



AOME
ACADEMY OF
MEDICAL EDUCATORS

Annual Report

for the year ended 30 September 2021

Trustees' report and unaudited
financial statements

Academy of Medical Educators

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aome.org

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The Academy's Council



Professor Jacky Hayden CBE

Jacky is President of the Academy. She has a number of other roles including Non-Executive Board Member at Plymouth Hospital NHS Trust.

Edu; ED; M; Po; PS



Dr Angharad Davies is Associate Professor and Honorary Consultant Microbiologist at Swansea University Medical School.

A; ED



Lynne Allery is Reader and Director of Medical Education, and Programme Director for the MSc in Medical Education, at Cardiff University

M



Professor Alan Denison is Dean of Postgraduate Medicine, NHS Education for Scotland (North Region). He is co-chair of the AoME Professional Standards Committee.

A; Po; PS



Dr James Ashcroft is an Academic Clinical Fellow in General Surgery at Addenbrooke's Hospital with the University of Cambridge



Professor Louise Dubras

Louise is Foundation Dean of the School of Medicine, Ulster University

A; Edu; ED; Po



Professor Paul Baker is Deputy Postgraduate Dean HEE NW. He trained as a Geriatrician in the North West.



Dr Lisa-Jayne Edwards is a GP trainee based in Oxford. She leads on social media for the Developing Medical Educators' Group. Lisa-Jayne was elected to Council in May 2021.

D



Julie Browne, Deputy Chair of Council has been involved with AoME since its inception. She is Senior Lecturer in Academic Practice at Cardiff University. Julie was re-elected to Council in May 2021.

Edu; ED; M; Po; PS



Dr Mohamed Elhassan Abdalla Elsayed is a senior lecturer in Medical Education at the School of Medicine, University of Limerick. Mohamed was elected to Council in April 2021

Edu



Professor Aidan Byrne is a Consultant Anaesthetist and Honorary Professor at Swansea Medical School. He leads on the accreditation of courses for the Academy.

M; Po



Professor Adrian Freeman is Emeritus Professor of Medical Education and former Director of Assessments at Exeter University Medical School.

M



Professor Nick Cooper is Medical Director, Physician Associate Studies, Peninsula Medical School and Director PA Schools Council. He is Chair of the Membership Committee and Lead Assessor.

A; Edu; ED; M; Po; PS



Professor Andrew Grant is Emeritus Professor at Swansea University. He is the Academy's Honorary Treasurer

A; Edu; M; PS

Council members usually serve a term of three years. Elections are held each autumn and all Members and Fellows in good standing are eligible to nominate themselves. In 2021 Council agreed a change to the Academy's Standing Orders removing the need for candidates to seek the support of two other AoME members. Further changes are planned for 2022 to ensure equity of opportunity for all members.



Dr Melvyn Jones is an Associate Professor at UCL Medical School, Head of primary care teaching at St George's, and a GP. He is co-chair of AoME's Professional Standards Committee.
A; PS



Dr Gabriel Reedy is a Senior Lecturer in Clinical Education and Director of Clinical Professions Education at King's College London.
A; Edu; Po



Dr Ratna Makker is an anaesthetist, and a simulation educator. Ratna was elected to Council in April 2021.
Edu



Professor Andrew Smith is a consultant anaesthetist in Lancaster and Year 4 Director at Lancaster Medical School. Andrew was elected to Council in April 2021.
A; M



Professor Liz Mossop is Deputy Vice Chancellor (Student Development and Engagement) at the University of Lincoln. She is a veterinary surgeon.
Po; PS



Dr Katy Stevenson is a GP Trainee at the University Hospitals Plymouth NHS Trust and previous Clinical Lecturer at The University of Plymouth. She is co-lead of the Developing Medical Educators' Group
D; Edu



Dr Russell Peek is a paediatrician and Director of Medical Education for Gloucestershire Hospitals Foundation Trust. Russell was elected to Council in May 2021.
A; M



Dr Claire Stocker is Phase 1 Lead for Aston Medical School MBChB, Senior Lecturer and Honorary Reader for the University of Buckingham. She is chair of the Education Committee.
A; Edu



Dr James Read is the Academy's Registrar. He is an Associate Specialist in Geriatric Medicine at University Hospitals Plymouth NHS Trust.
Edu; ED; PS; Po



Mrs Kate Burnett and Dr Ricky Frazer stood down as Council members in April 2021. The Academy thanks them for their service.

You can find more information about Council and its members on our website. Council members take roles on standing committees and working groups:

A = Assessor; D = Developing Medical Educators; Edu = Education; ED = Equality and Diversity; M = Membership; PS = Professional Standards; Po = Policy

You can find out more about the work done in all of these areas later in the report.



Dr James Fisher, Dr Lewis Hendon-John and Professor Ibrahim Inuwa (l-r) are co-opted members of Council. Members can be co-opted for a term of one year, typically when they are leading on a project overseen by Council, or have specific knowledge or experience that is of benefit to Council. James and Lewis are co-leads of the Developing Medical Educators' Group. Ibrahim is a professor of Anatomy in Dubai.

03 Trustees' report

The Trustees (who are also directors for the purposes of company law) present their report and the financial statements of the Academy of Medical Educators for the year ended 30 September 2021. The financial statements have been prepared in accordance with the accounting policies set out on pages 18 and 19, and comply with the applicable law, the Memorandum and Articles of Association and the requirements of the Charities SORP (Financial Reporting Standard (FRS) 102).

Objects and activities

Under its Articles of Association, the objects for which the Academy is established are the advancement of medical education for the public benefit in particular by:

- a) the development of a curriculum and qualification system;
- b) undertaking research for the continuing development of professional medical education; and
- c) the promotion and dissemination of best practice in medical education.

The Academy of Medical Educators is a professional organisation, working nationally and internationally, for all those involved in medical education – the education and training of students and practitioners in medicine including physician associates, dentistry, and veterinary surgery. It aims to provide leadership, promote standards and support all those involved in the academic discipline of medical education. Through its *Professional Standards*, which serve as a guide to curriculum development, the Academy provides a recognised framework so that those in education can demonstrate expertise and achievements in medical education through accreditation as a medical teacher to an agreed national standard.

Public benefit statement

The Council, comprising the Trustees of the Academy, has referred to the guidance in the Charity Commission's general guidance on Public Benefit when reviewing its aims and objectives and in planning the Academy's future activities. In particular, the Council considers how planned activities will contribute to the aims and objectives it has set.

The Trustees confirm that they have complied with the duty to have due regard to public benefit guidance published by the Commission, including the guidance 'Public benefit: Running a charity (PB2)' in exercising their powers and duties.

The Academy is founded on the recognition that the development and improvement of the training of medical practitioners will be to the benefit of the health of the general public. The Academy's activities in furtherance of the objects defined above directly address the maintenance and improvement of standards of medical training and practice, to the direct benefit of patients.

The Academy's activities are open to all who are able to benefit from them. Special rates are offered to students. Council does not consider there to be detriment from its activities or work.

04 Structure and governance

The Academy of Medical Educators was instigated at an informal meeting of interested medical educators and leaders held at the Royal College of Physicians in January 2006. It was then founded in October 2006 as the professional standard setting body for medical educators in the United Kingdom, becoming incorporated as a company limited by guarantee under the Companies Act 1985 on 12 October 2006. Formal elections were held in October 2007 and in December 2007 the first President, Professor John Bligh was elected for three years. The Academy was registered as a charity with the Charity Commission for England on 2 April 2009.

The Academy is run by a Council of Trustees who are also the Directors of the Company. Members of Council are elected by the members of the Academy, with additional members who may be appointed by Council. From April 2021 Council comprised 23 elected members, including the President. Honorary Officers and chairs of committees and working groups were elected by Council drawn from their number. The Honorary Officers and Council set the strategic direction of the Academy. An Executive Committee (comprising the President, Honorary Officers and chairs of standing committees) is responsible for overseeing the financial and administrative management of the Academy. Four full Council meetings, a Council Strategy Day, and seven Executive meetings were held during 2020/21.

In the elections in November 2020, confirmed at the AGM in April 2021, Julie Browne, Mohamed Elhassan Abdalla Elsayed, Ricky Frazer, Ratna Makker, Andrew Smith and Katherine Stevenson were elected for three years from April 2021. David Croisdale Appleby accepted Council's invitation to serve a further term as lay member. Following the resignations from Council of Kate Burnett and Ricky Frazer, a by-election was held in May 2021, at which Lisa-Jayne Edwards and Russell Peek were elected for the remainder of the resignees' terms of office (11 months, and two years 11 months respectively.)

The Academy employs three members of staff: CEO Tony Carlisle, and Administrative Officers Jodie Burnett Wren and Paul Yeboah-Afari.



While some social distancing restrictions have been lifted the team continues to work primarily from home, but maintains a base at Cardiff University School of Medicine. The Academy would like to express its gratitude for the enduring support it receives from the Medical School.



The team is the central point of contact for the Trustees, and all other AoME members and partners. It provides administrative, secretarial and technical support across all areas of the Academy's activity, including giving help and advice to potential members, course leaders and other stakeholders, maintaining financial records and processes, providing management reports, and ensuring governance obligations are met.

05 Strategy and the future of the Academy

With the current three year strategy in its final year, at its annual Strategy day in February 2021 the Academy's Council reflected on our progress during the previous two years, reviewed the plans for 2021, ensuring the next 12 months' activities meet our strategic objectives, and looked ahead to a refreshed strategy in 2022. Our three stated aims for the period were

1. To increase the level of respect and influence the Academy has across the medical education landscape in the UK (and internationally)
2. To achieve and maintain financial stability
3. To increase overall membership of AoME.

The Academy's administrative team has adapted to home working, using technology effectively and streamlining some operations. As we increase the scope of AoME resources for members there are correspondingly higher demands on staff time. We began an exercise to analyse how staff time is spent with a view to better focusing resources and spreading out activity

The team has developed skills in using technology to deliver events, for example the *Teaching in the time of COVID19* webinars in collaboration with Swansea University and the *Interrobang?! micro-conference* series. This virtual output is one of the ways we can minimise the impact of additional activities on the small staff team. Another is through Council and member-led activities, enabling staff to focus on key functions like membership application and assessment, and database and subscription management.

The Academy's first online AGM was a success with high attendance, demonstrating members' commitment and enthusiasm. The AGM passed two motions: to proceed with the revision of the *Professional Standards* including the addition of a fourth domain level aligning with a new grade of Principal Fellowship; and to publish a public register of members in good standing.

As detailed in the 2020 Annual Report the proposed accreditation by the Professional Standards Authority (PSA) will not be progressed for the time being, primarily for financial reasons. However, the guidance around policies and procedures provided by the PSA is extremely helpful to the Academy in ensuring its professionalism and the quality of its governance.

One of the key pieces of work identified is around the opportunity that the [Professional Standards](#) afford the Academy to engage with those at a senior level in medical education: statutory bodies, trusts and higher education institutions. The Academy will work with its partners and stakeholders to encourage the inclusion of the *Standards*, and of recognition against them (i.e. Membership or Fellowship of AoME) in job descriptions and development plans.

Over the next five years we will continue to seek to increase the Academy's reach. We have a role in lobbying for the professionalisation of medical education and need to make institutions aware of our value. We must understand our partners' priorities and objectives and develop strategies to support them. One specific area we have addressed is to promote the equivalence of AoME recognition with that of AdvanceHE in HEI's HESA returns (see page 10).

The Academy will engage with colleagues and students in medical, PA, dental and veterinary schools, foundation schools and with specialty trainees, to reinforce the idea of medical education as an active, valid career choice, rather than an 'add-on' to a clinical career.

We have agreed a change to our accredited course scheme, making the transition from accredited course to AoME membership easier and improving engagement from the start of the course. You can read more about the *Accreditation Plus* scheme on page 8.

The growth of the Developing Medical Educators group (DMEG) over the period has brought about an increase in activities and resources available for early career educators, and a huge improvement in the way they are recognised and represented by and within the Academy. The Academy recognises that it must engage with all its constituent groups, at all levels, across medicine, dentistry, veterinary surgery and other healthcare professions. DMEG is key in helping us to achieve this.

At the other end of the scale, our Honorary Fellows are a group with a wealth of influence, experience and esteem, and we were delighted by the response of these very senior educators in endorsing and helping to promote the revised *Standards*. Our Council and our Honorary Fellows have an ambassadorial role to play, helping us to reach education leaders.

06 Membership and assessment

During the period 2020 - 2021 the Academy's membership exceeded 1100 Members and Fellows in good standing.

New Applications 1 October 2020 to 30 September 2021

Membership Category	Application approved	Subscription remaining unpaid
Associate Member	67	36 (54%)
Student Member	3	2 (67%)
Member	180	12 (1%)
Fellow	31	31 (0%)
Total all categories	281	50 (18%)



Professor Nick Cooper is chair of the Membership Committee and lead assessor

Renewal rates 1 October 2020 to 30 September 2021

Membership Category	Subscriptions due for renewal	Subscriptions renewed
Associate Member	42	29 (69%)
Student Member	6	3 (50%)
Member	534	487 (91%)
Fellow	247	236 (96%)
Total all categories	829	755 (91%)
All categories and previously lapsed who renewed following reminder		71 (100%)
All categories, previously lapsed, and newly admitted members in good standing		1057* (128%)

These figures represent an annual growth rate of approximately 25%, which is encouraging. Over 60% of members pay their subscription by standing order or direct debit and the response to subscription reminders from those who do not is particularly good. The take up of Associate membership, following approval of application is still disappointing, and we are working on a way to charge the first year's subscription at the point of application to address this.

Following Professor Sean Hilton's review of the Fellowship assessment process, in February 2020, we have acted on a number of his report's recommendations, including providing special workshops for Members seeking to progress to Fellowship, with accompanying information resources; and arranging quarterly online training and benchmarking sessions for assessors. The Assessment Team is made up of experienced Members and Fellows working at an appropriate level. We hope these sessions have helped assessors to understand their vital role within the Academy and to afford them the engagement and opportunities for communication and feedback that help them in turn provide meaningful feedback to our applicants.

In January 2021 the following were active assessors:

Nick Cooper (Lead assessor) Alaa Abdelgabar, Tarig Fadlallah Altahir Ahmed, Sateesh Babu Arja, Anjan Banerjee, Julie Browne, Kate Burnett, Brian Carlin, Nick Cooper, Angharad Davies, Alan Richard Denison, Louise Dubras, Andrew Grant, Jennifer Anne Heathcote, Mary Higgins, Melvyn Jones, Mahzuz Karim, Ming Lee, Adam Livingston, Robert Namushi, Jim Price, Aylur Rajasri, John Sandars, Andrew Smith, Paul Stevens, Claire Stocker, Michael Vassallo

Course Accreditation

The most common route for achieving Membership is through one of the accredited courses for medical and clinical educators. Applicants who choose this route to membership complete an accredited course and submit their application together with a 500-word reflective statement based on our core values. 99% of applications received through this route are successful on first or second submission. Out of 180 new members between October 2020 and September 2021 165 were through course accreditation.

With the aim of increasing membership without reducing standards, Council has reviewed the process and agreed a new **Accreditation Plus** scheme which offers applicants a quicker route to MACadMED registration, with no requirement to submit further reflections, although sign off by the course leader is required.

In addition, by offering those undertaking accredited courses free Associate membership for a defined period, conversion to MACadMED at the end of the course is both easier and more likely. Undergraduate students undertaking intercalated and other degrees in medical and healthcare education are also able to take advantage of the scheme, which was not previously the case. Academy members need to be practising educators working independently in a professional capacity, but undergraduate students can take up Associate membership.

We will be rolling out **Accreditation Plus** in 2022*, communicating with existing course leads and courses that do not yet hold accreditation. A half day symposium [Recognition of Excellence through Accredited Courses in Medical Education](#) is planned for 14 June 2022, which will help to explain the new scheme, and also strengthen the Academy's relationships with course leads, providing a network and forum to discuss with peers the future demands and best practice in the healthcare education sector.



Professor Aidan Byrne and Professor Jim Price (l-r) who lead on course accreditation and the Accreditation Plus scheme

*The existing accreditation process will continue to be available for any course provider.

07 Professional Standards for medical, dental and veterinary educators

Establishing professional standards has always been the cornerstone of the Academy's activity, ensuring that those who are responsible for the education of doctors, dentists, veterinary surgeons and physician associates are able to achieve excellence, thus contributing to high quality patient care. The Academy's [Professional Standards](#) were adopted by the General Medical Council to set expectations of all medical trainers holding recognised positions.

The Academy uses these *Standards* to assess applications for Membership and Fellowship; they also form the framework that supports the award of Principal Fellowship which recognises excellence in educational leadership. We are proud of the number of educators who have already assessed themselves using previous versions of our *Professional Standards* and have chosen to join the Academy. Our *Standards* can also be used in job planning, appraisal and as a comprehensive framework for professional development. The Academy anticipates that the addition of a fourth level to each of the domains of practice will encourage their use in supporting and developing those who hold, or aspire to hold, educational leadership positions.

The review of the *Standards* was carried out by the Professional Standards Committee led by Professor Alan Denison and Dr Melvyn Jones (l-r).

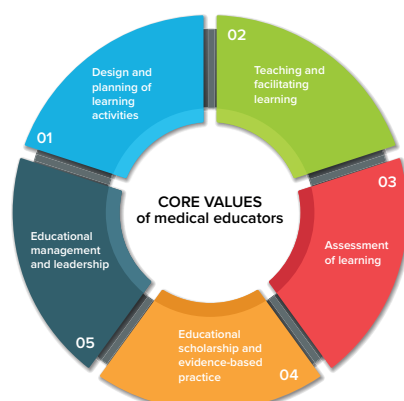


The revised edition was developed after wide consultation across our membership and with key strategic organisations and individuals responsible for the education of doctors, dentists, veterinary surgeons and physician associates. We are confident that our *Standards* represent an authoritative consensus statement on the values, knowledge and behaviours that can be expected of a medical educator.

The *Standards* are available to download from the Academy's website. We hope that additional material contained in the booklet explaining the practical application of the *Standards*, outlining levels of recognition offered by the Academy, and their use in strategic planning and CPD, appraisal and revalidation will be useful to members and trusts and institutions alike.

We have heard from many medical educators about the benefit and uses of our *Standards* in recruitment, assessment and appraisal, and we always welcome further feedback. We have already received many positive comments on the new edition from our national and international community.

Do let us know how you are using the *Professional Standards*. We particularly welcome case studies and examples of their impact in your institution or professional setting.



“I have always relied heavily on this publication when being asked to judge applications for promotion and medical educator awards, so I welcome the new edition of The Academy's Standards as it ensures my judgments recognise current excellence”

Professor Trudie E Roberts HonFACadMED
Professor of Medical Education,
Leeds Institute of Medical Education

Following a comprehensive consultation process in 2019 and ratification by the Annual General Meeting in April 2021 a fourth edition of the *Professional Standards* was published in September 2021

Membership and Fellowship – HESA recognition guidance

In response to enquiries from members and higher education institutions the Academy issued the following statement in 2021 relating to recognition against the *Standards* by the Higher Education Statistics Agency (HESA), and equivalence with AdvanceHE.

“The Academy of Medical Educators (AoME) is the multiprofessional organisation for those involved in the education and training of students and practitioners in medicine, dentistry and veterinary surgery. The AoME has developed a set of *Professional Standards*[1] which are an explicit statement of the values, skills, knowledge and practical capabilities required of those engaged in medical education. Individuals can seek assessment and recognition of their teaching practice against the standards at Membership and Fellowship level to gain the MAcadMed or FAcadMed postnominal. Assessment is a formal, peer reviewed process overseen by an embedded governance structure within the Academy.

HEI’s are required by HESA to collect and submit data relating to the academic teaching qualifications of academic staff. To assist HEIs in submitting data relating to the AoME accreditation scheme, colleagues with confirmed MAcadMed or FAcadMed status should be submitted under the 08 code – “accredited as a teacher of their subject by a professional UK body”[2]. This entry is of equivalent status to holding a PGCHE or AdvanceHE recognition, negating the need for these qualifications in addition to AoME recognition for the purposes of HESA returns. “

[1] See <https://www.medicaleducators.org/Professional-Standards>

[2] See <https://www.hesa.ac.uk/collection/c19025/a/actchqual>

DOMAIN 01 Design and planning of learning activities

This domain outlines the expected standards for medical educators involved in educational design and learning development processes.

ELEMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Learning and teaching principles	<p>1.1.1 Describes how the principles of learning and teaching are incorporated into educational developments.</p> <p>1.1.2 Demonstrates awareness of different ways of learning and teaching.</p>	<p>1.2.1 Demonstrates application of learning and teaching principles in the design of a course, unit, module or subject area.</p> <p>1.2.2 Matches course design to support different ways of learning and teaching.</p>	<p>1.3.1 Demonstrates application of learning and teaching principles in the design of a curriculum through leadership for a whole course or degree programme.</p>	<p>1.4.1 Leads the strategic application of learning and teaching principles with impact that extends beyond their own institution.</p>
Learning needs	<p>1.1.3 Shows how the needs of learners are considered.</p>	<p>1.2.3 Gathers and interprets basic information on the needs of learners.</p>	<p>1.3.2 Conducts complex learning needs analysis including those of learners, groups, professions or healthcare systems.</p>	<p>1.4.2 Leads national or institutional assessment of learning needs.</p>
Learning outcomes	<p>1.1.4 Demonstrates awareness of the need to define what is to be learned.</p>	<p>1.2.4 Demonstrates use of appropriate language which encourages measurability of learning outcomes as well as focus.</p>	<p>1.3.3 Defines learning outcomes within theoretical frameworks and/or demonstrates use of sophisticated measurement of outcomes.</p>	<p>1.4.3 Leads the strategic development and application of appropriate learning outcomes with focus on national or institutional level.</p>

The revised Standards are clearly set out and easy to use

09 Education

The period from October 2020 to September 2021 was a productive one for the Academy. Dr Claire Stocker, Education Committee Chair, and Tony Carlisle, CEO, worked with colleagues across the Academy, including the Membership and Professional Standards Committees, the Developing Medical Educators Group (DMEG), and the staff team to develop a two year programme of events and resources; supporting initiatives that meet our core objectives, but being mindful of what could realistically be achieved with the Academy's financial and human resources.



In November 2020 Professor Phil Newton, Swansea University Medical School, once again led the AoME *Education in the Time of Covid* webinar, this time as an integral part of the Faculty of Medical Leadership and Management's (FMLM) *Leaders in Healthcare* conference at which Jacky Hayden, our President also spoke. The webinar is still available [on our website](#) and we would like to thank Prof. Newton once again for his immense contribution.

These webinars were the springboard for an exciting new series of live online events under the umbrella [AoME Insights](#) addressing topics of interest to our members and the wider medical and healthcare education community. The first of these is *Tackling the imperative: Moving interprofessional education from the periphery to the core*, on 23 November 2021, featuring an impressive panel of experts.



ASME's Annual Scholarship Meeting *Medical Education Disrupted* took place on 8-9 July over a virtual platform. We were once again very pleased to be involved. The usual AoME@ASME workshop was delivered by DMEG and Prof Hayden co-presented a plenary lecture *Trusting Judgements - a new approach to progression without a numeric scale*, with Professor Colin Melville, GMC, and Dr Kim Walker, ASME.

The Academy's own annual academic meeting, postponed from spring 2020, ***Learning Together for Patient Care: Fall Back; Spring Forward***, took place as a fully virtual conference over three days on 14, 15 and 16 September 2021. Learning from experience at our own and others' events we spread the content over three days, allowing time for professional and domestic commitments in between. The conference featured morning workshop streams and afternoon plenaries: keynotes, short presentations and rapid poster sessions.



Our keynote speakers were Professor Bryn Baxendale, Consultant Anaesthetist, Nottingham University Hospitals NHS Trust, whose theme was *Restore, Recover, Reform: the role of simulation*, and Ann James Chief Executive, University Hospitals Plymouth NHS Trust who spoke about *Learning from what's strong, not wrong*,

For the last plenary session of the conference Ann joined Mr James Bedford, Surgeon, Manchester, Professor Tom Lawson, PG Dean Health Education and Improvement Wales (HEIW), and Dr Shahid Merali, Lead for Primary Care Education, Aston Medical School, for a panel discussion *Backlog of Education: whose responsibility? (l-r)*



The event showcased work of an extremely high standard, and we were immensely proud particularly of the early career educators who participated. The debate, as we expected, revealed some strong feelings and this is a theme we will continue to explore with our community at future events.

The conference was also an opportunity for the President and Registrar to award Honorary Fellowships, our highest award for outstanding achievements in medical education.

The three very deserving recipients were Dr Andrew Long, Professor Karen Mattick, and Professor John Cookson (l-r).



And it was the platform for the launch of the revised *Professional Standards*. Delegates could choose to attend a workshop session lead by the co-chairs of the Professional Standards Committee, Professor Alan Denison and Dr Melvyn Jones on *Authenticating your practice with AoME Standards*.

We are planning a face to face conference for summer 2022, with the theme *Re-energising Medical Education: New Era, New Ways of Teaching and Learning*. In addition the Education Committee is working with the Membership Committee and the assessment team to present a symposium on [Recognition of Excellence through Accredited Courses in Medical Education](#). The events will run consecutively on 14 and 15 June 2022, in Nottingham.

External relations

February saw the launch of the Academy's partnership with the Royal Society of Medicine, bringing a number of benefits to members. Full details are on our [website](#)



Jacky Hayden and Tony Carlisle attended the online event *Contributing to the NHS as an International doctor* in April to try to better understand how the Academy can support those bringing their skills to the UK from overseas.

The Academy actively seeks to contribute to relevant, professional consultations and made notable contributions to those concerning the future of Clinical Excellence Awards, and *Regulating Healthcare*, in June 2021.

On 18 and 29 June we attended two special events where the [On-Becoming](#) winter cohorts of 48 **physician associates**, celebrated their learning from the programme and showcased the impact this has had in their working lives and patients. *On-Becoming* is a national programme funded by Health Education England.

The Academy identified a need for resources to support those Members who are ready to apply for Fellowship and has developed a slide deck and a handbook to use at structured workshop and informal drop in sessions planned for winter 2021 and spring 2022.

Jacky Hayden, Julie Browne and Tony Carlisle continued to represent the Academy on the DEMEC (Developing Excellence in Medical Education Conference) organising committee. The five domains of the Academy's *Professional Standards* will once again provide structure for the programme and our members are active participants in the abstract review process. Sir Ken Calman himself will deliver the 2021 Calman Lecture at DEMEC!



All of the above activity represents a collaborative effort on the part of our Council, Committees, members and partners, coordinated by the Education Committee. You do not need to be on Council to get involved, and indeed we welcomed two new members to the Education Committee in 2021 - Dr Muhammed Khan and Dr Adam Livingston.



The Developing Medical Educators' Group, DMEG, aims to promote the development of early career educators including doctors, medical students, dentists, physician associates and veterinary educators and to provide support to new educators in their development to become Members of the Academy.

DMEG is open to all early career educators who are Student, Associate or full Members of AoME.

DMEG was officially formed in May 2021. The co-leads are Dr Jamie Fisher, Dr Lewis Hendon-John and Dr Katy Stevenson. DMEG brings together the former AoME *Early Careers Group*, the *Clinical Teaching Fellows Forum* and the group responsible for the online micro-conference series *Interrobang?!* which took place on three days over three months on 12 January, 9 February and 9 March 2021.

The *Interrobang?! Committee*, led by Jamie Fisher and Lewis Hendon-John included a diverse group of healthcare educators with an interest in interprofessional education. The keynote speakers were Julie Browne, Senior Lecturer in Academic Practice at Cardiff University and author



An interprofessional medical education conference for curious people

of *Educators of Healthcare Professionals: agreeing a shared purpose*, Sylvia Langlois, Associate Professor in Occupational Science and Occupational Therapy, Centre for interprofessional Education, University of

Toronto, and Richard Pitt, Chair of the Centre for the Advancement of Interprofessional Education in the UK (CAIPE). This was an excellent opportunity for inter-professional educators to network and present their studies, and for AoME to demonstrate how it can support them.

In July 2021 DMEG represented the Academy at the ASME ASM with a highly interactive workshop - *So you want to develop a career as a 'Good' medical Educator?*

In September DMEG delivered the webinar *Teaching to Teach: A practical guide for the Developing Educator*.

DMEG has a comprehensive programme of events and opportunities for early career educators planned for 2021/2022 including quarterly seminars and networking events, an annual conference, DMEG Podcast and workshops, and open evenings. In 2022 the group will have sessions at the National Education Scotland Meeting: *Navigating a whole new world*; NACT's *Your Future in Medical Education*; AoME's summer conference, and at AMEE.

The exciting [Educataalks](#) Podcast series will be available from February 2022, starting with a fascinating conversation with Jacky Hayden!

DMEG is key to involving medical and healthcare educators at the start of their journey, introducing them to our values and standards framework and ensuring the continued professionalisation of the education workforce.

12 The British Student Doctor Journal



[The British Student Doctor Journal](#) (BSDJ) is a high quality, open access, peer-reviewed, general medical journal, which publishes articles written primarily by medical students. In addition to publishing original research and systematic reviews, it also provides a platform to medical students to express original thought and reflections on clinical practice, student life and medical education.

All content is fully open access, available without subscription and with no authorship charges. All articles published in BSDJ go through a rigorous peer-review process, led by its student editorial team. The governance of the journal is overseen by the faculty advisory board, and the journal is published by Cardiff University Press (CUP) and funded by Cardiff University School of Medicine. The journal is a publication of The Foundation for Medical Publishing, a charitable incorporated organisation registered in England and Wales (1189006), itself a subsidiary of the Academy of Medical Educators.

The British Student Doctor Journal is proud to be the official journal of the Academy of Medical Educators.

The BSDJ is an accredited member of COPE (The Committee on Publication Ethics), reflecting the journal's rigorous commitment to editorial best practice.

During the period October 2019 to September 2020 the BSDJ published two issues and two special supplements; Cardiff Centre for Medical Education (C4ME) and an LGBTQ+ supplement in association with GLADD (The Association of LGBTQ+Doctors and Dentists). The BSDJ published the top two most downloaded articles in the 2020/21 period of all CUP publications.



13 Equity, diversity and inclusion

In 2020 the Academy made a commitment to examine and improve its active promotion of equity, diversity and inclusivity throughout its spheres of influence. We took steps to encourage members to update their own protected characteristics data through the members' area of the website, directing them through newsletters and new member communications. From the charts below we can see that there is little change in 12 months to the information we hold, and most members still choose not to disclose ethnicity data. The same is true of most other protected characteristics. We will continue to encourage completion of the information, but it will always remain members' personal choice whether they do so or not.

<i>Ethnicity</i>	<i>Total</i>	<i>Gender</i>	<i>%</i>
Not stated	827	Male	64%
White English/Welsh/Scottish/NI/British	164	Female	33%
Indian	48	Prefer not to say	2%
Arab	22	Other	1%
Other	14		
Pakistani	14		
White and Asian/Asian British	13		
Prefer not to say	11		
Irish	7		
Caribbean	6		
African	5		
Bangladeshi	3		
Chinese	3		
White and Black African	2		
White and Black Caribbean	1		

In addition to our statement on EDI we have enshrined a further commitment in to the Terms of Reference of each of our committees, for example, the Education Committee pledges to “take in to account AoME’s commitment to providing equality of opportunity for all of its members endeavouring to listen to and understand the needs of the groups that make up its membership and the wider medical education community; not simply declaring its support for minority and under-represented groups, but actively addressing the challenges they face and standing with them against prejudice.” We are always willing to listen to and work with our members to help us fulfil these commitments.

We have taken steps to make our Council election process more accessible to those without established networks in medical education, by removing the need for a proposer and seconder. This has resulted in more candidates standing at elections. We will be working with an established public sector election provider in 2022 to further improve our election processes.

The Academy, as a membership organisation is dependent on membership fees to cover the costs of our activity. This is supplemented by other activity, such as conferences and webinars. We remain committed to ensuring the Academy represents value in an area where there are many membership and training costs. The 2020/21 financial period has seen the Academy make a surplus for the first time in three years, although within that time we have maintained reserves well in excess of Charity Commission recommendations.

An increase of approximately 10% in membership fees was implemented from 1 January 2021. Before this Academy membership fees had not increased since 2010. In addition, in March 2016 rates were simplified with all Members and Fellows paying either the higher or lower rate depending on salary. This streamlining resulted in an overall reduction in subscription rates.

The Academy has successfully navigated a course through the COVID19 pandemic and emerged in a competitive position. Our members have remained committed to the Academy's core values and the *Professional Standards*, and continue to value the recognition the Academy provides.

The accounts show a surplus of £26,654 (2020: deficit of £26,084).

Reserves

Overall fund balances carried forward stand at £130,744 (2020 £104,090)

As agreed in 2014, free reserves, (unrestricted funds in excess of amounts invested in fixed assets,) should be held which amount to at least six months expenditure. On this basis there would be a requirement for free reserves of around £93,785. At the year-end total free reserves were £130,744.



Professor Jacky Hayden CBE,
President

13 July 2022



Professor Andrew Grant,
Honorary Treasurer

13 July 2022

Statement of trustees' responsibilities

The Trustees (who are also Directors of The Academy of Medical Educators for the purposes of company law) are responsible for preparing the Trustees' Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice.)

The Charities Act and the Companies Act require the Board of Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity as at the end of the financial year and of the surplus or deficit of the charity. In preparing those financial statements the Board is required to:

- a) select suitable accounting policies and then apply them consistently;
- b) make judgements and estimates that are reasonable and prudent;
- c) prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business;
- d) state whether applicable accounting standards and statements of recommended practice have been followed subject to any material departures disclosed and explained in the financial statements.

The Trustees are also responsible for maintaining adequate accounting records which disclose with reasonable accuracy at any time the financial position of the charity and which are sufficient to show and explain the charity's transactions and enable them to ensure that the financial statements comply with the Companies Act 2006 and comply with regulations made under the Charities Act. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees are also responsible for the contents of the Directors' report, and the responsibility of the independent examiner in relation to the Directors' report is limited to examining the report and ensuring that on the face of the report, there are no inconsistencies with the figures disclosed in the financial statements.

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies regime.

I approve the attached statement of financial activities and balance sheet for the year ended 30th September 2021, and confirm that I have made available all information necessary for its preparation.

Approved by the Board on 13 July 2022

Signed on their behalf by



Dr Jamie Read
Company Secretary



Statement of financial activities for the year ended 30 September 2021

(Incorporating Income and Expenditure Account)

	Notes	Unrestricted Funds £	Designated Funds £	Restricted Funds £	TOTAL 2021 £	TOTAL 2020 £
INCOMING RESOURCES						
Incoming Resources from Generated Funds						
Voluntary Income	3a	30,000	-	-	30,000	30,000
Charitable Activities	3b	152,798	-	-	152,798	110,495
Other Incoming Resources	3c	-	-	-	-	-
TOTAL INCOMING RESOURCES		182,798	-	-	182,798	140,495
RESOURCES EXPENDED						
Costs of Generating Funds						
Raising Funds	4a	873	-	-	873	1,407
Charitable Activities	4b	155,271	-	-	155,271	165,172
TOTAL RESOURCES EXPENDED		156,144	-	-	156,145	166,579
NET INCOMING/ (OUTGOING) RESOURCES		26,654	-	-	26,654	(26,084)
Total Funds Brought Forward		104,090	-	-	104,090	130,174
Gain on disposal of Asset					-	-
TOTAL FUNDS CARRIED FORWARD		130,744	-	-	130,744	104,090

Movements on all reserves and all recognised gains and losses are shown above. All of the organisation's operations are classed as continuing.

The notes on pages 18 to 22 to form part of these financial statements.

Balance sheet as at 30 September 2021

	Note	Unrestricted Funds £	Restricted Funds £	30-Sep-21 Total £	30-Sep-20 Total £
Fixed Assets					
Intangible Assets	2(a)	12,250	-	12,250	13,154
Tangible Assets	2(b)	1,547	-	1,547	2,320
Current Assets					
Debtors & Prepayments	6	-	-	-	4,716
Cash at Bank and in Hand	5	147,636	-	147,636	118,336
Total Current Assets		147,636	-	147,636	123,052
Creditors: amounts falling due within one year	7	30,689	-	30,689	34,436
NET CURRENT ASSETS		116,947	-	116,947	88,616
TOTAL ASSETS less current liabilities		130,744	-	130,744	104,090
NET ASSETS		130,744	-	130,744	104,090
Funds of the Charity					
General Funds		130,744	-	130,744	104,090
Designated Funds		-	-	-	-
Restricted Funds	5	-	-	-	-
Total Funds		130,744	-	130,744	104,090

Directors' Responsibilities:

These financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime.

For the financial year ended 30 September 2021 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit of its financial statements for the year in question in accordance with section 476 of the Companies Act 2006.

The directors acknowledge their responsibility for complying with the requirements of the Act with respect to accounting records and the preparation of the financial statements.

Approved and authorised for issue by the Board on 13 July 2022

Signed on their behalf by :

Print Name:

Jacky Hayden
Trustee
Company number 5965178

Notes to the financial statements for the year ended 30 September 2021

1. ACCOUNTING POLICIES

Company information

The Academy of Medical Educators is a charity limited by guarantee and incorporated in England and Wales. The registered office is Neuadd Meirionnydd, Heath Park, Cardiff, CF14 4YS.

Basis of Preparation & Assessment of Going Concern

Basis of Preparation

The financial statements have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant notes. The financial statements have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (effective 1 January 2015) - (Charities SORP - FRS102) and the Charities Act 2011.

The Charity meets the definition of a public benefit entity under FRS102. Assets and liabilities are initially recognised at historical cost unless otherwise stated in the relevant accounting policy notes.

Assessment of Going Concern

Preparation of the accounts is on a going concern basis. The trustees consider that there are no material uncertainties about the Charity's ability to continue as a going concern.

Critical Accounting Estimates and Judgements

In the application of the Charity's accounting policies, the board is required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant and are reviewed on an ongoing basis. Actual results may differ from these estimates.

There are two critical estimates included within the accounts. The first is depreciation and amortisation; the rate of depreciation charged on tangible fixed assets (and amortisation on intangible fixed assets) is based on the estimated useful life of the asset and this is reviewed annually. The other critical estimate is the value of gifts in kind which are estimated based on the cost of acquiring the gift on the open market.

Incoming Resources

Recognition of Incoming Resources

These are included in the Statement of Financial Activities (SOFA) when:

- the charity becomes entitled to the resources;
- the Directors are virtually certain they will receive the resources; and
- the monetary value can be measured with sufficient reliability

Incoming Resources with Related Expenditure

Where incoming resources have related expenditure (as with fundraising or contract income) the incoming resource and related expenditure are reported gross in the SOFA.

Membership fees

Membership fees are renewable annually and are recognised on a receipts basis.

Grants and Donations

Grant are recognised when receivable, income is carried forward at the year end, as restricted fund, where amounts have not been fully spent in the year.

Sponsorship and Other income

Sponsorship and Other income is recognised when it is received.

Gifts in Kind

Where services are provided to the charity as a donation that would normally be purchased from suppliers, this contribution is included in the financial statements as an estimate based on the value of the contribution to the charity.

Notes to the financial statements for the year ended 30 September 2021

1. ACCOUNTING POLICIES (Continued)

Incoming Resources (continued)

Investment Income

This is included in the accounts when receivable.

Investment Gains and Losses

This included any gain or loss on the sale of investments and any gain or loss resulting from revaluing investments to market value at the end of the year.

Expenditure and Liabilities

Liability Recognition

Liabilities are recognised as soon as there is a legal or constructive obligation committing the charity to pay out resources.

Assets

Intangible assets

The coat of arms costs are not amortised as these are expected to be of continued long term benefit to the organisation. The website and software costs are stated at cost less amortisation and impairment. Amortisation is provided at rates calculated to write off the cost of these assets, less their estimated residual value, over their expected useful lives on the following basis:

Website	33.33% Straight line
Software	33.33% Straight line

Tangible Fixed Assets

Fixed assets are capitalised where the item costs exceed £500. Depreciation is provided to write off the cost of the Fixed Assets over their estimated useful lives at the following annual rates:

Fixtures, fittings and equipment	15% Straight line
Computer equipment & website	33.33% Straight line

Fund accounting

Unrestricted funds comprise those funds which the trustees are free to use for any purpose in furtherance of the charitable objects.

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by the donor.

Cash and Cash Equivalents

Cash and cash equivalents include cash at banks and in hand and short term deposits with a maturity date of three months or less.

Debtors and creditors

Debtors and creditors receivable or payable within one year of the reporting date are carried at their at transaction price. Debtors and creditors that are receivable or payable in more than one year and not subject to a market rate of interest are measured at the present value of the expected future receipts or payment discounted at a market rate of interest.

Notes to the financial statements for the year ended 30 September 2021

2(a).INTANGIBLE FIXED ASSETS

		Website & Software £	Coat of Arms £	Total 2021 £
Cost	30-Sep-20	121,324	12,250	133,574
Additions		-	-	-
Disposals		-	-	-
Cost at	30-Sep-21	121,324	12,250	133,574
Amortisation	30-Sep-20	120,420	-	120,420
Charge		904	-	904
Disposals		-	-	-
Depreciation at	30-Sep-21	121,324	-	121,324
Net Book Value	30-Sep-21	-	12,250	12,250
Net Book Value	30-Sep-20	2,403	12,250	14,653

2(b).TANGIBLE FIXED ASSETS

		Fixtures,Fittings & Equipment £	Computer Equipment £	Total 2021 £
Cost	30-Sep-20	2,086	9,624	11,710
Additions		-	-	-
Disposals		-	-	-
Cost at	30-Sep-21	2,086	9,624	11,710
Depreciation	30-Sep-20	2,086	7,304	9,390
Charge		-	773	773
Disposals		-	-	-
Depreciation at	30-Sep-21	2,086	8,077	10,163
Net Book Value	30-Sep-21	-	1,547	1,547
Net Book Value	30-Sep-20	-	-	-

3. INCOMING RESOURCES

	Unrestricted Funds £	Designated Funds £	Restricted Funds £	TOTAL 2021 £	TOTAL 2020 £
a) Voluntary Income					
Rent and Utilities (Cardiff University)	30,000	-	-	30,000	30,000
	30,000	-	-	30,000	30,000
b) Charitable Activities					
Membership Subscriptions	135,671	-	-	135,671	104,538
Annual conference and Educational Activities	17,127	-	-	17,127	5,957
	152,798	-	-	152,798	110,495
c) Other Incoming Resources					
BSDJ	-	-	-	-	-
	-	-	-	-	-

Notes to the financial statements for the year ended 30 September 2021

4. RESOURCES EXPENDED

		Unrestricted Funds £	Designated Funds £	Restricted Funds £	TOTAL 2021 £	TOTAL 2020 £
a) Raising Funds						
Advertising & PR		873	-	-	873	1,407
		873	-	-	873	1,407
b) Charitable Activities						
Educational activities		-	-	-	-	3,544
Staff Costs	8	104,900	-	-	104,900	103,516
Office running costs		1,663	-	0	1,663	1,293
Subscription refunds		1,272	-	-	1,272	-
Rent	10	30,000	-	-	30,000	30,000
Depreciation & amortisation		1,677	-	-	1,677	1,701
Database		6,834	-	-	6,834	6,116
Sundry expenses		160	-	-	160	432
Bank charges		2,330	-	-	2,330	2,084
Marketing and publicity		228	-	-	228	7782
Meeting costs		40	-	-	40	4048
Independent examiners fee		5,280	-	-	5,280	4656
Legal and professional fees		888	-	-	888	-
		155,271	-	0	155,271	165,172

5. CASH AT BANK AND IN HAND

	Unrestricted Fund £	Restricted Fund £	Total 30-Sep-21 £	Total 30-Sep-20 £
Cash at Bank	147,636	-	147,636	118,336
	147,636	-	147,636	118,336

6. DEBTORS AND PREPAYMENTS

	Unrestricted Fund £	Restricted Fund £	Total 30-Sep-21 £	Total 30-Sep-20 £
Prepayments	-	-	-	4,716
	-	-	-	4,716

7. CREDITORS AND ACCRUALS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	Unrestricted Fund £	Restricted Fund £	Total 30-Sep-21 £	Total 30-Sep-20 £
Trade Creditors	28,678	-	28,678	34,436
Independent Examination	720	-	720	-
Other Creditor	1,292	-	1,292	-
	30,690	-	30,690	34,436

Notes to the financial statements for the year ended 30 September 2021

8. STAFF COSTS AND NUMBERS

	TOTAL £	TOTAL £
Gross Wages and Salaries	104,900	103,516
	104,900	103,516

The average number of staff employed by the organisation for the period was nil (2020: nil). Staff are employed by the University of Cardiff and costs are re-charged to the charity.

No employee received remuneration in excess of £60,000 (2020: None).

	£ TOTAL	£ TOTAL
Activities in furtherance of organisation's objects	1	1

9. DIRECTORS AND OTHER RELATED PARTIES

Key management personnel are deemed to be the Trustees as they oversee the management of the charity. No key management personnel were remunerated in the year to September 2021 (2020: None).

10. Gifts in Kind

An estimate of the support in kind, based on the value of the contribution to the charity, has been included as a donation and a cost, at amounts summarised below:

	£ 2021	£ 2020
Rent and utilities (Cardiff University)	30,000	30,000
	30,000	30,000

11. RISK ASSESSMENT

The Trustees actively review the major risks which the charity faces on a regular basis and believe that maintaining the free reserves stated, combined with the annual review of the controls over key financial systems carried out on an annual basis will provide sufficient resources in the event of adverse conditions. The Directors have also examined other operational and business risks which they face and confirm that they have established systems to mitigate the significant risks.

12. RESERVES POLICY

The Trustees have considered the level of reserves they wish to retain, appropriate to the charity's needs. This is based on the charity's size and the level of financial commitments held. The Trustees aim to ensure the charity will be able to continue to fulfil its charitable objectives even if there is a temporary shortfall in income or unexpected expenditure. The directors will endeavour not to set aside funds unnecessarily.

13. PUBLIC BENEFIT

The Charity acknowledges its requirement to demonstrate clearly that it must have charitable purposes or 'aims' that are for the public benefit. Details of how the charity has achieved this are provided in the Trustees report. The Trustees confirm that they have paid due regard to the Charity Commission guidance on public benefit before deciding what activities the charity should undertake.

14. LIMITED LIABILITY

The company is limited by guarantee and has no share capital. In the event of it winding up, the liability of each member is limited to £1.

Independent examiners report on the accounts

RESPONSIBILITIES AND BASIS OF REPORT

As the charity's trustees of the Company (who are also the directors of the company for the purposes of company law), you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ("the 2006 Act").


Having satisfied myself that the accounts of the Company are not required to be audited for this year under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ("the 2011 Act"). In carrying out my examination, I have followed the Directions given by the Charity Commission (under section 145(5)(b) of the 2011 Act.

INDEPENDENT EXAMINER'S STATEMENT

I have completed my examination. I confirm that no material matters have come to my attention which gives me cause to believe that:

- accounting records were not kept in accordance with section 386 of the Companies Act 2006; or
- the accounts do not accord with such records; or
- the accounts do not comply with relevant accounting requirements under section 396 of the Companies Act 2006 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
- the accounts have not been prepared in accordance with the Charities SORP (FRS102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Signed : 

Date : 14.7.22

Kim Gomes MAAT
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