



UNIVERSITY OF YORK MUMBAI

Counselling, Careers Guidance & Mental Health Support Framework

1. Institutional Commitment

The University of York Mumbai is committed to fostering a supportive, inclusive, and empowering environment where students can thrive academically, emotionally, socially, and professionally. The University recognises that holistic development requires accessible and high-quality counselling, mental health support, and career guidance that values confidentiality, dignity, equity, and student wellbeing.

Through this framework, the University affirms its dedication to ensuring that every student receives timely guidance, compassionate care, and structured support throughout their academic journey.

2. Purpose of the Framework

This framework establishes the framework for counselling, mental health support, career guidance, preventive wellbeing programmes, crisis intervention mechanisms, referral pathways, and collaborative support structures. It aims to create an integrated, student-centred system that enables students to access the support they need in a timely, respectful, and effective manner.

The framework applies to all students enrolled at the University of York Mumbai.

3. Governance Structure

The Counselling, Career Guidance and Mental Health Support functions at the University of York Mumbai operate under the broad leadership and oversight of the Chief Academic Services Officer (CASO), who ensures that all support services are aligned with the University's values, student-centred philosophy, and regulatory expectations. The CASO provides overall direction, sets standards for service delivery, and ensures regular review, integration, and improvement of all counselling, wellbeing, and career development initiatives.

Operational coordination is enabled through collaborative functioning between the Deputy CASO, the Mental Health & Wellness Counsellor, and relevant student-facing units. Together, they work to provide accessible, confidential, and high-quality support, ensure effective crisis response, manage structured referral pathways, implement preventive programmes, and maintain regular feedback loops through an advisory mechanism that includes faculty, students and administrative representatives.

4. Services Offered

4.1 Counselling Services

Students may access confidential individual counselling, group sessions, walk-in support hours, and counselling during transition or high-stress periods to assist with emotional, academic, relational, behavioural, or adjustment-related concerns.

4.2 Mental Health Support and Preventive Programmes

The University provides psychoeducational sessions, orientation programmes, wellbeing workshops, and awareness initiatives designed to enhance resilience, coping skills, communication, and overall mental health literacy.

4.3 Crisis Support and Intervention

A structured crisis protocol is followed to ensure immediate triage, appropriate safety measures, escalation when necessary, coordination with emergency or external professionals, and continued follow-up once the crisis stabilises.

4.4 Referral Services

Students may be referred to external professionals for long-term counselling, clinical evaluations, psychiatric consultations, or community-based support when such care is determined to be beneficial.

4.5 Career Guidance & Employability Support

Career services include personalised career counselling, CV and profile support, interview preparation, internship and placement coordination, employer interactions, and guidance for further studies.

4.6 Inclusion Support Services

The University is committed to ensuring that all students, including those from under-represented groups and those with disabilities, are able to participate fully in academic and campus life. The University will provide dedicated inclusion support services that address the needs of students belonging to marginalized communities, including specified castes, tribes, and other disadvantaged groups, along with students who require disability-related accommodations. This includes support for a range of visible and non-visible disabilities such as dyslexia, autism spectrum conditions, and other learning or developmental differences. These services aim to remove barriers, promote equitable access, and ensure that every student receives appropriate academic, psychological, and social support tailored to their individual circumstances.

5. Standards of Service Delivery

5.1 Accessibility

Support services are available throughout the academic year so that students can seek assistance whenever needed. Students may book appointments through email, online platforms, walk-in hours, or referrals made with consent, ensuring multiple avenues of access. All services are delivered in an inclusive and respectful manner that values the diverse backgrounds and identities of students.

5.2 Timeliness

Routine appointments will be scheduled within 3–5 working days to ensure timely engagement. Students presenting with urgent concerns will receive same-day assistance so that immediate issues are addressed promptly. Crisis situations will be responded to without delay, with safety and wellbeing prioritized.

5.3 Confidentiality

Counselling records will be maintained securely to protect student privacy. Information will only be disclosed with the student's informed consent unless there is imminent risk of harm or a legal requirement to share information. Boundaries will

be clearly upheld between counselling support, academic considerations, and disciplinary processes.

6. Referral and Escalation Protocol

Students identified as experiencing low-risk concerns will be scheduled for counselling and supported through a wellbeing strategy tailored to their needs. Students experiencing moderate levels of distress will be offered same-day sessions and monitored to ensure their wellbeing remains stable. Students presenting with high-risk concerns will receive immediate intervention through the crisis protocol, and emergency services will be contacted when required. Where academic functioning is affected, and with the student's consent, temporary academic flexibility may be coordinated with relevant academic units.

Detailed internal SOPs outlining the specific steps involved in each stage of referral and escalation shall be maintained to ensure consistency and safety.

7. Career Guidance Framework

Career guidance is delivered with the understanding that students' wellbeing significantly influences their preparedness for professional pathways. Students may participate in individual guidance sessions that help them explore career interests, assess their strengths, and clarify career goals. They will have access to recognised tools for aptitude and interest assessment to support informed decision-making. Workshops will be provided to develop workplace readiness, professional communication, and employability skills. Students will also have opportunities to meet mentors, employers, and alumni through structured events that support networking and recruitment. Guidance for competitive examinations and higher education applications will also be available as needed.

8. Collaboration with Academic & Student Support Units

Collaboration between counselling services and academic or student-facing units ensures that students receive comprehensive and coordinated support. Academic advisors, faculty mentors, programme directors, residential life teams, student affairs staff, and student groups will work together to identify emerging concerns early and refer students to appropriate services. This coordinated approach strengthens the support ecosystem and ensures students experience seamless care across the University.

9. Student Rights & Responsibilities

Rights:

Students have the right to access professional, confidential, and non-judgmental support. They are entitled to understand the scope and limits of the services provided and may request referrals or alternative support options. Students also have the right to share feedback about their experience so that services can continue to evolve.

Responsibilities:

Students are encouraged to engage actively in the support process by attending scheduled appointments, communicating honestly about their concerns, and respecting the time and boundaries of support providers. Students should also uphold the confidentiality and integrity of shared support spaces.

10. Feedback, Reporting & Review

Anonymised data on service usage will be reviewed periodically through a representative advisory mechanism to support continuous quality enhancement. An annual summary will be prepared to highlight trends, progress, and areas for improvement within counselling, wellbeing, and career services. Student feedback will be regularly incorporated to refine and strengthen service delivery. This framework will be reviewed periodically to ensure alignment with evolving best practices and institutional needs.