**IN THE CROWN COURT**

**AT LIVERPOOL**

CRIM: 373

T20167064

The Queen Elizabeth II Law Courts

Derby Square  
Liverpool, L2 1XA

**Monday, 25th September, 2017**

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**Before:**

HIS HONOUR JUDGE CUMMINGS, QC

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|  | **R E G I N A** |  |
|  | **- v -** |  |
|  | **ROBERT SMEDLEY and CHRISTOPHER JOHN EDWARD JOYNSON** |  |

**MISS L. WRIGHT** appeared on behalf of the prosecution

**MR. S. SWIFT** appeared on behalf of the defendant **ROBERT SMEDLEY**.

**MISS FRIDA HUSSAIN** appeared on behalf of the defendant **CHRISTOPHER JOYSON**.

**PROCEEDINGS**

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1st Floor, Quality House, 6-9 Quality Court, Chancery Lane, London WC2A 1HP

Tel No: 020 7067 2900 Fax No: 020 7831 6864 DX: 410 LDE

Email: [info@martenwalshcherer.com](mailto:info@martenwalshcherer.com)

Web: [www.martenwalshcherer.com](http://www.martenwalshcherer.com/)

Monday, 25th September, 2017

JUDGE CUMMINGS: Where are we going to Miss Wright?

MISS WRIGHT: First of all it’ll be Lisa Knight, which is page 301.

JUDGE CUMMINGS: Is she to hand?

MISS WRIGHT: She is; she’s outside.

JUDGE CUMMINGS: Well if someone could show her in while Mrs Jones is getting the jury. Thank you. Mr. Swift you want to mention timetable in the mid-morning break?

MR. SWIFT: If I may your Honour yes please.

JUDGE CUMMINGS: Certainly thank you.

JUDGE CUMMINGS: Have you discussed it with Miss Wright.

MR. SWIFT: I have yes.

Jury return to court

JUDGE CUMMINGS: Welcome back ladies and gentlemen it is Monday morning. We continue to make progress with the trial. We’ll continue to pace ourselves and take the breaks as we usually do and just to remind you, Wednesday is a half day and we won’t sit past lunchtime. Thank you very much Miss Wright.

MISS WRIGHT: Thank you. Your Honour could we call Lisa Knight please.

JUDGE CUMMINGS: Thank you

LISA KNIGHT sworn

JUDGE CUMMINGS: Thank you very much. Would you like to sit? Are you happy standing?

MISS KNIGHT: I don’t mind. Which is easier for you?

JUDGE CUMMINGS: Whatever is easier for you?

MISS KNIGHT. I’ll stand.

JUDGE CUMMINGS: Thank you. Miss Wright.

MISS KNIGHT examined in chief by MISS WRIGHT.

MISS WRIGHT: Thank you. Do you want to just give your full name to the Court please?

A. Lisa Knight.  
  
Q. Now is it Miss Knight?

A. Miss.

Q. Thank you. Now Miss Knight I think it is right isn’t it that you were, certainly in 2012, an employee at Edge Hill University?

A. Yes.

Q. Do you still work for the university?

A. No.

Q. When was it that you started your employment with them?

A. October 2012.

Q. Now in October in 2012 what role was it that you were appointed to?

A. ‘Co-Funded Employer Engagement Transitions Project Manager’ was my full title.

Q. You may it help us a little with that: ‘Co-Funded Employer Engagement’ that was a project that the university were running?

A. Yes it was part of a ‘Higher Education Funding Council for England’ funded project to increase the amount of academic programmes that were offered to people in employment and was an employee engagement activity really for the university.

Q. Thank you. Now as part of your role as the ‘Transitions Project Manager’, really just in essence what were your responsibilities?

A. To coordinate the work across the university to ensure that it was funded by the ‘Higher Education Funding Council’. So to ensure the outcomes were met of that funding grant, which was basically to ensure that a number of employed people were engaging in academic programmes that supported their employment as well as part of their…

Q. I’m just going to pause you because there is a note is being taken; just so that everybody can catch up. Now you said that your role was really university wide.

A. Yes.

Q. Did you belong to a faculty?

A. No I was part of the ‘Research Office’. So that was a corporate function, so it wasn’t attached to a particular faculty.

Q. Did you have a line manager though?

A. Yes Nikki Crass.

Q. Did you line manage anybody yourself? Did you have management functions?

A. I did. I had a lead in the ‘Faculty of Arts’ and a lead in the ‘Faculty of Health’; I’m sorry and an administrator as well.

Q. Thank you. In relation to the ‘Faculty of Education’, did you have anybody there who was a particular contact for you?

A. Robert Smedley took on that role.

Q. In relation to Mr. Smedley, how often or what degree of contact did you have with him in relation to the project?

A. Reasonably regularly we had project group meetings and I think they were at least monthly and then on top of that we’d have regular less formal contact through email or meetings and so on, so reasonably regular yes.

Q. Now this contact that you’ve helped us with that was reasonably regularly, what really was the purpose of you getting in contact with Robert Smedley about the project?

A. Either to update Robert as the sort of overall project lead in terms of where we were up to, but also to get some feedback about what was happening in the ‘Faculty of Education’ around the project.

Q. Now when you say you were getting feedback about what was happening in the ‘Faculty of Education’, what kind of knowledge did you have of the projects that were going on under the auspices of ‘C.F.E.E.’ in the ‘Faculty of Education’?

A. Not a great deal of detail. I was aware of relationship building, which is obviously the first part of employee engagement work. So updates on meetings, contacts and any kind of networking that had happened.

Q. Thank you. Whilst you were in your role in ‘C.F.E.E.’ who was in charge of the administration of the project as a whole?

A. Me.

Q. Did you have budget responsibility?

A. I did yes. I had budget responsibility in terms of managing and reporting it, but I had limited sign-off on invoices. Nikki had a higher level of sign-off on invoices.

Q. Nikki you’ve helped us with; that is Nikki Crass.

A. Nikki Crass yes.

Q. And she was your line manager?

A. Yes.

Q. How was the project funded?

A. It was funded; the intention was to be part funded by a grant from the ‘Higher Education Funding Council for England’; part funded by the university and part funded by employers themselves purchasing or resourcing in some way programmes. So that may have been actually purchasing programmes from us, or it may have been providing locations that could act as (inaudible) venues.

Q. Thank you. During your time in the role was there only one ‘C.F.E.E.’ budget?

A. During my time yes.

Q. Now you’ve helped us with the relationship that you had with Mr. Smedley. Did you know Christopher Joynson during your time in that role at Edge Hill?

A. No.

Q. Did you ever have any knowledge of work that he was doing in relation to the ‘C.F.E.E.’ Project’?

A. No.

Q. Did you ever hear of work that he had done before your time on the project?

A. I’m not sure I can remember clearly.

Q. I’m going to ask you in a minute to have a look at some of the documents that are in that ring binder in front of you. I’ll take you to them don’t worry. If you just want to turn to divider 6. It might be easier if you put the whole bundle back to the beginning, then you can see the flags down the side and if you can see 6 down the spine. I think it’s the pink divider.

A. Yes.

Q. And if you just go to page 25 first. The pagination is in the top right hand corner.

A. Ok.

Q. You can see that that is an invoice for a company called ‘Forward Education’ in the top left hand corner.

A. Yes.

Q. Have you ever heard of ‘Forward Education’?

A. No.

Q. I think you’ve had the opportunity to have a look at that invoice and certainly some other invoices before today.

A. Yes.

Q. Were you shown by the police?

A. Yes.

Q. Now I appreciate that you said that you have not heard of ‘Forward Education’ before, well have you seen this invoice before?

A. No not before the police showed me it no.

RECORDER CROSS: Not before the police showed you it.

A. Yes sorry, not before the police showed me, yes sorry.  
  
JUDGE CUMMINGS: No. Thank you.

MISS WRIGHT: Now I appreciate of course that the date that is within the stamp on the right is a date in 2011 and you’ve helped us with the fact that you started in October 2012. To your knowledge when did the ‘C.F.E.E.’ programme start?

A. There was a ‘C.F.E.E.’ programme that was running prior to my appointment and then I was employed to work on the ‘C.F.E.E.’ Transitions Project’, which was an extension from ‘H.F.C.E.’ funding to move to more shared resourcing. So I’m not entirely sure of the dates of the first ‘C.F.E.E. Project’ starting, but certainly the ‘C.F.E.E.’ Transitions Project’ started in the September 2012.  
  
Q. Just look at the; if I could just ask you to look at the body of the invoice. You can see there that it is a claim for registrations to ‘C.F.E.E.’ in the 2010-2011 academic year and these registrations, there’s 126 of them, being paid at £90.

A. Yes.

Q. I appreciate what you have said about the date of that invoice, but whilst you worked on the ‘C.F.E.E.’ Project’, did you use consultants to register students to register to the ‘C.F.E.E.’ programme?

A. No.

Q. When you say no, was there a reason why consultants weren’t used for the registrations?

A. Each of the faculties role was to develop relationships with local employers to determine what their needs were in terms of training and development.

Q. Sure.

A. And each of the faculties had a person responsible for doing that.

Q. I think probably that; you might be able to assist my poor question. Who was it that did or got the students registered onto the modules?

A. They were registered as normal students, but the relationships with the employing organisations were developed by the faculty leads for the ‘C.F.E.E.’.

Q. And so really looking at that invoice are you able to help us really with why it was, or what it was that this invoice is for in relation to the registrations?

A. No I don’t know what it might relate to.

Q. Now just moving on then from that slightly. If you look at the next box down you can see there: ‘Practice Based C-F. E. E Support Work’: 17 days @ £385 a day’; the same question really, whilst you were running your ‘C.F.E.E.’ Project’; well first, was there support work that took place with those who were engaged on the ‘C.F.E.E.’ programme?

A. Not outside of the; no, no.

Q. Was it something that Edge Hill offered: support work to those on the ‘C.F.E.E.’?

A. Support work being? Sorry I’m not sure I understand the question.

Q. Well I’m not sure I’m able to help you much more because that is the only information we have from the invoice.

A. No ok. Then no I definitely can’t…

JUDGE CUMMINGS: Does that mean anything to you ‘Practice Based ‘C.F.E.E.’ Support Work’?  
A. It doesn’t no.  
  
Q. And whilst you were running the programme then; I think you have already given the answer; but did you use consultants to offer any type of support work?

A. No.

Q. There are other invoices. I’m just going to ask you to look at them briefly. If you can just look please at page 28; you can see again and I expect the answer will be the same.

A. Yes.

Q. Any recollection of this invoice? Ever seen it before?

A. No.

Q. Perhaps if I could just ask you to look at page 39 please. It’s the same company again. You can see that it dates back to 17th February, 2012.

A. Yes.

Q. I just want to ask you about the second entry on that invoice. We can see ‘C.F.E.E.’: tutorials and induction’. Does that mean anything to you in respect of what you knew about the ‘C.F.E.E.’ Project’?

A. No it doesn’t.

Q. I wonder if you could just help us with this. It may be that you have explained it but perhaps I’ve just not understood fully how it worked. The ‘C.F.E.E.’ Project’ had a central budget holder that you were able to; that you had some control of?

A. Yes.

Q. That Nikki Crass was a signature to?

A. Yes.

Q. But that really there was a relationship with other faculties: ‘Faculty of Arts’; ‘Health’ and with the ‘Faculty of Education’?

A. Yes.

Q. And those faculties had a certain degree of autonomy about the project?

A. Yes.

Q. But that you coordinated it and had really an overall understanding of what was happening on the project, but being run through the individual faculties.

A. Yes.

Q. If a faculty, the ‘Faculty of Education’, were using consultants in the ‘C.F.E.E.’ Project’, is that something that you would have known about?

A. Yes.

Q. Were you aware that Christopher Joynson was claiming as ‘Forward Education’?

A. No.

Q. And claiming for recruitment to the ‘C.F.E.E.’ course?

A. No.

Q. As part of your role; I presume it paid a salary?

A. Yes.

Q. And the ‘C.F.E.E.’ Project’ was that your own only; was that your principal job description; that was what you were concerned with principally in your employment?

A. Yes.

Q. Were you paid any additional sums in relation to work that you did on the ‘C.F.E.E.’ Project’?

A. No.

Q. Were you aware of any employee of the university being paid additional sums in relation to the ‘C.F.E.E.’ Project’ or work that they did on it?

A. No.

Q. Was any employee paid additionally to do support work for the ‘C.F.E.E.’ Project’?

A. Not that I’m aware no.

Q. Finally, if you can just help with this please: when you start in 2012, were there already students registered to take part in the programme in that academic year? Do you start in the; because you start in the September/October at the beginning of the academic year?

A. Yes.

Q. Was the project ready to go for that year?

A. No.

Q. And so that really then when you start your job you are not presented with a student cohort that had been recruited earlier and ready to start in 2012?

A. No.

Q. Were there any students; or well you have told us about employers; any employers that were ready to start or continue in their work when you started in 2012?

A. I believe that the ‘Faculty of Education’ had an established relationship with a company called ‘Viridor’ (?). I’m not sure what, you know, where the detail of that relationship was. I’m aware that Robert was having conversations prior to my appointment,

Q. Once you had been appointed what kind of knowledge did you have of ‘Viridor’ and the ‘C.F.E.E.’ Project’?

A. Not a great deal really. Just that the relationship was developing.

Q. Were you aware of work that had been done previously with ‘Viridor’?

A. No.

MISS WRIGHT: Well I have no more questions for you. There will be some more if I can just ask you to stay there.

MISS KNIGHT cross-examined by MISS HUSSAIN

MISS HUSSAIN: Miss Knight you started in the term beginning September/October of 2012?

MISS KNIGHT: Yes.

Q. And you say that you didn’t have any knowledge of Mr. Joynson?

A. Vaguely. I mean I’d just heard his name but I’d not done any work with him yes.

Q. Did you have any involvement with the actual issuing, or rather settling of invoices?

A. Yes for ‘C.F.E.E.’ yes.

Q. For ‘C.F.E.E.’?

A. Yes.

Q. Did you have responsibility for settling invoices in any other; with any other project?

A. No. No that was the only project I was employed on.

Q. It was running that project was running to some extent before you joined?

A. I wouldn’t categorise it that way. They were separate projects.

Q. Sorry?

A. There was the ‘C.F.E.E.’ Project’ and then the ‘C.F.E.E.’ Transitions Project’, which is what I was employed to manage. So I would say that the project that was funded before had different outcomes and different funding arrangements, so they were therefore different projects, but had a similar title.

Q. Right, so the thing in common is the ‘C.F.E.E.’: ‘Co-Funded Employer Engagement’?

A. Yes; so with the overall intention of increasing engagement with employers.

Q. The thing in common was the fact that here was a partnership being developed with businesses?

A. Yes.

Q. So that theme of developing partnerships with businesses was in existence before you started in 2012?

A. Yes.

Q. With ‘C.F.E.E.’ as part of its title?

A. Yes.

Q. And when you started it took on a slightly different route?

A. Yes.

Q. But still with ‘C.F.E.E.’ as part of its title?

A. Yes.

Q. In terms of the work that you did as part of this; if I just say the ‘‘C.F.E.E. Project’ generically; did you have specific time allocated for this role within your timetable?

A. It was a full time (inaudible) role to the whole project.

Q. That was what you were responsible for full stop; nothing else?

A. Yes nothing else yes.

Q. So it was fairly and squarely part of your job?

A. Yes.

Q. That was the reason you were employed?

A. Yes.

Q. Your attention has been taken to invoices within the bundle that we have behind divider 6. Starting off with invoice at page 25 dated 19th April, 2011 and you have been asked about the classification/description of the work that forms the basis of that invoice. Of course you were not there in April 2011 were you?

A. No.

Q. I’m just going to suggest to you, I know it is a long time ago, but I’m going to suggest that Mr. Joynson did have a role to play within the ‘‘C.F.E.E. Project’, if I use that term generically, certainly while you were there post 2012. He produced a PowerPoint presentation that was based on the ‘Faculty of Education’ partnerships with the business sector. Do you remember any such PowerPoint presentation?

A. No.

Q. Do you remember any PowerPoint presentation at all?

A. No.

Q. Can I ask you to look at a bundle of documents please? I’m not going to direct your attention to the first document because you say you don’t have any recollection of a PowerPoint presentation at all?

A. No I don’t.

Q. Can I just ask you this, is it possible that there might have been a PowerPoint presentation, but because of the passage of time you can now not recollect one?

A. I guess it’s a possibility.

Q. The next area, not within the documents yet, only because you are not party to these first couple of documents I’m not going to ask you about those.

A. Ok.

Q. But do you remember as part of ‘C.F.E.E.’ there being a bursary document that was prepared?

A. Vaguely yes; yes I do, but only because that would have been part of the ‘C.F.E.E.’ programme and the fact is we’d have offered bursaries.

Q. Yes and what that meant in essence; the bursary would enable businesses to be provided with a subsidy?

A. In essence yes.

Q. In essence, putting it at its most simple basis.

A. Yes.

Q. Someone had to put together that programme for the bursary didn’t they? Do you remember that?

A. Well I remember each faculty doing that. I don’t remember the details because I wouldn’t have been involved in that. It would have been the faculties developing the bursaries themselves.

Q. Oh I see, so if I were to suggest that Mr. Joynson was responsible for putting together the bursary document for the ‘Faculty of Education’ would you know anything about that?

A. No.

Q. Ok. I’d like to take you to page 3 of the documents. For our reference, the lawyers’ reference, this is the Defence documents. I’d just like you to look at this document [knight@edgehill.ac.uk](mailto:knight@edgehill.ac.uk). Would that have been your email address?

A. That’s me yes.

Q. Could you just read through that; skim over it and then I’ll ask you a question in relation to it and it continues onto page 4.

A. Yes

Q. Does that seem familiar to you at all?

A. I don’t remember the exact events, but yes there was plenty of those.

Q. Now that is what I want to ask you about. As part of the ‘C.F.E.E.’ Project’ there were lots of essentially marketing type events weren’t there?

A. Yes.

Q. And those events consisted of local businesses being invited to attend social gatherings and functions?

A. Yes.

Q. And one of them was in June 2013 at what was described as a ‘Meet and Eat’ at Anfield?

A. Ok.

Q. Do you remember that?

A. I don’t remember that exact one.

Q. But this was the kind of function that was arranged?

A. Yes.

Q. Would you have known who attended that? You can see the people to whom this communication seems to have been sent.

A. Yes. I don’t know who attended.

Q. So if is I were to suggest that Mr. Joynson attended you wouldn’t know about that?

A. No.

Q. Ok, but you can confirm that there were lots of events such as this, not least because it was a marketing opportunity?

A. Yes.

Q. And if you turn over please to page 5. Again these are all Defence documents for the lawyers’ references. This is a communication that I do not suggest you were party to. Just pausing for a moment, can I just ask you this, were you aware of; well you knew Anita Walton didn’t you?

A. Yes.

Q. From what you said you don’t have any recollection of the involvement of Chris Joynson at all do you?

A. No.

Q. In particular in relation; do you have any knowledge of who was responsible for registrations?

A. In the ‘Faculty of Education’?

Q. Yes to the, in particular the ‘Viridor’ registrations?

A. I don’t.

Q. You don’t ok. ‘Capita’ was another business wasn’t it that the faculty was engaged with?

A. I don’t remember ‘Capita’.

Q. You do or don’t?

A. I don’t.

Q. You don’t ok well I won’t ask you about the next document then. Do you remember that the university had a website, or part of its website dealing with ‘C.F.E.E.’?

A. It had an employer engagement section yes; ‘C.F.E.E.’ I’m not sure would have been mentioned explicitly in that but it may have been.

Q. Did you actually have cause to look at that website yourself or not?

A. Yes occasionally.

Q. Did you know who produced the content for the website?

A. My Marketing Manager, Darren McKie.

Q. Were you aware of any involvement by Mr. Joynson as to the content?

A. No. No.

JUDGE CUMMINGS: What was the ‘Marketing Manager’s’ name sorry?

MISS KNIGHT: Darren McKie.

JUDGE CUMMINGS: Thank you.

MISS HUSSAIN: But the actual website did feature didn’t it all the different businesses that partnerships had been forged with?

A. Yes.

Q. Thank you very much. Those are all the questions I have.

MISS KNIGHT cross-examined by MR. SWIFT

MR. SWIFT: Yes just a few questions.

A. Ok.

Q. Just while you’ve got those documents open could you just have a look at page 3 again please? That relates to the Anfield, the meeting at Anfield with a host of companies who were in attendance.

A. Yes.

Q. If you look at the emails; so it’s an email from you to a Deborah Humphries and a Seth Crofts at Edge Hill.

A. Yes.

Q. And there’s a cdt-uk@yahoo. Is that familiar?

A. No. I don’t know what email address that is.

Q. If I suggest to you that that was Christopher Joynson’s private sort of non-Edge Hill email address, would that? No?

A. No sorry I don’t know.

Q. Do you know why you would have included somebody on this list as a non-Edge Hill correspondent?

A. I don’t.

Q. Now the jury haven’t got the document. There’s no mystery, this was an example of a meeting that was taking place at Anfield with a host of private companies yes? Principally?

A. Well it wasn’t a meeting it was a networking event that was developed by the Chamber of Commerce and the idea is that they have lots of organisations turn up and they put on a lunch and you have conversations.

Q. Yes it’s networking and it’s drumming up business and making contacts and seeing if you can recruit people onto the ‘C.F.E.E.’ partnerships with you yes?

A. In essence yes. Yes.

Q. And as you said to the jury that was your role wasn’t it?

A. Yes.

Q. This new role within ‘Transition’?

A. Yes.

Q. Now can you just help us with this: was the case this? The ‘C.F.E.E.’ had been established. Principally the links were and had been before you arrived, with more schools, local authorities and the like?

A. In the ‘Faculty of Education’ yes.

Q. Yes.

A. My role was across all the faculties, but yes.

Q. So you are across all the faculties, but yes deal with the ‘Faculty of Education’ and so there was the need to try and drive that and the government wanted you to drive that more to develop ‘C.F.E.E.’ within the private sector

A. Yes.

Q. And that is what your role was all about?

A. Yes.

Q. Focusing on that private sector development?

A. Yes and hence the ‘Transitions’ element of it yes.

Q. Yes, so when you said to my learned friend when she was asking you about the ‘C.F.E.E.’ programme that had been running prior to your arrival and you said it quick and I didn’t get a clear note, but the impression that I got, is that correct that you didn’t have too much understanding, or well you didn’t have any involvement in ‘C.F.E.E.’ prior to your arrival?

A. No.

Q. And your knowledge of that is limited as a consequence?

A. Yes. Yes.

Q. So in terms of recruitment to those earlier ‘C.F.E.E.’ projects; in terms of registration and it wasn’t just a matter of getting recruitment and getting the registration details; these students had to complete their courses didn’t they, or had to complete their modules?

A. Yes.

Q. And because they didn’t have to, is it right, to go through an Assessment Board?

A. That’s not something…

Q. Something you don’t know either?

A. Yes I wouldn’t know.

Q. Well just to go; sorry; hopefully clear, I’m suggesting you’d need to recruit them, use the registrations, put them onto the modules to get the work done and I think we understand that these are; they are part-time modules aren’t they?

A. Usually because of the employer element yes.

Q. Because they are working?

A. Yes.

Q. They get released and they do maybe 30 credits yes and that would represent a quarter of a year effectively of study?

A. That’s one way of doing it yes.

Q. Yes. So when you are brought in, your role is going forward: transitions and trying to develop it from that point onwards?

A. Yes.

Q. Do you have any idea of the demands, in terms of recruitment of students, prior to your involvement; the numbers that were required?

A. No.

Q. None at all?

A. No.

Q. So in terms as to how within the ‘Faculty of Education’; and I anticipate I know what your response will be; but in terms of what was going on prior to your involvement, you can’t assist as to what methods were employed in order to ensure that they met recruitment targets?

A. No.

Q. And in relation to the invoices that you were shown relating to ‘Forward Education’, I think you were shown four. You’ve been taken to the one on page 25. Perhaps I can put it more generally and if you need to look you certainly can. These invoices and for the record it was ‘SI24’, ‘SI35’. I don’t know whether these mean anything to you?

A. No.

Q. ‘SI40’ and ‘SI49’, they all pre-dated your employment with the university didn’t they?

A. Yes.

Q. And so when you were asked; I think you were asked by the officer in the statement weren’t you, had you ever heard of ‘Forward Education’, you never had had you?

A. No.

Q. When you were in your position, this ‘Transition’ title, could you just confirm, so were you saying that you did have some budget responsibilities over the university as a whole and you made reference to having, is it more direct contact with the ‘Faculty of Arts and Health’?

A. Yes I’d named leads who I line managed in each of those faculties.

Q. Right, but not within the ‘Faculty of Education’?

A. No.

Q. Because Robert Smedley was looking after that part of the project? Is that fair/

A. Yes.

Q. And in terms of the budget responsibilities that you had of course from when you arrive at the department in October of 2012, did that budget relate to the organisation of private events and?

A. An element of it was for that yes.

Q. Yes?

A. Yes.

Q. To establish those links with the private partners?

A. Yes.

Q. And you could spend that in, if I use the term loosely, on entertainment or organising meetings or networking sessions. Is that principally what your budget was concerned with?

A. Yes: business networking dinners; conferences that showcased the work of the university; yes broadly networking.

Q. Yes.

A. Yes.

Q. And that would then be referable for your department back to ‘C.F.E.E.’ wouldn’t it?

A. Yes.

Q. So any claims for events and the like, you’d put the job code on and that would link it back to ‘C.F.E.E.’ for those higher up just to be able to see where the money was being spent effectively and relate it back to that project?

A. Yes.

MR. SWIFT: I have no further questions. Thank you your Honour.

JUDGE CUMMINGS: Can I just understand this: on the Defence case when did students actually start passing through the training? In terms of the academic year when were students actually?

MR. SWIFT: Well your Honour I can deal with that in this way, can I suggest that the ‘C.F.E.E.’ had been running since 2008 with students passing through the chain as His Honour puts it?

MISS KNIGHT: I would have classed those as separate projects, so I wouldn’t know about the students that had passed through before I was appointed.

MR. SWIFT: Right. For completeness could and I don’t know whether you have this document available and this will be a test of filing, I think it’s at page, I think it was number 6 of the loose bundle that has been provided. It is a different bundle. I don’t know whether you. It’s the loose copies. Sorry it’s at 6 and it looks like that.

JUDGE CUMMINGS: ‘Exhibit 6’?

MR. SWIFT: Your Honour yes. I can provide your Honour with a copy.

JUDGE CUMMINGS: No it’s all right.

MR. SWIFT: Now I’m just about to say I can’t assist. It’s information which has been provided, relating to the previous project, showing I’d suggest to you, the funding students etc with that running.

MISS KNIGHT: Yes.

MR. SWIFT: Is your position still the same; you can’t properly comment on this?

MISS KNIGHT: Yes.

MR. SWIFT: You can only comment from October 2012 onwards?

MISS KNIGHT: Yes.

MR. SWIFT: Thank you your Honour.

JUDGE CUMMINGS: Thank you very much. Miss Wright?

MISS KNIGHT re-examined by MISS WRIGHT

MISS WRIGHT: Just one thing would really: is that you’ve been asked about events that you attended as part of, or that were certainly put on as part of the ‘‘C.F.E.E. Project’ and taking; you’ve looked at an email about a ‘Meet and Eat’ at Anfield. Did you attend at the event?

A. I’m not sure. I’ve attended a number of them.  
  
Q. Well events similar to that: was it part of the job that you did to go on behalf of the university to those events?

A. Sometimes yes.

Q. When you did go, did you go as part of your employment with the university?

A. Oh yes. Yes.

Q. Were you paid anything additional for your attendance at the event?

A. No.

MISS WRIGHT: Thank you. I have no more questions. Does your Honour have any questions?

JUDGE CUMMINGS: Just give me a moment. You said I think that you had named leads at each of the ‘Faculties of Arts and Health’.  
A. Yes.  
  
JUDGE CUMMINGS: And what sort of person were the main leads in those faculties? What sort of level were they in the faculty?

A. In the ‘Faculty of Arts and Sciences’ it was the Business Development Manager for the faculty and he, in his substantive post, reported to the Dean of the Faculty.

JUDGE CUMMINGS: To the Dean of that Faculty?  
A. Yes and in ‘Health’ I’m not sure; actually I don’t remember her exact title.  
  
JUDGE CUMMINGS: No.  
A. But I think she reported to someone who reported to the Dean.

JUDGE CUMMINGS: So in one faculty it is someone a level below the Dean. In the other faculty it is two levels below the Dean.  
A. Yes.  
  
JUDGE CUMMINGS: But with ‘Education’ it was the Dean himself?

A. Yes.

JUDGE CUMMINGS: Thank you. Anything arising out of that?

MISS WRIGHT: No.

JUDGE CUMMINGS: Thank you very much. Thank you for coming. That completes your evidence; you are free to leave. Please don’t discuss your evidence with anyone who may be due to give evidence.

MISS KNIGHT: Ok. Thank you.

JUDGE CUMMINGS: Thank you.

End of MISS KNIGHT’s evidence

MISS WRIGHT: The next witness is Nikki Crass. It is page 212 your Honour.

JUDGE CUMMINGS: Thank you very much.

NIKKI CRASS sworn

JUDGE CUMMINGS: Thank you very much. Are you happy standing or would you prefer to sit?

MISS CRASS: I’m happy standing.

NIKKI CRASS examined in chief by MISS WRIGHT

MISS WRIGHT: Thank you. Would you like to just give your full name please to the jury.

A. Nikki Crass.  
  
Q. Now is it Mrs Crass?  
A. Dr. Crass.  
  
Q. Thank you. Well Dr. Crass we understand there was a time, 2012 this year that you were certainly working at Edge Hill University?

A. Yes.

Q. Do you still work for the university?

A. I do.

Q. And when was it in fact that you started to work there?

A. 2008.

Q. What role is it that you perform please?

A. Currently I am Director of the Research Office.

Q. Is that the job that you’ve done since 2008?

A. No I was employed originally as a counsellor, student counsellor.

Q. Thank you. In 2011 if you can remember back.

A. Yes.

Q. What role was it that you were performing in 2011 please?

A. I was Director of the Research Office or Research and Enterprise Support Office as it was called.

JUDGE CUMMINGS: Research and what sorry?

A. Enterprise.  
  
JUDGE CUMMINGS: Thank you.  
  
MISS WRIGHT: Now it may seem like an obvious question, but as Director of that Department what was it really in essence that your role involved?  
A. My role is to implement the university’s research strategy; we manage the university’s internal research support fund; we support academic staff with external funds and we also have the Graduate School.

Q. Now as part of your role were you responsible for the line management of any other employees?

A. Yes.

Q. Was one of those Lisa Knight?

A. She was.

Q. What aspect of the university or what project was it that Lisa Knight was involved in?

A. Lisa was the Project Manager for the ‘H.E.F.C.F.E.’ funded ‘C.F.E.E.’ Project’ that co-funded employer engagement project.

Q. And so you were her manager?

A. I was.

Q. What kind of knowledge did you have of the work that she did?

A. I was a member of the steering group for the project. So she would report to me with regular updates.

Q. Can you remember how it was that the ‘C.F.E.E.’; we know that to be ‘Co-Funded Employer Engagement’ is that correct?

A. Yes.

Q. How was it that the ‘C.F.E.E.’ Project’ came about?

A. The particular one that I was involved with was as a result of a bid made to ‘H.E.F.C.F.E.’ the ‘Higher Education Funded Council for England’. That is when I became involved.

Q. Were you involved in the bid itself?

A. I don’t recall no.

Q. Can you remember were you aware at the time who it was that had been involved in the bid to 'H.E.F.C.F.E.'?

A. The actual writing of the bid?

Q. Yes.

A. When it was awarded the two people I remember was Robert Smedley and Bill Bruce (?).

Q. Thank you. Now you have mentioned Mr. Smedley.

A. Yes.

Q. What kind of working relationship did you have with Mr. Smedley?

A. We were colleagues. When I first was Director of the Research Office we met through a; we had a regular meeting of Academic Managers Group and both Robert and I were members.

Q. Well by 2011, where you are in the role that you have described us with, at the beginning of the ‘C.F.E.E.’ Project’.

A. Sorry I wasn’t involved in the ‘C.F.E.E.’ Project’ in 2011.

Q. Thank you. Right, so when was it, can you remember, that your involvement in the ‘C.F.E.E.’ Project’ started?

A. 2012. (inaudible) 2012.

Q. Thank you. Sorry I think I just missed. What month did you say 2012?

A. September.

Q. September. Thank you.

JUDGE CUMMINGS: Is this what has been referred to as the ‘Transitions Project’?  
  
DR. CRASS: I don’t recall.

MISS WRIGHT: So by the academic year September 2012, what kind of involvement did you have on a day to day basis with Robert Smedley?

1. Well I wouldn’t see Robert on a daily basis.

Q. So the project itself, we know what it stands for, what really, or what knowledge did you have about what the project itself involved?

A. Well the aim of the project was to encourage employers to engage with universities to establish educational programmes that related to the needs of the employer.

Q. You helped us then with September 2012 being when you started on the project.

A. Yes.

Q. Was that actually when you believed the project to start or when your job started?

A. This actual project was a discreet project if you like.

Q. Well had there been a ‘C.F.E.E.’ Project’, as you know it, before September 2012?

A. I believe ‘C.F.E.E.’ as a job code had been used, but I don’t know the nature of the project at that stage.

Q. Now when you say job code, is that in relation to the way in which monies were paid against the project?

A. Yes. When it would belong to us we used the job code. That means that you can identify the payments against the particular project. I can’t; I don’t; I wouldn’t know if that had been used previously.

Q. Well when you say ‘when it belonged to us’, was that because you had some budget control in respect of the ‘C.F.E.E.’ Project’?

A. Yes it was in my costs centre after 2012.  
  
Q. I just want to ask you please to look at some documents in that binder in front of you.

A. Yes.

Q. Divider 6; it’s the pink flag and perhaps if I could ask you to look at an invoice at page 25 please. You can see that that’s an invoice from a company called ‘Forward Education’. Have you ever heard of ‘Forward Education’?

A. No.

Q. You can see the date that accepts that it is in May of 2011, which is before your involvement in the ‘C.F.E.E.’ Project’.

A. Yes.

Q. But I just want to ask you this.

A. Yes.

Q. When you had budgetary control for your limb of the ‘C.F.E.E. Project’, did you pay invoices for people to recruit to the ‘C.F.E.E. Project’?

A. No, not that I recall.

Q. Were you aware or did you use, you may not have used yourself, but did you pay any invoices for consultants in connection with the ‘C.F.E.E. Project’?

A. No. No.

Q. And if I can just ask; if you just look at the body of the invoice in the boxes themselves.

A. Yes.

Q. The first is about the registrations that I have asked you about.

A. Yes.

Q. We can then see that there is a line entry for ‘Practice Based C.F.E.E. Support Work’.

A. Yes.

Q. Again I appreciate it is a different, an earlier date.

A. Yes.

Q. But have you any idea what that might relate to in respect of the ‘C.F.E.E. Project’ that you knew?

A. No.

Q. Could I ask you then just to look please; we can look at page 43, if you just flick through. Again it is another invoice from ‘Forward Education’.

A. Yes.

Q. I expect you’ve already helped us with it. At 43 your Honour.

JUDGE CUMMINGS: Thank you.

MISS WRIGHT: An invoice that you recognise?

DR, CRASS: No.

Q. And again you can see the date. That is a little later. That’s the 23rd April, 2012, but looking at the body of the invoice it you could please.

A. Yes.

Q. ‘Registration and Recruitment for C.F.E.E. in the Academic Year 2011-2012’.

A. Yes.

Q. So is that the academic year that would finish the summer of 2012, just a couple of months before you started on the ‘C.F.E.E. Project’?

A. That’s right.

Q. Have you any idea what that relates to?

A. No.

Q. The second line: ‘C.F.E.E. Tutorials and Induction’.

A. Yes.

Q. Again when you; the ‘C.F.E.E. Project’ that you worked on that you had the overall control of, were you aware whether there were tutorials run?

A. No.

Q. Or any induction?

A. Not outside of the university no.

Q. Thank you and so when you say not outside of the university?

A. Regular delivery.

Q. Thank you. Regular delivery: does that mean that it was the university as opposed to external consultants that offered the programme that Edge Hill were offering under the auspices of the project?

A. Yes.

Q. Well throughout the time that you worked on the project and I never asked you about recruitment, but you were you aware of consultants being involved in the delivery of the project? That is external consultants?

A. Not that I recall.

Q. When you started in September 2012, the beginning of that academic year, we understand that; you correct me if I’m wrong; that the ‘C.F.E.E. Project’ was university wide.

A. Yes.

Q. And that it was coordinated by Lisa Knight who you line managed?

A. Yes.

Q. When you started in 2012, was there any type of handover from faculties in respect of the work they were doing on the ‘C.F.E.E. Project’?

A. No.

Q. Were you made aware of any companies, or types of company that had been engaged on ‘C.F.E.E.’ when you started in 2012?

A. The only company I can recall being mentioned was ‘Viridor’.

Q. Can you remember who it was that spoke to you about ‘Viridor’?

A. Nobody in particular. I was aware that the ‘Faculty of Education’ had a relationship with ‘Viridor’.

Q. And when you say that you were aware of the relationship between the ‘Faculty of Education’, well can you just help us a little bit with what you mean by that?

A. Just that they had been working together to deliver some sort of training and development, but I don’t know the content.

Q. Did ‘Viridor’ continue to work with the ‘C.F.E.E.’ Project’ after you started in 2012?

A. I believe so yes.

Q. And they, having started working with you, were you ever told about the kind of work that they had done under the project before you started in 2012?

A. I can’t recall the detail, just that there was some delivery; some training that they wanted delivered and that they wanted to deliver under the auspices of a university.

Q. Were you ever aware of the involvement of Christopher Joynson in the ‘C.F.E.E. Project’?

A. No.

Q. Had you heard of Christopher Joynson at all?

A. I knew the name.

Q. And when you say you knew the name, what capacity did you know him in? Who did you think he was?

A. Just somebody in the ‘Faculty of Education’.

Q. And so somebody working in the ‘Faculty of Education’?

A. Yes.

Q. Were you aware that he in fact was claiming invoices under ‘Forward Education’?

A. No.

MISS WRIGHT: Well I have no more questions for you. If I could just ask you to stay there.

MISS HUSSAIN: No questions thank you.

NIKKI CRASS cross-examined by MR. SWIFT

MR. SWIFT: Do you have that bundle there open at page 43?

DR. CRASS: I do.

Q. You’ve never heard of ‘Forward Education’?

A. No.

Q. If you look at that page ‘C.F.E.E. Registrations 2011-2012’?

A. Yes.

Q. ‘Tutorials and Inductions’. They mean nothing to you do they, the invoices that you were shown? You can’t assist us in what they relate to?

A. They are not invoices that I had seen previously.

Q. No, but you; they all pre-date your involvement with ‘C.F.E.E.’?

A. They do.

Q. Which you have told us is a discreet project that you became involved with, with Miss Knight effectively?

A. Yes.

Q. So I appreciate you have been asked a lot of questions, but you can’t assist can you as to what the ‘Faculty of Education’ were doing in relation to pre-existing ‘C.F.E.E.’ courses?

A. No.

Q. How they were registering students?

A. No.

Q. Whether they were paying to collect such registrations?

A. No.

Q. Whether they were using consultants?

A. No.

Q. No. It’s something you just can’t comment on. It’s from your point when you become involved with the transition period onwards.

A. Yes.

Q. And that is it. I’m not diminishing your role, but you can’t assist us can you on what was going on. I suggest to you that the ‘C.F.E.E.’ had been running for years prior to your involvement from 2007/2008. Can you comment on that or not?

A. It may; I don’t know; I don’t know.

Q. No and you can’t comment on Mr. Joynson’s role in ‘C.F.E.E.’ registrations and support tutorials or inductions prior to your involvement?

A. No.

MR. SWIFT: Thank you. I’ve got no further questions.

MISS WRIGHT: I have nothing by way of re-examination. Does your Honour have any questions?

JUDGE CUMMINGS: I don’t. Thank you very much for coming. Feel free to stay or leave as you prefer. Please don’t discuss your evidence with anyone who is due to be a witness.

DR. CRASS: Thank you.

JUDGE CUMMINGS: Thank you. Is that a convenient moment?

MISS WRIGHT: I think so yes.

JUDGE CUMMINGS: 20 minutes please ladies and gentlemen. Thank you.

Jury leave court

JUDGE CUMMINGS: Mr. Swift?

MR. SWIFT: Your Honour I’m grateful. Your Honour is aware that throughout the trial there has been a personal matter that has been troubling the Defendant in respect of his mother’s health.

JUDGE CUMMINGS: Yes I understand.

MR. SWIFT: My understanding is over the weekend things weren’t particularly good.

JUDGE CUMMINGS: No.

MR. SWIFT: Real concerns. There is on Thursday of this week a double scan planned at Arrow Park Hospital.

JUDGE CUMMINGS: Yes.

MR. SWIFT: The Defendant really does feel the need to be there with his mother. As well as the conditions that your Honour is aware of and I won’t go into them in open court.

JUDGE CUMMINGS: No.

MR. SWIFT: There are added health complications in terms of her mental health.

JUDGE CUMMINGS: No he wants to be there and the practical situation therefore for Thursday would be what on your wishes?

MR. SWIFT: Your Honour would be not sitting at all.

JUDGE CUMMINGS: We would not sit at all.

MR. SWIFT: As I understand it what’s planned is both morning and afternoon scans.

JUDGE CUMMINGS: Thank you.

MR. SWIFT: I’ve discussed it with my learned friend and I know your Honour is aware in terms of moving forward with the case we are well ahead of where we planned to be.

JUDGE CUMMINGS: Yes thank you. Miss Hussain?

MISS HUSSAIN: No nothing to add thank you.

JUDGE CUMMINGS: Miss Wright are you in a position to give a response now? Do you need to discuss it with others?

MISS WRIGHT: Well if I can assist your Honour with this; the plan really in respect of the completion of the Prosecution case, was that there are witnesses warned to attend tomorrow and for the half day that we are sitting on Wednesday. We had envisaged that Thursday would be spent with the ‘Officer in the Case’, going through the ‘Sequence of Events’ and other documents and that Friday really, probably would be used for ‘Admissions’ and for the interviews and prepared statements and so Friday was probably going to be a fairly short day in any event. So I rather expect that if it is that your Honour says we don’t sit Thursday that we may trickle into Monday for the completion of the Prosecution case, but that actually we won’t end up taking up a great deal of next week before the Crown are in a position to complete our case.

JUDGE CUMMINGS: So you can deal with it now and it sounds like it is not opposed?

MISS WRIGHT: No.

JUDGE CUMMINGS: Very good. Certainly, well I allow the application. I understand the situation. I say understand it; I understand it in principle.

MR. SWIFT: Yes.

JUDGE CUMMINGS: Obviously I won’t trouble you for the details. But fine, very good, well I’ll let the jury know once we reconvene.

MR. SWIFT: Thank you your Honour.

JUDGE CUMMINGS: 5 to please on that clock. Thank you.

Short adjournment

Later

Jury return to court

JUDGE CUMMINGS: Thank you. Ladies and gentlemen as a result of something I have been informed about that has arisen, we won’t (inaudible) with the trial on Thursday of this week. So that means once we rise by lunchtime of Wednesday, you won’t need to attend until Friday morning. Obviously we try to maintain momentum, but I am told we are making good progress, so I hope we can afford that time. Thank you.

MISS WRIGHT: The next witness is Alexis Moore please. It is page 326 in your Honour’s bundle.

JUDGE CUMMINGS: Thank you.

ALEXIS MOORE sworn

JUDGE CUMMINGS: Thank you very much. Are you happy standing or would you prefer to sit?

MISS MOORE: I’ll stand please.

JUDGE CUMMINGS: Thank you. Miss Wright.

ALEXIS MOORE examined in chief by MISS WRIGHT

MISS WRIGHT: Do you want to just give your full name to the jury please?

MISS MOORE: Alexis Marie Moore.

MISS WRIGHT: Thank you. Is it Mrs Moore?

A. Yes.  
  
Q. Thank you. Now Mrs Moore you work for Edge Hill University?

A. I do.

Q. Right and what is it that you do for Edge Hill please?

A. I’m a senior lecturer in the ‘Faculty of Education’.

Q. When was it that you started in that role?

A. I started in 2006.

Q. Now 2006 you started as a senior lecturer?

A. Yes.

Q. Is that on a full time contract?

A. Yes.

Q. I presume then for that you receive a salary?

A. Yes.

Q. Now I just want to ask you first please: a senior lecturer in the ‘Faculty of Education’, what kind of knowledge you had of course of Robert Smedley?

A. As the Dean of the ‘Faculty of Education’.

Q. What kind of working relationship did you have with him? In that I mean what kind of contact did you have with Mr. Smedley?

A. I had a professional relationship because Robert Smedley is the Dean of the University, but there’s layers of line management in between us.

Q. Who was your line manager?

A. At the time Anita Walton.

Q. And did you have management responsibility for anybody else?

A. No.

Q. Christopher Joynson, did you know him?

A. I did yes.

Q. Can you remember when it was that you met Mr. Joynson?

A. I can’t remember the exact date, but when he started at the university and he was a member of the ‘Professional Development Team’.

Q. Thank you. What kind of working relationship did you have with Mr. Joynson?

A. Again a professional working relationship, because at one time he was a member, he worked in the same office as me.

Q. Can you remember when that was that you were working in the same office together?

A. I can’t; I’m sorry I can’t remember the dates.

Q. No that’s fine. Did you ever work on any projects with Mr. Joynson?

A. I worked on a project which was working with employer engagement. So I worked on a series of modules, which were one-off modules called ‘C.U.G.’ modules., which were taster modules of you like so people who worked in schools and education settings and other settings, could just do one module to see whether they wanted to carry on to further studies.

Q. Was that also known as the ‘C.F.E.E. Project’?

A. The ‘Employer Engagement Project’.

Q. And so you have described the ‘C.U.G.’ aspect?

A. Yes.

Q. When was it, the year is fine, can you remember when it was that you were working on this project?

A. I worked on that. That was the job that I was employed to do when I was first employed at Edge Hill University. I started working on that project until the funding for it finished. I think it was; I’m not exactly sure but I think it was 2014.

Q. 2014 the funding finished?

A. That’s when we stopped enrolling people, because I wasn’t directly involved with the funding, just with the registrations.

Q. And you were employed 2008 did you say?

A. 2006 I started working there.

Q. Sorry, 2006, that’s my mistake. So between 2006 until 2014 this was the ‘C.U.G.’ aspect to ‘Co-Funded Employer Engagement’, was a programme that ran throughout that time was it?

A. Which was part of; I don’t know what time; I don’t know when it started but it was at the beginning of that project.

Q. Right. What was your role really in respect of the ‘C.U.G.’ and ‘C.F.E.E.’?

A. My role was specifically for those individual modules, which was to work on working with partners, along with other members of staff at the university, to work with schools and training organisations to gain registrations and then to put people through to submission.

Q. And so the role that you’ve described, I think you said that was the role that you started when you started your employment.

A. Yes.

Q. So the aspects that you have described; I know you told us that you were a senior lecturer, was this all done as part of your job description or additional to?

A. No, as part of my job description. So as part of my role as senior lecturer is to work on degree programmes and the other part of my role, which I had an abatement to my hours, was to work on the ‘C.U.G.’ modules.

Q. I know you told us that this was how you got to know Christopher Joynson from your working on the project together. Is that correct?

A. Yes on that project and because he worked in the same office.

Q. Right. How many people were there in your office, the office that you have described, that were working on ‘C.F.E.E.’?

A. Only me. There was four of us in the office.

Q. Can you remember; it maybe you can’t remember the precise details, but really by way of an overview, what it was the Christopher Joynson was doing with you on the ‘C.F.E.E. Project’?

A. He was Assistant Head of Professional Development. So I’m not entirely sure what the whole of that role would involve.

Q. No.

A. For instance at one point, when the funding was changing, we were looking at what costs to charge partners.

Q. So was that something that you did together, when you say we were looking?

A. No not really, because I am on the operational side of it, so I’d go out and get registrations and support people in submitting work, but not involved in the finances or contracts.

Q. Now the description that you’ve given is that he was doing this work, Mr. Joynson that is, whilst he was Assistant Head of Professional Development?

A. Yes.

Q. What capacity did you think he was working on the project in? Well did you think he was doing it as part of his role?

MISS HUSSAIN: Don’t lead please.

MISS WRIGHT: Thank you.

When you were working with Mr. Joynson on the project did you think; what did you think was the reason that he was involved in the project?

A. As in any project within a large institution you need a number of people to oversee it and to manage aspects of it, because what I was doing was only a very small part of the entire project. So I guess his role was to manage part of the project.

Q. Were you involved; well you’ve told us you were involved in the operational side; were you involved in registering students to the ‘C.U.G.’ modules?

A. Yes. So for example there’s a big group called the ‘National Nurture Group’, so I would go out and work with their trainers and we’d design a submission strategy so people who went on their training could also do a piece of work at ‘Level 4’ which would then be submitted to the university and they could get, if it met the standard, they could get credits which they could then use.

Q. Was the getting of registrations a significant part of your role?

A. Yes, a significant part of my role as the ‘C.U.G.’ coordinator alongside being a lecturer.

Q. It may be that with the passage of time it is impossible to say, but can you remember how many students you were signing up to the ‘C.U.G.’ modules?

A. It varies from year to year, so obviously when the funding first came in we were talking large numbers of maybe 900 – 1000, but obviously that tailed off as the project was finishing.

Q. Now the registrations that you’ve described being part of, did you do that as part of your salaried employment?

A. Yes.

Q. Were you paid anything additional to register students?

A. No.

Q. You’ve helped us with that there was you in the office and Mr. Joynson did some work with you. Was anybody else involved from Edge Hill in the registering of students to the ‘C.U.G.’ modules?

A. Yes. So from the way that you describe it, it sounds like we were working in an office doing this project.

Q. Yes.

A. But the way that it works is that you are in an office with people who work in all different areas of the university, so it isn’t that all the people from that project were working in there.

Q. No I understand.

A. So at the time the university had ‘Outreach Centres’ and the ‘Outreach’ managers would also get registrations and then support the students to submission. We also worked with some people in local authorities. So you’d have local authority inspectors, or advisers, or trainers and they would sign people up to the courses.

Q. Yes. Were you aware of the use of consultants in getting people registered to the ‘C.F.E.E.’ scheme?

A. Again I think it’s about the definition of consultant, because some local authority employees are called consultants, so there could have been, but I wouldn’t necessarily know if there’d been independent consultants.

Q. Sure, well perhaps I can break it down like this. So the local authority had some involvement?

A. Yes.

Q. And you know, or you knew is that right that they had some consultancy aspect to their involvement in ‘C.F.E.E.’?

A. Yes because part of the project was about payment in kind.

Q. Sure.

A. So it was a reciprocal agreement, so they would supply the training (inaudible) and we would supply the accreditation.

Q. Right and so putting to one side if you can the local authorities involvement, were you aware of any independent or third party consultants involved in registering students to the ‘C.U.G.’ modules for ‘C.F.E.E.’?

A. Not that I know of.

Q. Can I just ask you to have a look at that folder in front of you? It may be that you actually already in the sections I want to take you to, but it’s ‘Section 6’ please. It starts with a pink divider.

A. Yes.

Q. And perhaps if we just look at page 28 please. The top right hand corner there is handwritten pagination at the top. Now you can see that is an invoice. Have you seen that invoice before these proceedings?

A. No. Well only when I was interviewed by the police.

Q. So the police have shown you some invoices have they?

A. Yes.

Q. But before that had you ever seen an invoice from this company?

A. No.

JUDGE CUMMINGS: Which page sorry?

MISS WRIGHT: It is 28 sorry your Honour.

JUDGE CUMMINGS: Thank you.

MISS WRIGHT: ‘Forward Education’ the top left and the logo there. Do you have any recollection of a consultant company by that name?

A. No.

Q. We can see there that is an invoice from 12th May, 2011 that’s on the middle right.

A. Yes.

Q. And: ‘Registrations for the C.F.E.E. – 2010-2011 Academic Year’ and it says per agreement with the Dean.

A. Yes.

Q. Any recollection of this company being paid to recruit students for the academic year 2010-2011?

A. Not that I know of.

Q Was anybody to the best of your recollection, you see there, paid £90 for 84 registrations? Was that the kind of figure that was paid for registrations?

A. Again not that I know of, but I wasn’t involved with the finances. I was involved at the other end where registering the; tracking the registrations and taking students through to submission.

Q. If you just look at the next bracket down or next line down. On that same invoice: ‘Practice Based C.F.E.E. Support Work’. Does that mean anything to you?

A. I can only relate it to what I would imagine would be supporting students through to submission.

Q. Well was that something that was part of the ‘C.F.E.E. Project’; supporting students?

A. We had a big drive, once people had registered, to make sure that they completed, so we tied to as best as possible to follow students through to submission.

Q. Was that something that you were involved in then?

A. Yes.

Q. So you are involved; correct me if I’m wrong; my understanding from the evidence you have given is you weren’t directly involved in the registration point; some knowledge or otherwise about it, but that your role was towards the other end, I think is how you put it?

A. That would be part of my role, but there would be other people involved in doing that as well. Again if it was say Gateshead Local Authority, their consultants would then would then work us to support people through to submission.

JUDGE CUMMINGS: So I’m clear, were you involved in registering students?

MISS MOORE: Yes.

JUDGE CUMMINGS: Yes. No I thought so; she said she wasn’t involved in the financial side.

MISS WRIGHT: Yes. Thank you. Your Honour is quite right; my error. What was the support work that was offered as part of the ‘C.F.E.E.’ Project’?

MISS CRASS: There was an online area where students could go and find information and then we would offer face to face workshops. So we’d go in, perhaps after when they had finished in school and we would hold sessions maybe for an hour where people could sign up and…

Q. And so did you run those sessions?

A. I ran some of them but not all of them.

Q. No of course. Who was it, other than yourself of course, that was involved in running the support sessions to your knowledge?

A. It would be; say for instance I gave the example of the nurture groups. It would be the nurture group trainers who would do that, or the local authority employees who delivered the training, or if it was school based training, then generally it would be me or the ‘Outreach’ managers that worked in the centres.

Q. And so other than the local authority, I think you gave Gateshead as the example, was anyone other than Edge Hill employees involved in delivering the support work?

A. Only, as I’ve said, people who were involved in the training and delivery; but yes, so the people who were involved in the training and delivery who weren’t necessarily Edge Hill employees.

Q. Sure. Well do you remember, or do you recollect any third parties delivering support; third party consultants offering support work on the ‘C.F.E.E.’?

A. No; only if they had been involved in the training as I said through other registered partners if you like.

Q. And you don’t recollect ‘Forward Education’ providing that support work?

A. No.

Q. Can I just ask you to turn to; if we can look at page; let’s look at page 39 please. I think that’s another invoice.

A. Yes.

Q. Is it an invoice that you recognise?

A. Again I wouldn’t be involved in the invoicing anyway.

Q. No. So that’s 2012. You can see 17th February, 2012 and the invoice there again for ‘Registrations’, but putting that to one side, then for ‘C.F.E.E. Tutorials and Induction’.

A. Yes.

Q. What does ‘C.F.E.E. Tutorial’ mean to you?

A. Again just what we said it would be. To me possibly it would be to support students through to submission.

Q. And so a tutorial; a ‘C.F.E.E.’ tutorial, you don’t know it to be something as distinct to support work then?

A. No; induction in the area that we work that is inducting people into a programme usually; so inducting people into the processes towards submission.

Q. And so were you involved in induction of students on the ‘C.F.E.E.’ programme?

A. Yes, because we’d do that with registrations as well, so perhaps we’d go into a school and people have registered, so we’d go in and talk them through the process and then offer support through workshops.

Q. And so would the same kind of people that you have described in respect of support work be doing the inductions or was it different people?

A. It would probably be the same people.

Q. Were you aware of ‘Forward Education’ being involved in inducting students to ‘C.F.E.E.’?

A. Not as far as I know. It’s not a name that I recognise.

Q. Were you aware of any other third party consultants being involved in the induction of students onto ‘C.F.E.E.’?

A. Only, as I have said, with the training organisations that we worked with; people like ‘Nurture Group’ or ‘Talking Partners’. So they are educational training organisations that run their own training and then perhaps they would do that on our behalf.

Q. Did you; I’m not going to take you through the other invoices; but just then finishing with those documents really, just going back to Mr. Joynson quickly. When you were working with Mr. Joynson in connection to this project, did he ever tell you that he was working or being paid as a consultant in respect of this project?

A. No.

MISS WRIGHT: Thank you. I have no more questions for you but there will be some if you could just stay there please.

ALEXIS MOORE cross-examined by MISS HUSSAIN

MISS HUSSAIN: The ‘C.F.E.E.’ programme encompassed different aspects didn’t it?

A. Yes.

Q. Of which ‘C.U.G.S.’: C. U. G. S. was one part?

A. Yes. Yes.

Q. You were involved in and had responsibility for the ‘'C.U.G.S.': C. U. G. S. part?

A. In the ‘Faculty of Education’ yes.

Q. In the ‘Faculty of Education’, but you played no part in the other aspects of 'C.F.E.E.’?

A. No.

Q. And there were different initiatives were there not, not only ‘C. U. G. S.’ that form part of the overall heading ‘C.F.E.E.’

A. I’m sure there were but I don’t know the whole programme, because this is the bit that I was engaged with.

Q. Yes and you wouldn’t need to know anything about the other aspects of ‘C.F.E.E.’ would you, because your job, your role, was confined simply to the ‘C.U.G.S.’: C. U. G. S. modules?

A. Yes.

Q. And so that’s what you would have concerned yourself with?

A. Yes.

Q. Now you’ve been shown invoices, but of course those invoices would mean nothing to you would they, because you didn’t have anything to do with invoices?

A. No. So I didn’t have involved with the financial aspect. We did keep a list of partners though, because we had to have members of cooperation to work with partners, then we’d track; we’d have the partner list…

Q. So to that…

A. for people we were working with.

Q. Forgive me. So to that extent you would expect to have knowledge of partners?

A. Yes.

Q. And ‘C.U.G.S.’ I can’t remember if you gave a definition of it, but it’s ‘Continuing Undergraduate Professional Development’?

A. Yes. ‘Continuing Professional Development for Undergraduates’ that’s where the ‘C.U.G.S.’ comes from yes.

Q. And ‘C.F.E.E.’ in itself is really a business partnership initiative isn’t it?

A. As far as I know with the university; again the ‘C.U.G.S.' were part of the engagement programme.

Q. Right.

A. So my part in it is confined to these one-off modules within that.

Q. Sorry; and you were allocated, specifically as part of your timetable, time to this project weren’t you?

A. Yes.

Q. Was it 200 hours of your annual timetable, so about 2 days a week?

A. Yes, it varied from year to year, but on average; at the start of the project it was; because our; it was work units rather than specifically hours, but yes it was 200 hours and then that tailed off as the project finished.

Q. Depending on the demands of the project?

A. No that’s an annual allocation, so that didn’t change during the…

Q. Oh I see so that was specifically allocated to you as part of your job that you were to fulfil this role?

A. Yes.

Q. You were not a budget holder were you?

A. No.

Q. And so far as any delivery of support work by employees of the university was concerned, again if an employee was engaged in that kind of support work, then they would expect to have time within their timetable specifically allocated to that would they not?

A. Yes. Yes and no, in that there is always like a grey area of hours that people would do things in and perhaps you would apply for time in lieu.

Q. Because it was an additional role that you were undertaking?

A. Yes. If you were working on a Saturday say, doing a workshop on a Saturday, then you would apply for time in lieu perhaps.

Q. I see.

A. For additional work.

Q. Because it would be considered a role that was in addition to their employed role?

A. Yes. So you get allocated hours and they are the hours that you work.

Q. Yes.

A. But then if you worked; say you worked on a Saturday.

Q. Yes.

A. So for instance I delivered something to a project on a Saturday and then I applied for half a day in lieu to cover that time.

Q. So you expected some form of recompense for that additional work that you did in your own time? That’s what it amounts to doesn’t it?

A. It does, but it’s a bit different in education because everybody works over their hours, so.

Q. But as a proposition it was a form of recompense, the time that you had spent in your own…?

A. It was time in lieu yes.

Q. And of course you had no knowledge of Mr. Joynson’s job description or job contract or anything of that nature did you?

A. No. No.

MISS HUSSAIN: Thank you very much. Those are all the questions I have.

ALEXIS MOORE cross-examined by MR. SWIFT

MR. SWIFT: Now within the statement to the police you in fact do make reference to Christopher Joynson’s job as Assistant Head of Professional Development.  
A. Yes.

Q. Now we know that that began in September of 2012. Does that seem right, or you wouldn’t…

A. About right yes.

Q. About right. Just in relation to; you were shown a number of invoices and my learned friends referred to you to some of them.

A. Yes.

Q. I think you’ve probably still got one open?

A. Yes.

Q. Now all of the invoices that you were shown, I think it was four invoices going back to; they were all in a period weren’t they prior to September 2012? I’m suggesting that they were part; it was when Christopher Joynson was in his ‘P.D.C.’ role?

A. ‘P.D.C.’ was that ‘Partnership Development’?

Q. ‘Partnership Development Co-ordinator for Senco and Dyslexia’.

A. Right.

Q. Now in terms of contracts of employment then, so you are saying you were specifically given 200 hours; in fact may it have been 220 hours, to apply yourself to the ‘C.F.E.E.’?

A. Yes.

Q And I think you said to my learned friend that was the abatement?

A. Yes.

Q. So someone has actually considered this, considered the hours that you need to spend on it and allocated you to them?

A. Yes.

Q. Year after year after year whilst that project was running?

A. Yes.

Q. Is that correct?

A. Yes.

Q. Did you focus in particular on two partners associated with the ‘C.F.E.E.’ called, I think you’ll accept, one of them ‘Nurture Group’?

A. Yes.

Q. And was there another group called ‘Literacy Matters’?

A. I don’t recall ‘Literacy Matters’.

Q. Well how many partnerships do you remember you specifically being involved with?

A. I can’t recall the number and the names off hand.

Q. Right.

A. Probably because local authorities were involved and at the height of it maybe 10 or 15 different partners, because we would go and get…

Q. When you say; sorry, you finish.

A. I’m sorry I’ve lost my track.

Q. I’m sorry.

JUDGE CUMMINGS: ‘The height of it might be 10’ and you said you couldn’t recall the number and the names off hand of the partners that you were involved in, ‘with local authorities might be involved the height of it might be 10’. I think that’s as far as we got.

MISS MOORE: Yes 10 sort of local authorities and main partners, but then we’d have other partners.

MR. SWIFT: Now when; before I interrupt you. I’m quite sure, in terms of when you say ‘we’, is that generally across the whole ‘Faculty of Education’?

A. Yes, because if people found an opportunity then they would come back and say there was a group there that you might want to…

Q. We’ve got this partner…

A. …go and investigate that.

Q. And as you say, it’s not as if you are all sitting round in a small office with a plaque on the door saying ‘C.F.E.E. Recruiters and Support’.

A. No.

Q. That’s part of your job; you’re doing other things in the university and other people were doing that as well?

A. Yes.

Q. Maybe allocated hours as well?

A. For me or for other employees?

Q. No, well you were. Were you aware of other people being allocated hours to?

A. The other ‘Centre’ managers definitely; that was part of their role.

Q. So would they be given sort of an abatement as well?

A. That would be part of their role. I don’t know about individual’s abatements, but I would imagine that’s…

JUDGE CUMMINGS: Is this the ‘Outreach’ managers?

A. Yes.

JUDGE CUMMINGS: Were they university employees?

A. Yes.

JUDGE CUMMINGS: Thank you.

MR. SWIFT: Now the demands were very high to recruit weren’t they as this programme progressed?

A. Yes.

Q. I think you mentioned a thousand. I suggest to you that at times there was demands to recruit perhaps double that number?

A. There were challenging targets set yes.

Q. Yes, because there was a lot of money at stake in the sense of funding for the university wasn’t there?

A. Yes.

Q. As a business need? I appreciate you’ve got academic versus business.

A. Yes, but my role was to get the registrations, not to be involved in the; I don’t know what the funding was involved with it, I just knew that I had a target for the number of registrations and then the number of completions.

Q. Right, but you were aware that there was millions of pounds worth of funding coming into the university?

A. I was aware that there was funding that came in with it yes.

Q. At that level; millions of pounds?

A. I didn’t know it was millions, but I knew it was a big project, because the course was only a small part of it.

Q. Yes, so yours, as you said in answer to my learned friend, yours is quite a small; well not quite a small, it’s a small part of the bigger picture yes?

A. Yes.

Q. So you can only really speak about your small part?

A. Yes.

Q. So you are not aware of what others were doing within the ‘Faculty of Education’ to recruit on the wider scale?

A. Only if it was to do with the 'C.U.G.' modules. They would generally; because part of the administration was to register to have; so all the registrations went through to the Central University Admissions, but then we would keep a track of individual students, so one that we knew where they were from and that we could follow them up and give them support and which groups and then individual organisations, how many we had registered to a particular partner or organisation.

Q. And it was crucial wasn’t it that beyond just getting the registrations, the details of the students, there would need to be engagement?

A. Initially it was just about registrations, but latterly it was about getting submissions yes.

Q. So in terms of funding you could say, well here’s a student and this is the work and was there an assessment board or is that outside your…?

A. Again; oh yes, yes, so because they sat within, because these 'C.U.G.' modules sat within the university processes, then students would submit work; it would be marked and then they would go to an assessment board.

Q. And so in relation to some of the invoices that you have looked at and I’m just looking at what page you have open there, is it 39?

A. 38 that I’ve got open.

Q. 38.

A. No 39 sorry.

Q. Yes so 39; so when it does say ‘C.F.E.E. Tutorials and Induction’ that is something that you recognise as needing to be done?

A. Yes.

Q. And the university would look to the partners would they, or whoever was providing those details, to assist the university in ensuring that that was done as well?

A. Yes.

Q. So you’ve got registration and engagement?

A. Yes.

MR. SWIFT: If your Honour would just give me one moment please. Your Honour I adopt the cross-examination of my learned friend.

JUDGE CUMMINGS: Thank you very much. Miss Wright.

MISS WRIGHT: There is nothing that arises by way of re-examination. Does your Honour have any questions?

JUDGE CUMMINGS: Your aspect of this was 'C.U.G.S.'?

MISS MOORE: Yes.

JUDGE CUMMINGS: And that was something, which in principle involved students being registered onto modules?

A. Yes.

JUDGE CUMMINGS: If you can’t answer this please say, but do you know if other aspects, or if there were any other aspects of ‘C.F.E.E.’ which also would have involved registration of the students onto modules or courses, or was 'C.U.G.S.' the only one?

A. I can’t answer that because I only know about the 'C.U.G.' aspect of it.

JUDGE CUMMINGS: Thank you. Thank you very much. That completes your evidence. Please don’t discuss your evidence with anyone who may be due to come in as a witness. Stay or leave as you prefer.

A. Ok. Thank you.  
  
JUDGE CUMMINGS: Thank you.

End of ALEXIS MOORE’s evidence

MISS WRIGHT: Karen McCormack please. That’s page 214 of your Honour’s bundle.

JUDGE CUMMINGS: Thank you.

KAREN MCCORMACK affirmed

JUDGE CUMMINGS: Thank you. Are you happy standing or would you prefer to sit.

MISS MCCORMACK: I’ll stand.

JUDGE CUMMINGS: Thank you. Miss Wright.

KAREN MCCORMACK examined in chief by MISS WRIGHT

MISS WRIGHT: Thank you. Could you just give your full name to the jury please?

A. Karen McCormack.

Q. And is it Mrs McCormack?

A. Miss.

Q. Thank you. So Miss McCormack you are an employee of Edge Hill University are you?

A. I was.

Q. Between what dates did you work for Edge Hill?

A. From 2007 to June this year, 2017.

Q. Now in the 10 years that you worked for Edge Hill what role was it that you performed for them?

A. I had a number of roles. I began as a Course Leader and progressed to Programme Leader and more recently, for the last 5 years, Assistant Head of Secondary Education.

Q. Now in relation to the Programme Leader role.

A. Yes.

Q. Can you remember when it was that you were appointed to that job?

A. 2012.

Q. And in respect of the programme, what programme was it that you were leading?

A. The programme was the ‘Future Teachers Programme’, a school based P.G.C.E.

Q. Now if you can assist maybe just by way of a short synopsis?

A. Yes.

Q. What was the ‘Future Teachers Programme’?

A. It was a programme designed to train mathematicians and science teachers, particularly because they are shortage areas. It was a programme that was designed with schools to ensure that it was delivering what schools wanted and it was a school based training programme. It was a one year P.G.C.E.

Q. Can you remember when it was that that programme came into existence?

A. Programme started 2011 and it ran for two years.

Q. Do you know who was involved in the planning for the programme?

A. The only person that I personally had any involvement with was Julie Bostock, who was originally the Programme Leader, but I know that she worked with a number of colleagues to develop that programme.

Q. 2011 that pre-dates your appointment to the role?

A. Yes. Yes.

Q. Is it in fact; did you succeed Julie Bostock?

A. Yes. Yes.

Q. Whilst you were in that role as Programme Leader did you have line management responsibility for anybody?

A. I had line management responsibility for Associate Tutors, so they were part-time flexible staff that we used to support trainee teachers.

Q. Do you remember how the project, or the programme I should say, was financed?

A. I had no involvement at all with the financial running of the programme. I was responsible for the delivery of the day to day training of the students.

Q. And so whilst you didn’t have any role in the financial side, which faculty was it that was running this programme?

A. It was the ‘Faculty of Education’.

Q. And Robert Smedley, he was the Dean of the ‘Faculty of Education’ at that time?

A. Yes.

Q. In your day to day role as Programme Leader, did you have any involvement with Mr. Smedley?

A. Occasionally yes.

Q. What would those occasions be?

A. Really just to check in.

Q. Were you reporting to him in respect of this project?

A. No, I was reporting to Julie Bostock. She had been promoted and I then stepped into her role.

Q. Right, so you’ve gone into her role and she has been promoted?

A. Yes.

Q. Did you know Christopher Joynson?

A. Yes.

Q. How did you know him?

A. He was a work colleague. He worked in the ‘Faculty of Education’ and was a couple of offices along from me.

Q. Did you do any role, any work, with Christopher Joynson on ‘Future Teachers’?

A. Not the work that I was delivering no.

Q. Well did you ever ask him to do any work for you in respect of the ‘Future Teachers’ programme?

A. No, the delivery that I was responsible for was already covered.

Q. Right. I think you mentioned just briefly before when answering to one of the other questions I asked you that some of the delivery involved Associate Tutors?

A. Yes.

Q. Who was it that involved the Associate Tutors in the delivery?

A. The Associate Tutors were already identified from the first year of the programme; from its inception and I then would work with them to identify what their roles and responsibilities would be.

Q. So did you know; did you know all of the Associate Tutors that worked on the programme?

A. Yes it was a handful on this particular programme.

Q. When you say a handful, it might be that with the passage of time you can’t remember exactly.

A. Yes. I’m just going through names in my head now. I think probably three.

Q. Now these Associate Tutors, just so we understand, were they employees of the university?

A. Yes. They had been interviewed and they are on an approved list if you like of Associate Tutors, along with their specialisms and we can use them flexibly in order to bring in expertise or specialist knowledge and experience.

Q. And what kind of work did the Associate Tutors do on the ground for the project?

A. Right, they would have students allocated to them and they would then take on the responsibility of working with those students, the trainee teachers. So this is within the school settings that they were placed in; supporting them; observing them; assessing them; providing them with guidance on how to improve their practice and also liaising with their partners in school.

Q. Right. Now the structure you have described, were you line managing the Associate Tutors in essence?

A. Effectively yes for that particular programme because it was so specific to that programme. However they could work across a number of programmes.

Q. So what kind of depth of knowledge did you have about the delivery of future teachers in schools?

A. I worked with a lead from each school involved and we would plan the content of delivery. Some of that delivery would be by the schools and some would be the responsibility of Edge Hill University, which I would then take on board.

Q. Right. Can I ask you just to look at that divider in front of you?

A. Yes.

Q. I think it’s in the right section, but if you could turn to page 26 please. The pagination is at the top right hand corner, the hand pagination.

Q. Yes.

Q. 26 please. It’s an invoice there, just to make sure we are on the same page.

A. Yes.

Q. The top left hand corner, it’s for a company called ‘Forward Education’.

A. Yes.

Q. Did you, or do you know anything of ‘Forward Education’?

A. No I don’t.

Q. Have you ever seen that invoice before these proceedings?

A. No.

Q. Were you shown them by the police?

A. Oh sorry yes.

Q. But before the officer showed you those invoices had you seen them at that stage?

A. No.

Q. Could you remember any involvement of ‘Forward Education’ in the ‘Future Teachers’ programme?

A. Not the areas of responsibility I had.

Q. Just looking at the description section of the invoice, in the middle, in the box: ‘Consultancy and Partnership work for Future Teachers’: that’s 15 days of work.

A. Yes.

Q. And the date is 21st April, 2011.

A. Yes.

Q. Were you in the role as Programme Leader by that stage?

A. No.

Q. Right. When you came into the role I know that you took over Julie Bostock’s role.

A. Yes.

Q. Did you have a handover with Julie Bostock?

A. I did.

Q. And do you remember her ever mentioning the use of a consultant company in the delivery of consultancy and partnership work?

A. No I don’t remember that.

Q. Did you use consultants when you were the Programme Leader for ‘Future Teachers’?

A. No I didn’t.

Q. Did you ever come across; it maybe that you don’t; did you ever become aware that consultants had been used in the development of the ‘Future Teachers’ programme before you started?

A. I wasn’t aware of that no.

Q. Did Mr. Joynson ever speak to you about work that he had done on the ‘Future Teachers’ programme in 2011?

A. I can’t recall that no.

MISS WRIGHT: I have no more questions for you, but there might be some. Thank you.

MISS MCCORMACK: Ok thank you very much.

KAREN MCCORMACK cross-examined by MISS HUSSAIN

MISS HUSSAIN: The ‘Future Teachers’ programme: did that programme have aspects to it that you were not involved in?

MISS MCCORMACK: Yes.

Q. Did that programme exist before you came into the role in May 2012?

A. Yes.

Q. Would you have necessarily been aware of the other aspects of the ‘Future Teachers’ programme of which you were not a part of?

A. No.

Q. Were you at all part of the process of bidding that had to take place before the programme got off the ground?

A. No.

Q. Do you agree that there would have been pre-bid work that needed to be done in order to get the programme off the ground?

A. Yes.

Q. And do you agree that that work would have included what might be termed partnership promotional work?

A. Yes.

Q. And pre-bid work took place before you started, therefore you did not take any part at all in that pre-bid process did you?

A. No.

Q. Did you have anything to do with the settling of invoices at all?

A. No.

Q. You weren’t part of the finance side of things?

A. No.

Q. So these invoices would not be expected to mean anything to you in any event would they?

A. No.

MISS HUSSAIN: Thank you very much. Those are all the questions I have.

KAREN MCCORMACK cross-examined by MR. SWIFT

MR. SWIFT: I adopt the cross-examination your Honour. I have no further questions thank you.

JUDGE CUMMINGS: Thank you very much. Miss Wright.

KAREN MCCORMACK re-examined by MISS WRIGHT

MISS WRIGHT: There’s nothing that arises by way of re-examination. Does your Honour have any questions?

JUDGE CUMMINGS: I don’t. Thank you very much. That completes your evidence and you are free to leave. Please don’t discuss your evidence with anyone who may be due to come as a witness.

MISS MCCORMACK: Ok thank you very much.

JUDGE CUMMINGS: Thank you.

End of KAREN MCCORMACK’s evidence

MISS WRIGHT: Well in fact that is as far as we can get with witnesses today.

JUDGE CUMMINGS: Today?

MISS WRIGHT: Yes I’m afraid.

JUDGE CUMMINGS: Of course; good timing. Well there we are. What is the plan then?

MISS WRIGHT: Well for the jury there are witnesses lined up for tomorrow morning who have been unable to attend this afternoon and that’s why they are here in the morning.

JUDGE CUMMINGS: Right. Is there anything for the jury today?

MISS WRIGHT: I don’t expect so no.

JUDGE CUMMINGS: Right, well they we are ladies and gentlemen; a short day. Could you be back please for 10.30 in the morning. As ever give the case no thought; leave it mentally and physically at court. Thank you; 10.30.

Jury leave for the day

MISS WRIGHT: Sorry about the short day. There’s a number of witnesses that are unable to attend today for holidays and various work commitments.

JUDGE CUMMINGS: I understand.

MISS WRIGHT: There are six witnesses warned for tomorrow.

JUDGE CUMMINGS: I understand.

MISS WRIGHT: And but for three short witnesses on Wednesday morning, who all deal with the ‘Promethean Project’, they will be the last of the civilian witnesses that the Crown will call. The ‘Officer in the Case’ remains and there are a number of witnesses who may be read or agreed by way of admissions.

JUDGE CUMMINGS: Yes.

MISS WRIGHT: But we expect that Wednesday lunchtime will be the last civilian witness called.

JUDGE CUMMINGS: Thank you very much. Any other matters arising?

MISS HUSSAIN: No thank you.

MR. SWIFT: No thank you your Honour.

JUDGE CUMMINGS: Thank you. Please don’t wait. 10.30.

MISS WRIGHT: Thank you.

JUDGE CUMMINGS: Thank you.

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Digital Transcription by Marten Walsh Cherer Ltd

1st Floor, Quality House, 6-9 Quality Court, Chancery Lane, London WC2A 1HP

Tel No: 020 7067 2900 Fax No: 020 7831 6864 DX: 410 LDE

Email: [info@martenwalshcherer.com](mailto:info@martenwalshcherer.com)

Web: [www.martenwalshcherer.com](http://www.martenwalshcherer.com/)