**Achieving Sustainability self-assessment tool for Universities**

Please refer to the [Achieving Sustainability guidance document](https://www.unicef.org.uk/babyfriendly/?s=achieving+sustainability+university) for details of the evidence required for each criteria at the Gold Award assessment. This self-assessment tool is designed to support you to decide if you are ready for a Gold assessment. Please work through the checklist below deciding if you feel each criteria is met. Only tick ‘met’ when you believe that all the evidence required is available. Once you have completed the checklist and all standards appear to be met, please email it to [bfi@unicef.org.uk](mailto:bfi@unicef.org.uk?subject=Achieving%20Sustainability%20self-assessment) so we can decide on a Gold assessment date with you.

**University details**

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| **University name** |  |
| **Contact name, email & telephone** |  |
| **Re-assessment date** |  |
| **Please indicate when you would be ready to have a Gold assessment (e.g. month)** |  |

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| **Themes, Standards and criteria** | **Met / partially met / not met** | **Action required** |
| **Theme 1: Leadership** | | |
| 1. There is a named Baby Friendly project lead lecturer/team with sufficient knowledge, skills and hours to meet their objectives |  |  |
| * Baby Friendly education would be maintained if the current lead was no longer in post |  |  |
| * The role is achievable within routinely worked hours without the need for routine overtime – paid or unpaid |  |  |
| * Succession planning has been considered. |  |  |
| 1. There is a mechanism for the Baby Friendly project lead lecturer /team to remain up-to-date with their education and skills |  |  |
| * The lead/team are enabled to attend NIFN meetings, Baby Friendly Annual Conference etc. |  |  |
| 1. A Baby Friendly Guardian with sufficient seniority and engagement is in post |  |  |
| * The Guardian is a high level member of staff with faculty influence |  |  |
| * The Guardian can demonstrate engagement via examples of where they have been able to influence decisions or actions in the university. |  |  |
| 1. The leadership structures support proportionate responsibility and accountability |  |  |
| * There is a formal leadership structure such as a strategy group or similar, or Baby Friendly is a formal agenda item of Department meetings and the Programme Committee |  |  |
| * This group receives reports related to audit and assessment results, evaluations etc, agrees actions and ensures these are delivered |  |  |
| * All relevant SLT members are engaged and aware of roles and responsibilities. |  |  |
| 1. All relevant managers are educated to support the maintenance of the standards |  |  |
| * All relevant SLT members, including the Guardian, have received specific training to enable them to understand Baby Friendly and the wider social and political context. |  |  |
| **Theme 2: Monitoring** | | |
| 1. Baby Friendly audits are carried out regularly according to service needs |  |  |
| * There is a structured plan for conducting audits |  |  |
| * The audit plan is responsive to need and this can be demonstrated |  |  |
| * Staff are trained and able to carry out audits |  |  |
| 1. Data is analysed effectively and collectively to give an overall picture |  |  |
| * Audit and assessment results are analysed to identify gaps in teaching, learning and assessment and considered by the leadership team regularly |  |  |
| * Consideration is given to evaluation and student feedback and this can be demonstrated |  |  |
| 1. Action plans are developed in response to findings |  |  |
| * Action plans related to maintaining learning outcomes are developed according to need |  |  |
| * Action plans to aid progression have been developed in response to relevant data or changing evidence base. |  |  |
| 1. Relevant data is routinely reported to the leadership team |  |  |
| * A mechanism for reporting e.g. a standard report template, dashboard or other mechanism is used to ensure that all data is reported |  |  |
| * Examples are available to be submitted. |  |  |
| 1. Relevant data is routinely reported to Unicef UK |  |  |
| * Annual audits have been submitted routinely to Unicef UK |  |  |
| * Any audits required following recent re-assessment or annual audits if relevant are available and ready to be submitted. |  |  |
| **Theme 3: Progression** | | |
| 1. The university demonstrates innovation and progress |  |  |
| * Examples of developments made to enhance teaching learning and/or assessment can be evidenced and submitted |  |  |
| * Examples of developments made to enhance outcomes for students or staff or to widen the impact of Baby Friendly into other departments within the university |  |  |
| * Developments have been planned/made based on audit and assessment results, feedback from students and/or emerging evidence and have the potential to improve delivery of the learning outcomes |  |  |
| * The rationale for the development, and details of planning, implementation and evaluation are clear and can be explained in the submission |  |  |
| * Any other innovations that you would like to showcase are available to be submitted for consideration eg. research articles |  |  |

Please note that significant changes in the university such as a major reorganisation, changes to the commissioning process or changes in key staff members can have a significant impact on the ability of the service to meet these standards, in particularly Leadership, so you are advised to consider very carefully whether you apply for a Gold assessment at such times or shortly afterwards.