



Trustees' annual report and group financial statements for the year ended **31 July 2022**

The Association for Science Education

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First published 2023
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Legal and Administrative information

Trustees who served during the year and up to the date of approval of the financial statements:

Ali Redmore - Elected by Membership and Chair of Trustees
Roger McCune MBE - Appointed Member, Association Treasurer (until 31 July 2022)
Bryan Berry - Appointed Member
Maggie Hannon – Appointed Member (Trustee rep on Q&A Committee)
Daniel Sandford Smith – Elected by Membership
Susan Burr – Elected by Membership, Association Treasurer (from 1 August 2022)
Simon Quinnell – representing Education Group and immediate past Chair of the Association (until 31 July 2022)
Leigh Hoath – representing Education Group
Manoj Chitnavis – elected by Membership (appointed 1 August 2022)
Cerian Ayres – representing Education Group (appointed 1 August 2021)
Jane Turner – representing Education Group and past Chair of the Association (appointed 1 August 2021)
Geoff Mackey – elected by Membership (appointed 1 August 2021)
Helen Harden, Chair of the Association (appointed 1 August 2022)

Patron:

Following the death of HRH The Prince Philip, Duke of Edinburgh, KG,PC, KT, GMBE, FRS we await notification of our new Royal Patron

President:

Prof Michael J Reiss

Chair of the Association:

Jane Turner (1 August 2021 – 31 July 2022)
Helen Harden (1 August 2022 – 31 July 2023)

CEO:

Hannah Russell (until 9 October 2022)
Lynn Ladbrook (from 10 October 2022)

Charity Number:

313123

OSCR:

SC042473

Royal charter incorporation number:

RC000805 (England and Wales)

Principle Address:

College Lane, Hatfield, AL10 9AA

Auditors:

HW Fisher LLP
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Bankers:

NatWest Plc
35, Town centre, Hatfield, AL10 0JU

Chair's Introduction

As the teaching community emerges from the challenges of dealing with Covid-19 into a still-challenging education landscape, the ASE has remained ever-strong in its commitment to the pursuit of excellence in science education.

As the impact of Covid-19 persisted through the academic year 2021-22, ASE members across the UK and internationally worked together with staff and trustees to ensure that our vision, community and shared expertise continue to support all members in their professional roles.

Together we have offered a wide range of opportunities for professional learning and friendship, ensured members' voices are heard at national policy level and delivered innovative and influential projects, all driving our mission to promote excellence in science education.

At the heart of our strategic plan and operational delivery are our volunteer committees. As chair of the ASE 2021-22, I have been privileged to witness at first hand much of this committee activity, via Education Group and also (my highlight of the year) the joint committees' face-to-face meeting held at the impressive Institute of Physics building in London in June. After two years of Zoom meetings, it was wonderful to be together with so many members, to share ideas and challenges and be able to thank committee members for the work they do and feel the ASE buzz.

Many of us have the professional joy of experiencing that buzz many times over at national conferences and were very sad that, as a result of a surge in Covid-19 cases, it was not possible to hold a face-to-face event in January 21. However, thanks to the hard work of the team and Honorary Conference Secretary, Professor Christine Harrison, we pivoted with remarkable speed to deliver four excellent online conference days, where the ASE buzz could be felt through the Wi-Fi. I am delighted that the experience of putting on successful on-line events has been used to build a new model for national conference from January 23 onwards, when there will be a combined face-to-face and



live-streamed programme which will enable more members to attend and benefit from one of the key elements of the ASE offering.

This approach chimes with our work to create a more diverse, equitable and inclusive association where all science educators can share in the advantages and benefits of ASE membership. Field Officer Rob Butler has led this significant work with diligence and modest flair, expertly informing, training and listening to committee members, and raising our awareness and capacity to shape our association as a community for all science teachers and technicians.

The regional committees and field officers play a big part in ensuring all members have access to ASE membership benefits and advantages, through local activities both face-to-face and

online. It has been good to meet together at twice yearly Regional Officer on-line meetings to share what works. The expertise of this group, along with that of the national committees, has played an important role in informing the proposal for an ASE-wide CPD strategy which was taken to trustees by Education Group in March. The proposal is for a regular guaranteed CPD offer for all members, encompassing the regional and national events offer, building on our combined experience of online delivery and maximizing the potential of our community of experts.

My tenure ended shortly before that of Hannah Russell, who moved to the British Science Association in October. She hands over the leadership baton, which she has expertly carried through a very challenging time, to Lynn Ladbrook, who we welcome as our new CEO. I want to thank Hannah for her professionalism and kindness: she has been an inspirational colleague, amongst other inspirational figures in the ASE community.

When everyone works so hard, and shows so much commitment to the ASE mission, it feels wrong to mention only a few close colleagues, but I cannot end this report without thanking firstly Jane Harrott, whose hard work and wisdom has guided the ASE journals for more years than she would like me to mention and who took a big (but thankfully

not total) step towards retirement from ASE this year.

I also want to thank my partners in the chair trio, Simon Quinell and Helen Harden. They both exemplify the ASE: they are passionate about science education and care passionately for science educators, working tirelessly to ensure that the ASE offers multiple individual professional benefits, as well as career-developing advantages to all members. And they do this, like all other committee members, staff and trustees, with a strong commitment to excellent communication and collegiality within a warm and professional community.

However, my final thanks go to each and every member of the ASE community for their contribution to our shared endeavour to promote excellence in science education, and to making our community so strong, supportive and effective. Together, as this report demonstrates, we can do so much.

#WearetheASE

Jane Turner

Chair of the Association 2021/22





Highlights of 2021/22

- ASE launched the hugely successful A Fossil Hunter's Story hub: a high-quality suite of resources for pupils aged 9-11 years – including a multi-award winning short film – that give insight into the life of fossil hunter Mary Anning. This resource explores the science of fossils and evolution while reflecting on the influence of historical, cultural and religious thinking in changing ideas.
- Our Inclusion in Schools programme continued to grow and make real-world impact as we support secondary schools to improve their inclusive practice to help student engagement, attendance, attainment and well-being.
- Our Online Annual Conference (as a result of the surge in Omicron cases) attracted nearly 1,000 delegates over four one-day multi-stream events in January and February 2022.
- Our face-to-face summer conferences (South East, Scotland, Futures and Technicians) brought over 300 local teachers and technicians together for the first time since the pandemic and more than 100 delegates registered for the biennial ASE Northern Ireland Conference.
- Our series of topical webinars relating to Ofsted – including discussion about the recent science research review – attracted more than 1,700 educators.
- Our regional field officers were able to bring over 2,000 local teachers, technicians and teacher educators together to learn, share best practice and access crucial peer support.
- We ran a series of online professional registration workshops, helping to attract 54 successful applications for professional registration.
- The Science Department membership – introduced in 2020/21 – has seen more than 270 schools and colleges sign up. This represents more than 1,300 individuals who are now part of the ASE family.
- Following feedback from members and committees we launched our new format School Science Review. SSR In Practice (print and online) draws on the expertise of our entire community and offers practical ideas, continuous professional development (CPD) and real world science. SSR in Depth carries more in-depth articles and scientific thinking to support science teaching and learning.

About the ASE

The Association is structured as a charity, registered with the Charity Commission in England and with the Office of the Scottish Charity Regulator in Scotland and incorporated by Royal Charter. The ASE is obliged in law to confer public benefit – it does this through its aims, which are wholly concerned with education.

The aims express a commitment to improving science education for all young people, primarily but not exclusively across the UK. This is achieved by supporting science educators across the sector, including trainees, teachers, technicians, initial teacher educators, consultants, researchers and others concerned in the provision of science education in schools and colleges, and by influencing components of society, including government, such that science education can flourish. The ASE has its focus solely on science education and, as such, we are uniquely placed among professional bodies in supporting everyone working in education across the sciences.

The ASE is governed by a Board of Trustees and supported by membership committees and a head office team of staff.

Our activities and priorities are informed by the work of our Education Group, made up of 25 members who advise the charity on all aspects of Science Education. The Education Group is ably supported by dedicated committees and specialist groups again, comprised of members of the teaching and technician community. Our members groups are as follow:

- Primary Committee
- 11-19 Committee
- Laboratory Technicians Committee
- Futures Committee

Our Special Interest groups include:

- International Group
- Research Group
- Health and Safety Group
- Registration Board
- Publications Groups

Committee members contribute articles to journals, speakers and topics for conference, they support with our social media, our communications, input into resources and best practice guides and are strong advocates of professional registration and continuous professional development across the community.

We greatly value the time, expertise and contributions our committee members make. Without their input and support, the ASE would be unable to produce the resources, insights, opinion, journals, professional development and all of the other activities and support it puts together. A brief summary of committee activity can be found on page 17.

Strategic Plan 2020–2024

We have committed to focusing on the following challenges over the next three years, embedding them across our activities:

Recruitment & retention of specialist science teachers and technicians;

Access to **subject- and context-specific continuing professional development (CPD) for all teachers of science and technicians;**

Student access to frequent, varied and purposeful practical science, led by expert teachers, with strong technical support and suitable facilities and equipment; and

The need for **dynamic and fit-for-purpose science curricula, assessment and qualification frameworks** that prepare young people for their future lives, both within and outside STEM careers;

The need to **raise the profile of primary science**, with an engaging, creative and appropriate curriculum and greater support for primary schools to develop science leadership, teaching and learning; and

Environmental sustainability, including climate change, as a key challenge for our time, reflecting young people's needs as global citizens and recognising the role that science education can play in understanding the issues and developing solutions.

A commitment to **embedding equality, diversity and inclusion** across our activities, systems and processes.

To meet these challenges, we have identified four strategic themes, together with key deliverables that will help us to measure our impact:

- **Community** – Expanding our reach and ensuring our ongoing offering is fit for purpose for both our membership and the wider science education community.
- **Professionalism** – Supporting the professional learning journeys of all those associated with the

field of science education through the provision of both CPD and educational resources.

- **Advocacy** – Amplifying the voice of the science education community and drawing upon its expertise to advise stakeholders and decision-makers.
- **Organisational sustainability** – Ensuring operational excellence through effective use of governance, information technology (IT), marketing and communications, finance and human resources and identifying new revenue generation opportunities.

We recognise that working in partnership is and will continue to be vital in delivering our strategy. We value our work with key partners and will continue to engage with stakeholders in the UK and internationally to support our community and achieve our mission.

A full copy of our strategic plan can be found online at www.ase.org.uk/governance

Community

We are committed to fostering and supporting the science teaching community – to bringing together teachers, educators and technicians, across all sectors and career stages, from within the UK and internationally. We aim to promote collaboration, share best practice and facilitate access to expertise and knowhow. We do this through our regional teams, membership committees, conferences, activities and communications.

Our Membership

The ASE has over **6,500 members** and includes individual primary school teachers, 11-19 teachers, technicians, early career teachers, trainees and retired individuals. We also have more than 650 primary schools and 270 secondary schools and colleges as institutional members, bringing with them more than 3,700 named educators into our community.

A key component of our community support is our regional network. Led by our regional committees and co-ordinated by eight field officers, our regional network supports the ASE membership and wider science education community in their local area through regional events and distribution of information. Local events run by our regional team have helped to bring together over 2,000 educators to learn, share best practice and access support from like minded colleagues. These networks provide an invaluable community of support: a key pillar of our membership offer.



Recruitment, Retention and Wellbeing

Another important strand of activity is our ASE RISE project. **The ASE RISE project** – or the Retention Initiative for Science Education – seeks to understand the needs of and support the wellbeing of teachers. Data from anonymised surveys completed by teachers at participating schools on various aspects of personal wellbeing, is shared with school leaders, helping them to identify the needs and concerns of their teaching workforce. In addition, we provide an extensive range of resources on the RISE website hub to help guide them through the process of analysing their school's results and providing tools to help them address key concerns. While the pandemic has impacted initial registrations for this project, we look forward to extending this project into 2023.

The goal of keeping teachers in teaching was behind the **Science Teachers SOS** initiative begun in 2017. The resources on our Science Teacher SOS site continue to be popular – with over 3,000 downloads of the SOS booklet so far. We were delighted in 2021/22 to repurpose this document to specifically address the needs of school technicians. Technicians play a key role in enabling students to access safe and effective practical science as well as providing vital support to science teachers and it is vital that we retain as many in their role as possible.

Conferences and Events

We offer a wide range of conferences and events, providing not only important opportunities for CPD, but also networking and peer support.



Our **Annual Conference** took place online in January, offering sessions and workshops on a wide range of topics including sustainability, science in early years, the development of science capital and cross-curricular approaches to teaching evolution and attracted nearly 1,000 delegates across four days. We would like to thank all of our committees, speakers, partners and sponsors – particularly headline sponsors AQA – for supporting this event and look forward to returning to a face-to-face format in 2023.

We also held face-to-face **conferences in Scotland** (in partnership with SSERC) and in the **South-East**. In addition, we hosted a **Technicians Summer Conference South** in Surrey in June and a **'Futures' Conference** in Northampton. Although numbers were slightly impacted by the pandemic, these were well received and attended in total by 271 delegates. The biennial Northern Ireland Conference, meanwhile, went ahead following an online model, and once again was well-received with more than 100 delegates signing up.

ASE continues to provide the secretariat for **Science on Stage UK** (SonS). The festival this year was held in Prague. The UK sent 13 delegates, two of whom were representatives of ASE. Our thanks go to Stuart Farmer, David Featonby and all the members of the UK SonS Committee, who continue to support and encourage prospective applicants.

The Great Bug Hunt is an annual primary school competition run by the ASE in partnership with the Royal Entomological Society. The ever-popular competition – now in its seventh year - was created to help encourage teachers to take science learning out of the classroom and bring it to life in the outdoors. This year's competition attracted more than 1,100 entries and, as always, we were delighted to receive a fantastic range of entries in the form of workbooks, posters and factsheets.



Professionalism

We offer a comprehensive learning journey for all those with an interest and career in science education. We offer continuous professional development through events, publications, projects, online webinars and workshops. In addition, we offer professional registration, and there are many and varied opportunities to grow skills through direct involvement with the ASE itself.

Publications and Book Sales

In 2021/22 our range of publications continue to be a keystone in the provision of professional development and best practice.

New books released in the past 12 months include Understanding chemistry through microscale practical work, Teaching Primary Science Outdoors and Superhero Scientists, the latter winning the STEM category at the annual Teach Primary! Awards.

We continue to sell older titles, such as Concept Cartoons, Be Safe and It's Not Fair, while all three Hodder books for Teaching Secondary Physics, Biology and Biology are now available through our online bookshop.

ASE Journals continue to be an important source of information, news, the latest research, pedagogy and practical science:

- **Education in Science** provides all the latest news and practical science with themed editions looking specifically at climate change; the 2022 Annual Conference and practical science.
- In 2021/22 we launched the new two part-format of the triannual **School Science Review** (SSR). SSR In Practice is a practitioner-focused, professionally-reviewed magazine and is intended to be read in conjunction with the more in-depth, academically-reviewed, SSR in Depth.
- We welcomed new editor Robert Collins to our **Primary Science** journal. Themes for the five issues this year included Models and Analogies, Remote learning and the Nature of Science and Diversity



in science. There was a special issue on Growing Science Capital sponsored by the Centre for Industry Education Collaboration (CIEC).

- **The Journal of Emergent Science** complements our Primary Science journal with a focus on the implications of research on practice and provision. It is supported by the Primary Science Teaching Trust (PSTT).
- **Science Teacher Education** continues to focus on the professional development of science teachers including guidance for trainees in the classroom.
- Themes for this year's two editions **ASE International** included distance education and play for learning, climate education and sustainability.

We are extremely grateful to our editors, their editorial boards, reviewers and our authors, without whom ASE journals would not exist.



Digital Resources

The most notable of our new online resources was the hub-page for **A Fossil Hunter's Story** – which was officially launched in early 2022. Embedded at the heart of this project is our award-winning film *Sea Dragon*, which won three international film festival awards including Children's Jury first place at the Chicago International Children's festival (CICFF) 2021 in the live-action Short Film category. **The film sets the scene for a series of enquiry-based activities - all with in-depth accompanying teachers notes** - through which children explore the lives, ideas and events that were significant in the development of scientific ideas and thinking in the 19th century. The hub-page quickly became the most visited page on the ASE website and has remained one of the five most popular resource pages, with nearly 2,500 views.

We have also updated many of our online **11-19 resources** and sub-divided the resources into "Classroom" and "Departmental / CPD". We have also built a new video hub hosting a series of 22 recordings from webinars/conferences of particular relevance to secondary educators.

With the financial support of the Gatsby Foundation, we have **audited and curated over 800 post-16 resources** developed over the last 25 years with a view to providing a dedicated Post-16 resource on our website in the next financial year.

With support from our Technicians Committee, we have also launched a new **Technicians Resource hub**, featuring, among other things, the new **Science Technicians SOS** document, a self-help guide aimed at technicians considering leaving the profession.

We have also accredited eight new resources under our **Green Tick accreditation scheme**: a scheme which enables commercial organisations to submit their educational resources for ASE evaluation.

Online Learning

We continued to provide high quality online learning opportunities throughout the year including sessions on **Technician CPD** (delivered by Simon Quinell), **SEND** (Rob Butler) and **Physics for Non-Specialists** (Physics Partners Ltd). In total our paid-for online learning modules attracted 402 delegates.

We ran a series of Ofsted-related webinars on both the recent Ofsted Research review and general advice on preparing for an Ofsted inspection, attracting a total of more than 1,700 sign-ups, and an autumn series of environmental education facing webinars (tying in with COP-26) generating more than 500 registrations in total.

Projects and initiatives

ASE works in partnership to develop dedicated projects and initiatives that address specific issues and provide an innovative approach to curriculum development.

Science Education for Action and Engagement towards Sustainability (SEAS) The Horizon 2020 programme – SwafS-2018-2020 (Science with and for Society) – established six open schooling networks led by universities and science centres, with partners in Austria, Belgium, Estonia, Italy, Norway, Sweden and the UK. The lead organisation is the University of Oslo, with ASE a UK partner. The focus for this final year has been on working with an assessment framework for evaluating the project's impact, and disseminating this impact, including at ASE's annual conference and as part of ASE's summer webinar programme.

Advanced Mathematics Support Programme (AMSP) Now entering its third phase of funding, this Department for Education-funded project in partnership with Mathematics in Education and Industry (MEI) as part of the AMSP aims to develop the capacities and confidence of biology teachers in their use of mathematics within the post-16 context, and to encourage more students to study Level 3 mathematics during the post-16 phase. Supported by a focus group of experienced school science leaders who teach post-16 biology and individuals with experience of curriculum and assessment design, the project delivered two very popular and well-received online courses.

Keeping Science Practical With thanks to support from the Wolfson Foundation, we launched a practical science support programme for up to 120 schools in disadvantaged communities across the UK over a three-year period. Year One met our success criteria with, for instance, only 6% of responses to a baseline survey reported having a written policy for practical work compared with 57% at the end of Year One, and 68% of respondees agreeing with the statement 'Has purposeful practical science increased as a result of project participation?' at the end of Year One. These findings are also reflected in feedback from science leader, teacher and technician focus groups. Recruitment for Year Two was also ongoing through 2021-21, with our target of 40 schools met and 20 more on the waiting list for Year Three.

ASE BEST Bites CPD With thanks to funding from the Wellcome Trust we are working in partnership with the University of York Science Education Group, supported by CIEC, to develop and pilot the impact of using topic level bite-sized online CPD in science to support teachers in upper primary and lower secondary. The project involves using a learning management system to create four- to five-hour modules focusing on three different areas of the Key Stage 2/3 curriculum – light and shadows, living things and properties and changes of materials – with the aim that a non-subject specialist would be confident in teaching a lesson on that particular topic upon completion of the module. The modules will be piloted in Q1 of 2023, ahead of a full roll-out during the summer term.

Inclusion in Schools We are proud to have been subcontracted by the Institute of Physics as their delivery partner for the Inclusion in Schools aspects of their contract with the Department for Education. Following successful completion of this work, we secured further funding from the Department for Education through a Science CPD Partnership, led by STEM Learning. The project involves recruiting schools in disadvantaged areas and, through a team of specialist consultants and resources, helping them to formulate and then act-upon a school-wide inclusion policy. This work is very much in line with our strategic commitment to diversity and inclusion.

Professional Registration

A cornerstone of the ASE's professional offer is our professional accreditation. As a licensed body of the Science Council, the ASE is empowered under the terms of its Royal Charter to administer Professional Registration awards to individuals who meet the application requirements. Applicants must be active in science teaching and learning in the UK or overseas; this includes teachers and technicians in all state and independent schools, colleges and universities, as well as advisers, inspectors, consultants and researchers.

The Registration Board has awarded or reconfirmed members for Chartered Science Teacher (CSciTeach), the Registered Scientist Award (RSci) and Registered Science Technician (RSciTech). As of July 2022, we currently have 160 members with CSciTeach, 110 with RSciTech and 39 with RSci accreditation.



Advocacy

ASE is the voice of the science education community – we work to raise the profile of science teaching and learning and champion the needs of those working across science education. We work closely with partners, policy makers and stakeholders to help shape science education policy and practice and to highlight the key challenges facing our community, drawing on research and evidence to inform our policy activities.

During 2021/22 we have responded to a range of consultations, inquiries, surveys and stakeholder forums and attended meetings with Ministers, MPs and policy makers in Government Departments and other professional bodies.

We have lobbied on a number of key issues throughout this year including, for example:

- **On school Inclusion and SEND:** we've called for a requirement for all school leaders, teachers and supporting staff to undertake training, including unconscious bias training, and careers guidance where appropriate; a requirement for all schools to publish an evidence-based whole school equity action plan alongside their inclusion policy; a requirement for Ofsted to inspect progress against these plans, and comment on inclusion within all school inspections; and a requirement for Local Authorities to monitor equality action plans and inclusion policies.
- **On Curriculum Development:** we called for the involvement of subject associations in quality assurance roles in the new "arm's length curriculum body" of the Department for Education.
- **On Recruitment and Retention:** We have called for more focus on wellbeing, job satisfaction and active interventions that help to keep teachers and technicians in schools.
- **On Initial Teacher Training:** Whilst we've welcomed some of the intended outcomes of the market review, we've questioned the need for wholesale reform, the rushed timescale for implementation and the lack of a robust evidence base underpinning the review.
- **On Professional Development and Learning:** we have worked with Institute of Physics, Royal Society of Biology and Royal Society of Chemistry and others, to call for further support for the subject aspects of lifelong professional learning to support and supplement Initial Teacher Training, the Early Career Framework, the Subject

Knowledge Enhancement course, and National Professional Qualifications.

- **On Primary Science:** we have expressed concerns about over-emphasis on maths and English at the possible expense of science, called for more support and pilot programmes to promote quality assurance, higher teaching quality and learning and cluster moderation of teacher assessment amongst primary schools, and support for the expansion and support of the Primary Science Quality Mark.
- **On Practical Work:** we've called for a continuing emphasis on the importance of practical work in science, particularly following a reduction during the pandemic years, and for recognition of the often undervalued role played by school technicians.
- **On Post-16 qualifications:** while welcoming new Science T Levels, we have, in a joint response with the Institute of Physics, Royal Society of Biology and Royal Society of Chemistry, expressed concern that the rapid removal of funding from applied qualifications in STEM at Level 3 will limit opportunities to study STEM, reduce progression of learners and disproportionately affect those from underrepresented groups.
- **On Scottish Education:** we've raised concerns about the restructuring of Education Scotland and the replacement of the Scottish Qualifications Authority (SQA) as well as the disconnect between curriculum phases. We also contributed to a government consultation on data collection.

• **On Curriculum for Wales and Qualifications**

Wales: we've fed back on the development and implementation of the science and technology area of learning and new science GCSE together with our partners at the Science Education Policy Alliance and ASE Cymru.

The ASE works independently in our advocacy work, but believes strongly in the power of partnerships. To this end we work collaboratively with a wide range of stakeholders in England, Scotland, Wales and Northern Ireland including the Royal Society, the Institute of Physics, Royal Society of Chemistry, Royal Society of Biology, the Institute for Research in Schools, STEM Learning, the Science Council, Primary Science Teaching Trust, SERCC, CLEAPPS and the Primary Science Quality Mark, as well as many other subject associations and professional bodies.

We are an active member of the Council for Subject Associations (CfSA) and the Science Working Group convened by STEM Learning. We are also represented in England on the Science Education Policy Alliance, in Scotland on the Royal Society of Edinburgh's Learned Societies' Group on Scottish Science Education (LSG); in Wales on the Senedd Cross Party Group on STEM and are part of the Northern Ireland Assembly All Party Group on STEM.

The ASE also has active links with science associations from other countries, for example with the National Science Teachers Association (NSTA) and several sister associations across Europe, as much of our work has international relevance.



Organisational Sustainability

We recognise that in order to deliver on our strategic plan and our objectives of professionalism, community and advocacy, our organisation must be well run, well governed and financially sustainable. We believe equality, inclusion and diversity is a key strength and strive to ensure we are a welcoming, inclusive and forward thinking organisation.

The governance structure of the Association continues to follow charity sector best practice.

The Trustees have delegated the authority to manage the Association to the Chief Executive, who reports on the performance of the Association against the strategic plan approved by the Trustees. The Chief Executive, Hannah Russell left the organisation in September of 2022 to become CEO of the British Science Association. Following a competitive recruitment process, Hannah was succeeded in October 2022 by Lynn Ladbrook – who joins the organisation having previously been CEO at another professional society.

The Association is keen to encourage as wide a representation of its community as possible on its committees. We have worked this year to increase the visibility and profile of the national committees and groups by flagging more clearly their contributions to journals and including information on various committees in our journals. Members are invited to apply for committee vacancies through announcements in the **Education in Science** magazine and on the website.

We continue to review our IT to ensure systems and infrastructures are up to date and fit for



purpose. We have continued to upgrade hardware and software to further facilitate remote working and reduce costs. In addition, we have committed to securing CyberEssentials Plus accreditation.

Following on from our participation in the 2021 Science Council and Royal Academy of Engineering Diversity & Inclusion benchmarking framework, the Association remains committed to embedding equality, diversity and inclusion across our activities. Training and workshops have been delivered on diversity and inclusion across Trustees, staff and committee members; our Trustee board has appointed an EDI champion, we have established an EDI group that monitors and actively works to improve aspects of our programmes and activities. We have made EDI a focus of articles in our journals and across our online and conference activities.

We maintain a wide number of governance policies and protocols pertaining to our internal good governance and compliance such as GDPR, conflicts of interest, professional conduct, health and safety, and safeguarding. These are reviewed regularly and accessible via our website.



Plans for 2022/2023

Promoting excellence in science education, improving outcomes and supporting our members and the wider science education community remains at the heart of the ASE.

As we look ahead to 2022/23, we will continue to work to deliver aspects of the Strategic Plan.

We will continue to focus on meeting the needs of our membership and reaching out to the wider professional teaching and technician community. We recognise that the teaching community faces fresh challenges, and increasingly competitive demands on their time as schools begin to understand the wider adverse consequences of Covid-19.

We anticipate that the rising cost of living may potentially impact the ability of members to maintain membership of professional societies and professional registrations and we will work hard to ensure our members get value for money. We will make our voice heard on their behalf to campaign for high quality science education, which is well funded, well structured, evidence-based and supports teacher recruitment, retention, training and wellbeing.

We return to more face-to-face events – at both Sheffield Hallam University for our Annual conference in January 2023, and at our regional

and specialist conferences. And we look forward to expanding our activities internationally as we revisit Covid-disrupted plans to work with international partners in Europe, China, Bangkok and America.

We will seek to implement proposals for an association-wide CPD strategy as well as continuing to deliver a variety of online webinars and workshops, digital resources and publications.

We look forward to a time of innovation and change under the leadership of our new CEO and to working with all of our partners and supporters to address the many issues that face our science teaching community.

We will continue to explore opportunities to either lead on, or be a part of, external projects – measuring the value of engagement through the prism of both income/resource commitment to the organisation and potential impact/benefit on our membership and the science education community at large.



National Committees

During the year, the Association's committees continued to be active in furthering support and professional practice in science education. We provide here a short outline of some of the main activities of each committee for this financial year.

Education Group:

- Helped devise and shape proposal for an association-wide CPD strategy
- Informed ASE responses to consultations on ITE, Climate Change and Education White Paper
- Improved communications through establishment of WhatsApp group and an online communication platform (Discord)
- Undertook Equality, Diversity and Inclusion training (run by staff member Rob Butler)
- Begun programme of work to review the structure and role of the national committees and groups

11-19 committee:

- Contributed to ASE's 11-19 subject-specific support including promoting and reviewing resources (such as Best Practice Guidance, the Curriculum Evolution document)
- Helped to shape annual conference sessions as well as active in presenting and hosting webinars
- Contributed to online twitter chat; #ASEchat
- Contributing articles to Education in Science and SSR in Practice
- Helped to shape, support and promoted science department membership.
- Attended Equality Diversity and Inclusion (EDI) workshop

- Contributed to ASE responses on recruitment and retention and helped promote ASE Science Teacher SOS and ASE RISE (Retention Initiative for Science Education) and engaged with results of the ASE RISE survey to suggest interventions

Primary Committee

- Helped shape sessions at ASE Annual Conference with engaging keynotes and a wide range of impactful workshops
- Reviewed and updated publications such as the Primary Science Leader's Survival Guide
- Contributed articles and reviews to the Primary Science Journal
- Members of the committee are also working with Explorify to develop plans to produce podcasts in the coming year with Explorify to support primary science and to promote the role of ASE
- Attended EDI workshop

Laboratory Technicians Committee

- Put together a varied technicians programme for the online Annual Conference
- Developed programme of workshops for the face-to-face Technicians Summer Conference South.
- Write the Prep-Room pages of Education in Science and the Practical Ideas pages of the new SSR in Practice
- Continue to act as strong advocates of

professional registration (RSciTech) in the community

- Oversaw production of The Technician SOS document

International Group

- Structured the online International Day as part of the Annual Conference 2022
- Ensured continued publication inclusion of innovative articles for the International Journal with the editor being part of the group
- Shaped International sessions at the annual conference (January 2023) which were embedded within the main conference days, enabling more members to have access to these sessions

Health and Safety Group

- Produced best practice guidance document on Health and Safety Monitoring of Science in Secondary Schools and Colleges as well as a second guidance document that explains ASE's position on managing health and safety in support of good practical science.
- Helped inform new 'in Practice' component of the new format of School Science Review (SSR)
- Continues to provide guidance on more challenging aspects of hazards in science through publications such as 'Topics in safety' and Education in Science

Futures Group

- Contributed to the Initial Teacher Training Market Review, the All Party Parliamentary Group response to the Initial Teacher Training and Early Career Framework; also to the 2022 Education White Paper and the STEM Learning national standards for subject-specific CPD subject component to the national standard for teaching
- Organised the Futures Conference which makes a valuable contribution to Futures members' professional development

- Hosted Futures Webinar on 'The ITT Market Review' with Sam Twistleton

- The group has also started a sequence of six webinars across the year to support the wider membership of the association

Research Group

- Members of the group work with the Education Endowment Foundation Research School network and other organisations in their professional roles and enable policy and practices promoted by ASE to influence policy elsewhere
- Led webinars and online sessions at the 2022 Annual Conference
- Contributed to articles for ASE journals and helped establish and provided articles for the new two-part School Science Review

Publications Group

- Appointed a new chair to help reinvigorate the work of the Group.
- Meets to discuss and inform ASE publications
- Helped shape the implement smooth transition to the new format for School Science Review
- Worked to established improved EDI representation across the Group and ensure there is representation within all member-facing materials

The Registration Board

- Met to award or reconfirm members for Chartered Science Teacher (CSciTeach), the Registered Scientist Award (RSci) and Registered Science Technician (RSciTech). Applications have been supported by online professional registration workshops delivered by the Field Officer team, as well as support from committee members

Honorary Treasurer's Report

As the new Hon Treasurer appointed August 2022 by the Trustees my role is to oversee financial matters of the Association on behalf of the Trustees and membership. The Trustees extend their thanks to Roger McCune who has held the post for the last five years.

For the year ending July 22, Chief Executive Hannah Russell and Director of Finance and Operations Laura Rafferty have provided support, clear financial information and planning, together with advice for the trustees.

The Strategic Plan with its threads of Community, Professionalism, Advocacy and Organisational Sustainability has been a major tool in informing and supporting the financial planning of the Association together with regular Risk Assessment of all aspects of our operation.

The Covid pandemic has had a major impact on our finances especially with the cancellation of face to face events including the Annual Conference 2022. In spite of these difficult times we have continued to support membership and have had some more positive opportunities too. For example, we were fortunate and are grateful to receive a further legacy from Rosemary Pickup and the residual part of legacy for the late John Barker.

Our income has increased by two thirds, largely thanks to increased project activity of which Inclusion in Schools has been the most financially significant. Increased project activity contributes to core costs and costs of individual projects are closely monitored. The pipeline will need to be maintained so that this stream of income continues to contribute towards our financial sustainability.

Our other main source of income is membership subscriptions. We have seen a continuing decline in individual membership over recent years, but the newly introduced secondary department membership has been successful and continues to grow. This will not fill the gap and future plans include a radical look at our membership offering and growth in other incomes streams, including business development. Our unrestricted funds are

close to target level but will be monitored carefully.

At all times costs are closely monitored and a review of our journal offering and the increased move towards the use of online versions has had the added benefit of reducing print costs.

We have also finalised negotiations with the University of Hertfordshire to reduce our office space and associated costs.

Thanks to all members and staff who have contributed in many and various ways to the running of the Association in these difficult and challenging times.

I look forward with confidence to the leadership of our new Chief Executive, Lynn Ladbrook, and the continuing contribution of Finance Director Laura Rafferty.

Dr Susan Burr
Honorary Treasurer

Trustees' report

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the Charity's constitution, the Charities Act 2011, the Charities and Trustee Investment (Scotland) Act 2005, regulation 8 of the Charities Accounts (Scotland) Regulations 2006 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (effective 1 January 2019).

Objectives and activities

Objects

The objects of the Association are to promote education by the following means:

- (a) improving the teaching of science; and
- (b) providing an authoritative medium through which opinions of teachers of science may be expressed on educational matters; and
- (c) affording means of communication among all persons and bodies of persons concerned with the teaching of science in particular and education in general.

Activities

The Rules of the Association provide for the promotion of its objects by:-

- (a) holding general and other meetings; and
- (b) publishing journals and other literature including literature in electronic formats concerned with the teaching of science and ancillary matters; and
- (c) establishing and maintaining a centre or centres of administration and of information on any aspect of science education; and

(d)-(h) the administration of the Chartered Science Teacher award, CSciTeach including the register thereof and associated standards, admissions, removals, disciplinary matters and appeals, and

(i) such other means as the Association may from time to time determine and as may be consistent with the charitable objects of the Association.

Public Benefit

The trustees have complied with the duty in section 17 of the Charities Act 2011 to have due regard to public benefit guidance issued by the Charity Commission.

Structure, governance and management

The Association is governed by its Royal Charter (dated 13 October 2004) and associated By-laws (updated and approved by the Privy Council October 2012) and Rules of the Association (as adopted at the Annual General Meeting in January 2006 and amended most recently in January 2021).

At the Annual General Meeting in January 2011, members voted to change the governance structure of ASE to create a smaller body, which is the Trustee Body of the Association, (Council), responsible for all governance issues, and a larger Education Group, (Assembly), which concerns itself largely with issues related to ASE's work in science education and with communication. At the Annual General Meeting in January 2016, it was agreed that subject to formal changes to documentation and rules as necessary Council would now be known as the Trustee Body and Assembly as the Education Group.

The Trustees have responsibility for ensuring that ASE complies with relevant charity laws and regulations, that the finances are properly regulated and monitored and that appropriate policies are in place. The Trustees ensure that the activities of the Association fit with the Strategic Plan and take a long-term view of the health of the

Association.

The Trustee body consists of:

- three members elected from the Education Group of the Association
- three members elected from the membership by direct vote
- four further members appointed by Trustee body
- the Chair of the Association (may be delegated to the past-Chair of the Association)

One of the Trustees will be identified to represent Trustees on the Quality and Audit Committee. A Chair of Trustees and a vice Chair shall be elected from and by the Trustee members. The Chair-Elect and Immediate Past Chair of the Association may attend meetings of the Trustee Body and may participate in Trustee discussions both at and between meetings.

New Trustees take part in training on the management of the finances of the Association and on the responsibilities of trustees. They are given associated literature. On-going training consists of the circulation of Charity Commission updates and training on aspects of the Trustee's role.

The Trustees are responsible for the direction and management of the Association through its Strategic Plan. Key responsibilities include ensuring a clear vision, the corporate behaviour of the charity, legal and regulatory governance, compliance, guardianship of assets and ensuring high standards of governance. Day to day operational management of the organisation is delegated to the Chief Executive and the staff team who are accountable to the Trustees.

The Trustee body normally meets on three/four occasions during the year. Trustees who served during the year and up to the date of approval of these financial statements are listed below: -

Ali Redmore – Elected by Membership and Chair of Trustees

Roger McCune MBE – Appointed Member,

Association Treasurer (until 31 July 2022)

Bryan Berry – Appointed Member

Maggie Hannon – Appointed Member (Trustee rep on Q&A Committee)

Daniel Sandford Smith – Elected by Membership

Susan Burr – Elected by Membership, Association Treasurer (from 1 August 2022)

Simon Quinnell – Representing Education Group and immediate past Chair (until 31 July 2022)

Leigh Hoath – Representing Education Group

Manoj Chitnavis – Elected by Membership (appointed 1 August 2022)

Cerian Ayres – Representing Education Group (appointed 1 August 2021)

Jane Turner – Representing Education Group and past Chair of the Association (appointed 1 August 2021)

Geoff Mackey – Elected by Membership (appointed 1 August 2021)

Helen Harden - Chair of the Association (appointed 1 August 2022)

Key Management Personnel

The Trustee Body and the Chief Executive are the key management personnel. The Chair and the Chief Executive are in regular contact to discuss ongoing matters and full reports from the Chief Executive are discussed at meetings of the Trustee Body including all matters relating to activities, finance, budgeting, strategy and future planning.

The Chief Executive is subject to an annual development review by the ASE Chair and Treasurer who advise the remuneration committee of proposed awards which are then ratified by the Trustee Body.

Financial review

The financial position of the charity and the group is set out in the financial statements, including

principal sources of funding and resources expended. The financial statements have been prepared in accordance with the accounting policies set out in the notes, the requirements of the Trust Deed and the Charities SORP (FRS 102) and comply with current statutory requirements.

Going concern

As stated in note 1b the Trustees have considered going concern. As detailed in note 1b, the Trustees have a reasonable expectation that the Charity and the group have adequate resources to continue in operation for the foreseeable future and therefore continue to adopt the going concern basis of accounting.

Risk assessment

The Trustees have assessed the risks to which the Charity and the group may be exposed. A risk register is produced quarterly by the Chief Executive and Director of Finance and Operations which sets out the main operational, finance and compliance risks facing the Association. Key risks are currently identified as the possible reduction in events and membership income due to the cost-of-living crisis and the resulting impact on the ability of the organisation to break even financially. Appropriate mitigating actions have been taken after discussions with the Board of Trustees, and these include the introduction of a hybrid offer at annual conference and a review of our membership model early in 2023.

Reserves Policy

Total group reserves as at 31 July 2022 are £348,274 (2021: £232,557). Of these £132,397 are restricted (2021: £26,132). Nearly all amounts in restricted funds will be spent on projects in the year ahead (see note 19 for further details).

It is the policy of the trustees to maintain free reserves at three months running costs plus the costs of an orderly wind-down of the organisation. At the time of writing this amounts to approximately £226,895.

Total group free reserves as at 31 July 2022 were £215,877 (2021: £176,425). Trustees are pleased to see that the level of free reserves has increased this year. The Trustees understand that further work

must be done to improve our free reserves position and ensure that our financial model continues to be sustainable.

Investment Policy

Monies are currently held in an interest-bearing deposit account.

Membership numbers as at July 2022:

- Individual: 3,155 (2021: 3,949)
- Organisations: 907 (2021: 815)
- Total Members: 4,062 (2021: 4,764)

Disclosure of information to auditor

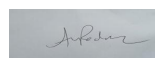
Each of the Trustees has confirmed that there is no information of which they are aware which is relevant to the audit, but of which the auditor is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditor is aware of such information.

Auditor

HW Fisher LLP were appointed auditor to the charity and the group and a resolution proposing that they be re-appointed will be put to the next Annual General Meeting.

On behalf of the Trustee Body

Alison Redmore



Trustee

Dated: 20 Mar 2023

Statement of Trustees' Responsibilities

The Trustees are responsible for preparing the report of the Trustees and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

The charity's Royal Charter and law applicable to charities in England & Wales and in Scotland requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and the group and of the incoming resources and application of resources of the group and charity for that period.

In preparing these financial statements, the Trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles in the Charities Statement of Recommended Practice (SORP);
- Make judgments and estimates that are reasonable and prudent;
- State whether applicable United Kingdom accounting standards have been followed, subject to any material departures disclosed and explained

in the financial statements;

- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity and group will continue in operation.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charity and the group and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008, the Charities and Trustee Investment (Scotland) Act 2005, the Charities Accounts (Scotland) Regulations 2006 and the provisions of the charity's Royal Charter. They are also responsible for safeguarding the assets of the charity and group and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Independent Auditors' Report to the Trustees of the Association for Science Education

Opinion

We have audited the financial statements of The Association for Science Education (the 'parent charity') and its subsidiary ('the group') for the year ended 31 July 2022 which comprise the Consolidated Statement of Financial Activities, the Charity Statement of Financial Activities, the Consolidated and Charity Balance Sheets, the Consolidated Statement of Cash flows, and the notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the group and parent charity's affairs as at 31 July 2022 and of the group's and charity's incoming resources and application of resources, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the charity's Royal Charter, the Charities Act 2011, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006 (as amended).

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the group and parent charity financial statements section.

We are independent of the group in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the group and parent charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The Trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements, or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material

misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Charities (Accounts and Reports) Regulations 2008 and the Charities Accounts (Scotland) Regulations 2006 (as amended) require us to report to you if, in our opinion:

- The information given in the Trustees' Report is inconsistent in any material respect with the financial statements; or
- sufficient and proper accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees

As explained more fully in the Statement of Trustees' Responsibilities, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. In preparing the financial statements, the trustees are responsible for assessing the group and parent charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to cease operations, or have no realistic alternative but to do so.

Auditors' responsibilities for the audit of the financial statements

We have been appointed as auditors under section 144 of The Charities Act 2011 and section 44(1)(c) of the Charities and Trustee Investment (Scotland) Act 2005 and report in accordance with the Acts and relevant regulations made or having effect thereunder.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud, is detailed below.

As part of our planning process:

- We enquired of management the systems and controls the Charity has in place, the areas of the financial statements that are most susceptible to the risk of irregularities and fraud, and whether there was any known, suspected or alleged fraud. The Charity did not inform us of any known, suspected or alleged fraud.
- We obtained an understanding of the legal and regulatory frameworks applicable to the Charity. We determined that the following were most relevant: the Charity's Royal Charter, the Charity SORP, FRS 102, Charities Act 2011, the Charities and Trustee Investment (Scotland) Act 2005 and the Charities Accounts (Scotland) Regulations 2006.

- We considered the incentives and opportunities that exist in the group and parent charity, including the extent of management bias, which present a potential for irregularities and fraud to be perpetuated, and tailored our risk assessment accordingly.
- Using our knowledge of the group and parent charity, together with the discussions held with the charity at the planning stage, we formed a conclusion on the risk of misstatement due to irregularities including fraud and tailored our procedures according to this risk assessment.

The key procedures we undertook to detect irregularities including fraud during the course of the audit included:

- Identifying and testing journal entries and the overall accounting records, in particular those that were significant and unusual.
- Reviewing the financial statement disclosures and determining whether accounting policies have been appropriately applied.
- Assessing the extent of compliance, or lack of, with the relevant laws and regulations.
- Assessing the validity of the classification of income, expenditure, assets and liabilities between unrestricted and restricted funds.
- Documenting and verifying all significant related party balances and transactions.
- Attendance at stocktake.
- Obtaining third-party confirmation of material bank balances.
- Testing key revenue lines, in particular deferred income, for evidence of management bias.
- Reviewing documentation such as board minutes for discussions of irregularities including fraud.

Owing to the inherent limitations of an audit, there is an unavoidable risk that we may not have detected some material misstatements in the financial statements even though we have properly planned and performed our audit in accordance

with auditing standards. The primary responsibility for the prevention and detection of irregularities and fraud rests with the trustees of the Charity.

A further description of our responsibilities is available on the Financial Reporting Council's website at: frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charity's trustees, as a body, in accordance with the charity's Royal Charter, part 4 of the Charities (Accounts and Reports) Regulations 2008 and regulation 10 of the Charities Accounts (Scotland) Regulations 2006. Our audit work has been undertaken so that we might state to the charity's trustees those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's trustees as a body, for our audit work, for this report, or for the opinions we have formed.

HW Fisher LLP

HW Fisher LLP
Chartered Accountants
Statutory Auditor
Acre House
11-15 William Road
London
NW1 3ER

20 Mar 2023
 Date.....

HW Fisher LLP is eligible for appointment as auditors of the charity by virtue of its eligibility for appointment as auditors of a company under of section 1212 of the Companies Act 2006.

Consolidated Statement of Financial Activities

(incorporating an income and expenditure account)

For the year ended 31 July 2022

		Unrestricted	Restricted	2022 Total	2021 Total see Note 2a
	Note	£	£	£	£
Income from:					
Donations and legacies	3	39,740	-	39,740	215,029
Charitable activities	4	726,495	975,232	1,701,727	795,320
<i>Other income</i>					
Government Grants	5	5,080	-	5,080	32,275
<i>Other trading activities</i>					
Sponsorship and advertising	6	75,381	-	75,381	52,509
Investments	7	150	-	150	20
Total income		846,846	975,232	1,822,078	1,095,153
Expenditure on:					
<i>Raising funds:</i>					
Sale of educational materials	8a/b	105,316	-	105,316	82,519
Charitable activities	8a/b	732,078	868,967	1,601,045	920,638
Total expenditure		837,394	868,967	1,706,361	1,003,157
Net income / (expenditure) for the year and net movement in funds	9	9,452	106,265	115,717	91,996
Reconciliation of funds:					
Total funds brought forward at 1 August 2021		206,425	26,132	232,557	140,561
Total funds carried forward at 31 July 2022		215,877	132,397	348,274	232,557

All of the above results are derived from continuing activities.

There were no other recognised gains or losses other than those stated above.

The attached notes form part of these financial statements.

Charity Statement of Financial Activities

(incorporating an income and expenditure account)

For the year ended 31 July 2022

		Unrestricted	Restricted	2022 Total	2021 Total
	Note	£	£	£	see Note 2b £
Income from:					
Donations and legacies	3	39,740	-	39,740	215,029
Charitable activities	4	638,457	975,232	1,613,689	729,481
<i>Other income</i>					
Government Grants	5	5,080	-	5,080	32,275
<i>Other trading activities</i>					
Sponsorship and advertising	6	75,381	-	75,381	52,509
Investments	7	150	-	150	20
Total income		758,808	975,232	1,734,040	1,029,314
Expenditure on:					
<i>Raising funds:</i>					
Sale of educational materials	8	105,316	-	105,316	82,519
Charitable activities	8	680,822	868,967	1,549,789	843,321
Total expenditure		786,138	868,967	1,655,105	925,840
Net income / (expenditure) for the year and net movement in funds	9	(27,330)	106,265	78,935	103,474
Reconciliation of funds:					
Total funds brought forward at 1 August 2021		260,591	26,132	286,723	183,249
Total funds carried forward at 31 July 2022		233,261	132,397	365,658	286,723

All of the above results are derived from continuing activities.

There were no other recognised gains or losses other than those stated above.

The attached notes form part of these financial statements.

Consolidated and Charity Balance Sheets

	Note	Group 2022 £	Group 2021 £	Charity 2022 £	Charity 2021 £
Fixed assets:					
Intangible Assets	12	-	30,000	-	30,000
Investment in Subsidiary	13	-	-	-	-
		<u>-</u>	<u>30,000</u>	<u>-</u>	<u>30,000</u>
Current assets:					
Stock	14	26,145	31,933	-	26,057
Debtors	15	307,666	163,685	430,735	292,506
Cash at bank and in hand		387,694	389,455	304,909	318,176
		<u>721,505</u>	<u>585,073</u>	<u>735,644</u>	<u>636,739</u>
Liabilities:					
Creditors: amounts falling due within one year	16	(373,231)	(382,516)	(369,986)	(380,016)
Net current assets		<u>348,274</u>	<u>202,557</u>	<u>365,658</u>	<u>256,723</u>
Total net assets		<u>348,274</u>	<u>232,557</u>	<u>365,658</u>	<u>286,723</u>
Funds					
Restricted funds	17, 18, 19	132,397	26,132	132,397	26,132
Unrestricted funds:					
General funds		215,877	206,425	233,261	260,591
Total funds		<u>348,274</u>	<u>232,557</u>	<u>365,658</u>	<u>286,723</u>

Approved by the trustees on 20 Mar 2023



Alison Redmore
Trustee

The attached notes form part of the financial statements.

Consolidated statement of cash flows**For the year ended 31 July 2022**

	Note	2022 £	2022 £	2021 £	2021 £
Cash flows from operating activities:					
Net cash provided by / (used in) operating activities	20		(1,611)		169,140
Cash flows from investing activities:					
Interest receivable		(150)		(20)	
		—————		—————	
Cash provided by / (used in) investing activities			(150)		(20)
			—————		—————
Change in cash and cash equivalents in the year			(1,761)		169,120
Cash and cash equivalents at the beginning of the year			389,455		220,335
			—————		—————
Cash and cash equivalents at the end of the year			387,694		389,455
			=====		=====

Notes to the financial statements for the year ended 31 July 2022

I Accounting policies

a) Basis of preparation

The financial statements have been prepared in accordance with the Rules of the Association made under the charity's Royal Charter, the Charities Act 2011, the Charities and Trustee Investment (Scotland) Act 2005, the Charities Accounts (Scotland) Regulations 2006 (as amended) and "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)".

The financial statements have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a true and fair view. This departure has involved following the Statement of Recommended Practice for charities applying FRS 102 rather than the version of the Statement of Recommended Practice which is referred to in the Regulations but which has since been withdrawn.

The charity meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy or note.

b) Going concern

We have set out in the Trustees' Report a review of financial performance and the charity's reserves position. Unrestricted reserves at 31 July 2022 are closer to our target reserves position and further work is being done to improve the position.

In common with other membership organisations, the Association for Science Education relies upon membership subscriptions, publishing income and events for a substantial part of its annual income. Taking a prudent view of this income, the trustees have prepared cash flow projections for the period to March 2024, which show that the charity would be able to continue in operation for that period. Accordingly, the trustees consider that there are no material uncertainties about the charity's or the group's ability to continue as a going concern for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

c) Basis of consolidation

These financial statements consolidate the results of the charity and its wholly-owned subsidiary Millgate House Education Limited on a line by line basis. Transactions and balances between the charity and its subsidiary have been eliminated from the consolidated financial statements. Balances between the companies are disclosed in the notes to the charity's balance sheet.

The charity has taken advantage of the provisions in the SORP for charities not to prepare a statement of cash flows.

d) Income

Incoming resources are recognised in the period in which the group is entitled to receive them and the amount can be measured with reasonable certainty and it is probable that income will be received. Income is deferred only when the group has to fulfil conditions before becoming entitled to it or where the donor or funder has specified that the income is to be expended in a future accounting period.

Grants from government and Trusts and Foundations have been included as income from activities in furtherance of the group's objectives where these amount to a contract for services, but as donations where the money is given in response to an appeal or with greater freedom of use, for example monies for core funding.

Investment income is accounted for on an accruals basis.

e) Expenditure

Expenditure is included in the statement of financial activities when incurred and includes attributable VAT which cannot be recovered.

Expenditure comprises the following:

- Expenditure on charitable activities comprises monies spent on the charity's primary charitable purposes as described in the Trustees' report. It also includes appropriately apportioned salary costs and support costs (see note 8).
- The costs of raising funds comprises the expenditure incurred in primary purpose trading activities by the charity and consists of salaries, direct costs and overheads.
- Support costs represent indirect charitable expenditure. In order to carry out the primary purposes of the group it is necessary to provide support in the form of financial procedures, provision of office services and equipment and a suitable working environment. Salary costs have been allocated based on staff time.

Notes to the financial statements for the year ended 31 July 2022

1. Accounting policies (continued)

f) Fixed assets

Tangible

Assets costing in excess of £1,000 and with an expected useful life exceeding one year are capitalised.

Depreciation is charged on these assets at the following annual rates in order to write them off over their estimated useful lives:

Computer and other equipment/software	25% straight line
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Intangible

Amortisation is calculated to write off the cost of the website and CRM system by equal instalments over four years.

g) Investments

Investment in the subsidiary company is stated in the charity at cost.

h) Stocks

Stocks are valued at lower of cost and net realisable value after making due allowance for obsolete and slow-moving items. Cost includes all expenditure in bringing stock to their present location and condition.

Net realisable value is based on estimated selling price less the anticipated costs to sell.

i) Leased assets

Rentals applicable to operating leases where substantially all of the benefits and risks of ownership remain with the lessor are charged to the statement of financial activities on a straight line basis over the life of the lease.

j) Fund accounting

The unrestricted fund comprises those monies which may be used towards meeting the charitable objectives of the group and which may be applied at the discretion of the Trustees.

The restricted funds are monies granted for, and their use restricted to, a specific purpose, or donations subject to donor-imposed conditions.

k) Pensions

The Association operates a defined contribution group personal pension for employees. The funds are managed by Scottish Widows and contributions are paid monthly by direct debit and charged to the Statement of Financial Activities (SOFA) as incurred.

l) Financial Instruments

The Charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments. The Charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. These financial instruments are recognised as the amount payable or receivable when the instrument is first recognised together with any subsequent transaction costs but modified in respect of trade debtors for an assessment of potential bad debt.

m) Critical Accounting estimates and judgements

In the application of the Charity's accounting policies, the Trustees are 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. Actual results may differ from these estimates. The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or the period of the revision and future periods where the revision affects both current and future periods. The Trustees believe there are no critical estimates or judgements relevant to the financial statements.

Notes to the financial statements for the year ended 31 July 2022

2a Detailed comparatives for the consolidated statement of financial activities

	2021	2021	2021
	Unrestricted	Restricted	Total
	£	£	£
Income from:			
Donations and legacies	215,029	-	215,029
Charitable activities	738,222	57,098	795,320
<i>Other income</i>			
Government Grants	32,275	-	32,275
<i>Other trading activities</i>			
Sponsorship and advertising	52,509	-	52,509
Investments	20	-	20
Total income	1,038,055	57,098	1,095,153
Expenditure on:			
<i>Raising funds:</i>			
Sales of educational materials	82,519	-	82,519
Charitable activities	809,946	110,692	920,638
Total expenditure	892,465	110,692	1,003,157
Net income / (expenditure) for the year and net movement in funds	145,590	(53,594)	91,996
Reconciliation of funds:			
Total funds brought forward at 1 August 2020	60,835	79,726	140,561
Total funds carried forward at 31 July 2021	206,425	26,132	232,557

Notes to the financial statements for the year ended 31 July 2022

2b Detailed comparatives for the Charity statement of financial activities

	2021	2021	2021
	Unrestricted	Restricted	Total
	£	£	£
Income from:			
Donations and legacies	215,029	-	215,029
Charitable activities	672,383	57,098	729,481
<i>Other income</i>			
Government Grants	32,275	-	32,275
<i>Other trading activities</i>			
Sponsorship and advertising	52,509	-	52,509
Investments	20	-	20
Total income	972,216	57,098	1,029,314
Expenditure on:			
<i>Raising funds:</i>			
Sales of educational materials	82,519	-	82,519
Charitable activities	732,629	110,692	843,321
Total expenditure	815,148	110,692	925,840
Net income / (expenditure) for the year and net movement in funds	157,068	(53,594)	103,474
Reconciliation of funds:			
Total funds brought forward at 1 August 2020	103,523	79,726	183,249
Total funds carried forward at 31 July 2021	260,591	26,132	286,723

Notes to the financial statements for the year ended 31 July 2022

3 Income from donations and legacies

	2022	2021
	Unrestricted	Unrestricted
	£	£
Individual donations	7,824	1,696
Legacies	31,916	213,333
	<u>39,740</u>	<u>215,029</u>

4 Income from charitable activities

	2022	2021
	Total	Total
	£	£
<i>Unrestricted income</i>		
Member subscriptions	456,181	418,728
Sales of publications and journals	161,241	177,303
Conference and workshop income	89,376	97,049
Income from sponsored projects	19,697	45,142
	<u>726,495</u>	<u>738,222</u>
<i>Restricted Income</i>		
Income from sponsored projects	975,232	57,098
	<u>1,701,727</u>	<u>795,320</u>

Included above is £88,038 sales of publications and journals (2021: £65,839) relating to the subsidiary company. The charity only total is £1,613,689 (2021: £729,481).

5 Government grants

The group received £5,080 (2021: £32,275) from the government's Coronavirus Job Retention Scheme in the year. Included in the £5,080 is £nil (2021: £nil) relating to the subsidiary company.

6 Income from other trading activities

	2022	2021
	Unrestricted	Unrestricted
	£	£
Advertising and sponsorship	75,381	52,509
	<u>75,381</u>	<u>52,509</u>

Income is from journal and conference advertising and sponsorship and is all primary purpose trading.

7 Investments

	2022	2021
	Unrestricted	Unrestricted
	£	£
Bank Interest	150	20
	<u>150</u>	<u>20</u>

Notes to the financial statements for the year ended 31 July 2022

8a Analysis of expenditure year ended 31 July 2022

	Staff costs £	Other costs £	2022 Total £
<i>Raising funds</i>			
Sale of educational materials	83,626	21,690	105,316
<i>Charitable Activities:</i>			
<i>the promotion and improvement of the teaching of science:</i>			
Members registration and services	43,002	24,222	67,224
Book sales	42,656	58,601	101,257
Journal expenditure	45,709	103,453	149,162
Conferences and other CPD	54,817	53,530	108,347
Regional expenses	75,800	405	76,205
Advocacy & other projects	15,843	15,868	31,711
Support costs	59,177	99,938	159,115
Governance costs	24,712	14,345	39,057
Restricted project expenditure (see note 19 and 19b)	397,848	471,119	868,967
Total expenditure 2022	843,190	863,171	1,706,361
Restricted expenditure	397,848	471,119	868,967
Unrestricted expenditure	445,342	392,052	837,394
Total expenditure 2022	843,190	863,171	1,706,361

Included above is £101,256 book sales expenditure related to the subsidiary company. The charity only expenditure on raising funds is £105,316 and charitable activities is £1,549,789.

8b Analysis of expenditure year ended 31 July 2021

	Staff costs £	Other costs £	2021 Total £
<i>Raising funds</i>			
Sale of educational materials	82,519	-	82,519
<i>Charitable Activities:</i>			
<i>the promotion and improvement of the teaching of science:</i>			
Members registration and services	36,262	26,096	62,358
Book sales	61,893	27,089	88,982
Journal expenditure	44,377	126,268	170,645
Conferences and other CPD	64,695	25,122	89,817
Regional expenses	80,981	399	81,380
Advocacy & other projects	42,241	6,215	48,456
Support costs	67,400	163,144	230,544
Governance costs	25,027	12,737	37,764
Restricted project expenditure (see note 19 and 19b)	69,431	41,261	110,692
Total expenditure 2021	574,826	428,331	1,003,157
Restricted expenditure	69,431	41,261	110,692
Unrestricted expenditure	505,395	387,070	892,465
Total expenditure 2021	574,826	428,331	1,003,157

Included above is £77,317 book sales expenditure related to the subsidiary company. The charity only expenditure on raising funds is £82,519 and charitable activities is £843,321.

Notes to the financial statements for the year ended 31 July 2022

9 Net income / (expenditure) for the year

This is stated after charging / (crediting):	2022	2021
	£	£
Amortisation	30,000	30,000
Payments under operating leases	2,096	2,096
Auditor's remuneration:		
Audit fees	9,750	12,737
Non audit fees	666	0
	666	0

10 Analysis of staff costs, trustee remuneration and expenses, and the cost of key management personnel

Staff costs were as follows:	2022	2021
	£	£
Salaries and wages	740,551	510,774
Social security costs	48,817	32,428
Employer's contribution to defined contribution pension schemes	53,822	31,624
	843,190	574,826

The following number of employees received employee benefits (excluding employer pension) during the year between:

	2022	2021
	No.	No.
£60,001 -£70,000	1	1

The total employee benefits including pension contributions of the key management personnel were £65,154 (2021: £61,816).

Seven trustees were reimbursed expenses during the year for travel, accommodation and subsistence costs totalling £2,154 (2021: £nil).

No Trustee received remuneration or benefits as a trustee however the following trustees received remuneration for the following services provided to the charity: Simon Quinnell £6,300 (2021: £4,000) for CPD delivery, Jane Turner £1,500 (2021: £1,000) for journal editing and Helen Harden £2,138 (2021: £nil) for journal editing and resource evaluation. Leigh Hoath received payments totalling £1,210 (2021: £5,000) for editing the Primary Science Journal.

Remuneration to trustees for services provided to the charity were paid under the provisions in Section 5 of the Association's Royal Charter.

Staff numbers

The average number of employees (head count based on number of staff employed) during the year was as follows:

	2022	2021
	No.	No.
Millgate House Education employees	2	2
The Association for Science Education employees	33	25
	35	27

11 Taxation

The charitable company is exempt from corporation tax as its non-primary purpose trading income is below the small trading limit allowable for charities.

Notes to the financial statements for the year ended 31 July 2022

12 Group and Charity Fixed assets	Tangible equipment	Intangible Website and CRM
	£	£
Cost		
At the start of the year	33,938	120,000
At the end of the year	<u>33,938</u>	<u>120,000</u>
Depreciation		
At the start of the year	33,938	90,000
Charge for the year	-	30,000
At the end of the year	<u>33,938</u>	<u>120,000</u>
Net book value		
At the start of the year	-	30,000
At the end of the year	<u>-</u>	<u>-</u>

13 Investments

Millgate House Education Limited

On 1 September 2017 the Association for Science Education acquired Millgate House Education Limited, a company incorporated in the United Kingdom and limited by guarantee. Its results have been consolidated in these financial statements. Millgate House Education is considered by the Trustees of the charity to be undertaking primary purpose trading, namely selling science publications.

The registered office of Millgate House Education Limited is College Lane, Hatfield, Hertfordshire, AL10 9AA. Its company registration number is 10875129. It had income for the year of £88,037 (2021:£71,804), expenditure of £51,258 (2021: £83,284), a surplus for the year of £36,779 (2021: deficit of £11,480) and at the end of the year its assets were £118,529 (2021: £85,460), liabilities £135,918 (2021: £139,628) and net liabilities were £17,389 (2021: £54,168).

14 Stock	Group 2022	Group 2021	Charity 2022	Charity 2021
	£	£	£	£
Publications for sale	<u>26,145</u>	31,933	-	26,057
	<u>26,145</u>	<u>31,933</u>	<u>-</u>	<u>26,057</u>

Publications stock owned by the charity was transferred at cost to the trading subsidiary, Millgate House Education, on 1 August 2021 in order to consolidate our bookselling into one entity with a recognised name in science booksales.

Notes to the financial statements for the year ended 31 July 2022

15 Debtors	Group	Group	Charity	Charity
	2022	2021	2022	2021
	£	£	£	£
Due within one year				
Trade debtors	198,528	37,278	188,924	28,973
Amount due from subsidiary	-	-	132,673	137,126
Other debtors	483	5,384	483	5,384
Prepayments and accrued income	108,655	121,023	108,655	121,023
	307,666	163,685	430,735	292,506

16 Creditors: amounts falling due within one year	Group	Group	Charity	Charity
	2022	2021	2022	2021
	£	£	£	£
Trade creditors	35,786	56,283	32,541	53,783
Taxation and social security	55,026	19,410	55,026	19,410
Accruals	101,102	100,690	101,102	100,690
Member subscriptions in advance	160,200	185,312	160,200	185,312
Journal subscriptions in advance	21,117	20,821	21,117	20,821
Finance lease repayments	-	-	-	-
	373,231	382,516	369,986	380,016

Member subscriptions are generally paid in advance for a period of one year or three years and therefore a proportion of this payment is deferred into the following financial year(s). Library subscriptions are paid one year in advance.

17 Analysis of net assets between funds - Group	Group	Group	Group
	Unrestricted	Restricted	Total funds
	£	£	£
Fixed assets	-	-	-
Current assets	589,108	132,397	721,505
Creditors due within one year	(373,231)	-	(373,231)
Net assets at the end of the year	215,877	132,397	348,274

Analysis of net assets between funds - Charity	Charity	Charity	Charity
	Unrestricted	Restricted	Total funds
	£	£	£
Fixed assets	-	-	-
Current assets	603,247	132,397	735,644
Creditors due within one year	(369,986)	-	(369,986)
Net assets at the end of the year	233,261	132,397	365,658

Notes to the financial statements for the year ended 31 July 2022

18 Analysis of net assets between funds - prior year - Group

	Group Unrestricted	Group Restricted	Group Total funds
	£	£	£
Fixed assets	30,000	-	30,000
Current assets	558,941	26,132	585,073
Creditors due within one year	(382,516)	-	(382,516)
Net assets at the end of the year	206,425	26,132	232,557

Analysis of net assets between funds - prior year - Charity

	Charity Unrestricted	Charity Restricted	Charity Total funds
	£	£	£
Fixed assets	30,000	-	30,000
Current assets	610,607	26,132	636,739
Creditors due within one year	(380,016)	-	(380,016)
Net assets at the end of the year	260,591	26,132	286,723

19a Movements in restricted funds - Group and Charity

	At the start of the year	Incoming resources	Outgoing resources	At the end of the year
	£	£	£	£
Restricted funds:				
Alexander Memorial	9,819	-	-	9,819
Science Teacher SOS	1,387	-	(1,387)	-
Gatsby Rise (Retention Initiative for Science Education)	-	24,800	(24,800)	-
Gatsby post 16 resources	-	22,900	(21,000)	1,900
Wolfson Keeping Science Practical	-	66,374	(36,182)	30,192
Wellcome - Topic Level micro accredited CPD	-	69,475	(69,475)	-
Key Moments in history: a fossil hunter's story	11,398	40,564	(43,362)	8,600
Science Education for Action and Engagement towards Sustainability (SEAS)	4,222	3,093	(4,874)	2,441
Science on stage UK	1,281	-	-	1,281
IoP Inclusion in Schools	(1,975)	550,350	(508,397)	39,978
SLI Inclusion in Schools	-	197,676	(159,490)	38,186
Total restricted funds	26,132	975,232	(868,967)	132,397

Notes to the financial statements for the year ended 31 July 2022

19b Movements in restricted funds - prior year - Group and Charity

	At the start of the year £	Incoming resources & gains £	Outgoing resources & losses £	At the end of the year £
Restricted funds:				
Alexander Memorial	9,819	-	-	9,819
Science Teacher SOS	8,916	23,500	(31,029)	1,387
Good practical science benchmarks 1 & 2	681	26,843	(27,524)	-
Key Moments in history: a fossil hunter's story Teaching and Leadership Innovation Fund Round 2 (TLIF 2)	47,755	1,755	(38,112)	11,398
Science Education for Action and Engagement towards Sustainability (SEAS)	2,120	-	(2,120)	-
Science on stage UK	9,154	-	(4,932)	4,222
Best Steps	1,281	-	-	1,281
IoP Inclusion in Schools	-	5,000	(5,000)	-
	-	-	(1,975)	(1,975)
Total restricted funds	79,726	57,098	(110,692)	26,132

Purposes of restricted funds

Alexander Memorial

The Alexander Memorial Fund represents a legacy of £10,000 from the late Professor and Mrs Alexander which the ASE has been requested to administer for a memorial award until the funds expire. No prizes were awarded in 2021/22.

Science Teacher SOS

Funding to pilot an end-use and effectiveness study of the Science Teacher SOS framework, more information is provided in the Trustees' Report.

Gatsby Rise (Retention Initiative for Science Education)

A programme to expand the reach and impact of the Science Teacher SOS Framework and survey by developing an accompanying package of support that can be used proactively by science leaders to support the wellbeing, career development and ultimately retention of their team throughout the year.

Gatsby post 16 resources

Funding to enable the ASE to support implementation of Benchmarks 1 and 2 of the Gatsby Charitable Foundation's Good Practical Science Report, which provides a framework for good practical science in schools and colleges. Further information is available on both the ASE and the Gatsby Charitable Foundation's websites and in the Trustees' Report.

Wolfson Keeping Science Practical

A programme to provide extended support for disadvantaged secondary schools across the UK, focused particularly on practical science, delivered through a targeted and tailored programme of online and face to face CPD for heads of science, early careers teachers and school science technicians.

Wellcome - Topic Level Micro-accredited CPD in Science

A project to test the impact and value of delivering subject-specific CPD in upper primary and lower secondary science through 'bite-sized' online courses linked to micro-accreditation.

Key Moments in history: a fossil hunter's story

This project is producing teaching resources and professional learning strategies for primary teachers of children aged 9-11 years to support their knowledge and understanding of the big ideas of evolution, the nature of scientific enquiry and the strengths and limitations of scientific knowledge. The project is supported by the Templeton World Charity Foundation and more information is given in the Trustees' Report.

Science Education for Action and Engagement towards Sustainability (SEAS)

ASE is a partner organisation for this EU Horizon 2020 funded project which is led by the University of Oslo. More information is provided in the Trustees' Report.

Notes to the financial statements for the year ended 31 July 2022

Purposes of restricted funds (continued)

Science on stage UK

Funding was received from the Reece Foundation and an individual donor to support UK involvement in Science on Stage.

IoP Inclusion in Schools

ASE was subcontracted by the Institute of Physics to deliver the Inclusion in Schools project on behalf of the DfE from 1 August 2021 to March 2022. The primary purpose of this project was to significantly increase the number of students from under-represented groups progressing to physics-based routes (A-level physics, vocational or technical) post the age of 16.

SLI Inclusion in Schools

From April 2022, the ASE was subcontracted by STEM Learning to continue to deliver the Inclusion in Schools project on behalf of the DfE.

20 Reconciliation of net income / (expenditure) to net cash flow from operating activities

	2022	2021
	£	£
Net income / (expenditure) for the reporting period	115,717	91,996
(as per the consolidated statement of financial activities)		
Interest received	150	20
Depreciation and amortisation	30,000	30,000
(Increase) / decrease in stock	5,788	(13,310)
(Increase) / decrease in debtors	(143,981)	(24,173)
Increase / (decrease) in creditors	(9,285)	84,607
Net cash provided by / (used in) operating activities	(1,611)	169,140

21 Analysis of changes in net debt

The charity had no debt during the year.

22 Operating lease commitments

Total future minimum lease payments under non-cancellable operating leases are as follows:

	Group		Charity	
	Property		Property	
	2022	2021	2022	2021
	£	£	£	£
1 year	2,096	2,096	2,096	2,096
2 - 5 years	4,932	7,028	4,932	7,028
After more than 5 years	-	-	-	-
	7,028	9,124	7,028	9,124

23 Legal status of the charity

The charity is a company established by Royal Charter and has no share capital.

The registered address of the charity is College Lane, Hatfield, AL10 9AA.

24 Related party transactions

The charity paid Physics Partners, of which Bryan Berry is Chief Executive, £6,293 (2021: £3,046) for CPD delivery.