



The Council
of the Inns
of Court

Pupil Advocacy Course External Observers Handbook

2025/2026 Handbook

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Pupils' Advocacy Course – External Observation

Handbook for External Observers

Introduction

Pupil barristers are required to attend an advocacy course with their Inn or circuit in their first six months of pupillage. They must be assessed by the Inn or circuit's trainers as having successfully completed this course. If they do not successfully complete they will be referred to their Inn for additional training and a second assessment will be undertaken. If still unsuccessful, pupils on all of the circuits and at all of the Inns except for Inner Temple will refer their pupil for an independent assessment through the Inns of Court College of Advocacy (ICCA). Inner Temple carry out their own Stage 3 assessment. Pupils not successfully completing are not able to go forward to the second six months of pupillage.

The pupil advocacy courses run by the Inns and circuits have historically included no external observation. While the BSB has not explicitly said that they are looking for the Inns and circuits to employ external input for these courses there is reference to this included in the BSB's guidance supporting the application process for those seeking to deliver the pupil advocacy course which was introduced in 2024.

Further to discussion between the Inns it has been agreed that external observation be introduced for their pupil advocacy courses. The introduction of External Observers (EOs) for Qualifying Sessions is considered to have been a positive development and given the added requirement for successful completion of the pupils' course it has been agreed that this is appropriate for this element of the Inns' training.

External observation of the pupils' advocacy courses will start in the academic year 2025/26. The Inns made a commitment to this timeframe in their 2024 applications to be accredited by the BSB to deliver the pupils' courses. The use of EOs during this academic year will be treated as a pilot with all four Inns receiving observation.

A review will be carried out at the end of the pilot year and a decision will be made then about whether external observation should continue and if so whether it should be in the same form as that operated during the pilot.

Observation Details

The courses will be observed by both internal and external observers. As is the case for QSs, it is envisaged that after the pilot year each Inn will have observation from an EO once every two years and from internal observers every year. Years in which EOs work with an Inn are known as Observation Years. Those years in which there is only internal observer involvement are known as Development Years.

EOs will be asked to report after their observation using a form based on the template at Annex A. Prior to each course being observed the template will be amended in liaison with the staff at the individual Inn so it includes all elements that make up the particular course being observed.

The completed report should be received by the Inn no later than 10 working days after the course has ended. The feedback is designed to be a critique of what has been observed rather than solely a report of what was observed.

EOs will observe all elements of the course they are assigned to including the assessment which happens continuously throughout the course and any elements which are not assessed.

EOs will observe several teaching groups over the course of their attendance. This will enable them to assess consistency of approach by the tutors.

EOs will be required to provide specific feedback on what they have observed and for the pilot year they will be asked to say whether they believe observation in future years should be of the whole of an Inn's course or only selected elements of it.

Not less than 3 weeks prior to observation of each course the EO will have a discussion with the relevant Inn staff member. During this discussion they will be provided with information about the venue, an explanation of the papers which have been provided, details of how the course is structured and how their observation will be organised.

Regulations

At Annex B is the relevant section from the BSB's Curriculum and Assessment Strategy which sets out the assessment criteria for the training. At Annex C is the guidance for those completing an application to deliver advocacy training for pupils. This details the BSB's requirements for the course.

Teaching Method

The Inns and circuits use the Hampel method of teaching. Attached at Annex D is a guide as to how the method works. This method, devised by an Australian judge, and used all over the world in the teaching of advocacy, enables barristers who are not teachers to translate their extensive experience of advocacy into lessons tailored for each participant.

Payment for EOs

The length of courses and delivery methods vary across the Inns. The total fee for the observation of each course will in turn vary depending on the attendance requirement. There will be reading of course materials to be undertaken in advance of each course. EOs will be advised to set aside half a day for this reading. The date rate for the reading and attendance, whether on-line or in person, will be £350.

Expenses

The expenses policy and process is set out at Annex E.

Annex A

The completed report should be provided to the Inn within 10 days of attendance at the course. Once completed please forward this form to _____.

Please indicate the extent to which you agree with the following statements.		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Introductory Session/Welcome						
1.	The assessment mechanism was explained clearly.					
2.	It was clear what pupils should do if they had any questions or concerns surrounding the course.					
3.	The space that was used for the event worked well.					
4.	Any technical equipment which was used worked well.					
5.	The planned timings were adhered to.					
Case Analysis						
6.	The purpose and structure of the session was set out clearly at the start.					
7.	The tone of the session was positive and supportive.					
8.	If in person - the space that was used for the event worked well.					
9.	Any technical equipment which was used worked well.					
10.	The planned timings were adhered to.					
11.	If required it was apparent that the pupils had prepared.					

12.	The tutors' delivery was well structured, clear and engaged the attendees.					
Examination in Chief & Cross Examination (separate sections)						
13.	The purpose and structure of the session was set out clearly at the start.					
14.	The tone of the session was positive and supportive.					
15.	If in person - the space that was used for the event worked well.					
16.	Any technical equipment which was used worked well.					
17.	The planned timings were adhered to.					
18.	If required it was apparent that the pupils had prepared.					
19.	The tutors' delivery was well structured, clear and engaged the attendees.					
Skeleton Arguments/Narrative Submissions						
20.	The purpose and structure of the session was set out clearly at the start.					
21.	The tone of the session was positive and supportive.					
22.	If in person - the space that was used for the event worked well.					
23.	Any technical equipment which was used worked well.					
24.	The planned timings were adhered to.					
25.	If required it was apparent that the pupils had prepared.					

26.	The tutors' delivery was well structured, clear and engaged the attendees.					
General						
27.	The Hampel method was applied in a consistent way.					
28.	The content of the training was set at a level that attendees appeared to be able to engage with.					
29.	The course succeeded in achieving an environment conducive to learning.					
30.	Support was offered to students who were finding the course challenging.					
31.	There was opportunity for delegates to interact with practitioners outside the formal sessions.					
32.	The materials were accessible and supported the intended learning aims.					
33.	Where elements have been held on-line the technology worked as planned.					
34.	Where elements have been held on-line the format was effective.					
35.	Are there ways in which the course could be improved? <i>Please provide your thoughts in the space opposite.</i>					
36.	Did you observe any examples of					

	particularly good practice? <i>Please provide your thoughts in the space opposite.</i>	
Please use this space to comment on any aspect of the training that you attended. If you disagreed with any of the statements above it would be helpful to have some further information.		
For future observation do you believe it is necessary for EOs to attend all elements of the course?		

Observer Name (capitals please): _____

Internal or External: _____

Signed: _____ Date: _____

Annex B

BSB – Curriculum & Assessment Strategy (excerpt)

Advocacy Pupils must undertake a course in advocacy provided by an approved provider of compulsory barrister training during pupillage (eg Inn, Circuit or other approved provider). This course must be passed before the pupil is awarded their Provisional Practising Certificate. However, it remains the responsibility of pupil supervisors to sign off their pupils as meeting the threshold level of competence in all areas as set out in the Professional Statement in order to apply for a Provisional Practising Certificate at the end of pupillage.

The purpose of the advocacy course during pupillage is to allow pupils to refresh and build on the knowledge and skills they have learned during the vocational component and practice their advocacy skills.

For pupillages starting from 1 September 2024, the requirements are set out below.

Assessment Criteria

Training providers should assess pupils according to the following criteria:

1. Skeleton Arguments

Structure

The pupil's skeleton should:

- 1.1 Be professionally presented and appropriately laid out.
- 1.2 Follow a logical structure.
- 1.3 Make appropriate use of subheadings.
- 1.4 Be coherent and of an appropriate length.

Content

The pupil's skeleton should:

- 1.5 Be clearly written using appropriate language.
- 1.6 Identify all relevant issues.
- 1.7 Set out a sustainable argument on each issue.
- 1.8 Deal appropriately with counter arguments.
- 1.9 Comply with appropriate formalities and be ethically sound.
- 1.10 Identify and refer appropriately to relevant procedure, authorities, and documents.

2. Legal Submissions (opposed or unopposed)

Delivery:

The pupil should:

- 2.1 Speak at a sensible pace, with appropriate tone and volume.
- 2.2 Avoid over reliance on notes and make good eye contact.
- 2.3 Deliver the legal submission professionally and with confidence, using suitable language.
- 2.4 Use persuasive arguments and anticipate and adapt to an opponent's points.
- 2.5 Use authorities appropriately and effectively.
- 2.6 Deal with judicial intervention effectively.

Structure and Content

The pupil should:

- 2.7 Follow a clear and logical order.
- 2.8 Demonstrate a clear understanding of formalities, relevant law and procedure.
- 2.9 Guide the audience using suitable signposting or headings.
- 2.10 Make use of the skeleton argument and other materials in an effective way.

3. Examination in Chief

Delivery

The pupil should:

- 3.1 Use appropriate language and question types, dealing with one point at a time.
- 3.2 Deliver the examination in chief articulately with appropriate demeanour, pace, and volume.
- 3.3 Listen appropriately to the witness and adapt further questioning as necessary.
- 3.4 Have good witness engagement avoiding over-reliance on notes.
- 3.5 Conduct themselves in a way that is suitable to the tribunal and/or witness.

Structure and Content

The pupil should:

- 3.6 Deal with points in a clear and logical order.
- 3.7 Make appropriate use of evidence and exhibits.
- 3.8 Seek relevant admissible evidence and avoid inadmissible evidence.
- 3.9 Insulate the witness where and when appropriate.
- 3.10 Ask questions to establish and advance key points in line with the case theory.

4. Cross Examination

Delivery

The pupil should:

- 4.1 Deliver the cross examination articulately with appropriate demeanour, pace, and volume.

4.2 Listen appropriately to the witness and adapt further questioning as necessary.

4.3 Ask closed and concise questions using appropriate language.

4.4 Demonstrate control of the witness, showing flexibility where required.

4.5 Have good witness engagement avoiding over-reliance on notes.

Structure and Content

The pupil should:

4.6 Deal with points in a clear and logical order.

4.7 Ask questions to advance and reinforce the key points in line with the case theory.

4.8 Challenge the witness appropriately to put the case.

4.9 Deal with inconsistencies and make use of contradictory materials to weaken the opponent's position.

4.10 Elicit all necessary facts and know when to stop.

Course requirements

Potential providers of the advocacy course must apply to the BSB for approval of delivery. As part of this application, providers must outline their proposed arrangements for delivery which will allow all pupils to demonstrate that they meet the criteria outlined above. The BSB does not prescribe specific training or feedback methods, but training and feedback should be constructive and support the achievement of pupil advocacy training outcomes. Assessment of the above criteria may take place through continuous or discrete assessment as is suitable. If training takes place by continuous assessment, there should be an appropriate number of training sessions to ensure a pupil can be both trained and assessed.

Annex C

Course requirements and guidance on completing the application: Pupillage Advocacy Course

The guidance below is to help those applying for approval to deliver the compulsory course in advocacy during pupillage. It explains the requirements for the course and how to complete the application form. Requirements for delivery of the course are highlighted in text boxes.

The assessment criteria for the course are set out in the [Curriculum and Assessment Strategy](#). This is at Annex A above.

General

If you have supporting documents to go with your application, please ensure they are clearly titled and reference is made to the documents within the application form, and submit the documents along with the application form to pupillagecourses@barstandardsboard.org.uk.

We will take a proportionate approach to applications and while we do request answers to all questions, we anticipate that the extent of documentation available will be proportionate to the nature of the organisation concerned.

1. Name of proposed training provider

Please give the standard name of the organisation that will be providing the training, including (if different) the name which will be used for the contractual agreement. An organisation may be interpreted to mean a grouping which is formed for the purpose of delivering this training, but it must still have in place an identifiable structure of accountability and be able to answer the questions on this form.

Name of provider representative

This should be the person whom the BSB should contact in relation to the application.

Address

Email

Telephone

These should be the contact details for the provider representative named at 2.

2. Provide a brief description of your organisation. Please outline what people or organisation(s) are involved in putting forward this proposal and what governance arrangements are in place for delivering the training.

Your answer should include a short paragraph or sentence which outlines the nature of the organisation, for example Inn of Court, Circuit, academic institution or private training company. If more than one body is collaborating in the delivery of training, please describe who is involved. It should also include an organisation chart which shows who has overall

responsibility for advocacy training and specific roles and responsibilities for delivering training, quality assurance mechanisms and any other relevant aspects.

3. Course duration, structure, mode of delivery, and frequency

Courses must be structured in a way which allows all pupils to have an appropriate opportunity to learn, practise and be assessed in line with the course assessment criteria.

Mode of delivery should provide an appropriate environment in which to learn and be assessed fairly. Course venues should be of an appropriate size and layout for all pupils to train and be assessed to the standard in the Curriculum and Assessment Strategy.

For this question, please explain your proposed course structure, including the mode of delivery (eg online/in person/hybrid), the duration of the course and how often/when during the year you propose to deliver it. This should include explicit reference to how your proposed course structure will allow pupils to satisfy the assessment criteria set out in the Curriculum and Assessment Strategy.

If your course will be significantly more or less than 12 hours' duration, please explain why.

4. Estimated cost to pupils

Your answer should outline the estimated cost to pupils of undertaking the proposed training. This may, where relevant, include course fees, but the applicant should state if there are likely to be any additional costs, such as for preparatory materials or texts not included in any course fees, or for travel/accommodation expenses.

We do not expect you to provide specific figures for travel, only that you state if this is likely to be needed on top of other course expenses. This question allows us to monitor the impact on pupils/AETOs (chambers), in line with the Affordability principle of Bar training. We expect the EIA to address any potential for disproportionate impact on pupils/AETOs from certain backgrounds.

5. How will you ensure an appropriate standard of training? How will you recruit trainers for the course? How will you ensure that the trainers are suitably qualified? What are the arrangements for ensuring continued competence?

Providers must ensure that individuals delivering training and assessing pupils against the assessment criteria are suitably qualified. Where possible, providers should aim to recruit a diverse range of trainers to reflect the diversity of the pupils being trained and the consumers of legal services.

In your answer to this question, you should explain how you ensure the above. This should include answers to the following:

- Explain how you will recruit and train trainers.
- What training trainers will undertake or qualifications they must have in order to deliver training and assess pupils, and how you will ensure these requirements are met.
- Does this include training relating to equality, diversity and inclusion, including avoiding unconscious bias?
- What arrangements are there for ensuring continued competence?

- How will you ensure that there are a sufficient number of qualified trainers to deliver the course to the specifications outlined in this application?

6a. Please describe how you will assess pupils against the requirements of the Curriculum and Assessment Strategy.

6b. How will you ensure that there is an element of individual assessment?

6c. How will you ensure that there is consistency in the way individuals are assessed?

6d. How will you ensure pupils are supported to achieve the best outcome of which they are capable?

The BSB does not prescribe specific training or feedback methods, but training and feedback should be constructive and support the pupil's ability to successfully meet the course assessment criteria. Advocacy assessment may take place through continuous or discrete assessment. If training takes place by continuous assessment, there should be an appropriate number of training sessions to ensure a pupil can be both trained and assessed.

Where possible, efforts should be made to ensure pupils are not assessed by members of their chambers, particularly their pupil supervisor, or their line manager.

Evidence for these questions must include:

- An explanation of how your approach to assessment utilises the assessment criteria in the Curriculum and Assessment Strategy.
- An explanation of how you will ensure your assessment method(s) are fair, objective, robust and consistent.
- Course materials relating to assessment, including assessor documentation.
- An explanation of how the course materials, structure, mode of delivery, trainer experience and other factors will allow pupils to achieve the best possible outcome on the course.
- Please also provide any materials relating to training and assessment – for example, your course curriculum or assessment documents.

7. Expected class sizes and trainer/pupil ratio

Advocacy training must take place in classes of an appropriate size to give all pupils sufficient opportunity to practise and meet the assessment criteria. Where assessment is taking place, there should be a sufficient number of experienced trainers in the room to ensure that all pupils have the opportunity to be assessed individually.

Please outline the expected typical class sizes and trainer/pupil ratios (whether in person or online), including an explanation of what happens should these numbers be exceeded. We accept that some sessions may have different class sizes/ratios to others, for example lectures versus practical advocacy sessions and in-person versus online activities. Where delivery takes place in person, we expect that venues are of a sufficient size and quality to allow all pupils to learn and perform comfortably.

8. What are the arrangements for monitoring:

- **ongoing quality of training and**
- **relevance and quality of course materials?**

Providers are responsible for monitoring the ongoing quality of training and the relevance of course materials. This should include consideration of pupil feedback.

In your answer to this question, you should explain how you will monitor the quality of training and the relevance of course materials on an ongoing basis. This may include:

- Processes for quality assurance of training and course materials.
- Diagrams showing the allocation of accountability and responsibility in

respect of the implementation of quality assurance processes.

- Explanation of how you will gather and respond to pupil feedback.
- Explanation of how often your processes are reviewed.

9. Equality Impact Assessment

Providers should give due regard to the impact of their proposed course on the full range of protected characteristics that participants may have.

Please provide an equality impact assessment for your proposed training provision. This assessment should look at whether your proposed provision will have a disproportionate impact on persons with protected characteristics. It should include a written record of the equality considerations you have taken into account and any actions taken to avoid or mitigate any negative impacts on particular protected groups.

You may wish to include as part of your answer links to any organisational policies on equality and diversity.

Examples of ways to consider the impact include:

- Course structure – are there sufficient opportunities for breaks? Is the structure flexible to allow for reasonable adjustments such as extra time?
- Mode of delivery – if the course is delivered in person, how might this affect those who live far from the course venue? If there are online elements, how will you ensure all pupils are able to access them?
- Frequency/timing – what is the impact on those with caring/other responsibilities? How do you take dates of religious significance into account when scheduling course dates? Not all providers will be able to have multiple courses or to hold courses at times to suit all pupils – however, we expect providers to have considered the impact of the dates/timing of their course.

If you require further assistance with completing an EIA, please contact us. We can provide an EIA template if you require one.

10. Arrangements for reasonable adjustments

Providers must give adequate consideration to providing reasonable adjustments to pupils and trainers who need them. Information regarding pupils' need for reasonable adjustments should be sought proactively and considered on a holistic basis.

Reasonable adjustments include, but are not limited to, adjustments for those with disabilities. Considerations should include, but are not limited to:

- accessibility of the course venue – eg the physical environment for those with physical disabilities, chronic or acute health concerns, or those who are pregnant; use of accessibility technology such as hearing loops;
- accessibility of the course materials – eg for those with a visual impairment or who are deaf or hard of hearing;
- structure of the course, including length of sessions and opportunities for breaks – eg for neurodivergent pupils;
- timing of the course – eg for those with caring responsibilities or those with a religion or belief which may impact their availability or ability to train at certain times or on certain days.

In your answer to this question, you should explain how you will ensure that all pupils have the opportunity to meet the course assessment criteria, reflecting the reasonable adjustment duty as set out in the Equality Act 2010. This may include:

- an outline of the procedure pupils must go through to request reasonable adjustments, including the designated point of contact for dealing with these requests (note that we expect this information to be provided to all pupils enrolled on the course at an early stage to allow adequate time for consideration of any requests);
- an indication of any training your trainers will undergo to ensure that they are aware of the potential range of needs of pupils and how these might best be supported;
- examples of the types of reasonable adjustments to your assessments that you anticipate having to make and an outline of the resources available to support these adjustments, and
- arrangements for evaluating the effectiveness of your approach to respond to requests for reasonable adjustments.

You may find it helpful to look at the Bar Council's [guidance](#) for chambers on provision of reasonable adjustments or the BSB's [policy](#) on reasonable adjustments for its centralised assessments.

11. Process for dealing with complaints

Providers must have a procedure for dealing with complaints from pupils about the course and/or course trainers, which is clear and accessible to pupils.

In your answer to this question, you should consider the following:

- What processes do you have in place regarding complaints brought by pupils?

- How often are processes regarding complaints brought by pupils reviewed?
- What efforts will you make to ensure that processes regarding complaints are clear and accessible to pupils?

12. Process for dealing with appeals

Providers must have a procedure for dealing with appeals from pupils about the outcome of the course, which is clear and accessible to pupils.

In your answer to this question, you should consider the following:

- What processes do you have in place regarding appeals?
- How often are your processes regarding appeals reviewed?
- What efforts you make to ensure that your processes regarding appeals are clear and accessible to pupils.

13. How you will ensure that data is securely kept and processed?

Providers should have due regard to the consideration and minimisation of data protection risks.

All organisations which process personal information have an obligation under the UK General Data Protection Rules (UK GDPR) and the Data Protection Act 2018. In your answer to this question, you should explain:

- the type of data you expect to collect (eg names, contact details) from pupils who apply for and/or attend the course, and
- how you will ensure that is securely kept and processed, including who is responsible for ensuring data protection.

As part of your answer, you should consider whether a Data Protection Impact Assessment (DPIA) is necessary. The ICO website has [guidance](#) on when you should do a DPIA. If you believe a DPIA may be necessary because of the type of data you intend to collect, for example because you intend to collect information relating to equality and diversity for the first time, let us know and we will discuss the next steps.

14. Additional information

Please provide any additional information you think would be useful to support your application.

Annex D

The Hampel Teaching Method

The Inns and Circuits have for many years been involved in helping pupils and young advocates develop their oral advocacy skills. For around the last 25 years training has followed a structured method of teaching drawing on the systematic method devised by Professor the Honourable George Hampel AM KC of the Australian Bar ('The Hampel Method').

The Hampel Method follows a six-step methodology to give the trainee advocate feedback on a specific area of their performance.

The stages are as follows:

Headline

Identifying one particular aspect of the performance to be addressed in a headline style.

Playback

Reproducing verbatim that identified aspect of the performance.

Reason

Explaining why this issue needs to be addressed.

Remedy

Explaining how to improve this aspect of the performance.

Demonstration

Demonstrating how to apply the remedy to the specific problem.

Replay

The trainee performs again, applying the remedy.

The method requires the trainees to perform as advocates in a simulated courtroom environment.

Advocacy trainers are experienced practitioners. They are trained in advocacy teaching and will observe trainee performances, then use this 6-step procedure to identify and remedy a particular problem with the performance. This incremental and structured approach helps to address the difficulties faced by a trainee seeking to absorb constructive criticism when under stress.

Annex E

Expenses Policy

The Inns' External Observers (EOs) can claim the cost of expenses incurred when attending events for the Inns. This document sets out the rules and procedures for claiming reimbursement.

- All claims for expenses will need to be made on the approved claim form (as attached). Copies can be obtained from the Inn to which the EO is assigned.
- Original receipts should be retained and attached or scanned in with the claim form.
- Expense claims will need to be submitted within 1 month of the date on which the expense was incurred.
- Expenditure will be reimbursed to EOs by BACS payment.
- Travel expenses will be refunded to those travelling from within the UK only unless authorised by the Inn in advance.
- One claim should be submitted for each individual trip/occasion.

Rail/Coach Travel

EOs are expected to plan ahead and take advantage of advanced booking and other concessions whenever possible. EOs are encouraged to make use of public transport where available taking into account issues of adequacy, reliability, safety and physical ability.

EOs may travel first class only if they are prepared to meet the difference between the First Class and the cheapest Advanced Standard Class fare at their own expense.

Should an event run so long such that the specified time of travel associated with an advanced booked ticket is missed, then any additional cost incurred may be claimed. Receipts for the original and subsequent ticket purchase must all accompany the expense claim.

Should an event run short additional expense incurred in travelling earlier than the specified time on an advanced booked ticket will not be reimbursed.

Use of Taxis

Taxis will only be reimbursed between the venue and the nearest station where public transport is not available.

If for any reason the normal route home is affected the Inn may refund other expenses incurred. This could include the use of taxis.

If there is a valid reason for taking any other taxis this must be approved in advance eg. disability, pregnancy or public transport not being readily available.

Air Fares

In the event of air fare being the cheaper mode of travel, the Inn has discretion to reimburse these costs, however EOs must seek approval from the Inn before booking.

Using own car

EOs who use their own vehicles for travel to and from the venue may claim reimbursement as set out below:

Mileage should be calculated from the home base with the departure and destination detailed on the claim form. Expenses incurred will be reimbursed using the HMRC approved mileage rates ie. for the first 10,000 business miles in the tax year 45p per mile and then 25p for each business mile over 10,000.

The EO should ensure that their insurance cover extends to business use and the insurer should, if necessary, be asked to endorse the certificate to confirm that occasional business use is covered by the insurance policy.

COIC will not accept liability for any injury or damage arising from the use of private motor vehicles while on business occasions.

Use of a motorcycle

Should a claimant use a motorcycle for travel then the procedure for use of a car applies except that an allowance of 24p per mile can be claimed. As with car use the EO should ensure that the appropriate insurance arrangements are in place.

Car Parking/Tolls/Congestion Charge

Parking is currently free at the majority of venues used. To park at one of the Inns please contact the relevant Inn to make arrangements. Parking fees incurred, excluding any parking fines or other penalties, can be claimed provided an original receipt is produced.

Out of pocket expenses

EOs may claim the cost of small out of pocket expenses where it is not normally possible to obtain receipts. Examples of such expenses are parking meters (but not fines), tube travel where an oyster card is used and rent-a-bike charges. All items claimed should be itemised and described fully on the claim form.

Subsistence

Food/drink costs while travelling may be claimed for actual expenditure within maximum limits as follows.

- Journeys over 90 mins in duration: Beverage/Snack £5
- Journeys at a time when a meal would normally be taken: Breakfast - £10, Lunch - £15, Dinner - £25
- The total amount claimed for any 24 hour period must not exceed £50.
- Where a meeting or event is scheduled for a whole day and lunch is not provided lunch to a maximum of £15 may be claimed. Where a meeting or event necessitates an overnight stay and dinner is not provided a maximum of £25 may be claimed for dinner and £10 for breakfast.

Accommodation

It may be necessary to stay overnight when attending an Inn event. The Inn will book accommodation, or will provide details of specific accommodation for the EO to book themselves, to ensure a low/reduced rate is obtained where possible. The Inn will confirm booking dates prior to travel. Accommodation will be provided only where it is not possible to arrive on time for an event in the morning or if it is not possible to return home at a reasonable hour after an event in the evening.

Bookings will usually be made on a Bed and Breakfast basis only. All extras must be settled on departure.

It may not always be possible for the room costs to be settled in advance. The EO will be notified in advance when this occurs and EOs will be required to settle the entire bill when checking out.

Prior authorisation should be sought from the Inn regarding EOs making their own arrangements.

The maximum reimbursement for a room will be £145 within central London and £105 outside of central London within the UK.

Where accommodation costs are saved by staying with friends, relatives or other hosts, an allowance of up to £25 per night may be claimed.

Expenses Claim Form

Name:	
Event & Date(s):	

For train / taxi travel

Details of receipts attached:	
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For travel by car/ motorcycle

Mileage rate being claimed ie. 45p or 25p.	
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Outward Journey:

Postcode of departure point:		Number of miles:		Cost of Mileage:	
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Return Journey:

Postcode of arrival point:		Number of miles:		Cost of Mileage:	
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Additional Expenses:

Item	Amount Claimed

Total amount claimed:	£
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Payment details:

Account holder:	
Sort code:	
Account number:	

Please return the form (with receipts where appropriate) by email/post to

XXXX, The Honourable Society of XXXX, London XXXX

someone@Inn.org.uk
