






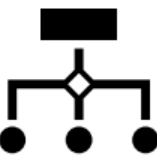



## TSA & RSA Compassionate Communications Principles

	<p><b>1. We are Empathetic</b></p> <p>We respectfully acknowledge that the student may be experiencing difficulties, if relevant. We use inclusive language that acknowledges people's different lived experiences and cultures; for example, using they/them pronouns until a person specifies their pronouns, and using a student's preferred title such as Dr. Surname. We use general terms for breaks/vacations, such as Winter/Spring rather than Christmas/Easter.</p>
	<p><b>2. We are Professional:</b></p> <p>We write in a tone that is suitably professional and informative. We are aware that <a href="#">we communicate as representatives of the University</a>. We acknowledge that professional communications can still have a 'human' feel.</p>
	<p><b>3. We are compassionate:</b></p> <p>We avoid language that implies blame or may be viewed as aggressive. We do not make promises that we are not capable of meeting.</p>
	<p><b>4. We are clear:</b></p> <p>We use plain English to ensure our message is clear, including students for whom English is not their first language. We avoid jargon and acronyms or explain these terms if they are unavoidable.</p>
	<p><b>5. We explain:</b></p> <p>We clearly communicate the actions we have taken and how these affect the student. We are clear about the typical timescales for tasks. If a task will take time to complete, we send an acknowledgement or update to the student in the interim. We state the next steps that the student needs to take, and when these need to be taken, where appropriate.</p>
	<p><b>6. We are forward thinking:</b></p> <p>We try to answer any questions the student may have; for example, about the timescales for changes, any system-generated documents the student will receive, or who they need to contact. We use our experience of similar queries to anticipate these questions.</p>
	<p><b>7. We are supportive:</b></p> <p>We signpost to relevant sources of advice, as appropriate, but we do not make assumptions about a student's circumstances or their response to a situation. For example, we link to the University's guidance on <a href="#">internal and external support services</a>. We also acknowledge the University's <a href="#">Recognise and Refer</a> training; we are committed to recognising when we need to do more than 'neutral signposting'.</p>
	<p><b>8. We prioritise</b></p> <p>We make key information prominent at the start of the message; where appropriate, we consider using bullet points and other clear formatting. We don't include information that is not meaningful to the student, such as process-based information that is only relevant to us internally.</p>
	<p><b>9. We are considerate:</b></p> <p>We ensure our communications are accessible to people with various needs, for example,</p> <ul style="list-style-type: none"> <li>• Hyperlinks have link text; they are not just a pasted URL. The link text describes where the link goes to, it does not just say "click here".</li> <li>• No information is presented only using colour; for example, "see the points in red below" may exclude those with colour blindness</li> </ul>