**Guidance notes for Achieving Sustainability for Universities assessment: The Gold Award**

**Introduction**

Achieving Sustainability (AS) standards are designed to be incorporated into your plans for achieving and maintaining Baby Friendly accreditation no matter where you are in the process. They are intended to be an organisational roadmap for how to implement the Baby Friendly standards in a way that is both effective in the short term and sustainable over time. Whilst we anticipate that many universities may have put some or all of the ‘AS’ standards into place at varying times in their accreditation pathway, the formal assessment of these, leading to the Gold Award, occurs following a successful re-assessment,

**All documents referred to below are available at****unicef.uk/babyfriendly-university-sustainability**

This document is intended to provide guidance for those universities who are ready, or believe they may be ready to apply for an Achieving Sustainability assessment and should be read in conjunction with the Achieving Sustainability application form as well as the Standards and Guidance document. It is intended to help you to complete the form and collate the additional evidence required.

Further information about how the standards can be met, including about what successful universities have done to achieve the award will be gathered as we gain experience with assessments and will be published to provide additional guidance.

When you consider that you may be ready for assessment, please contact the Baby Friendly Initiative office to arrange a discussion with one of the professional team. They will help you to plan the preparations to be made and to schedule an assessment date. The Gold assessment should be carried out within two years of your last re-assessment, beyond this time a further re-assessment will be required. You will be asked to complete the checklist in the “Should we go for the Gold Award?” infosheet so that we can establish that you are ready for the assessment.

All the necessary evidence including the application form will need to be sent by post to your allocated assessor at least two weeks before the agreed assessment date. In addition, a copy of the application form should be emailed to the Baby Friendly office at bfi@unicef.org.uk.

**THE ACHIEVING SUSTAINABILITY** **STANDARDS**

**THEME 1: LEADERSHIP**

**THERE IS A WHOLE TEAM APPROACH TO EMBEDDING THE BABY FRIENDLY LEARNING OUTCOMES**

* There is a named Baby Friendly project lead lecturer
* All lecturers\* are educated to deliver the Baby Friendly learning outcomes
* All relevant senior staff are educated to support the Baby Friendly process
* Leadership structures support proportionate responsibility and accountability
* A Baby Friendly Guardian with sufficient seniority and engagement is in post
* Within the department, staff and students adhere to the International Code of Marketing of Breastmilk Substitutes (The Code).

 \*This applies to all lecturers with responsibility for delivering content relevant to the Baby Friendly learning outcomes

**THEME 2: MONITORING**

**CONSTRUCT ROBUST MONITORING PROCESSES THAT SUPPORT THE BABY FRIENDLY LEARNING OUTCOMES**

Mechanisms exist to ensure that:

* Baby Friendly audits are carried out regularly and according to need
* Audit results are analysed to identify gaps in teaching, learning and assessment
* Student evaluation includes Baby Friendly learning outcomes
* Action plans are developed in response to findings
* Relevant data is routinely reported to Unicef UK.

**THEME 3: PROGRESSION**

**SUSTAIN AND DEVELOP THE BABY FRIENDLY INITIATIVE WITHIN THE UNIVERSITY**

* The university demonstrates innovation in order to enhance teaching, learning and assessment related to the Baby Friendly learning outcomes
* The university demonstrates innovation in order to improve outcomes for students and staff.

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| **Theme 1 - Leadership** |

Evidence to be submitted:

* Details of the Baby Friendly project lead lecturer role, including mechanisms for keeping up to date
* Organogram/description of the leadership structure
* Evidence of how the leadership team works together to maintain and progress the learning outcomes
* Profile and statement of the Baby Friendly Guardian
* Curriculum for lecturer training
* Curriculum for senior leadership team (SLT) training
* Overview of process to ensure orientation and training of senior leadership teams
* Overview of process to ensure orientation and training of lecturers
* Details of how the International Code of Marketing of Breastmilk Substitutes is upheld within the department.

1.1 There is a named Baby Friendly project lead lecturer

Maintaining the Baby Friendly learning outcomes ***requires*** a person/team to take responsibility for planning and implementing change, training and supporting other lecturers and carrying out monitoring and evaluation. Experience shows that the project lead lecturer needs to have sufficient capability and time to fulfil this role and to be effectively supported by the leadership team as a whole. There is no one model that will work across the wide range of universities that we have within the UK, therefore we will be looking for leadership capacity which is likely to be effective within the particular setting. This may be one post, or the tasks may be shared across two or more people as long as there is clarity about the various roles and responsibilities.

Training and experience of the project lead lecturer/team are also crucial to ongoing success and whilst again, this will vary greatly depending on length of time in post and educational and practice background, we will be looking for an acceptable baseline level of knowledge plus recognition that the postholder/s will need to continue to grow and develop.

We will ask you to describe the role/s including a breakdown of the activities that you are expected to carry out, the support available to assist you, for example admin support or from other lecturers and the hours available relative to the size and complexity of the programme/s.

We will ask you to describe your experience and qualifications and the arrangements in place to enable you to further develop and to keep updated, for example ability to attend key conferences and relevant courses and also to network, for example via attendance at NIFN meetings etc.

Some consideration should be given to succession planning, particularly if a model with a single project lead is in place.

🗐 **Please submit relevant supporting documents.**

1.2 The senior leadership team

We ***require*** evidence that maintenance of the Baby Friendly learning outcomes does not solely rely on the work of the Baby Friendly project lead lecturer, rather that all members of staff are expected to support the implementation of an effective education programme to meet the standards according to their role. The leadership team consists of those who have a responsibility for ensuring that the Baby Friendly learning outcomes are maintained and progressed. It is likely that the team will include the Baby Friendly project lead lecturer, ideally a representative from clinical practice, the lead midwife for education or health visitor equivalent and the Guardian. Other lecturers or senior staff may also be included as appropriate. We are looking for robust leadership structures which will support the university to implement the learning outcomes effectively and to work closely with their local clinical sites. We would anticipate that the team would be responsible for establishing and sharing a clear vision, facilitating relevant learning for lecturers and other staff and monitoring, evaluation and action planning. This will involve periodic meetings to review the monitoring results and plan appropriately for the maintenance and progression of the Baby Friendly standards.

We will ask you to describe the leadership structure, either in an organogram or a written description and to tell us about the input of each of the SLT. Please describe how the team works together to plan, implement and evaluate the Baby Friendly learning outcomes, to include details of how any groups (Strategy/Implementation) function.

🗐 **Please submit relevant information and supporting documents including membership of groups, terms of reference, minutes of meetings etc.**

1.3 The Baby Friendly Guardian

The Baby Friendly Initiative ***requires*** that a Baby Friendly Guardian is identified. We expect that this role will be undertaken by a high level member of staff, for example Head of Faculty, Head of School, or other senior member of staff with faculty influence who will advocate at a high level in order to protect, promote and support the standards including full compliance with the International Code of Marketing of Breastmilk Substitutes. For this to be effective, this individual needs to have an understanding of breastfeeding and the many cultural, political and commercial influences which have the potential to undermine success. Ideally this person has an interest in babies, mothers and their families and what is likely to help result in the best outcomes for them. We anticipate that they would receive reports including audit and assessment results and be available to provide support to the leadership team as needed.

Where two departments within the same university are working to embed the standards and towards the Gold Award for example Midwifery and Health Visiting/Public Health Nursing programmes, consideration should be given to whether one Guardian could represent both programmes, or whether it would be more suitable to select two individuals. This will depend largely on the size and complexity of the university and we would encourage you to decide as a leadership team which model would suit best and which is likely to be most helpful.

We will ask you to provide information about the reasons for the choice of Guardian, to include a profile which identifies why they would be suitable for the role together with a brief statement from the Guardian to support their position.

🗐 **Please submit the statement and profile of the Baby Friendly Guardian.**

1.4 Education for lecturers

We ***require*** that an education programme for lecturers is provided. Experience has shown that when all relevant lecturers are educated to fully understand the Baby Friendly standards, students’ knowledge and skills are higher at assessment. When the knowledge of Baby Friendly extends beyond the project lead lecturer it becomes much easier to weave the learning outcomes through the course and so create a more holistic understanding of their impact on babies, their mothers and families. Lecturer education also encourages shared understanding and responsibility and enables succession management if the lead lecturer leaves.

The recommended learning outcomes for lecturer education can be found in the Appendix (page 17) of the Standards and Guidance document. In-house training can be created using these learning outcomes as a guide, or Unicef UK can provide a lecturers’ course. Giving the lecturing team the opportunity to learn together can be particularly successful, as it allows them to explore opportunities and challenges for the courses they teach, as well as to share experiences and understanding. It is expected that this lecturer education will take around two days, and that new lecturers will be educated within six months of joining the team. Including lecturers in the audit plans and in carrying out audits with students can be a useful way of ensuring everyone in the team has a sound understanding of what is expected.

It is possible that there are some lecturers within the team, or who provide sessions as a visiting lecturer who do not provide any input for the students related to the Baby Friendly standards and who therefore may not need the full Baby Friendly two day training, for example research fellows whose subject does not have any particular relevance. Consideration should be made as to how their educational needs are met. They would need to have an understanding of the learning outcomes and of issues similar to those listed below for members of the SLT. It may be appropriate to use the training planned for members of the SLT for this group of lecturers. Please tell us about each lecturer/group of lecturers, what training has been planned or implemented for them and your rationale for making this decision.

Please tell us about how you ensure that new lecturers are orientated and trained and about the reach of the training – to include information about the percentage who have completed it.

🖳 Please refer to the Standards and Guidance document for details of the suggested learning outcomes for lecturer education.

🖳 The [audit tool](https://www.unicef.org.uk/babyfriendly/baby-friendly-resources/implementing-standards-resources/audit/) for universities should be used to ensure students meet learning outcomes.

🗐 **Please submit a copy of the curriculum/outline of the programme/s.**

🗐 **Please submit a list of all lecturers and training attended.**

1.5 Education for the senior leadership team

Within the faculty there are usually senior staff who have some influence on Baby Friendly accredited courses but who do not have a teaching role. Appropriate and proportionate education and support for these key senior staff will be required. We anticipate that this may be provided either face-to-face in a group or one-to-one situation. E-learning may also be considered.

The education should cover the Baby Friendly standards (including the Achieving Sustainability standards) and the Code and why they are important, the value of human milk and the health outcomes associated with infant feeding and parent-infant relationships, the local and UK context, including why infant feeding is such a contentious issue requiring special attention and understanding a university SLT’s role in protecting breastfeeding and early parent-infant relationship building, including for students and staff.

The training plan should consider the needs of all of the Leadership team, to include the Baby Friendly Guardian. It is expected that this education will take around two hours. At assessment, we will look for an effective and proportionate training programme that meets the needs of all relevant senior leadership team members.

Please tell us about how you ensure that relevant new senior staff are orientated and trained and about the reach of the training – to include information about the percentage who have completed it.

🖳 Please refer to the [Curriculum Guidance](https://www.unicef.org.uk/babyfriendly/baby-friendly-resources/implementing-standards-resources/guidance-on-writing-a-curriculum/) document to ensure your senior leadership team education programme covers all of the necessary topics.

🗐 **Please submit a copy of the curriculum/outline of the programme.**

🗐 **Please submit a list of the SLT and training attended.**

1.6 International Code of Marketing of Breastmilk Substitutes

Lecturers and students are frequently targeted by companies that come within the scope of the International Code of Marketing of Breastmilk Substitutes (the Code). Teaching and learning materials, free educational events, sponsorship, grants, scholarships and awards are all offered in an attempt to create goodwill, brand awareness and access to students. Ensuring that none of these are accepted and that the Code is upheld within the department is a ***requirement*** of a Baby Friendly university.

Within the department, it is a requirement that teaching is provided without involvement, sponsorship or promotional materials covered by the Code so as to ensure that students access only scientific and factual information about infant feeding, free from commercial interests. Please confirm the processes in place to ensure that this is the case. Consideration should be given to how individual lecturers and students are supported to uphold the Code. This could be achieved, for example by asking staff and students to sign a commitment to working within the Code at the commencement of their employment or course.

In addition, as part of the work towards the Gold award, the Leadership team is encouraged to support all departments, staff and students to understand the Code and the importance of protecting their programmes from harmful commercial interests. Actions to support this could include developing guidance on what this means in practice, for example key things to consider when looking for funding for a research project, or when deciding whether to attend or host an external study day.

🗐 **Please submit any documentation, and/or a description of how you plan to work towards Code compliance**, and **any relevant supporting evidence.**

🖳 More information can be found in the [Health Professionals Guide to working within the Code.](https://www.unicef.org.uk/babyfriendly/baby-friendly-resources/international-code-marketing-breastmilk-substitutes-resources/guide-to-working-within-the-code/)

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| **Theme 2 - Monitoring** |

Evidence to be submitted:

* Description of plans for audit of the Baby Friendly standards
* Outstanding Baby Friendly audit findings as required following the recent re-assessment, or a full audit if appropriate (see below)
* Outline of student assessments, including example questions and marking criteria
* Details of student evaluations
* Action plans in response to issues with audit and evaluation outcomes
* Description of mechanism to discuss relevant audit and assessment data with the Leadership team.

Ensuring an effective programme relies on an understanding of how well the programme is functioning. Therefore we ***require*** that the monitoring of learning outcomes and other means of evaluation remains an ongoing process in order that timely and appropriate action is taken when issues are identified and also to help maintain standards when learning outcomes are achieved effectively.

We are looking for a range of data to be collected at suitable intervals, to include:

* Baby Friendly audits planned and carried out annually
* Other relevant data, for example student assessment outcomes eg. OSCE’s etc, in theory and practice
* Student evaluations, theory and practice.

**🗐 Please submit relevant data with the application.**

Submission of Baby Friendly audit of student outcomes may be ***required*** at this time. This may include audit results requested following the recent re-assessment – please refer to your assessment report and letter from the Designation Committee. If it is *twelve months or more* since the re-assessment, please submit the latest audit results as an attachment with the application ([annual audit forms available here](https://www.unicef.org.uk/babyfriendly/accreditation/universities/re-accreditation/)).

Action plans to address weaknesses will be ***required*** and these should be submitted as part of the application. For remedial actions, these should be submitted as part of Theme 2 – Monitoring. These may be, for example, actions taken when audits identify a weakness in students’ knowledge about a certain topic or topics, or if the assessment process has been identified to have any gaps related to the Baby Friendly learning outcomes. Alternatively, it may be that new initiatives are developed as a result of the findings of the monitoring process or changes in curriculum design and these can be submitted as part of your evidence for Theme 3 – Progression. As an example, it may be that student skills are identified as being weak and that setting up an infant feeding clinic in the university to support local mothers and staff with breastfeeding is an opportunity for lecturers to oversee students in practice. This would be suitable to include in the Progression section of the submission.

Action plans should include the following information:

* Challenge/weakness identified
* Improvements planned and actions to achieve these
* Who will take responsibility
* Timescale
* Resources needed
* Outcome/anticipated outcome.

In order to keep track of challenges and progress we suggest you maintain a Challenges and Actions Log – see example below. The examples given are not suggestions for your own university, but are intended to provide ideas about the sort of challenges you may encounter and possible actions. A blank table is inserted within the application form.

This ongoing document can be used to help agree priorities and monitor progress.

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| **Challenge** | **Identified by** | **Action** | **Review date** | **Baby Friendly learning outcomes** |
| *Need to further embed responsive feeding and relationship building standards* | *Student audits* | * *Amend training programme*
* *Provide additional resources, electronic links etc.*
* *Review assessment process*
* *Re-audit*
 |  | *Learning outcomes 5, 7 9 and 10* |
| *New lecturers have not received relevant training in the Baby Friendly standards* | *Orientation process* | * *Set up and run additional training sessions*
 |  | *AS Leadership* |
| *Guardian is planning to retire*  | *Personal communication* | * *Meet with Guardian and Department Lead to discuss suitable alternatives*
* *Provide training for new Guardian*
* *Complete and submit Change of Circumstance form to Baby Friendly*
 |  | *AS Leadership* |
| *Audit is revealing that students based in one placement area are confused about the recognition of effective feeding* | *Student audits* | * *Review curriculum content*
* *Provide updates for all students*
* *Meet with Baby Friendly leads in that area to discuss*
* *concerns and develop and action plan*
* *Re-audit*
 |  | *Learning outcomes 4, 6 and 11* |
| *Student evaluations report lack of consistency between lecturers* |  | * *Meet with the leadership team to discuss a plan*
* *Review lecturer education programme to ensure topics are covered*
* *Provide additional training sessions for all lecturers*
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Audit and assessment data should be reported to the leadership team and university programme committee or equivalent so that action plans can be developed. We ***require*** that this is carried out a minimum of annually, ideally once with each cohort, towards the end of their programme as appropriate. Please describe the reporting mechanisms and include sample reports or other evidence.

🗐 **Please attach Baby Friendly audit results if appropriate.**

🗐 **Please attach example action plans.**

🗐 **Please attach examples of student assessments including marking criteria.**

🗐 **Please attach examples of student evaluations.**

🗐 **Please attach sample reports to the SLT.**

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| **Theme 3 - Progression** |

Evidence to be submitted:

* List of improvements made related to the teaching programme
* List of improvements made related to student and staff experience, or within the wider university
* A brief report for each

3.1 Developments to teaching, learning and assessment

We are looking for evidence that the university strives to continue to improve and develop the learning outcomes even after they have achieved the initial accreditation and the Gold Award. Maintaining momentum and keeping staff and students engaged can be challenging without progress to celebrate. We ***require*** evidence to demonstrate that the university is responsive to change and that outcomes have improved. Examples of innovation include for example, enabling students to spend time with specialist infant feeding midwives, or at breastfeeding support groups or clinics or via the expansion of the training into other relevant programmes within the university.

Please provide examples of improvements that have positively impacted, *or have the potential* to impact, on learning outcomes for students. Projects may be at various stages of implementation; we do not necessarily require you to have completed and fully implemented a change in order for it to be included in the submission. An Improvements report template is provided to guide you as to the information we need. You may use the template or provide your own brief reports provided they cover the same information. We will use these examples to confirm that the leadership and monitoring standards are working in practice. This is your opportunity to showcase your successful ideas and innovations, as well as what you have learnt from the process.

🗐 **Please attach a brief report of each improvement – see Improvements report template**

3.2 Developments related to outcomes for students and staff

We are looking for evidence that the university is working to improve outcomes for students and staff in addition to the ongoing improvements to learning outcomes. This may be related to the broader student and lecturer experience, for example how the department meets the needs of mothers returning to work after maternity leave. Thinking more broadly about the university as a whole is important so that the ethos of the Baby Friendly standards is more widely felt. This may for example include the championing of the learning outcomes for allied health professionals into relevant programmes. We ***require*** evidence to demonstrate that the university is responsive to change and that Baby Friendly standards have impacted positively.

🗐 **Please attach relevant supporting documentation.**

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| **Additional information** |

Other factors may contribute to your application and we would like to hear about any additional work that you feel strengthens your case for receiving the Gold Award. Please use the final section of the application form to describe this.

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| **Declarations** |

It is crucial that this application has the backing and agreement of all of the Leadership Team and therefore we suggest that at all stages of the process to implement any changes needed and gather the relevant information the team is fully involved and informed. We ***require*** that the application form is signed by the Baby Friendly project lecturer lead, Department Lead and Guardian as a statement of intent by the university.

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| **The Gold assessment process** |

**The structure of the assessment**

The assessment is carried out remotely by a lead Baby Friendly assessor. The assessor will spend the morning reviewing the application form and associated documents. If any clarification of any aspects of the application is required, the assessor will contact the Baby Friendly project lead lecturer by email or phone. In the afternoon, the Baby Friendly project lead lecturer, HOD and Guardian will have an individual interview about the application. Feedback to the Leadership Team will be provided late afternoon – see timetable at unicef.uk/babyfriendly-university-sustainability

If the SLT training had not been completed at the time of the re-assessment and we therefore need to interview further members of the team, this will be arranged with you in advance of the Gold assessment day. Information related to this training will be included as part of the interviews of the HOD and Guardian on the day of the Gold assessment where this is needed.

**Preparations in advance of the assessment**

Certain preparations need to be made in advance of the assessment to help the process to run smoothly on the day. Once the dates of the assessment have been agreed, please:

* Inform all staff who may be involved that the assessment will be taking place, giving them as much information as possible on how the assessment will be run and what to expect
* Arrange for the necessary lecturers and SLT members including the Guardian to be available by phone – tell us about their contact details on the timetable
* Arrange a meeting room for the feedback meeting at the end, considering how everyone will be able to hear as the feedback will be given over the phone, or consider setting up a conference call.
* Invite key members of the SLT to the meeting
* Arrange for one key member of staff to be available at all times during the assessment to assist the assessors as necessary.

🗐 Then, at least two weeks before the assessment, please send the timetable.

To send us these files directly, please visit this uploading page on our website

[**unicef.org.uk/BabyFriendly/Health-Professionals/going-baby-friendly/Health-professionals-contact-us/**](http://www.unicef.org.uk/BabyFriendly/Health-Professionals/going-baby-friendly/Health-professionals-contact-us/)

Select ‘choose file’ and select the file you’d like to send from your computer.

Add details in the description box to include your organisation name and dates of assessment.

Add your email address, so we know who has sent the file and who to contact with any queries. You can send additional files by returning to the link again.

If you have password protected the file, please call or email the Baby Friendly office to give the password for the files you’ve sent.

*If you are unable to use this uploading page, please send the files by any secure method used by your organisation and ensure the files are password protected.*

**What happens after the assessment**

**Feedback of findings**

Where possible, you will be informed of the results of the assessment at the feedback meeting towards the end of the assessment. It may be that the findings need to be discussed with others within the Baby Friendly team or with the Designation Committee at the next meeting (held bi-monthly). The results will be written up in a detailed report which needs to be approved by the Designation Committee.

If the assessment is deemed passed, you will be accredited as a Gold University. Subsequent re-assessments will be replaced with an annual revalidation process and you will pay an annual licence fee, commencing 12 months later. Details will be sent to you after a successful assessment.

🗁 **Gold Assessment application form:**  To download, please visit unicef.uk/babyfriendly-university-sustainability

🖳 Visit unicef.uk/babyfriendly-university-sustainability for more information on:

* the Achieving Sustainability standards – Standards and Guidance document
* the timetable for implementing the Achieving Sustainability standards – “Should we go for the Gold Award?” infosheet
* the evidence and rationale for the standards.

🗁Visit unicef.uk/babyfriendly-university-sustainability to download

* Achieving Sustainability application form
* Improvements report template.