

PLAKSHA UNIVERSITY

PLAKSHA UNDERGRADUATE MENTORSHIP IN ACTION (PUMA) POLICY

Policy Name:	Plaksha Undergraduate Mentorship in Action (PUMA) Policy
Release Date:	July 22, 2026
Version:	2.0
Reviewed By:	Prof Srikant Srinivasan, Dean of Academic Prof Prashanth Suresh Kumar, Asst. Dean Student Affairs Shalini Sharma, Director Well-Being Bharti Singh, Associate Director- Center for Corporate Partnerships and Careers
Approved By:	Prof Rudra Pratap, Vice Chancellor
Policy Administered By:	Students Affairs



Plaksha Undergraduate Mentorship in Action (PUMA)

Navigating Academic System

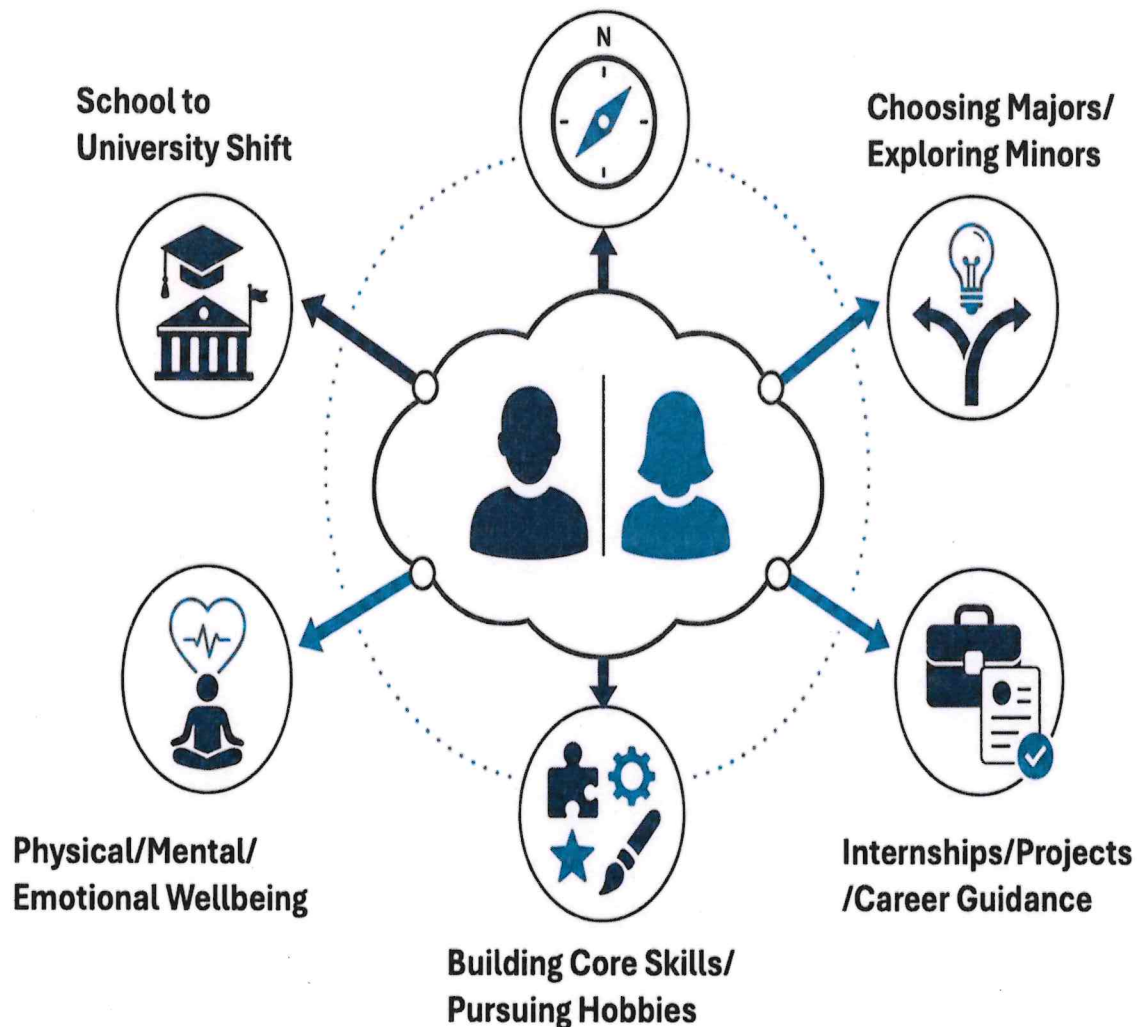


Table of Contents

1. Policy Statement.....	5
1.1 Purpose of the PUMA Policy	5
2. Mentorship Requirement of Undergraduate Students	5
3. Overview of PUMA framework.....	6
4. Roles and Responsibilities of Mentors	8
4.1 Faculty Mentor	8
Overall role of the Faculty Mentor	8
Specific responsibilities of the Faculty Mentor.....	8
Confidentiality expectations for Faculty Mentors	8
4.2. Peer/Student Mentor	9
Overall roles and responsibilities of the Peer Mentor	9
Boundaries of the Peer Mentor role.....	9
Specific responsibilities of Peer Mentors	9
4.3 Career Mentor	10
Career Mentorship overview	10
Career Mentor responsibilities.....	10
Boundaries of the Career Mentor role	11
4.4. Mental Wellbeing Support System	12
Overall role.....	12
Specific responsibilities	12
Confidentiality in wellbeing support.....	13
5. Assignment and engagement of mentors	14
5.1 Faculty Mentors	14
5.2 Peer or Student Mentors.....	15
5.3 Career Mentors	15
5.4 Wellbeing Professionals	16
5.5 Reassignment, conflict of interest, and continuity.....	16
5.6 Overview of Minimum Engagement.....	16
6. Feedback System.....	17
6.1 Purpose of the feedback system.....	17
6.2 Sources of feedback.....	17

6.3 Feedback mechanisms	18
6.4 Handling concerns and complaints	18
6.5 Referral and escalation pathway.....	15
7. <i>General guidelines for Mentors and Mentees</i>	19
7.1 Student participation and mentee responsibilities	19
7.2. Ethical conduct and boundaries to consider for Mentors	20
7.3. Institutional responsibilities	21
7.4. Documentation and record review	21
7.5. Policy review and improvement	21

1. Policy Statement

1.1 Purpose of the PUMA Policy

Plaksha University is committed to providing a student-centric, inclusive, and supportive academic environment. The Plaksha Undergraduate Mentorship in Action (PUMA) Policy establishes a structured, coordinated, and student-centered mentorship system for undergraduate (UG) students at Plaksha University. The policy is intended to ensure that every student has access to timely academic guidance, peer support, career direction, and wellbeing support throughout the undergraduate journey.

1.2 Scope

This policy applies to all undergraduate students enrolled at Plaksha University and to all mentors formally appointed or recognized under the PUMA framework.

2. Mentorship Requirement of Undergraduate Students

PUMA provides layered support across the undergraduate journey. The nature of mentorship evolves as students move from transition into university life, to academic planning, to career preparation, to graduation readiness.

Student stage	Typical period	Primary mentorship emphasis
First year	Semesters 1 and 2	Academic adjustment, campus navigation, routines, community building, early identification of concerns
Second year	Semesters 3 and 4	Academic planning, electives, projects, interests, strengths, growth areas
Third year	Semesters 5 and 6	Career direction, internships, industry readiness, advanced academic decision-making
Fourth year and graduation phase	Semesters 7 and 8	Graduation readiness, placements, higher studies, capstone or project direction, transition beyond Plaksha

Hence, it is important to acknowledge that students would require different types of support, and their mentoring needs would vary over their UG journey (Figure 1).

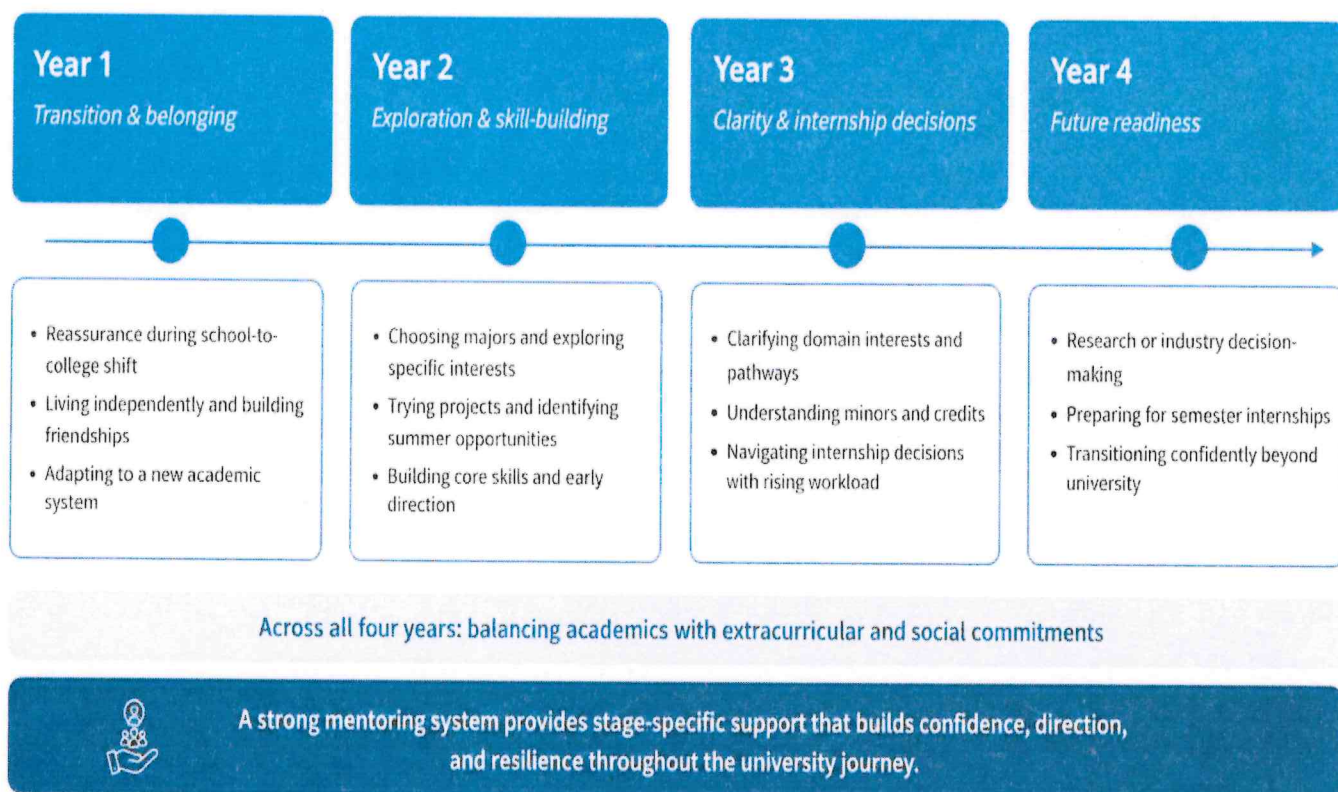


Figure 1: The mentoring needs of the students over their UG timeline

3. Overview of PUMA framework

3.1 Different types of mentorship

The idea with PUMA is that students should have access to different types of support to help them navigate through these needs. Based on their mentoring needs, the following types of mentorship are included as part of the PUMA framework:

- **Faculty Mentorship**
- **Peer/Student Mentorship**
- **Career Mentorship**

These mentors will be mapped to individual students at different points in their academic journey as discussed in the next section.

Besides these, mentoring support will also be available in the form of mental wellbeing professionals, and through leadership sessions which include talks by founders, entrepreneurs, and other leaders. These will not be mapped individually to specific students but are open for access to all students.

3.2 Mentorship Timeline

While it is important that students have access to different types of support systems and mentorship, there are some typical timelines for mentorship (figure 2). For e.g. student/peer mentoring is especially coordinated for the incoming cohort of students who would need help with transitioning to the new ecosystem in their 1st year. Similarly, career mentorship is organized typically in their 3rd year. These showcase typical timelines, but students can of course reach out for required support/mentorship outside these timelines as well.

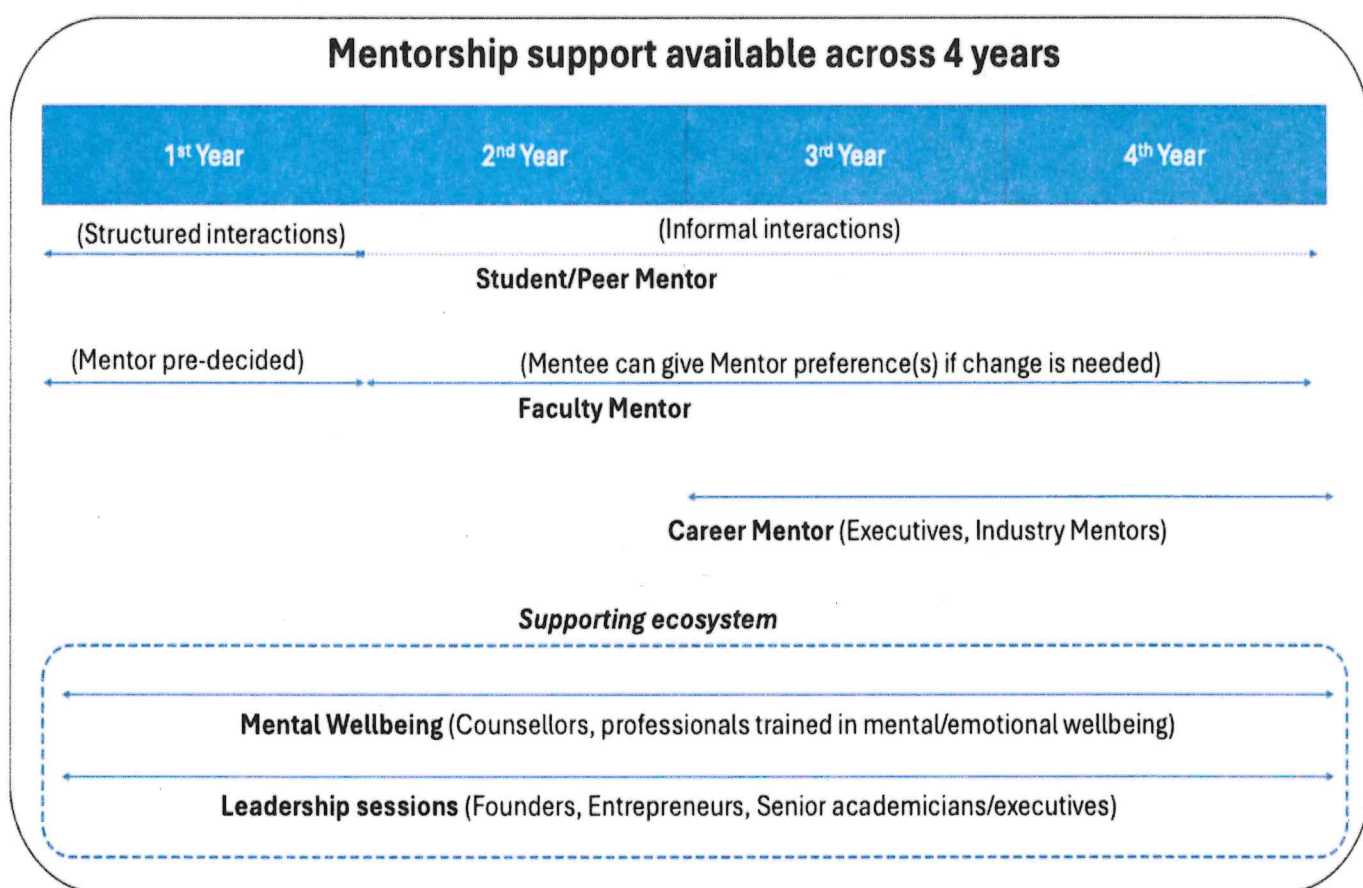


Figure 2: Typical timeline of different types of mentorship for students as part of the PUMA framework

4. Roles and Responsibilities of Mentors

4.1 Faculty Mentor

Overall role of the Faculty Mentor

The Faculty Mentor advises students on academic matters and supports their overall development at Plaksha. This includes guidance on course choices, electives, academic decision-making, course drops, overloads, summer term registration, projects, internships, academic performance, and related matters. The Faculty Mentor works in consultation with the Office of Academic Affairs, Student Life, and other designated University offices, and directs students to the appropriate source of information or authority when necessary.

The Faculty Mentor also helps students identify strengths, interests, developmental needs, and areas of potential excellence so that academic and career choices may be better informed. In addition, the Faculty Mentor supports student wellbeing by maintaining awareness of social, emotional, and academic concerns and by collaborating with the Student Wellbeing Committee or other authorized offices where appropriate.

Specific responsibilities of the Faculty Mentor

1. **Periodic interaction:** Interact with assigned students at least twice per semester to understand their academic progress, adjustment, and support needs.
2. **Record keeping:** Record each formal interaction and maintain a summary of topics discussed, agreed action items, and referrals, if any.
3. **Academic decision guidance:** Support students in understanding implications of academic flexibilities such as course drops, overloads, summer term registration, electives, academic progression, and projects, while ensuring that formal approvals remain with the appropriate University office.
4. **Early identification of concerns:** Identify areas where the student may need academic, social, emotional, or institutional support and refer or report such matters to the Dean Academics, Assistant/Associate Dean Student Affairs, Office of Academic Affairs, Student Life, or Wellbeing Team as appropriate.
5. **Referral to specialist support:** Avoid acting as a medical advisor, legal advisor, or disciplinary authority unless formally designated. Refer students to the appropriate office or professional support when needed.

Confidentiality expectations for Faculty Mentors

Faculty Mentors shall maintain confidentiality of student information, including grades, CGPA, scholarship status, family circumstances, health information, wellbeing concerns, and any personal matters disclosed during interactions. If the student requires immediate mental or physical health support, or if the Faculty Mentor perceives an urgent concern related to the student's academic or personal life, the Faculty Mentor shall contact the office of Academic Affairs, Counsellor or other designated authority as appropriate.

4.2. Peer/Student Mentor

Peer Mentors are trained senior students who help first-year students adjust to university life, develop a sense of belonging, and navigate campus systems. Peer Mentors provide practical guidance and encouragement, while referring serious academic, wellbeing, residential, or conduct concerns to appropriate support systems. While formal peer mentoring responsibilities conclude after the first year, COPE members continue to contribute to student wellbeing and community support during their second and third years. Their role shifts from assigned mentoring to broader responsibilities such as promoting wellbeing, supporting peers, recognising signs of distress, and helping students connect with appropriate campus resources when needed.

Overall roles and responsibilities of the Peer Mentor

Peer Mentors shall:

- serve as an immediate and approachable point of contact for first-year students;
- support campus familiarization, including hostels, mess, classrooms, clubs, systems, routines, and student services;
- guide students on balancing academics, extracurricular participation, social life, and personal routines;
- share practical advice on study habits, time management, collaboration, academic integrity, and navigating the academic system;
- encourage students to participate in clubs, events, learning opportunities, and campus communities;
- conduct regular check-ins with assigned mentees;
- help students understand when and how to seek support from faculty mentors, wellbeing teams, wardens, counsellors, Academic Affairs, or Student Life;
- model responsible, inclusive, and ethical student conduct.

Boundaries of the Peer Mentor role

Peer Mentors are not counsellors, therapists, academic authorities, disciplinary authorities, or substitute faculty advisors. Their role is to support, guide, listen, normalize help-seeking, and refer. Peer Mentors shall not attempt to independently handle serious personal, mental health, harassment, abuse, self-harm, medical, academic integrity, or disciplinary concerns. Such matters must be escalated promptly through designated channels.

Specific responsibilities of Peer Mentors

1. Attend required training and orientation before assignment. The training will be coordinated by the Wellbeing Team or the Student Wellbeing Committee.
2. Maintain regular contact with assigned mentees, especially during the first semester.
3. Create an inclusive environment where students feel welcome, respected, and connected.

4. Share accurate information and avoid giving unofficial assurances about academic approvals or institutional decisions.
5. Refer students to appropriate support systems when concerns are beyond the peer mentor role.
6. Maintain confidentiality of student disclosures except where safety, well-being, or institutional policy requires escalation.
7. Report emerging concerns or patterns to the Wellbeing Team without unnecessary disclosure of private details. The Wellbeing Team will further coordinate with Student Life, faculty mentors, or the Academic Office as required.
8. Avoid favouritism, harassment, exclusion, misuse of authority, or pressure on mentees to join particular groups or activities.

4.3 Career Mentor

The Career Mentorship Program at Plaksha University is designed to help students bridge the gap between academia and industry. It supports students in becoming industry-ready by the time they enter the professional world. The program offers students an opportunity to be guided by experienced leaders during critical stages of academic and professional development.

Career Mentors support student development in areas such as career-related decision-making, problem-solving, professional communication, industry awareness, career planning, and navigating complex professional environments.

Career Mentorship overview

- The program normally begins when students enter their fifth semester and continues until graduation.
- The program includes distinguished leaders such as founders, senior executives, and industry professionals.
- Each Career Mentor is paired with a small group of students, normally based on registration, interest areas, availability, and program design.

Career Mentor responsibilities

1. Career direction and strategic guidance - Career Mentors shall help mentees define and refine career goals based on strengths, interests, values, capabilities, and market realities. They may provide clarity on career pathways, including industry roles, functions, emerging domains, entrepreneurship, higher studies, and interdisciplinary opportunities. Mentors shall guide students toward informed career decisions rather than impulsive or improperly researched choices.

2. Industry insight and market awareness - Career Mentors shall share relevant industry trends, hiring patterns, workplace expectations, and skill demands. They shall help bridge the gap between academic learning and industry expectations by explaining what makes candidates competitive in real hiring scenarios.

3. Skill development and capability building - Career Mentors shall help students identify skill gaps, including technical, analytical, communication, behavioral, and professional skills. They may recommend targeted learning paths, certifications, projects, portfolios, reading, internships, or practice opportunities. Mentors shall encourage depth, consistency, and evidence of capability over superficial preparation.

4. Application and interview readiness - Career Mentors may guide mentees on resume positioning, professional introductions, interview preparation, case discussions, technical or behavioral interview readiness, and mock interview practice. Feedback shall be honest, constructive, respectful, and actionable.

5. Professional conduct and accountability - Career Mentors shall reinforce expectations around timely communication, professional behavior, reliability, integrity, preparation, follow-through, and accountability. Mentees may be expected to complete agreed actions between mentoring interactions.

6. Personal branding and digital presence - Career Mentors may guide students on developing a professional identity through LinkedIn, portfolios, GitHub, project showcases, personal websites, public communication, or other relevant channels. Mentors may help students articulate their value proposition clearly and appropriately.

7. Networking and opportunity navigation - Career Mentors shall educate mentees on meaningful and ethical networking. They may facilitate relevant connections where appropriate, but are not obligated to provide referrals, internships, jobs, or introductions. Students shall be guided to approach opportunities strategically and professionally.

8. Continuous feedback and development tracking - Career Mentors shall provide developmental feedback and may track progress across skills, applications, interview performance, and career clarity. Guidance shall be adjusted based on the student's evolving needs, performance, and goals.

9. Mindset and decision-making coaching - Career Mentors shall help mentees develop resilience, ownership, long-term thinking, adaptability, and the ability to handle rejection, ambiguity, trade-offs, and uncertainty.

10. Ethical guidance and professional integrity - Career Mentors shall reinforce integrity in applications, interviews, networking, workplace conduct, use of references, representation of skills, and acceptance or decline of opportunities.

Boundaries of the Career Mentor role

Career Mentors do not replace the Corporate Partnerships and Careers office, academic mentors, counsellors, or formal university authorities. They shall not guarantee internships, placements, recommendations, grades, academic approvals, or employment outcomes. Any conflict of interest or sensitive matter shall be disclosed to the relevant program coordinator.

4.4. Mental Wellbeing Support System

Mental Wellbeing Professionals

Mental Wellbeing Professionals or Counsellors serve as primary points of psychological and emotional support. They foster a safe, confidential, non-judgmental, and professionally ethical environment for students. Their role includes preventive, developmental, and therapeutic support aligned with holistic student wellbeing.

Overall role

The Mental Wellbeing Professional or Counsellor shall:

- provide psychological and emotional support in a confidential and respectful environment;
- guide students in developing self-awareness, emotional resilience, adaptive coping strategies, and help-seeking behavior;
- integrate preventive, developmental, and therapeutic approaches to support holistic wellbeing;
- function as a bridge between academic, personal, and social domains while maintaining confidentiality;
- promote a campus-wide culture of wellbeing, reduce stigma, and normalize responsible help-seeking.

Specific responsibilities

1. Direct psychological support

- Provide individual counselling or therapy sessions for students experiencing emotional, academic, interpersonal, adjustment, or personal concerns.
- Offer crisis intervention and risk assessment when required.
- Maintain ethical standards of confidentiality, consent, professional boundaries, record-keeping, and referral.

2. Mentorship and developmental guidance

- Support students in building emotional regulation, decision-making, resilience, self-reflection, and coping skills.
- Help students navigate transitions, identity concerns, relationship challenges, academic stress, and personal development.
- Encourage reflective practices that may align with relevant courses, workshops, or student development initiatives.

3. Assessment and insight building

- Administer and interpret psychometric assessments where relevant and professionally appropriate.
- Use assessment insights to inform individualized support plans, referrals, or developmental guidance.

- Ensure that assessments are used ethically, confidentially, and only for legitimate student support purposes.

4. Accessibility and outreach

- Facilitate access to services through designated appointment platforms and institutional support channels.
- Conduct outreach initiatives, workshops, group sessions, and awareness programs to improve mental health literacy and engagement.
- Identify and support students who may not proactively seek help, while respecting autonomy and confidentiality.

5. Collaboration and referral

- Work collaboratively with faculty, mentors, administration, residential life, and student support teams while maintaining professional confidentiality.
- Refer students to external partners, psychiatric support, emergency services, or specialized care when extended support is required.
- Integrate approved digital wellness tools or external services into student support plans where appropriate.

6. Preventive and educational role

- Contribute to wellbeing curriculum elements, workshops, orientation sessions, or co-facilitated learning opportunities.
- Design and deliver preventive programs on stress management, relationships, emotional wellbeing, resilience, mindfulness, breathwork, self-care, and mental health literacy.
- Promote healthy routines, responsible help-seeking, and supportive peer culture.

7. Monitoring and system strengthening

- Track emerging student wellbeing concerns and trends in a non-identifying or appropriately confidential manner to inform institutional support strategies.
- Provide feedback for continuous improvement of the student wellbeing ecosystem.
- Support the development of a responsive, inclusive, and student-centered wellbeing framework.

Confidentiality in wellbeing support

Wellbeing-related information shall be handled according to professional counselling ethics and applicable university protocols. Information shall not be shared with faculty, parents, peers, or administrative offices

without appropriate basis, except where there is a serious and imminent risk, legal or policy requirement, or student consent.

5. Assignment and engagement of mentors

5.1 Faculty Mentors

The University shall endeavor to maintain an optimal Faculty Mentor–Mentee ratio, preferably around 1:20. This ratio shall include students across all undergraduate years. This ratio may be reviewed periodically based on faculty strength, student intake, program needs, and institutional capacity.

Newly admitted students shall be assigned a Faculty Mentor at the start of the academic year. Faculty Mentors shall be introduced to their mentees during orientation or through an official communication process. Each Faculty Mentor shall meet assigned mentees at least twice per semester. At the end of the semester, the committee overseeing the mentorship will gather feedback from faculty and students to assess overall scope for improvement (Figure 3).

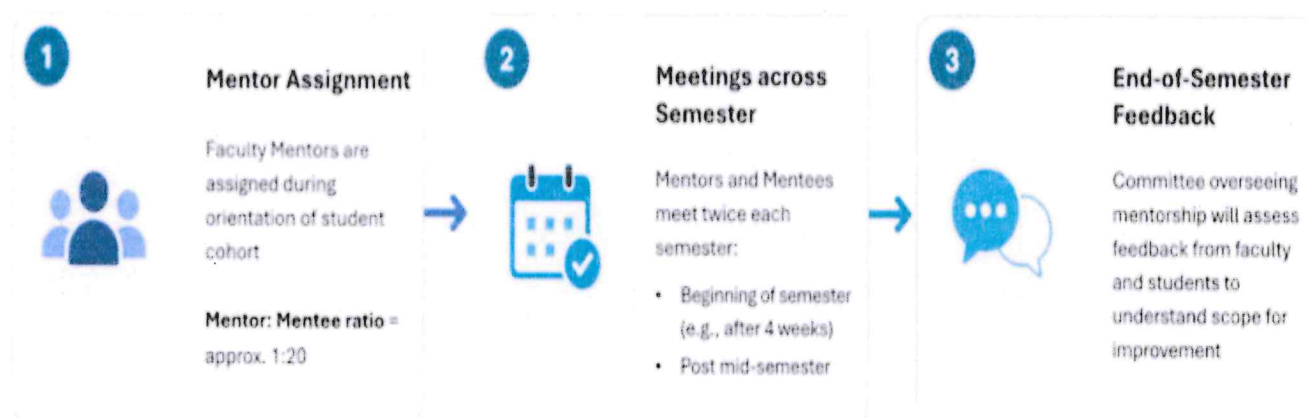


Figure 3: Logistics around faculty mentorship

After completion of one academic year, students may request a change of Faculty Mentor if needed. To do so, the student shall write to the Office of Academic Affairs, stating the reason for the requested change. The request shall be considered based on the student’s reason, mentor availability, workload balance, conflict of interest considerations, and institutional feasibility. A mentor change is not automatic and shall be confirmed only through the appropriate office.

5.2 Peer or Student Mentors

Peer or Student Mentors shall be assigned to the incoming cohort during orientation or at the beginning of the academic year. Peer Mentors shall be screened and trained in mentorship, student guidance, boundaries, confidentiality, referral pathways, inclusion, and escalation protocols.

The preferred Peer Mentor-Mentee ratio shall be approximately 1:15, subject to cohort size and availability of trained mentors. Peer Mentors shall meet or check in with their mentees at least twice a month, especially during the first year and during transition-sensitive periods such as orientation, first assessments, mid-semester, and end-semester.

Peer Mentor allocation may consider residential distribution, program diversity, language comfort, gender sensitivity, and student support needs where appropriate and feasible. To support a smoother transition into university life, Peer Mentors are encouraged to connect virtually with their assigned mentees before campus arrival, wherever feasible. This interaction serves as an extension of the support available to incoming students and provides an opportunity to address initial questions, concerns, or practical aspects of joining the university community.

While such pre-arrival interactions are strongly encouraged, they are not mandatory and may take place based on mutual availability and convenience.

Students may request a change in Peer Mentor allocation if they believe that the existing mentoring relationship is not adequately meeting their support needs. To initiate this process, the student may write to the Wellbeing Team at wellbeing@plaksha.edu.in, briefly outlining the reason for the request.

Requests will be reviewed by the Wellbeing Team, taking into consideration factors such as the nature of the concern, mentor availability, workload balance, conflict of interest considerations, and overall programme feasibility. A change in Peer Mentor allocation is not automatic and will be confirmed only after review by the Wellbeing Team.

5.3 Career Mentors

Career Mentors shall normally be allocated by the Corporate Partnerships and Careers office in the fifth semester, before summer internships and advanced career preparation activities. The allocation process may be based on registration, student interest, mentor availability, broad career domains, cohort needs, and program design.

The preferred Career Mentor-Mentee ratio shall be approximately 1:5. Career Mentors shall normally meet assigned students at least once a month, individually or in groups, as determined by the program. Career mentoring interactions shall be documented and reviewed periodically by the responsible office to support continuity, accountability, and improvement.

Career Mentor assignment does not create an entitlement to employment, internship referrals, professional introductions, or placement outcomes. The purpose of the assignment is developmental guidance and professional readiness.

5.4 Wellbeing Professionals

Wellbeing Professionals or Counsellors shall be available to students through designated wellbeing channels, appointment systems, referrals, outreach programs, crisis response pathways, or other approved mechanisms. They serve as primary points of psychological and emotional support and shall maintain a safe, confidential, non-judgmental, and professionally appropriate environment.

Unlike other mentor categories that are allocated based on cohort or program stage, wellbeing support shall be available based on student need. Students may seek support voluntarily, may be referred by a faculty mentor or University office, or may be contacted through wellbeing outreach when appropriate.

The University shall communicate clearly how students may access wellbeing support, including appointment platforms, emergency contacts, referral processes, and after-hours or external support resources where available.

5.5 Reassignment, conflict of interest, and continuity

A mentor or mentee may request reassignment when there is a reasonable concern related to conflict of interest, communication breakdown, capacity constraints, boundary concerns, student comfort, or other valid reasons. Requests shall be reviewed by the relevant office responsible for the mentor category.

To support continuity, mentor changes should be managed in a way that preserves relevant non-sensitive support information and avoids unnecessary repetition for the student. Sensitive wellbeing information shall not be transferred except through professionally appropriate channels.

5.6 Overview of Minimum Engagement

The following minimum engagement standards shall apply, unless modified by the University based on cohort size, academic calendar, or institutional capacity:

Mentor category	Minimum engagement expectation	Documentation expectation
Faculty Mentor	At least two interactions with each assigned mentee per semester	Date, key discussion areas, follow-up items, and referrals if any
Peer Mentor	At least two check-ins per month with assigned first-year mentees, individually or in small groups as appropriate	Attendance or contact record, broad themes, non-sensitive concerns, referrals if any

Mentor category	Minimum engagement expectation	Documentation expectation
Career Mentor	At least one structured interaction per month after allocation, normally from Semester 5 onwards	Meeting record, career goals discussed, action items, progress indicators
Wellbeing Professional or Counsellor	Available through appointment, referral, outreach, or crisis support based on student need	Professional counselling documentation consistent with ethical and confidentiality standards

6. Feedback System

6.1 Purpose of the feedback system

The feedback system is intended to assess whether PUMA is functioning effectively, identify student support gaps, strengthen mentor training, improve allocation processes, and enhance student experience. Feedback shall be used for continuous improvement, not for punitive action, except where misconduct, neglect, breach of confidentiality, harassment, discrimination, or policy violation is identified.

6.2 Sources of feedback

Feedback may be collected from the following sources:

- Students receiving mentorship;
- Faculty Mentors;
- Peer Mentors;
- Career Mentors;
- Mental Wellbeing Mentors or Counsellors;
- Office of Academic Affairs;
- Office of Student Life;
- Corporate Partnerships and Careers;
- Student Well-Being Team

6.3 Feedback mechanisms

The University may use a combination of the following mechanisms:

Mechanism	Purpose	Frequency
Student mentorship survey	Assess accessibility, usefulness, responsiveness, and quality of mentor support.	Once per semester or annually
Mentor self-report	Capture engagement frequency, recurring student concerns, training needs, and system challenges.	Once per semester
Focus group discussions	Understand qualitative student and mentor experiences	As needed
Referral review	Monitor whether students are being referred to appropriate support services.	Periodically
Career mentoring progress review	Track participation, professional readiness, and student action items	Monthly or semester-wise
Peer mentor review	Assess transition support, first-year concerns, and training effectiveness.	Semester-wise
Wellbeing trends review	Identify patterns in student wellbeing needs	Periodically, subject to confidentiality standards

6.4 Handling concerns and complaints

Students or mentors may raise concerns regarding mentorship quality, inappropriate conduct, breach of confidentiality, non-responsiveness, conflict of interest, boundary concerns, or discomfort with a mentor-mentee pairing.

Concerns shall be handled through the relevant office depending on the mentor category:

Concern relates to	Primary office or authority
Faculty Mentor allocation or academic mentoring	Office of Academic/Student Affairs
Peer Mentor conduct or first-year transition support	Office of Academic/Student Affairs
Career Mentor allocation or career mentoring	Corporate Partnerships and Careers
Wellbeing support or counselling process	Student Wellbeing Committee or designated wellbeing authority

Concerns shall be reviewed fairly, confidentially, and without retaliation. Where necessary, interim steps may include reassignment, additional support, mentor retraining, referral to a committee, or other appropriate institutional action.

6.5. Referral and escalation pathway

Mentors are expected to provide guidance, not to replace institutional decision-makers or specialist support services. The following pathway shall be followed when concerns arise:

Type of concern	Initial support	Referral or escalation point
Academic planning or progress	Faculty Mentor	Office of Academic Affairs, Dean/Associate/Assistant Dean as applicable
Course drop, overload, summer term, or academic flexibility	Faculty Mentor consultation	Office of Academic Affairs for formal decision and approval
Transition, belonging, campus routine, peer adjustment	Peer/Student Mentor	Student Life, faculty mentor, residential life, or wellbeing team as needed
Emotional distress or mental health concern	Any mentor may listen and refer.	Mental Wellbeing Mentor, counsellor, Student Wellbeing Committee, emergency services where required
Residential concern	Peer mentor or Student Life contact	Wardens, residential life team, Student Life
Career planning, internships, professional readiness	Career Mentor	Corporate Partnerships and Careers
Academic integrity concern	Faculty Mentor may provide context if asked	Office of Academic/Student Affairs, Academic Integrity Committee
Discipline or conduct concern	Relevant mentor may provide context if asked	Disciplinary Committee, Student Life, authorized university authority

7. General guidelines for Mentors and Mentees

7.1 Student participation and mentee responsibilities

Students are expected to participate actively in the mentorship process. Mentees are responsible for:

1. attending scheduled mentoring interactions and communicating in advance when unable to attend;
2. providing accurate and relevant information to mentors where needed for academic or support-related advice;
3. following institutional processes for academic approvals, course changes, internships, disciplinary matters, and wellbeing support;
4. respecting the time, role, boundaries, and confidentiality of mentors and peer mentors;

5. using formal escalation channels when mentorship support is insufficient or inappropriate.

7.2. Ethical conduct and boundaries to consider for Mentors

All mentors shall maintain professional, respectful, and appropriate relationships with mentees. Mentors shall not:

- provide advice beyond their role, competence, or institutional authority;
- guarantee academic approvals, internships, placements, grades, scholarships, or disciplinary outcomes;
- disclose confidential student information except through authorized channels or where safety requires escalation;
- handle medical, psychiatric, legal, or crises independently unless qualified and designated to do so.

Information shared by students shall be handled in accordance with the following standards:

1. **Confidentiality:** Mentors shall keep student information confidential, including grades, CGPA, academic standing, scholarship status, family circumstances, health information, disability-related information, personal concerns, and career decisions.
2. **Need-to-know sharing:** Information may be shared only with authorized university offices or personnel when necessary to support the student, comply with university policy, or address an identified risk.
3. **Safety exception:** If a mentor believes that a student may be at risk of harm to self or others, experiencing serious distress, facing abuse, or requiring urgent professional assistance, the mentor shall promptly escalate to the appropriate wellbeing, student affairs, residential, academic, or emergency authority.
4. **Data minimization:** Mentors should record only information that is relevant, accurate, respectful, and necessary for continuity of support.
5. **Secure records:** Mentorship records shall be stored in designated University systems or formats and shall not be circulated through informal or unsecured channels.
6. **No public disclosure:** Student matters shall not be discussed in public spaces, group chats, social media, or informal settings where confidentiality may be compromised.

7.3. Institutional responsibilities

The University shall maintain an enabling framework for PUMA by ensuring that:

- mentors are assigned in a timely and transparent manner;
- role descriptions, referral pathways, and escalation processes are communicated clearly;
- peer mentors receive appropriate orientation and training before assuming responsibilities;
- faculty mentors are briefed on academic processes, documentation expectations, and referral protocols;
- career mentors are oriented to student development goals, professional boundaries, and confidentiality expectations;
- wellbeing mentors follow professional counselling and ethical practice standards;
- information collected through mentoring is stored securely and accessed only by authorized personnel;
- feedback from students and mentors is reviewed for improvement of the mentorship system.

7.4. Documentation and record review

Mentorship records shall be maintained in a manner that supports continuity of care, institutional accountability, and privacy. Records should be concise, factual, respectful, and relevant. Sensitive details should be minimized unless necessary for student safety, support, or formal processes.

Access to mentorship records shall be limited to authorized personnel. Records shall not be used for unrelated purposes or shared informally. Retention and disposal of records shall follow University policy and applicable legal or regulatory requirements.

7.5. Policy review and improvement

This policy shall be reviewed annually by the relevant University offices. The review shall consider student feedback, mentor feedback, engagement data, wellbeing trends, and institutional capacity. Revisions may be issued when required to improve clarity, compliance, student support, or operational effectiveness.



