with others to cheat.
- Learners essentially should not alter or misuse given assignments.
- Learners must not deliberately destroy someone else's work
- Learners must not get their work done from other sources
- Learners must avoid exchanging or passing of false information which could be affect assessment criteria, staff image, or assessment feedback.

### **Assessment malpractice policy- for Staff**

- Staff shall not give improper assistance to learners.
- Staff will avoid misuse of power and position e.g. changing marks for internally assessed work.
- Essentially avoid misleading or inadequate advice to learners.
- Avoid refusal to answer any rational questions.
- Unequal treatment or being bias towards specific learners.
- Avoid delay or carelessness in responding.
- Not expected to commit alteration or fraud in maintaining proper records.
- Misusing learners work without their permission elsewhere.

### **Centre role in Plagiarism and assessment malpractice policy – for Learners**

- If plagiarism is detected, investigation will take be done by the respective unit Assessor/ Internal Verifier. Assessor will inform Programme Leader about the same.
- Learners are expected give proof of the work in case found plagiarized.
- Depending on severity of plagiarism necessary disciplinary action to be taken by the Programme Leader /Quality nominee.
- In case of minor act of plagiarism a warning, resubmission will be given by Assessor/ Programme Leader.
- In case of major act of plagiarism Programme Leader will report the matter to Head of Centre; possible penalties could be disqualification/ retake unit or entire qualification.

### **Maladministration**

Maladministration is as any action, activity, neglection, failure or other practice that results in non-compliance of specific requirements set by the awarding body, Pearson for its BTEC HN qualifications. This could include any of the following

- A loss, theft, or violation of confidentiality in any assessment materials.
- Insecure storage of assessment materials.
- Inappropriate circulation/distribution of assessment materials.
- Unauthorized amendment, copying or distributing of assessment materials.
- Repeated failure to adhere to learner registration and certification procedures.
- Constantly delay/ late learners registration.
- Inaccurate claim for certification.
- Failure to maintain appropriate auditable records – e.g. certificate claim and/or forgery of evidence.
- Poor administration arrangements

### **Centre role in maladministration policy – for staff**

Anybody at SOFT who identifies a staff suspected of maladministration or assessment malpractice shall write a mail with supporting evidences to the Head of the center for BTEC HN qualification. Centre will then conduct an initial investigation ensuring that staff involved in the initial investigation is competent and have no personal interest in the outcome of the investigation.

Head of centre will examine the case promptly to establish if maladministration /malpractice have occurred and will take necessary and reasonable action in consideration of its parent origination MKSSS management. Management's decision will be governing the issue. The decision will be taken within 15 working days of the initial identification of the suspect, however in some cases it may take longer time depending on the time taken for investigation.

### **3.6 Recognition of Prior Learning (RPL)**

The Recognition of Prior Learning is a process by which Learners education level can be awarded credits or qualifications or be exempted from some parts of their chosen programme by recognizing their learning from previous experiences or achievements as per the BTEC HN qualification guidelines. This is a non – certified acquisition of relevant skills and knowledge that can be evaluated.

SOFT ascertains that Learners would be admitted to the right level for which they are qualified and have applied for. The Learner would be granted the maximum credits that they are eligible for, based on the Recognition of Prior Learning (RPL) guidelines put forth by the awarding body.

Learners are selected on the basis on a Common Entrance Test (CET) where their ability is tested through the General Aptitude test, Creative ability test and a Personal Interview.

Learner who has completed their Technical Education by achieving a Diploma in Fashion from any state of India will be selected on the basis of Interview.

#### **The regulatory procedure are applicable as per below**

1. The Entry level Qualification for the BTEC HNC/HND would be 12th standard (Higher Secondary Certification) of the Indian Education system.
2. CBSE, ICSE, State Board (standard 10) + 3years / 2 years MSBTE or equivalent Diploma of Technical Board
3. To recognize the Prior Learning, test shall be conducted at Institute level. These tests would be formulated by the admission team to acknowledge the Qualification.
4. Necessary Certification, attested copies shall be retained by administrative department

### **3.7 Special Consideration and Reasonable adjustment Policy**

SOFT for its BTEC HN qualification assessment practices are designed to ensure that conditions are fair to all learners, as consistent as possible.

Serious health issue (illness), injuries or misadventure will be taken into account when considering a learners performance in a course or unit of study programme.

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

#### **Dealing with cases of Special Consideration:**

Learner will have to apply for the claim of special consideration and the decision will be taken under assessment board.

All claims for Special Consideration should be genuine and should be made with good intent

Learners who are granted Special Consideration will however be required to demonstrate achievement of designated learning outcomes.

Learners seeking to use Special Consideration as a means of gaining an unfair advantage in the assessment of designated learning outcomes will be rejected, and may be subject to disciplinary action.

Multiple and recurring claims for Special Consideration may be an indicator of a learners at academic risk. Requests for Special Consideration should be lodged within five working days of the assessment.

Learners will be eligible for special consideration for following a specific examination series.

Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control.

These include:

- Temporary illness or accident/injury at the time of the assessment;
- Bereavement at the time of the assessment (where whole groups are affected, normally only those most closely involved will be eligible);
- Domestic crisis arising at the time of the assessment;
- Serious disturbance during an examination, particularly where recorded material is being used;
- Accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time;
- Participation in sporting events, training camps or other competitions at an international level at the time of the assessment, e.g. representing their country at an international level in football, hockey etc.

### **3.8 Equal Opportunities Policy**

In its pursuit for academic excellence, SOFT is firmly committed to the protection of all members of the institutional community from discrimination of any kind and the programme is available to all Learners in an appropriate manner without violation of human rights.

Fair and good education for all our Learners is an integral feature of SOFT

SOFT is strongly committed to providing equal opportunities for all its learners, irrespective of age, religion or belief, colour, race, ethnicity, national origins, sexual orientation, disability or any other characteristic not specifically related to relevant aptitudes, potential skills and abilities.

All members of the institute should be aware of our equal opportunities policies. This includes Learners, teaching staff and the parents.

Equal Opportunities practices should be evident in

- the formal curriculum (the programme);
- the informal curriculum (extra-curricular activities)

#### **For Teaching Staff:**

For employment in SOFT of all Staff and progression within employment is determined only by personal merit and by the criteria of application which are related to the duties and conditions (norms) of each particular post and the needs which are concerned to the institution.



### **3.9 Conflict of Interest Policy**

A Conflict of Interest arises is when there is an incompatibility between a Faculty's personal interest and his/her duties or action as a Faculty of the Institute. SOFT requires all members of the management, faculty and staff to carry out their responsibilities with utmost honesty and professionalism in the BTEC HN qualifications.

A Conflict of interest policy ensures that all activities carried out on behalf of SOFT are unbiased and without any influence of any personal interest. All Faculty members to whom this policy applies must not decide or handle matters where their personal interest can influence their decision. It is best to avoid being in a position where there is a conflict between their duties and their interest. This can be a conflict of financial or emotional interest.

It is beneficial to disclose to SOFT any Personal – Financial relationship or activities with external organizations that may affect a Faculty members institutional responsibility as an Assessor.

#### **Consequences of Breach of Policy:**

Abiding by this policy is mandatory. Breaches may result in disciplinary action as deemed necessary by the Quality Nominee in reference to the Indian Educational laws

#### **Key requirements for Faculty members:**

1. All Faculty members must be physically present in the institution throughout the assigned time frame.
2. A Faculty member must not allow professional activities to abate them from their primary role as a faculty member.

3. Faculty members must not use SOFT resources or any confidential information as part of their business dealings or for any other reason that are not in accordance with their role as a faculty member.

At SOFT, Faculty members are given opportunities and required support for personal enhancement. This is highly encouraged and recognized at the institute. The Faculty members can undertake various initiatives for attaining for higher qualifications through research etc.

Through this policy, the Faculty members should have a professional approach and responsibility while making any kind of financial relationships or activities with external organizations.

### **3.10 Contingency and Adverse Effects Policy**

The Contingency and Adverse effect policy of SOFT aims to ensure a planned response in event of a major disruption or an emergency situation arising on campus. Such emergency situation could be related to college infrastructure, academic administration, natural calamities or other any unforeseen situation.

This policy provides a guideline in order to plan for on campus emergencies and help reduce the impact if it happens. This policy does not encompass all unforeseen situation but provide some guidelines that will help protect life and property through in- house resources and safeguard the interests of students while maintaining the integrity of the assessment system and safeguarding the Qualification standards.

#### **Communication:**

1. In the event of local disruption , communication to Learners and Assessors will only take place through the administration team , on instructions from the Head of the Centre
2. In the event of major disruption, specific details with regards to the specific contingencies will be accordingly communicated by Administrative team , to all relevant shareholders in order to ensure the contingency is carried out in an effective manner.

The following are the different kind of emergencies that can be categorized under different heads

1. Minor incidents- any incidents which may occur on campus but does not affect the functioning of SOFT e.g. on-the-job injuries, and worksite accidents
2. Major incidents/ Disaster – includes incidents that disrupts the daily functioning at SOFT and need special services to handle such situations

e.g. collapse of any physical structure, situation arising due to fire, floods, earthquakes, state of emergency, riots etc.

### **Probable Risks and Related Contingencies:**

#### **Teaching staff extended absence at significant point in the academic year :**

Contingencies:

In case a teaching staff is on an extended leave during a significant academic point , SOFT will arrange for an alternative teaching staff from within the institute at the earliest . If the existing teaching staff is unable to take up this additional role, then SOFT will seek to employ additional academic staff on a contractual basis to ensure smooth delivery of the programme.

#### **Failure of IT system :**

Contingencies:

SOFT have an IT policy and Back up and Restoration policy and has clear processes in place to prevent failures and in turn resolve issues promptly. The colleges maintains secured backup for all types of assessment and feedback to students on its ERP system (Educloud) and is capable of retaining such records should a disruption to the IT system occur.

#### **Disruption of teaching time – Centre closed for an extended period:**

Contingencies:

In case of a potential disruption of teaching time , the Institute will communicate the same to the Learners about the same. Assessors will aim to communicate with students in order to support learning and guide them on accessing course materials and submitting assignment online. If the Institute continues to remain closed for an extended period due to an unforeseen circumstance , the centre would arrange for an alternative and suitable teaching space.

## **Centre unable to distribute results as normal:**

Contingencies:

In a situation where the College is unable to distribute or declare results as normal , then the College will immediately communicate the same to the awarding body to discuss options for the same. Learners would be promptly contacted to explain the situation and the agreed plan of action .

## **Withdrawal of Qualifications**

Contingencies:

This Policy protects the interest of Learners on BTEC HN qualification on SOFT Campus in the event of withdrawal of Center approval status, thus maintaining the integrity of BTEC Programmes.

SOFT is committed to putting the interest of the learner as its priority and will undertake all reasonable steps to protect the interest of Learner should a qualification or unit be withdrawn by the awarding body. The college will ensure that Learners are not registered onto a qualification that is due to be withdrawn before the Learner completes the qualification.

SOFT provides Quality checks for identifying contingencies that may lead to withdrawal of center's approval status.

The systems including Internal Committee and Local Managing Committee will review and update the appropriateness of contingency arrangements.

### 3.11 Risk Assessment

Risk is a combination of all possibility or probability that an individual can be exposed to a potential hazard and that may cause actual harm and have severe consequences. At SOFT risk assessment is done for each laboratory or workshop where the Learner or staff will be at work. A Lab Assistant is appointed for each Laboratory–Garment Construction, Pattern Making and Computer. The Lab Assistants are trained to observe the discipline prescribed in the policy of their respective Labs. The instructions and risks associated with each area are displayed for the Learners to abide by.

#### Garment Construction Lab

Potential Risk / Hazard	Who is at risk?	Precautions to be taken / What to do in case of an accident or incident
Turn off machines / Iron when not in use	Learner Lab Assistant Faculty Member	All Sewing machines and iron must be switched off and unplugged, if you are stepping away from the machine or making some repairs. This will help avoid accidents like the machine running over your hand and for it to cut it on or getting burnt from the iron.
Moving needle	Learner	Fingers must be at a minimum of 1 inch distance from the moving needle. Learners can also use various tools available in market to help guide the fabric through the machine. In case of an accident, please call for the On-call doctor.

Long hair	Learner	It is very important that learners with long hair must tie their hair tightly with a hair tie to avoid any mishap.
Concentrate	Learner	Learners must concentrate and be attentive while operating the sewing machine. Also if the Learner is under medication that affects focus , it is best to avoid using the sewing machine
Listening to the machine	Learner	If the machine is making any rattling or grinding noise, it is important to stop and unplug the machine and report the same to the concerned Faculty member.
Damaged wires	Learner and Lab assistant	Incase if the wire is cut, damaged or frayed, do not use the machine as there can be chances of an electric shock.  Report the same to the concerned Faculty
Do not stitch over pins	Learner	Sewing over pins can tend to make them break and fly at the user. It could also damage the machine or the fabric .It is therefore important to remove pins before stitching.
Do not eat or drink in the Lab	Learner	Any spill from a drink can be a reason for an electric mishap.
Dispose Textile and other waste properly	Learner	All unrequired textile and other waste must be disposed off properly to avoid any kind of accidents like tripping over them etc.

Cell Phone	Learner	Do not use Cell phones while in the Lab. It may be the reason for distraction at the machines and may lead to accidents
No Running	Learner	Do not run inside the lab as you can slip/fall and hurt yourself.
Do not lean on machines	Learner	Leaning on machines can lead to chances of you being too close to the machine and increase the chances of getting hurt from it
High Voltage area	Learner Faculty member Lab Assistants	All High Voltage areas must be clearly marked for everyone to be cautious when they are in close proximity to it
Main Switch / Fuse box	Learner Faculty member Lab Assistants	The Main switch / Fuse box must be clearly marked , so that in case of an emergency , it is easy to locate the same
Caution! Hot Surface	Learner	The area near the iron must be clearly marked to avoid Learners from touching the surface and in the process being burnt
Do not use Cutter on tables	Learner	Tables must not be damaged. Also while using a cutter , it is important to be careful to avoid any accidents/ cuts.
Stole/ Dupattas	Learner	These must not be near the Sewing machines as it can be entangled in the wheel of the machine and cause serious injury to the operator.
Selfies	Learner	Clicking of Selfies is strictly prohibited inside the Lab.



### Pattern Making Lab

Potential Risk / Hazard	Who is at risk ?	Precautions to be taken / What to do in case of an accident or incident
Dispose waste paper properly	Learner	All unrequired patternmaking papers and other waste must be disposed off properly to avoid any kind of accidents like tripping over them etc.
Do not touch the Main Switch / Fuse box	Learner Faculty member Lab Assistants	The Main switch / Fuse box must be clearly marked, so that in case of an emergency, it is easy to locate the same. Only authorized personnel should handle the main switch. In case of an emergency, please shut the main switch to stop all electrical supply to the lab and call the Lab assistant immediately.
Switch off the lights on leaving	Learners	All lights must be switched off , otherwise due to overheating there can be a fire break
Running in the Lab	Learners	Running in the Lab can lead to Learners tripping and falling.
Cutters on pattern making	Learner	While using a cutter/ Scissor, it is important to be careful to avoid any accidents/ cuts that can happen if it accidentally falls.
Remove pins once work is completed	Learners	All pins must be stored well once work is completed. Loose pins can prick or scratch a fellow Learners
Cell Phone	Learner	Do not use Cell phones while in the Lab. It may be the reason for distraction at the machines and may lead to accidents
Do not eat or drink in the Lab	Learner	Any spill from eating or drinking can be a reason for an electric mishap.

## Computer Lab

In order to use the Computer lab, each Learner must possess a valid student ID card. It is against the policy to allow a Learner to borrow a fellow Learners ID card to gain access to the computer Lab. Each Learner is expected to maintain proper decorum and rules while using the computer Lab.

Potential Risk / Hazard	Who is at risk?	Precautions to be taken / What to do in case of an accident or incident
Tripping on wires lying on the floor	Lab Users	The floor must be clear of all wires. They must be taped together or inside a plastic tube. This is necessary to avoid anyone from tripping over them. All current transmitting parts of any electrical devices must be enclosed to avoid getting in contact with any user.
Electrocution from Live wires	Lab Users	All cut, damaged wires must be replaced immediately or taped.
Overheating of Equipment	Lab Users	Turn off Circuit breakers or immediately shut down the system and unplug the Equipment to allow it to cool.  Contact the Lab assistant for the same
Over/Under voltage on Mains	Lab Users	Do not insert another fuse of larger capacity if an instrument keeps blowing fuses.
Liquids	Learners	No water or aerated drinks. Should be allowed at the work area. Do not use or store highly

In case of any Emergency, please contact the Concerned Faculty / Programme Leader or Centre Head of the Institute

## **Emergency Contact Numbers**

### **Visit and On Call**

Dr Ritesh Kundap:

Phone no . 9765903397, 8983123879, 9890495662

### **Emergency**

Dr Ashish Badare:

Phone no. 9423580971, 7588779309, 7875643862

### **Government Ambulance Facility**

Phone no. 108

### **Fire Brigade**

Phone no.101

### **Narhe Police Station**

Phone no.020-24699076

## Corridors and Staircase

Potential Risk / Hazards	Who is at risk?	Precautions to be taken / What to do in case of an accident or incident
Do not run in corridors or staircase	Learners , All Faculty members and Help staff	No running or playing in the corridors or the staircase. It may lead to accidents and injuries from slips , falls and trips
Slippage	Learners , All Faculty members and Help staff	<p>When the corridors or staircase are to be wiped cleaned, a sign board about the same must be on display. If water is spilled, the help staff must be immediately informed about the same.</p> <p>Pedestrians must be kept away from wet/ moist floors,e.g. physical barriers and provide for dry paths through these areas for them to pass through. During wet cleaning, correct amount of detergent needs to be used. Excess liquid should be removed to assist the floor drying process. As far as possible, the floor should be wiped until dry</p>
Signage	Learners / Faculty members	<p>Operational controls put in place.</p> <p>e.g. rushing prohibited, hand held devices prohibited, reading prohibited.</p>

## Lifts/ Elevators

The College provides for 2 lifts at either sides of the building for both the Learners as well as for the other members of college. It is important to follow the rules written and displayed inside the lift for the safety of all.

Potential Risk / Hazards	Who is at risk?	Precautions to be taken / What to do in case of an accident or incident
Gaining access to machine rooms and shafts	Learners	The machine or control room for lifts should be situated in remote parts of the premises and under normal circumstances should be locked and secured. For lifts, these rooms can be either at the top or bottom of the building.  Access to these areas is strictly prohibited.
Hazardous materials	Learner and Faculty members	Hazardous material must not be stored near the control room. It is a potential danger to all
Persons trapped in the lift	Any User	Incase if the Lift stops and the doors do not open, do not panic. Call the help line no. displayed inside the lift.

## Classrooms

Potential Risk / Hazards	What is the Risk ?	Who is at Risk ?	Precautions to be taken / What to do in case of an accident or incident
Broken, tables, chairs or other furniture items	Falls and related injuries	Learners	Broken furniture should be removed from service until repaired or replaced
Damaged flooring/ tiling	Slips and falls	Learner and Faculty members	<p>Poorly maintained or damaged floors or paving should be identified during routine maintenance checks.</p> <p>Repairs should be carried out, and steps taken to prevent future damage.</p>

## Canteens

Potential Risk / Hazards	What is the Risk ?	Who is at Risk?	Precautions to be taken / What to do in case of an accident or incident
Unsafe storage of kitchen items	Toppling goods leading to Slips, trips and falls	Learners	Utensils, crockery and other items should be stored properly on shelves and in cupboards to prevent them from toppling and unsafe access.
Fire	Burns and Smoke inhalation	Learners Faculty Member Helping staff Kitchen Staff	Designated helping staff should be trained to use the fire-fighting Equipment. Lunchtime evacuation drills should be carried out to make every individual aware of the exit/escape routes, assembly points etc. in case of an incident of fire on the premise
Damaged electrical fittings and equipment	Electrocution Cuts	Learners and Kitchen Help staff	Defective electrical equipment and fittings should be disposed of, or clearly identified and labelled as 'out of use', and stored separately to prevent accidental use. Defects to be reported to the person in control of the workplace to ensure all items are repaired or replaced.
Sharp knives and cutters	Cuts	Kitchen Help staff	Safety cutters/knives should be regularly checked for damaged blades or handles once per term and disposed of if damaged.

<p>Slips and Falls from liquid spillages, food spillages</p>	<p>Slips, trips and falls</p>	<p>Learners Faculty members</p>	<p>Spills should be dealt immediately. Absorbent material should be used to soak up the spill. Spill kits or absorbent materials should be located near high spill risk areas. Hand-held squeegee should be made available for smaller spills</p>
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### **3.12 Health and Safety policy**

SOFT is committed for maintaining a safe, secure and healthy environment for all staff, learners and visitors.

#### **Health, Safety and Hygiene provisions in the campus include:**

1. Sufficient number of first aid tool kits.
2. Medical room
3. Toilets, kitchen and all the rooms are cleaned on daily basis.
4. Campus is declared smoking free zone.
5. Fire extinguishers: 14 (already installed).
6. Cleanliness in campus environment:
7. CC TV (cameras): 2 in each lab and corridors (already installed)

#### **Rules for Health and safety on campus:**

1. Learners/Staff must follow safety and hygiene rules planned to care for themselves and others
2. Follow safety instructions of teaching and support staff in regular day to day work, especially in an emergency
3. Learners have to keep the physical environment clean, buildings, open area or other infrastructure that reside in campus;
4. Throw away any garbage in garbage bin that has been provided.
5. Food and drinks are strictly prohibited in classrooms and corridors.

### **3.13 Learner Support Policy**

SOFT aims at supporting learners towards an effective learning environment and also helps them to achieve their academic potentials. It focuses on what SOFT can and should do to help learners beyond the formal delivery of content, or skills development. This creates positive learning environment and offer adequate assistance to the learners in addition to the academic support.

As this policy is aimed towards supporting learners and also identifies difficulties that may occur among learners learning experience

1. Emotional & Psychological issues
2. Physical disability
3. Additional/special learning requirement

#### **1. Emotional & Psychological issues**

Soft respects dignity of every learner and promotes learners well-being. An individual's emotional and mental health varies due to the factors of demanding modern lifestyle or any other unknown valid reasons. Soft does not judge its recruits on the basis to handle these pressures. Information of such learner will be of utmost confidential and will be revealed only to the concerned staff member. For learners who need help, a counselor is appointed who is available on call on campus.

#### **2. Physical disability**

A physical disability is a physical condition that affects a person's mobility, physical capacity, stamina, or dexterity. Soft believe in right to education and does rational adjustments to the known physical limitations of otherwise qualified individuals with disabilities. Campus premises have ramps & toilets for physically challenged learners.

College ensures that all activities, functions, procedures are in consideration to enable the physically disabled learner and their active participation in academic and social events. Soft ensure that any barriers to events, programme that causes hurdle to the disabled learner will do a reasonable adjustment to minimize such barriers and meet up their full academic potential.

### **3. Additional/special learning requirement**

Every learner is different in terms of learning ability, grasping capacity, academic standards and performance and classroom understandings. Learners with weak academic performance, tends to lose confidence and eventually due unsatisfactory results tends to drop out. This policy also aims to help in the identification of learners who require additional/ special academic support and to ensure suitable interventions are implemented to facilitate such learners to realize their full potential. For weaker academic performing learners an Enrichment programme is initiated by the SOFT on weekends to bridge the gap. Soft library also provides e-library accesses which is available for 24X7 to all the learners and staff.

SOFT motivates bright students to participate in national and international level competitions. Similarly those having difficulties to perform are provided with mentor support.

### 3.14 Learners Safeguarding Policy

This policy is developed by SOFT to maintain an environment where learners, staff and visitors feel safe and is not at any risk of abuse or harm which is a primary consideration.

SOFT will not tolerate any sort of exploitation and abuse with learners by peer, staff or associated personnel with either in person or through digital platform irrespective of age, gender, origin or hierarchy.

Types of abuse that could occur in a learning environment could include:

- Physical abuse
- Sexual abuse
- Psychological abuse
- Discriminatory abuse

Incidents of ragging, bullying and harassment of any kind are unacceptable at SOFT. Incidents of ragging, bullying and harassment of any kind are unacceptable at SOFT, all learners are expected to be respectful to each other, and to look out for each other at all times. Bullying, name calling, aggressive or threatening behavior, violence or abuses are not tolerated. All staff members should act in the best interest of the allegedly abused person. The institute will make sure to conduct a training and sensitization programme for all employees in order to build their skills in avoiding, identifying, responding and reporting cases of harm. If any witnesses are aware of any harassment or abuse, or are concerned about another learner, they are advised to report it to the Programme Leader or there are various committees to support learner's issues and their functioning is being supervised by the authorities of the college.

- Discipline Committee
- Grievance Committee.
- Anti-ragging & Sexual Harassment Committee.



Sr.13/1/2, Narhe Ambegaon, Opp. to Vision English Medium School, Pune 411041.

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[WWW.SOFT.AC.IN](http://WWW.SOFT.AC.IN)

