

Private Prosecution

Case Number

Date:

Mr Geoffrey C. Blanche

Versus

1. Swansea University Corporation
2. Perumal Nithiarasu (Director of Engineering Faculty)
3. Huw Summers (Chairperson)
4. Dhammika Widanalage, (external examiner)
5. Lijie Li, (internal examiner)
6. Zoe Perry (research support lead)
7. Clare Ellis Goss (PGR senior executive administrator)
8. Zhongfu Zhou, (supervisor)
9. Karol Kalna, (supervisor)
10. Augustine Egwebe, (supervisor)
11. Paul Rees, (supervisor)
12. Paul Boyle, (vice chancellor)
13. Adrian Novis, (Director of academic services)
14. Gemma Wilkins, (Student cases officer)
15. Natalie Wathan, (Student Cases Manager)

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1 Initial Details of the Prosecution Case

Misconduct /Malfeasance / Misfeasance in a Public office by staff and Swansea University Corporation

1.1 Failures of Duty

A company can, as a general rule, be party to a criminal conspiracy (see R. v. I.C.R. Haulage Co. Ltd [1944] K.B. 551, 30 Cr.App.R. 31, CCA), but only if there are at least two conspirators who are human beings – one of which who must be the DMW of the company and acting within the scope of his/her authority (see R. v. McDonnell [1966] 1 Q.B. 233, 50 Cr.App.R. 5, Assizes).

1.2

The misconduct of the supervisors, the postgraduate research committee (PGR), the examination board, and the academic services department with several 'directing mind and will' of Swansea University Corporation, had calculated to injure Mr Blanche and the public interest to such a degree, so as to call for condemnation and punishment. They intentionally acted to stop the research thesis due to wanting to censor the content of Mr Blanche's thesis from the academic mainstream community.

1.3 As a result, the threshold required for the misconduct to amount to a criminal offence has been met. The evidence presented demonstrates beyond any reasonable doubt, this was an intentional criminal act by all the defendants.

1.4 They were aware that their behaviour was capable of being misconduct, and knew they were abusing their public power or authority. There was a reckless indifference as to the limits to restraints upon their public power or authority. The staff were encouraged by a 'directing mind and will'; they wilfully neglected to perform their duties and apply their own regulations. Wilfully misconducted themselves to such a degree as to amount to an abuse of the public's trust in the office holder, without reasonable excuse or justification.

1.5 The defendants had an objective awareness of the likely consequences of the action and omission of the truth. The omission of the truth was dishonest, oppressive, and they acted with bad faith and malice. The conduct of the

defendants falls so far below the standard of conduct to be expected of the officers, as to constitute the offence.

1.6 The conduct cannot be considered in a vacuum: the consequences likely to follow from it are far reaching to the point of; perpetuating a fake historical narrative and censoring of educational knowledge which is not in the public interest. Going unpunished, would allow for repeat offences of a similar kind, leading to more victims. This was serious misconduct and a deliberate failure to perform a duty owed to Mr Blanche and the wider public, with serious actual consequences for the public; a comparison may be made with, charges of perverting the course of justice.

1.7 Lord Sumption said that misfeasance “may be committed by any person performing a public function notwithstanding that he is not actually employed in the public service. *[Crawford Adjusters (Cayman) Ltd v Sagicor General Insurance (Cayman) Ltd [2014] AC 366 at 416.*

1.8 *The culpability ‘... must be of such a degree that the misconduct impugned is calculated to injure the public interest so as to call for condemnation and punishment’ (R v Dytham 1979 QB 722).*

1.9 *[Brennan J said in Mengel that “[t]he law does not speak with a forked tongue”, his point being that misfeasance must require something morally worse than carelessness if it is not to chip away at the limits of negligence liability. (1995) 185 CLR 307 at 359*

1.9.1 *Lord Sumption said in Crawford Adjusters (Cayman) Ltd v Sagicor General Insurance (Cayman) Ltd: [T]he essence of the tort is the abuse of a public function for some collateral private purposes of the person performing it. The tort may be committed by any person performing a public function notwithstanding that he is not actually employed in the public service.]*

[Disclosure Manual: Chapter 1 - Introduction | The Crown Prosecution Service \(cps.gov.uk\)](#)

2 Background to Case and About Mr Blanche

2.1 Mr Blanche had applied to undertake a Master's of Science by Research at Swansea University in October 2019.

Title of Thesis:

An investigation of the photoelectric effect to the endothermic electric effect during the electric field charge.

Endothermic electric effect as an energy gain in the system for a renewable energy generator

2.2 This **postgraduate professional qualification** discipline, allowed for one year of research and one year to write the report thesis. The fee to Swansea University was £4,332 with a total loan from student loans of £15,000 and a £1,000 grant from the public purse.

2.3

- a) Mr Blanche had previously obtained 6 O levels in 1981.
- b) Level 3 qualifications in 2012-2013 in physics, chemistry and biology at Nantgarw College.
- c) A BSc in Renewable energy systems from the University of South Wales in 2017.

2.4 Whilst studying battery technology during his BSc, Mr Blanche had identified an area of electric field charge within **electromagnetism theory** that connected the possibility of: producing more energy on the output of an electric field charge system than imputed into the system. James Maxwell (1831-1879) was a Scottish mathematician and the author of electromagnetism symmetry equations. He had identified and unified electromagnetism with 'the displacement current' in 1865, (exhibit 22) (exhibit 7, references in Thesis, 46, 47, 85, 86, 87, 88, 89, 90, 91). The 'displacement current', became central to the Research Thesis of Mr Blanche. This was not a research into batteries which is claimed by examiners, and this is evident from the examiners re-submission requirements portrayed in exhibit 4. Batteries were only used within the scope

of the work to demonstrate the behaviour of a charging electric field, similar to all system electric field charge.

For example, James Maxwell wrote:

“Total electric current = Conduction current + Displacement current”

This was James Maxwell’s 4th equation, the Maxwell/Ampere law, which unified Gauss’, Faraday’s and Ampere’s laws of electromagnetism.

2.5 Mr Blanche had researched renewable generator claims by several scientists as seen in the PJK Book (exhibit 7, ref.93), one being Joseph Westley Newman, who had claimed his invention produced more energy on the output than the input of his energy generator during the open circuit electric field charge of the machine. The only way this claim could be possible was by adding (or capturing) the displacement current with the conduction current. The identification of a displacement current at the beginning of an open circuit electric field charge, and seen as an endothermic reaction which is an energy gain from the material and surroundings; inspired Mr Blanche to apply to undertake a Masters of Research at Swansea University to further his understanding and career as a scientist, and to write his *“first in electromagnetism physics theory”*, within a thesis, as a Master’s of Science by Research.

2.6 Six months into his master’s study Mr Blanche was seen as the ideal candidate for future PhD study by his 1st supervisor: (see exhibit 7 page 58 for developed circuit). **(direct evidence)** The examination board’s R & R reports and Addendum to R & R report would later claim Mr Blanche’s data and results were unreliable for no particular reason, and the standard of his work was below what was expected of an MSc.

Exhibit 19, screenshot 2a.

18 March 2020



Subject: Reference letter for Mr Geoff BLANCHE
Date: 18/03/2020

To Whom It May Concern:
Swansea University

I am writing to recommend Mr Geoff BLANCHE for applying for studying PhD at Swansea University.

Mr Geoff BLANCHE is currently a MSc student (research) at Swansea University in 2019/20 academic year and currently under supervision of Dr Augustine, Dr Batcup and me. He is currently engaging research in the area of Lithium Ion battery charging/discharging for endothermal analysis of Lithium Ion battery. He built an excellent laboratory power supply-based battery charging circuit and Arduino microcontroller-based temperature and voltage measurement circuit as well required data acquisition software for his research purpose. Based on the developed circuit he has obtained very good measurement results. He has shown strong interests in exploring new technology particularly in the physics of battery charging/discharging process various battery charging techniques. He is also a hardworking student and always try his best to achieve his research target.

I strongly believe he is suitable to studying PhD course at Swansea university. If you need any additional information, please do not hesitate to contact me at the following address.

Sincerely yours

Dr Zhongfu Zhou

Lecturer in power Electronics
College of Engineering | Coleg Peirianheg
Swansea University | Prifysgol Abertawe

2.7 On March 22nd 2020, just as Mr Blanche had started his experiments to observe and record data of an electric field charge using open circuit charging with lithium batteries, the University was closed down due to a medical claim by the World Health Organisation and the UK Government. The claim was; there was a bat coronavirus, named covid-19, spreading and causing death around the planet. This stopped any further use of the university laboratories, and Mr Blanche was encouraged to continue his experiments and studies from home. He subsequently borrowed equipment to continue with his experiments at home, in May 2020. This went well, and Mr Blanche was very pleased with the results obtained from his experiments at home and at the university.

2.9 Mr Blanche submitted a draft of his thesis to the allocated supervisors in August 2020. This is when the three supervisors discriminated against Mr Blanche and stated they would not support his work if it contained any mention of Joseph Westley Newman, the reason being: (*Exhibit 18 page 3*)

"Contents need to remove:

Please note:"

"Joseph Westley Newman, whose work has been universally rejected by all credible scientific examiners, including the American National Bureau of Standards after they thoroughly examined his apparatus. we would, therefore, be extremely wary of endorsing any published work which referred to Newman's 'Energy Machine'. The supervision team does not support to include the work of Joseph Westley Newman in your thesis."

2.9.1 The supervisors supplied three references (*exhibit 7, page 24*) refuting Newman's work which Mr Blanche subsequently then discussed, analysed and wrote about in chapter 3 of his thesis. The claims by the supervisors on Newman's case, perpetuated a fake narrative and history, the supervisors were in conspiracy theory territory, claiming the *American National Bureau of Standards* experiment on the Newman machine as credible. Mr Blanche made the supervisors aware of this and as experts, they should understand the science and what happened to Newman. It was not Mr Blanche's intention to analyse scandals or crimes, and also noted the research of Mr Blanche should not be prejudiced against, due to past scandals/crime. It was Mr Blanche's intention to bring forward and write a theory on the observed physics that showed there is a possibility to generate electric charge in a very efficient process. Mr Blanche had identified, by adding Maxwell's '*Displacement Current*', seen as an '*endothermic reaction*' in an open circuit electric field charge, has a method of producing more energy on the output than the input of an electric field charge, using endothermic energy generators.

2.9.2. Newman, by the design of his machine had pinpointed and demonstrated how to capture this displacement current due to the open circuit*, even though he was unaware of the physics of the displacement current. The charging of the coil under specific parameters set, and by this design, Newman achieved more energy on the output of his machine to the input of his machine.

* 'open circuit' refers to:

1. When there is no electrical load on the charging electric field of the system / machine whilst it is charging except for the item to be charged.
 2. With an open circuit between the positive and negative Terminals i.e. a Capacitor or Coil of Wire or a Lithium Battery, can be used to observe the electric field behaviour.
-

2.9.3 Newman had been a victim of an historical scandal /crime involving three US government agencies-The National Bureau of Standards, (NBS then renamed to NIST in 1988), the US Patent office and the US Judiciary in 1989. Mr Blanche did not want to turn his research thesis into a political argument but was now forced to '*write in*' this observed historical scandal/crime because the university wanted to politicise his work and then reject the thesis due to this scandal. Mr Blanche felt it was important to complete his theory and this new understanding in energy physics, for the future development of renewable energy devices; as-well as the advancement of educational physics despite this historical scandal and public officer opposition by Swansea university staff.

2.9.4 The supervisors claimed:

'Joseph Westley Newman, whose work has been universally rejected by all credible scientific examiners',

There was no evidence supplied by Swansea staff from apparent '*credible scientific examiners*' to refute Newman's machine, as there simply isn't any credible scientific examiners that refute his work. This is a false statement. The only test that refutes Newman's work was by *the American National Bureau of Standards Agency who had tampered with the design of Newman's machine. (Exhibit 7 page 27, figure 9)*. On the contrary, Newman's work was fully supported by affidavits from many professional people as seen in his book [reference 42, exhibit 7], as-well as independent validation by Naudin in 1998 (exhibit 1). All evidence of this, is ignored by supervisors and examination board. The evidence demonstrates Newman should have been awarded a Patent for his invention. This was the decision by the '*Special Taskmaster*' who was employed by the court to examine Newman's machine during Newman's court

case, to examine the energy machine. The *Special Taskmaster* recommended to the court.

2.9.5 Exert from: [The Triumph & Tragedy of Joseph Newman • How the World Was Denied Free Energy \(review-mag.com\)](#) The master stated that "[t]here is no evidence corroborating Newman's scientific theory". However, the master also found that the "[e]vidence before the [PTO] and [the district court] is overwhelming that Newman has built and tested a prototype of his invention in which the output energy exceeds the external input energy; there is no contradictory factual evidence". The master concluded that

Even though the operation of Plaintiff's system seems contrary to recognized scientific principles, Plaintiff has demonstrated the operation of his system by very clear evidence and is therefore entitled to a patent if he otherwise satisfies the requirements of the Patent Statute (35 USC). [In re Chilowsky, 229 F.2d 457, 43 C.C.P.A. 775 \(1956\)](#).

The special master was **William E. Schuyler Jr.**, a former head of the Patent Office. At the time Judge Jackson called Schuyler's credentials superb. Yet, one-year later, in the fall of 1984, Judge Jackson refused to accept Schuyler's results after the special master found that Newman "is entitled to a patent based upon his experiments and results."

Newman's attorney, **James Flannery**, requested that a pioneering patent be granted on the basis of the master's report. The Patent Office attorney asked the court to reject the special master's report and to "refrain from believing those who apparently believe in the tooth fairy."

Judge Jackson did neither, saying: "I am not prepared at this point to conclude that . . . Newman has produced a truly pioneering invention of the order of magnitude of the atomic and hydrogen bomb. Nevertheless, I am also equally unprepared to say on this record that Mr. Newman is a crackpot as a matter of law and that his invention cannot possibly, as a matter of physical principles, operate under any circumstances."

Newman was ordered to surrender his machine to the Patent Office for testing at the **National Bureau of Standards**. So, still without his patent, Newman was billed \$11,602 for the special master's report.

Subsequently, the **National Bureau of Standards** released a 35-page report which concluded: "At all conditions tested, the input power exceed the output power. That is, the device did not deliver more energy than it used."

Newman and physicist Hastings disputed the **National Bureau of Standards** methodology for testing the machine. As it turns out, In the testing process, the Bureau **grounded** the energy machine, which dispersed much of its generated energy before it could be measured, which they were not supposed to do in order to test it properly. In his own tests of the machine, Hastings said that he never has had less than 100 percent results.

Newman persuaded seven members of Congress to sponsor private bills on his behalf that would order the Patent Office to grant him a patent, but they never prevailed.

2.9.6 (This is a similar story to Mr Blanche's story. First the results from his circuit design he was obtaining, were excellent and reliable but then later on, the examination board claimed differently. Whoever came up with the defendants story had obviously modelled the outcome on what happened to Newman in his case?)

2.9.7 Newman should have been awarded a patent for his invention although there was no written understanding of the physics at the time to support his invention, except for Maxwell/Ampere 4th equation, the displacement current, which nobody seemed to know of or mention at the time, which his machine relied upon.

2.9.8 Newman's work didn't go unnoticed, and a large amount of scientists, engineers, have continued with research into this invention. A search on *you-tube* will show this.

2.9.9 Mr Blanche would supply experimental evidence in his thesis that would confirm the science that supports Newman's claims in regard to his generator producing more on the output compared to the input. The observation of an endothermic reaction which is a displacement current at the beginning of an open circuit electric field charge, and hence giving an over 100% efficiency of an electric field charge during this process, is a scientific fact. Historical physics laws, known as the Boltzmann constant, and Maxwell's 4th equation confirm this. This is demonstrated in Mr Blanche's thesis, by adding the displacement current to the conduction current, with Boltzmann's constant defining the energy gain from the surroundings.

a) In March 2021, the 1st supervisory team threatened Mr Blanche with *an implied threat and targeted malice*. The supervisors continued gas-lighting Mr Blanche.

ZZ

Zhou Z.

Wed 31/03/2021 13:19

To: BLANCHE G. (946484)

Cc: Kalna K.; Egwebe Augustine.

NITS (Notice of Intention to S...
121 KB

Dear Geoff,

Thank for sending us the form. Please find the attached NITS (Notice of Intention to Submit) form with our comments.

Please note: As you insist to include the disputed parts in your thesis, the supervisor team has to make it clear to you that to submit the thesis in its current form is going against the advice of your Supervisors, and that if you was unsuccessful in your degree that all documentation would be made available, in the event of any appeal.

Best wishes

Zhongfu, Karol and Augustine

- b) If Mr Blanche included the disputed work, i.e, Newman in his work, and was then failed, they would use all documentation in the event of an appeal.
- c) There were several zoom meetings, Mr Blanche found the supervisors hostile, and the 1st supervisor resigned as supervisor (see email 39 in ERR exhibit 5). He was replaced by Paul Rees who was later identified as a very close work colleague of Huw Summers the appointed chairperson. Paul Rees is line managed by Huw Summers (conflict of interests). Paul Rees had worked on numerous journal publications with the future chairperson of Mr Blanche's examination board. It is the prosecutions conclusion, Rees was drafted in to write the reports with Huw Summers.
- d) Both supervisory teams opposed the thesis due the political scandal and were not interested in the science. Mr Blanche was bringing forward and adding to the body of knowledge in Renewable energy generation (both supervisory teams also claimed they just wanted Mr Blanche to obtain a Masters).
- e) It seemed to Mr Blanche, the supervisors were being coerced into this stance by some 'directing mind and will' of the university. The person who appointed the chairperson would be the 'directing mind and will'. Perumal

Niathiarasu being the prime suspect for this as one of the leaders of the PGR and the director of the Engineering faculty. This is the situation Mr Blanche found himself in.

- f) Did the supervisors realise that there was a risk that their conduct was reckless? Was there a risk that the consequences of their behaviour would cause serious harm? Yes, they actually suggest this consequence and would make all documents available in an appeal, although there was never any documents presented by them to Mr Blanche in an appeal, (this being malice).
- g) Mr Blanche submitted his final Thesis on October 1st 2021.
- h) The next stage was the viva voce, an oral examination where Mr Blanche would defend his work, with two reports to be produced by the two examiners. The viva voce was held at 1pm on Monday 30th May 2022. The 2nd supervisory team had claimed (exhibit 5, email 49) the thesis would be examined by two so called 'expert examiners' (more gas-lighting and malice), with the chairperson as an impartial observer to apply the rules and regulations.

3 University Rules

3.1 The university rules governing the examination board are very well defined, see - *Guide to the Examination of Research Students*-exhibit 2.

3.2 These regulations are defined and written in a manner that is **NOT OPEN TO INTERPRETATION**. The rules portray a duty of care, as to make sure the examination procedure is fair, rigorous and devoid of any misfeasance. It is the examination board's duty, along with academic services in the event of an appeal, to apply the rules and regulations that govern their roles; to uphold academic integrity; to make sure science is an open and transparent discipline; and there is trust between academics. The rules should be observed **without blemish**. Our whole civilisation is based on applying rules and regulations for the betterment of everyone.

3.3 Academic Services appeals system is supposed to be a double check to the examination board, confirming the rules and regulations were correctly applied.

3.4 Some of the Vital University Rules for the Examination Board:

1.2 Chair of Examining Board

The Chair of the Board shall be independent in the examining process and shall be responsible to the Postgraduate Research Committee for the conduct of the examination. The Chair of the Examining Board is required to chair the oral examination and any meeting of the examiners. Have a clear understanding of the University's regulations and procedures.

[This rule tells us:

1. The examiners are to examine and write and produce the reports.
2. The rule states the chair should be independent from the examining process, and is responsible to the PGR for the conduct of the examination, i.e. the rules are properly applied. The chair states in exhibit 11, "my role is just to manage process, ensure its conducted according to the university's procedures, its rigorous and fair, it's the examiners role to examine, right? So I take no part in the actual examination side, I'm just there as I say, to manage the process."]

13. Particular Role of Chair of Examining Board

It is the responsibility of the Chair to ensure that the process is rigorous, fair, reliable and consistent with University regulations and procedures. In the event of a review of an examination decision or an appeal, the Chair is required to provide a written report on the conduct of the examination as necessary.

[This rule tells us:

1. The chair has a clear understanding of the rules and regulations. It is his responsibility (duty of care) to apply the rules.
1. The chair states in section 4, there was no reason not to follow procedure.
2. The chair fails to write a report during the appeal process]

15. Report and Result Forms

The Examiners' Report and Result forms are intended as instruments for the reports of the examiners and the Chair of the Examining Board, and are used by the Examining Board to make a formal recommendation to Swansea University on the outcome of the examination process. Examiners are advised that under the terms of Freedom of Information Act 2000, students have the right to request access to any comments made about them in these reports.

[This rule states:

1. The examiners will produce two reports,
 - a) The Original R & R forms,
 - b) The Addendum to the R & R forms
2. It does not state anyone else will write and produce the reports other than the examiners.
3. The examiners are duty bound to share their comments or notes.
4. The chair has section 4 of the Original R & R form to fill in,
5. *The Report and Result forms are intended as instruments for any report the Chair of the Examining Board must write during any appeal process that might occur.]*

16 Conduct of the Examination

The external examiner should complete Section 1.1 of the Report form (External Examiner's Report on Thesis) and take the whole form to the oral examination. Some Faculties/Schools may permit an electronic copy to be sent ahead of the examination. The Chair of the Examining Board should arrange for the internal examiner's report to be typed in, or otherwise attached to, Section 2 (Internal Examiner's Report).

[This rule tells us:

1. The external examiner should have a completed 1.1 section (pre viva report) of R and R form with date and signature, present at the exam. (The examiner is told to bring this to the exam) or a completed section 1.1, by email, dated and signed.
2. The chair should have arranged for the internal examiner's report to be typed or attached to the original R & R form at the time of the exam, with signature and date completed.
3. In the event of an electronic copy of the external examiner's pre viva report being sent ahead of the exam, this would then be 1.1 of the R & R form on the day of the exam, signed and dated as when an electronic copy was sent (this looks how it was done, except the signatures and dates were cut and paste by Goss on the 9th June.]

19. Informing the Progression and Awards Board

After the oral examination is completed and all sections of the Report and Result Forms have been signed, the Chair should ensure that the original Report and Result Forms are sent to Academic Services immediately. The viva outcome should also be recorded on the Research Management System. The recommendation of the Examining Board must be presented to the Progression and Awards Board for ratification before a result letter can be prepared. Once confirmation that all conditions have been met is received, the student will be informed by Academic Services of the formal outcome of the examination.

[This rule tells us:

1. The R & R form is not produced and signed after the oral exam as it should be (except for pre viva report sections, 1.1 and 2, which should have already been completed).
2. The chair does not file the reports immediately with academic services as he should. They are filed 11 days after the viva oral exam.]

9. Timescale of Examination

Both examiners are asked to report upon the work in a timely manner. The normal expectation is that members of the examining board will complete and submit the report and result form on the day of the examination board or no later than one week from the date of the examination board; this would also apply for a resubmitted thesis. Payment of fees and expenses will not be processed until a completed report and result form has been received.

1. [The examiners did not meet the normal expectation. There was no reason given why this was not met.
2. The reports were not filed within 7 days. They are filed 11 days after the viva oral exam.]

4 Damages and charges claimed by the Prosecution

[Terrorism Act 2000 \(legislation.gov.uk\)](#)

[Forgery and Counterfeiting Act 1981 \(legislation.gov.uk\)](#)

[Fraud Act 2006 \(legislation.gov.uk\)](#)

[Art. 15 GDPR - Right of access by the data subject - GDPR.eu](#)

[Defamation Act 2013 \(legislation.gov.uk\)](#)

[Freedom of Information Act 2000 \(legislation.gov.uk\)](#)

- Censoring career work to cause serious harm,
- Ending educational pursuits such as PhD, or Professorship,
- Gas-lighting,
- Defamation;
- Discrimination, bullying,
- academic misconduct,
- scientific fraud,
- procedural fraud,
- Forgery,
- Withholding of information to commit fraud and forgery,
- Abuse of power,
- Created a serious risk to the health or safety of the public or a section of the public,

5 Summary of the Misconduct

5.0

- a) The defendants of Swansea University, acted with intent, to carry out a crime against Mr Blanche,
- b) To perpetuate a fake history narrative about electric field charge characteristics, and Joseph Newman's machine.
- c) To stop the research of Mr Blanche becoming mainstream academic knowledge and public knowledge.
- d) The defendants did not obey their rules and regulations during the examination process or the appeal process,
- e) The examination board did not act in an open transparent manner and withheld information in the form of '*notes*'.
- f) The examination board along with others committed forgery.

5.1. This behaviour was exposed in:

- 1. Oral viva exam, (exhibit 5, transcript part 2)
- 2. R & R forms (exhibit 3)
- 3. Addendum report to R & R Forms(exhibit 4)
- 4. Addendum to Rebuttal Report.(exhibit 6)
- 5. Appeals procedures,(exhibit 8 & 9)

5.2 Mr Blanche made voice recordings of the viva oral examination process (*exhibit 12*) (Transcript part 2, exhibit 5, ERR) which exposes the false claims made by the examiners during the oral exam, this was carried on in the reports, the examination board had the intent, with a pre-meditated plan to break the rules by the PGR and supervisors.

6 Supervisor Defendants

Zhongfu Zhou, Karol Kalna, Augustine Egwebe, Paul Rees

6.1. The supervisors have PhD's, are lectures in. electromagnetism, electricity and electronics, they have a duty of care with good faith to Mr Blanche and the public, acting as public officers. The supervisors acted with intentional wrongdoing rooted in bad faith. The risk of harm had been "foreseen".

The supervisors would know:

6.2 The *special taskmaster* stated to the court after thoroughly examining Newman's machine, that Newman should be awarded a patent by the patent office (direct evidence). The supervisors acted knowingly of this in their comments, with an omission of the truth.

6.3. The supervisors would know NBS changed the design of Newman's machine after being informed by Mr Blanche's research as-well as by their own investigation, the Newman's machine had been 'tampered with' and altered in design by NBS, rendering the test NBS performed for the court case, a false representation of the machine, the court then ruled in favour of the Patent office. These facts were exposed at the time, in 1988, by Newman. (Direct evidence, exhibit 7, chapter 3, pages 25-29, Reference 42, page 328)

1. The supervisors knew Mr Blanche's and NASA's experiments demonstrated that an open circuit electric field charge is, endothermic before becoming exothermic, which is a gain in energy from the material and surroundings, the Boltzmann/Planck constant and Maxwell's 4th equation within electromagnetism demonstrates this in the experiments, this being an observation in electric field charge theory. The implications of this phenomenon is exactly what Mr Blanche demonstrates in his thesis, and the supervisors and PGR were well aware of this. An endothermic reaction, in an open circuit electric field charge is a displacement current, and the unifying of electromagnetism was demonstrated by James Maxwell – Maxwell/Ampere 4th equation. (direct evidence), (Exhibit 22) (exhibit 7, page 82, 12.1, Maxwell's equation of free electricity, reference 47 (which is exhibit 22), pages 1-10)


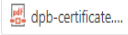
2. The supervisors should know James Clerk Maxwell unified electromagnetism by adding the displacement current to open circuit electric field charge. Maxwell's 4th equation.
3. Mr Blanche included and referenced an '*Independent validation test*' on Newman's machine in his thesis, the supervisors and the examination board were aware of this (exhibit 1) (**direct evidence**), contrary to the claims made by the supervisors, and in the reports by the examination board. The Newman machine is an endothermic generator by 'design'.
4. The supervisors acted to deceive with targeted malice and threatening behaviour towards Mr Blanche, with the suggestion of failure if he kept what was branded 'the disputed work' in his thesis. This was orchestrated by the PGR, the directing mind and will.
5. Mr Blanche asked the supervisors for confirmation of their position (exhibit 18) with evidence, but this was never forthcoming.


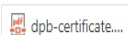
> MSc meeting with Ge... 23/03/2021
No preview is available.

Zhou Z.
masters 04/03/2021
i see i accidentally missed a meeting, ...

g.blanche.946484@swansea.ac.uk; N...
> Council Tax A/C: 6614... 07/02/2021
No. I am looking for work and receiv...

☐ Zhou Z.
> January 2021 MSc pr... 20/01/2021
Lets be clear about this, a wave of el...

Zhou Z. 
GDPR certificate 18/01/2021
No preview is available.


dataprotection 
> gdpr certificate 18/01/2021
Please find attached my gdpr certifi...


2020

Engineering Postgraduate Research ...
> Outstanding meeting 08/12/2020
Hi I do not have a meeting schedule...

> From: BLANCHE G. (946484) <946484@swansea.ac.uk<mailto:946484@swansea.ac.uk>>
> Sent: 18 January 2021 14:29
> To: Zhou Z. <Z.Zhou@Swansea.ac.uk<mailto:Z.Zhou@Swansea.ac.uk>>
> Subject: Re: January 2021 MSc progress meeting
>
>
>
> Hi
>
> Can we meet Wednesday 2pm.
>
> I would require written confirmation explaining the objections you gave to parts of my work and why it should be removed and why you will not support publishing. where it is wrong?. I have analysed your comments and the science, and there is no science presented to me to show i am not correct, yet you just throw past bogus fraud by NBS that has no basis in science when applied to the newman generator. NBS made basic errors of analysis as i have already pointed out. If you can show me any different then i am prepared to look. This will have to be backed up by analysis to show the NBS experiment is legitimate as i believe this to be scientific fraud. To not want to support my work due to past bogus science is unacceptable and this attitude as no place in British university science. I will not accept being abused in this way and unless you have a valid argument which i dont believe you have, this matter will need to be resolved before i can go forward with this supervisory group.
>
> Regards
>
> G Blanche
>
> _____
>
> From: Zhou Z. <Z.Zhou@Swansea.ac.uk<mailto:Z.Zhou@Swansea.ac.uk>>
> Sent: 17 January 2021 21:25
> To: BLANCHE G. (946484) <946484@swansea.ac.uk<mailto:946484@swansea.ac.uk>>
> Cc: Kalna K. <K.Kalna@Swansea.ac.uk<mailto:K.Kalna@Swansea.ac.uk>>; Egwebe Augustine.
<Augustine.Egwebe@Swansea.ac.uk<mailto:Augustine.Egwebe@Swansea.ac.uk>>
> Subject: January 2021 MSc progress meeting
>

7 Witness Statement for Geoff Blanche's Viva voce at Swansea University.

Date of oral viva exam: 30th May 2022

Date of Statement: 26/01/2023

Witness: Miss Barbara Down, Age: 69

Place statement was taken: Home Address of witness.

Occupation of Witness: Retired

Former Occupation: Auxiliary Nurse, Infant/Primary school Dinner Lady, Mother

Interviewed by Mr Geoffrey Blanche.

Q1. How did you get to the viva?

I accompanied Geoffrey Blanche in Geoff's car.

Q2. What time did you arrive?

We arrived at around 12.15pm

Q3. What happened first?

Huw Summers met us at the reception. Huw Summers introduced himself, and explained he was the chair of the viva and he invited Geoff to the viva room, I stood up to go with them and was told by the chair, that I wasn't allowed in the viva. Geoff objected and asked for the rulebook. We then walked to the viva room when I heard Geoff ask Huw Summers if he had read his thesis, which he replied to as no and stated he is just the chair and is impartial to the thesis.

Q4: What happened next?

The chair escorted us to the viva room. Invited us to take a seat anywhere, Huw Summers then left to go and consult the rules, when he came back he

said, the examiners had agreed that I could be present during the viva. He didn't mention anything about the rules.

Huw Summers then saw my paper that I had been reading whilst waiting and it was placed on the table. The headline of the paper stated Pfizer knew the vaccines would kill. Huw Summers then said unprovoked, with an aggressive tone whilst raising his arms, "*We are not discussing vaccinations today*", I thought this was rather strange as Geoff had told me he had written about covid in the prologue of his thesis, and the chair had just stated he had not read the thesis. He then took a seat. The chair then introduced himself to Geoff formerly, and the reason for the viva. He stated he was there to make sure the rules and regulations are applied, he was impartial, and order was kept during the viva. After about 5 minutes Huw Summers explained he would then go and get the examiners and bring them to the viva room. 5 minutes later the chair arrived with the two examiners.

Q5. What did you notice about the examiners?

They both sat down opposite Mr Blanche and myself, there was no communication between myself and the examiners. There was some eye contact. They both had laptops in front of them and they were looking at them throughout the viva.

Q6. How did the examiners interact with Mr Blanche?

They asked Mr Blanche to explain some of his work, and when Mr Blanche was explaining things, they were disagreeing with everything he was saying which I found odd as Mr Blanche is very good at what he does, yet these guys seemed to not understand the principles Mr Blanche was describing. Mr Widanalage asked most of the questioning, but was never happy with Geoff's answers.

Neither of the examiners seemed to grasp the theory Geoff was explaining and only referred to batteries which Geoff explained were just tools used to explain a theory and he was not studying batteries. I understood what Geoff was saying but they seemed not to which I found strange. It seemed like Geoff was the expert and the examiners were his students.

The viva went on quite a long time, Huw Summers was writing notes throughout the viva in a notebook.

Q7. Did the examiners write anything on paper or laptop?

They did not write anything on paper but I cannot confirm if they typed anything.

Q8. Did the Chairperson say anything during the viva?

He interrupted with some science comments once or twice.

Q9. Did the chairperson stop Mr Blanche from asking questions?

Yes he did, towards the end of the viva, when Geoff started to ask the examiners questions, Mr Summers wanted to end the viva, he was quite irate with his body language and seemed to want to end the viva in a hurry, stopping Geoff asking the examiners further questions.

Q10. What happened next?

I left the room with Geoff, and walking past the window we saw the chair conferring with the examiners.

Q11. What Happened next?

We arrived back at 4 o'clock, and Mr Summers opened the door and we sat down. The chair then informed Mr Blanche that the examiners had come to their decision, and Mr Blanche's thesis had been failed.

Q12. What Happened next?

Mr Blanche continued to defend his theory to the examiners; complained to them that all they wanted to do was discuss batteries. This went on for about half an hour, during this time the external examiner admitted to Mr Blanche he had browsed some of his work and not read it all. The chairperson complained the viva was ended and we should all leave the room.

The information I am providing in this statement is accurate and true.

Signed

Miss Barbara Down

8 Transcript part 1, pre viva zoom meeting Friday 20th May 2022

8.0

Chair: Hello I'm Huw Summers, thanks for your time this morning, shall I call you geoffrey or Geoff?

Geoff: Yea Geoff will do, that's fine, yep

Chair: ok, brilliant, so, um, so, I'm the chairman, for your examination viva, on the 30th, ah so this morning briefly, the purpose for me is to run through with you and explain, how these viva exams take place. The purpose of this, is when you get there on the 30th you're aware how the whole thing ah, will run. So I'm chair and the other two people who will be there is, professor Lijie Li who is the internal examiner, and Dr Dhamikka Widanalage who is the external examiner, so there'll be three people there. Ah, my role is just to manage process, ensure its conducted according to the university's procedures, its rigorous and fair, it's the examiners role to examine, right? So I take no part in the actual examination side, I'm just there as I say, to manage the process. (direct evidence, exhibit 2)

Geoff: Ok

Chair: ah so, the exam is on your thesis,

Geoff: yep

Chair: and so is based on whatever is presented in that document. The experiments you detailed, your data your analysis the data your conclusions of that. So during the exam the questioning will be based around, that, that as presented in that document. Um and what they're trying to do, for their role, is to assess the quality of that work, the academic level of that work, comparing it to the general standard for MSc research both at Swansea and across the UK. So the reason you have an internal and external is to make sure it's not just referenced to what is normally presented at Swansea but wider, ah, so that's their role, and for the viva itself, the reason for this this, expression oral exam, ah, the examiners, during that exam, as well as assessing the quality, the point is, to assure themselves, that is indeed the students own work, which is presented in the thesis. To give you the student the chance to defend what's there, within the thesis, ah and also for the examiners to assess your wider

knowledge of the topic area. Um, so I think I'd expect the examiners to run the exam as they choose, um, but I will expect it to take one to two hours, I expect, something like that, um

Geoff: mm

Chair: obviously they'll ask you about your work, as I've already said, there'll be questions linked to what you've got there already got written down in the thesis, and at the end of that period, when they've gone through and asked you all their questions they want to, you'll be asked to leave the room for a short period while they then discuss the outcome of the exam, and their views and come to a joint decision then on the outcome of the exam. Ah and then they have a choice of options that they can uh, award from, ranging from, everything from a full pass no corrections whatsoever, through to passes with minor corrections, through to ah a fail, but an option to resubmit, and a full fail, and so obviously, the exam on the day ranges from all through those options. Um, I think I'm just looking at my list of things I have here, that's really, I really wanted to you to know, to run through very quickly, so whilst you're still on there, um

Geoff: um ok, um and what do they want me to do at the viva?

Chair: So basically they will ask you questions, so you'll be your own To respond to the questions,

Geoff: so I, I, don't need to present my work then, I just take it for granted that they've read my work, and they've, just want to ask me questions on it.

Chair: They might want to ask you questions on it, it'll be useful if you have a copy of it there with you umm, they might want to refer to some work on page 60, you've written this, can you explain, bla, bla bla,

Geoff: yea

Chair: so obviously it will go back and for. So if you have a copy that would help, help things there, ah so yeah. So it's just responding to their questions, it's a discussion, a chance for you and the examiners to discuss the work in the thesis and discuss it.

Geoff ah, ok, and you'll have a pc there I can use that I can bring up my work if I need to.

Chair: I'll make sure there's a pc there for you and it'll be linked to a screen, etc, so that's fine,

Geoff: that's ok then, that's fine yea,

Chair: ok, so the only final thing for me, in my role, is I just need to check with you. Are there any extenuating circumstances that completed the completion or the presentation of the thesis that you need to bring to the attention of the examiners.

Geoff: ah yes, you could mention that I did this during lockdown, and just as I was starting my experiments I was taken out of the university, due to the lockdown, and then I was never invited back in by the university, because they didn't like my thesis,

Chair: ok so when you say the university, so you mean your supervisors?

Geoff: yea the supervisors, yea they sent me some nasty emails saying that, to er drop certain material out of my work, which I've well evidenced in the work since, and ah

Chair: so let's just check on that, so did you request to come back in

Geoff: no I didn't I didn't, I carried on with my experiments at home, but there was no chance to go back in I was told this by the engineer in department. Due to lockdown,

Chair: umm ok.

Geoff: so that's just my only moot point really, not that it affected my work, I don't feel, because I think the experiments I put inside my work that I carried out at home, portray my thesis, anyway so, but that is a point you can bring up.

Chair: yea, yea ok, I think this is a background anyway, um obviously the covid coming in at the time you're doing this research degree was inevitably going to be impacted so I think it is

Geoff: another point I do have is the university have tried to do this viva online, and I've objected to it and they've made several different excuses for that, but

personally I feel they've done it to avoid me. So I feel I'm already against the university due to the subject area of my work,

Chair: ok

Geoff: I think they tried to block it, they've already said they won't support it for publication,

Chair: so, so in terms of the viva as I've said, the examiners will examine what you've written, in the thesis,

Geoff: yep

Chair: so they will, you know, they will, want you to discuss what experiments you did, how you validated them, the data, the conclusions you're drawing

Geoff: yea, my work is not, sorry to interrupt Huw,

Chair: yea continue,

Geoff: My work is not all about my experiments, it's also about the background research which is very vital to the subject I'm talking about,

Chair: ah well ok, they'll explore that on the day, and obviously, it's a masters of research in engineering, they will be coming back, and bringing it back, to ok, is this worth presented for a degree in engineering, so it will be the technical work that they want to concentrate on.

Blanche: well, yea, they can concentrate on what they like, cause they'll ask the questions, but ah, my answers will be relevant to past research as well as present research.

Chair: ok well, as I say, that's the point of the viva,

Geoff: yea sure, yeah good,

Chair: okay, that's fine then, so, um, so, we're scheduled for Monday the 30th aren't we,

Geoff: yea

Chair: I don't know the exact time myself, or the room but I've got it down

Geoff: yea, 1pm

Chair: yea, okay. So I will see you then

Geoff: yea okay Huw, thanks very much.

Chair: okay bye

Geoff: see you then. End of Pre viva zoom meeting

9 Example of False Statements

The examiners state in R & R reports (exhibit 3), section 3 (post oral exam section), Joint report,

'The thesis presents an experimental study of temperature-dependent battery characteristics and claims that the results validate the theories developed by Joseph Newman in regard to his energy machine. These theories are open to debate, have not been independently validated in a scientifically rigorous manner, and are not accepted by the mainstream research community.'

9.1

a) These are false claims by the examiners, and the examiners reports (which they did not produce) and are written in such a way as to mislead and gaslight the reader. The thesis was specifically undertaken to demonstrate an electric field charge is endothermic as well as exothermic. The potential for renewable energy due to this reaction is enormous and has not been realised by academia before, and has never become *'mainstream academic knowledge'*. It is usually believed electricity only incurs power losses and is only exothermic, yet one can generate electric charge with more than 100% efficiency whilst the field is endothermic.

Mr Blanche's thesis is not a study into temperature-dependant battery characteristics.

The Title and Abstract clearly define the Thesis:

"An Investigation of The Photoelectric Effect to the Endothermic Electric Effect during the Electric Field Charge

Endothermic Electric Effect as an energy gain in the system for a Renewable Energy Generator."

b) The results from battery experiments in thesis validate that an electric field charge is first endothermic. This was demonstrated by Naudin as seen in chapter 3 of thesis exhibit 7, and exhibit 1, using a Newman energy machine, not a battery. Naudin demonstrated and defined that a Newman energy machine can be operated to produce an endothermic electric field charge. Naudin's work was an independent study validation performed in a scientifically rigorous manner in 1998 (see exhibit 1) (direct evidence).

9.2 Third Party Writing

Another observation throughout the examiners' reports is seen in section 3 of the joint report and Addendum to R & R Forms where there is an example of **'third party writing'**:

'The examiners were made aware of difficulties faced by the student in getting access to university laboratories and note the significant disruption caused by COVID restrictions.'

'The examiners believe that a focused report, limited to presentation and explanation of the temperature-dependent battery performance could potentially meet the requirements of an MSc'

This is circumstantial evidence, but the reports (exhibit 3 and 4) were not written by the examiners, and considering the confession by the external examiner and the lying by the chairperson and Research support lead, the involvement of Goss to edit as she is an expert editor, this becomes more than circumstantial and becomes direct evidence due to 'tenses' used, and actions of staff.

11 Procedure after Oral Exam

11.0

The first directive for the examination board after oral interview, during the viva oral exam, and before the outcome is given to the candidate, as per the rules is: (exhibit 2):

18. Process After Viva

The External Examiner should complete Section 1.2 (*External Examiner's Report on the Oral Examination*), and, if appropriate, 1.3 (*Matters of General Concern and Interest*)[2].

18.1

The examiners should discuss the student's performance in the oral examination and consider which of the available recommendations is most appropriate (see ***Outcomes of examination for each degree*** below). The Chair should ensure that the recommendation chosen complies with University regulations.

18.2

The external should then, together with the internal examiner, complete Section 3 (*Joint Report by External and Internal Examiners*). The report should draw together any disparate views on the thesis which may have been expressed by the examiners in their individual reports. A brief agreed view on the candidate's principal **strengths and weaknesses**, the approach to the topic, and on the performance at the oral examination might also be expressed.

18.3

The Chair of the Examining Board should complete Section 4 (*Report by the Chair of Examining Board*), commenting on the conduct of the oral examination and noting any procedural issues. If the examiners have recommended that the thesis should be resubmitted for examination without a second oral examination, a clear justification for this decision should be presented in the Chair's report **and should be counter-signed by both examiners.**

18.6

The examiners should then arrange with the Chair of the Examining Board for the completion and signature of the final form (*Result Form*). The appropriate recommendation option should be

indicated by means of ticking the relevant box. If corrections are required, the external examiner will normally be required to scrutinise the corrections on behalf of the Examining Board unless otherwise indicated. **The examiners and the Chair of the Examining Board should sign the Result Form and the Chair should ensure that the form is dated.**

18.7

The student should be invited to re-enter the room and the Chair should inform the student of the recommendation of the Examining Board. The Chair should explain the implications of the recommendation and clearly indicate any dates for providing corrections or for re-submitting the thesis as well as identifying which examiner will be responsible for approving corrections (if applicable). [\[2\]](#) This section allows External Examiners to report any issues of concern or good practice during the Examination Process. This information is relayed directly to the Chair of the Progression and Awards Board to take any necessary action and/or report to the Progression and Awards Board. The Chair of the Progression and Awards Board will write to the Examiner concerned on the outcome of considering the issue of concern or good practice.

19. Informing the Progression and Awards Board

After the oral examination is completed and all sections of the Report and Result Forms have been signed, the Chair should ensure that the original Report and Result Forms are sent to Academic Services immediately. The viva outcome should also be recorded on the Research Management System. The recommendation of the Examining Board must be presented to the Progression and Awards Board for ratification before a result letter can be prepared. Once confirmation that all conditions have been met is received, the student will be informed by Academic Services of the formal outcome of the examination.

Or

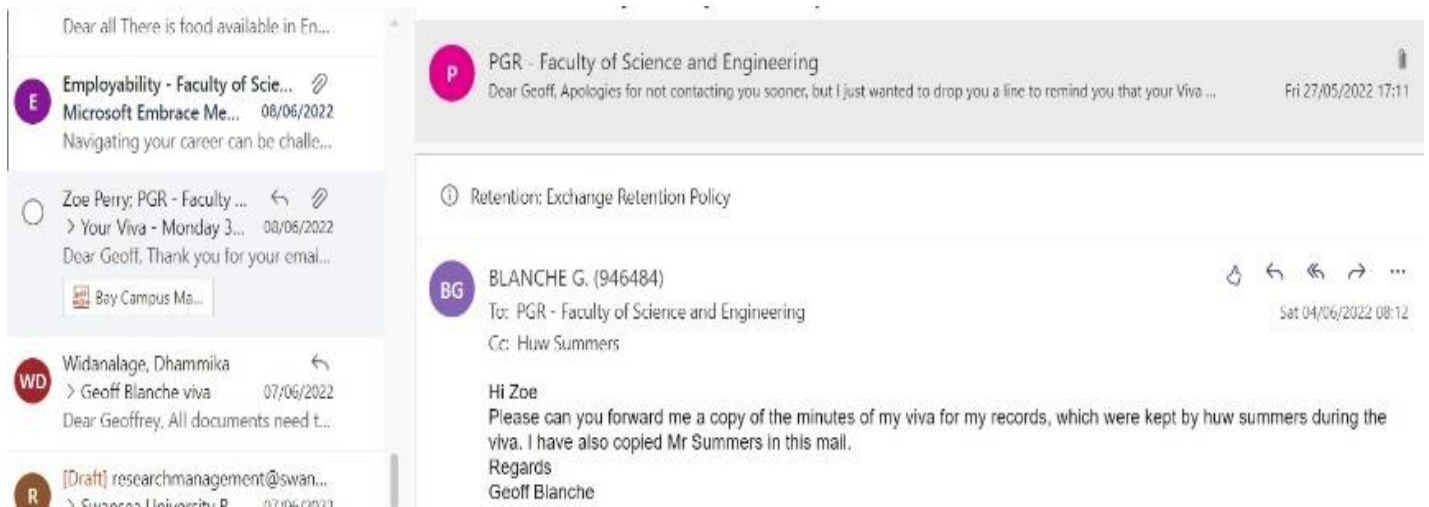
9. Timescale of Examination

Both examiners are asked to report upon the work in a timely manner. **The normal expectation is that members of the examining board will complete and submit the report and result form on the day of the examination board or no later than one week from the date of the examination board;** this would also apply for a resubmitted thesis. Payment of fees and expenses will not be processed until a completed report and result form has been received.

11.1

As can be seen from the rules, the examiners are to produce two sets of reports (exhibit 2, rule 15). The original R & R report and a formal recommendation to Swansea University on the outcome of the examination process. Hence the

Addendum to R & R forms. Mr Blanche starts his investigation on Saturday 4th June 2022.



1. On Sat 4th June, 5 days after oral exam, Geoff Blanche writes to Zoe Perry, requesting the Chair's minutes.
2. According to the rules, the 6th of June would have been the last filing day for the examiners reports to academic services, although the rules quite clearly state the Chairperson is '*expected*' to file the original R & R form immediately. There was no reason not to do this, Summers had confirmed in section 4, of R & R form:

Do you have any concern(s) about how the viva examination was conduct? Answer: NO

3. Perry replies at 15.58 on Monday June 6th stating, '*there are no minutes kept as a matter of course,*' and the R&R forms will be supplied to the university by the examiners, sometime in the near future. Zoe Perry gaslights Mr Blanche, pretends she does not know the rules (relying on Mr Blanche not applying the rules), knows the result, and makes out the university has no reports yet. **(Direct evidence)**

The screenshot shows an email client interface. On the left is a sidebar with a list of emails. The top email in the list is from 'Employability - Faculty of Scie...' with a subject line 'Microsoft Embrace Me...' and a date of '08/06/2022'. Below it is an email from 'Zoe Perry; PGR - Faculty ...' with a subject line '> Your Viva - Monday 3...' and a date of '08/06/2022'. The main pane on the right displays the content of the selected email. The email is from 'PGR - Faculty of Science and Engineering' to 'BLANCHE G. (946484); PGR - Faculty of Science and Engineering' and is copied to 'Huw Summers'. The email body contains the following text:

Dear Geoff,

Thank you for your email.

Viva's are not minuted as a matter of course, however Examiners do produce a Report and Results Form (R&R Form) following the Viva and as soon as it is received and has been ratified we will be able to provide you with a copy. Please note that whilst we do request that examiners complete the Report and Results form within 14 days of a viva, sometimes it can take a bit longer, particularly at this time of year when Examiners also inevitably have large marking commitments.

As soon as we are in receipt of this form we will provide it as a matter of urgency, however please note that the 'clock' for your resubmission does not start running until this document has been ratified by the central team and you receive a letter confirming the deadline for your resubmission.

I hope this helps.

Many thanks

Zoe

Zoë Perry
Post Graduate Research Support Lead | Arweinydd Cymorth Ymchwil Ôl-raddedig

4. Earlier that day, (Monday June 6th, 7 days after the viva) Mr Blanche had emailed the external examiner (and internal examiner}, asking him for his notes from the viva and the original R & R forms as Mr Blanche is entitled to do. It states this on the R & R form and per the rules. The examiners are told on page one of the R & R form (direct evidence), to read the rules (exhibit 2), and they are made aware that the candidate is entitled to ask for any comments they make in the reports. This is also stated in the rules, exhibit 2, rule 6. (direct evidence)

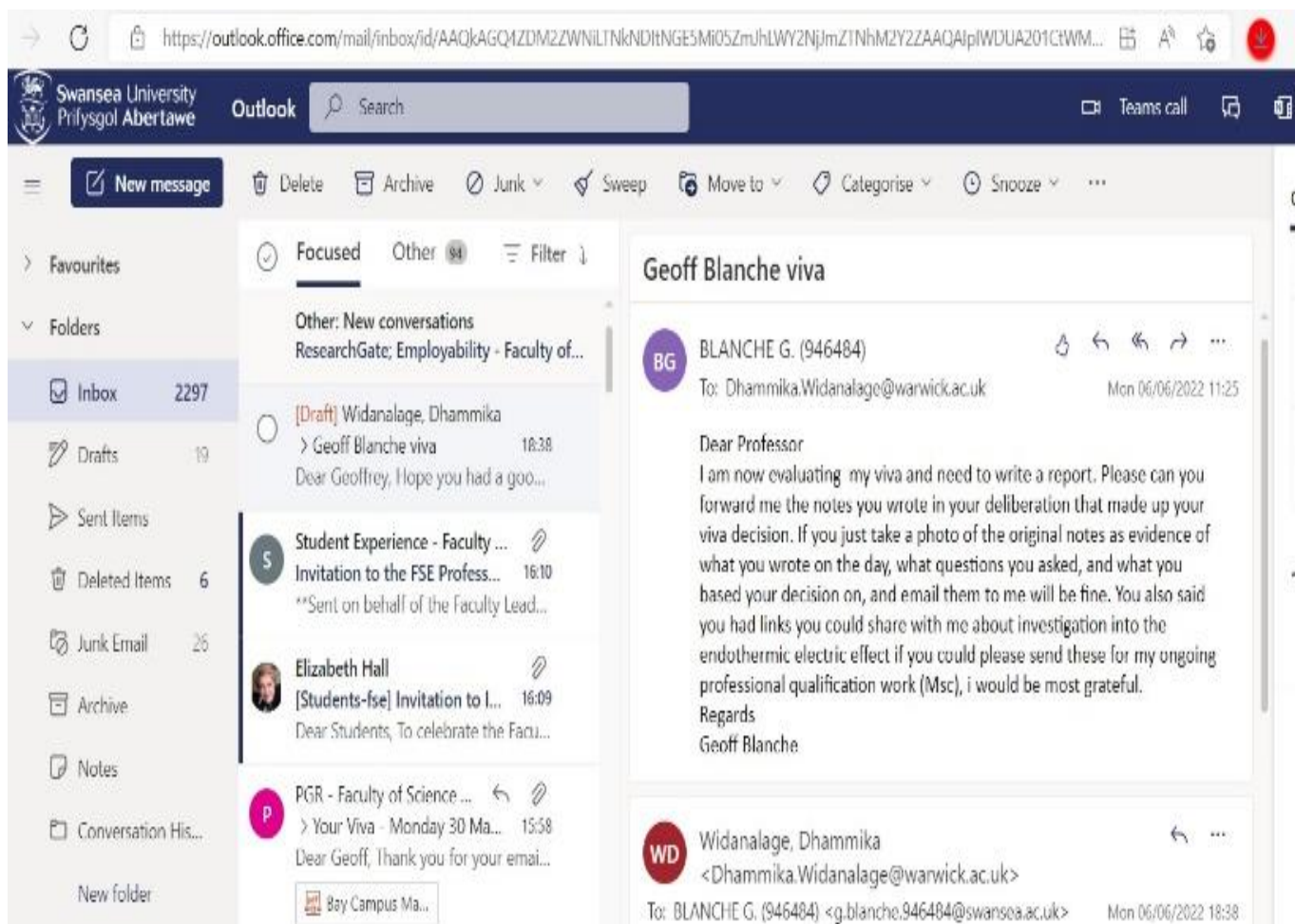
The following sections of this document require completion:

1. The **External Examiner's Report** (three sub-sections);
2. The **Internal Examiner's Report** on the thesis;
3. The **Joint Report by the External and Internal Examiners** (to be completed after the oral examination);
4. The **Report by the Chair of Examining Board** on the conduct of the examination;
5. The **Confirmation of Address** form;
6. The **Result Form** making a formal recommendation.

Also in addition the Swansea University **Guide to the Examination of Research Students** and **Guide to the Submission and Presentation of a Thesis for Research Students** should be appended to the above forms, and examiners are asked to read them before proceeding.

A deadline to consider minor corrections/major amendments/resubmitted theses will be set by the College/School. If for any reason you are unable to meet this deadline, please contact the College/School Administrator.

Examiners should be aware that, under the General Data Protection Regulation (GDPR) 2016, candidates have the right to request access to any comments made about them in these reports.



(Direct evidence).

5. External examiner replies and confirms: *'My notes appear as the External examination report which Swansea has'*. He is not producing the reports

(forms), he admits the chair, Huw Summers, is coordinating the feedback and has all the notes, confirming Huw Summers produces the reports and not the examiners (Direct evidence Exhibit 19 screenshots C to F.). The Addendum is never mentioned by external examiner and he was not aware there would be an Addendum.

Widanalage, Dhammika <Dhammika.Widanalage@warwick.ac.uk>

To: BLANCHE G. (946484)

Mon 06/06/2022 18:38

Dear Geoffrey,

Hope you had a good long weekend.

You should hopefully receive the feedback (including links to battery entropy coefficient work) soon from our discussions during the viva. The feedback will include that of the internal, external and the chairperson as well.

You will receive this from the university and Huw is coordinating the feedback atm.

Regards,

Dhammika

Dhammika Widanalage | Associate Professor

WMG, University of Warwick | Energy Systems Coventry, CV4 7AL

6. The external examiner also says “hopefully”. He cannot supply Mr Blanche with the academic papers he said he could produce (Direct evidence). The external examiner falsely states during the oral exam, these academic papers refute Mr Blanche’s theory, see exhibit 5, ERR. (Direct evidence).

Viva transcript, (VT): 32 MINUTES

Ext: if you, my situation is, I don’t know if you looked up entropic quotient? There’ll be some observations, some papers that can explain this.

Blanche: yea, I haven’t found them.

Ext, yea the keyword is entropic quotient,

Blanche: can you show me some?

Ext: yes, sure now?

Blanche: yes why not, this is what we're discussing, there's not a lot more else to discuss unless you want to discuss the crime, or vaccines,

Ext: we can come to that after, I'm keen to stay on the work your done, and we can come back to this, Because, you've done quite a bit of experiment, and that's quite encouraging, it's good to see but, what's important is understanding the meaning behind it

Ext: if you would like to ask some questions in the meantime (referring to internal examiner), I'm searching the laptop

Question: Why didn't he bring these papers to the oral exam, that he claims explains Mr Blanche's theory is incorrect? Prepared notes to challenge Mr Blanche's theory with some sort of evidence to see if it's related?

11.2

The screenshot shows an email client interface. On the left, under 'All results', there are two entries from 'Widanalage, Dhammika'. The first entry is dated 30/08/2022 with the subject 'Examination fraud: Mr B...' and a snippet 'Hello, thank you for the email,...'. The second entry is dated 07/06/2022 with the subject 'Geoff Blanche viva' and a snippet 'Dear Geoffrey, All documents ...'. On the right, the detailed view of the email from 'BLANCHE G. (946484)' is shown. The email is dated Tue 07/06/2022 14:00. The header includes 'To: Dhammika.Widanalage@warwick.ac.uk'. The body of the email starts with 'From: BLANCHE G. (946484) <946484@Swansea.ac.uk>', 'Sent: 06 June 2022 21:11', 'To: Widanalage, Dhammika <Dhammika.Widanalage@warwick.ac.uk>', and 'Subject: Re: Geoff Blanche viva'. The main text of the email reads: 'Hi Professor, Thanks for your reply, and for letting me know Huw is coordinating everything, but i still need your notes on the day as record of your participation and what you brought to the viva, ie. a list of questions, evidence that you brought to dispute my theory, and anything you were not sure of. I need to make a full report as you expect, as this is a professional qualification. Although Huw is coordinating everything, you are still responsible for your notes, participation directly to me.. This will take a little bit of your time maybe 5 mins to send this to me and is a reasonable request. Regards Geoff'.

The external examiner is supposed to bring a completed 1.1 pre viva report to the oral exam (exhibit 2), he then replies with no understanding of the rules.

11.3

Widanalage, Dhammika <Dhammika.Widanalage@warwick.ac.uk>

To: BLANCHE G. (946484)

Tue 07/06/2022 16:15

Dear Geoffrey,

All documents need to be sent to you via Swansea research office (or equivalent degrees office), I can't directly email to you. My notes appear as the External examination report which Swansea has, there is also the Internal examination report as well (which Swansea will have as well).

Regards,

Dhammika

(Direct evidence).

11.4.

1. According to the external examiner, he had already deposited his notes, and not a report, he did not give anyone a report, and he categorically states this on Tuesday 7th of June, 8 days after the oral exam. He has no grasp of the rules, and abuses his authority in a public office by withholding information. He also says 'hopefully', another admission he is not writing the forms (reports) which he should, according to the rules. If he was writing the reports, he would not have to hope. He is under obligation of the Freedom of Information Act 2000, GDPR 2015, to supply Mr Blanche with his notes and comments from the original R & R forms when requested, but he cannot and will not. He doesn't know when the forms will be presented to Mr Blanche. This has all been arranged by postgraduate committee alongside Huw Summers, the supervisors with help from Clare Ellis Goss and Zoe Perry, to fail Mr Blanche.

2 Huw Summers was coordinating all the feedback and was cc'd in all email correspondence between Mr Blanche and Zoe Perry.

3. The postgraduate team were also privy to emails.

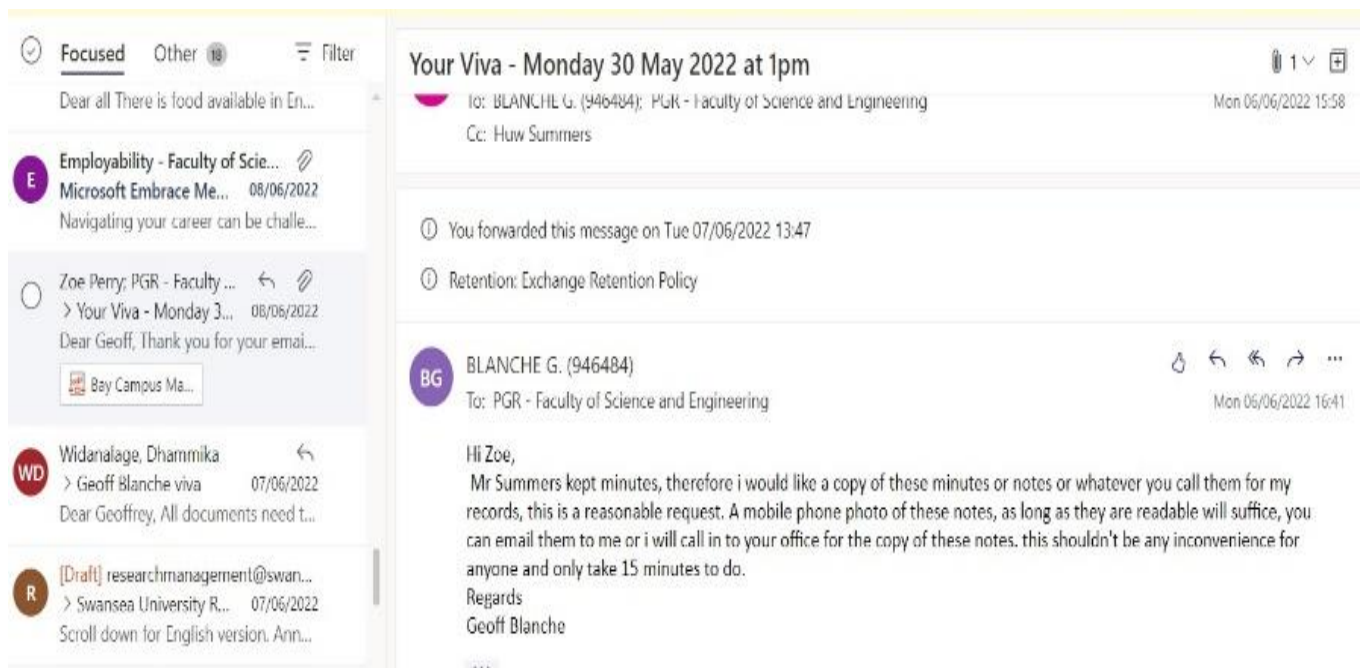
4. Huw Summers produced the reports with the supervisors (there are comments in the Addendum report that were made 2 years previous by the supervisors).

5. The Addendum to R & R forms time stamp says it was created on the 9th of June.

6. The chair writes journal publications with Paul Rees, one of Mr Blanche's supervisors (a conflict of interest), the chairperson apparently had all the notes and he was coordinating the feedback.

10 Huw Summers was acting as the entire examination board, and not independent of the examination process as the chairperson is supposed to be according to the rules and by his own admission (**direct evidence**, exhibit 11). Being independent of the examination process, does not include being the author of the reports. The chairperson was implementing the desire to fail Mr Blanche's thesis, by the directing '*mind and will*' of the PGR committee/team. This is the agenda to fail Geoff Blanche if he kept any mention of Newman's energy machine in his Masters work, as previously threatened by supervisors.

11 Communication on 6th June to PGR

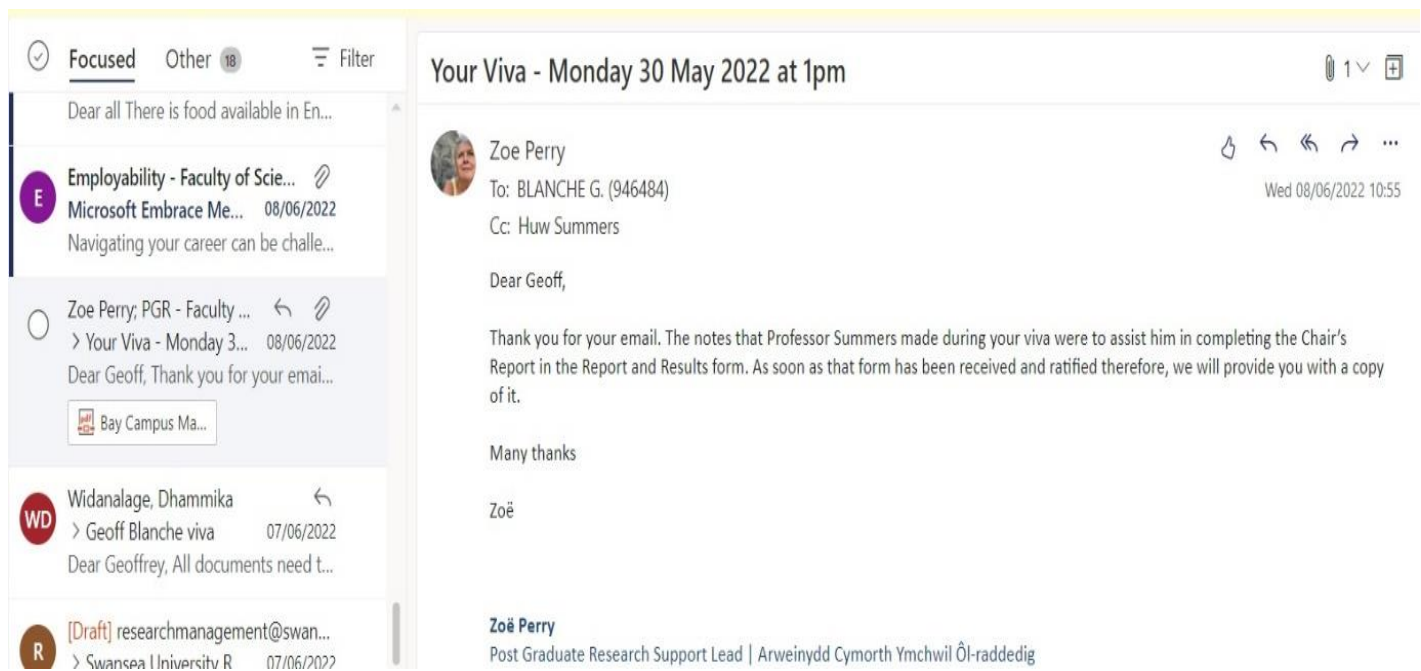


(Direct evidence)

12 Further Summary of events after oral exam

12.1.

1. Mr Blanche asks Zoe Perry on Saturday 4th June for the minutes (exhibit 5, email 1).
2. Zoe Perry on Monday 6th June confirms to Mr Blanche he has failed but she has not received the R & R report forms from the examiners. Perry gas-lights Mr Blanche by saying the reports could arrive any time due to marking obligations, as-well as knowing Summers has all notes. (Direct evidence, exhibit 5, email 5).
3. According to the external examiner on Tuesday 7th June, he had already deposited his notes, and not a report, contradicting Zoe Perry. He did not give anyone a report, and he categorically states this on Monday 6th and Tuesday 7th of June (exhibit 5, emails 9 and 11). He says 'hopefully', he is not writing or producing the R & R forms as he should have according to the rules, whilst the original R & R forms should have been filed by the chairperson with academic services immediately after the viva oral exam. The examination board are under obligation of the Freedom of Information Act 2000 and GDPR 2015, to supply Mr Blanche with their comments, as stated on front page of R & R forms.
4. Ignoring procedural rules and regulations, the coercion of the 2 examiners has all been arranged by Summers and the university PGR to fail Mr Blanche due to the knowledge and content of his thesis.
5. Mr Blanche writes to Perry on Saturday the 4th, Monday the 6th and Tuesday the 7th requesting minutes.
6. Perry states on Wednesday the 8th of June (exhibit 5, email 6), the University has not received the R&R forms from the examiners as of yet, and Huw Summers' notes were for his use only, to complete his part of the forms, which is section 4, (more gas-lighting).



12.2.

Section 4 procedure after oral exam, the rules state:

18. Process After Viva

18.3 The Chair of the Examining Board should complete Section 4 (*Report by the Chair of Examining Board*), commenting on the conduct of the oral examination and noting any procedural issues. If the examiners have recommended that the thesis should be resubmitted for examination without a second oral examination, a clear justification for this decision should be presented in the Chair's report and should be counter-signed by both examiners.

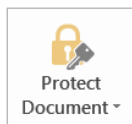
- As can be seen, section 4 should have been completed whilst Mr Blanche had left the oral viva room, before the outcome decision was given to him. The R & R forms should have been signed and filed with academic services immediately by the chairperson, which is what is *expected* of the chairperson, this is for a professional qualification.
- There are no notes required or needed to fill in these 6 tick boxes in section 4 by Mr Summers, this is just a lie. Mr Summers knows he kept notes for about half the time of the viva oral exam. This is confirmed by witness Barbara Down (exhibit 10),
- The notes the chairperson kept during the oral exam were to help him write the examiners' reports NOT TO HELP HIM TICK 6 TICK BOXES. Huw Summers was the author of the reports, this is confirmed by the author

stamp on the Addendum to R & R Forms word document, created by Huw Summers and modified by Zoe Perry on 9th of June. (Direct evidence)(exhibit 19, screenshot C)

Info

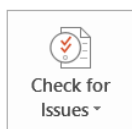
Addendum to R&R Form (1)

C: » Users » geoffrey » Downloads



Protect Document

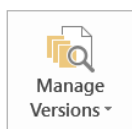
Control what types of changes people can make to this document.



Inspect Document

Before publishing this file, be aware that it contains:

- Document properties and author's name
- Content that people with disabilities find difficult to read



Versions

There are no previous versions of this file.

Properties

Size	21.0KB
Pages	3
Words	1291
Total Editing Time	12 Minutes
Title	Add a title
Tags	Add a tag
Comments	Add comments

Related Dates

Last Modified	09/06/2022 11:57
Created	09/06/2022 11:48
Last Printed	

Related People

Author	Huw Summers
	Add an author
Last Modified By	Zoe Perry

- Perry was under instruction from Huw Summers what to tell Mr Blanche, and obviously Mr Summers had not completed his writing of the R & R and Addendum forms on Weds 8th June. (Direct evidence).
- Zoe Perry switches between email accounts whilst corresponding with Mr Blanche.
- Clare Ellis Goss is a senior executive administrator with expert editing skills, and Summers, Perry and supervisors give notes to Goss to compose the R & R word and pdf documents. (direct evidence, exhibit 19, screenshot f)
- Perry states on Friday 10th June to Mr Blanche, that she has received the R & R and Addendum forms on this date. (Direct evidence exhibit 5, email 43).

- h. There were no notes shared by any of the examination board, there was a non-existent ORIGINAL R & R FORM that the Chairperson is supposed to file with academic services immediately after the viva.
- i. There was no *special request by the examination board* for filing the R & R reports later than what is *expected*, per rule 9 AND RULE 19.
- j. The external examiner claims he gave notes to the chairperson. *(Direct evidence)*.
- k. The internal examiner failed to reply to any emails showing no duty of care.
- l. The joint report 3.(see below) is a post viva section of the R & R form and has a *wet ink date, which was also cut and paste into the document to try and authenticate the date, confirming these were the signatures and apparent comments of the examiners post oral exam*, dated 30th May as per rules, after the viva. *(Direct evidence)*.

3. Joint Report

Signature	<u>W.D. Widanage</u>	(External Examiner)
Signature	<u>Lijie</u>	(Internal Examiner)
	Date	<u>30/05/2022</u>

- I. All of the examination board were asked for their notes but none of the examination board would share notes, as there was no original R & R form filed.
- II. Summers kept notes (which he would not share) during the oral exam and wrote along with the supervisors, the R & R and Addendum forms that were eventually edited by Goss and produced by Perry on the 10th of June.
- III. Mr Blanche claimed victory on the 8th of June, they cheated and were out of time, as seen from the rules.
- IV. The chairperson, along with Zoe Perry, Goss, PGR Committee and the examiners, produce false instruments, the R & R form, and the Addendum to R & R Forms with almost all false statements. (see ERR exhibit 5)
- V. Mr Blanche claims victory.

13 Forgery

13.1.

Section 1 Forgery Act 1981 states:

A person is guilty of forgery if he makes a false instrument, with the intention that he or another shall use it to induce somebody to accept it as genuine, and by reason of so accepting it to do or not to do some act to his own or any other person's prejudice.

It must be shown that D intended for the false instrument it be used to induce somebody to accept it as genuine and, by reason of so accepting it, to do or not to do some act to his own or another's prejudice: R. v. Mary Sylvia Campbell (1985) 80 Cr.App.R. 47, CA.

An intention to induce another to accept a copy of a forgery will also suffice: R v Ondhia (1998) 2 Cr.App.R 150 CA

A false instrument is one that "purports" to be something which is not - i.e. it must tell a lie about itself (see the decision by the House of Lords in R v More [1988] 86 Crim App R 234).

13.2.

Examiners Signatures from R & R forms

1.1 Signature and date.

This document should be completed pre viva and brought to the viva oral exam.

- On Pg 77 you state "hence discharge of the ions..." there is no discharge reactions taking place in these results (the

Name (block capitals) DHAMMIKA WIDANALAGE (External Examiner)

Signature WD Widanage Date 20/04/2022

1.2 Signature and date.

Post viva

Name (block capitals) DHAMMIKA WIDANALAGE (External Examiner)
Signature WD Widanage Date 30/05/2022

1.3 Signature and date.

This should be post viva section but it has a pre viva date.

Name (block capitals) DHAMMIKA WIDANALAGE (External Examiner)
Signature WD Widanage Date 20/04/2022

2. Internal Examiners Report is a pre viva section but has the date of the oral exam.

Signature and date

Name (block capitals) Lijie Li (Internal Examiner)
Signature Lijie Date 30 May 2022

1. Joint Report, Post oral section, with wet ink date.

Signature W.D. W. Damage (External Examiner)
Signature Lijie (Internal Examiner)
Date 30/05/2022

Section 6

SWANSEA UNIVERSITY
RESULT FORM



Information to Accompany the Outcomes of Examination for the above Degrees

1. NB. If the corrections, amendments or re-submission stipulated are not completed to the satisfaction of the examiners or not submitted for scrutiny within the given time period, then the candidate will be judged to have failed and will be not approved for the award of a degree.
2. Where a re-submission is stipulated, Candidates must pay the relevant re-submission fee.
3. A candidate may be allowed a single opportunity to re-submit the work.

Signature W.D. W. Damage (External Examiner)
Signature Lijie (Internal Examiner)
Signature Joe (Chair of Examining Board)
Date 30/05/2022

- a. As can be seen in Exhibit 3, each examiners' and the chairperson's signatures are geometrically identical signatures on all sheets that they appear on of the R & R forms, NOT SIMILAR, GEOMETRICALLY IDENTICAL (this is easy to identify without any special techniques or getting out the ruler).
- b. The signatures were cut and paste onto the documents by Goss FROM ONE SET OF SIGNATURES, and this can be seen from the dotted lines UNDERNEATH THE SIGNATURES, they were cut and paste into the forms and are not wet ink signatures.
- c. The R & R forms have specific sections for the examination process, and the only part of the forms that should have a pre oral viva date (as specified in the rules) are sections 1.1 and 2.

- d. Document 3 (the Joint report) being a post oral viva document, one will notice the wet ink date on section 3. All other dates on R & R forms have typed dates.
- e. The post oral examiners' signatures (section 3) are identical to the signatures on the pre viva documents 1.1 and 2, dated 20/04/2022 and 30 May respectively to document section 3, a post oral section. This is an impossibility unless the signatures were cut and paste after the oral exam, ***the document tells a lie about itself***. This shows they colluded together to allow the documents to be produced and falsified afterwards by the chairperson who we are told is coordinating the feedback contrary to the rules. (Direct evidence).
- f. The examination board produce forgeries of both the R & R document forms AND THE Addendum R & R forms as to the expected procedure in the rules, and try to deceive the reader they are a genuine representation of proceedings. The examination board try to pass off the documents as a record of genuine events to Mr Blanche per the rules.
- g. Later on in the appeal, academic services under the controlling mind and will of the corporation, find nothing wrong, and state (exhibit 9):

"The following shall not be considered to satisfy the grounds for appeal:

- Questioning the academic or professional judgement of the examiners.
- A candidate's disappointment with a result where marks have been accurately recorded, assessment regulations correctly followed and where no evidence of material irregularity exists."

Natalie Wathan states:

Although you contend that there was prejudice / bias or inadequate assessment on the part of one or more of the Examiners, there have not been any findings made to date to support this. In the absence of any findings made to support your contention of prejudice / bias or inadequate assessment, I am satisfied that the Filtering Committee's decision that your appeal had questioned the academic / professional judgement of the examiners to fail your work accords with the Appeals Procedure and is reasonable.

- h. The external examiner tells us he gave his notes (that he would not share) to the chairperson who then produced the reports, the examiners did not sign or produce these sections when the date says they did, the signatures were cut and paste onto the word R & R forms after the oral exam, created by Goss.

- i. Clare Ellis Goss didn't realise: - 1.3 (Matters of General Concern and Interest) is a post viva section of the forms, as stated in the rules, and typed in the wrong date of 20/04/2022.
- j. This was a pre-meditated and planned crime, although the execution was not very good. It was coerced between the supervisors, postgraduate committee, examiners, chairperson, with Zoe Perry and Clare Goss lending a hand, over a time span of 20 months.

14 R & R Forms Forgery

14. The R & R report (forms) and the Addendum to R & R Forms are false instruments, the forms tell **'lies about themselves'** and are forgeries. Admitted by the external examiner in emails 9 and 11 in ERR, exhibit 5 (direct evidence).

14.1 The author of the word R & R Form and pdf form is Clare V. Ellis Goss, and Goss would have produced and/or been in possession of the notes that the R & R forms were made from, on the 9th June 2022. It is observed that the pdf (below, exhibit 19, screenshot, f), is modified 45 minutes after it was first created from the word document. To modify the pdf, Ellis Goss would edit the word document and then save it as **the same** pdf file, and hence the pdf shows it was modified. This is unequivocal proof,

"they left their fingerprints on the murder weapon".

The R & R forms were produced in-house under instruction by the PGR committee, supervisors and along with the examination board and Zoe Perry.

15.2 Clare.V. Ellis Goss, from linkedin:

I have strong organisational skills, which helps me to hit the ground running. I am highly computer literate and find it very easy to assimilate new computer programs, which I enjoy training others in.

Experience



Swansea University

4 yrs 7 mos

- **Senior Executive Assistant**
Dec 2022 - Present · 5 mos
- **PGR Admin Administrator, Faculty of Medicine, Health and Life Sciences**
Full-time
Feb 2022 - Dec 2022 · 11 mos

I am currently creating a Postgraduate Research Student Tracker through Microsoft PowerApps. This app will record all the progress of our postgraduate research students as they study.
- **Examinations, Assessments and PGR Admin Assistant, Faculty of Science and Engineering**
Oct 2018 - Jan 2022 · 3 yrs 4 mos
Swansea, United Kingdom

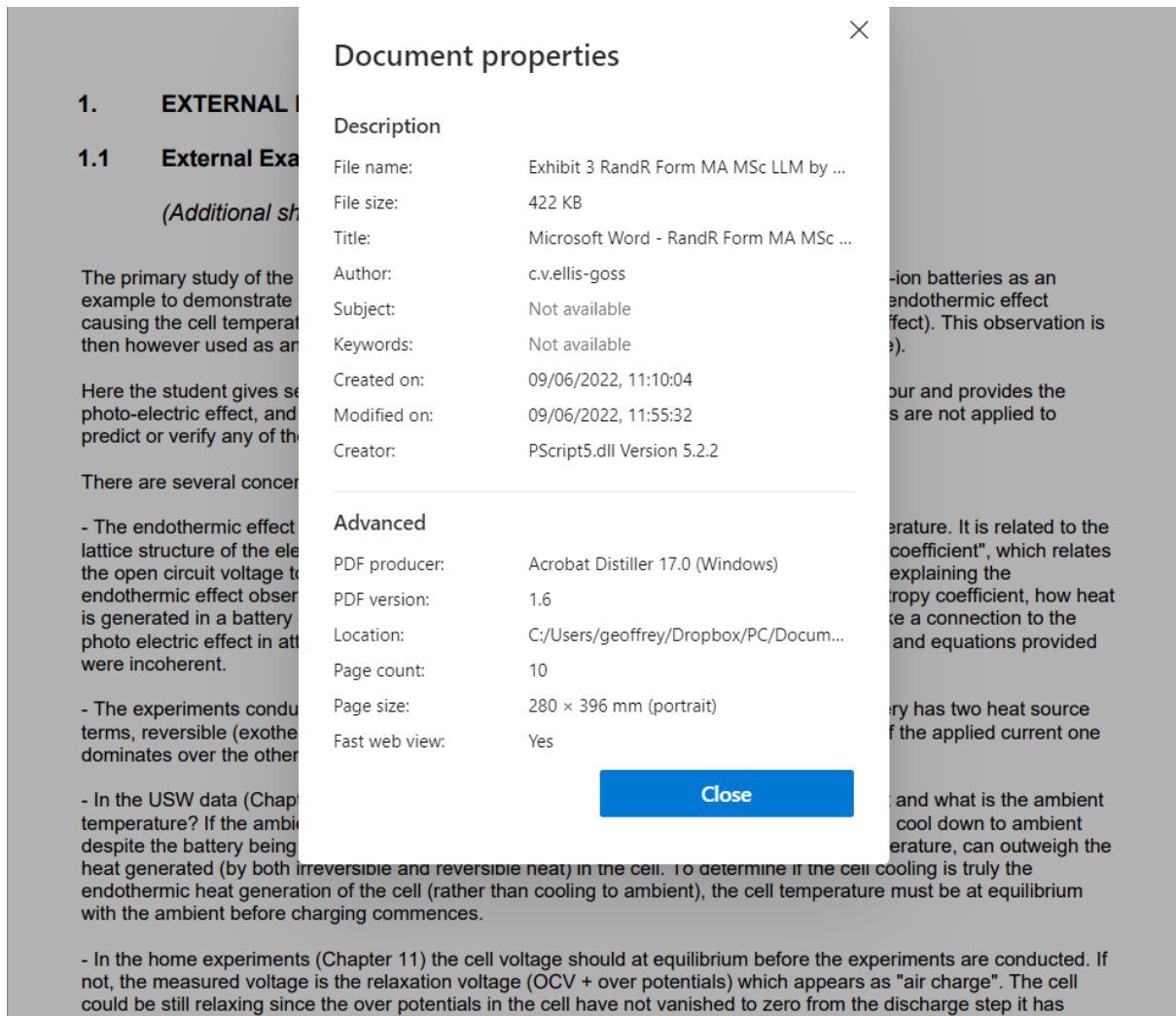


Film Editor

Freelancing

Jul 2013 - Present · 9 yrs 10 mos

I'm very patient, approachable and happy to answer any question I'm presented with, which can be demonstrated in my high level of customer service skills



- One will notice Ellis Goss is a film editor and received a promotion later to her involvement in this crime.
- Ellis Goss would have been under instruction to produce and create the word R & R form from the notes provided by PGR, Supervisors, Summers and Perry,
- We can see Goss has the skills required to do this editing, document production. Goss advertises herself as a film editor, in this case, a document editor.
- The R & R word document version of the forms, would have been edited at least a second time to produce the final pdf version, possibly another set of notes from supervisor Rees, and probably a revision after presenting the

first draft. This final version was presented to academic services and finally to Mr Blanche as a genuine report, supposedly from the two examiners.

Goss would have:

- I. Cut and paste the signatures and typed text onto the word document from Summers' and others notes. Any text presented on R & R forms has no original source, none of the examination board would share their notes. The only evidence of anyone producing some notes, was Summers, during the oral exam.
- II. Goss typed in wrong dates.
- III. One will notice that this was being orchestrated by the chairperson and Perry, as both the R & R pdf and the Addendum word report, were being produced at the same time, the morning of the 9th of June, it would have taken Goss some time to produce the R & R word document.
- IV. The evidence presented tells us that the first draft of Goss' R & R form as a 'pdf', was sent by Goss for approval (or Goss was in the same room as Summers and Perry), and then receiving further instructions on changes, and then making those changes on the word version, to produce the modified pdf. This was the morning after Mr Blanche had claimed victory and the morning after Summers and Perry had claimed they were still waiting for the examiners to produce their reports.
- V. The examiners did not produce the R & R Forms and Addendum to R & R Forms, as the evidence shows.

Addendum to R & R Forms Forgery

14.3.

- 1 The author to the Addendum to R & R form is Huw Summers, it was produced on his Microsoft word account. Below is a screenshot from the document download, (screenshot C, exhibit 19, direct evidence).
- 2 The author and the person who last modified the word document version of the Addendum to R & R form are named in the screenshot, Huw Summers and Zoe Perry.
- 3 The chairperson and Perry produced the Addendum to R & R forms for the PGR, and with help from the supervisors (see exhibit 5, chapter 13, demonstrating cut and paste comments from R & R forms).

- 4 There is no doubt, both sets of reports were produced in-house by the PGR, supervisors, Summers, Perry and Goss. The only evidence of anyone producing some notes, was Summers during the oral exam.
- 5 The examiners produce no evidence they wrote anything as they would not share their notes (if there were any), possibly the external examiner had emailed some notes to Zoe Perry, the date of the email below, is the same date of 1.1 on R & R form. Paul Rees is also cc'd in the email.

PGR - Faculty of Science and Engineering

To:
BLANCHE G. (946484)
Cc:
Michelle Rees;
Paul Rees

Wed 20/04/2022 13:10

Dear Geoff,

Apologies for the delay in coming back to your previous email, we are currently liaising with your examination panel to see if it is possible to arrange your viva in person. As the External Examiner will have to travel to Swansea, unfortunately, it is not as straightforward as just changing the format from online to in person. We will chase them up today and as soon as we receive a response we will let you know.

Many thanks

Zoë Perry


Post Graduate Research Support Lead

- 6 The PGR and supervisors undoubtedly would have provided notes to the examiners to pretend they were involved in writing the reports. Nothing has been forthcoming as any defense by the examiners confirming they wrote something.

Info

Addendum to R&R Form (1)


C: » Users » geoffrey » Downloads



Protect Document ▾

Protect Document

Control what types of changes people can make to this document.




Check for Issues ▾

Inspect Document

Before publishing this file, be aware that it contains:

- Document properties and author's name
- Content that people with disabilities find difficult to read



Manage Versions ▾

Versions

There are no previous versions of this file.



Properties ▾

Size	21.0KB
Pages	3
Words	1291
Total Editing Time	12 Minutes
Title	Add a title
Tags	Add a tag
Comments	Add comments

Related Dates

Last Modified	09/06/2022 11:57
Created	09/06/2022 11:48
Last Printed	

Related People

Author	 Huw Summers Add an author
Last Modified By	 Zoe Perry

INFORMATION ON Microsoft word Account

How to Change the Default Author Name in Microsoft Word

 viveknayyar007 ·  Dec 30, 2013 ·  Default  Document  Microsoft Word  Office  tutorial

Microsoft Word is among the most popular text editors on the market (it is, after all, part of the famed Microsoft Office). When you create a document in Microsoft Word, the documents have an author assigned by default; the person who owns the account on your PC.

The name of the author of the document can be seen on the information page in Word. The complete properties of the document can be viewed in the lower side of the Info page including the name of the authors, editors and others involved in document creation. Author's name is retained by the document as an informational attribute.

If you wish to change the name of author in the documents you are creating, you will have to manually change it on the Info page. Here's how:

- 7 At 13.39pm on 10th June, Zoe Perry sends the forged documents to Sara Kane of Academic Services for ratification (11 days late).
- 8 See below the email sent to Sara Kane on 10th June for ratification, (exhibit 19, screenshot d), from Zoe Perry to Sara Kane.
- 9 The Addendum to R & R Forms word document version, was turned into a pdf version 11 minutes before Mr Blanche received it at 12.58pm on the 14th June 2022 (email 44, exhibit 5), the author being Huw Summers.

From: Zoe Perry <Z.Perry@Swansea.ac.uk>
Sent: 10 June 2022 13:39
To: Sara Kane <S.L.Kane@Swansea.ac.uk>
Cc: Sinead Hancock <Sinead.Hancock@Swansea.ac.uk>
Subject: R&R Form - Geoffrey Blanche 946484, Resubmission Decision

Dear Sara

Further to our discussion, please see the attached R&R Form and Addendum to the R&R Form for ratification.

Many thanks

Zoë

Zoë Perry
Post Graduate Research Support Lead | Arweinydd Cymorth Ymchwil Ôl-raddedig

Faculty of Science and Engineering | Cyfadran Gwyddoniaeth a Pheirianeg
Swansea University | Prifysgol Abertawe
Fabian Way | Ffordd Fabian
Crymlyn Burrows
Swansea | Abertawe
Wales | Cymru
SA1 8EN

Phone | Ffôn 01792 606090
Email | Ebst z.perry@swansea.ac.uk

Rhowch wybod i ni os hoffech dderbyn eich gohebiaeth yn Gymraeg. Rydym yn croesawu gohebiaeth yn Gymraeg neu yn Saesneg. Ni fydd
Let us know if you would like to receive correspondence in Welsh. We welcome correspondence in Welsh or English. Corresponding in Wel:



We are Professional
Rydym ni'n Broffesiynol

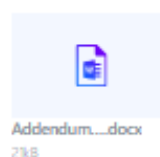
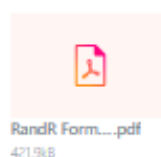
We Work Together
Rydym yn Gweithio Gyda'n Gilydd

We Care
Rydym ni'n Gofalu

www.swansea.ac.uk | www.abertawe.ac.uk



[Download all attachments as a zip file](#)



Student: Geoffrey

Viva Date: 30 Ma

Level of Study: M

Decision: Decisio

Joint Examiner C
(form).

The thesis presen
claims that the re
machine. These t
scientifically rigor
evidence present
clearly related to
The experiment c
interpretations o
unrelated phenom

In its present form
standard. A comp

The examiners be
temperature-dep
and will therefor

The re-submitted thesis MUST meet all of the requirements listed below:

1. The thesis title is: **An Investigation of the Photoelectric Effect to the Endothermic Electric Effect during the Electric Field Charge**. This is misleading and must be changed. The photoelectric effect has not been studied.

Document properties

Description

File name:

Exhibit 4 Addendum to R&R Form.pdf

File size:

140 KB

Title:

Not available

Author:

Huw Summers

Subject:

Not available

Keywords:

Not available

Created on:

14/06/2022, 12:46:57

Modified on:

14/06/2022, 12:47:00

Creator:

Acrobat PDFMaker 17 for Word

Advanced

PDF producer:

Adobe PDF Library 17.11.238

PDF version:

1.6

Location:

C:/Users/geoffrey/Dropbox/PC/Docum...

Page count:

3

Page size:

280 × 396 mm (portrait)

Fast web view:

Yes

Close

15 CONCLUSION OF FORGERY

15.

- a. The examination board, Goss, Perry, Supervisors, PGR Committee knew that the documents were forgeries.
- b. The chairperson, Supervisors, PGR Committee, Goss and Perry submitted the reports to academic services with the intent to defame and defraud Mr Blanche.
- c. The Chairperson did not file the R & R forms immediately with academic services which was his duty, instead he produced forgeries.
- d. The chairperson was not independent during the examination process as defined by the document properties, the external examiner and the rules. The Chairperson was coordinating all feedback, writing and producing the reports, and had all information as stated by the external examiner on the date 07/06/2022, this was 8 days after the oral examination.
- e. The external examiner never states he was going to produce a report named, 'Addendum to R & R forms' and was never prepared to share his notes in good faith, he acted with bad faith.
- f. The addendum to R & R forms was produced by the chairperson, he is named as the author, the creator of the document, with Zoe Perry modifying the Addendum to R & R forms before sending them to academic services on June 10th (11 days late).
- g. The Addendum to R & R forms have no signatures at all; Zoe Perry and Huw Summers claimed the examiners will be producing the reports and the reports will be written by the two examiners, this was never the plan. Perry claims she had received the reports from the examiners on 10th June 11.22am (exhibit 5, email 44). (Direct evidence).
- h. Zoe Perry, Goss, chairperson, PGR and the supervisors collude together to produce **in-house** the only R & R forms, and the Addendum to R & R forms, that arrived at academic services on 10th June.
- i. The reports are false instruments, a false instrument is one that "purports" to be something which it is not - i.e. it must tell a lie about itself.

The reports do tell a lie about themselves.

R & R forms If the external examiner had completed the 1.1 section before the oral exam and brought it to the viva, as per rules (exhibit 2, rule 16), how could it have an identical signature to the post viva sections? The same is true for the internal examiners section.

- j. Wet ink signatures have been used since ancient times as a way to endorse documents and to prevent fraud. You should use a wet signature when it's easier to use one, for example, when you're signing a **joint** report that should be filed immediately.

16 Oral Examination fraud

[Fraud Act 2006 \(legislation.gov.uk\)](https://legislation.gov.uk) Fraud

(1) A person is guilty of fraud if he is in breach of any of the sections listed in subsection (2) (which provide for different ways of committing the offence).

(2) The sections are—

- (a) section 2 (fraud by false representation),
- (b) section 3 (fraud by failing to disclose information), and
- (c) section 4 (fraud by abuse of position).

16.1.

This section could be an extremely long section if all the false statements were to be analysed (it is 35 pages and laden with science). The examples given in this section will demonstrate how the examiners intentionally committed fraud by false representation of science during the oral exam. The full analysis and total amount of false statements are shown in exhibit 5, ERR, and listed below in tables A, B and C.

- I. **Oral Exam** The examiners dishonestly make extensive false representations of science in the oral exam; demonstrating themselves not to be experts in electromagnetism and energy physics. They demonstrate they did not read most of the thesis and ignored the references. The chairperson did not apply the rules and consistently broke the rules as to make sure the agenda to fail Mr Blanche was perpetrated.

Internal Examiner

Table A

Chapter 6 of ERR, reference	Rule 13.1
1.2. 3. 4. 6. 7. 8. 9. 10.	False representation of the thesis work, and false representation of scientific facts.

External Examiner

Table B

Chapter 6 of ERR, reference numbers	Rule
1. 4. 5. 7. 8. 9. 10. 12. 13. 15. 16. 17. 18. 19. 24. 31. 33.	<p>1.3.2</p> <p>A proposed external examiner should:</p> <p>Be aware of the nature and purpose of the degree for which the candidate is being examined;</p> <p>possess specialist knowledge and expertise in the subject of research;</p> <p>13. Particular Role of Chair of Examining Board It is the responsibility of the Chair to ensure that the process is rigorous, fair, reliable and consistent with University regulations and procedures. In the event of a review of an examination decision or an appeal, the Chair is required to provide a written report on the conduct of the examination as necessary</p>
2. 3. 6. 11. 25.	<p>13.1</p> <p>During the examination process, the examiners shall:</p> <p>Consider the thesis and abstract submitted by the candidate</p> <p>13. Particular Role of Chair of Examining Board It is the responsibility of the Chair to ensure that the process is rigorous, fair, reliable and consistent with University regulations and procedures. In the event of a review of an examination decision or an appeal, the Chair is required to provide a written report on the conduct of the examination as necessary</p>
22. 23. 26. 27. 28. 29. 30. 32.	False representation of the thesis work, and false representation of scientific facts.

Chairperson

Table C

Chapter 6 of ERR, reference	Rules Broken and not adhered to.
The chair failed to observe	1.2 13 13.1 15 16.1 17.3 17.5 17.8 17.11 18 19

Reports

16.2

The examiners reports have extensive false representations of science. These false representations made by the examiners, were continued after the oral exam in the written reports. The examiners never present any relevant fundamental science to prove their claims. They ignored all defense of the thesis even when Mr Blanche had fully defended the thesis in the oral exam. There were zero strengths found in Mr Blanche's thesis.

(Listed below are the false statements found in Exhibit 3, exposed in exhibit 5)

Examiners Reports	Number of false statements
1.1 Pre viva Report by External examiner	11
1.2 External Examiners Report on Oral Examination	3
1.3 External Examiners Report on matters of general concern or interest, including issues related to quality and standards, which should be drawn to the college, or to the university	8
2 INTERNAL EXAMINER'S REPORT	9
3. JOINT REPORT BY EXTERNAL AND INTERNAL EXAMINERS	6
Addendum Report	27

There were many Examiners Duties that were not met in Examination Process according to Swansea regulations.

Exert from exhibit 5

Highlighted in red ARE THE FAILURES DURING THE EXAMINATION PROCESS.

Highlighted in yellow are the Candidate's comments. () Brackets are also candidate's comments

The examiners should meet these rules and regulations:

1.3.2

A proposed external examiner should:

- a) Be normally research active and sufficiently experienced to command authority;
- b) Be aware of the nature and purpose of the degree for which the candidate is being examined;
- c) Possess specialist knowledge and expertise in the subject of research;

13.1 -During the examination process, the examiners shall:

- Consider the thesis and abstract submitted by the candidate.

(The examiners demonstrated they did not have the specialist knowledge to examine the Thesis. They demonstrated in the Viva oral examination that they would not and did not consider the thesis or abstract or examined the references. They had a lack of basic scientific knowledge, electricity physics knowledge, electromagnetism knowledge, and even tried to claim there is no endothermic reaction with the surroundings whilst charging an electric field using lithium batteries.)

(Continually did not consider thesis or abstract through the whole process. This was the disputed work the supervisors had mentioned and should be avoided at all costs, even to desecrate fundamental electromagnetism scientific facts, ie. James Maxwell - The displacement current; Boltzmann/Planck constant.)

17.4

The examiners are not only assessing the thesis in the oral examination, but the candidate's ability to defend it, and to relate the contents of the thesis to the existing body of knowledge within the particular field.

The examiners failed to mention how the candidate defended his theory and thesis rigorously, but instead invented science, and ignored scientific knowledge presented by the candidate with one sole purpose, to fail the candidate, as detailed in chapter 6 of ERR exhibit 5. They resorted to defamation and made unfounded derogatory comments in their reports about the candidate's character and behaviour. i.e "During his explanations, the student came across as defensive, aggravated and at times condescending. Agreement on many discussion points were difficult to achieve".

The examiners demonstrated they had no intention of explaining how the candidate's thesis and theory adds to the body of knowledge in his particular field of renewable energy and the physics of electromagnetism. Internal and external examiner did not demonstrate, and even pretended to have no understanding of the thesis during the whole procedure. The chairperson and supervisors whilst producing the reports, preferred to claim the candidate was condescending rather than, the candidate gave the examiners every opportunity within the oral exam to understand the thesis through observed science.

17 Example 1

In this section we first have some physics and chemistry explanations to help understand the discussion.

[What is reaction physical? \[FAQs!\] \(scienceoxygen.com\)](#)

*"In a physical change, no new substance is formed. A chemical **change** is always accompanied by one or more new substance(s). Physical change is easily reversible i.e original substance can be recovered. Chemical **changes** are irreversible i.e. original substance cannot be recovered."*

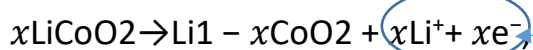
An electric field charge is only ever a physical reaction, this is true for any *material system* used to produce an electric field. For example, in both a battery and when using a copper coil. However, there is confusion in the use of the words; 'chemical', 'change' and 'reaction'.

Copper is a chemical element, and a lithium battery is a chemical device, with several chemical elements contained. Lithium batteries are designed to store lithium safely. Lithium is never found in a natural state in nature as it easily reacts with other materials, it is stable in a chemical bond. Nevertheless, when charging a lithium battery the electric field charge is a physical reaction with a chemical re-arrangement (not a chemical reaction) of the materials, as seen below.

Lithium Battery

At present, in a commonly used lithium-ion battery, lithium transition-metal oxide such as LiCoO_2 is mainly used as a cathode active material, and graphite is mainly used as an anode active material.

Here are two examples of the chemical re-arrangement formula at the time of an electric field charge:



This is the photoelectric effect which is a **physical change**, **not a chemical reaction**.



[Multiscale and hierarchical reaction mechanism in a lithium-ion battery: Chemical Physics Reviews: Vol 3, No 1 \(scitation.org\)](#)

3.15: Exothermic and Endothermic Processes - Chemistry LibreTexts

*"A **chemical reaction** or **physical change** is **endothermic** if heat (energy) is absorbed by the system from the **surroundings**. In the course of an endothermic process, the system gains heat from the surroundings and so the temperature of the surroundings decreases. The quantity of heat for a process is represented by the letter q . The sign of q for an endothermic process is positive because the system is gaining heat.*

*A chemical reaction or physical change is **exothermic** if heat is released by the system into the surroundings. Because the surroundings is gaining heat from the system, the temperature of the surroundings increases. The sign of q for an exothermic process is negative because the system is losing heat."*

*"When physical or chemical changes occur, they are generally accompanied by a transfer of energy. The **law of conservation of energy** states that in any physical or chemical process, energy is neither created nor destroyed. In other words, the entire energy in the universe is conserved. In order to better understand the energy changes taking place during a reaction, we need to define two parts of the universe, called the system and the surroundings. The **system** is the specific portion of matter in a given space that is being studied during an experiment or an observation. The **surroundings** is everything in the universe that is not part of the system.*

Fluid Physics | Science Mission Directorate (nasa.gov)

A fluid is any material that flows in response to an applied force, therefore liquids and gases are fluids. Their motion accounts for most transport and mixing in natural and man-made processes and within all living organisms. Fluid physics is the study of liquid and gas motion and the associated transport of mass, momentum and energy.

17.1.

Both examiners dishonestly make false claims in their pre viva reports, this was planned and orchestrated (collusion with supervisors). Experts in electromagnetism should know electrons do move in air around a conductor, **an electric field charge is first endothermic then exothermic:**

1. External examiners pre viva report 1.1, exhibit 3,

- On Pg 72 "you state **that some of the electric field charge is coming from the surrounding air electrons**", this is not true. There are no electron exchange from the external air, it's the change in the electrode entropy that is causing the voltage to increase (in Figure 41)

2. Internal examiners report 2.0, pre viva report,

6. Figures 52 and 53 are not correct, **electrons don't flow in air circling a conductor**

3. Repeated in the Addendum report,

17. Figures 52 and 53 are not correct, electrons don't flow in air circling a conductor

This was discussed during the oral exam,

VT TIME 2HR 17 MIN

Int: you have copper wire,

Blanche: mm

Int: you draw some electrons flows,

Blanche: yep

Int: are these electrons flowing in the air,

Blanche: ah it's just a, you can depict it how you like, really, this was just ah, to show, that ah, the force out here, the positive ions, is greater than the force in, and it's not creating any resistive force,

Int: asking you, are electrons flowing in the air?

Blanche: Well electrons do flow in the air yes,

Int: they flow in the air?

Blanche: they flow, in air, yea, yea

Int: ok, that's fine,

Blanche: what is the point of your question?

Int: my point is, is, it's not, because the air is is a di-electric, its not conductor

Blanche: yea, but the copper wire's a conductor

Int: yea but you draw the electron out of the copper wire

Blanche: yea, because, they're not, there's no frictional, no frictional force there,

Int: that's very vague, frictional force, very vague.

Blanche: well no,

Int: so why electron flowing in the air? Air is not conducting? If the air is conducting

Blanche: no the copper wire is the c, this is a depiction of an electric field, yea, and this is I'm saying is, the copper ions+ I'm saying is the positive part of the field,

Int: but I see a lot of ah

Blanche: and this I'm depicting are the electrons around the positive ions+, so do you know what I mean?

Int: this is not correct I think this figure is not correct, you need to re draw it, you need to re draw it, and show that, surrounding the copper wire, there's another um, materials conducting materials, so that the electron can flow inside that materials,

Blanche: no well, no, electrons are free to move in space aren't they, and that being air as well, I don't mean space as up out of the atmosphere, I mean this space, electrons are able to

17.2

The reality is: **ELECTRONS DO MOVE IN AIR CIRCLING A CONDUCTOR**. Mr Blanche defended this in the oral exam which is disregarded in reports produced after oral exam.

This is a false representation of science and physics by examiners and the report authors. The scientific facts are clearly demonstrated in the thesis and within the references to thesis and then defended in oral exam. This is accepted electricity physics theory and fact. Examiners give no evidence as to why they want to disagree with this fundamental physics knowledge and even when this is refuted in oral exam, they continue to lie in post oral reports.

They are disagreeing with,

Coulombs law chapter 5 of thesis, Photoelectric effect chapter 5. Boltzmann/Planck constant, energy to air temperature.

Examiners disagree with National Grid, Chapter 6 of thesis, - A very important one page chapter, where national grid specifically state electrons do move in air around conductors, obviously didn't read this or just want to ignore the facts and lie.

How many corona ions do power lines produce?

Corona ions are the air ions produced when the electric field very close to the surface of the conductors of a high-voltage power line is large enough to strip the electrons away from the air molecules.

Elsewhere on this site we deal with the question of whether the corona ions produced by power lines have health effects.

Figure 18: This is a description by national grid taken from their website

References supplied by National Grid. [69]

Examiners disagree with and obviously didn't read reference [100] and [102] and the skin effect, reference [103]

From Thesis:

19 .1 A study into high voltage Transmission Lines A study into high powered systems was carried out by F.W.Peek [100] and was presented at the 28th Annual Convention of the A. I. E. E., Chicago, June 26-30, 1911.

Cassius M. Davis [102] states on page 2337: *"The general mechanism of corona formation may be described as follows: Upon the gradual increase of the applied voltage a value is reached which gives, at the conductor surface, a potential gradient sufficient to break down the air. In this way the air becomes conducting as far from the conductor as the gradient exceeds the breakdown value."*

Peek further demonstrates how the law of corona follows the quadratic law [reference 100 of thesis].

Page 1520 [100]: *"The fact that the curves pass through the zero point does not necessarily mean that there is no loss at zero frequency or continuous impressed voltage." What takes place is probably this: "When excessive continuous voltages are applied to a conductor, the air is broken down and a transfer of energy which appears as corona takes place. Now if the conditions were constant, such as still air, constant temperature, and no electrostatic repulsion, there would be no further loss than the first energy rush. However, as this over strained air is probably driven away and replaced by fresh air, which is in turn broken down, there is actually a power loss with continuous voltage. "*

17.3

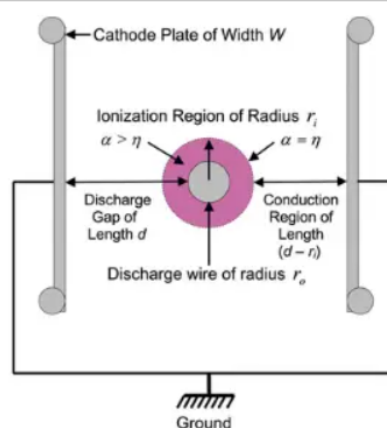
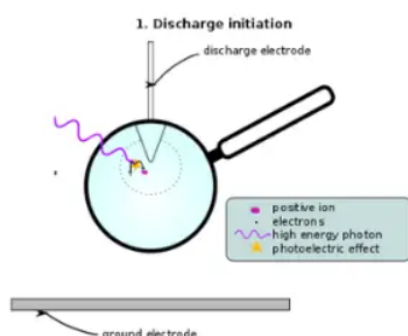
(I have highlighted the blue for a very particular observation. The Newman machine does not have continuous voltage, it is specifically designed to start, stop and discharge. This statement by Peek demonstrates his in-depth understanding in 1911, yet he did not know that the reaction is actually endothermic at first, this reaction actually charges the system to start. Peek however never takes into consideration Maxwell's 4th equation.)

Reference 84 from thesis, Corona Discharge: What is the Corona Effect? | Electrical4U

(In the diagram (below) you will notice the electrons and positive ions around the conductor –on left of diagram, this is electromagnetic wave production, discovered by Hertz in 1887, known as the Hertz effect; or the photoelectric effect; or an electromagnetic force. This work by Hertz confirmed Maxwell's 4th equation and his unification theory of electromagnetism through mathematical symmetry.)

<https://www.electrical4u.com/corona-effect-in-power-system/>

What is Corona Discharge?



Electrical 4 U

Corona Discharge (also known as **the Corona Effect**) is an electrical discharge caused by the **ionization** of a fluid such as air surrounding a conductor that is **electrically charged**. The corona effect will occur in **high voltage systems** unless sufficient care is taken to limit the strength of the surrounding **electric field**.

Corona discharge can cause an audible hissing or cracking noise as it ionizes the air around the conductors. This is common in **high voltage electric power transmission lines**. The corona effect can also produce a violet glow, production of ozone gas around the conductor, radio interference, and electrical power loss.

The corona effect occurs naturally due to the fact that air is not a perfect insulator – containing many free electrons and ions under normal conditions. When an electric field is established in the air between two conductors, the free ions and electrons in the air will experience a force. Due to this effect, the ions and free electrons get accelerated and moved in the opposite direction.

The charged particles during their motion collide with one another and also with slow-moving uncharged molecules. Thus the number of charged particles increases rapidly. If the electric field is strong enough, a dielectric breakdown of air will occur and an arc will form between the conductors.

Electric power transmission deals with the bulk transfer of electrical energy, from generating stations situated many kilometers away from the main consumption centers or the cities. For this reason, the long-distance transmission conductors are of utmost necessity for effective power transfer – which in-evidently results in huge losses across the system.

Example 2

17.5.

In this example it is shown how the examiners will not engage in the abstract and title. (Direct evidence). How they disregard the oral viva and background research evidence whilst writing the reports, this heavily suggests the reports were written not by the examiners, yet we already know this from the external examiners confession (exhibit 5, email 9 and 11), no sharing of alleged notes and author stamps on reports not belonging to the examiners.

Exhibit 2, rule 13.1:

During the examination process, the examiners shall:

- Consider the thesis and abstract submitted by the candidate. Any part of the thesis which has already been accepted, or is being concurrently submitted, for any other degree or qualification in the University, or elsewhere shall be excluded from the examination;
- Report on the scope, character and quality of the work submitted;
- Satisfy themselves that the candidate possesses a good general knowledge of the particular field of learning within which the thesis falls

1. In pre viva report 1.1, the external examiner mentions Newman machine and he also identifies the correct study but this changes in 3.0. This demonstrates someone else wrote 3.0.

The primary study of the thesis is on the "Endothermic Electric Effect". The candidate uses Li-ion batteries as an example to demonstrate that the battery temperature, during a charge, first experiences and endothermic effect causing the cell temperature to decrease before increasing (from a subsequent exothermic effect). This observation is then however used as an explanation to the Newman machine (an energy generator machine).

Joint report 3.0,

The thesis presents an experimental study of temperature-dependent battery characteristics and claims that the results validate the theories developed by Joseph Newman in regard to his energy machine. These theories are open to debate, have not been independently validated in a scientifically rigorous manner, and are not accepted by the mainstream research community. Any evidence presented to support these theories must therefore be extensive, accurate, repeatable and clearly related to the specific claims made. The examiners agree that the work presented does not meet these requirements. The experiment data has limited accuracy and the format of the investigations allows multiple interpretations of the results. Various scientific theories are presented but then applied in error to unrelated phenomena.

2. In the oral exam Mr Blanche tries to discuss the independent test by JL Naudin (exhibit 1) on a Newman Machine, this was included in the thesis, but the external examiner changes the subject and will not engage in conversation on endothermic generators.

VT: 12 MINUTES 20 SECONDS

Examiner avoids abstract –endothermic generators

Blanche: and Naudin, who did his work with a Newman generator that he built, that's in chapter, i think you've missed that chapter, i think that was in chapter 3.

Ext: there's some work from Lancaster that has studied this quite heavily,(referring to entropy on battery study, trying to change the conversation away from endothermic generator evidence) but anyway, the point, ok, the ideas that, there's a different thermodynamic explanation, that's been used and it's predictive, and that's the nice thing, with all equations, right they're predictive, theory, right has to be predictive. Ah otherwise it doesn't serve a purpose. So I suppose, did you come across, what's called ah, the rate of change of enthalpy, and that's how it's linked to the entropic quotient, of this, this, describe this a bit.

3. The examiners then go on to say in the post oral joint report 3.0,

'The thesis presents an experimental study of temperature-dependent battery characteristics and claims that the results validate the theories developed by Joseph Newman in regard to his energy machine. These theories are open to debate, have not been independently validated in a scientifically rigorous manner, and are not accepted by the mainstream research community.'

One will notice how the study is now a different study from that first mentioned by the external examiner in his pre viva report 1.1. In the joint report 3.0 , this now becomes a false representation of the thesis. The thesis is well defined in the abstract and is *not an experimental study of temperature dependant battery characteristics*. There is also only ever one theory presented and the theory presented is evidenced and concluded on very clearly in the conclusions of the thesis from the experimental observations as-well as other people's, background research. The examiners go on to say there is no independent validated results for a Newman machine, this again is a lie and false.

Mr Blanche included in Chapter 3 of the thesis, a rigorous independent validation (exhibit 1) that demonstrates the Newman machine charge is endothermic, and this test analysis has been available since 1998.



Figure 1: The temperature sensor and temperature readings Naudin recorded on his Newman Generator. Naudin's tests showed an endothermic electric effect or has he called it, 'a cooling effect'

4. Mr Blanche tried to discuss independent validation again at VT 2h 28 mins, but the examiners will not engage. They only want to talk about batteries, and nothing else from the **abstract**. The external examiner does not know what a physical reaction is, and claims the endothermic reaction is:

It is related to the lattice structure of the electrodes and is characterised by a coefficient known as the "entropy-coefficient", which relates the open circuit voltage to temperature.

This is just false, and a misrepresentation of the truth, done to intentionally mislead and gaslight the reader.

VT: 2hr 28 mins

Blanche: mine is about electric field technology, (cross talk), let me show you another experiment then, alright, **and it's nothing to do with batteries**,

Ext: **that's the whole point**

Blanche: **you want to ignore this I think, yea, you are, so, this guy built a Newman generator, right (silence, does not want to engage)**, there's the, there's the Newman generator, ok, (silence), this is the coil, he's got magnets spinning in the coil, this is the commutator, the commutator is the start, stop, and discharge of the device, it's a mechanical device, and he did a temperature test on it while running it for an hour, and it started at 21.5 degrees, after 15 minutes it dropped to 21.3 degrees and that continued while he run it for an hour, and then he stopped the test. Now this is not a chemical reaction,

Ext: **it's not your work either**,

Blanche: **no, it's background research**,

Ext: no

Blanche: no, this is background research, which the theory is built on, which you have to have background research, in your work

Ext: mm, but you missed out quite a bit of background research (NASA? Which he didn't even read) you have 4 chapters on batteries, that's the point I'm making here (and they are the only chapters you want to talk about and ignore the rest, there are 24 chapters all together)

Blanche: no, my work is not on batteries, my work is on the electric field

Ext: sure, sure, but

Blanche: here's, here's the (again he tries to avoid Naudin's independent validation of Newman machine chapter 3), here's the temperature sensor,

Ext: mm

Blanche: that he placed on the coil, and he run it for an hour, there's the lab temperature, that was the coil temperature,

Ext: sure

Blanche: so that's not a chemical reaction, that's a physical reaction, where his sensor is showing, that the air around his sensor, is lower than air temperature,

Ext: Geoff, the point I'm making here, you have 4 chapters using batteries as an example (and they all support my theory, and they forgot to mention anything about 2 of those chapters in their addendum, except Int. says to remove equations 1 and 2. Strange that, don't want to mention NASA experiment although one hour of this viva (40% of the viva) was spent talking about it. Don't want to talk about Swansea experiment either, under orders to avoid this probably) (and yes I get this point your making, it's called scientific fraud) to study your effects, the point I'm making here is, there's lots of literature been done on this point, and the question is, I think it's a shame, that you search it, you find it, but there's been a lot of research been done, that's my point

Blanche: did they actually use temperature sensors outside the battery?, to show the direction of air, like I have? -and got internal temperature,

Ext: the ambient temperatures, they got cell temperatures on the sensors

Blanche: yea

Ext: right, so,

Blanche: and they say it's a chemical reaction

Ext: it counts as thermodynamics, they relate the enthalpy to entropy gibbs energy

(gibbs energy must be at constant temperature, constant pressure to apply to the system, what I am studying is neither constant temperature or constant pressure, and an electric field energy gain is time dependant, this is very well defined in the thesis, but it's an agenda to fail)

Blanche: so they are saying it's a chemical reaction, it's either a chemical reaction or a physical reaction

EXT: it's a thermodynamic effect,

Blanche: no, no, look you need to get this straight in your head, it's either a chemical reaction or a physical reaction,

Ext: it's a thermodynamic

Blanche: thermodynamic effect means there's a transfer of energy, right, that's what thermo means, thermo means heat, you got it?

Ext: heat then,

Blanche: and it means a transfer of energy, that's what thermodynamic means, it's a transfer of energy, so you're saying there's a transfer of energy, dynamic, but is it a chemical reaction or a physical reaction? This is the point I am making, and my, , my, my work is on the charge of an electric field which is a physical reaction, to do with the atoms

Ext: well, it doesn't matter too much,

Blanche: and the electrons, the chemicals in the battery is not my study, so you're getting confused there,

Ext: the reason you can't separate them out, the key observations you're making there, are intrinsically related to how the battery behave, that's why it's important, I don't think we're getting anywhere with this, so, um, um, I've got no further questions, on that point.

Chair: Lijje?

Int: no, I don't have more questions,

Blanche: ok well shame you ended on a bad note there, because you don't know, and you can put this in your notes, that you don't know the difference between a physical and chemical reaction, so until you do, you can't really appreciate my work, whereas I'm examining what happens with the atoms and what that reaction causes, using a battery yes, a bunch of chemicals, but you are not actually knowing, what the physical reaction is, if you don't know it' if you haven't studied it, and I'm a bit sorry for you for that, because you've had plenty of time to, brush up and read all my notes, and read all the links I've given you, and you don't seem to have done that, all you've come here today to do, is talk about chemical reactions in a battery

(and it's evident from the viva they don't know what the difference is between a chemical rearrangement and a chemical reaction, and a physical reaction is an alien term to them)

Ext: well you have 4 chapters on it,

Blanche: no, I have 4 chapters on experiments about what the charge of the electric field, which is different to battery chemical reactions, technology. And that's what you came here to talk about, and you don't really know what a physical reaction is in electricity. You didn't study my work enough, to understand it, that's how I'm getting it, have you got anything to say about that?

Conclusion

- It was as if the oral exam never happened and there was never any evidence of the Newman energy machine having an endothermic charge in thesis.
- Maxwell's 4th equation does not exist,
- The Boltzmann/Planck constant is fiction.
- The reason for not keeping any minutes during the oral exam?
- The reason for not discussing independent validation?

17.6

Example 3 External examiner admits he did not rigorously examine the thesis

Admits to not reading reference on NASA experiment. The first hour (40% of the time) of the 2 hour 33 minute Viva discussion is dedicated to this NASA experiment.

VT: 1 MINUTE 13 SECONDS

Blanche: you haven't read the experiment, have you?

Ext: "ah, not the NASA experiment no,"

(A rigorous and thorough examination of a Thesis would include reading the references or at the very least familiarising yourself with them. The NASA report is 25 pages, it's a maximum 50 minute read for an expert.)

18 Example 4 External examiner admits he does not know what a physical reaction is.

VT: 2 HOURS 25 MINS

Examiner doesn't know what a physical reaction is

Blanche: it's not chemical reactions though, it's an electric effect, it's ah, it's a physical reaction, you don't, define the difference between a physical reaction and a chemical reaction please.

Ext: Physical reaction I do not know what you mean by that

Blanche: you don't know what a physical reaction is?

Ext: what's the, my point is here, there's a thermodynamic configuration, reconfiguration of the lattice

(this is the chemical rearrangement caused by the emf (photoelectric effect) which then becomes a physical reaction, coulombs law, chapter 5, but he doesn't know what that is or how to explain it, he has said this many times, but still does not use the physics, i.e physical configuration, does not have the electric field knowledge)

Blanche: no, I'm sorry, you need to define what a physical reaction is,

Ext: you can't say that,

Blanche: you can't just say it's a chemical reaction,

Ext: electro chemical reaction,

Blanche: you don't know what a physical reaction is. Uh?

Ext: it was an electro chemical reaction, right, batteries are a electro chemical devices,

Blanche: it's electro, meaning it's electrified

Ext: no, electro chemical device

Blanche: chemicals, meaning it's using chemicals, but there's no, there's no chemical reaction going on create the electricity, it's a physical reaction electricity,

Ext: the electrons in a battery, right, come due to a chemical potential differences,

Blanche: no, no, they don't, you ionise the atoms,

Example 5

18.2

In this example it is shown how the examiners make false claims in the oral exam and the reports. How they have NO expertize in electromagnetism.

A. From 1.2 of R & R reports (exhibit 3)

The student was not aware of the work that has been done in the scientific literature that explains the observed endothermic (and exothermic effects) in batteries which does not rely on nor need photo-electric effects or ideal gas equations)

The Displacement Current

The external examiner is trying to make out that Mr Blanche's work is about batteries and a chemical reaction, when in fact this is not true. Mr Blanche uses batteries to demonstrate the behaviour of an open circuit electric field charge which is generic to all electromagnetic systems, as the scientific evidence of physics history demonstrates. We only have one set of rules for electromagnetism! Maxwell's equations define this! It is physics with chemistry!

During the oral exam, the external examiner admits that he wants Mr Blanche's thesis to be only about batteries, and he does not know that an electric field charge is a physical reaction and he thinks it's a chemical reaction.

The reasons Mr Blanche believes this is the case with the external examiner is; the teaching has become muddled from using chemical devices such as batteries, and also the examiner has been coerced to act in this way.

As can be seen in this NASA '*total internal heat generation*', entropy equation,

$$Q_{\text{total}} = Q_{\text{rev}} + Q_{\text{irrev}}$$

(exhibit 7, reference 57, 58)



Heat Generation

Thermal contributions:

- irreversible heat due to polarization (always positive)

$$q_{irrev} = I(E_{eq} - E)$$

- reversible heat due to entropy change (may be positive or negative)

$$q_{rev} = I \frac{T\Delta S}{nF}$$

- entropy, ΔS , can be calculated from cell equilibrium potential/temperature data

$$\Delta S = nF \frac{\partial E}{\partial T} \rightarrow q_{rev} = IT \frac{\partial E}{\partial T}$$

- total internal heat generation

$$q_{total} = q_{rev} + q_{irrev}$$

NASA give a total energy equation for a combined reversible and irreversible heat.

Electric field charge is a physical reaction (reversible), which as Maxwell's 4th equation tells us is:

Q_{total} (Total electromagnetic force EMF) = $q_{reversible}$ (conduction current) + $q_{reversible}$ (displacement current)

The 1st law of thermodynamics states,

"When physical or chemical changes occur, they are generally accompanied by a transfer of energy. The law of conservation of energy states that in any physical or chemical process, energy is neither created nor destroyed."

Energy can be transferred and is reversible in a physical reaction, but as we know a chemical reaction is irreversible. In the case of the battery, the ohm energy loss (irreversible heat) during the electric field charge, is because of resistance and friction at the conductor. There is confusion between the uses of words, academia are being lead to believe there are chemical reactions in a battery charge and this is why there is irreversible heat loss. This is incorrect.

18.3.

'CHEMICAL CHANGE' OR 'CHEMICAL REACTION.'

The external examiner is giving a false reason to why an electric field charge is endothermic. He tries to say that it is something that happens only inside the battery and between the electrodes, and believes it is an irreversible chemical

reaction. The resistance losses (irreversible) are **due to friction** on the conductor during the exothermic part of the open circuit electric field charge. But during the endothermic part of the charge, there are no resistance losses. The heat gain is from the surroundings, hence Maxwell's 4th equation and Boltzmann's constant.

The external examiner does not understand the subtleties of words, which is most important to realise, and as can be seen. It is essential to understand the subtleties between what are chemical reactions, chemical rearrangements and what is a physical reaction.

Question, What are ohm resistance losses due to?

Answer. Friction at the conductor.

Question, Are ohm resistance losses due to a chemical reaction?

Answer. NO. They are due to a physical reaction.

The external examiner is both intentionally gas-lighting Mr Blanche and the reader, or he is just not an expert with a poor in-depth knowledge required to understand the subtleties between physical and chemical reactions. The external examiner admits to not reading the NASA experiment and demonstrates the inability to examine, in-depth, and correctly.

The following should help you understand the subtleties:

[Difference Between Chemical and Physical Reaction \(askanydifference.com\)](http://askanydifference.com)

The difference between Chemical and Physical Reactions is that a Chemical reaction results in the formation of a completely new substance, whereas a Physical reaction results in the reorganisation of the original molecule. A chemical reaction is irreversible, while a physical one is **easily reversible**. When the physical reaction is a temporary change, the chemical reaction is a permanent one.

[Reversible vs. Irreversible Reactions - Chemistry LibreTexts](#)

Irreversible Reactions

A fundamental concept of chemistry is that chemical reactions occurred when reactants reacted with each other to form products. These unidirectional reactions are known as irreversible reactions, reactions in which the reactants convert to products and **where the products cannot convert back to the reactants**. These reactions are essentially like baking. The ingredients, acting as the reactants, are mixed and baked together to form a cake, which acts as the product. This cake cannot be converted back to the reactants (the eggs, flour, etc.), just as the products in an irreversible reaction cannot convert back into the reactants.

19. Examiners have no understanding of the displacement current.

Here, Dr Robert Eagle explains all about the unification of electromagnetism:

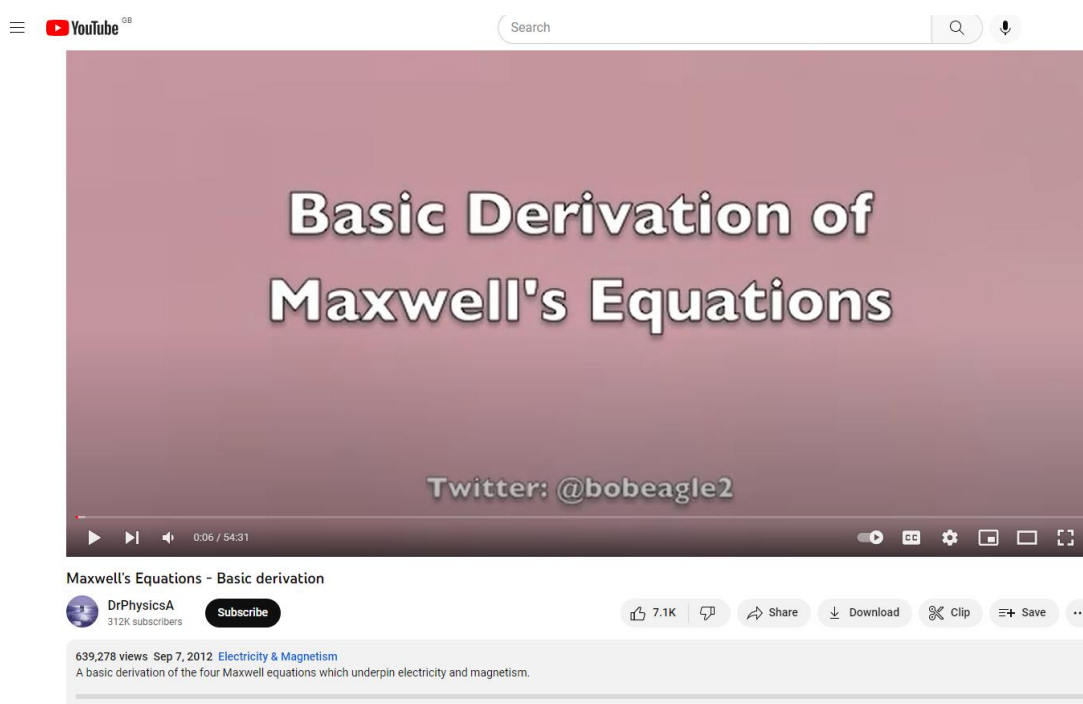
See: exhibit 7 Reference 79, by *Dr Robert Eagle CBE (Dr Physics)*,

Dr Robert Eagle who has a BSc (physics) and PhD (nuclear physics) from King's College, London. He has prepared hundreds of physics video lessons intended to give a basic introduction to the subjects covered. They explain the essence of the subject in as simple as way as possible. They assume basic knowledge of algebra and calculus and some general physics.

UK A levels are broadly equivalent to USA AP/ SATs. UK GCSEs are broadly equivalent to US high school diploma.

<https://www.youtube.com/watch?v=AWI70HXrbG0>

Dr physics (Bob Eagle)



Taken from ERR exhibit 5, 31 VT 2 HR 6 MINUTES

Examiner doesn't know what the displacement current is, abstract, conclusions, central theme of thesis.

Blanche: do you know what the displacement current is? (silence)

Ext: so what's the displacement current's in your experiments? (Hasn't read the conclusions, chapter 12.1)

Blanche: I'm going to have to explain the displacement current to you, if you don't know what that is,

Ext: go for it

Blanche: ok, so if we have some capacitor plates, and they're connected to a battery, right, circuit, now the charge will go there, the charge will go to the plates, yeah,

Ext: mm

Blanche: and on the plates you'll have, positive ions, yeah,

Ext: mm

Blanche: both plates, right, both have positive ions, and around there you'll have a negative charge building up yeah, right, (neither of examiners know this and haven't read the conclusions) so what they found was, there's a magnetic field inside here, yeah (silence), but there's no conduction current across there

Ext: mm

Blanche: there's an electric field, building on the plates,

Ext: mm

Blanche: and you have a magnetic field in the plates, between the dielectric, and they measure this as a displacement current, so what Maxwell did was, he um wrote, an extra current in, so you had current I , which is the conduction, current d , which is the displacement current, and that equals the total current, yeah, across there (silence), ok and this is the equation he is putting with it, really,

Ext: so where's the I_c and I_d here,

Blanche: well, it's the complete lot is I_c and I_d , right, and he's saying this is the displacement current, this is the positive part of the displacement current, and this is the negative part of the displacement current, that's the best I can explain it to you, right now, I think you'll have to read it yourself, (silence, they haven't read the conclusions, there's a chapter on this 12.1)

Blanche: and he's calling it free positive electricity contained in the unit of volume of any air, of any part of the field, so what I'm saying to you is, forget this is a capacitor now, right, this is just a continual wire right, and I put my battery there, right, and what my experiments are showing you is, is this magnetic field, is around the battery, right

(silence again, they haven't studied this, it is 8 pages in the conclusions),

and this displacement current, that Maxwell taught, and it is written in our electromagnetic theory, IS THAT AIR TEMPERATURE DROP, see, this is how you're getting this temperature displacement, because the energy in the air, is related to current, energy, so you're seeing a lower temperature here, than here, because energy is flowing into the electric field charge, as well as you've got this conduction current, ok, so that's why Maxwell wrote this equation, $I_{total} = I_c + I_d$,

Ext: so there's a current, so I_c 's coming from the external atmosphere,

Blanche: sorry, I_c is the battery yeah, (oops) your conduction current, yeah

Ext: so I_d is coming from the external (I think the penny has dropped)

Blanche: yeah, and that's what my experiments show,

Ext: there's a current coming from the atmosphere, going into, that's, I_d , I guess (he shouldn't have to guess, he should know this, its electromagnetic theory and written in my conclusions)

Blanche: yeap, and most people, they give this example in physics, you can watch lots of you tube videos on this, and they call it a fictional current, but it's not a fictional current because my battery charges prove, the voltage is rising, and the air temperature around it is getting lower,

Ext: prove is a strong word, (but it is the correct word, as the experiments show, as does the NASA experiment) that voltage rise like I said,

Blanche: well NASA proved it as well isn't it,

Ext: no they didn't prove it either (blatant lie), proof is, well er, proof is a mathematical equation, you demonstrated certain observations, the interpretation of that is where we're trying to understand here, (or not understand, if proof is a mathematical equation, then I did that also in chapter 15 and 16, agenda to fail)

Blanche: right ok, so Maxwell wrote this equation that, I total, in, in, cause he had Ampere's law see, we had Ampere's law, but in a charging electric field, right between two capacitors (oops, plates), you can't just put Ampere's law,

Ext sure,

Blanche: so that's why he wrote I_d ,

Ext: so why don't you try and calculate I_d , so what sort of value will you get for I_d in your experiments?

Blanche: what values did I get?

Ext: if you were to calculate that

Blanche: well, if you were to calculate them, you could look at the graphs and say that, the temperature starting of the battery is 2 degrees, and it ended up at 1 degree, so that's 1 degree change, so that 1 degree then you could say using Boltzmann's constant is 1.38×10^{-23} per kelvin, so convert C to kelvin, and then you would have the amount of energy that I_d is.

Ext: I_d is not energy, right, (oh please release me), how would you go from energy to current, because that's in, I think that's a unit miss-match, right, from what you're saying earlier, was in joules,

The battery experiments demonstrate:

The surrounding air to the battery, reduces below the ambient room temperature whilst the electric field charges due to the conduction current and the displacement current from the surrounding air (the very definition of an endothermic reaction). This is an observation seen in all experiments including NASA experiment (chapter 4, exhibit 7).

Both examiners do not want ideal gas equations to be applied to the adiabatic NASA experiment

(Chapter 4 exhibit 7).

Applying this equation confirms the energy transfer from the surroundings to the system using equations. You will notice the copying and pasting between the examiners reports.

19.2.

Internal Examiners Report (pre viva)

1. Equation (1) needs to be corrected.

2. Equation (2) cannot be used for explaining the special case presented in the experiment, i.e. the endothermic effect at the start of charging process.

And this was all repeated in the Addendum even when this was discussed in oral. First hour of oral exam is discussing this false claim by examiners.

Addendum Report

14. Equation (1) needs to be corrected.

15. 2. Equation (2) cannot be used for explaining the special case presented in the experiment, i.e. the endothermic effect at the start of charging process

This is a false statement that the internal examiner spent almost one hour of the oral exam arguing against, where he failed to meet GCSE standard in chemistry. Equation(1) is a fundamental equation, which is given 2 references in the thesis, Ref 59 and 60. NASA actually apply some entropy equations in their report as seen above.

- a) There is no "special case", this is a false statement, the adiabatic designed arc is intentionally designed to be a standalone environment, as to be able to apply gas law equations to system and surroundings within the arc, to evaluate the reaction. How else could NASA have applied entropy (change in state) equations to their experiments with a scientific, methodical approach?
- b) NASA place a system which is the battery, in-cased in a titanium bomb to evaluate how the electric field reacts with the surroundings within the arc. The temperature sensor is attached to the outside of the bomb (not on the battery) to measure the temperature changes of the surroundings within the

arc. This is all independent to the environment outside of the arc. The arc contains a set amount of atoms which the internal examiner could not grasp.

Adiabatic Process

An **adiabatic process** is a [thermodynamic process](#), in which there is **no heat transfer** into or out of the system ($Q = 0$). The system can be considered to be **perfectly insulated**. In an adiabatic process, energy is transferred only as work. The assumption of no heat transfer is very important, since we can use the adiabatic approximation only in **very rapid processes**. In these rapid processes, there is not enough time for the transfer of energy as heat to take place to or from the system.

[What is Thermodynamic Process - Definition \(thermal-engineering.org\)](#)

More links to how we apply ideal gas laws to adiabatic processes

[Adiabatic Process - Definition, Equation, Reversible Adiabatic Process, Example, Differences, Video and FAQs \(byjus.com\)](#)

[Adiabatic process - Wikipedia](#)

[Adiabatic Process - Introduction, Examples, Equation, Expansion and Compression \(vedantu.com\)](#)

[3.6 Adiabatic Processes for an Ideal Gas – University Physics Volume 2 \(ucf.edu\)](#)

19.3

Reference 59 exhibit 7

 Last updated: Jun 14, 2021
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Having developed the ideal gas equation and analyzed experimental results for a variety of gases, we will have found the value of R . It is useful to have R expressed using a number of different energy units. Frequently useful values are

$$\begin{aligned} R &= 8.314 \text{ Pa m}^3 \text{ K}^{-1} \text{ mol}^{-1} \\ &= 8.314 \text{ J K}^{-1} \text{ mol}^{-1} \\ &= 0.08314 \text{ L bar K}^{-1} \text{ mol}^{-1} \\ &= 1.987 \text{ cal K}^{-1} \text{ mol}^{-1} \\ &= 0.08205 \text{ L atm K}^{-1} \text{ mol}^{-1} \end{aligned}$$

We also need the gas constant expressed per molecule rather than per mole. Since there is Avogadro's number of molecules per mole, we can divide any of the values above by \bar{N} to get R on a per-molecule basis. Traditionally, however, this constant is given a different name; it is **Boltzmann's constant**, usually given the symbol k .

$$k = R/\bar{N} = 1.381 \times 10^{-23} \text{ J K}^{-1} \text{ molecule}^{-1} \quad (2.7.1)$$

This means that we can also write the ideal gas equation as $PV = nRT = n\bar{N}kT$. Because the number of molecules in the sample, N , is $N = n\bar{N}$, we have

$$PV = NkT, \quad (2.7.2)$$

VT: 15 MINUTES

Internal examiner asks his first question, and then goes on to argue against a fundamental gas law equation for nearly 1 hour, (the only variables in this equation that are being examined by Mr Blanche to the NASA experiment are, pressure and temperature. If Int had studied the work and references, he would know this, he portrays a total lack of understanding to what is being discussed. Int then claims in Addendum that equations 1 and 2 which are used to analyse the reaction cannot be applied to the adiabatic Arc.

Int: Does it make sense having capital N equal to small n, multiplied capital N

Blanche: yea, it's just deriving from this equation here, see? But I can't quite remember what it is now but if you look it up, you'll find this is derived to this

Int: Does it make sense, you have one variable equal to the multiplication of 2 variables.

($PV=nRT=nNkT$, Because the number of molecules in the sample, N , is $N=nN$ we have $PV = NkBT$) (1)

(This is what the Int is arguing against to be incorrect, this is explained in ref. 59 AND 60. I GAVE 2 references for this due to the importance of this formula. The Int hasn't examined the Thesis or the references.)

VT: 24 MINUTES

Int derives a new theory for constant volume. An adiabatic Arc has two distinct parts, the surroundings, and the system which is the battery and is housed within the Ti bomb. There is an exchange of gases within the Arc between these two parts during the endothermic reaction and

exothermic reaction which is initiated by the conduction current and shows a displacement current due to the reaction just as explained in Thesis. Mr Blanche tries to explain the premise of an adiabatic system and how we can examine gas relationships using a fundamental equation but Int has an agenda to fail, science doesn't matter.

Int: yea but when the battery's charging, when you charge the battery, there's some ah molecules or some molecules generated (but there is no increase in net volume of the arc except we have introduced an electric charge, there is an exchange of gases due to this open circuit charge, Maxwell's/ Ampere law applies, as explained in conclusions)

Blanche: would it be fair to say now, they've built this Arc right, and they've enclosed this Arc so it is its own atmosphere right, that's why they built it.

Int: When was ah the NASA experiment, was a long time ago right?

(it doesn't really matter when they did the experiment but the date is on the front cover of the NASA experiment, intentionally trying to rubbish the NASA experiment with his comment (references 57,58, obviously hasn't pre looked at references)

VT: 35 MINUTES

Int continues to argue against equation 1, constant volume, new molecules appear out of a chemical reaction to increase adiabatic volume in arc! Doesn't understand that you can increase the molecules but will still will have the same net volume. i.e a balanced chemical equation, GCSE STANDARD NOT MET BY EXAMINER, AGENDA TO FAIL.

Int: ah that's the main question, I think er, if you use this equation, how to make sure, ah, what are variables, what are constant. for example, in these equations you keep talking about ah, a capital N and volume and constant, you can't be sure that volume is constant. But number of moles, capital N is not constant.

(No, you keep talking about a capital N and volume, and want to argue against the legitimacy of a fundamental equation in gas law theory and whether the NASA adiabatic Arc has a constant volume, the very thing it is designed for.)

Blanche: well where did they come from then?

Int: From a chemical reaction

Blanche: so they appear out of nothing. They can't do that, it's impossible.

Int: no I think that you see that ah. For example, I'm no **EXPERT** of batteries, but if there's a chemical reaction, is that um um some more molecules could be generated.

Blanche: No, impossible, that goes against gas laws. You've got to have a balanced equation,

Int: yea, for example, water, H_2O can be turned into hydrogen and ah oxygen. So one molecule becomes two molecules.

Blanche: No.

Int: Why not?

Blanche (laugh), no a molecule is two or more elements, for a start, a molecule has to have two parts, at least.

Ext: Inaudible

Blanche: H₂O is water, but if you split them up you've got elements, not molecules. Which, there you are, that supports my theory. No you're wrong, sorry. You can't magic molecules out of other molecules, it has to be a balanced equation. If we look through the gcse book, we'll find that.

19.4.

Reference 60

IDEAL GASES AND THE IDEAL GAS LAW

This page looks at the assumptions which are made in the Kinetic Theory about ideal gases, and takes an introductory look at the Ideal Gas Law: $pV = nRT$. This is intended only as an introduction suitable for chemistry students at about UK A level standard (for 16 - 18 year olds), and so there is no attempt to derive the ideal gas law using physics-style calculations.

Kinetic Theory assumptions about ideal gases

There is no such thing as an ideal gas, of course, but many gases behave approximately as if they were ideal at ordinary working temperatures and pressures. Real gases are dealt with in more detail on another page.

The assumptions are:

- Gases are made up of molecules which are in constant random motion in straight lines.
- The molecules behave as rigid spheres.
- Pressure is due to collisions between the molecules and the walls of the container.
- All collisions, both between the molecules themselves, and between the molecules and the walls of the container, are perfectly elastic. (That means that there is no loss of kinetic energy during the collision.)
- The temperature of the gas is proportional to the average kinetic energy of the molecules.

And then two absolutely key assumptions, because these are the two most important ways in which real gases differ from ideal gases:

- There are no (or entirely negligible) intermolecular forces between the gas molecules.
- The volume occupied by the molecules themselves is entirely negligible relative to the volume of the container.

The Ideal Gas Equation

The ideal gas equation is: $pV = nRT$

On the whole, this is an easy equation to remember and use.

20 Example 6 The Chair should explain the structure of the oral examination.

17.5

The Chair should ensure that the examiners and the student are aware of the University regulations and guides dealing with the examination of a research thesis. The Chair should explain the structure of the oral examination and clarify the roles of the examiners and any other individuals present. If any other individuals are present, the Chair should confirm that the student and, if appropriate, the examiners have no objections to the presence of those individuals. In such a case the student should sign a statement on the Report form indicating that they have given permission for those individuals to be present. In some cases specific programmes may require that the oral examination is held a public forum. In such cases permission need not be sought for the presence of members of the audience. During the oral examination, the Chair should only interject to provide advice on the University regulations or where there is evidence of any activity that is not in line with the regulations.

The student had a witness but no signature was requested by The Chairperson on any report form

20.0. Fraud by disregard to the University's rules for the examination process, (Direct Evidence)

13. Particular Role of Chair of Examining Board

It is the responsibility of the Chair to ensure that the process is rigorous, fair, reliable and consistent with University regulations and procedures. In the event of a review of an examination decision or an appeal, the Chair is required to provide a written report on the conduct of the examination as necessary.

17.11

When the examiners feel that they have exhausted their lines of questioning, the Chair should ensure that the student has nothing further to add or ask. The student (and the supervisor, if present) should then be requested to leave the room to allow the examiners to discuss the oral examination.

1. At VT2hr 32 mins of the oral exam, Mr Blanche starts questioning the examiners has they had exhausted their questioning,

Contrary to the chairperson's duties and role within the oral exam the chairperson stops the candidate twice from putting any further questions to the

examiners, and could not wait to end the viva. (Last page of viva transcript ERR, exhibit 5):

VT: 2hr 32 mins

Ext: well you have 4 chapters on it,

Blanche: no, I have 4 chapters on experiments about what the charge of the electric field, which is different to battery chemical reactions, technology. And that's what you came here to talk about, and you don't really know what a physical reaction is in electricity. You didn't study my work enough, to understand it, that's how I'm getting it, have you got anything to say about that?

Chair:

I think we're gonna stop there (I wonder why?) the examiners have asked their questions, ah, I'm going to ask you to leave the room, now, because the examiners will discuss, your answers, and discuss between themselves, the, the, the outcome to the viva, and while they're doing that, so if you'd like to leave and come back at 4 o'clock

Blanche: another point I'd like to make as well, I've spent a very long time to help you digest this information, and you still don't seem to get it,

Chair: I think we have had, have had a chance to, we have examined and discussed (4 chapters out of 24, plus one question each from another chapter) in a lot of detail, um, so, so these examiners will consider those answers (yet there was a joint report 3.0 and an addendum which considered no answers that was discussed in the viva) then come to their conclusion

Blanche: very disappointed with you, you haven't studied my work, you don't know what a physical reaction is, I'm really shocked by that.

End of Viva.

- a) The chair stopped Mr Blanche from asking more questions.
- b) The Chairperson and the examiners did not identify the significance of the thesis and to appreciate its strengths and weaknesses and then report this to the Postgraduate research committee (although the PGR would already know the significance of the thesis)

16.1

The form and content of the examiners' reports should be sufficiently detailed to allow the Examination Board to assess the scope and significance of the thesis and to appreciate its strengths and weaknesses. Reports should, as far as possible, be expressed in terms that may be understood by those who are not specialists in the particular field of the thesis. Ideally, the report should include, near to its beginning, a statement of what the thesis purports to do, and an account of what it actually covers. Evaluative comments should be as full as possible and should include an indication of strengths as well as weaknesses, limitations and lacunae.

2. Mr Blanche clarified some technical information in the viva, including;
 - a) Giving examples of applying figures to equations – NASA experiment (see ERR, exhibit 5, transcript 2).
 - b) Ambient temperature for USW experiments, although this was already included in the Thesis,
3. The examiners did not update their post viva reports (because they did not write the reports) to show the student clarified some technical information in the viva,
4. The Chairperson intentionally failed to report this failure by the examiners to the Postgraduate research committee as this was the directing ‘mind and will’ of the university at the relevant time.

17.3

The Chair should explain the purpose of the oral examination to the examiners and the student. The purpose of the oral examination is:

To enable the examiners to assure themselves that the thesis is the student’s own work;

- *To give the student the opportunity to defend the thesis and to clarify any obscurities in it;*
- *To enable the examiners to assess the student’s contextual knowledge in his or her particular field of learning.*

1.2 Chair of Examining Board

The Chair of the Board shall be independent in the examining process and shall be responsible to the Postgraduate Research Committee for the conduct of the examination. The Chair of the Examining Board is required to chair the oral examination and any meeting of the examiners.

Have a clear understanding of the University’s regulations and procedures

5. It quite clearly states in the rules the chairperson should be independent of the examining process. The chairperson interjected during the oral exam, which is against the rules. The chairperson sides with examiners, he reveals his agenda!

VT Time: 1Hr 56 mins

Blanche: yea, the photoelectric effect, is in every one of these experiments, it’s an electromagnetic force, whether you apply it with a wind turbine, a solar panel, or just punch it, put it on a radiator,

Ext: were there photons here applied,

Blanche: no, it's not photons, that's the point see, it's called the photoelectric EFFECT, right?

Chair: but the equation you got, Einstein's equation was a photon,

21 Appeal Process

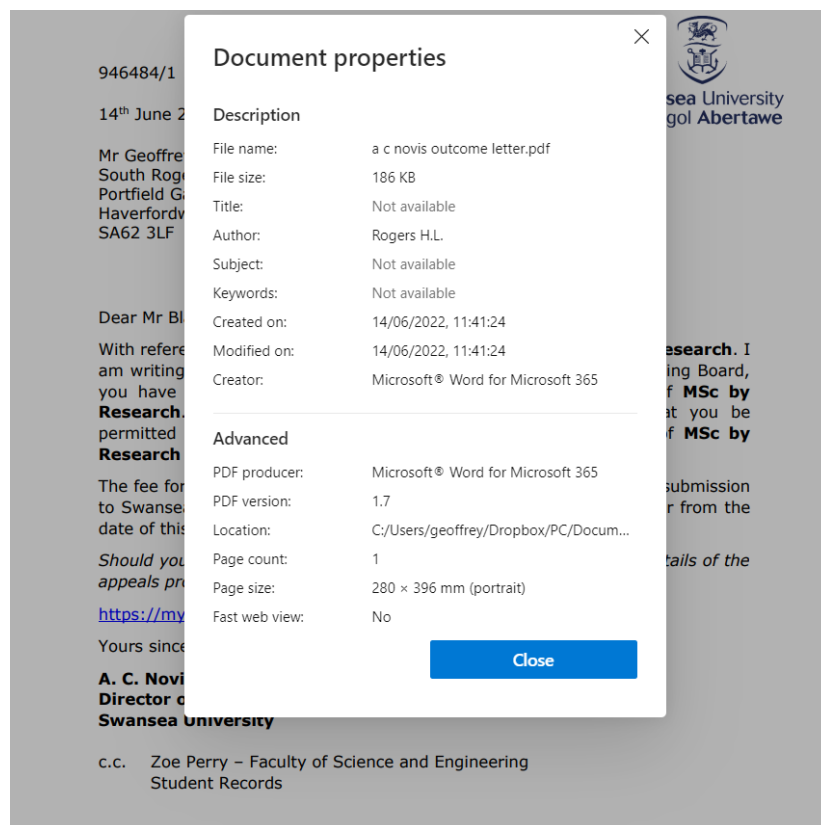
The Courts look at crimes as a moral wrong demanding retribution. Corporate crime has been defined as “an illegal act of omission or commission, punishable by a criminal sanction, committed by an individual or a group of individuals in the course of their work as employees of a legitimate organisation.”

[Corporate Liability in Criminal Law \(lawteacher.net\)](http://lawteacher.net)

21.1. Academic Services Defendants

- a) Adrian Novis is the director of academic services and is a member of the ‘Swansea university learning and teaching quality committee’, and had the ‘directing mind and will’ of Swansea University Corporation at the relevant time of Mr Blanche’s appeal. Mr Novis signed the failure outcome letter to Mr Blanche from academic services, although he was not the author of the document.

Exhibit19, screenshot k



- b) Paul Boyle is the vice chancellor. The vice Chancellor's office is responsible for freedom of information requests, appeals and complaints procedures of the University, and had the '*directing mind and will*' of Swansea University Corporation at the relevant time of Mr Blanche's appeal.
- c) Gemma Wilkins is a Students case Officer and a facilitator.
- d) Natalie Wathan is a Students case Manager and a facilitator.

22 The Filtering Committee

22.1 In the event of an appeal, the first rule that should be applied is:

<https://myuni.swansea.ac.uk/academic-life/academic-regulations/assessment-and-progress/academic-appeals/#confirmation-of-procedural-regularity-contents>

4. Confirmation of Procedural Regularity

4.1 Prior to the consideration of any appeal, the Director of Academic Services' nominee (thereafter referred to as the nominee) shall establish that the Examination Board was both properly constituted and that its business was conducted in the proper manner (i.e. in accordance with the Academic Regulations). Where meetings have not been properly conducted, the nominee shall make arrangements for the reconsideration of all decisions which may have been affected.

In an FOI request (exhibit 31), it was revealed this procedure was ignored in the appeal. Lisa Hughes in exhibit 19, 4K and 4L, requests further time of 2 months, to find the required information of whether, "*Examination Board was both properly constituted and that its business was conducted in the proper manner*". Mr Blanche refused this request as this information should be on file at the engineering department with Zoe Perry and the 20 working days for this information to be passed to the FOI compliance officer is more than ample. Perry was the supplier of the other information requested in (exhibit 30). This confirmation of procedure regularity should have been requested in the 1st appeal by the Gemma Wilkins as the director's nominee.

The appeal system is designed to be able to deflect students' appeals into the complaint system by using two rules,

- 1 If something is deemed as 'questioning academic judgement'
- 2 If something is deemed as 'a complaint'.

The reason this is done is because:

The engineering faculty would be forced to reconsider the thesis in the appeal procedure. **This is a protection racket.**

22.2. Natalie Wathan states Mr Boyle, who is the directing *mind and will* of the corporation at the time, has nothing to do with Mr Blanche's case, whilst she claims there are two staff that make up the filtering committee, and their identity is ***kept secret***.

22.3. . In a freedom of information request on April 2nd 2023 for the filtering committee report that the appeal outcomes are based upon:

Lisa Hughes, the compliance officer assistant, states (exhibit 19, FOI, 4E):

Please note that there is no 'report' as such. The attached information contains notes prepared by members of the Filtering Committee.

Exhibit 21 is a document produced and authored by Gemma Wilkins on 28th of April 2023:

Document properties

Description

File name: exhibit 21 SAR Response.pdf
File size: 250 KB
Title: Not available
Author: Gemma Wilkins
Subject: Not available
Keywords: Not available
Created on: 28/04/2023, 15:40:48
Modified on: 28/04/2023, 15:45:51
Creator: Acrobat PDFMaker 17 for Word

Advanced

PDF producer: Adobe PDF Library 17.11.238
PDF version: 1.7
Location: C:/Users/geoffrey/Dropbox/PC/Docum...
Page count: 5
Page size: 280 x 396 mm (portrait)
Fast web view: Yes

Close

22.4. This means Gemma Wilkins is some of the filtering committee, or all the filtering committee, or refers to a fictional committee, and/or she is protecting others. This is a fake storyline and forgery. In (exhibit 21) you will notice there are only two rules applied to the notes provided by Gemma Wilkins, and then all other rules are ignored, the fictional committee do not apply the rules, exhibit13, **direct evidence**).

- a) Questioning academic judgement.
- b) If something is deemed as a complaint.

22.5. Wilkins and Hughes claim (exhibit 20 and 21, exhibit 19 page 42 email 3E), is what the filtering committee produced as notes to turn the appeal into a complaint (as you will see the committee actually wrote very little, most of the text is Mr Blanche's). Hughes states: **Please note that there is no 'report' as such** (exhibit 19, foi 3E). There is no time stamp that would confirm these '**notes**' were legitimately written by members of a filtering committee in September 2022 when the filtering committee are supposed to have written a report, which both appeal outcomes were based on. Wilkins presents text taken from Mr Blanche's rebuttal, exhibit 5, and presents it with some comments to turn it into a complaint pretending this was the filtering committee. **There is no evidence that a filtering committee exists.** (See Exhibit 29 and 32)

Exhibit 29

Freedom of Information Request 196/22-23

Response Date: 02/06/2023

Please supply me with:

1. The training manual that is used to train academic services staff to become filtering committee members.
2. The selection process of how staff become filtering committee members.
3. The rules and regulations the filtering committee members should follow whilst determining an appeal.
4. The title of the person(s) who select the filtering committee members.
5. The title of the person(s) who train the filtering committee members

RESPONSE

Question 1

The University does not hold a training manual. Staff who work in the area of academic appeals are trained in how to process and filter appeals during their probationary period and form the Filtering Committee. In filtering academic appeals, staff refer to and follow the University's regulations and procedures, for example, the principles and requirements stipulated within the Academic Appeals Procedure and Extenuating Circumstances Policy. Staff also attend external training sessions, such as those delivered by the Office of the Independent Adjudicator for Higher Education.

Question 2

There is no selection process specifically to be a Filtering Committee member. Cases are allocated to members of Academic Services staff who have been appointed to work in the area of academic appeals - the filtering of appeals is one of their day-to-day roles and responsibilities. Staff are selected for these job positions in accordance with HR's usual interview and selection process for employment within the University.

Question 3

The key rules and regulations the filtering committee members should follow whilst determining an appeal is the Academic Appeals Procedure - the current version of which is accessible at: [Academic Appeals - Swansea University](#)

Question 4

There is not an individual person who selects Filtering Committee members - cases are allocated on a workload basis between staff who work in the area of academic appeals and are responsible for filtering academic appeals.

Question 5

There is not one person who trains the Filtering Committee. As referred to in response to Q1 above, Academic Services staff are trained to work in the area of academic appeals, to include the filtering of appeals, as part of their day-to-day roles and responsibilities in their employment. New staff work alongside experienced staff during their probationary period to develop skills and experience in filtering academic appeals. The University delivers general training to all University staff relevant to working within the University. Staff undertaking academic appeal work, also attend external training sessions, such as those delivered by the Office of the Independent Adjudicator for Higher Education.

22.6. Students are being gas-lighted to the actual procedure that is advertised in exhibit 13, appeals regulations. There is no evidence that a filtering committee exists and both appeal outcomes are based on some report that did not exist, this makes the 1st appeal outcome and the final review outcome, **fake and forgeries**, as they are based on something that did not occur. i.e a filtering committee report. Wilkins and Wathan try to pass off a filtering committee decision as genuine, but they have no evidence that a filtering committee exists or a filtering committee wrote what is presented in exhibit 21. Unless any other

evidence is presented, which academic services do not want to demonstrate there is, as they admit, there is **“no report as such”** and what is told us in exhibit 29, one can only come to this conclusion, **this is a cover up, a protection racket, there is no procedure followed which is claimed in exhibit 13. There is no evidence that a filtering committee exists and wrote anything.** This has massive implications and demonstrates a rigging of the appeals rules for the benefit of the engineering faculty or any other faculty the Corporation wants to protect at any time.

22.7. The filtering committee must be the *‘directing mind and will’*, Paul Boyle and Adrian Novis (as they have the directing mind and will of the corporation at the time), working with Gemma Wilkins and Natalie Wathan to produce forgeries. The corporation act upon their own interests, protecting the wrongdoing of the Engineering Faculty. They have a total disregard of education discovery and the progress of renewable energy within our technology development, whilst Mr Boyle receives awards for *solar electricity and heat generation and storage*.

<https://www.swansea.ac.uk/press-office/news-events/news/2022/02/swansea-university-awarded-queens-anniversary-prize-for-revolutionary-renewabl...> A^h [Icons] Sign in

SWANSEA UNIVERSITY AWARDED QUEEN'S ANNIVERSARY PRIZE FOR REVOLUTIONARY RENEWABLE ENERGY TECHNOLOGY

Events



Thursday 17 February 2022 14:53 GMT

Press Office

Swansea University

press@swansea.ac.uk

Share Story [Facebook] [Twitter] [LinkedIn]

Swansea University has been awarded a Queen's Anniversary Prize in recognition of its Materials Science and Engineering research that is leading a revolution in renewable energy technologies, particularly solar electricity and heat generation and storage.

chive

22.8. In the appeal outcomes they state Mr Blanche said:

"I believe the Examination Board failed to take into account all work submissible and properly submitted for assessment."

"I believe there were defects or irregularities in the conduct of the examination or in written instructions or in advice relating thereto which are of such a nature as to cause reasonable doubt as to whether the examiners would have reached the same decision had they not occurred."

"I believe that there was prejudice or bias or inadequate assessment on the part of one or more of the Examiners"

Mr Blanche states in exhibit 5 and 6, and it is quoted by Wilkins in exhibit 21,

Scientific fraud, academic fraud, procedural fraud, Defamation, trying to censor research, serious harm to a career, failing to meet GDPR 2016 regulations, failing to meet freedom of information act 2000

22.8.1. According to the invisible filtering committee, there are 10 regulations of their own '1-17 points raised', that fail to meet their own academic regulations, (exhibit 13). It is not difficult to see how Mr Boyle, and Mr Novis are the 'directing mind and will'.

It is beyond any reasonable doubt that the appeals team staff would ever have come to these outcome conclusions if they had applied their 'own minds', and were trained to apply their rules and regulations in exhibit 13.

- 1 Did they all not know their own regulations?
- 2 All come to the same conclusion?
- 3 All omit the application of their regulations?

Academic judgement was never in question, it was what the academics decided to do with their 'judgement', is what is in question. This goes without mentioning the glaring omission of these two rules highlighted below, as expected. (Direct Evidence, exhibit 2, rule 9.) The staff did not do what was expected, because of the directing mind and will.

13. Particular Role of Chair of Examining Board

It is the responsibility of the Chair to ensure that the process is rigorous, fair, reliable and consistent with University regulations and procedures. In the event of a review of an examination decision or an appeal, the Chair is required to provide a written report on the conduct of the examination as necessary.

And:

19. Informing the Progression and Awards Board

After the oral examination is completed and all sections of the Report and Result Forms have been signed, the Chair should ensure that the original Report and Result Forms are sent to Academic Services immediately.

The reports arrived at academic services 11 days late.

Boyle and Novis intentionally reject Mr Blanche's academic appeal, fraudulently claim it should be a complaint, to corral Mr Blanche into a complaints procedure to intentionally protect the Corporation and wrongdoers who are their business partners and friends. Thereby, upholding the decision of the Examination Board and denying Mr Blanche his educational first, "*the first theory in history of 'endothermic electricity'*," and denying Mr Blanche his professional qualification.

There is a *directing mind and will* that extends between the engineering department and the academic services department, controlled by Swansea University Corporation – the DMW, this is collusion between departments with no impartial double check if rules and regulations have been correctly applied; the directing 'mind and will' protect the interests of the corporation and not education. This is against the public interest. The only way this crime against Mr Blanche can be carried out is if the DMW of the PGR and Academic Services ignore their rules and regulations and apply no double check to each other, as the rules are designed to do. The crime could not succeed if there was no collusion to ignore the regulations. The University do state in their slogan, "We Work Together."

Faculty of Engineering

Postgraduate Research Committee (PGR) has control of the following staff

and is the Directing Mind and Will (DMW)

Perumal Niathiarasu (PN)

Associate Dean, RII, Director of the Faculty of Engineering, Science
and Engineering Research Innovation and Impact Committee,(IMPACT)

Supervisors

Zhongfu Zhou(ZZ)

karol Kalna (KK)

Augustine EGWEBE (AE)

Paul Rees (PR)

Examination Board

Huw Summers (Chairperson, DMW)

Dhammika Widanalage (external examiner (ext))

Lijie Li (internal examiner (int))

Secretarial Support Staff

Zoe Perry (ZP)

Clare Ellis Goss (CG)

Academic Services

Paul Boyle (vice chancellor)

Directing Mind and Will (DMW)

Adrian Novis (Director)

Directing Mind and Will (DMW)

Gemma Wilkins (Student cases officer, 1st appeal outcome letter)

Natalie Wathan (Student cases manager, final review outcome letter)

22.9. Mr Paul Boyle is the vice chancellor. He is responsible for the academic services appeal and complaints office and is a directing 'mind and will'. He has full discretionary powers for the Swansea University Corporation. He is the chair of the senate. From his portfolio:

Professor Paul Boyle was appointed Vice-Chancellor of Swansea University in 2019. Prior to this, he was President and Vice-Chancellor of the University of Leicester. Previously, Paul was Chief Executive of the Economic and Social Research Council (ESRC), the UK's largest funding agency for social science research; the International Champion of Research Councils UK, with responsibility for international strategy on behalf of **all seven UK research councils**; and President of Science Europe, representing over 50 European funding agencies.

Paul is a Fellow of the Learned Society of Wales, the British Academy and the Academy of Social Sciences. He is Chair of Universities Wales' Research and Innovation Network; **a Board Member of Universities UK**, who provide leadership and support to executive heads of **133 UK University institutions**, as well as Chair of their Research Policy Network; Vice-President and Council Member of the European University Association which represents over 800 universities in 48 countries; and Chair of Jisc, a not-for-profit organisation providing digital services and solutions to the UK's higher and further education sector.

These institutions that Mr Boyle is aligned to, as the University UK tells us:

They build and strengthen links with experts, government agencies, professional bodies, industry and commerce, other education sectors and international audiences.

Work in parliament

The UK government sets policy that impacts all areas of our higher education sector. We maintain close relationships with policy makers in Westminster to make sure our members' needs are supported by their policies.

Mr Boyle is a man of considerable influence, as seen, receiving awards from the future king. Mr Boyle has had plenty of motive to act as he did, as the Corporation policy would not want Endothermic energy generators becoming mainstream academic knowledge; history has already shown us this through the story of Joseph Newman. Energy policies create a lot of profit within these Corporations and suppression of educational knowledge that would be a direct threat to the business plan will be suppressed, which is not in the public's interest, only the benefactors of such corporations.

Covid19 Vaccines

Swansea University claim:

We are a Top UK Medical School located in beautiful South West Wales. We educate and train the next generation of doctors, life scientists, and health professionals. Our Mission is to improve the health, wealth and well-being of the people of Wales and the world. We collaborate with the NHS, business and the third sector in a spirit of open innovation and have established ourselves as a world-class place to learn, research and innovate.

22.9.1 What is the Yellow Card Scheme?

The Yellow Card Scheme is the United Kingdom's system for collecting information on suspected adverse drug reactions (ADRs) to medicines. The scheme allows the safety of the medicines and vaccines that are on the market to be monitored.

History

The scheme was founded in 1964 after the thalidomide disaster, and was developed by Bill Inman. It is run by the Medicines and Healthcare products Regulatory Agency (MHRA) and the Commission on Human Medicines.

[Yellow Card Scheme - Wikipedia](#)

22.9.2 Mr Blanche had challenged Mr Boyle's inaccurate claim that the experimental covid19 vaccines were 'safe and effective'. (Exhibit 5, emails 30 and 32, which Mr Boyle never responded to.). Being a top UK Medical school, one would have thought safety would be their most important aspects, "*do no Harm*", comes to mind. It wasn't until Mr Blanche challenged them that they actually said they would inform students about the yellow card scheme (exhibit 5, email 38). This action by the Corporation can be considered a form of terrorism, they failed to inform the students of the deaths and adverse reactions from the experimental drug, this was following an ideological cause and not a cause supported by pharmaceutical data, by MHRA yellow card scheme data on the experimental covid19 drugs, which Mr Blanche presented to Mr Boyle. The vice chancellor had stated in an interview in February 2021 by universitybusiness.co.uk, when asked:

"And finally, what are your top priorities for 2021?"

1. Well, the top priority still has to be the safety of our staff and our students.

2. Secondly, making sure that the **education or provision that we provide our students is absolutely top class**. And even if we have to provide a lot of that through a blended approach, that that blended approach will be an excellent approach.

22.9.3 Mr Boyle and Swansea University Corporation, along with other conspirators, had endangered the lives of their students with false claims, by highly recommending the mRNA experimental drugs as safe and effective.

Faculties

Student News

Remote PC Access Service

ISS Service Desk

Study Spaces

Unitu

■ Coronavirus FAQs

Q&As: Asymptomatic

Coronavirus FAQs

Q&As: Covid-19 Vaccine

Q&AS: COVID-19 VACCINE

All health boards in Wales are currently offering Covid-19 vaccinations for 18-30 years olds. If you are **registered with a local GP** you will be proactively contacted with details of your vaccination appointment. However, you may still access the vaccination by contacting your local health board if you are not yet registered with a local GP.

The University strongly advises students and staff to get vaccinated as the best protection against COVID-19. This is based on expert scientific advice and the guidance issued by both Public Health Wales and the Welsh and UK Governments.

All vaccines and medicines have some side effects, which need to be balanced against the expected benefits in preventing illness.

Detailed safety analysis of data to relating the vaccine can be found [here](#):

Q&As about the vaccine can be found [here](#):

Academics and Government failed any objectivity test by ignoring and not analysing their own data (yellow card data), by 'proactive vigilance'.

MHRA promised to deliver population-level NHS data, segmented by vaccination status, to look for links between the shots and reported serious side-effects; however, they didn't follow through on their promise.

Data of vaccine efficacy was misleading and not met as 'safe' by pharmaceutical companies; with governments and academics encouraging this false narrative, they gas-lighted the students. It was an exercise in sales for pharmaceutical products as-well as a worldwide experimental drug experiment, and not in the public interest for health. The public was put at risk, and anyone objecting to this 'merry go round' of false information by pharmaceutical companies, government officials and academics, would be censored. This was terrorism.

22.9.4 [Terrorism Act 2000 \(legislation.gov.uk\)](https://legislation.gov.uk)

Terrorism: interpretation.

107

(1) In this Act “terrorism” means the use or threat of action where—

- (a) the action falls within subsection (2),
- (b) the use or threat is designed to influence the government [F1 or an international governmental organisation] or to intimidate the public or a section of the public, and
- (c) the use or threat is made for the purpose of advancing a political, religious [F2, racial] or ideological cause.

(2) Action falls within this subsection if it—

- (a) involves serious violence against a person,
- (b) involves serious damage to property,
- (c) endangers a person’s life, other than that of the person committing the action,
- (d) creates a serious risk to the health or safety of the public or a section of the public,

The alleged Covid19 virus, was only ever a threat to over 80 year olds, with the average age of death from the disease higher than UK life expectancy. They used

NHS COVID Pass | Pàs COVID y GIG



Message for Students
Mon 04/10/2021 10:41
To: Students

Cymraeg



NHS COVID Pass

This is a reminder that from the 11th October Welsh Government guidelines are changing. People will be required to show the NHS COVID pass to prove they are either fully vaccinated or have a recent negative Lateral Flow Test to attend:

- nightclubs
- indoor non-seated events where over 500 people are mixing closely for prolonged periods
- outdoor non-seated events where over 4,000 people are mixing closely for prolonged periods
- any event of more than 10,000 people

Please note, the Students' Union will continue to abide by Welsh Government and University Guidelines and will adapt any events to meet these. Students will be informed of any changes they can expect when booking an event with the SU.

What is the NHS COVID Pass?

The NHS COVID Pass lets you share your coronavirus (COVID-19) vaccination records in a secure way. It also allows you to show others, when travelling abroad, that you've had a COVID-19 vaccine.

Who can get an NHS COVID Pass in Wales?

You can get an NHS COVID Pass if:

- you were vaccinated in Wales or England
- you are aged 18 or over

If you were vaccinated outside the UK, you need to get proof of vaccination from the country where you were vaccinated.

How to access the NHS COVID Pass in Wales

You can access the NHS COVID Pass via the [NHS website \(nhs.uk\)](https://nhs.uk). This will allow you to produce a COVID pass using a smart phone, a computer or laptop.

To access the service, you'll need to register for an NHS login. You will need to upload a photo of your ID (passport, full UK driving licence, full European driving licence).

Please note, in Wales, you cannot get it via the NHS app as this is only valid in England.

For more information please see the full guidelines on the [Welsh Government web pages](https://www.welsh.gov.uk).

a form terrorism, with bribery on students to coerce them to take the drug, to continue using university services (exhibit 5, emails 17, 37, 38).

Life Expectancy in the UK

[National life tables – life expectancy in the UK - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk)

Across the UK, life expectancy at birth in 2018 to 2020 was estimated to be 79.3 years for males and 83.1 years for females in England, **78.3 years** for males and **82.1** years for females in Wales,

Average age of those who have died from COVID-19

Table 1: Average age of death (median and mean) of persons whose death was due to COVID-19 or involved COVID-19, by sex, deaths registered in week ending 9th October 2020 to week ending 1 January 2021, England and Wales 1,2,3,4,5,6

	Median		Mean	
	Involving COVID-19	Due to COVID-19	Involving COVID-19	Due to COVID-19
People	82	83	80.5	80.7
Males	81	81	79.2	79.4
Females	84	84	82.2	82.4

Source: Office for National Statistics

Notes

1. Figures include deaths of non-residents.
2. Based on date a death was registered rather than occurred.
3. All figures for 2020 are provisional.
4. The International Classification of Diseases, Tenth Edition (ICD-10) definitions are as follows: coronavirus (COVID-19) (U07.1 and U07.2).
5. Based on deaths registered up to and including week ending 2nd October.
6. An underlying cause of death of COVID-19 is referred to as "due to COVID-19". Deaths "involving COVID-19" includes deaths that had COVID-19 mentioned anywhere on the death certificate, whether as underlying cause or not.

[COVID-19 vaccine update | GOV.WALES](#)

This was published under the 2016 to 2021 administration of the Welsh Government.

Why vaccines are important

Vaccines teach your immune system how to protect you from diseases. It's much safer for your immune system to learn this through vaccination than by catching diseases and attempting to treat them.

It's likely you've had a number of vaccinations in your lifetime to prevent catching diseases that could cause serious illness or death.

If enough people are vaccinated it's possible to reduce or eradicate some diseases. But, if people stop having vaccines, it's possible for infectious diseases to quickly spread again.

Vaccine safety

The safety standards of vaccines generally have to be higher than those for medication to treat illnesses, as vaccines are usually given to healthy people to prevent disease. The long term response to the pandemic requires a safe and effective vaccine to be available for all who need it.

Many potential vaccines for COVID-19 are being studied and tested. A vaccine will reach the public only when it is proven to work and be safe. This process has been sped up by prompt funding and a reduction in paperwork. The length of the trials have not been shortened, and the usual safety measures remain in place.

Vaccine roll out

The vast majority of people have said they would get a COVID vaccine when it's available, to protect themselves and keep friends and family safe. There may only be small quantities of a vaccine at first, so it will be offered to those who need it most. It's hoped small quantities of a vaccine could be available for those at the highest risk before the end of the year.

The Joint Committee for Vaccination and Immunisation (JCVI) has made recommendations for the provisional prioritisation for COVID-19 vaccines. Wales and other UK administrations will be guided by the recommendations. The advice is based on preliminary information on the vaccines in development, and provisional timelines for vaccine availability, and is subject to change.

Getting enough doses for everybody will take a while after a vaccine becomes available.

In the meantime you should continue doing your bit to prevent the spread of coronavirus: regular hand washing, social distancing, and wearing a face covering where required to protect yourself and others.

[Perseus MHRA Main-Report-1-1.pdf](#)

23.3. (Extract from exhibit 25)

(This report has been co-authored by a multidisciplinary team of experts from various fields including medicine, safety management and pharmaceutical regulation. Its purpose is to bring to the attention of politicians and policy makers the serious shortcomings in the current regulatory system for drug approvals in general and the Covid-19 vaccines in particular, and the significant safety issues that result. In order to ensure the focus remains on the content of this work rather than on individual authors, the team have decided to remain anonymous at present)

The Medicines and Healthcare products Regulatory Agency (MHRA) is responsible for ensuring the safety and efficacy of medicines used in the UK. It has become clear during the Covid-19 pandemic

that the MHRA has failed to meet its responsibilities in multiple ways, despite prior warnings of inadequate regulation published in Government reports:

- no requirement for manufacturers to demonstrate sufficient safety, before or after approvals;
- approvals for younger age groups and children in the absence of long-term safety data, despite only negligible potential for benefit;
- failure to act promptly on evidence of adverse reactions, to rigorously assess safety evidence and to share it publicly to enable informed consent;
- failure to identify and address problems with manufacturing and quality control. Bringing a new medicine to market typically takes around ten years but, under intense political pressure, MHRA gave Conditional Marketing Authorisation for the Covid-19 vaccines after less than one year of clinical trials. It would appear that lessons have not been learned from the rushed Pandemrix Swine-Flu vaccine (2009) or from the report of the Cumberlege report (2020). There were numerous published reports and warnings about the risks of MHRA approving the Covid-19 vaccines on such limited evidence. Indeed, even the manufacturers claim to have been expecting to provide more safety evidence for the new vaccines before approval. Unforeseen serious side-effects emerged immediately. The AstraZeneca vaccine was suspended from use in young adults in many countries after only two months, but MHRA was still attesting to its safety until JCVI advised that alternatives should be offered for under 40s. Evidence of numerous vaccine-related side-effects has grown since approval. Serious side-effects such as myocarditis, clotting problems, neurological problems and immunosuppression have all been extensively reported. MHRA did not follow through on its promised 'Proactive Vigilance'. This was supposed to have included population-level NHS data, segmented by vaccination status to look for any link between the vaccines and reported serious side-effects. MHRA falls short of best practice safety management and governance seen in other safety critical sectors such as nuclear, aviation, defence and oil/gas. Shortcomings include:
 - no process for investigating fatal/serious Yellow Card reports;
 - no independent safety audits of MHRA;
 - lack of accountability and no predetermined safety thresholds in stark contrast to regulators of other industries;
 - close funding arrangements involving the pharmaceutical industry, creating serious conflicts of interest. The serious shortcomings identified raise grave concerns about the ability of MHRA to fulfil its statutory duty to protect the public from harm, by properly regulating the safety and effectiveness of medicines in the UK. Given the level of reported Covid-19 vaccine injuries and the excess deaths across all age groups, these products must be paused while they are properly investigated, and a full independent inquiry launched into MHRA's regulatory processes and performance.

23 Interests by Academics Outside of Swansea University

Fellows - The Learned Society of Wales

The main actors of this crime, personally know each other and have out of work affiliations and are all members of The Learned Society of Wales.

- I. Mr Boyle – vice chancellor, directing mind and will of the Corporation at FOI, Complaints and appeal office.
- II. Perumal Nithiarasu (PN)- directing mind and will of PGR. Perumal Nithiarasu is Professor and **Director of Research in the Department of Engineering, Swansea University**. He is also a Deputy Head of Department of Engineering and currently also holds a position of Dean Academic Leadership (Research Impact). PN's research areas of interest include computational fluid dynamics/**biomedical engineering** and recently AI.
- III. Huw Summers - the chair of the examination board, biomedicine.
- IV. Paul Rees – Supervisor, biomedical.

All are bio-medicine/medical engineers except Boyle:

Professor Perumal Nithiarasu

DSC CENG FIMA FMECHE FIPEM FLSW



ELECTED: 2018

AREA(S): SCIENCE, TECHNOLOGY, ENGINEERING, MEDICINE & MATHEMATICS

SPECIALIST SUBJECT(S): BIOMEDICAL ENGINEERING, ENGINEERING

Associate Dean – Research, Innovation and Impact (RII), Faculty of Science and Engineering
& Professor at Zienkiewicz Centre for Computational Engineering, Swansea University;
Adjunct Professor, IIT Madras, India

CYM

Professor Huw Summers

FLSW

f

Twitter

in



ELECTED: 2021

AREA(S): SCIENCE, TECHNOLOGY, ENGINEERING, MEDICINE & MATHEMATICS

SPECIALIST SUBJECT(S): BIOMEDICINE, BIOTECHNOLOGY, NANOTECHNOLOGY

Professor of Nanotechnology for Health, Swansea University



Professor Paul Boyle

CBE FBA FRSE FRSGS FLSW



ELECTED: 2022

AREA(S): INDUSTRY, COMMERCE, THE ARTS & PROFESSIONS

SPECIALIST SUBJECT(S): HIGHER EDUCATION LEADERSHIP & MANAGEMENT

Vice-Chancellor, Swansea University

Professor Paul Rees

FLSW



ELECTED: 2023

AREA(S): SCIENCE, TECHNOLOGY, ENGINEERING, MEDICINE & MATHEMATICS

SPECIALIST SUBJECT(S): BIOMEDICAL ENGINEERING

Professor of Biomedical Engineering, Swansea University.

Paul Rees, Professor of Biomedical Engineering at Swansea University, has collaborated with world leading institutes such as the Broad Institute of MIT and Harvard, the Methodist Hospital Research Institute in Houston and the Francis Crick Institute in London. His research has pioneered the use of machine and deep learning to high content cell image data for disease diagnosis, therapeutic discovery, and cell function analysis.

23.1 It is quite easy to see why they conspired together, considering Mr Blanche exposed the mRNA technology and covid19 vaccine being dangerous in September 2021 in the prologue of his thesis (exhibit 7). **Mr Blanche did his own research on mRNA, covid19 vaccines, and questioned the official narrative on covid-19.** Mr Blanche did not blindly follow a chain of command and roll up his

Huw Summers

Activities

[Collapse all](#)

▼ Funding (12)

[Sort](#)

Manufacture of silicon microneedles for drug & vaccine delivery

2014-05-14 to 2016-11-14 | Grant
Engineering and Physical Sciences Research Council (Swindon, GB)
GRANT_NUMBER: [EP/L020734/1](#)
GRANT_NUMBER: [EP/L020734/1](#)

[Show less detail](#)

Organization identifiers

FUNDREF: <http://dx.doi.org/10.13039/501100000266>
Engineering and Physical Sciences Research Council: GB

Total funding amount

GBP 564,437

Added

2016-01-05

sleeve and allow a dangerous drug to be injected into him, which had no long term efficacy data, and was never removed from the market after deaths were reported. The drug did not **stop transmission** or **stop infection** from coronavirus. Summers was directly involved in the development of covid19 products for

Swansea University Corporation, and is the director of 'ser cymru', and was receiving public funding for developing micro needle vaccine delivery systems from 2014:

23.2.

The Engineering and Physical Sciences Research Council (EPSRC) is a British Research Council that provides government funding (public purse) for grants to undertake research and postgraduate degrees in engineering and the physical sciences, mainly to universities in the United Kingdom.

Incredibly, Swansea University Corporation in a press release, one month after the UK Government covid19 vaccine rollout state:

[Swansea University developing world's first COVID-19 'smart-patch' vaccine that will measure effectiveness - Swansea University](#)



The screenshot shows a web browser displaying a news article from Swansea University. The URL in the address bar is 'news/2021/01/swansea-university-developing-worlds-first-covid-19-smart-patch-vaccine-that-will-measur...'. The page has a dark blue header with a search bar and navigation links: 'Jobs', 'Accessibility Tools', 'Current Students', 'Staff', '中文', and 'Cymraeg'. Below the header, there are more navigation links: 'Business', 'Alumni', 'Your University', 'News and Events', and 'Support & Wellbeing'. The article title is 'SWANSEA UNIVERSITY DEVELOPING WORLD'S FIRST COVID-19 'SMART-PATCH' VACCINE THAT WILL MEASURE EFFECTIVENESS'. The date and time are 'Tuesday 12 January 2021 15:57 GMT'. The author is 'Press Office' from 'Swansea University', with the email 'press@swansea.ac.uk'. There are social media icons for Facebook, Twitter, and LinkedIn. The article features a close-up image of a microneedle (top) compared to a hypodermic needle, showing how microneedles are far less invasive. The text below the image states: 'Researchers at Swansea University are developing the world's first smart vaccine device that will both deliver the COVID-19 vaccine and measure its efficacy through monitoring the body's associated response.'

The research, from the Institute for Innovative Materials, Processing and Numerical Technologies (IMPACT), will produce the vaccine through the use of microneedles (MNs) to create a 'smart-patch'. This device will simultaneously measure a patient's inflammatory response to the vaccination by monitoring biomarkers in the skin.

23.3. The project is funded by the Welsh Government Sêr Cymru funding programme. The IMPACT operation is part-funded by the European Regional Development Fund through the Welsh Government and Swansea University.

I. Summers and Rees:

Huw is currently Director of the Sêr Cymru NRN in Advanced Engineering and Materials, a Welsh Government funded research network that is promoting research excellence in Wales through the award of PhD, Research Fellow and research project funding. He has been a Senior Affiliate of the Houston Methodist Research Institute since 2010.

Paul Rees, Professor of Biomedical Engineering at Swansea University, has collaborated with world leading institutes such as the Broad Institute of MIT and Harvard, the Methodist Hospital Research Institute in Houston and the Francis Crick Institute in London. His research has pioneered the use of machine and deep learning to high content cell image data for disease diagnosis, therapeutic discovery, and cell function analysis.


2. Huw Summers and Paul Rees are both members of the Awen Institute

In the consumer market, people aged over 50 account for £320 billion of annual UK household spending and 75% of the nation's wealth.

This represents a significant commercial opportunity for industry and highlights the necessity for businesses to understand the needs of older people. The 'creative industries' is a broad term for sectors such as advertising, architecture, art, design, fashion, technology, performing arts, broadcasting, media, museums and gaming. These sectors make almost £92 billion for the UK economy and support almost three million jobs.

https://aweninstitute.com/our-team/


Menu +



Professor Huw Summers

Sub-theme lead: health and wellbeing

Huw's scientific training was in physics and he received a...



Professor Paul Rees

Sub-theme lead: health and wellbeing

Paul Rees is a professor in the College of Engineering...

23.4. 30 months after the rollout of the experimental covid19 vaccines we have this:



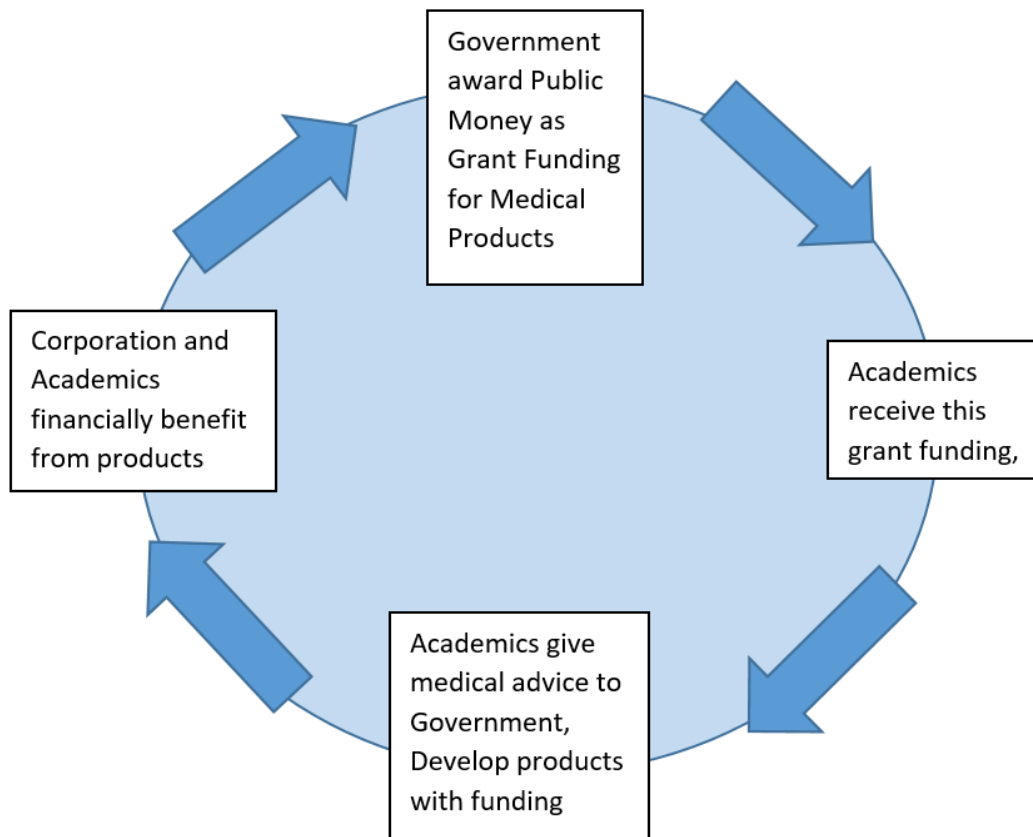
12,420 deaths were registered in England and Wales in the week ending 21 April 2023 (Week 16).

22.9% above the five-year average (2,312 more deaths).

23.5 Conclusion

Corporate ambitions now override education and student safety. The action by Mr Blanche to directly oppose the business interests of the corporation, and of these prominent university academics would be censored. The covid19 vaccines are not safe and effective, and going against this narrative of 'safe and effective' is not allowed by the corporation, who are in partnership with Government and Education. This is NOT IN THE PUBLIC INTEREST.

There is a circle of convenience for Government and Academics



[In Pictures: First Minister Launches IMPACT – IMPACT Engineering \(engineeringimpact.co.uk\)](https://engineeringimpact.co.uk)

[Latest News - Swansea University](#)

[IMPACT](#) was officially launched by Rt Hon Mark Drakeford AM, First Minister of Wales, at a special ceremony on Thursday 6th February 2020.

The event marked the official opening of Engineering North, home to IMPACT, with speeches and a plaque unveiling within the central atrium of the building.



Speeches. Clockwise: Guests including Dr Gavin Bunting (Associate Professor & SMaRT Assistant Chief Executive), Dr Peter Martin (Hub Manager, Research & Innovation Hub), Dr Dimitrios Pletsas (Senior Fund Development Officer), **Professor Perumal Nithiarasu (Deputy Head of College of Engineering and Director of Research)** & Honorary Indian Consul for Wales Raj Aggarwal; Rt Hon Mark Drakeford AM, First Minister of Wales; Professor Johann Sienz (Director of Innovation and Engagement in the College, and Director of IMPACT); First Minister unveiling the IMPACT plaque; **Professor Huw Summers (Head of College)**, Provost Steve Wilks



Adrian Novis is the director of academic services and is a member of the 'Swansea university learning and teaching quality committee'. Who are (exhibit 26):

- To oversee the bestowing of all awards and to ensure that the standards and quality of the awards made are protected and maintained at all times in accordance with Statutes, Ordinances, **academic regulations and procedures**
- The purpose of the Learning and Teaching Quality Committee is to have strategic oversight and maintenance of matters relating to the University's quality assurance and enhancement of awards made in the name of the University; its learning, teaching and assessment at all levels of study; and the enhancement of the student experience.
- To have oversight of the effective, innovative and inclusive learning, teaching and assessment practices and a student experience that is research-led and practice-driven that makes use of technology enhanced learning; and to oversee approaches to supporting the professional development of those involved in learning, teaching and assessment;

Committee members of, 'Swansea university learning and teaching quality committee', specific to this case:

- a) Chair of the Postgraduate Research Committee
- b) Director of Academic Services
- c) Chair of the Progression and Award Board

Exhibit 24: [Structure of Examination Board - Swansea University](#)

1.4 University Progression and Awards Board

1.4.1 The University Progression and Award Board will act under the authority delegated to it by the Learning Teaching and Quality Committee, and oversee the University's assessment process and confirm marks and all progression and award decisions. In addition, the Board will be responsible for monitoring the quality and standards of awards may in the University name. All awards recommended by an Examining Board must be conferred by the University Award and Progression Board before Certificates and Transcripts can be issued.

1.4.2 University Progression and Awards Board – Terms of reference

- **To monitor and ensure adherence to the requirements of the University's academic and assessment regulations by progression and award boards;**

- To determine cases where a procedural irregularity has occurred during the proceedings of progression and award boards and where a recommendation has been made contrary to Regulations;
- To consider External Examiners' reports and ensure appropriate responses are made and to report to the Learning, Teaching and Quality Committee any issues of concern.

24.1. Mr Novis fails to engage the progression and awards board even when told by Mr Blanche in emails (exhibit 19 emails B to K), of the procedural irregularities by the examination board, and the claims of 'academic misconduct and scientific fraud' against the examination board. Mr Novis ignores all evidence presented and fails to act, and is a directing 'mind and will' attached to the case. He is involved throughout the process and writes to Mr Blanche along with Sara Kane on the 14th June 11.45 am. Zoe perry is cc'd and is, as seen, the last person to modify the Addendum to R & R forms before ratification by Novis.

24.2

PR

Postgraduate Research

PG Prospectus - have y... 15/06/2022

The University's Marketing team is c...

H

HUB: College of Engineering Comm...

2022 Travel Survey | Ar... 15/06/2022

Have you filled in the 2022 Travel Su...

FR

FSE Reception

[Postgrads-fse] Pride M... 14/06/2022

Sent on behalf of Katie Hebborn We ...

P

PGR - Faculty of Science ...

> Confidential - Report ... 14/06/2022

Dear Geoff, Further to your outcome...

RandR Form M... +1

O

Sara Kane

> Confidential - result L... 14/06/2022

Dear Mr Blanche, Please find attache...

Confidential - 9...

R

ResearchGate

Geoffrey, people are rea... 14/06/2022

Geoffrey, people are reading your w...

PR

Postgraduate Research

MASI 2022 Call for Pro... 14/06/2022

Professor Matt Jones Director of the ...

SK

Sara Kane

To: geoffblanche@yahoo.com; BLANCHE.G (946484)

Cc: [Zoe Perry](#); [ACU - Student Records](#)

Confidential - 946484.pdf

186 KB

Dear Mr Blanche,

Please find attached a letter regarding your recent viva examination.

Kind regards

Sara

Sara Kane

Assessment & Awards Officer | Swyddog Asesu a Dyfarniadau

Academic Services | Gwasanaethau Academaidd

Swansea University | Prifysgol Abertawe

Singleton Park | Parc Singleton

Swansea | Abertawe

Wales | Cymru

SA2 8PP

Tel/Ffôn: +44(0)1792 602521

Email/E-bost: s.kane@swansea.ac.uk | s.kane@abertawe.ac.uk

Web/Yr We: www.swansea.ac.uk | www.abertawe.ac.uk

We Are Professional. We Work Together. We Care.

Rydym ni'n Broffesiynol. Rydym yn Gweithio Gyda'n Gilydd. Rydym ni'n Gofalu.

Tue 14/06/2022 11:45

Email 14 exhibit 5

Screenshot j exhibit 19

946484/1

14th June 2022



Mr Geoffrey Blanche
South Rogeston Farm
Portfield Gate
Haverfordwest
SA62 3LF

Dear Mr Blanche,

With reference to your recent examination for the degree of **MSc by Research**. I am writing to inform you that, on the recommendation of the Examining Board, you have been unsuccessful in your candidature for the degree of **MSc by Research**. However, the Examining Board has recommended that you be permitted to modify your thesis and re-submit it for the degree of **MSc by Research** on one further occasion.

The fee for re-submission is, at present, £102 which is payable on re-submission to Swansea University. You are required to re-submit within one year from the date of this letter.

Should you wish to appeal against the Examining Board's decision, details of the appeals procedure can be downloaded via the link below:

<https://myuni.swansea.ac.uk/academic-life/academic-appeals/>

Yours sincerely

A. C. Novis
Director of Academic Services
Swansea University

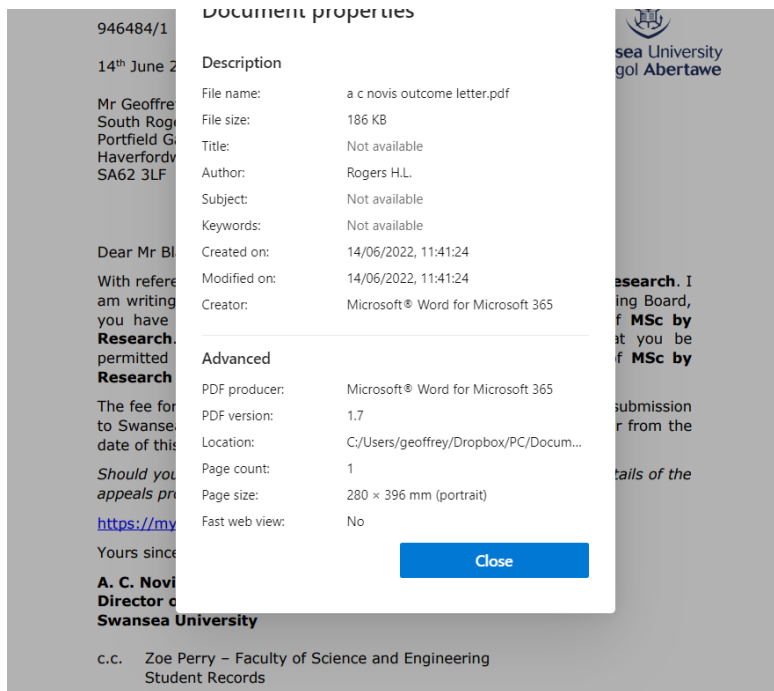
c.c. Zoe Perry – Faculty of Science and Engineering
Student Records

24.3

One hour later, the author of the Addendum to R & R forms, Mr Huw Summers or most likely Zoe Perry (anything goes in this university), creates a pdf of the word document. Mr Blanche receives this from Zoe Perry at 12.58pm using the PGR committee/team email, also, the PGR are cc'd, so all involved know what is happening, as seen in email 44 exhibit 5.

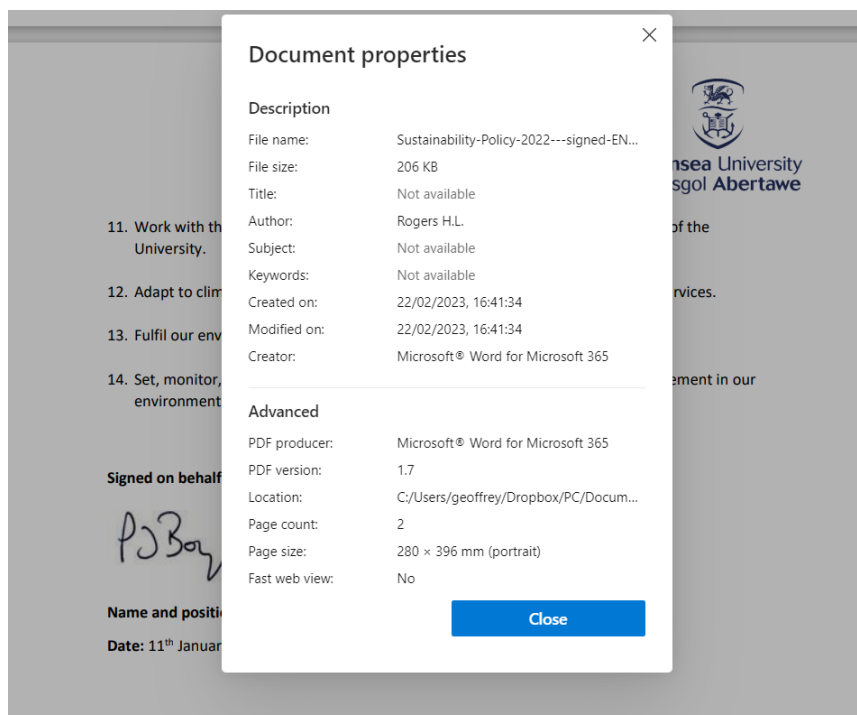
When one checks the document properties for screenshot j exhibit 19, the author is H. L Rogers:

Screenshot k, exhibit 19



Rogers also produces documents for Paul Boyle:

[Sustainability-Policy-2022---signed-ENG-1.pdf \(swansea.ac.uk\)](https://swansea.ac.uk/Sustainability-Policy-2022---signed-ENG-1.pdf)



Q Rogers H.L. Swansea University

Q SEARCH CHAT SCHOOL IMAGES VIDEOS MAPS NEWS MORE

11-20 of 7,740,000 results Date ▾

Swansea University Sustainability Policy 2022
<https://www.swansea.ac.uk/media/Sustainability-Policy-2022---signe...> · PDF file
Web **Swansea University** is involved in innovative research activity with profound implications for the understanding and stewardship of the local, national, and global environment. This includes low ... Rogers H.L. Created Date: 2/22/2023 4:41:34 PM ...

- I. There is plenty of evidence presented to the invisible filtering committee of **material irregularity** in this analysis, the ERR (exhibit 5) and Addendum to rebuttal report (exhibit 6) produced by Mr Blanche.
- II. Mr Boyle has a duty of care, to make sure his employers' rules and regulations are applied and maintained by his staff.
- III. Mr Novis has a duty of care to his boss Mr Boyle, to make sure his employers' rules and regulations are applied and maintained.
- IV. Mr Novis nominates staff to carry out these duties, and he has a duty of care to make sure the rules and regulations have been abided to by his nominees.
- V. Mr Novis and Mr Boyle are the directing '*mind and will*' for Swansea University Corporation in the academic services department of the vice chancellor's office involved with this case.
- VI. The 1st appeal outcome by Gemma Wilkins is a false representation of the universities own rules, and Gemma is not acting as an impartial review board but is acting alongside the *directing' mind and will'* which is the filtering committee.
- VII. Natalie Wathan claims impartiality but demonstrates she is obeying a directing '*mind and will*' to come to the same outcome as 1st appeal, *and ignores all evidence; to go along with the directing' mind and will' narrative.*

24.4 The academic appeals department staff gaslight and corral Mr Blanche into a Complaints Procedure to illegally fail and fail again, although claiming in exhibit 9:

“Although you have raised a number of issues/allegations, there have been no findings made that these issues/allegations had occurred. Such issues would need to be thoroughly investigated and determined, on the balance of all evidence obtained through the investigations, and the University's Complaints Procedure (not the Academic Appeals Procedure) provides the method for such issues to be thoroughly investigated and determined.

I can only reiterate that it is open to you to allow the University to investigate and determine (i.e. make findings on) the issues/allegations you have raised in accordance with the Complaints Procedure. As advised in my letter to you.”

This was their strategy to purposely avoid applying the rules in the appeal outcomes, not to investigate and take their own colleagues to task, and intentionally deny Mr Blanche a professional qualification. This is a protection racket.

24.5. Both the first appeal and the final review appeal were given the same false outcome:

“The following shall not be considered grounds for appeal:

- *Questioning the academic or professional judgement of the examiners;*
- *A candidate's disappointment with a result where marks have been accurately recorded, assessment regulations correctly followed and where no evidence of material irregularity exists;”*

1. It has been demonstrated by the appeals department, they are NOT IMPARTIAL although claiming they are impartial. Rather, they ignore all the evidence of material irregularity as they did not apply their rules which they say they do in (exhibit 29), and come up with a nonsense claim that Mr Blanche is contesting academic judgement.

All academics have academic judgement, if that judgement is used to:

- a. Make false statements to commit fraud
- b. Withhold information
- c. Commit forgery.

It is the academic's decision to act this way, and that was their academic judgement. Mr Blanche is not in control of their academic judgement.

2. It was the decision of staff in the appeals department to ignore the facts and invent false claims as to gaslight Mr Blanche, and to try and reason with the reader that the examination board, supervisors and the postgraduate research committee had done nothing wrong, and the appeal outcome is 'reasonable' whilst disregarding their own regulations. This is following their slogan and mantra, "*we work together*".
3. They can in an appeal, turn over the examination board's decision if they are found to have not applied the regulations to the exam.

Confirmation of Procedural Regularity 4.1

Prior to the consideration of any appeal, the Director of Academic Services' nominee (thereafter referred to as the nominee) shall establish that the Examination Board was both properly constituted and that its business was conducted in the proper manner (i.e. in accordance with the Academic Regulations). Where meetings have not been properly conducted, the nominee shall make arrangements for the reconsideration of all decisions which may have been affected.

4. The invisible filtering committee that did not exist, refuse to obey their own regulations and decided to support the wrong doings of the examination board whilst failing in their duty of care, and acting in bad faith.
5. They failed to be impartial and to over-turn the examination board's wrong doings.
6. For this wrong doing in the appeal department to have been repeated over two appeal decisions, it can only be the *directing mind and will* at work within the appeal department.
 - The 1st appeal was placed on 30th August 2022
 - The first appeal outcome was given on 29th September 2022
 - The final review appeal was placed on the 20th of October 2022
 - The final review appeal outcome was given on 19TH December 2022

The academic services staff do not apply the rules, and they continue to fail the Masters when evidence of material irregularity was supplied in the form of exhibits 5 and 6.

- 24.6. The filtering committee DID NOT follow the rules and regulations for the submission of the examiners' reports, or make any comment on the rules for submission to academic services. They ignore their rules.

i.e. *The original R & R forms should have been filed immediately with academic services, i.e. on 30th May 2022 as expected in the rules.*

The Addendum report was filed the same time as the R & R reports, 10th June 2022.

I. **13. Particular Role of Chair of Examining Board**

It is the responsibility of the Chair to ensure that the process is rigorous, fair, reliable and consistent with University regulations and procedures. *In the event of a review of an examination decision or an appeal, the Chair is required to provide a written report on the conduct of the examination as necessary.*

The chairperson never provided a written report for the appeal, even when this was pointed out 5 times to the appeals department, and directly to the director of academic services, Adrian Novis.

Did the filtering committee or nominees of academic services apply their own rules for appeal?


No.

25 1st Appeal Outcome

25.1.

Academic Appeal Outcome 4

Yahoo/Archive ☆

 **Student Cases** <studentcases@swansea.ac.uk>
To: geoffblanche@yahoo.com

Thu, 29 Sept 2022 at 12:12 ☆

Dear Geoffrey,

Re: Outcome of Academic Appeal

Please see the attached letter from Gemma Wilkins, Student Cases Officer

The Student Cases Team try to password protect correspondence, where possible. Please use your date of birth in the format DDMMYY to access any password protected correspondence.

Kind Regards,

Cath Burns

Cynorthwy-ydd Achos Graddio a Myfyrwyr | Graduation and Student Cases Assistant
Gwasanaethau Academaidd | Academic Services
Rhagenw a ffefrir: Hi/Ei...hi | Preferred pronoun: She/Her
Due to my own work/home life balance you may, on occasion, get emails from me outside of normal working hours. Please do not feel any pressure to respond outside of your own working pattern.
Rhowch wybod i ni os hoffech dderbyn eich gohebiaeth yn Gymraeg. Rydym yn croesawu gohebiaeth yn Gymraeg neu yn Saesneg. Ni fydd gohebu yn Gymraeg yn arwain at oedi.
Rydym ni'n Broffesiynol. Rydym yn Gweithio Gyda'n Gilydd. Rydym ni'n Gofalu.
We Are Professional. We Work Together. We Care

25.2. Gemma Wilkins and the Filtering Committee

There is no evidence that a filtering committee exists or who they are other than there is one according to the rules and Gemma Wilkins. Gemma provides no physical evidence of a filtering committee report.

Gemma Wilkins is the director's nominee and acting for the filtering committee.

Gemma refers to the filtering committee 10 times in her outcome letter, and gives many reasons why this appeal should enter a complaints procedure and cannot be an appeal, whilst ignoring regulations and inventing claims.

Gemma Wilkins states the appeal is based on,

1. Your appeal was considered through an initial filtering stage by the Filtering Committee.
2. Whilst the Committee have taken into account all documentation which had been submitted to the Committee and which has been provided by you, this letter may not necessarily refer to all the documentation provided and points raised - I have referred below to all material and points raised which the Filtering Committee considered necessary to make their decision on your academic appeal.
3. It is for the Filtering Committee to determine whether or not issues are issues of complaint. - Issues such as those listed (1-17 below) above are issues of complaint.
4. All members of the Filtering Committee needed to consider your appeal document which consisted of 223 pages.

5. Having considered your appeal submission document the Filtering Committee therefore agreed that your appeal was **essentially** questioning the academic judgment of your examiners
6. The Filtering Committee further considered the information you had provided and noted in particular that within your appeal you had made reference to the following issues.

Points 1-17

1. *That you were prevented from using the work of Newman in your research.* **FALSE CLAIM**, MR BLANCHE WAS THREATENED NOT TO INCLUDE NEWMAN as already seen, AND AN **IRRELEVANT POINT TO APPEAL RULES**

2. *That you believe the university failed your work to please investors.* **PARTLY FALSE CLAIM**, THERE ARE NUMEROUS REASONS, **IRRELEVANT POINT TO APPEAL RULES**

3. *That there were changes within your supervision team.* **True**, **IRRELEVANT POINT TO APPEAL RULES**

4. *That you were originally advised that your viva would be held online, however this took place face to face in May 2022.* **TRUE**, **IRRELEVANT POINT TO APPEAL RULES**

5. *That no minutes of the viva were kept.* **TRUE**, **IRRELEVANT POINT TO APPEAL RULES**

6. *That you were originally advised that you could not bring a witness into the meeting, however you explain that you were later allowed to do so.* **TRUE**, **AND APPLICABLE TO THE APPEAL RULES**, (chair should have acknowledged this on r & r form, WITH A SIGNATURE FROM Mr Blanche, this was never done.)

7. *That you were not privy to the notes kept by the Chair and Examiners and have still not had sight of these.* **TRUE**, **AND APPLICABLE TO THE APPEAL RULES**

The following sections of this document require completion:

1. The **External Examiner's Report** (three sub-sections);
2. The **Internal Examiner's Report** on the thesis;
3. The **Joint Report by the External and Internal Examiners** (to be completed after the oral examination);
4. The **Report by the Chair of Examining Board** on the conduct of the examination;
5. The **Confirmation of Address** form;
6. The **Result Form** making a formal recommendation.

Also in addition the Swansea University **Guide to the Examination of Research Students** and **Guide to the Submission and Presentation of a Thesis for Research Students** should be appended to the above forms, and examiners are asked to read them before proceeding.

A deadline to consider minor corrections/major amendments/resubmitted theses will be set by the College/School. If for any reason you are unable to meet this deadline, please contact the College/School Administrator.

Examiners should be aware that, under the General Data Protection Regulation (GDPR) 2016, candidates have the right to request access to any comments made about them in these reports.

15. Report and Result Forms

The Examiners' Report and Result forms are intended as instruments for the reports of the examiners and the Chair of the Examining Board, and are used by the Examining Board to make a formal recommendation to Swansea University on the outcome of the examination process. Examiners are advised that under the terms of Freedom of Information Act 2000, students have the right to request access to any comments made about them in these reports.

8. *That you do not believe the examiners read your full submission.* **TRUE, AND APPLICABLE TO THE APPEAL RULES**

13.1 -During the examination process, the examiners shall:

- Consider the thesis and abstract submitted by the candidate.

9. *That the Examiners were not experienced and portrayed little knowledge of electromagnetism, as-well as showing some very inept basic science understandings' which you believe is demonstrated by the questions asked by the external and internal examiners during the examination.*

TRUE, AND APPLICABLE TO THE APPEAL RULES

External examiner admits he does not know what a physical reaction is.

VT: 2 HOURS 25 MINS

Examiner doesn't know what a physical reaction is

Blanche: it's not chemical reactions though, it's an electric effect, it's ah, it's a physical reaction, you don't, define the difference between a physical reaction and a chemical reaction please.

Ext: Physical reaction I do not know what you mean by that

Blanche: you don't know what a physical reaction is?

10. That the Chair was not independent and did not fulfil their role. TRUE, AND APPLICABLE TO

THE APPEAL RULES

To: BLANCHE G. (946484)

Mon 06/06/2022 18:38

Dear Geoffrey,

Hope you had a good long weekend.

You should hopefully receive the feedback (including links to battery entropy coefficient work) soon from our discussions during the viva. The feedback will include that of the internal, external and the chairperson as well.

You will receive this from the university and Huw is coordinating the feedback atm.

Regards,

Dhammika

Dhammika Widanalage | Associate Professor

WMG, University of Warwick | Energy Systems Coventry, CV4 7AL

Widanalage, Dhammika <Dhammika.Widanalage@warwick.ac.uk>

To: BLANCHE G. (946484)

Tue 07/06/2022 16:15

Dear Geoffrey,

All documents need to be sent to you via Swansea research office (or equivalent degrees office), I can't directly email to you. My notes appear as the External examination report which Swansea has, there is also the Internal examination report as well (which Swansea will have as well).

Regards,

Dhammika

(Direct evidence).

1.2 Chair of Examining Board

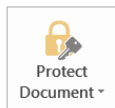
The Chair of the Board shall be independent in the examining process and shall be responsible to the Postgraduate Research Committee for the conduct of the examination. The Chair of the Examining Board is required to chair the oral examination and any meeting of the examiners.

Have a clear understanding of the University's regulations and procedures

Info

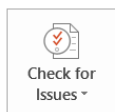
Addendum to R&R Form (1)

C: » Users » geoffrey » Downloads



Protect Document

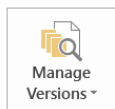
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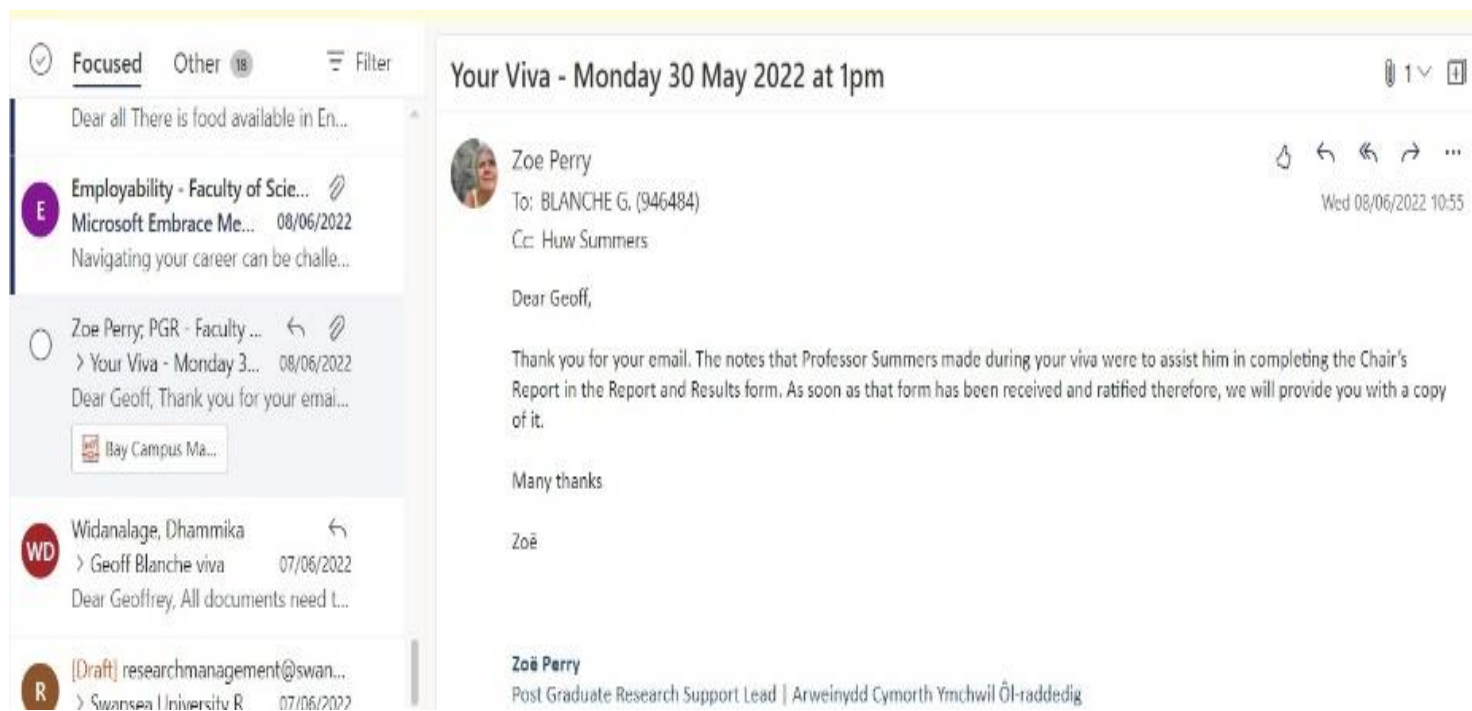
Last Modified	09/06/2022 11:57
Created	09/06/2022 11:48
Last Printed	

Related People

Author	Huw Summers
	Add an author
Last Modified By	Zoe Perry

The chairperson is the author to the Addendum to R & R forms.

11. The Chair delayed providing notes. **THE CHAIR NEVER PROVIDED HIS NOTES APPLICABLE TO THE APPEAL RULES (DIRECT EVIDENCE AND LYING)**



12. That your second supervisor Professor Paul Rees is line managed by Professor

Huw Summers and therefore not independent. **TRUE**, conflict of interests, AS SEEN THESE TWO MEMBERS OF STAFF COLABORATE ON SO MANY OUTSIDE ACTIVITIES, THEY WOULD HAVE PLANNED THIS CRIME.

13. You believe Ms Zoe Perry 'lies and is being told what to say by Summers, and she is the go between of deceit, one will notice that lots of the communication in emails is with the Postgraduate research team email address, that all the staff seem to have

the privilege of using. This really does show they are all in it together.' **TRUE APPLICABLE TO THE RULES**

On the Tuesday 8th June, external examiner states Summers has his notes and they will appear as a report. On Wednesday Perry and Summers lie to Mr Blanche, they do not have the reports. The reports are being produced in-house as demonstrated, the examiners did not write or produce the reports.

14. The internal examiner failed to reply to your emails. TRUE APPLICABLE TO THE RULES see rules above.

15. The Report and Results form was not returned to Academic Services immediately. TRUE APPLICABLE TO THE RULES (Exhibit 2, rule 9 and rule 19)



Sara Kane <s.l.kane@swansea.ac.uk>
To: Geoffblanche
Cc: Jane Lewis Normand



Tue, 23 Aug at 10:53

Hi Geoff,

Please see my responses in red below.

1. I require a copy of the original results and report form you received after my oral viva. Please see attachments
2. The time and date you received this. - 10 June 2022 at 13:39
3. Who sent or gave it to you and how you received it with some evidence. - Zoe Perry, see below e-mail

Thanks
Sara

From: Zoe Perry <Z.Perry@Swansea.ac.uk>
Sent: 10 June 2022 13:39
To: Sara Kane <S.L.Kane@Swansea.ac.uk>
Cc: Sinead Hancock <Sinead.Hancock@Swansea.ac.uk>
Subject: R&R Form - Geoffrey Blanche 946484, Resubmission Decision

Dear Sara

Further to our discussion, please see the attached R&R Form and Addendum to the R&R Form for ratification.

Many thanks

Zoë

16. The original Report and Results form was not provided to the student.

THE ORIGINAL AND ONLY REPORT AND RESULTS FORM WAS PROVIDED BY ACADEMIC SERVICES ON 14 TH June 2022 and was filed by Zoe Perry with academic services on 10th June 2022, contrary to the rules of submission for the examination board. APPLICABLE TO THE RULES (Exhibit 2, rule 9 and rule 19) (direct evidence)

17. You believe the findings of the examiners set out in the R and R form are incorrect TRUE APPLICABLE TO THE RULES (exhibit 2, rule 1.3.2)

26 Conclusions of 1st Appeal Outcome

8.3

Appeals Procedure Regulations ignored and not applied: (exhibit 13)

2.4, 2.4.1, 2.4.3, 2.4.4, 2.4.5, 4.1

1. The filtering committee and Gemma Wilkins ignore most of the rebuttal report except they raise points, 1 to 17, twice, in the outcome letter (Exhibit 8).

These points which they raise, are inaccurate, and then they give a reasoning of; this appeal should be turned into a complaint procedure rather than acknowledging the many material irregularities within the examination procedure and then avoiding *applying regulation 4.1*. (Exhibit 13, page 6) *(direct evidence)* The directing mind and will is at play.

4.1 Confirmation of Procedural Regularity

Prior to the consideration of any appeal, the Director of Academic Services' nominee (thereafter referred to as the nominee) shall establish that the Examination Board was both properly constituted and that its business was conducted in the proper manner (i.e. in accordance with the Academic Regulations). Where meetings have not been properly conducted, the nominee shall make arrangements for the reconsideration of all decisions which may have been affected.

2. The outcome by Gemma Wilkins is a false representation of their own rules and regulations, and Gemma Wilkins along with the non-existent filtering committee are not acting as an impartial review board, this is an abuse of their power and a protection racket.
3. There is no reply email for Gemma Wilkins, just a generic email to student cases.
4. Gemma refers to a report by the filtering committee but does not make available a report by the filtering committee. Where did she gleam this information from? Exhibit 20 and 21 do not provide evidence of a filtering committee, this is a scam written into their rules.

Exhibit 13

Here we see cherry picking of regulations and ignoring others.

ACADEMIC REGULATIONS

1.4 The University shall only consider academic appeals which are based on one or more of the following grounds:

2.4.1 The Examination Board failed to take into account all work submissible and properly submitted for assessment.

(Exhibit 2, rule 13.1, Consider the thesis and abstract submitted by the candidate. Examiners did not examine most of the thesis, or abstract,

exhibit 5, page 15:

“The examiners wanted to discuss only four chapters out of 24, during the viva. The chapters not mentioned or asked questions about in the Viva are: Prologue, chapters, 1, 2, 3, 5, 6, 7, 8, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24”

2.4.2 There was evidence of a computational or administrative error in arriving at the end of level/part decision.

2.4.3 Evidence of prejudice or of bias or of inadequate assessment, not of an academic nature, on the part of one or more of the examiners.

(Exhibit 5, email 9 and 6, exhibit 2, rule 17.8)

At the oral examination, the student should be encouraged to display their knowledge and abilities to best effect, and the strengths as well as the weaknesses of the thesis should be acknowledged and explored. At an early stage in the proceedings, the student should be given an opportunity to explain precisely what the thesis is intended to achieve and what they believe to be its significance as a contribution to knowledge. If there appears to be a major discrepancy between the candidate’s aims and the content of the actual thesis, the reasons for this should be explored.

2.4.4 Defects or irregularities in the conduct of the examination or in written instructions or in advice relating thereto which are of such a nature as to cause reasonable doubt as to whether the examiners would have reached the same decision had they not occurred. Candidates must provide a compelling reason for not bringing to the attention of their Faculty/School the defects or irregularities when they occurred.

Table C –

Chapter 6 of ERR(exhibit 5),	Rules Broken and not adhered to, exhibit 2.
The chair failed to observe	1.2 13 13.1 15 16.1 17.3 17.5 17.8 17.11 18 19

2.4.5 The examiners were aware of, but did not fully consider, defects or irregularities in the conduct of the examination or in written instructions or in advice relating thereto, when such defects or irregularities or advice might, in the candidate’s opinion, have had an adverse effect on his/her performance.

(THE EXAMINERS DID NOT PRODUCE THE REPORTS AS ADMITTED, Exhibit 5 EMAIL 11)

From Gemma Wilkins outcome letter we see:

- a) The Filtering Committee do mention rules that were broken by the Examination board, (1-17), and do not make any reference to why these rules as academic regulations were not abided to or investigated during the appeal, i.e The chairperson should write a report for the appeal. All that is claimed is seen in (exhibit 21). The invisible filtering committee members discarded, and did not act upon their own rules and regulations.
- b) The invisible filtering committee ignore the non-filing of the original R & R reports **immediately**. exhibit 2, Rule:

[19. Informing the Progression and Awards Board](#)

After the oral examination is completed and all sections of the Report and Result Forms have been signed, the Chair should ensure that the original Report and Result Forms are sent to Academic Services immediately. The viva outcome should also be recorded on the Research Management System. The recommendation of the Examining Board must be presented to the Progression and Awards Board for ratification before a result letter can be prepared. Once confirmation that all conditions have been met is received, the student will be informed by Academic Services of the formal outcome of the examination.

9. Timescale of Examination

Both examiners are asked to report upon the work in a timely manner. The normal expectation is that members of the examining board will complete and submit the report and result form on the day of the examination board or no later than one week from the date of the examination board; this would also apply for a resubmitted thesis. Payment of fees and expenses will not be processed until a completed report and result form has been received.

- c) The filtering committee ignore the admission by the external examiner that the reports were not produced by the examiners (see exhibit 5, emails 9 and 11), and he claims, but provides no evidence of, only gave notes to the chairperson which then ‘appear as a report’, so as to corral Mr Blanche into a complaints procedure of their making. Rather than applying the rules and investigating the examination procedure due to the enormous amount of material irregularities as already shown in this report.

Focused Other 94 Filter

Other: New conversations
ResearchGate; Employability - Faculty of...

Widanalage, Dhammika
> Geoff Blanche viva 16:15
Dear Geoffrey, All documents need t...

[Draft] researchmanagement@swan...
> Swansea University Resear... 13:41
Scroll down for English version. Ann...

ResearchGate
New login from Edge on Win... 10:44
New login from Edge on Win10 Geo...

ResearchGate
Geoffrey, people are reading ... 10:42
Geoffrey, people are reading your w...

Yesterday

Student Experience - Faculty ...
Invitation to the FSE Pro... Mon 16:10
**Sent on behalf of the Faculty Lead...

Elizabeth Hall
[Students-fee] Invitation Mon 16:09

Geoff Blanche viva

WD Widanalage, Dhammika <Dhammika.Widanalage@warwick.ac.uk> [in](#)
To: BLANCHE G. (946484) <g.blanche.946484@swansea.ac.uk>
Tue 07/06/2022 16:15

Dear Geoffrey,

All documents need to be sent to you via Swansea research office (or equivalent degrees office), I can't directly email to you. My notes appear as the External examination report which Swansea has, there is also the Internal examination report as well (which Swansea will have as well).

Regards,
Dhammika

BG BLANCHE G. (946484)
To: Widanalage, Dhammika <Dhammika.Widanalage@warwick.ac.uk>
Tue 07/06/2022 17:36

Dear Professor,

Firstly, i would like to remind you that the chairperson is supposed to be impartial, so there is no need to avoid sending me your notes from the day no matter what you have been instructed. Science is an open and transparent process, If you're not going to share the documents directly with me, i will claim victory in the viva , as you have presented nothing on the day to show my theory is incorrect and now when approached a week later you will not present your findings to allow me to get on with my report. If you go to the index of my work there is a section on academic integrity, i think you should reconsider your position for 5 minutes of your time. This a reasonable request.

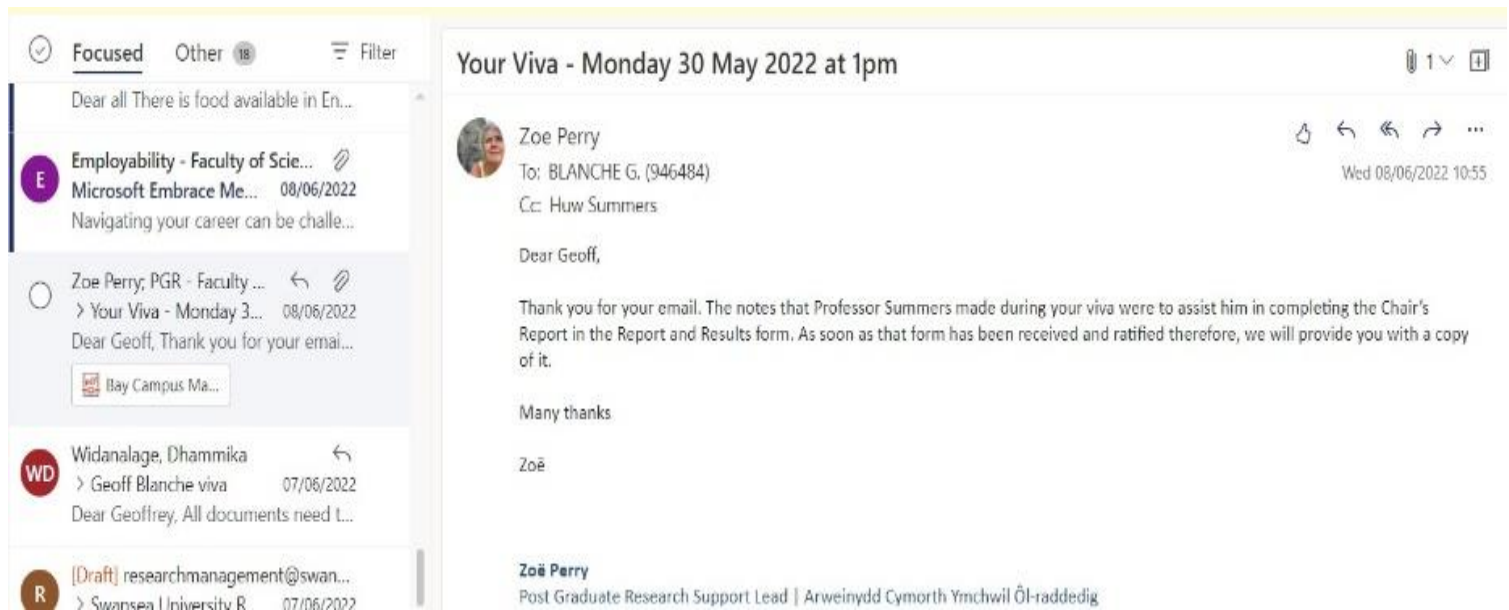
Regards
Geoff Blanche

d) The filtering committee ignore the self-confession in email 6 by Zoe Perry and Huw Summers, who claim they had not received the reports on June 8th, 8 days after the viva. On the 7th of June, the day before, the external examiner had stated to Mr Blanche, he had already given Mr Summers his notes which then 'appear as a report'.

Exhibit 2, rule 1.2 Chair of Examining Board The Chair of the Board shall be independent in the examining process and shall be responsible to the Postgraduate Research Committee for the conduct of the examination. The Chair of the Examining Board is required to chair the oral examination and any meeting of the examiners.)

(19. Informing the Progression and Awards Board –

After the oral examination is completed and all sections of the Report and Result Forms have been signed, **the Chair should ensure that the original Report and Result Forms are sent to Academic Services immediately.)**



- e) The invisible filtering committee falsely claim academic judgement was in question. This is a false representation of what Mr Blanche was claiming. Mr Blanche also has academic judgement due to being a Bachelor of Science. (A master's degree is a postgraduate research award).

Mr Blanche claims:


EXHIBIT 5, Page one of ERR

SEPTEMBER 1, 2022

SCIENTIFIC FRAUD COMMITTED BY EXAMINATION BOARD IN COLLUSION WITH SWANSEA UNIVERSITY STAFF, AGAINST MR GEOFFREY BLANCHE BSc

- f) Mr Blanche claimed, - academic misconduct, scientific fraud, procedural fraud, forgery and withholding documents and lying, **NOT ACADEMIC JUDGEMENT.**

27 Final Review

Swansea University
Prifysgol Abertawe


BG


Who can see school results? ⓘ


NW


Natalie Wathan
Academic Services

Overview | Classes | Recent files | Groups | Calendar

 N.A.Wathan@Swansea.ac.uk

 n.a.wathan

 2189

 Student Academic Services

JN

Reports to
Jane Lewis Normand

[See all results from Swansea University >](#)

NW/946484

19 December 2022

Private & Confidential
Mr Geoffrey Blanche

By email only: 946484

Dear Mr Blanche,

Re: Outcome of Final

I write in response to your
academic appeal. This
to this matter have been

Outcome

I can confirm that I have
able to assess it impartially

I have assessed whether the
regulations and procedures
reasonable in all the
evidence received.

Whilst I have taken into account all documentation which had been submitted to the Committee and which has been provided by you, my decision does not necessarily refer to all the documentation provided and points raised - I have referred below to all material and points

Document properties

Description

File name:	Exhibit 9 Final Review Outcome - 19.12....
File size:	224 KB
Title:	Not available
Author:	Jane Lewis Normand
Subject:	Not available
Keywords:	Not available
Created on:	19/12/2022, 16:47:35
Modified on:	19/12/2022, 16:47:35
Creator:	Microsoft® Word for Microsoft 365

Advanced

PDF producer:	Microsoft® Word for Microsoft 365
PDF version:	1.7
Location:	C:/Users/geoffrey/Dropbox/PC/Docum...
Page count:	8
Page size:	280 × 396 mm (portrait)
Fast web view:	No

Close

27.1.

The second outcome decision (final review, exhibit 9) was on 19TH December 2022- Natalie Wathan claims to be the nominee, and the author of the final review, but the author of the outcome letter is composed on Jane Lewis Normand's Microsoft account (see above). Jane Lewis Normand is a head of section at academic services.

Dear Mr Blanche,

Re: Outcome of Final Review - Completion of Procedures Letter

I write in response to your application for a Final Review concerning the outcome of your academic appeal. This letter confirms that the internal procedures of the University in relation to this matter have been completed.

Outcome

I can confirm that I have not previously been involved in your case and I have, therefore, been able to assess it impartially, as nominee for the Director of Academic Services.

etc

[Yours sincerely,

Natalie Wathan

Student Cases Manager]

Wathan goes on to say:

1. "Once acknowledged, all appeals shall be initially considered by appropriately trained and experienced staff members of Academic Services, referred to as the Filtering Committee."
2. I have assessed whether the Committee had considered your appeal in accordance with the regulations and procedures of the University
3. Whilst I have taken into account all documentation which had been submitted to the Committee and which has been provided by you, my decision does not necessarily refer to all the documentation provided and points raised
4. Selected grounds for review, Irregularities in the conduct of the relevant procedures, which are of such a nature as to cause reasonable doubt whether the party/parties concerned would have reached the same decision had they not occurred;
"The following shall not be considered to satisfy the grounds for appeal:
 - Questioning the academic or professional judgement of the examiners.

- A candidate's disappointment with a result where marks have been accurately recorded, assessment regulations correctly followed and where no evidence of material irregularity exists."

5. Although you contend that there was prejudice / bias or inadequate assessment on the part of one or more of the Examiners, there have not been any findings made to date to support this. In the absence of any findings made to support your contention of prejudice / bias or inadequate assessment, I am satisfied that the Filtering Committee's decision that your appeal had questioned the academic / professional judgement of the examiners to fail your work accords with the Appeals Procedure and is reasonable.

Goes on to say:

I can confirm that Mr Boyle, the Vice Chancellor, had not received a copy of your academic appeal, nor was he involved in the determination of your appeal.

I have proceeded to consider whether the decisions reached by the Filtering Committee had been reasonable and had accorded with the Academic Appeals Procedure.

Firstly, I have considered the Filtering Committee's finding that your disagreement with the examiners' decision relating to your thesis was a question of academic judgment, that

"your appeal was essentially questioning the academic judgment of your examiners", and this was not grounds for an appeal.

I note that within your 'Examination Rebuttal Report download from appeal' in support of your academic appeal you dispute comments and the decision reached by the examiners during your examination (viva voce).

Essentially, you are questioning the examiner's decision to fail your work. As cited within Mrs Wilkins' letter to you dated 29 September 2022, the Academic Appeal Procedure stipulates (at Sections 2.2 and 5.5):

"The experience and knowledge of a student, the student's performance and whether they have reached the required academic standard, and an awareness of best practice in higher education are combined to allow an examiner to make an academic judgement on the ability of a student. Academic judgement is the decision made by academic staff on the quality of academic work or the criteria being applied to mark work (rather than the administrative marking process). Academic appeals which question this academic judgement shall not be considered." "The following shall not be considered to satisfy the grounds for appeal: • Questioning the academic or professional judgement of the examiners. • A candidate's disappointment with a result where marks have been accurately recorded, assessment regulations correctly followed and where no evidence of material irregularity exists."

27.2. Conclusions of Final Review

The nominee is Natalie Wathan who is not the author of the document but claims impartiality, and states:

“assessment regulations correctly followed and where no evidence of material irregularity exists.”

1. There is no evidence if a filtering committee exists or who they are? Other than there is supposedly a filtering committee according to the rules.
2. The filtering committee is the directing mind and will. In this case, it is Paul Boyle and Adrian Novis.
3. Wathan provides no physical evidence of a filtering committee report. Natalie Wathan does not use a report by the filtering committee to come to her decisions (as it does not exist), this is gleamed from exhibit 9 and therefore makes a false statement.

I have assessed whether the Committee had considered your appeal in accordance with the regulations and procedures of the University and whether the decision it reached was reasonable in all the circumstances or would be rendered unsafe on the basis of any new evidence received.

4. Wathan fails to identify *and apply Appeals Procedure Rules not applied,*

RULES: 2.4.1, 2.4.2, 2.4.4, 4.1

4.1 Prior to the consideration of any appeal, the Director of Academic Services' nominee (thereafter referred to as the nominee) shall establish that the Examination Board was both properly constituted and that its business was conducted in the proper manner (i.e. in accordance with the Academic Regulations). Where meetings have not been properly conducted, the nominee shall make arrangements for the reconsideration of all decisions which may have been affected.

5. Wathan states she assessed whether the Filtering Committee had considered the appeal in accordance with the regulations and procedures of the University, and disagrees with the claims made by Mr Blanche in his ERR and Addendum to ERR, and there was no material irregularities, and then goes on to state Mr Blanche is just questioning academic judgement.

“Although you contend that there was prejudice / bias or inadequate assessment on the part of one or more of the Examiners, there have not been any findings made to date to support this. In the absence of any findings made to support your contention of prejudice / bias or inadequate assessment, I am satisfied that the Filtering Committee’s decision that your appeal had questioned the academic / professional judgement of the examiners to fail your work accords with the Appeals Procedure and is reasonable.”

6. Wathan fails to identify if the examination board was constituted in the proper manner, and produce any evidence to support her claims.
7. Wathan states there had been no investigation but later states in email there was some investigation, and no appeal could be accepted due to there not being a complaint process first, where an investigation can be pursued? This

is completely senseless, she contradicts what she says earlier, and blatantly lies whilst ignoring the evidence that had been supplied.

(exhibit 19, page 15, Q) *“Although you have raised a number of issues/allegations, there have been no findings made that these issues/allegations had occurred”*

Exhibit 9 “In the absence of these issues 1-17 having been investigated and determined as being substantiated or not through the complaints process, I am satisfied that the grounds of appeal you relied upon were not supported on the evidence provided to the Filtering Committee,”

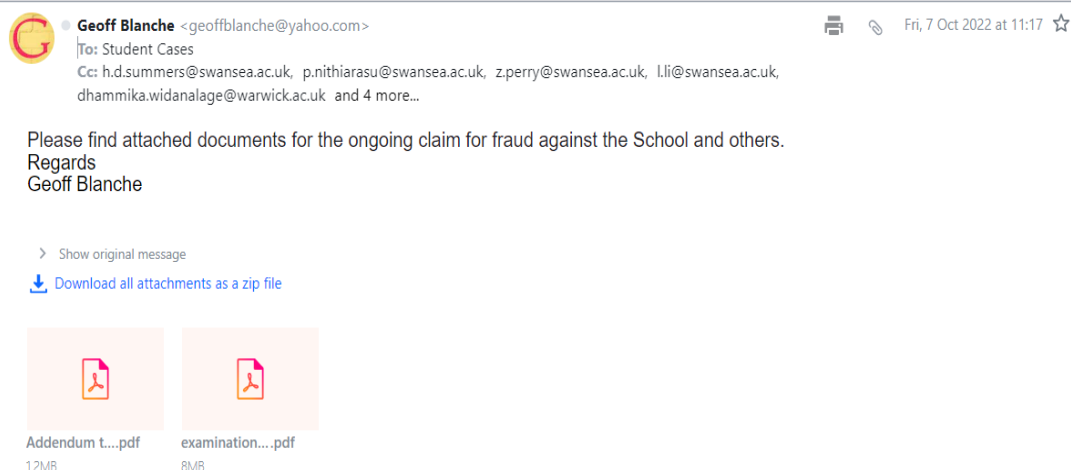
Wathan provides no evidence as in a ‘report’ by a filtering committee, as to whether the filtering committee apply the rules and regulations to the examination procedure of Mr Blanche, although Mr Blanche has quite clearly demonstrated fraud, forgery and withholding of documents, with the non-existence of a filtering committee. Mr Blanche has demonstrated how the regulations should have been applied.

8 Wathan states: Selected grounds for review, irregularities in the conduct of the relevant procedures, which are of such a nature as to cause reasonable doubt whether the party/parties concerned would have reached the same decision had they not occurred;

This is when gas-lighting is really at the forefront. Although the evidence in exhibit 5 and 6 is irrefutable, the claim is, the outcome decision is reasonable? The outcome would have been the same no matter what, as that’s what the directing mind and will of the corporation had decided no matter what. This I imagine will be the defense case if they decide to plead not guilty, yet the evidence of scientific false statements are rife, for even the most science illiterate person to understand! The evidence of material irregularities are also rife!

9 Wathan agrees with the invisible filtering committee’s decision to turn the appeal to a complaint, even though 10 of the points the filtering committee raised in 1-17, were actual regulations that were not adhered to by the examination board. Natalie Wathan failed to comment on the forgery of the R & R Forms.

Exhibits 5 and 6 being emailed to student cases for final review.



10 “I consider that the decision of the Filtering Committee to reclassify issues 1-17 within your appeal as a complaint had accorded with the Academic Appeals Procedure and had been **reasonable**”.

“In the **absence of any findings** made to support your **contention of prejudice** / bias or **inadequate assessment**, I am satisfied that the Filtering Committee’s decision that your appeal had questioned the academic / professional judgement of the examiners to fail your work accords with the Appeals Procedure and is **reasonable**”

Wathan thinks using the word “reasonable”, is a legitimate excuse as to why the invisible filtering committee ignored broken regulations by the examination board and by themselves, with intent to commit a fraud with forgery. Wathan rejects the appeal with a drunken approach and abuse of her powers in a public office. Does not see any prejudice.

11 There were 10 material irregularities from the points 1-17 that did not obey the regulations as demonstrated above.

Wathan states: In summary, I have satisfied myself that the Filtering Committee considered your appeal in accordance with the **relevant Academic Appeal Procedures** and that the decision of the Filtering Committee to reject your appeal and to reclassify issues raised as issues of complaint, had accorded with the Academic Appeals Procedure and had been **reasonable** on the evidence provided to the Filtering Committee.

12 The evidence was even more overwhelming for the final review, this time with an Addendum to the ERR given, (exhibit 6).

28 Final Conclusions Directing 'Mind and Will'

- I. The supervisors, examiners, chairperson, research support lead, Clare Ellis Goss obey the directing mind and will (DMW) of Swansea University Corporation. There are too many rules, regulations, signature forgery, etc for these actions to be isolated wrongdoings.
- II. The senior management is the DMW, in this case it is:
 - a). The director of the engineering Faculty – Perumal Niathiarasu
 - b) The director of Academic Services- Adrian Novis
 - c) The vice Chancellor – Paul Boyle

These defendants apply the Corporations will by ignoring their own constraints which are set out in exhibit 2 and 13. This is group corruption to protect a bigger picture. This is because Swansea University Corporation is part of a system that extends UK wide to other University Corporations, which plan a narrative and a control on education, what one accepts, others follow, for electric charge to be taught as an endothermic generation reality, would endanger many of their business interests, and would require a re-teaching of electromagnetism, this they are not going to do for financial reasons.

- III. Both Gemma Wilkins and Natalie Wathan, used points 1-17, written by the invisible filtering committee (the DMW), in their outcome letters which demonstrated 10 points applicable to the rules and regulations which were not abided by, by the filtering committee. They then go on to say, there was no material irregularities for and on behalf of an invisible filtering committee. Mr Blanche was just upset and questioning academic judgement. The filtering committee which is the DMW gaslight Mr Blanche to try and justify all the wrongdoing.
- IV. It is an intentional act by the DMW to instruct their staff to ignore rules and apply only certain rules, this is intentional rigging of a rule system. This was exposed as intentional by Mr Blanche, by informing the appeals office of rules that should be applied and they then still failed to apply the rules.

- V. There was evidence of material irregularity, scientific fraud, academic misconduct, forgery, lies, procedural fraud, defamation, discrimination and gas-lighting.
- VI. Natalie Wathan claims: The decisions made by the filtering committee were “reasonable”, in the face of all the evidence, this is just disgraceful behaviour with NO DUTY OF CARE, and a ‘party to fraud and forgery.’

“The following shall not be considered grounds for appeal:

- *Questioning the academic or professional judgement of the examiners;*
- *A candidate’s disappointment with a result where marks have been accurately recorded, assessment regulations correctly followed and where no evidence of material irregularity exists;”*