

# Annual Report

for the year ended 30 September 2022



# AOME

ACADEMY OF  
MEDICAL EDUCATORS

Trustees' report and unaudited financial  
statements

Academy of Medical Educators  
Neuadd Meirionnydd, Heath Park  
Cardiff CF14 4YS

aome.org

Company Number 05965178;  
Registered Charity Number 1128988

Company Secretary: J Read

Registered Office:  
Academy of Medical Educators,  
Neuadd Meirionnydd,  
Heath Park,  
Cardiff CF14 4YS

Independent Examiners:  
Independent Examiners Ltd  
Unit 2,  
The Broadbridge Business Centre,  
Delling Lane, Bosham. PO18 8NF

Bankers:  
Nat West Bank plc  
St Paul's Branch  
Juxon House  
98 St Paul's Churchyard  
London EC4M 8BU

## Annual Report for the year ended 30 September 2022

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# The Academy's Council

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.



Professor Jackie Hayden CBE 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; Att 12/12*



Lynne Allery is Reader and Director of Medical Education, and Programme Director for the MSc in Medical Education, at Cardiff University. Lynne was re-elected to Council in April 2022.  
*M; Att 3/5*



Dr James Ashcroft is an Academic Clinical Fellow in General Surgery at Addenbrooke's Hospital with the University of Cambridge.  
*Att 0/5*



Professor Paul Baker is Deputy Postgraduate Dean HEE NW. He trained as a Geriatrician in the North West. Paul chairs the Specialised (formerly 'Academic') FP sub-committee for UKFPO.  
*Att 1/5*



Julie Browne, Deputy Chair of Council has been involved with AoME since its inception. She is Senior Lecturer in Academic Practice at Cardiff University.  
*Edu; ED; M; Po; PS; Att 10/12*



Professor Aidan Byrne is a Consultant Anaesthetist and Honorary Professor at Swansea Medical School. He leads on the accreditation of courses for the Academy. Aidan was re-elected to Council in April 2022.  
*M; Po; Att 3/5*



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; Att 6/12*



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; Att 4/12*



Professor Louise Dubras is Foundation Dean of the School of Medicine, Ulster University. Louise was re-elected to Council in April 2022.  
*A; Edu; ED; Po; att 3/5*



Dr Lisa-Jayne Edwards is a GP trainee based in Oxford. She is co-lead of the Developing Medical Educators' Group (DMEG).  
*D; Att 4/5*



Dr Mohamed Elhassan Abdalla Elsayed is a senior lecturer in Medical Education at the School of Medicine, University of Limerick.  
*Edu; Att 4/5*



Dr James Fisher is a Lecturer at the University of Surrey, and works clinically as an Occupational Health Physician. He is a founding member of DMEG and is one of the co-leads. He was elected to Council in April 2022.  
*D; Edu; Att 2/5*



Professor Andrew Grant is Emeritus Professor at Swansea University. He is the Academy's Honorary Treasurer. Andrew was re-elected to Council in April 2022.  
*A; Edu; M; PS; Att 6/12*



Dr Anna Jones is Faculty Development Lead for the MBBS at GKT School of Medical Education, King's College London and teaches the Masters of Clinical Education. Anna was elected to Council in April 2022.



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; Att 5/12*



Dr Ratna Makker is an anaesthetist, and a simulation educator trained at Harvard & accredited by ASPIH.  
*Edu Att 1/5*



Professor Liz Mossop is Deputy Vice Chancellor (Student Development and Engagement) at the University of Lincoln. She is a veterinary surgeon.  
*Po; PS; Att 4/5*



Dr Russell Peek is a paediatrician and Director of Medical Education for Gloucestershire Hospitals Foundation Trust.  
*A; M; Att 4/5*



Dr Jim Price is a clinical academic (GP) at Brighton & Sussex Medical School and Programme Director for Postgraduate Courses in Medical & Clinical Education. Jim was elected to Council in April 2022.  
*A; Edu; Att 3/4*



Dr James Read is the Academy's Registrar. He is Dean of Medical Education and Director of the Centre for Medical Education at Cardiff University.  
*Edu; ED; PS; Po; Att 8/12*



Professor Andrew Smith is a consultant anaesthetist in Lancaster and Year 4 Director at Lancaster Medical School.  
*A; M; Att 1/5*



Dr Katy Stevenson is a GP Trainee at the University Hospitals Plymouth NHS Trust and previously Clinical Lecturer at The University of Plymouth.  
*D; Edu; Att 3/5*



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; Att 8/12*



Professor Harish Thampy is a clinical academic working as a GP alongside his role as Professor of Medical Education at the University of Manchester. Harish was elected to Council in April 2022.  
*Edu; Att 3/4*



Dr Lewis Hendon-John is a co-opted member of Council. He is a co-founder of DMEG and leads on the Group's *Educata* podcast series. He is an anaesthetics registrar.  
*D; Edu; Att 2/5*



Professor David Croisdale-Appleby is the lay-representative on Council. David's extensive experience and expertise in medical education is invaluable to the Academy.  
*Att 3/5*

Dr Angharad Davies, Professor Adrian Freeman and Professor Gabriel Reedy stood down as Council members in April 2022. The Academy thanks them for their service.

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; Att = number of Council and Executive meetings, including strategy day, attended

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



# 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 2022. The financial statements have been prepared in accordance with the accounting policies set out on pages 20 and 21, 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.

# 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 2022 Council comprised 24 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, chairs of standing committees, and Executive Director) 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 2021/22.

In the elections in November 2021, confirmed at the AGM in April 2022, Lynne Allery, Aidan Byrne, Louise Dubras, James Fisher, Andrew Grant, Anna Jones, Jim Price and Harish Thampy were elected for three years from that date. David Croisdale Appleby accepted Council's invitation to serve a further term as lay member.



The Academy staff team consists of Executive Director Tony Carlisle, Event and Finance Officer Jodie Burnett-Wren and Membership Officer Paul Yeboah-Afari. After an increase in Jodie's hours in 2022 she and Paul both work 0.8 FTE, which has allowed for increased office cover during standard working hours.

As the Academy has grown and matured, team roles have become more specialist and in 2022 the Academy's Council agreed the new individual job titles above. While, as a lean team all members are prepared to provide help and advice to trustees, members, applicants and partners, specific responsibilities are: Tony leads the team and is responsible for strategy, Council liaison, governance and development; Jodie maintains financial records and is the central contact for all subscription queries, as well as leading on conference planning and logistics; and Paul manages the Membership and Fellowship application and assessment processes and is responsible for accredited course administration.

The team continues to be based at Cardiff University, but practises blended working. We are, as ever extremely grateful to Cardiff University for the support it provides to the Academy.



# Strategy and future

At its annual Strategy day in February 2023 the Academy's Council focused on the ways in which it can achieve its three strategic objectives while ensuring that the Academy reflects the needs of a diverse and changing medical and healthcare education workforce. The framework below is a distillation of the strategy.

Three charitable aims of the Academy: 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.				
Through engagement with the medical education community we will pursue our aims. In doing so we will pursue an active policy of equality, diversity and inclusion				
To increase and develop an inclusive membership	To maintain and develop financial stability	To increase and utilise influence	Through good governance and effective administration	<div>Activity</div> <div><div><div>• Policies</div><div>• AGM</div><div>• Budget</div></div><div><div>• Staffing</div><div>• Diversity</div></div></div>
			Through the Professional Standards for Medical Educators	<div>Activity</div> <div><div><div>• Principal Fellowship</div><div>• Review</div><div>• Influence</div></div><div><div>• Reach</div><div>• Non-member/partner engagement</div></div></div>
			Through a rigorous and effective recognition scheme and relevant member services	<div>Activity</div> <div><div><div>• Assessment</div><div>• Early/developing Careers</div><div>• Member Engagement</div></div><div><div>• Prizes and Awards</div><div>• Course accreditation</div></div></div>
			Through the provision of valuable, relevant, Education and Professional Development resources	<div>Activity</div> <div><div><div>• Conference and Events</div><div>• Online programme</div><div>• Publications</div></div><div><div>• RTE/Member to Fellow to Principal Fellow resources</div></div></div>

Within each of the four main areas of responsibility activities were identified and Council, committee and working group leads committed to their development. You can read about the progress and plans we have made against these objectives in the rest of the report.

An important outcome of the 2020/21 lockdowns and the greater importance placed on social distancing has been a shift in the overall policy on face-to-face versus virtual meetings and events. The Academy's Council now meets online by default, coming together in person just once a year usually. Other committees and groups including the Assessment panel and the Developing Medical Educators group follow the same model. Availability and attendance at meetings has improved as a result and all teams have adapted well, with no detriment to the way we communicate and make progress. Following two successful online AGM's the Academy intends to keep this format, as attendance and engagement across all membership categories has improved.

In addition, webinar output has increased and this has enabled us to engage with an even wider audience. Our annual spring/summer conference remains a face-to-face event and is much looked forward to as a culmination of all the online work we do.

In August 2022 Professor Nick Cooper was elected by the membership to be the next President of the Academy of Medical Educators. Nick will take up the role at our AGM in 2023 at the end of Professor Jacky Hayden's second three-year term of office. The Academy is immeasurably grateful to Jacky for her tremendous leadership, enthusiasm and wisdom during her Presidency.



# Membership and assessment

During the period 2021 - 2022 the Academy's membership exceeded 1250 Members and Fellows in good standing.

New Applications 1 October 2021 to 30 September 2022			Renewal rates 1 October 2021 to 30 September 2022		
Membership Category	Application approved	Subscription remaining unpaid	Membership Category	Subscriptions due for renewal	Subscriptions renewed
Associate Member	40	19 (48%)	Associate Member	56	35 (63%)
Student Member	2	1 (50%)	Student Member	4	2 (50%)
Member	185	15 (8%)	Member	721	615 (86%)
Fellow	20	0 (0%)	Fellow	265	241 (91%)
Total all categories	247	35 (14%)	Total all categories	1046	895 (86%)
			All categories, previously lapsed, and newly admitted members in good standing		1258 (141%)

These figures represent an annual growth rate of approximately 19%. Over 62% of members pay their subscription by standing order or direct debit. As ever the response to subscription reminders from those who do not have direct debit or standing order mandates is also very good. Take up of Associate Membership following approval of application is still relatively low but from early 2023 Associates will pay their first year's subscription on application which will make it easier for them to begin their membership and involvement with the Academy.

The Assessment Team continues to meet quarterly, which helps them to benchmark their assessments of applications and also keeps them up to date with developments within the Academy. Assessors do the essential job of reviewing and giving feedback on every single application for recognition we receive, be it student, Member or Fellow. They do their best to ensure that applications are processed in good time, while maintaining rigorous standards of fairness, quality, and consistency. Assessors can be Members or Fellows of the Academy, working at a level appropriate for assessing applications for Membership and Fellowship. Training and support are provided.

In January 2022 the following were active assessors:  
Dr Mohamed Abdallah, Dr Natasha Archer, Dr David Beaumont, Dr Aaron Braddy-Green, Dr Brian Carlin, Prof Nick Cooper (lead assessor), Dr Paul Crampton, Dr Deborah Douglas, Prof Louise Dubras, Prof Andrew Grant, Prof Richard Hays, Prof Mary Higgins, Dr Melvyn Jones, Dr Mahzuz Karim, Dr Mohammed Ismail Khan, Dr Zahid Khan, Dr Adam Livingston, Prof Pramod Luthra, Dr Mohamed Mortagy, Dr Robert Namushi, Dr Russell Peek, Dr Jim Price, Dr Shuaib Ahmed Quraishi, Dr Aylur Rajasri, Dr Sanjay Ramamoorthy, Dr Amtul Sami, Prof John Sandars, Dr Claire Stocker, Dr Gareth Thomas, Prof Michael Vassallo, Dr Phillip Xiu.

**Accreditation and AccreditationPlus**  
Before its planned launch in October 2022 a group led by Professor Aidan Byrne and Dr Jim Price finalised the criteria and guidelines for the new [AccreditationPlus](#) scheme. The established accreditation scheme remains open for courses designed to support and develop the abilities of a medical educator who is in a formal educational role and six new courses were admitted between October 2021 and September 2022. *AccreditationPlus* recognises that candidates are engaged in becoming professional medical educators through completing a high quality medical educational course that has assured that they have developed both a high level of medical educational scholarship / practice and that they have committed to promoting the aims of the Academy. Specifically, it recognises that the reflective work completed as part of the course is equivalent to the 500-word piece of reflective writing that is currently required of all applicants for Membership and Fellowship of the Academy of Medical Educators. We are very grateful to the attendees of our June symposium in Nottingham, *Recognition of Excellence in Medical Education* for their enthusiasm and input on our proposals for the scheme.

The full guidance for accreditation is available on our [website](#). The launch will be phased, with existing courses being supported through the transition to *AccreditationPlus* if they choose to apply. Resources for course leads and applicants are in development.

Application through the accredited course scheme remains the most popular route to MACadMED. Of the total Membership Applications in the period over 90 % were through the accredited course route

# Professional Standards

The Academy recognises that medical education is distinct from teaching in higher education in general because of the central place that patient care occupies not only in teaching and learning but also in assessment and feedback, and in quality assurance.

In September 2021 the Academy launched the fourth edition of the [Professional Standards for Medical Educators](#).

The Academy's *Professional Standards* Framework makes explicit the values, skills, knowledge, and practical capabilities required of those engaged in medical education. and has been developed in wide consultation with the international community of professional medical educators.

The *Standards* framework is outcome-based and generic in nature. The *Standards* are designed to be inclusive, empowering, and relevant to all clinical and non-clinical medical, dental & veterinary educators, irrespective of role.

*"Medical education has become increasingly important over the fifteen-year history of our Academy, and we felt that it was timely and appropriate to review, update and augment our Standards to reflect the professionalisation of medical educators across the United Kingdom and internationally. Our Standards have always been the cornerstone of our 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."*

Professor Jacky Hayden CBE, HonFACadMED, AoME President said

Previous editions of the *Standards* have been adopted by the General Medical Council (GMC) to set expectations of all medical trainers holding recognised positions. This edition has built on the first and second editions, using the strong evidence base of AoME's four core values and five domains; it includes an additional fourth level to reflect the growing number of senior educators who hold educational leadership positions, influencing the education of health and social care practitioners as well as veterinary surgeons. This edition was developed after wide consultation across AoME's membership and with key strategic organisations and individuals responsible for the education of doctors, dentists, veterinary surgeons, and physician associates. The Academy is confident that these *Standards* represent an authoritative consensus statement on the values, knowledge and behaviours that can be expected of a medical educator.

The Academy uses the *Standards* to assess applications for Membership and Fellowship; they will also form the framework for a new category of Principal Fellowship which will recognise excellence in educational leadership. We are proud of the number of educators who have already measured themselves against previous editions and have joined the Academy. The *Standards* can also be used in job planning, appraisal, and as a framework for professional development. The Academy anticipates that the addition of a fourth level will encourage their use in supporting and developing those who hold, or aspire to hold, educational leadership positions.

In the year since the launch of the new edition we have had the opportunity to promote the *Professional Standards* at a number of conferences and events (see page 11), enhancing awareness of the Academy within our community and discussing how the *Standards* can support educators to achieve teaching excellence. We are continuing this work and with our members' help are influencing recruitment and promotion criteria within the healthcare and higher education sectors.

## Membership and Fellowship – HESA recognition guidance

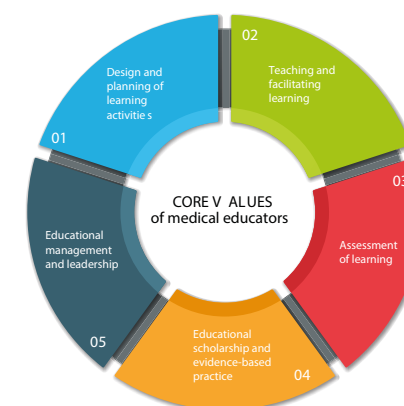
Our statement on the recognition against the *Professional Standards* by the Higher Education Statistics Agency (HESA), and equivalence with AdvanceHE, bears repeating and is helpful for individuals and institutions deciding on a relevant Standards framework.

"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>





# Education, events and external relations

As we emerged from the COVID19 Pandemic in 2021, like many organisations the Academy reflected on the way it uses its resources to meet its educational and profile-raising objectives. While face-to-face events are still very important for sharing ideas and giving an immersive educational, professional networking and social experience, we have also embraced the opportunities to reach more educators through shorter online sessions without the expense or inconvenience of travel.

## Supporting Members

Recognising that many of the Academy's Members aspired to Fellowship, the Academy developed a handbook and slide-deck and held two workshops in October and December 2021, facilitated by experienced assessors, which sought to demystify the Fellowship application and give practical tips on how to apply. The sessions were followed up with an online 'drop-in' in February 2022, where further advice on applications in progress was available. Since the events approximately 30% of the attendees have gone on to make successful applications for Fellowship. More workshops and support sessions are planned.

## Working with our Partners

The Academy continued to be an active member of the [Developing Excellence in Medical Education Conference \(DEMEC\)](#) organising committee. Jacky Hayden, Julie Browne and Tony Carlisle have roles on the committee and other Academy Council members were involved in promoting the conference through social media and reviewing conference abstracts. The 2021 event, on 6 and 7 December, took a hybrid format for the first time and was a great success. Keynote speakers included Professor Charlotte Rees, Head of School of Health Sciences, University of Newcastle NSW, Australia; Professor Shafi Ahmed, surgeon, teacher, futurist, innovator, and entrepreneur The Royal London Hospital, London, UK; Professor Victoria Brazil, Professor of Emergency Medicine and Director of Simulation, Gold Coast Health Service, Queensland, Australia; and Professor Chris Whitty, Chief Medical Officer, Department of Health and Social Care, UK.



In the Academy's 15<sup>th</sup> year we were delighted and privileged to have Sir Ken Calman himself as the Calman lecturer, at DEMEC. Sir Ken gave a fascinating interview style presentation with the co-founders of the Academy's Developing Medical Educators' Group (DMEG) Dr James Fisher and Dr Lewis Hendon-John.



We were very pleased to be able to renew our partnership with the [Royal Society of Medicine](#) in 2022, offering discounted membership and member benefits.

In October 2022 the Academy was ordered under Rule 9 to respond to the *Infected Blood Inquiry*. Professor Hayden's evidence was accepted and she did not need to provide oral evidence to the Inquiry

The President was honoured to be Professor David Croisdale Appleby's guest at the *Harveian Oration* in October. The address given was from Dame Anne Johnson - *Pandemic HIV and its legacy for medicine and global health*.

Professor Hayden also attended the 70<sup>th</sup> anniversary celebration dinner at the Royal College of General Practitioners in November and heard the James Mackenzie lecture delivered by Professor Dame Helen Stokes Lampard.

Professor Hayden joined the second meeting of Care Under Pressure 3 in November which is an interdisciplinary research programme that aims to understand the causes of mental ill-health in health professionals, across specialties and career stages, and make informed recommendations to tackle this problem.



## AoME Insights

The first event in the Academy's [Insights series](#) *Tackling the imperative: Moving interprofessional education from the periphery to the core* took place on 23 November 2021 and was very well attended. The session featured a stellar panel of experts giving their views on how to move the IPE agenda forward and challenge thinking, and gave stakeholders an opportunity to inquire and debate.

Following this excellent inaugural event, *Insights* has continued to deliver webinars, workshops and panel discussions addressing topics of interest to our members and the wider medical and healthcare education community. Our second *Insights* event, *A reflective model for medical education*, was in May with global experts on reflective practice Beverly Wenger-Trayner, Etienne Wenger-Trayner, and Professor Tim Dornan together with the Professor Andrew Grant and Julie Browne.

Further events are planned for later in 2022 and 2023, the next being *The Future of Dental Education* in December 2022.

# Education, events and external relations

## Promoting the Professional Standards

Throughout the period Academy Council members and staff attended a number of events and meeting where we were able to promote the *Professional Standards* and engage with members and non-members across the country. These included:

- The All Wales School of Emergency Medicine (AWSEM) one-day *Emergency Medicine educational conference for trainees and healthcare professionals*, in Pontyclun, Wales, in May
- *The Academic Foundation Programme conference 2022*, in Bristol on 11 June
- *The Your Career, Our Future - Medical/Dental Careers Conference* in Edinburgh on 1 July
- The ASME Annual Scholarship Meeting *Future proof medical education: Practical wisdom and adapting to change*, on 6-8 July



We would like to thank the organisers for the invitations and very warm welcomes we received.

## Conference: Recognition of Excellence through Accredited Courses in Medical Education and Re-energising Medical Education: New Era, New Ways of Teaching and Learning

These two events took place at the Albert Hall Nottingham on 14 and 15 June respectively. They were our first face-to-face events in almost three years and we were delighted with the level of interest and interaction from educators.

*Recognition of Excellence in Medical Education* was a half-day symposium held in June, in Nottingham, aimed at organisers of PG Certificate / Diploma & Masters programmes in Medical or Healthcare Education. Keynote speakers were Dr Anton Saayman Director of Educational Improvement and Governance, Health Education and Improvement Wales (HEIW) and Professor Andrew Grant. Our panel of course leaders led discussions on how best to support students of postgraduate and undergraduate medical education programmes. The feedback from delegates on plans for our *AccreditationPlus* scheme was extremely helpful, and we hope, with their input we have sown the seeds for a new community that shares ideas, advice and best practice around both post- and undergraduate medical education resources.

*Re-energising Medical Education* was our annual summer academic meeting. Like many other organisations we took the decision to cancel our main 2020 event and then to hold a virtual conference in 2021, and it was good to be back in a live venue. The conference showcased the work of many early career and much more experienced educators, through posters, short presentation and workshops, all exploring the creative and adaptive approaches in medical education developed during and since the COVID-19 pandemic. We are grateful to Professor Nisha Dogra and Dr Susi Caesar who gave the keynote talks *How understanding and embracing diversity can help create an open, supportive, and inclusive culture* and *Why is appraisal like chocolate?* respectively.



The Academy is excited to be partnering with the *International Network for Health Workforce Education* (INHWE) to bring you a 3-day conference in 2023. *Learning Together for Clinical Excellence* will take place at the Centre for Student Life, Cardiff on 27 - 29 June 2023.



## Awards

President Jacky Hayden was also very pleased to confer Honorary Fellowships on Professor Sheona MacLeod and Professor Bill Reid as part of the Calman lecture and awards ceremony session that always closes the first day of DEMEC.



At our AGM in 2022 the President awarded Honorary Fellowship to Professor Hisham Khalil, Head of the Peninsula Medical School; and at our June conference to Professor Nisha Dogra, Emeritus Professor of Psychiatry Education, University of Leicester, and Professor Stephen Riley, Dean of Medicine, Cardiff University.



# Developing medical educators



[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 gaining recognition by the Academy.

The group is open to all early career educators who are Student, Associate or Full Members of AoME. Full information about joining the Academy can be found on the website.



DMEG is a vibrant interactive community, hosting quarterly seminars and networking events, an annual conference, DMEG Podcasts and workshops.

DMEG was very excited to host its first virtual conference on 21 September 2022 - *DMEG's Zone of Proximal Development*. Many Academy members in their early careers chose to present their work and DMEG was honoured to welcome keynote speakers Dr Jamie Read, Dean of Medical Education, Cardiff University and Dr Lewis Potter, Geeky Medics.

Following the success of the 2022 event another online conference is planned for 4 October 2023.

DMEG's *Medical Educatalks* Podcast series has also been an incredible success. It has provided experts and senior figures in medical education with a platform to share their ideas with those earlier in their careers, and the DMEG interviewers have been able to reflect back the experiences of those educators who are learning and teaching in dynamic environments. Nine episodes were recorded up to 30 September, with many more in the pipeline.

9. *DMEG Conference Podcast* with Professor Louise Dubras, Foundation Dean of the School of Medicine, Ulster University
8. *Med Ed Cafe: Our Beginnings* with DMEG's Dr's Cara Bezzina, James Fisher, Lisa-Jayne Edwards and Lewis Hendon-John
7. *Reflective Practice* with Professor Melanie Coward, Deputy Dean of the Faculty of Health and Medical Science at the University of Surrey
6. *Interprofessional Education* with Professor Liz Anderson from *The Centre for the Advancement of Interprofessional Education* (CAIPE)
5. *Wellbeing in Medical Education* with Pete McAllister, Director of Ability Action CIC
4. *Professional Standards* with Professor Alan Denison, Dean of Postgraduate Medicine, NHS Education for Scotland (North Region)
3. *Primary Care Education* with Dr Melvyn Jones, Head of Primary care teaching at St George's
2. *Widening Participation* with Professor Liz Mossop, Deputy Vice Chancellor (Student Development and Engagement) at the University of Lincoln
1. *Medical Education Leadership* with Professor Jacky Hayden, President of the Academy of Medical Educators

Dr Lewis Hendon-John leads on the Educatalks series



DMEG founding members Dr Jamie Fisher and Dr Lewis Hendon-John had the honour of interviewing Professor Sir Ken Calman, at the Calman event within DEMEC in December 2021.

DMEG collaborated with NACT (*National Association of Clinical Teachers*) at the *Your Future in Medical Education* Meeting in Birmingham in June 2022



In August 2022 DMEG members presented a symposium at the AMEE (*International Association for Health Professions Education*) conference in Lyon, *SNAKES & LADDERS: Supporting Early-Career Educators*, with colleagues from the Academy's Council.

Dr Lisa-Jayne Edwards and Dr James Fisher took on the roles of co-leads of the DMEG committee in 2022

# 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.



# Equity, diversity and inclusion

The Academy of Medical Educators was founded to advance medical education for the benefit of the public through the development of its *Professional Standards Framework* and qualification systems and the promotion and dissemination of current best practice in medical education. Acting in full accordance with its accountability to the Equality Act of 2010, the Academy celebrates, values, and seeks to support its diverse staff, Members and Fellows in its day-to-day work; shaping policy, delivering services and enhancing the overall aims and standing of the Academy.

In addition, as stated in their terms of reference, the standing committees of the Academy uphold AoME’s commitment to providing equity of opportunity for all 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.

At its annual strategy day in 2022 the Academy’s Council incorporated a commitment that in the pursuit of its strategic aims - to increase and develop an inclusive membership; to maintain and develop financial stability; to increase and utilise influence - it will pursue an active policy of equity, diversity and inclusion. The Council asked Executive Director Tony Carlisle (he/him) to lead on developing a more comprehensive strategy to ensure equity of access and opportunity for our members, partners and stakeholders, trainees, students, and anyone who can benefit from our services and resources.

An Equity, Diversity and Inclusion (EDI) Committee is being formed to advise on the strategy. We are seeking representation on the group from within our membership, aiming to make it as diverse as possible. Where expertise in a particular area is thought to be lacking, we will seek advice from other colleagues, partners, and institutions.

Since making changes to our election processes we have encouraged a greater number of candidates in our Council elections who represent a greater diversity of our membership as whole, including gender, ethnicity and career stage. We will continue to work with an external election provider to ensure fair and equitable elections.

Members are strongly encouraged to provide information on their protected characteristics to the Academy via “My Details” in the members’ area of the website. The charts below show the information we hold. There is an increase of approximately 6% of members stating their ethnicity since September 2021 and changes within the individual categories are not greater than +/- 1%

Ethnicity	Total	Ethnicity	Total	Ethnicity	Total
Not stated	902 (72%)	White and Asian/Asian British	16 (1.3%)	African	6 (<1%)
White English/Welsh/Scottish/NI/British	183 (15%)	Other	16 (1.3%)	Chinese	3 (<1%)
Indian	58 (5%)	Caribbean	11 (<1%)	White and Black African	3 (<1%)
Arab	26 (2%)	Irish	9 (<1%)	Bangladeshi	2 (<1%)
Pakistani	18 (1.5%)	Prefer not to say	9 (<1%)	White and Black caribbean	1 (<1%)
Gender		%	Gender	%	
Male	62%	Prefer not to say	2%		
Female	34%	Other	1%		

In September 2022 the Academy issued a statement in support of GLADD’s (*The Association of LGBTQ+ Doctors and Dentists*) UK Medical Schools Charter on So-Called LGBTQ+ ‘Conversion Therapy’, and became a co-signatory of the charter. You can read the full statement on our [website](#), where we have also included resources for members who wish to support LGBTQ+ colleagues.



# Financial review

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 increase in membership fees that was applied in 2021 and a steady growth in membership overall has helped us to maintain a healthy financial position throughout the 2021/22 period and to end it once again with a significant surplus (and of course we have maintained reserves higher than recommended by the Charity Commission).

Our finances remain healthy but, in keeping with our charitable status, not excessive. We have managed our budget effectively by moving many events to a virtual platform and by restoring our face to face conferences. Both our summer conference and the DMEG conference made a slight surplus which we will invest in further events and resources in the coming months. We have been able to increase our staff hours, thereby increasing our services to our members. In addition by switching accountancy service providers we have made further savings.

During the 2022/23 period the Academy’s Council will discuss a spending strategy that benefits our membership and fulfils our charitable aims.

The accounts show a surplus of £32,311 (2020: surplus of £26,654).

Overall fund balances carried forward stand at £158000 (2020 £130,744).

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.



Professor Jacky Hayden CBE,  
President



Professor Andrew Grant,  
Honorary Treasurer

# 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.

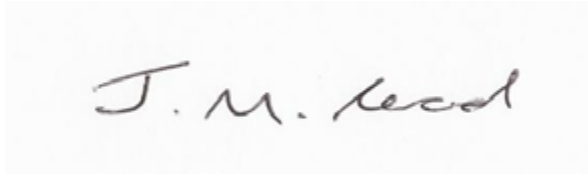
These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies regime.

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 the .....21 April 2023.....

Signed on their behalf by

Print Name:



Dr Jamie Read, Registrar

# Independent examiner's report

Report to the Trustees of The Academy of Medical Educators on the accounts for the year ended 30 September 2022 .

## 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 : 27.4.23

K Gomes MAAT  
Independent Examiners Ltd  
Unit 2, Broadbridge Business Centre  
Delling Lane  
Bosham  
West Sussex  
PO18 8NF

# Statement of financial activities

## (Incorporating Income and Expenditure Account)

	Notes	Unrestricted Funds £	Restricted Funds £	TOTAL 2022 £	TOTAL 2021 £
<b>INCOMING RESOURCES</b>					
<b>Incoming Resources from Generated Funds</b>					
Voluntary Income	3a	30,000	-	30,000	30,000
Charitable Activities	3b	171,150	-	171,150	152,798
Other Incoming Resources	3c	-	-	-	2,236
<b>TOTAL INCOMING RESOURCES</b>		<b>201,150</b>	<b>-</b>	<b>201,150</b>	<b>185,034</b>
<b>RESOURCES EXPENDED</b>					
<b>Costs of Generating Funds</b>					
Raising Funds	4a	12,082	-	12,082	873
Charitable Activities	4b	163,104	-	163,104	156,215
<b>TOTAL RESOURCES EXPENDED</b>		<b>175,186</b>	<b>-</b>	<b>175,186</b>	<b>157,089</b>
<b>NET INCOMING/ (OUTGOING) RESOURCES</b>		<b>25,964</b>	<b>-</b>	<b>25,964</b>	<b>27,946</b>
Total Funds Brought Forward		130,744	1,292	132,036	104,090
<b>TOTAL FUNDS CARRIED FORWARD</b>		<b>156,708</b>	<b>1,292</b>	<b>158,000</b>	<b>132,036</b>

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 xx to xx form part of these financial statements.

# Balance sheet

	Note	Unrestricted Funds £	Restricted Funds £	30-Sep-22 Total £	30-Sep-21 Total £
<b>Fixed Assets</b>					
Intangible Assets	2(a)	12,250	-	12,250	12,250
Tangible Assets	2(b)	1,031	-	1,031	1,547
<b>Current Assets</b>					
Debtors & Prepayments	6	-	-	-	-
Cash at Bank and in Hand	5	175,738	1,292	177,030	147,636
<b>Total Current Assets</b>		<b>175,738</b>	<b>1,292</b>	<b>177,030</b>	<b>147,636</b>
<b>Creditors:</b> amounts falling due within one year	7	32,311	-	32,311	29,397
<b>NET CURRENT ASSETS</b>		<b>143,427</b>	<b>1,292</b>	<b>144,719</b>	<b>118,239</b>
<b>TOTAL ASSETS</b> less current liabilities		<b>156,708</b>	<b>1,292</b>	<b>158,000</b>	<b>132,036</b>
<b>NET ASSETS</b>		<b>156,708</b>	<b>1,292</b>	<b>158,000</b>	<b>132,036</b>
<b>Funds of the Charity</b>					
General Funds		156,708	-	156,708	130,744
Restricted Funds	5	-	1,292	1,292	1,292
<b>Total Funds</b>		<b>156,708</b>	<b>1,292</b>	<b>158,000</b>	<b>132,036</b>

## 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 2022 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: 21 April 2023

Signed on their behalf by :

Professor Jacky Hayden, President  
Trustee  
Company number: 5965178





# Notes to the financial statements

## 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 (cont.)

## 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 (cont.)

## 2(a).INTANGIBLE FIXED ASSETS

		Website & Software £	Coat of Arms £	Total 2022 £
Cost	30-Sep-21	121,324	12,250	133,574
Additions		-	-	-
Disposals		-	-	-
Cost at	30-Sep-22	<b>121,324</b>	<b>12,250</b>	<b>133,574</b>
Amortisation	30-Sep-21	121,324	-	121,324
Charge		-	-	-
Disposals		-	-	-
Depreciation at	30-Sep-22	<b>121,324</b>	<b>-</b>	<b>121,324</b>
Net Book Value	30-Sep-22	<b>-</b>	<b>12,250</b>	<b>12,250</b>
Net Book Value	30-Sep-21	<b>2,403</b>	<b>12,250</b>	<b>14,653</b>

## 2(b).TANGIBLE FIXED ASSETS

		Fixtures, Fittings & Equipment £	Computer Equipment £	Total 2022 £
Cost	30-Sep-21	2,086	9,624	11,710
Additions		-	-	-
Disposals		-	-	-
Cost at	30-Sep-22	<b>2,086</b>	<b>9,624</b>	<b>11,710</b>
Depreciation	30-Sep-21	2,086	8,077	10,163
Charge		-	516	516
Disposals		-	-	-
Depreciation at	30-Sep-22	<b>2,086</b>	<b>8,593</b>	<b>10,679</b>
Net Book Value	30-Sep-22	<b>-</b>	<b>1,031</b>	<b>1,031</b>
Net Book Value	30-Sep-21	<b>-</b>	<b>-</b>	<b>-</b>

## 3. INCOMING RESOURCES

	Unrestricted Funds £	Restricted Funds £	TOTAL 2022 £	TOTAL 2021 £
<b>a) Voluntary Income</b>				
Rent and Utilities (Cardiff University)	30,000	-	30,000	30,000
	<b>30,000</b>	<b>-</b>	<b>30,000</b>	<b>30,000</b>
<b>b) Charitable Activities</b>				
Membership Subscriptions	141,625		141,625	135,671
Annual conference and Educational Activities	29,525		29,525	17,127
	<b>171,150</b>	<b>-</b>	<b>171,150</b>	<b>152,798</b>
<b>c) Other Incoming Resources</b>				
BSDJ	-	-	-	2,236
	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,236</b>

# Notes to the financial statements (cont.)

## 4. RESOURCES EXPENDED

		Unrestricted Funds £	Restricted Funds £	TOTAL 2022 £	TOTAL 2021 £
<b>a) Raising Funds</b>					
Advertising & PR		12,082	-	12,082	873
		<b>12,082</b>	<b>-</b>	<b>12,082</b>	<b>873</b>
<b>b) Charitable Activities</b>					
Staff Costs	<b>8</b>	112,349	-	112,349	104,900
Office running costs		3,040	-	3,040	2,607
Subscription refunds		901	-	901	1,272
Rent	<b>10</b>	30,000	-	30,000	30,000
Depreciation & amortisation		516	-	516	1,677
Database		7,909	-	7,909	6,834
Sundry expenses		504	-	504	160
Bank charges		2,372	-	2,372	2,330
Marketing and publicity		2,702	-	2,702	227.59
Meeting costs		339	-	339	40
Accountancy Fees		1,584	-	1,584	5280
Legal and professional fees		888	-	888	888
		<b>163,104</b>	<b>-</b>	<b>163,104</b>	<b>156,215</b>

## 5. CASH AT BANK AND IN HAND

	Unrestricted Fund £	Restricted Fund £	Total 30-Sep-22 £	Total 30-Sep-21 £
Cash at Bank	175,738	1,292	177,030	147,636
	<b>175,738</b>	<b>1,292</b>	<b>177,030</b>	<b>147,636</b>

## 6. DEBTORS AND PREPAYMENTS

	Unrestricted Fund £	Restricted Fund £	Total 30-Sep-22 £	Total 30-Sep-21 £
Prepayments	-	-	-	-
	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

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

	Unrestricted Fund £	Restricted Fund £	Total 30-Sep-22 £	Total 30-Sep-21 £
Trade Creditors	31,231	-	31,231	28,678
Independent Examination	1,080	-	1,080	720
	<b>32,311</b>	<b>-</b>	<b>32,311</b>	<b>29,398</b>

# Notes to the financial statements (cont.)

8. STAFF COSTS AND NUMBERS	2022 TOTAL £	2021 TOTAL £
Gross Wages and Salaries	112,349	104,900
	<b>112,349</b>	<b>104,900</b>

The average number of staff employed by the organisation for the period was nil (2021: 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 (2021: 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 2022 (2021: 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:

	£ 2022	£ 2021
Rent and utilities (Cardiff University)	30,000	30,000
	<b>30,000</b>	<b>30,000</b>

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.

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# AOME

ACADEMY OF  
MEDICAL EDUCATORS

Academy of Medical Educators  
Neuadd Meirionnydd, Heath Park  
Cardiff CF14 4YS

[aome.org](http://aome.org)