**Application form**

**Stage 2 assessment**

**University - remote**

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| **University name:** |  |
| **Contact name, email & telephone:**  |  |
| **Assessment date(s):** |  |

**Introduction**

Stage 2 of the Baby Friendly Initiative assessment procedure is designed to assess the level of knowledge and skills of a single cohort of students who have completed the breastfeeding and relationship building element(s) of the education programme. A satisfactory overall result will enable the course to be accredited as Baby Friendly.

**What do I do once I am ready to apply?**

Please contact the Baby Friendly office to arrange an assessment date, and we will confirm who your assessor will be. You will need to submit this form ***at least three months*** in advance of the planned date in order to allow time for full consideration of the audit results and discussion with you about whether and how any outstanding issues can be addressed within the timescale. Please note that any decision to re-schedule the date of the assessment is likely to incur costs if the application form has been received later than three months before the previously agreed date.

**Declaration**

The application formshould be signed by the Head of Department who will confirm agreement with the submission and the information provided.

We care about keeping your data safe; for more information about Unicef UK’s privacy policy please visit [unicef.org.uk/legal/cookies-and-privacy-policy/](https://www.unicef.org.uk/legal/cookies-and-privacy-policy/)

*Please complete the following information about your programme*

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| **Head of Department** |
| **Name** |  |
| **Job title** |  |
| **Telephone**  |  |
| **Email address** |  |
| **Lead Midwife for Education or** **Programme Lead for Specialist Community Public Health Nursing/Health Visiting** |
| **Name** |  |
| **Job title** |  |
| **Telephone**  |  |
| **Email address** |  |
| **Baby Friendly lead for implementing the Baby Friendly standards** |
| **Name** |  |
| **Job title** |  |
| **Telephone or extension** |  |
| **Email address** |  |

**Programme details**

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| **Programme title (e.g. BSc (Hons) and full name of the programme** |  |
| **Length of Programme** |  |
| **Number of cohorts per year** |  |
| **Number of students in each cohort** |  |
| **Please list the Trusts that are placement areas for your students, and the Baby Friendly award held for each area** |
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| **Programme structure****Please give a brief overview of the structure of the programme *or* in which documents and where within the document the assessor can find the programme structure explained (e.g. Chapter 1, page 6 etc):** |
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| **Coronavirus, Covid -19***Please tell us about the impact of Covid-19 on the programme, including actions taken to mitigate this impact.* |
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| **Audit results from student interviews** |

We recommend using the Audit tool for universities to help prepare in advance of Stage 2 assessment. If you have conducted student interviews, please complete the table below with your latest audit results.

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| **(Theme 1) Understand breastfeeding****Students understand…** | **% giving correct/adequate response** |
| 1a Antenatal information |  |
| 1b Constituents of human milk |  |
| 1c Hormones and milk supply |  |
| 1d Getting breastfeeding off to a good start |  |
| **(Theme 2) Support infant feeding****Students understand…** | **% giving correct/adequate response** |
| 2a Breastfeeding rates in UK |  |
| 2b Importance of skin-to-skin |  |
| 2c Key principles of positioning |  |
| 2d How babies attach to the breast |  |
| 2e The signs of effective attachment |  |
| 2f The importance of effective attachment |  |
| 2g How to support a mother with hand expression |  |
| 2h The signs a baby is receiving enough breastmilk |  |
| 2i Able to describe feeding cues |  |
| 2j Able to describe responsive feeding |  |
| 2k Supporting continued breastfeeding |  |
| 2l Able to describe safe formula feeding |  |
| 2m Able to describe responsive bottle feeding |  |
| 2n Recommended age for staring solids (HV) |  |
| 2o Understand the Code |  |
| **(Theme 3) Support close and loving relationships****Students understand…** | **% giving correct/adequate response** |
| 3a The importance of close and loving relationships |  |
| 3b How to encourage close and loving relationships |  |
| **(Theme 4) Manage the challenges****Students understand…** | **% giving correct/adequate response** |
| **Student midwives** |
| 4a How to support a mother when a baby is reluctant to feed |  |
| 4b Why supplements should be avoided |  |
| 4c Supporting a baby at risk of hypoglycaemia |  |
| 4d How engorgement can be prevented |  |
| **Student health visitors** |
| 4a How to help prevent mastitis |  |
| 4b Assessing and managing poor weight gain |  |
| 4c Managing significant weight issues |  |

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| --- | --- |
| **(Theme 5) Promote positive communication****Students understand…** | **% giving correct/adequate response** |
| 5a Antenatal communication |  |
| 5b Postnatal communication |  |
| 5c Keeping updated in infant feeding |  |

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| **Number of students interviewed** |  |

🖉 **Signature page – Stage 2 assessment**

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| **Standard 4 – Ensure that there is no promotion of breastmilk substitutes, bottles, teats or dummies in any part of the facility or by any of the staff** |

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| **Declaration by Head of Department**  |

The Head of Department is asked to confirm adherence to the International Code of Marketing of Breastmilk Substitutesand sign the declaration below for this application form.

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| **Name of university:** |  |
| **I confirm that we will fully implement the International Code of Breastmilk Substitutes (and subsequent relevant WHA resolutions)****I confirm that the information in this application form is accurate, to the best of my knowledge** |
| **Name:** |  |
| **Job title:** |  |
| **Signed:** |  | **Date:** |  |

Please submit in advance of the assessment.

**This application should be sent to the Baby Friendly office at least three months in advance of your assessment to** **bfi@unicef.org.uk**

**Submission checklist for lecturers**

**Stage 2 assessment – university**

Finally, prior to applying for a Baby Friendly assessment, it is important to make sure that the university is adequately prepared in order to make sure of the best possible chance of meeting all of the standards and avoid as far as possible the need for follow up. Completing the following checklist will help to make sure you are as well prepared as possible.

Before submitting, have you:

* Made sure that all of your documents address the relevant Baby Friendly standards – check the [Guide to the Baby Friendly Standards](https://www.unicef.org.uk/babyfriendly/baby-friendly-resources/guidance-for-health-professionals/implementing-the-baby-friendly-standards/guide-to-the-baby-friendly-initiative-standards/)
* Made sure that you have addressed all of the recommendations from the Stage 1 report and can provide evidence of this for the visiting assessor
* [Audited](http://www.unicef.org.uk/BabyFriendly/Resources/Guidance-for-Health-Professionals/Audit/Audit-tools-to-monitor-breastfeeding-support/) a sample of students by conducting interviews with a randomly selected sample and that the sample audited was of sufficient size to be valid.

🗐 **Please send this form via email to** **bfi@unicef.org.uk** **at least three months in advance of your assessment dates, and submit signature pages two weeks in advance of the assessment.**

🗐 Two weeks prior to the assessment please send a list of all students in the cohort to bfi@unicef.org.uk. This should be uploaded securely. Please seek advice from bfi@unicef.org.uk about how to do this. Your assessor will give you a few days notice to agree a timetable with the students who have been selected.

🗐 Please see the Student lists/interview timetable template which will have been sent as part of your booking confirmation.

🗐 Please make sure students have access to a doll, breast model and relevant leaflets for their interview

🗐 Please be prepared to show the assessors any aspects of your programme such as the mapping document, curriculum, lesson plans, presentations etc via a shared screen during the assessment.