

Professional Experience Framework of Support

MTSS | Roles, Triggers, Escalation and Step-Down

1. How This Framework Works

This framework applies a Multi-Tiered System of Supports (MTSS) to professional experience placement. Supports are not permanently assigned to students. Instead, students move between tiers based on their response to supports already in place.



2. Roles at a Glance

ROLE	ACTS AT	KEY RESPONSIBILITIES	WHEN TO ACT
Course Director	Intensive	<ul style="list-style-type: none"> Coordinates high-level wellbeing and critical incident response Convenes support meeting with student and relevant staff Oversees critical course mapping and placement variations Liaises with Faculty Academic Progress and Student Conduct processes Determines whether placement can continue or must be suspended 	<ul style="list-style-type: none"> PlacementPULSE Red received Unresolved concern escalated by Unit Chair Critical incident reported on placement Serious safety or wellbeing concern Mentor or school contact indicating significant concern
Unit Chair	Universal + Targeted	<ul style="list-style-type: none"> Delivers in-unit placement orientation and reflection Responds to Yellow PlacementPULSE or PlaceMate with coordinated support (email, Zoom, or On Demand Visit) Requests additional placement visit as needed Escalates Red PlacementPULSE or unresolved concern to Course Director 	<ul style="list-style-type: none"> PlacementPULSE Yellow received PlaceMate received Concern raised by student, mentor, or school Contact from the PEO
Professional Experience Office (PEO)	Universal (all tiers as needed)	<ul style="list-style-type: none"> Manages placement allocations (PEO-placed and self-placed) Sends confirmation emails prior to placement Administers PlacementPULSE and PlaceMate systems 	<ul style="list-style-type: none"> Ongoing across all placements Placement arrangement queries Escalation logistics support when requested

		<ul style="list-style-type: none"> Provides placement handbooks and professional experience website resources Supports Unit Chair and Course Director with placement logistics during escalation 	<ul style="list-style-type: none"> Placement survey submission received
Student	All tiers	<ul style="list-style-type: none"> Completes Safer Learners modules prior to placement Submits a PlaceMate when a concern arises during placement Participates in in-unit orientation and reflection Engages with support offered at any tier Contacts Unit Chair or PEO with concerns at any time 	<ul style="list-style-type: none"> Any concern during placement PlacementMate submission Placement variation needed

3. Tier-by-Tier Reference

Use this table to identify the appropriate tier, trigger, responsible role, available supports, and escalation or step-down pathway.

LEVEL	TIER	TRIGGER	WHO ACTIONS	SUPPORTS	ESCALATION / STEP-DOWN
FEW	Intensive	<ul style="list-style-type: none"> PlacementPULSE Red submission received Unresolved concern escalated from Targeted tier by Unit Chair Critical incident reported on placement Serious safety or wellbeing risk to student Mentor or school contact indicating significant concern 	<p>Course Director</p> <p><i>Supported by:</i></p> <ul style="list-style-type: none"> PEO (logistics) Unit Chair (context) Deakin wellbeing services (referral) 	<p>University Supports</p> <ul style="list-style-type: none"> High level wellbeing support requiring a coordinated approach Critical incident on placement guidance and support Focused course mapping Critical wellbeing concern: wraparound support meeting with student Deakin University critical incident counselling and wellbeing support including Safer Communities Unsuccessful placement support via Faculty Academic Progress process Student complaints, 	<p>No escalation applies</p> <p><i>Intensive supports is the top-tier support</i></p> <p>Step-down to Targeted</p> <ul style="list-style-type: none"> Safety or wellbeing concern resolved Student is re-engaging and progressing Course Director confirms step-down with Unit Chair

			<p>conduct and appeals</p> <ul style="list-style-type: none"> Deakin University Student Association (DUSA) advocacy 	
SOME Targeted	<ul style="list-style-type: none"> PlacementPULSE Yellow submission received PlaceMate received Concern reported by student, mentor, or school (email or phone) Unit Chair initiated DRC initiated PEO initiated 	<p>Unit Chair</p> <p><i>Supported by:</i></p> <ul style="list-style-type: none"> PEO (placement logistics) Deakin support services (referral) 	<p>University Support</p> <ul style="list-style-type: none"> Coordinated support: email, Zoom meeting, or On Demand Visit (one or combination) Additional priority placement visit/s Individual Development Plan Deakin University counselling and wellbeing support Disability Resource Centre (DRC) support and plan Course mapping through Student Central Deakin University Student Association (DUSA) advocacy 	<p>Escalation</p> <ul style="list-style-type: none"> Concern is not resolved after initial response Safety or wellbeing risk identified or worsens PlacementPULSE moves to Intensive PlaceMate moves to Intensive Unit Chair refers to Course Director <p>Step-down to Universal</p> <ul style="list-style-type: none"> Concern resolved and student progressing on placement Unit Chair confirms no further targeted support required Noted in placement record
ALL Universal	<ul style="list-style-type: none"> Student is enrolled in a placement unit Default tier for all students on placement No trigger required: supports are available to everyone 	<p>Unit Chair and Seminar Leaders</p> <p><i>Supported by:</i></p> <ul style="list-style-type: none"> PEO (arrangements and resources) 	<p>University Supports</p> <ul style="list-style-type: none"> In unit placement orientation In unit post-placement reflection One cohort visit across the degree during placement from a Deakin staff member OH&S and Student Code of Conduct guidance Placement arrangements and confirmation email from PEO (minimum two weeks prior) Placement handbooks via the Professional 	<p>Escalation</p> <ul style="list-style-type: none"> PlacementPULSE Yellow or Red received PlaceMate received Concern raised by student, mentor, or school about student progress Unit Chair initiates Targeted support DRC initiated <p>No step-down applies</p> <p><i>Universal supports remain active for all students throughout the entire placement period</i></p>

			<p>Experience website</p> <ul style="list-style-type: none"> Professional experience assessment via the Placement Report PlacementPULSE: Green - progressing on placement, no concerns Safer Learners modules and assignment Placement allocations via PEO and/or self-placed <p>External to University</p> <ul style="list-style-type: none"> VIT Professional Learning Resources Method and Union Associations In school/centre support 	<i>regardless of tier movement.</i>
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4. Key Principles

<p>Tier movement is based on response, not identity</p> <p>Students are not categorised. They access supports in response to need and step down when that need is resolved.</p> <p>Universal supports are always on</p> <p>Moving to Targeted or Intensive does not remove Universal supports. All tiers are cumulative.</p> <p>Roles are defined by function, not by tier ownership</p> <p>The same role (e.g. Unit Chair) may act across multiple tiers. What matters is the function being performed at each tier.</p>	<p>Documentation matters</p> <p>Each contact, support offered, and decision made at Targeted and Intensive tiers should be recorded on InPlace to support continuity and Academic Progress processes if needed.</p> <p>Step-down must be explicit</p> <p>Returning to a lower tier is a deliberate decision, not a default. The responsible role confirms step-down and communicates this to the student.</p> <p>Students can self-refer at any time</p> <p>Students do not need to wait for a PlacementPULSE submission to seek support. They can submit a PlaceMate at any time, contact their Unit Chair or the PEO directly at any point during placement.</p>
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