Exhibit 55 Investigation Notes.

Case No. K19ZA750

Mr Geoffrey C. Blanche
Versus

Swansea University Corporation

Table of Contents

Points of Law

To be a forgery, a document must "tell a lie about itself" - Lexology

In the case of *HKSAR v Chan Kam Ching* [2022] HKCU 1683, the Court of Final Appeal (the "**CFA**") considered the appeal case from the Court of Appeal (the "**CA**") which concerns what constitutes "falsity" for the purposes of forgery-related offences involving use of a false instrument under the Crimes Ordinance, Cap 200 (the "**CO**").

The CFA's decision

The question concerned in the present appeal is one of statutory interpretation, namely, the proper construction of "false instrument" where section 69(a)(vii) is relied upon. The CFA rejected the lower courts' wide construction and held that the proper construction of section 69(a)(vii) compels acceptance of the principle of "automendacity", which suggests that an instrument was not "false" for the purposes of the offence of forgery merely because it told a lie (i.e. contained a false statement), it had to "tell a lie about itself" (i.e. the instrument had to be false). In other words, the instrument does not merely contain some false information but also purports to be what it is not, for example, it tells lies as to who made it, the signatory's authority to sign it, when and where it was made, etc, in order to qualify as a "false instrument" under the CO.

In R v Donnelly (1984) 79 Cr. App. R. 76 the Court took a broad approach to s.9(1)(g). It was held that the words "otherwise in circumstances…" expanded the ambit of that paragraph to any case in which an instrument purports to made when it was not, in fact, made. Therefore, a certificate that purported to value jewellery that did not actually exist was false within the meaning of section 9(1)(g) because it purported to have been made in circumstances that did not, in fact, exist. Donnelly was applied in R v Jeraj [1994] Crim L. R. 595 where a bank officer wrote a note in which he said he had received and endorsed a letter of credit. In fact, he had seen no such letter.

What is the sentence for misfeasance in public office under UK law?

If found guilty of misfeasance in public office, the maximum penalty is life imprisonment, albeit the court has a wide range of discretion and much will depend on the harm caused and the position and level of responsibility exercised by the official in question.

Misfeasance in Public Office Explained (UK) | Lawtons Solicitors (lawtonslaw.co.uk)

The *Special Taskmaster* recommended to the court: see Blanche 5.

William Earl Schuyler (1914 — July 25, 2007), lawyer | World Biographical Encyclopedia (prabook.com)

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.

Email 16A

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.

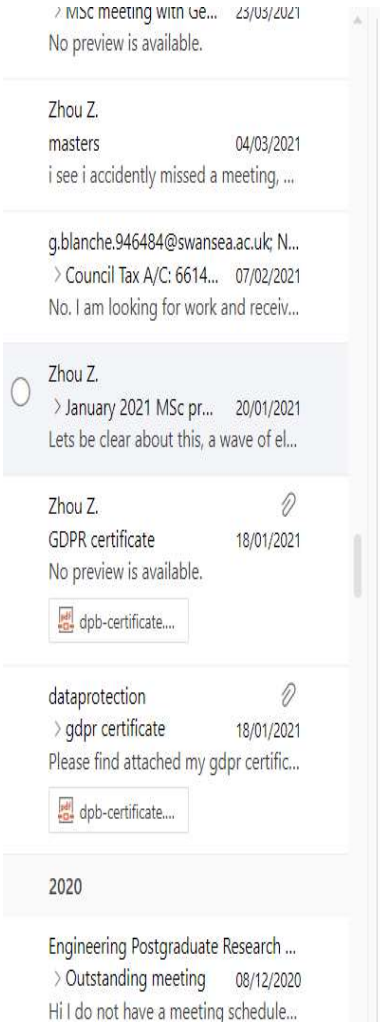
Best wishes
Zhongfu, Karol and Augustine

Exhibit 18

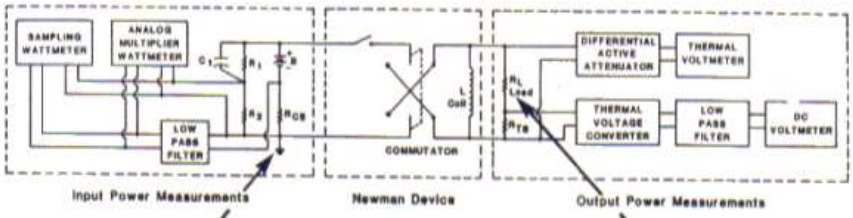
Contents need to remove: Please note:

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.

Email 16B



> 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
>

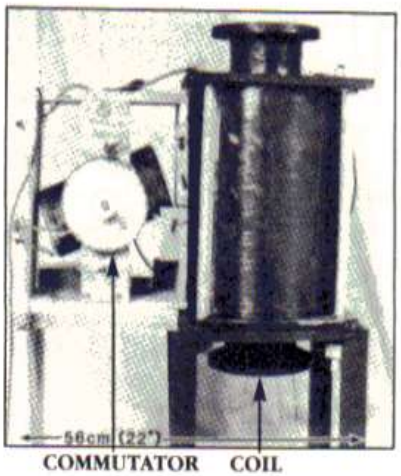


GROUND (NBS shunted energy from Newman device to ground without measuring and lost it.)

RESISTORS (NBS measured energy spent in resistors but not in or by Newman's Device.)

Prof. Hastings:

"In the NBS testing the Newman motor was connected directly to ground, thus eliminating the excess r.f. power from the system."



Prof. Hastings:

"... This is equivalent to stating that the output of an electric motor plugged into a wall socket is given by the power used by a lightbulb in the next room which is on a parallel circuit."

Principal points concerning deficiencies of the NBS test conducted by three individuals:

1) The input voltage into the energy machine was restricted. This is exactly opposite to the Technical Process taught by Joseph Newman who teaches that the input voltage should be maximized and the input current should be minimized. The three individuals at the NBS did the opposite.

2) As Dr. Roger Hastings wrote in his statement: "In the NBS testing, the Newman motor was connected directly to ground." — as a result, the excess output power was shunted away.

3) The NBS tests did not measure the output of Newman's motor — instead, he says, the tests measured the output of parallel resistors. As a result, Dr. Hastings says, "Their measurements are therefore irrelevant to the actual functioning of the Newman device."

4) No attempt was made to measure the mechanical output of the Newman motor — only the electrical output.

5) No attempt was made to measure the heat generated in the motor windings.

Expertise in Electromagnetism

Electromagnetism - Wikipedia

In physics, **electromagnetism** is an interaction that occurs between particles with electric charge via electromagnetic fields. The electromagnetic force is one of the four fundamental forces of nature.

Electromagnetism | Definition, Equations, & Facts | Britannica

Category: Science & Tech

Key People: Michael Faraday William Thomson, Baron Kelvin James Clerk Maxwell Carl Friedrich Gauss J.J. Thomson

Related Topics: electromagnetic radiation electricity Coulomb force magnetic force electromagnetic field

Electromagnetism, science of charge and of the forces and fields associated with charge. Electricity and magnetism are two aspects of electromagnetism.

Electricity and magnetism were long thought to be separate forces. It was not until the 19th century that they were finally treated as interrelated phenomena. In 1905 Albert Einstein's special theory of relativity established beyond a doubt that both are aspects of one common phenomenon. At a practical level, however, electric and magnetic forces behave quite differently and are described by different equations. Electric forces are produced by electric charges either at rest or in motion. Magnetic forces, on the other hand, are produced only by moving charges and act solely on charges in motion.

Electric phenomena occur even in neutral matter because the forces act on the individual charged constituents. The electric force in particular is responsible for most of the physical and chemical properties of atoms and molecules. It is enormously strong compared with gravity. For example, the absence of only one electron out of every billion molecules in two 70-kilogram (154-pound) persons standing two metres (two yards) apart would repel them with a 30,000-ton force. On a more familiar scale, electric phenomena are responsible for the lightning and thunder accompanying certain storms.

Electric and magnetic forces can be detected in regions called electric and magnetic fields. These fields are fundamental in nature and can exist in space far from the charge or current that generated them. Remarkably, electric fields can produce magnetic fields and vice versa, independent of any external charge. A changing magnetic field produces an electric field, as the English physicist Michael Faraday discovered in work that forms the basis of electric power generation. Conversely, a changing electric field produces a magnetic field, as the Scottish physicist James Clerk Maxwell deduced. The mathematical equations formulated by Maxwell incorporated light and wave phenomena into electromagnetism. He showed that electric and magnetic fields travel together through space as waves of electromagnetic radiation, with the

changing fields mutually sustaining each other. Examples of electromagnetic waves traveling through space independent of matter are radio and television waves, microwaves, infrared rays, visible light, ultraviolet light, X-rays, and gamma rays. All of these waves travel at the same speed—namely, the velocity of light (roughly 300,000 kilometres, or 186,000 miles, per second). They differ from each other only in the frequency at which their electric and magnetic fields oscillate.

Maxwell's equations still provide a complete and elegant description of electromagnetism down to, but not including, the subatomic scale. The interpretation of his work, however, was broadened in the 20th century. Einstein's special relativity theory merged electric and magnetic fields into one common field and limited the velocity of all matter to the velocity of electromagnetic radiation. During the late 1960s, physicists discovered that other forces in nature have fields with a mathematical structure similar to that of the electromagnetic field. These other forces are the strong force, responsible for the energy released in nuclear fusion, and the weak force, observed in the radioactive decay of unstable atomic nuclei. In particular, the weak and electromagnetic forces have been combined into a common force called the electroweak force. The goal of many physicists to unite all of the fundamental forces, including gravity, into one grand unified theory has not been attained to date.

An important aspect of electromagnetism is the science of electricity, which is concerned with the behaviour of aggregates of charge, including the distribution of charge within matter and the motion of charge from place to place. Different types of materials are classified as either conductors or insulators on the basis of whether charges can move freely through their constituent matter. Electric current is the measure of the flow of charges; the laws governing currents in matter are important in technology, particularly in the production, distribution, and control of energy.

The concept of voltage, like those of charge and current, is fundamental to the science of electricity. Voltage is a measure of the propensity of charge to flow from one place to another; positive charges generally tend to move from a region of high voltage to a region of lower voltage. A common problem in electricity is determining the relationship between voltage and current or charge in a given physical situation.

This article seeks to provide a qualitative understanding of electromagnetism as well as a quantitative appreciation for the magnitudes associated with electromagnetic phenomena.

Fundamentals

Everyday modern life is pervaded by electromagnetic phenomena. When a lightbulb is switched on, a current flows through a thin filament in the bulb, and the current heats the filament to such a high temperature that it glows, illuminating its surroundings. Electric clocks and connections link simple devices of this kind into complex systems such as traffic lights that are timed and synchronized with the speed of vehicular flow. Radio and television sets receive information carried by electromagnetic waves traveling through space at the speed of light.

To start an automobile, currents in an electric starter motor generate magnetic fields that rotate the motor shaft and drive engine pistons to compress an explosive mixture of gasoline and air; the spark initiating the combustion is an electric discharge, which makes up a momentary current flow.

Coulomb's law

Many of these devices and phenomena are complex, but they derive from the same fundamental laws of electromagnetism. One of the most important of these is Coulomb's law, which describes the electric force between charged objects. Formulated by the 18th-century French physicist Charles-Augustin de Coulomb, it is analogous to Newton's law for the gravitational force. Both gravitational and electric forces decrease with the square of the distance between the objects, and both forces act along a line between them. In Coulomb's law, however, the magnitude and sign of the electric force are determined by the charge, rather than the mass, of an object. Thus, charge determines how electromagnetism influences the motion of charged objects. (Charge is a basic property of matter. Every constituent of matter has an electric charge with a value that can be positive, negative, or zero. For example, electrons are negatively charged, and atomic nuclei are positively charged. Most bulk matter has an equal amount of positive and negative charge and thus has zero net charge.)

According to Coulomb, the electric force for charges at rest has the following properties:

(1) Like charges repel each other, and unlike charges attract. Thus, two negative charges repel one another, while a positive charge attracts a negative charge.

(2) The attraction or repulsion acts along the line between the two charges.

(3) The size of the force varies inversely as the square of the distance between the two charges. Therefore, if the distance between the two charges is doubled, the attraction or repulsion becomes weaker, decreasing to one-fourth of the original value. If the charges come 10 times closer, the size of the force increases by a factor of 100.

(4) The size of the force is proportional to the value of each charge. The unit used to measure charge is the coulomb (C). If there were two positive charges, one of 0.1 coulomb and the second of 0.2 coulomb, they would repel each other with a force that depends on the product 0.2 × 0.1. If each of the charges were reduced by one-half, the repulsion would be reduced to one-quarter of its former value.

Static cling is a practical example of the Coulomb force. In static cling, garments made of synthetic material collect a charge, especially in dry winter air. A plastic or rubber comb passed quickly through hair also becomes charged and will pick up bits of paper. The synthetic fabric and the comb are insulators; charge on these objects cannot move easily from one part of the object to another. Similarly, an office copy machine uses electric force to attract particles of ink to paper.

Principle of charge conservation

Like Coulomb's law, the principle of charge conservation is a fundamental law of nature. According to this principle, the charge of an isolated system cannot change. If an additional positively charged particle appears within a system, a particle with a negative charge of the same magnitude will be created at the same time; thus, the principle of conservation of charge is maintained. In nature, a pair of oppositely charged particles is created when high-energy radiation interacts with matter; an electron and a positron are created in a process known as pair production.

The smallest subdivision of the amount of charge that a particle can have is the charge of one proton, +1.602 × 10−19 coulomb. The electron has a charge of the same magnitude but opposite sign—i.e., −1.602 × 10−19 coulomb. An ordinary flashlight battery delivers a current that provides a total charge flow of approximately 5,000 coulomb, which corresponds to more than 1022 electrons, before it is exhausted.

Electric current is a measure of the flow of charge, as, for example, charge flowing through a wire. The size of the current is measured in amperes and symbolized by i. An ampere of current represents the passage of one coulomb of charge per second, or 6.2 billion billion electrons (6.2 × 1018 electrons) per second. A current is positive when it is in the direction of the flow of positive charges; its direction is opposite to the flow of negative charges.

Defining the standard electrical units

Google Classroom

Formal definitions of the standard electrical units: ampere, coulomb, charge on an electron, and the volt. Written by Willy McAllister.

Electrical units can be described in a formal manner, and that's what we do here. The standard electrical units are defined in a specific order. The ampere is defined first. It is an SI base unit, the only electrical unit derived from the outcome of an experiment.

Next up after the ampere comes the coulomb and charge on an electron. Then we derive the rest of our favorites, the watt, the volt, and the ohm. These derived electrical units are defined in terms of the ampere and other SI base units (meter, kilogram, second).

[What does SI mean?]

Ampere

The definition of the SI unit of current, the ampere, comes from the study of magnetism. Electric currents in wires give rise to magnetic fields (Biot–Savart Law, 1820). Those magnetic fields in turn give rise to magnetic forces on the wires (Ampere's Force Law, 1825). Two parallel wires carrying current exert a force on each other. The official SI definition of the ampere is:

The ampere is that constant current which—if maintained in two straight parallel conductors of infinite length, of negligible circular cross-section, and placed 1 meter apart in vacuum—would produce between these conductors a force equal to newtons per meter of length.

The definition of the ampere comes from the outcome of an experiment. To create a standard ampere, you perform some version of the following experiment. Set up two 1-meter-long wires in parallel, and arrange for a way to measure the force on the wires (a strain gauge).

Apply the same current to both wires, flowing in the same direction. Adjust the currents in the wires up or down while measuring the force on the wires. When the force is newtons, the current is 1 ampere, by definition. (This is a conceptual experiment. In modern standards laboratories a standard ampere is created by other means.)

[Why the unusual value for force?]

Coulomb

The coulomb is the SI unit of charge. The size of a coulomb is derived from the ampere. One coulomb is defined as the amount of charge flowing when the current is 1 ampere.

or equivalently,

Electron charge

In 1897, J.J. Thomson proved the existence of the electron. Twelve years later, starting in 1909, Robert Millikan performed his oil drop experiments to establish the charge of the electron.

The charge on an electron can be expressed in coulombs as .

If we invert this expression, we see that the coulomb can be stated in terms of number of electron charges:

Concept check

How many electrons in 1 ampere?

[Show answer]

How many coulombs in 1 mole of electrons?
One mole of electrons is electrons — Avogadro's Number.

[Show answer]

one mole of electrons corresponds to the below amount of coulombs:

{6.02214\times 10^{23}electrons} / mole 6.24151\times 10^{18} \{electrons}{coulomb}}

= 96,485 \text{ coulombs/mole}

This is known as Faraday's Constant—not to be confused with the unit of capacitance, the farad.

Answer: One mole of electrons is about 100,000 coulombs of charge.

Watt

*The **watt** is the unit of power. Power is the amount of energy transferred or consumed per unit of time; equivalently, power is the rate of doing work. In standard-speak, the watt is the power which in one second gives rise to energy of 1 joule.*

Volt

*The **volt** is the unit of electric potential difference—electric potential difference is also known as **voltage**. The size of 1 volt is officially defined as the potential difference between two points of a wire carrying a current of 1 ampere when the power dissipated in the wire is 1 watt.*

The volt can also be expressed in terms of energy and charge as,

You can find an intuitive description of voltage in the introductory article on basic electrical quantities. Also, there is a formal derivation of the meaning of voltage in the electrostatics section.

Ohm

*The **ohm** is the electrical unit of resistance. One ohm is defined as the resistance between two points of a conductor when 1 volt is applied and a current of 1 ampere is flowing.*

We've now defined, in order, a basic set of our favorite electrical units.

Systems of Units

Over the last 200 years, there have been three main systems of scientific units:

- *SI*
- *MKS*
- *cgs*

***SI** is the International System of Units—in French, **S**ystème **I**nternational d'Unités. It is the modern form of the metric system and is the most widely used system of measurement. The system was published in 1960 as the result of discussions that started in 1948. SI is based on*

the metre-kilogram-second system (MKS). In the United States, the SI is used in science, medicine, government, technology, and engineering.

***MKS** is based on measuring lengths in meters, mass in kilograms, and time in seconds. MKS is generally used in engineering and beginning physics. It was proposed in 1901. The most familiar units of electricity and magnetism—ohm, farad, coulomb, etc.—are MKS units.*

***cgs** is based on measuring lengths in centimeters, mass in grams, and time in seconds. It was introduced in 1874. The cgs system is commonly used in theoretical physics. The difference between the SI and cgs systems goes much deeper than a simple scaling of the units for length and mass.*

*There are seven SI **base units**.*

SI base units

Name	Symbol	Quantity
meter		*length*
kilogram		*mass*
second		*time*
ampere		*electric current*
kelvin		*temperature*
candela		*luminous intensity*
mole		*amount of substance*

One SI base unit comes from electricity: the ampere. The ampere has the same lofty status as the meter, kilogram, and second. It is defined as its own thing, not in terms of other units.

[Ampere vs. coulomb]

SI derived units used in electricity

*The remaining electrical units are SI **derived** units, formed by combinations of the base units. If the ampere is the "first" electrical unit, these derived electrical units follow close behind.*

Name	Symbol	Quantity	In terms of other SI units
coulomb		*charge*	

Name	*Symbol*	*Quantity*	*In terms of other SI units*
watt		*power*	
volt		*voltage (electric potential difference)*	
ohm		*resistance, impedance*	
farad		*capacitance*	
henry		*inductance*	
hertz		*frequency*	
siemens		*conductance*	*or*
weber		*magnetic flux*	
tesla		*magnetic field strength*	

MAX PLANCK _PHOTOELECTRIC EFFECT EQUATION

Max Planck's discovery of energy quanta earned him the 1918 Nobel Prize in Physics. The Planck constant continues to be a fundamental constant in our understanding of the universe.

The Planck constant says how much the energy of a photon increases, when the frequency of its electromagnetic wave increases by 1 (In SI Units). It is named after the physicist Max Planck. The Planck constant is used to define the kilogram (the SI unit of mass) and plays a crucial role in quantum mechanics, including the quantization of energy levels and the behaviour of particles.

Quantum of Action: Max Planck introduced the Planck constant as the "quantum of action." It signifies the smallest indivisible unit of action in the quantum world. It relates the discrete nature of energy changes to the fundamental granularity of the universe.

In summary, the Planck constant underpins the fundamental principles of quantum mechanics, shaping our understanding of the behaviour of particles, waves, and energy levels at the atomic and subatomic scales.

Planck constant - Wikipedia

Difference Between Photon and Electron

Photons and electrons are both fundamental particles, the former of electromagnetic waves and the latter of atoms. Together, they can cause the flow of electricity.

Electrons & Photons - Meaning, Definition, Formula & Difference (byjus.com)

Einstein's Explanation of Photoelectric Effect

Einstein resolved this problem using Planck's revolutionary idea that light was a particle. The energy carried by each particle of light (called quanta or photon) is dependent on the light's frequency (ν) as shown:

$$\mathbf{E = h\nu}$$

Where *h = Planck's constant = 6.6261 × 10^{-34} Js.*

Since light is bundled up into photons, Einstein theorized that when a photon falls on the surface of a metal, the entire photon's energy is transferred to the electron.

A part of this energy is used to remove the electron from the metal atom's grasp and the rest is given to the ejected electron as kinetic energy. Electrons emitted from underneath the metal surface lose some kinetic energy during the collision. But the surface electrons carry all the kinetic energy imparted by the photon and have the maximum kinetic energy.

We can write this mathematically as:

Energy of photon

= energy required to eject an electron (work function) + Maximum kinetic energy of the electron

$$E = W + KE$$

$$h\nu = W + KE$$

$$KE = h\nu - w$$

At the threshold frequency, ν_0 electrons are just ejected and do not have any kinetic energy. Below this frequency, there is no electron emission. Thus, the energy of a photon with this frequency must be the work function of the metal.

$$\mathbf{w =} h\nu_0$$

Thus, Maximum kinetic energy equation becomes:

$$\textbf{KE} = 1/2mv^2_{max} = hv - hv_0$$

$$1/2mv^2_{max} = h(v - v_0)$$

V_{max} is the maximum kinetic energy of the electron. It is calculated experimentally using the stopping potential. Please read our article on Lenard's observations to understand this part.

$$\textbf{Stopping potential} = ev_0 = 1/2mv^2_{max}$$

Thus, Einstein explained the Photoelectric effect by using the particle nature of light.

Einstein's Explanation Of Photoelectric Effect - Threshold Frequency | BYJU'S (byjus.com)

Exhibit 44 draft thesis

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

Zhongfu
the main research work is the investigation of endothermic effect during charging battery process. Why is the Photoelectric Effect included in the title? please remove.

Endothermic Electric Effect as an energy gain in the system f
Generator

8.2

the statement is not very clear, where does it come from? why is photoelectric effect defined as electromagnetic force ?

The photoelectric effect which is an electromagnetic force or electromagnetic wave and its observed reaction is parameter based,

1. Hv (Planck's constant and frequency)
2. Density of metal
3. Surface area

hv, which has two components.

'Planks constant is a physical constant that is the quantum of electromagnetic action, which relates the energy carried by a photon to its frequency. A photon's energy is equal to its frequency multiplied by the Planck constant. The Planck constant is of

8.1.1.1 The Photoelectric Effect

Zhongfu
it seems the there is no relationship between your experiment and the photoelectric effect or the Electro Magnetic Force, etc stated in 8.1.1.1. please remove.

It was in 1887 that the Pho erman physicist Heinrich Hertz. The theory c loped during the years 1886-1905 by Wilhel investigated the phenomenon of the photoele xperiment shown below. [7]

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

suggest "charging battery process".

Endothermic Electric Effect as a **ergy**

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

Zhongfu
We are not sure about what does " renewable energy generator" mean. please remove.

1. Do not understand all energy systems currently used to produce energy are exothermic reactions, not an expert.

All energy production systems in existence today are exothermic and involve inefficiency and losses of energy to the surroundings, this includes all existing renewable energy systems. With this in mind, the idea of designing energy production that *does not* cross the threshold into inefficiency is very appealing, yet this type of technology has been slow to emerge, and will need a new considered basic understanding of the physics that will make these future systems possible.

Are the wind and solar, electricity generation system and hydro-power exothermic process ? where does this point come from? it needs reference or evidence to support this point.

it is not relevant.

The Coulomb's law equation [47]

Coulombs law provides an accurate description of the force between two objects whenever the objects act as electric charges.

$$F = K (Q^+ \times q^-) / R \quad (3)$$

Where,

'**F** 'represents the Force generated between the two charges

'**K** 'is the Coulomb Constant which is equal to 8.99×10^9 N m^2 C^{-2}

Q^+ and q^- represent magnitude of charges

'**R**' is the distance between the two charges

objects act as electric charges.

$$F = K (Q^+ \times q^-) / R \quad (3)$$

Where,

'**F** 'represents the Force generated between the two charges

'**K** 'is the Coulomb Constant which is equal to 8.99×10^9 N m^2 C^{-2}

Q^+ and q^- represent magnitude of charges

'**R**' is the distance between the two charges

Zhongfu
All variables should have units specified in their descriptions

Since Coulomb's law applies to electric charg ista

The energy applied as altered the state of the atoms and has not been diminished and is obeying the 'Conservation of Energy'. Energy is transferred. Einstein expressed this, which is regarded as THE definition of 'The Conservation of Energy' in the following equation form:

E photon = φ ion + KE electron

$$h\nu = ion^+ + e^- \quad (4)$$

Please provide reference source where the formula come from. what does the KE electron mean ? what does E photon mean? ...

of a lithium battery; we can write this equation:

$+ e^-$ (5)

The energy applied as altered the state of the atoms and has not been diminished and is obeying the 'Conservation of Energy'. Energy is tr… ch is regarded as THE definition of 'The Conservation of… rm:

where does this formula come from? give a reference or evidence to support the correctness of the equation. what ...

E photon = φ ion + KE electron

$$h\nu = ion^{+} + e^{-} \quad (4)$$

Taking this logic and theory:

An EMF placed into the electric field charge of a lithium battery; we can write this equation:

$$Force = Li^{+} + e^{-} \quad (5)$$

Li^{+} = positively charged lithium atom ion

e^{-} = negatively charged lithium electron

Force = applied EMF

what are units for Force, Li+ and e-, if the units are different, this equation would be invalidated. please give a reference or evidence to support the correctness of the equation.

The Force is not proper word here, it is an EMF,

8.2 Parameter Based

The photoelectric effect which is an electromagnetic force or electromagnetic wave and its observed reaction is parameter based,

1. Hv (Planck's constant
2. Density of metal
3. Surface area

what does parameter based mean?

is equal to its frequency multiplied by the Planck constant. The Planck constant is of fundamental importance in quantum mechanics, and in metrology it is the basis for the definition of the kilogram'. The Planck constant is

this is not an equation, no need (6)

$$6.62607015\times10^{-34}\ \text{J·s} \quad (6) \quad [11]$$

(THE EQUATION)

a situation in which several factors must be taken into account:

9.1 A study into high voltage Transmission Lines

A study into high powered systems was carried out by F.W.Peek [21] and was presented at the 28th Annual Convention of the A. I. E. E., Chicago, June 26-30, 1911. On page 1486 Peek states:

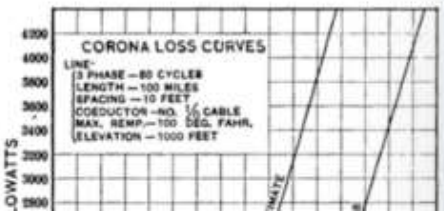
"In alternating-current transmission lines at very high voltages a loss occurs by dissipation of power into the air. This is accompanied by luminosity of the air surrounding the line conductor—the so-called corona. Loss begins at some critical voltage, which depends on the size and spacing of line conductors, etc., and increases very rapidly above this voltage."

I am not expert in this research area. not able to give you detailed comments on their research listed in this section.

it is not a proper title. the section title is not clear. what aspects of transmission line you are

transmission lines beginning at some critical
ıe experiment and not a critical parameter to
pplied voltage in respect to time. A changing
during the reaction was not considered, and
appening during the reaction.

critical voltage of power losses. As we know, electricity is related to time (amps per second), there was no experiment made by Peek using time as a parameter for the power losses observed. The system was either on or off and measurements recorded.



not clear how dis you conclude the electricity is related to time.

also not clear what "amp per second" mean ?

We buy electricity in KWH (check your own bill), which is kilowatt per hour, in other words, we pay depending on the amount of use during that hour. Supervisor's comments in box…… I have no words to describe how rubbish this is!!!!

Power =Watt = voltage x amps/second

controlled by applying parameters, hence Peek's equation. The reaction shows how the positive conductor behaves when voltage is placed or
conduction outward due to an increased ionisatio
electrons being stripped from the air molecules a
likes repel and opposites attract. Higher air den

For AC voltage, what is positive conductor ? it is not clear.

"This study opens up a new approach for creating a tuneable endothermic plateau by releasing the latent heat of binary metal alloy particles. An adjustable endothermic plateau can be applied to enhance the energy output of various systems at various working temperatures."

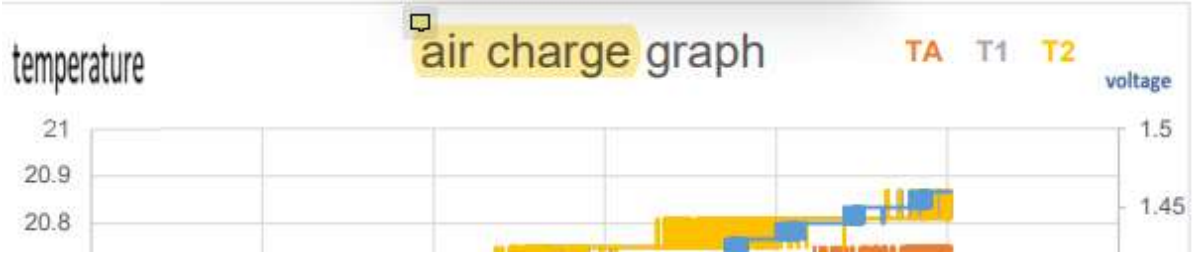
This should be summarized / explained in your own words in main thesis and make a reference.

Home Experiments

what is thermal temperature ? not clear

Due to the reactive behaviour of lithium it was decided to collect data of 'air charges@. This means no voltage or current was applied to the battery. Instead only a thermal temperature compared to ambient temperature was applied to the battery before data collection. I also have included in chapter 20, extension work, my analysis of an experiment that links to these air charge tests due to no applied power to gain power.

what does the "air charge" mean? not clear.



this is irrelevant, please remove.

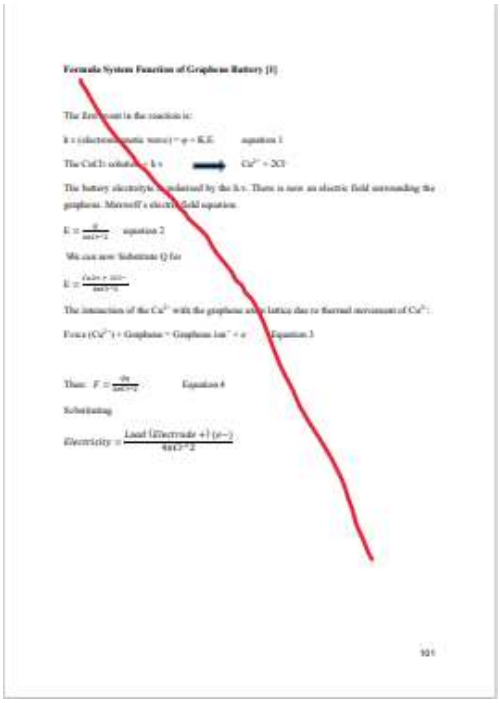
1 There is a fixed mass within this volume

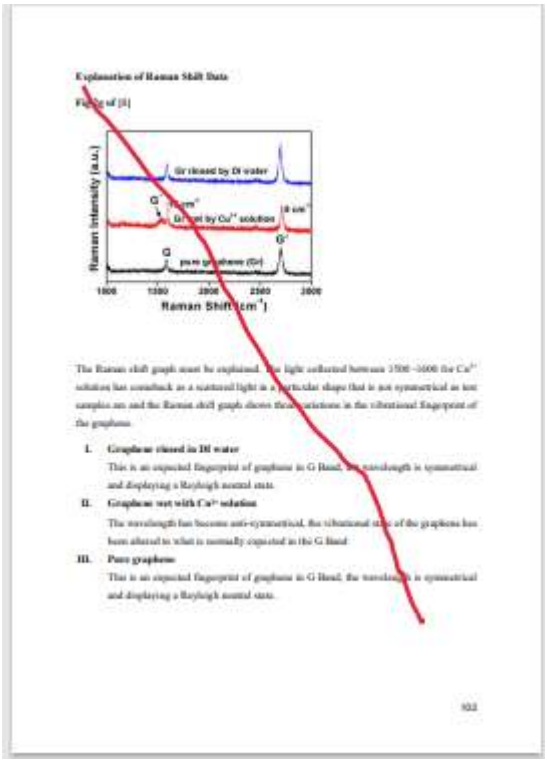
2 Pressure is reduced in the volume of gas s

3 A reduced mass in the volume of gas with

4 Less collisions, entropy is reduced in th disorder

Zhongfu
how did you conclude this, are there any measured results to support these conclusions or observations ?





Explanation of Raman Shift Data

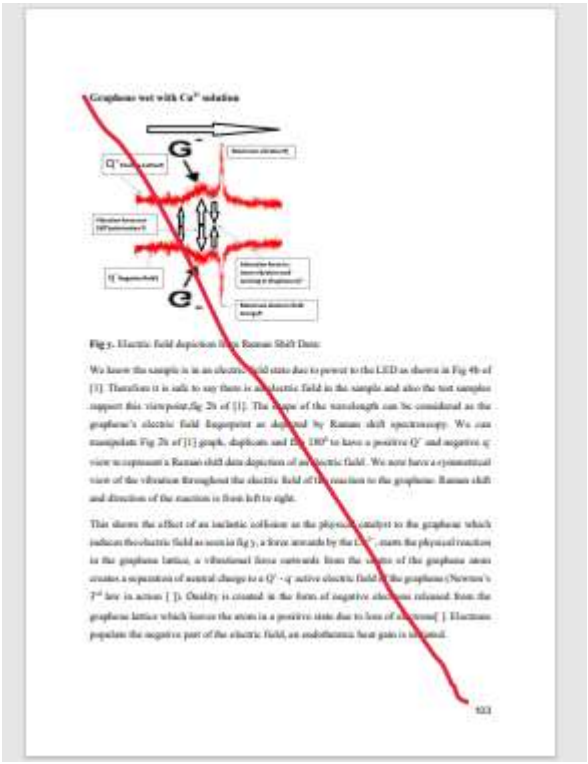
Figure of [1]

The Raman shift graph must be explained. The light collected between 1500 -1600 for Cu^{2+} solution has comeback as a scattered light in a particular shape that is not symmetrical as test samples are and the Raman shift graph shows these variations in the vibrational fingerprint of the graphene.

I. **Graphene rinsed in DI water**
This is an expected fingerprint of graphene in G Band, the wavelength is symmetrical and displaying a Rayleigh neutral state.

II. **Graphene wet with Cu^{2+} solution**
The wavelength has become anti-symmetrical, the vibrational state of the graphene has been altered to what is normally expected in the G Band

III. **Pure graphene**
This is an expected fingerprint of graphene in G Band, the wavelength is symmetrical and displaying a Rayleigh neutral state.



Graphene wet with Cu^{2+} solution

Fig 5. Electric field depiction from Raman Shift Data:

We know the sample is in an electric field state due to power to the LED as shown in Fig 4b of [1]. Therefore it is safe to say there is an electric field in the sample and also the test samples support this viewpoint.fig 2b of [1]. The shape of the wavelength can be considered as the graphene's electric field fingerprint as depicted by Raman shift spectroscopy. We can manipulate Fig 2b of [1] graph, duplicate and flip 180° to have a positive Q^+ and negative q^- view to represent a Raman shift data depiction of an electric field. We now have a symmetrical view of the vibration throughout the electric field of the reaction to the graphene. Raman shift and direction of the reaction is from left to right.

This shows the effect of an inelastic collision as the physical catalyst to the graphene which induces the electric field as seen in fig 5, a force towards by the Cu^{2+} starts the physical reaction in the graphene lattice, a vibrational force surrounds from the centre of the graphene atom creates a separation of neutral charge to a $Q^+ - q^-$ active electric field in the graphene (Newton's 3rd law in action [ ]). Duality is created in the form of negative electrons released from the graphene lattice which leaves the atom in a positive state due to loss of electrons[ ]. Electrons populate the negative part of the electric field, an endothermic heat gain is observed.

22 References

Karol
The references has to follow some common

1. David Attenbor re/blog/david-attenborough-c wildlife/
2. The Energy Ma *Newman, Joseph; "The*

Exhibit 36

Geoff·Blanche→·Masters·by·Research→ Experimental·and·Theoretical·Electricity·Physics¶

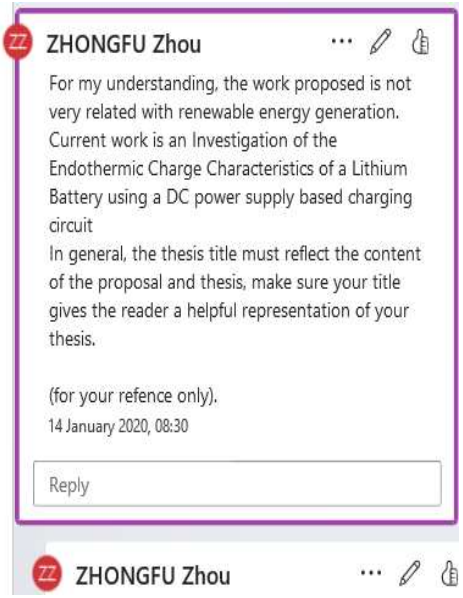
Objective¶

10/1/2020¶

The·objective·of·the·Masters·Paper·is·to:¶

1 → Define·the·endothermic·charge·of·an·electric·field·as·already·observed·in·NASA· experiment,¶
2 → Describe·the·total·behaviour·of·the·charge·of·the·electric·field,·¶
3 → Write·the·equation·for·the·endothermic·electric·effect·field·reaction¶
4 → Describe·how·this·can·be·used·to·our·advantage·for·renewable·energy·electricity· generation.¶

Possible·Project·Title¶



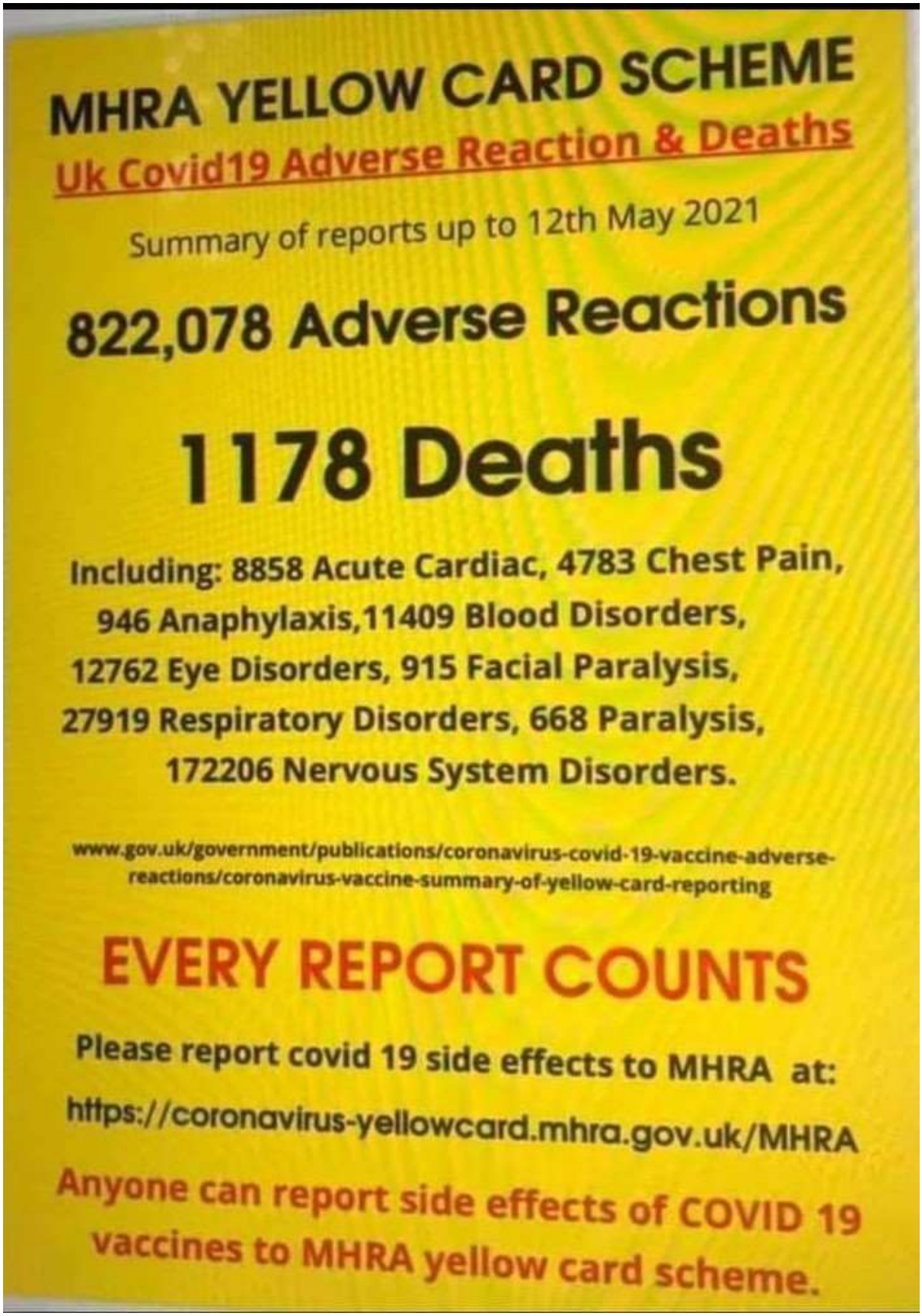
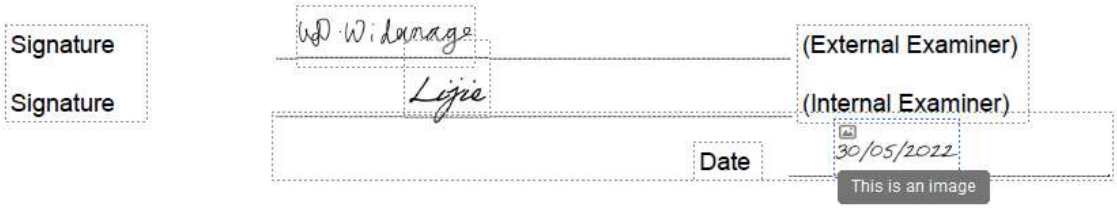

MHRA YELLOW CARD SCHEME
Uk Covid19 Adverse Reaction & Deaths
Summary of reports up to 12th May 2021
822,078 Adverse Reactions
1178 Deaths
Including: 8858 Acute Cardiac, 4783 Chest Pain,
946 Anaphylaxis,11409 Blood Disorders,
12762 Eye Disorders, 915 Facial Paralysis,
27919 Respiratory Disorders, 668 Paralysis,
172206 Nervous System Disorders.
www.gov.uk/government/publications/coronavirus-covid-19-vaccine-adverse-reactions/coronavirus-vaccine-summary-of-yellow-card-reporting
EVERY REPORT COUNTS
Please report covid 19 side effects to MHRA at:
https://coronavirus-yellowcard.mhra.gov.uk/MHRA
Anyone can report side effects of COVID 19 vaccines to MHRA yellow card scheme.

Image signatures and date



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4. REPORT BY THE CHAIR OF EXAMINING BOARD

The Chair of Examining Board should ensure that the correct documentation was supplied in good time to the examiners and that a pre-viva meeting was held to allow the examiners to compare notes on their reports and agree a strategy for the viva. The Chair should meet with the student prior to the viva in order to ascertain if there are any extenuating

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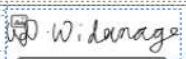
4. REPORT BY THE CHAIR OF EXAMINING BOARD

The Chair of Examining Board should ensure that the correct documentation was supplied in good time to the examiners and that a pre-viva meeting was held to allow the examiners to compare notes on their reports and agree a strategy for the viva. The Chair should meet with the student prior to the viva in order to ascertain if there are any extenuating circumstances and inform the examiners if necessary.

- On Pg 76 TA increases because the cell is placed in warmer environment and not because of an exothermic reaction.
- 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  Date 20/04/2022

This is an image

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1.2 External Examiner's Report on the Oral Examination

During the examination, the student explained that the motivation for his work is the Newman energy machine. and that lithium-ion batteries are meant to be an example of a electrochemical device displaying endothermic thermal effects as a way of verifying the Newman machine phenomena.

- Can the T2 temperature on pg 62 really be considered as a drop and not a fluctuation due to measurement errors?
- 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)
- On Pg 75, what the cell temperature below ambient for Test 3?
- On Pg 76 TA increases because the cell is placed in warmer environment and not because of an exothermic reaction.
- 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 Date 20/04/2022

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1.2 External Examiner's Report on the Oral Examination

During the examination, the student explained that the motivation for his work is the Newman energy machine. and that lithium-ion batteries are meant to be an example of a electrochemical device displaying endothermic thermal effects as a

- On Pg 76 IA increases because the cell is placed in warmer environment and not because of an exothermic reaction.
- 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

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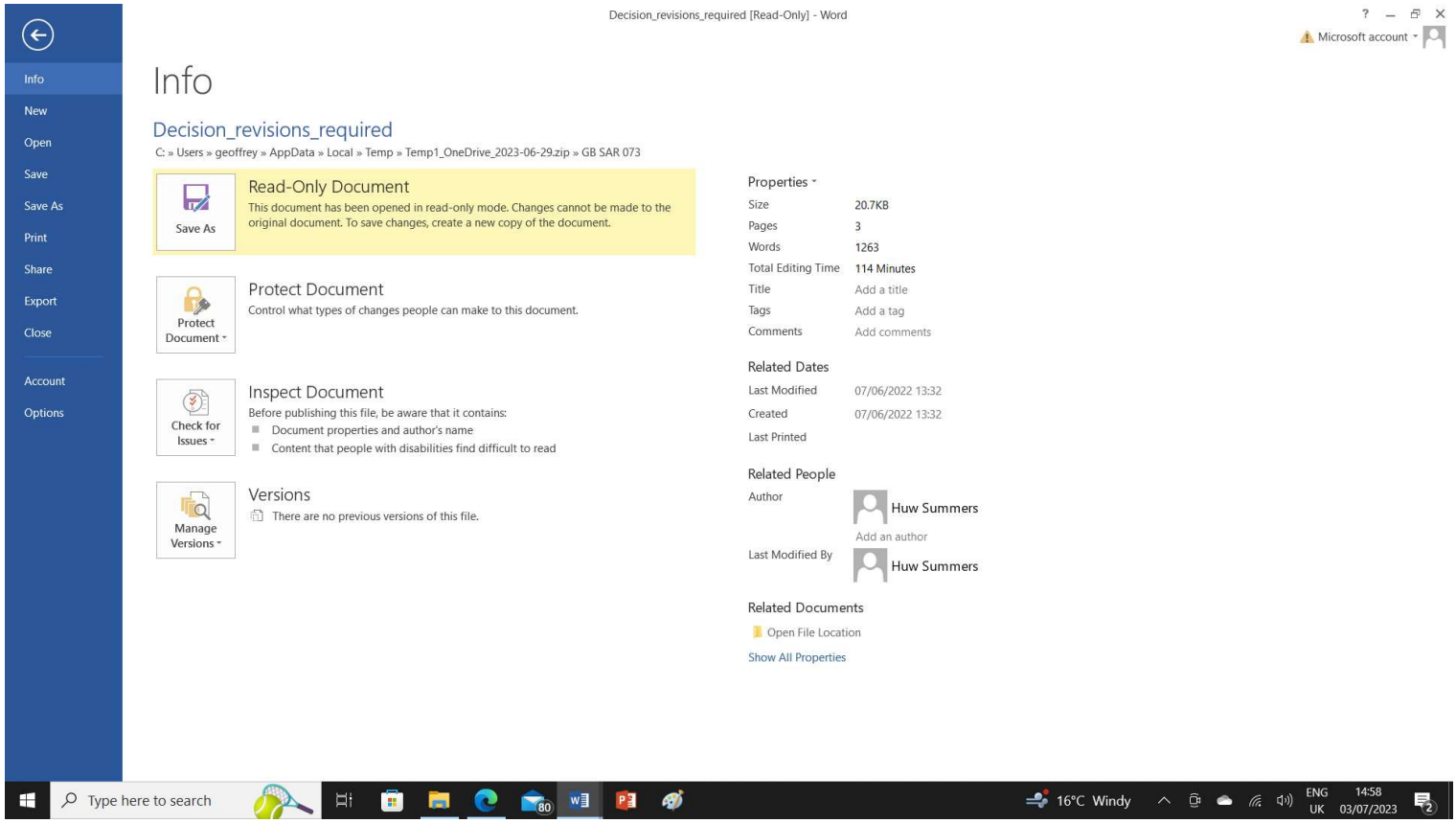
1.2 External Examiner's Report on the Oral Examination

During the examination, the student explained that the motivation for his work is the Newman energy machine. and that lithium-ion batteries are meant to be an example of a electrochemical device displaying endothermic thermal effects as a way of verifying the Newman machine phenomena.

11.1.

Exhibit 53

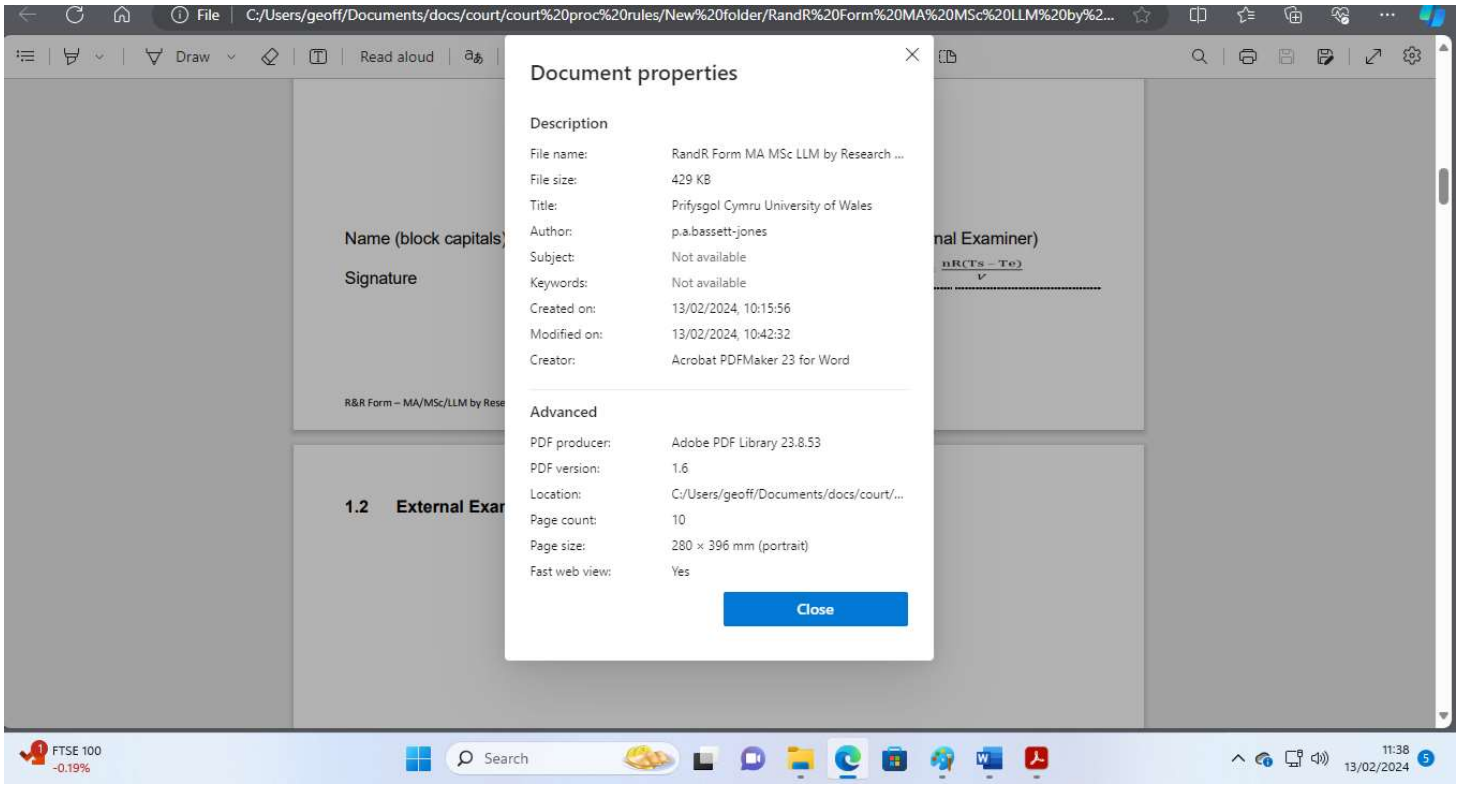


14 R & R Forms Forgery

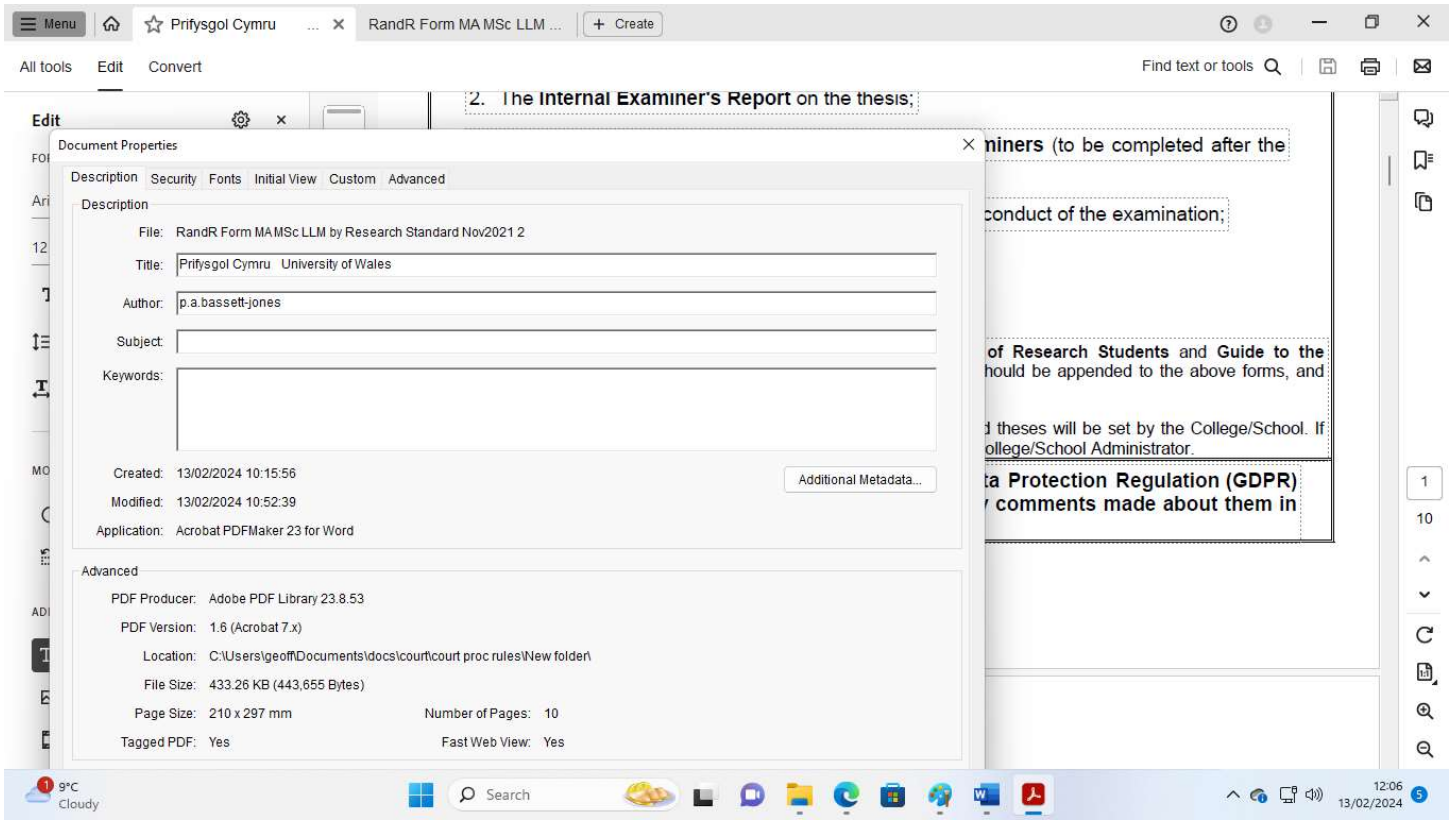
The fillable PDF form by Clare Ellis Goss. The Word Document of the R & R form

1.1. If we take the version 5 word document like the PGR office did, and import it to adobe acrobat and convert it to an editable pdf we have the original author of the word document displayed with the creation date of the pdf and the modifying time.

1.2. The author is a p.a.basset-jones, not Clare Ellis Goss:



I opened the word document in acrobat adobe and made it an editable pdf:



When converted to a pdf the document retains the author of the word document.

Document properties

Description

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File size:	429 KB
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Author:	p.a.bassett-jones
Subject:	Not available
Keywords:	Not available
Created on:	13/02/2024, 10:15:56
Modified on:	13/02/2024, 10:42:32
Creator:	Acrobat PDFMaker 23 for Word

Advanced

PDF producer:	Adobe PDF Library 23.8.53
PDF version:	1.6
Location:	C:/Users/geoff/Documents/docs/court/...
Page count:	10
Page size:	280 × 396 mm (portrait)
Fast web view:	Yes

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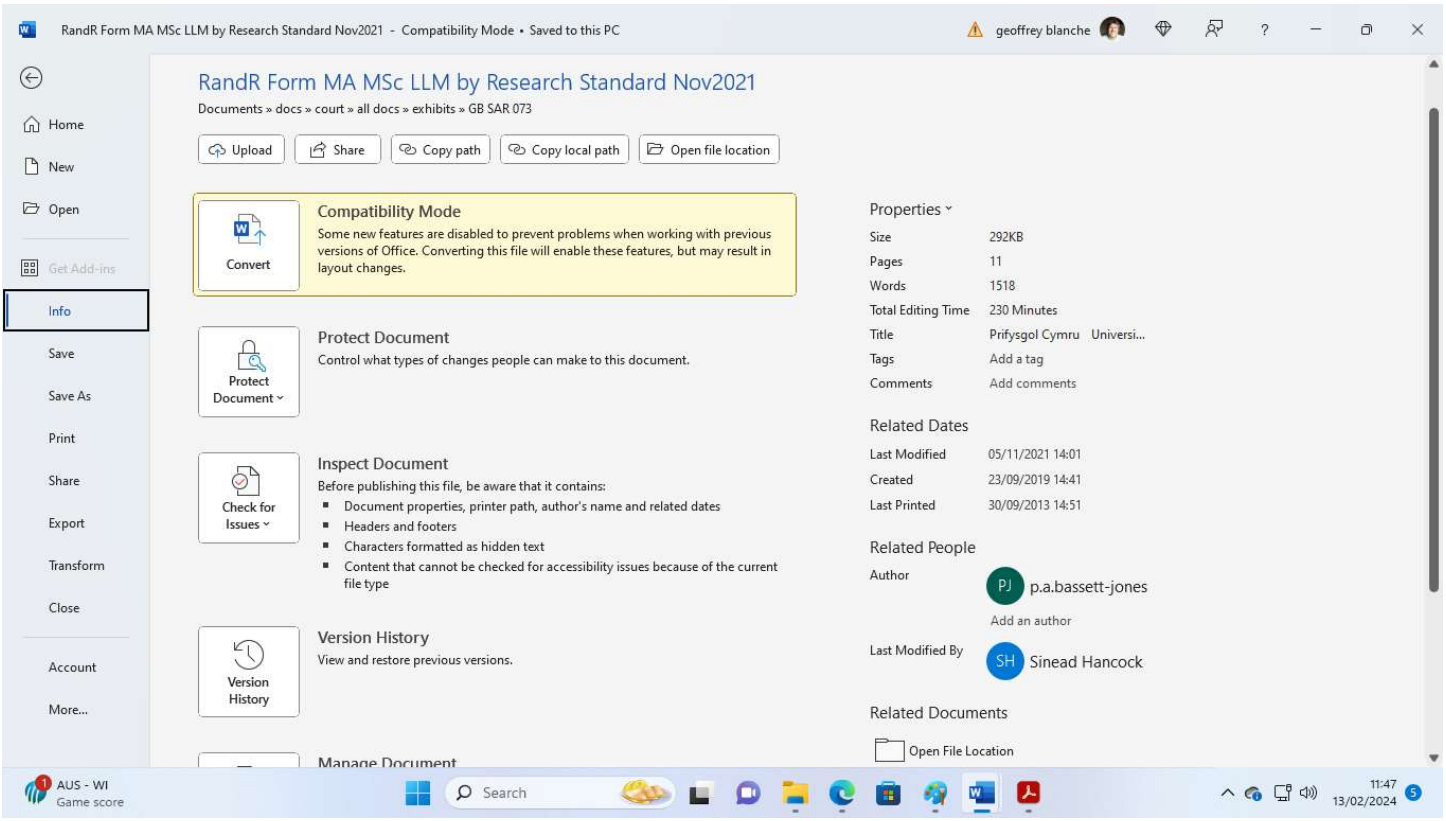


15.3. .

Exhibit 28 FOI was replied with a total of six documents named GB SAR 073.

Addendum to R&R Form	Microsoft Word Document	21 KB	No	21 KB	0%	29/06/2023 10:05
Addendum to R&R Form	Microsoft Edge PDF Docu...	141 KB	No	141 KB	0%	29/06/2023 10:05
Confidential - Report and Result...	MSG File	704 KB	No	704 KB	0%	29/06/2023 10:05
Decision_revisions_required	Microsoft Word Document	21 KB	No	21 KB	0%	29/06/2023 10:05
Decision_revisions_required_DW	Microsoft Edge PDF Docu...	165 KB	No	165 KB	0%	29/06/2023 10:05
internal examiner corrections	Microsoft Edge PDF Docu...	71 KB	No	71 KB	0%	29/06/2023 10:05
RandR Form MA MSc LLM by Re...	Microsoft Word 97 - 2003 ...	293 KB	No	293 KB	0%	29/06/2023 10:05

Mr Blanche requested confirmation of what document belonged to what request.

From: Geoff Blanche <geoffblanche@yahoo.com>
Sent: Monday, July 3, 2023 12:17 PM
To: Lisa Hughes <L.E.Hughes@Swansea.ac.uk>
Subject: Re: Subject Access Request - Response

Hi Lisa in response to the foi response 29th June, documents supplied by one drive folder, please can the university define which document corresponds to which request in my request for this information.

i.e foi No.1 a,b,c,d.

foi No 2. a.b

Regards

Geoff

On Monday, 3 July 2023 at 14:44:08 BST, Lisa Hughes <l.e.hughes@swansea.ac.uk> wrote:

Dear Geoff

Request 1

A 'RandR Form MA MSc LLM by Research Standard Nov2021' word document

B No notes held.

C The Microsoft Word document was converted into a fillable PDF Form used by the PGR Office, hence why Clare's name is stated as Author. Clare was not involved in adding the information from the student's viva.

D No notes held.

Request 2

A 'Decisions_revisions_required_DW' PDF and 'internal examiner corrections' PDF

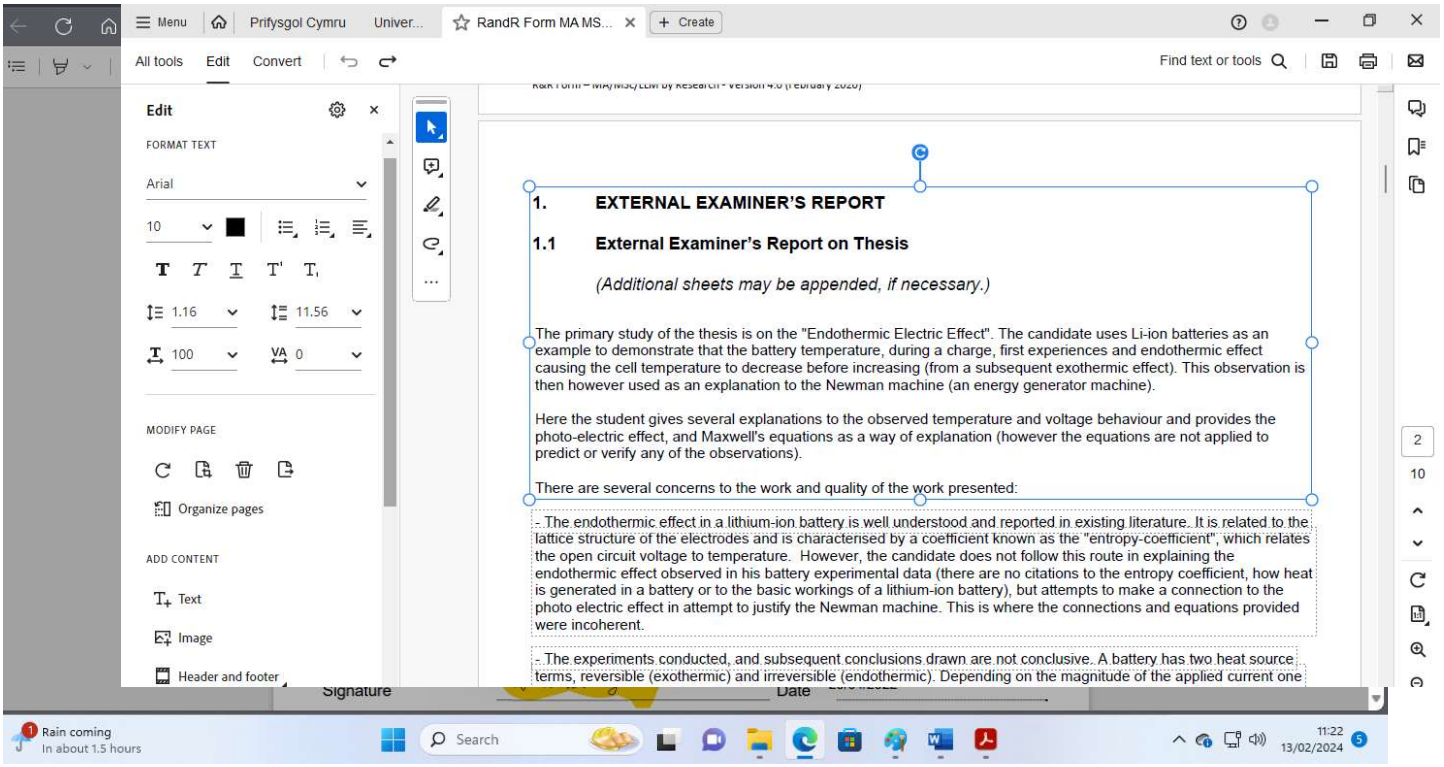
B 'Decisions_revisions_required' word document, 'Addendum to R&R Form' word document, 'Addendum to R&R Form' PDF, 'Confidential – Report and Results Form' email.

Kind Regards

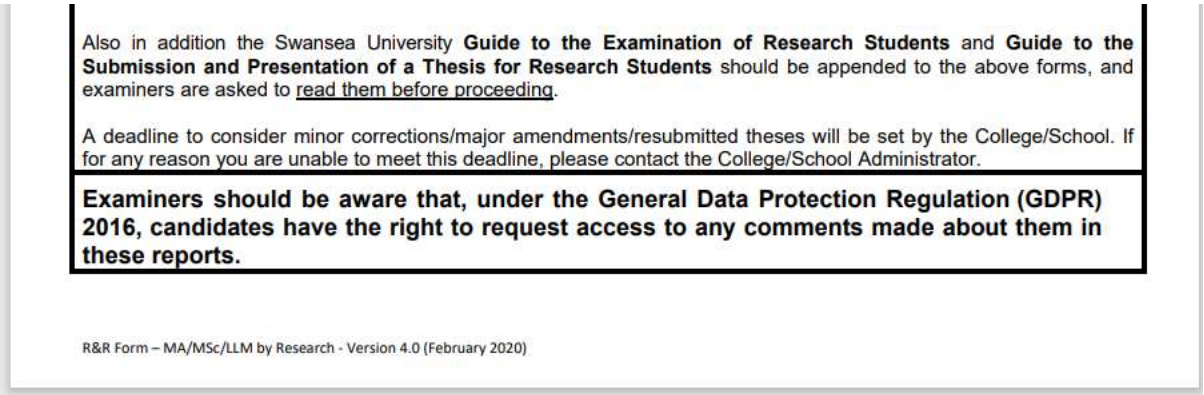
Lisa

Lisa Hughes claims the fillable PDF was created from RandR Form MA MSc LLM by Research Standard Nov2021' word document

1 But that is incorrect, it can be seen at the bottom of the page on the R & R PDF form, it is version 4.



There are approx.70 separate boxes typed into.



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.

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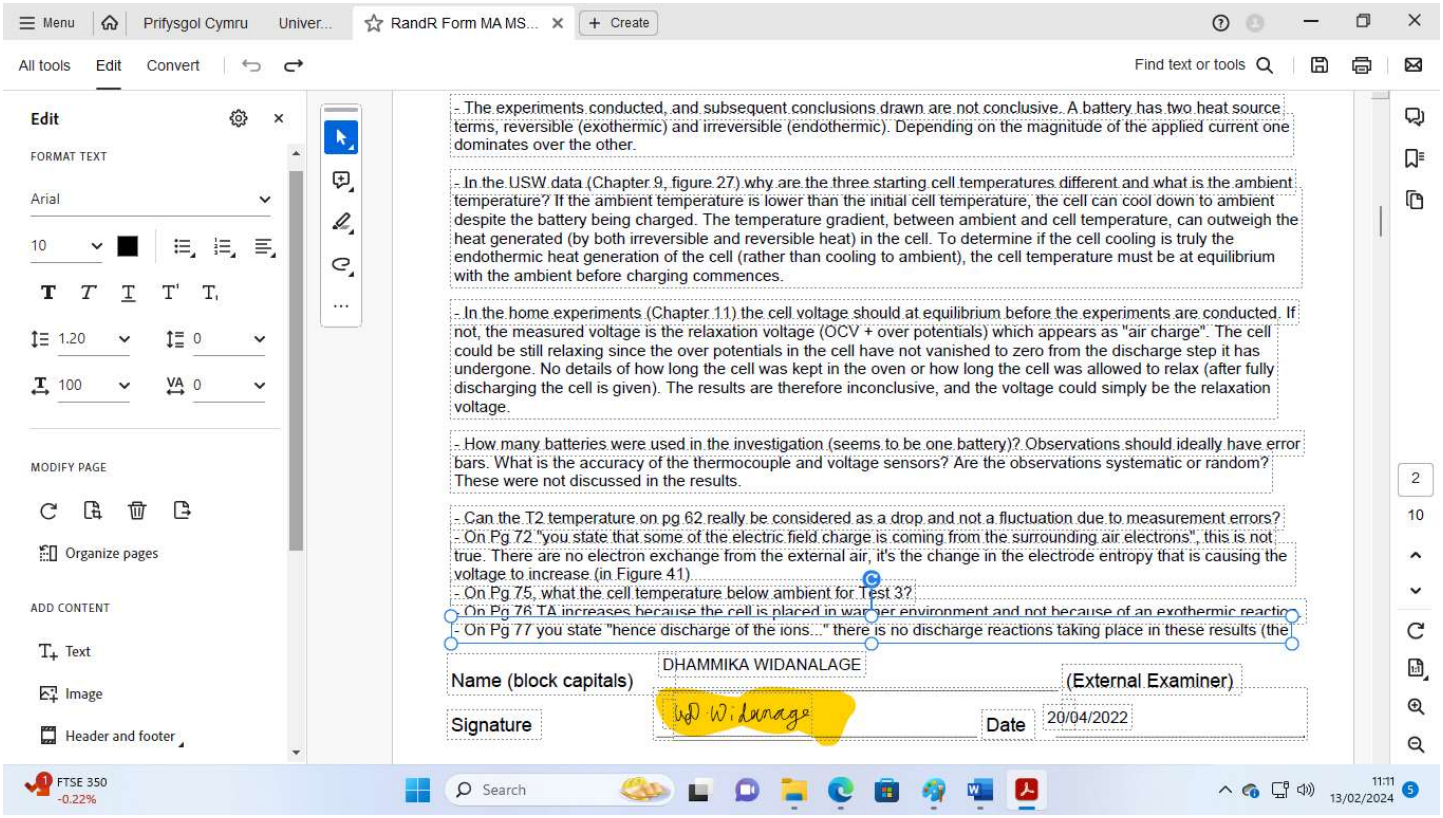

- The experiments conducted, and subsequent conclusions drawn are not conclusive. A battery has two heat source terms, reversible (exothermic) and irreversible (endothermic). Depending on the magnitude of the applied current one dominates over the other.

- In the USW data (Chapter 9, figure 27) why are the three starting cell temperatures different and what is the ambient temperature? If the ambient temperature is lower than the initial cell temperature, the cell can cool down to ambient despite the battery being charged. The temperature gradient, between ambient and cell temperature, can outweigh the heat generated (by both irreversible and reversible heat) in the cell. To determine if the cell cooling is truly the endothermic heat generation of the cell (rather than cooling to ambient), the cell temperature must be at equilibrium with the ambient before charging commences.

- In the home experiments (Chapter 11) the cell voltage should at equilibrium before the experiments are conducted. If not, the measured voltage is the relaxation voltage (OCV + over potentials) which appears as "air charge". The cell could be still relaxing since the over potentials in the cell have not vanished to zero from the discharge step it has undergone. No details of how long the cell was kept in the oven or how long the cell was allowed to relax (after fully discharging the cell is given). The results are therefore inconclusive, and the voltage could simply be the relaxation voltage.

- How many batteries were used in the investigation (seems to be one battery)? Observations should ideally have error bars. What is the accuracy of the thermocouple and voltage sensors? Are the observations systematic or random? These were not discussed in the results.

- Can the T2 temperature on pg 62 really be considered as a drop and not a fluctuation due to measurement errors?
- 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)
- On Pg 75, what the cell temperature below ambient for Test 3?
- On Pg 76 TA increases because the cell is placed in warmer environment and not because of an exothermic reactio
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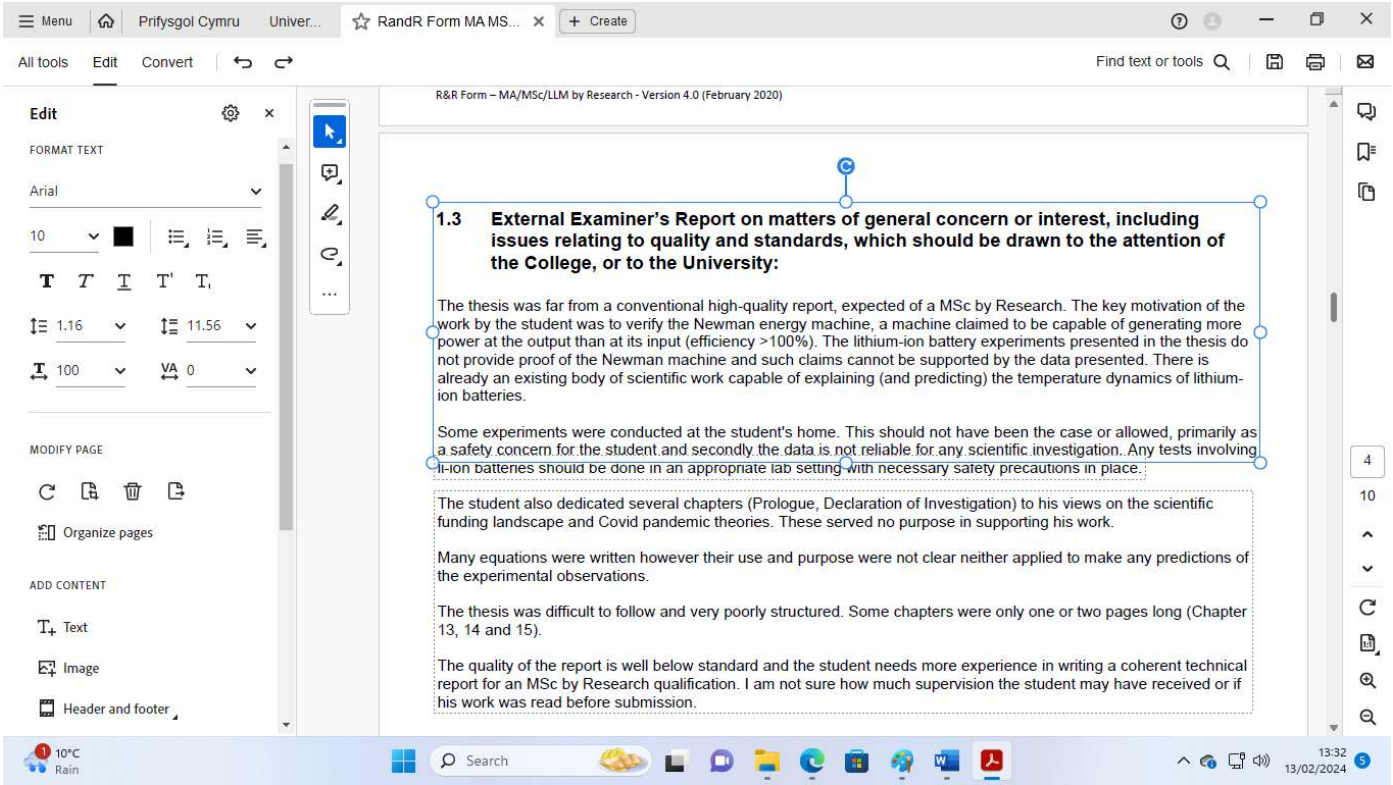
Name (block capitals) DHAMMIKA WIDANALAGE (External Examiner)

Signature WD Widanage Date 20/04/2022



1.3 External Examiner's Report on matters of general concern or interest, including issues relating to quality and standards, which should be drawn to the attention of the College, or to the University:

The thesis was far from a conventional high-quality report, expected of a MSc by Research. The key motivation of the work by the student was to verify the Newman energy machine, a machine claimed to be capable of generating more power at the output than at its input (efficiency >100%). The lithium-ion battery experiments presented in the thesis do not provide proof of the Newman machine and such claims cannot be supported by the data presented. There is already an existing body of scientific work capable of explaining (and predicting) the temperature dynamics of lithium-ion batteries.

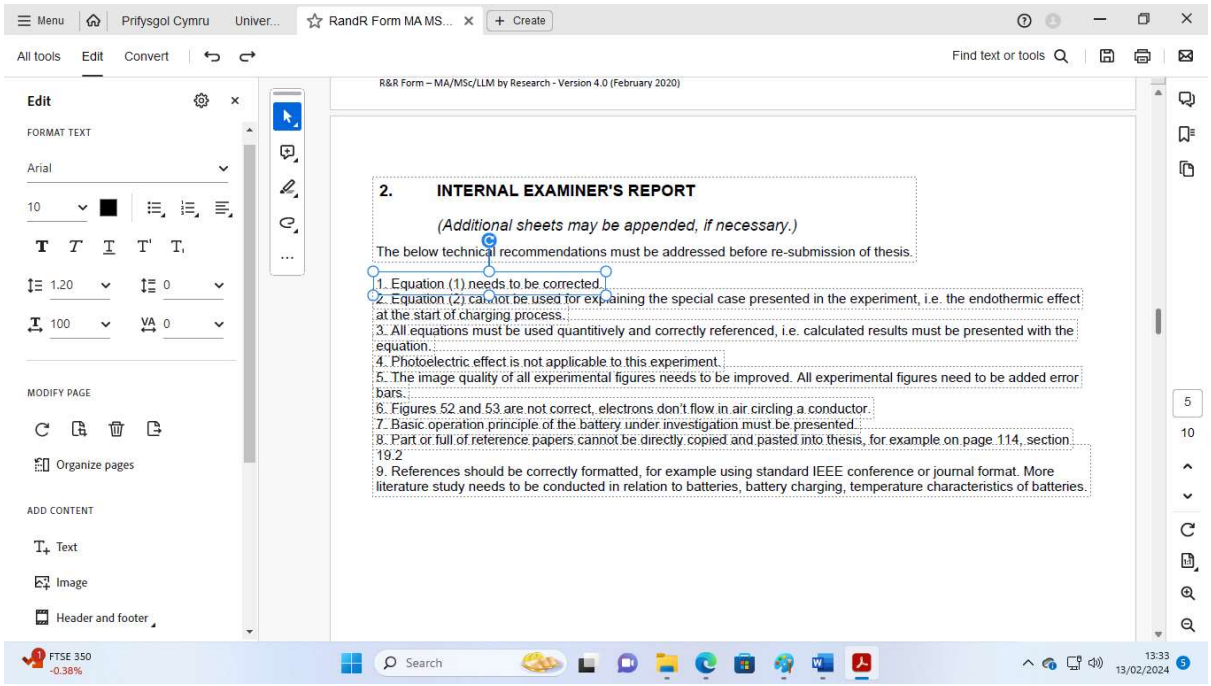
Some experiments were conducted at the student's home. This should not have been the case or allowed, primarily as a safety concern for the student and secondly the data is not reliable for any scientific investigation. Any tests involving li-ion batteries should be done in an appropriate lab setting with necessary safety precautions in place.

The student also dedicated several chapters (Prologue, Declaration of Investigation) to his views on the scientific funding landscape and Covid pandemic theories. These served no purpose in supporting his work.

Many equations were written however their use and purpose were not clear neither applied to make any predictions of the experimental observations.

The thesis was difficult to follow and very poorly structured. Some chapters were only one or two pages long (Chapter 13, 14 and 15).

The quality of the report is well below standard and the student needs more experience in writing a coherent technical report for an MSc by Research qualification. I am not sure how much supervision the student may have received or if his work was read before submission.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Convert
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Edit
FORMAT TEXT
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Text
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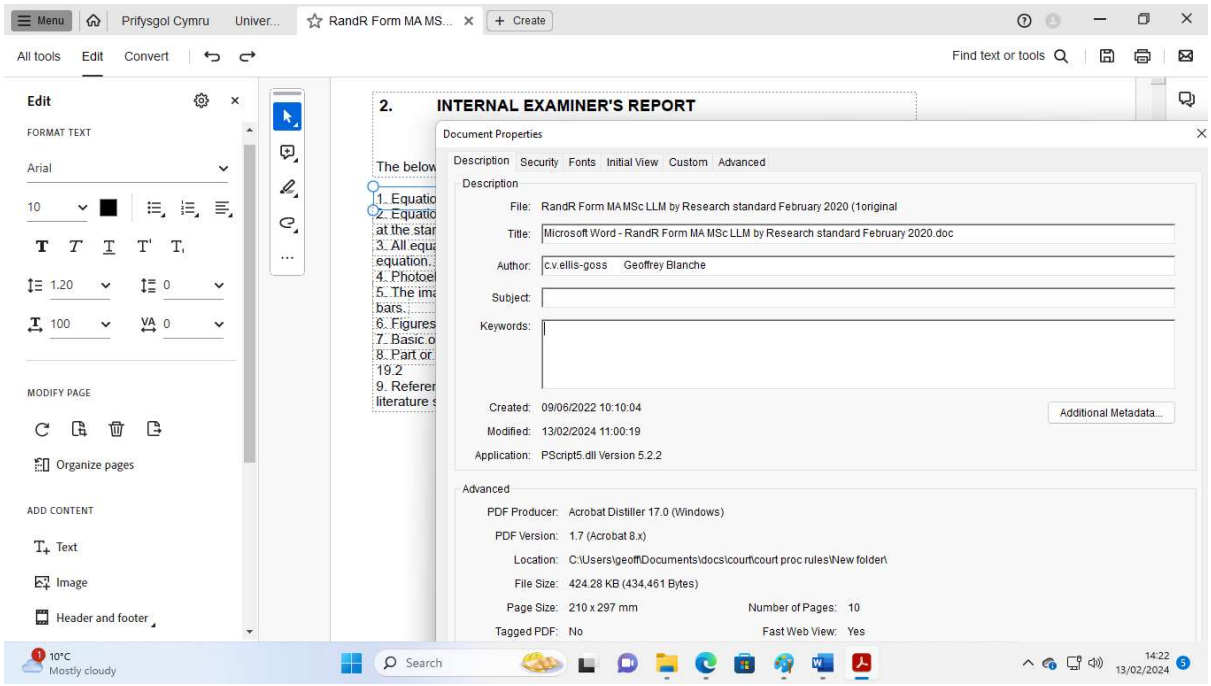
Header and footer
R&R Form – MA/MSc/LLM by Research - Version 4.0 (February 2020)
2. INTERNAL EXAMINER'S REPORT
(Additional sheets may be appended, if necessary.)
The below technical recommendations must be addressed before re-submission of thesis.
1. Equation (1) needs to be corrected.
2. Equation (2) cannot be used for explaining the special case presented in the experiment, i.e. the endothermic effect at the start of charging process.
3. All equations must be used quantitively and correctly referenced, i.e. calculated results must be presented with the equation.
4. Photoelectric effect is not applicable to this experiment.
5. The image quality of all experimental figures needs to be improved. All experimental figures need to be added error bars.
6. Figures 52 and 53 are not correct, electrons don't flow in air circling a conductor.
7. Basic operation principle of the battery under investigation must be presented.
8. Part or full of reference papers cannot be directly copied and pasted into thesis, for example on page 114, section 19.2
9. References should be correctly formatted, for example using standard IEEE conference or journal format. More literature study needs to be conducted in relation to batteries, battery charging, temperature characteristics of batteries.
FTSE 350
-0.38%
Search
13:33
13/02/2024


Menu
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2. INTERNAL EXAMINER'S REPORT
Document Properties
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File: RandR Form MA MSc LLM by Research standard February 2020 (1original
Title: Microsoft Word - RandR Form MA MSc LLM by Research standard February 2020.doc
Author: c.v.ellis-goss Geoffrey Blanche
Subject:
Keywords:
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Modified: 13/02/2024 11:00:19
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Additional Metadata...
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PDF Version: 1.7 (Acrobat 8.x)
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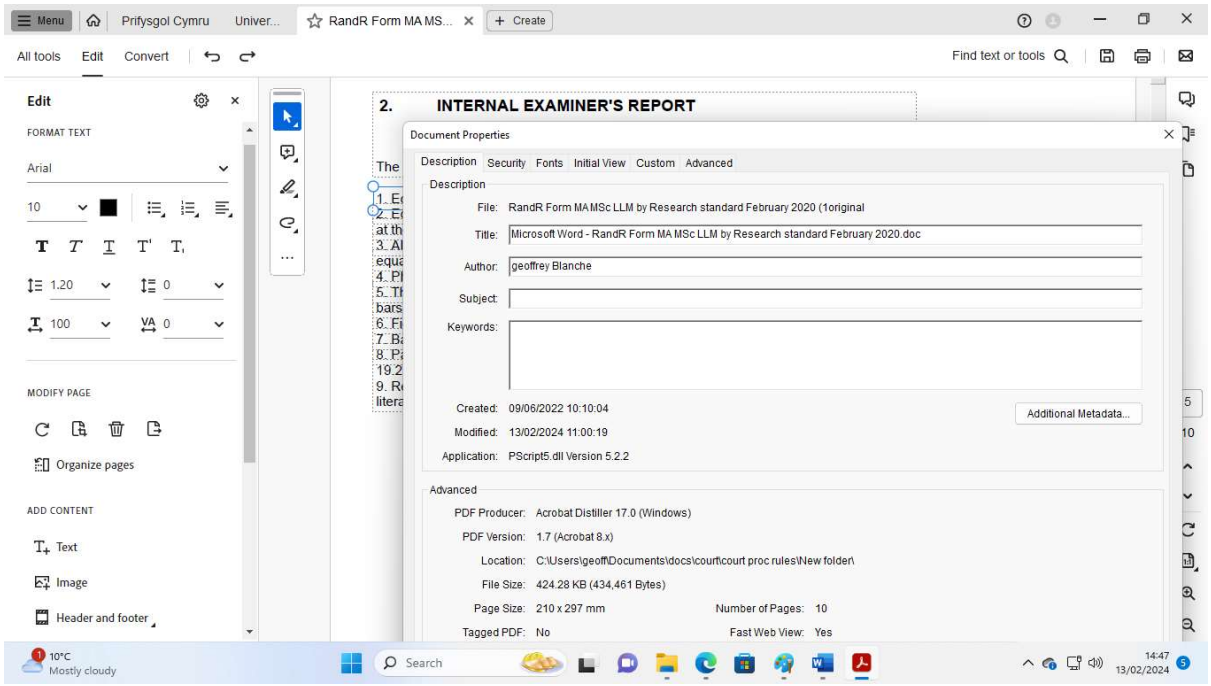


Geoff Blanche <geoffblanche@yahoo.com>

To:Lisa Hughes

Tue, 4 Jul at 10:46

Hi Lisa

FOI requested on 29th May 2022:

No 1a) Clare Ellis Goss created the pdf of the Microsoft word R & R forms on 9th June 2022 at 11.10am. Please forward a copy of the original word document Clare Ellis Goss made this pdf from. Title: Microsoft Word – R and R Form MA MSc

A blank word R & R form was received back representing this information:

a. *'RandR Form MA MSc LLM by Research Standard Nov2021' word document*

This was not the document required. I request the word document with full text of the R & R outcome, before it was converted into a fillable PDF, Clare Goss would have made this PDF on her microsoft account from this word document, it would be saved at or around the same time as making of this pdf at 11.10 am.

So far, you are asking us to believe the pgr office used a blank Microsoft Word – R and R Form MA MSc to create a fillable PDF, which was then used to populate the entire final R & R PDF? Did Mr Summers or the University follow this type of procedure whilst creating the Addendum to R & R PDF? or any other PDF document they would have ever made?.... **NO.**

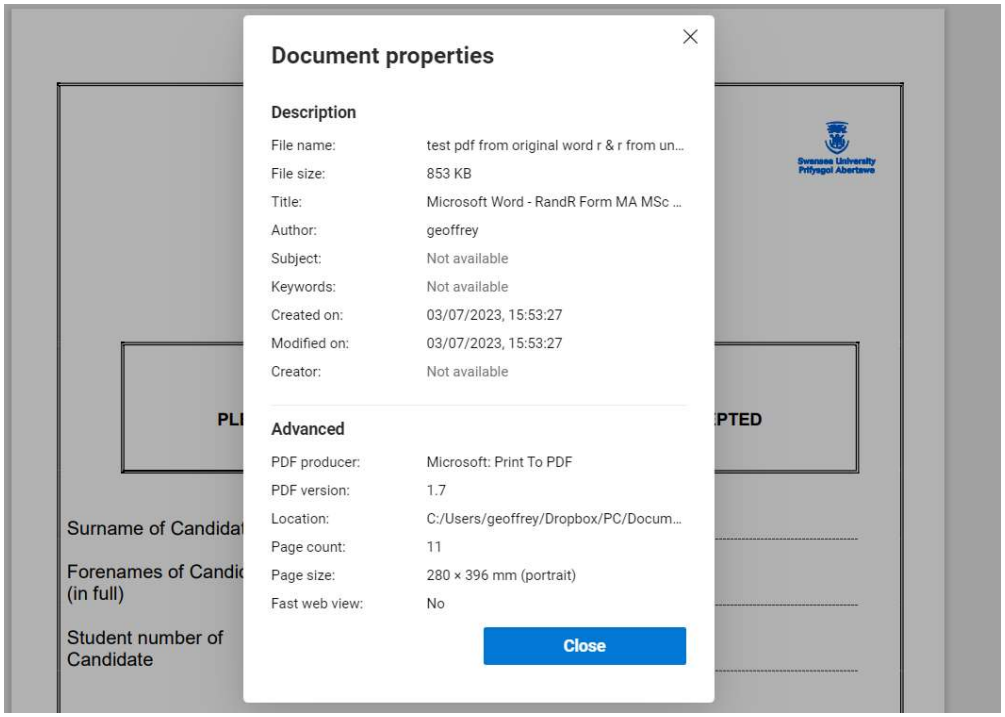
This is not procedure and is a ridiculous claim. Your claims are just fantasy and will be laughed at in any future legal challenge.

Clare Goss' name is on the R & R PDF because she used her Microsoft word account to produce the R & R PDF from this word document, Clare has already been investigated, we know she is an expert editor and we have obtained evidence of this, it is now in yours and Clare's best interest to cooperate. Perverting the course of justice is a serious crime. This is already noted, and any further attempts to pervert the course of justice will compound your problems.

We know the claim you made yesterday is not correct:

" The Microsoft Word document was converted into a fillable PDF Form used by the PGR Office, hence why Clare's name is stated as Author. Clare was not involved in adding the information from the student's viva".

As a matter of proof for my statement, we have created a PDF of this document you sent us for No. 1a, on my Microsoft account, the outcome shows the author as the owner of the Microsoft account this was done on. Try it yourself!



You are acting in bad faith and withholding information intentionally. An immediate response is required, to show your cooperation.

Please supply what was asked for and please forward it immediately.

Regards

Geoff

Lisa Hughes <l.e.hughes@swansea.ac.uk>

To:Geoff Blanche

Wed, 5 Jul at 11:50

Dear Geoff

I confirm receipt of your email below. I am looking into this and will endeavour to provide a response ASAP.

Kind Regards

Lisa

Lisa Hughes <l.e.hughes@swansea.ac.uk>

To:Geoff Blanche

Thu, 6 Jul at 11:39

Dear Geoff

Further to your email below, I can confirm that your R&R Form was completed in PDF, therefore there is no word document with full text of the R&R outcome as you request. Sometimes there are word versions, but in your case the PDF form was completed.

Kind Regards

Lisa

Geoff Blanche <geoffblanche@yahoo.com>

To:Lisa Hughes

Thu, 6 Jul at 13:28

Hi

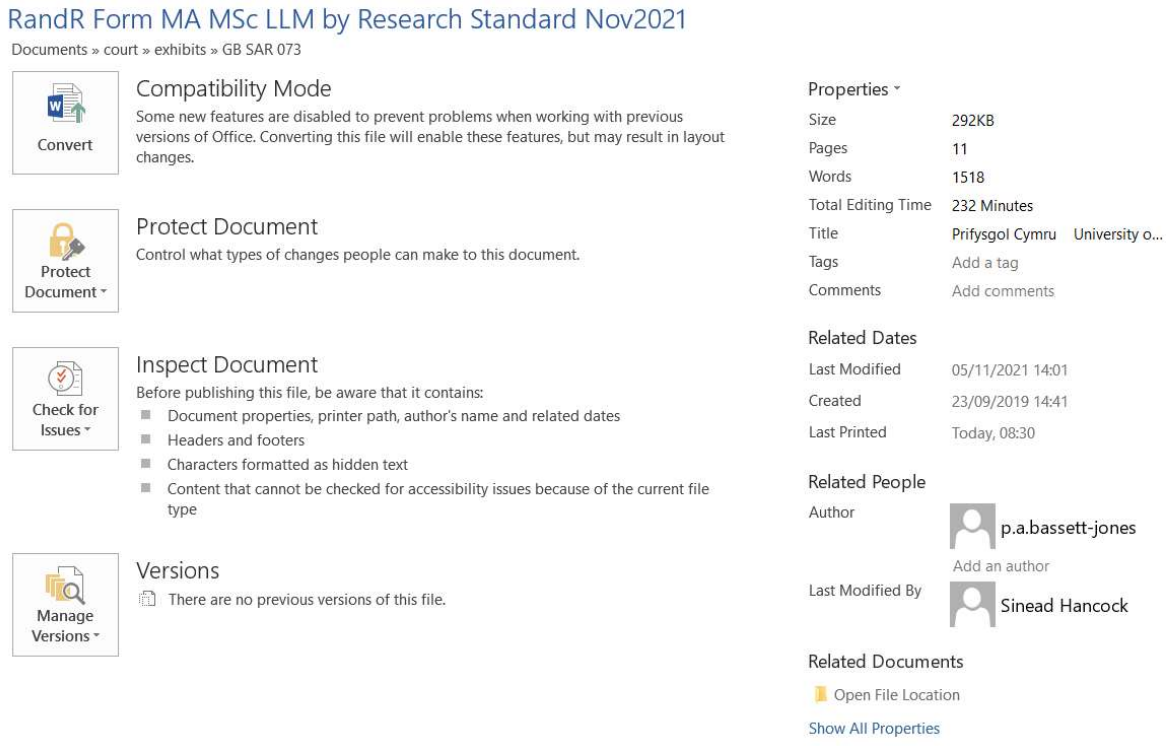
Okay, well that is just a lie, and you are still withholding information which is required.

Regards

Geoff

14.1

Above is a test made from the word document (authored by Basset) and supplied by the university which is version 5, when converted to a PDF the document shows who the author of this action is, which Microsoft account it was made on and what word document version it is made from.



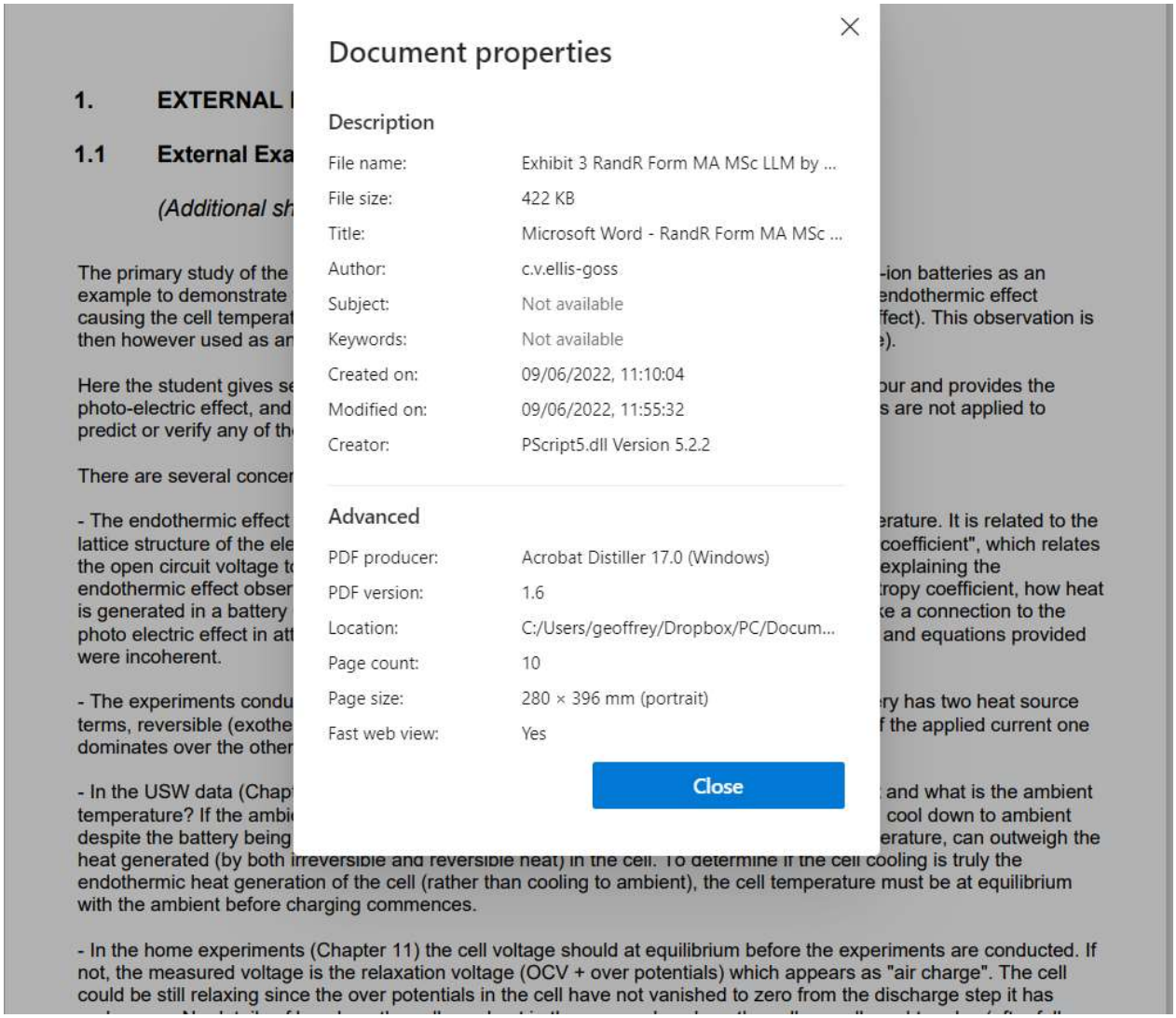
How to Change the Default Author Name in Microsoft Word

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.

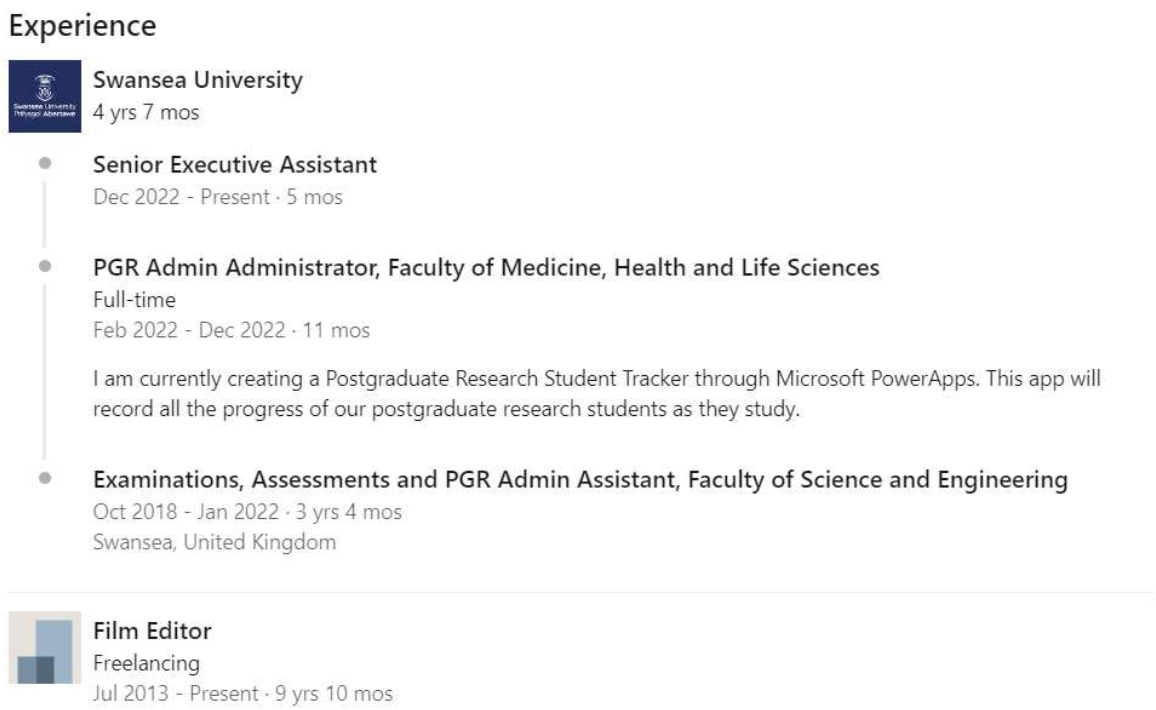
The name of the author of the document can be seen on the information page in Word. The complete properties of the document can be viewed in the lower side of the Info page including the name of the authors, editors and others involved in document creation. Author's name is retained by the document as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



10.2. Clare.V. Ellis Goss, from linkedin:

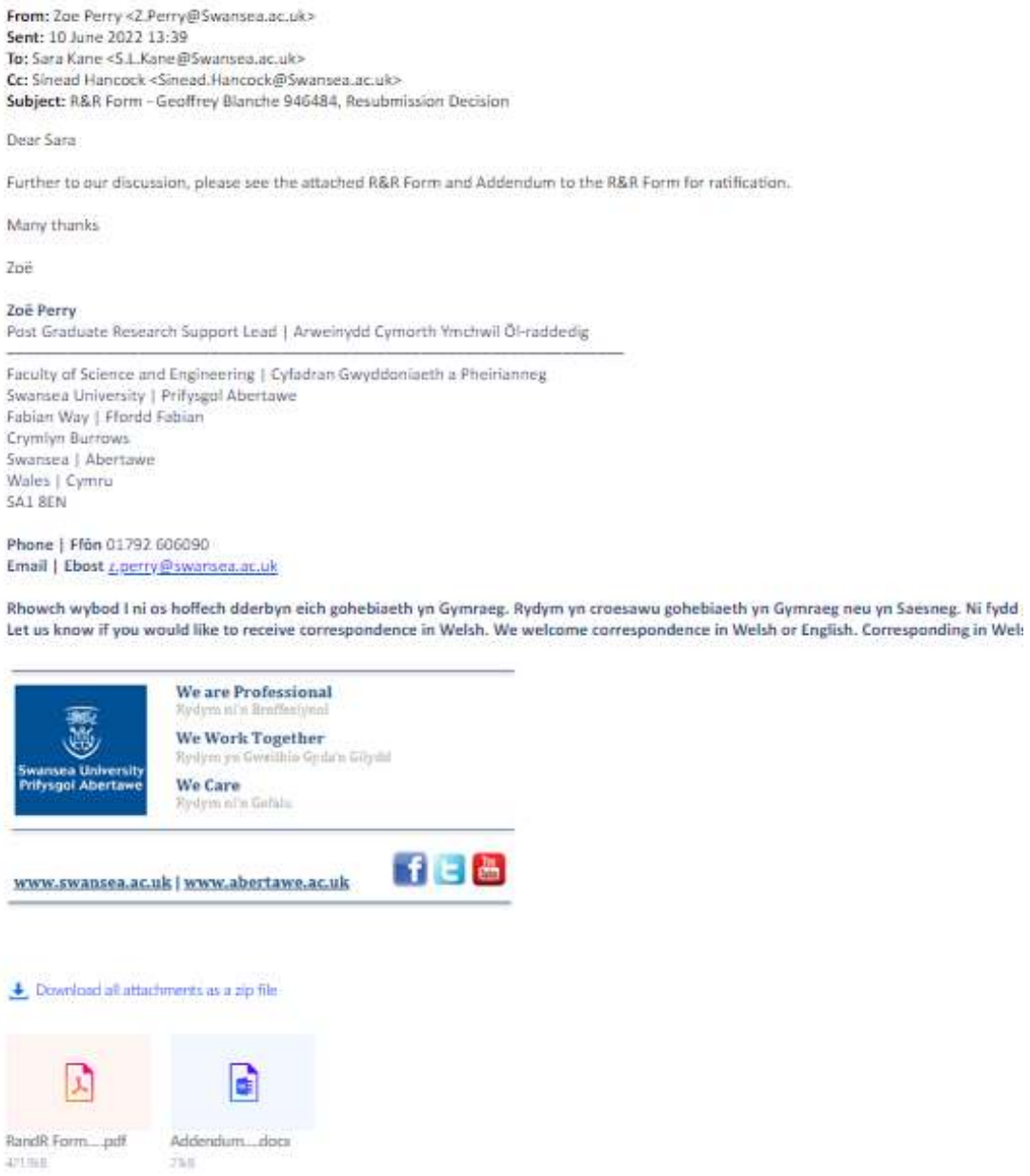
I have strong organisational skills, which helps me to hit the ground running. I am highly computer literate and find it very easy to assimilate new computer programs, which I enjoy training others in. I'm very patient, approachable and happy to answer any question I'm presented with, which can be demonstrated in my high level of customer service skills



a) Clare Ellis Goss is a film editor, working for the faculty of medicine during the case, and became a senior executive in December 2022.

Addendum to R & R Forms Forgery

14.3.



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 Pheirianneg
Swansea University | Prifysgol Abertawe
Fabian Way | Ffordd Fabian
Crymlyn Burrows
Swansea | Abertawe
Wales | Cymru
SA1 8EN

Phone | Ffôn 01792 606090
Email | Ebost 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

Swansea University
Prifysgol Abertawe

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

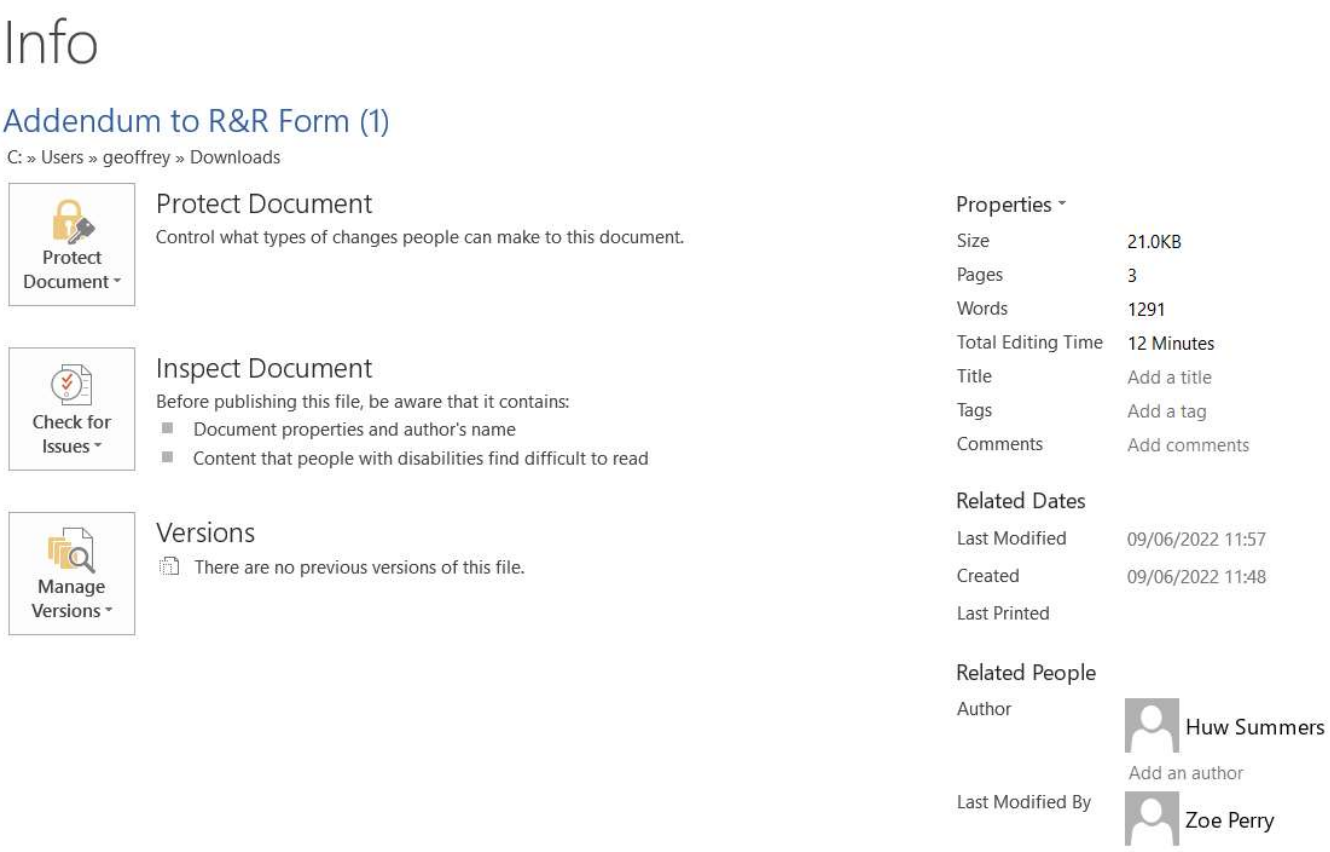
Download all attachments as a zip file

RandR Form....pdf
Addendum....docx

1 See above, the email sent to Sara Kane on 10th June for ratification, (exhibit 19, screenshot d), from Zoe Perry to Sara Kane.

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. There were no previous versions of this document file.

Addendum Info



3 The chairperson and Zoe Perry produced the Addendum to R & R forms for the PGR,

PGR - Faculty of Science and Engineering

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

Wed 20/04/2022 13:10

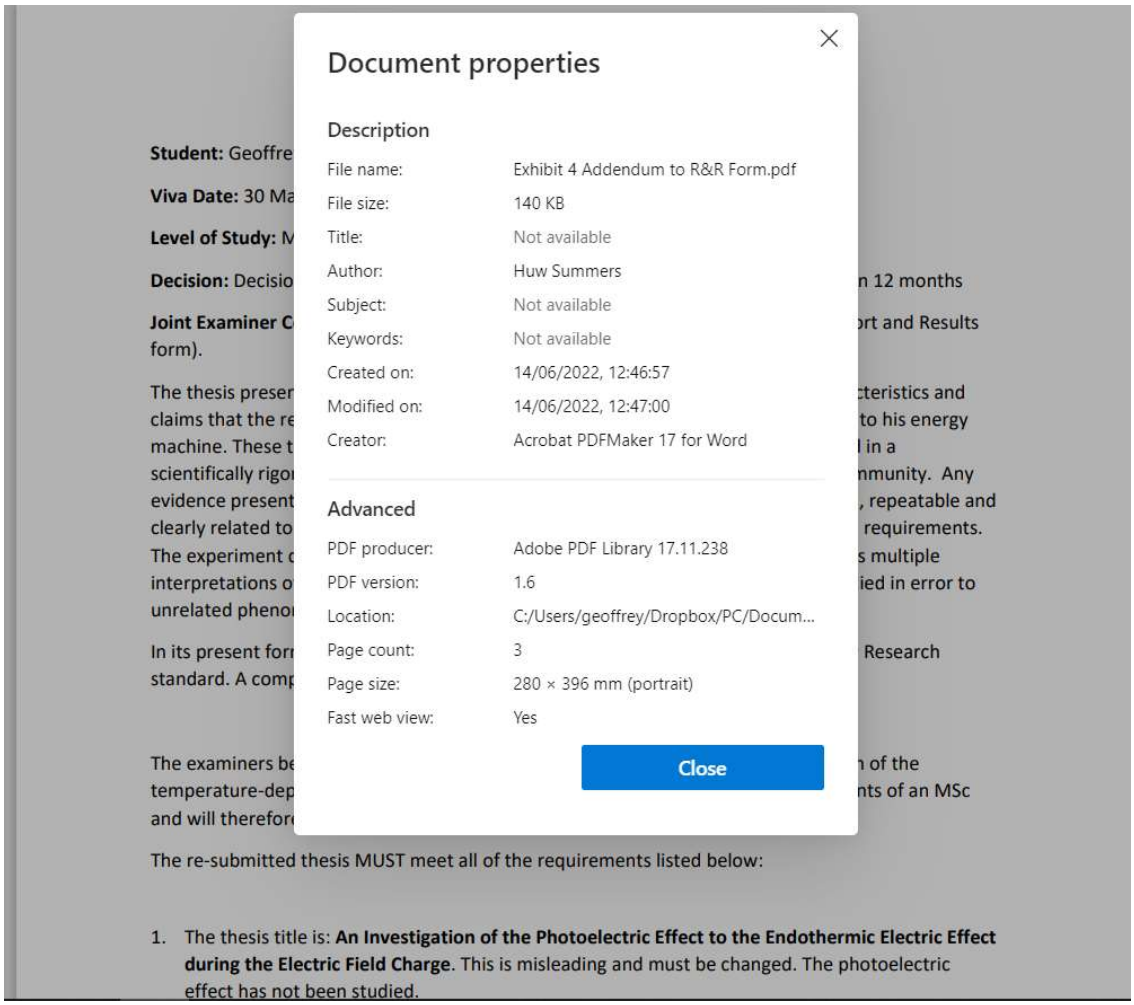
Dear Geoff,
Apologies for the delay in coming back to your previous email, we are currently liaising with your examination panel to see if it is possible to arrange your viva in person. As the External Examiner will have to travel to Swansea, unfortunately, it is not as straightforward as just changing 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

4 At 13.39pm on 10th June, Zoe Perry sends the R & R form and Addendum to R & R form documents to Sara Kane of Academic Services for ratification (11 days late).



17 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 LiCoO2 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:

$x\text{LiCoO2} \rightarrow \text{Li1} - x\text{CoO2} + x\text{Li}^{+} + x\text{e}^{-}$,

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

$6\text{C} + x\text{Li}^{+} + x\text{e}^{-} \rightarrow \text{Li}x\text{C6}$.

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

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.

What is physical reaction and chemical reaction?

The difference between a physical reaction and a chemical reaction is composition. In a chemical reaction, there is a change in the composition of the substances in question; in a physical change there is a difference in the appearance, smell, or simple display of a sample of matter without a change in composition.

What are 3 examples of physical reactions?

- Crushing a can.
- Melting an ice cube.
- Boiling water.

What is physical and chemical change with example?

A chemical change results from a chemical reaction, while a physical change is when matter changes forms but not chemical identity. Examples of chemical changes are burning, cooking, rusting, and rotting. Examples of physical changes are boiling, melting, freezing, and shredding.

What is difference between physical and chemical changes?

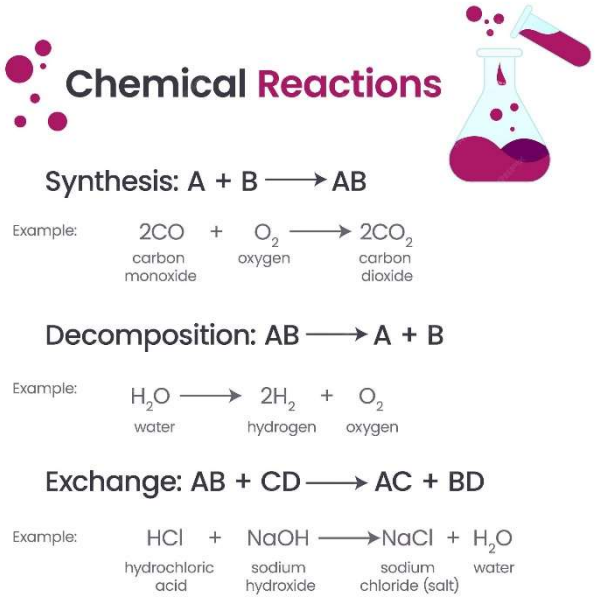
In a physical change, no new substance is formed. A chemical change is always accompanied by one or more new substance(s). Physical change is easily reversible i.e original substance can be recovered. Chemical changes are irreversible i.e. original substance cannot be recovered.

Basic concepts of chemical reactions

Synthesis

When making a new substance from other substances, chemists say either that they carry out a synthesis or that they synthesize the new material. Reactants are converted to products, and the process is symbolized by a chemical equation. For example, iron (Fe) and sulfur (S) combine to form iron sulfide (FeS).Fe(s) + S(s) → FeS(s)The plus sign indicates that iron reacts with sulfur. The arrow signifies that the reaction "forms" or "yields" iron sulfide, the product

Chemical reaction | Definition, Equations, Examples, & Types | Britannica



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https://chem.libretexts.org/Bookshelves/Physical_and_Theoretical_Chemistry_Textbook_Maps/Supplemental_Modules_(Physical_and_Theoretical_Chemistry)/Thermodynamics/The_Four_Laws_of_Thermodynamics/First_Law_of_Thermodynamics/Conservation_of_Energy

The law of Conservation of Energy refers to an isolated system in which there is no net change in energy and where energy is neither created nor destroyed. Although there is no change in energy, energy can change forms, for example from potential to kinetic energy. In other words, potential energy (V) and kinetic energy (T) sum to a constant total energy (E) for a specific isolated system.

$$E=T+V\text{}=\text{}+\text{}$$

Another way that energy can change forms is heat (q) and work (w). As heat is applied to a closed system, the system does work by increasing its volume.

$$w=P_{ext}\Delta V$$

What Is Mass? Mass Definition in Science (sciencenotes.org) What Is Mass? Mass Definition in Science (sciencenotes.org) What Is Mass? Mass Definition in Science (sciencenotes.org) What Is Mass? Mass Definition in Science (sciencenotes.org)

Mass is a fundamental concept in science. Basically, it is the amount of matter in an object. It's an intrinsic property that is independent of an

object's location or the arrangement of the matter within it. Unlike weight, mass doesn't change when an object's position changes.

Mass Definition

- The simple definition of mass is that it is the amount of matter in an object.
- A more precise definition is that it is a measure of inertia or a body's resistance to change in response to a force.

In scientific terms, mass is a measure of an object's resistance to acceleration when a force is applied. It also determines the strength of its mutual gravitational attraction with other bodies. Under ordinary circumstances, the mass of an object is constant and does not change unless the object itself changes by gaining or losing matter.

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)

Adiabatic Processes for an Ideal Gas – University Physics Volume 2 (ucf.edu)*: 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 qq. The sign of qq 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 qq 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.

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

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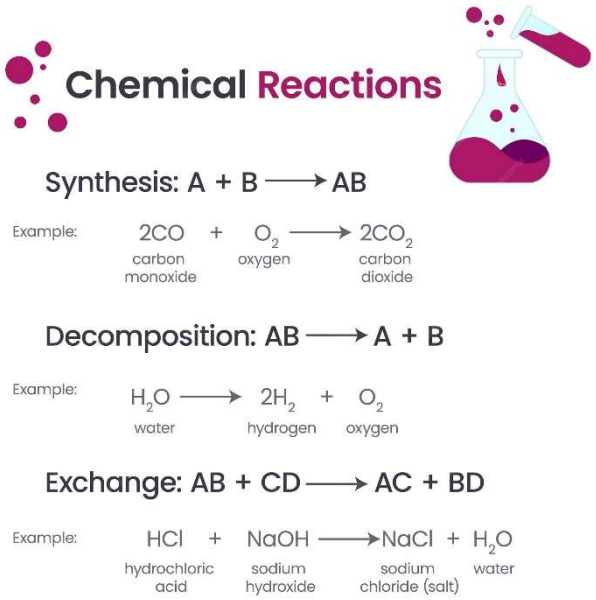
c) Basic concepts of chemical reactions

Synthesis

When making a new substance from other substances, chemists say either that they carry out a synthesis or that they synthesize the new material. Reactants are converted to products, and the

process is symbolized by a chemical equation. For example, iron (Fe) and sulfur (S) combine to form iron sulfide (FeS).Fe(s) + S(s) → FeS(s)The plus sign indicates that iron reacts with sulfur. The arrow signifies that the reaction “forms” or “yields” iron sulfide, the product

Chemical reaction | Definition, Equations, Examples, & Types | Britannica



1.1 Definitions of endothermic and exothermic reactions.

3.15: Exothermic and Endothermic Processes - Chemistry LibreTexts

https://chem.libretexts.org/Courses/Harper_College/CHM_110%3A_Fundamentals_of_Chemistry/03%3A_Energy_Production/3.15%3A_Exothermic_and_Endothermic_Processes

*“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 qq. The sign of qq 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 qq 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.

1.3. External examiner claims there is no endothermic reaction.

Both pre viva reports dishonestly make false claims, 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:

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)

(see Exhibit 7 chapter 4 NASA graph, Exhibit 5, page 116) Definition of endothermic reaction from (1.1)(1.2)**:** *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*

2. Internal examiners report 2.0, pre viva report, **(POC 29)**

6. Figures 52 and 53 are not correct, electrons don't flow in air circling a conductor **(Exhibit 7 chapter 6, National Grid disagree,**

3. R & R form (**Exhibit 3 Section 2**) Repeated in the Addendum report **(exhibit 4),**

a) 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

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

See (Exhibit 5, VT TIME 2HR 17 MIN**) (See Chapter 6 Exhibit 7)**

c) (Exhibit 7) Examiners disagree with and obviously didn't read reference [100] and [102] and the skin effect, reference [103]

From Thesis: Page 108 and 111

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. "*

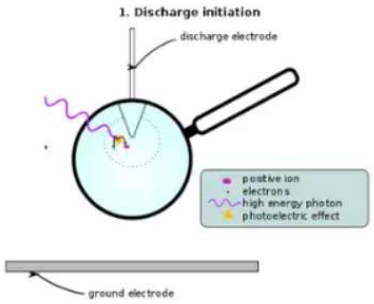
(I have highlighted the blue for a very particular observation. The Newman machine does not have continuous voltage, it is specifically designed to start, stop and discharge. This statement by Peek demonstrates his in-depth understanding in 1911, yet he did not know that the reaction is actually endothermic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

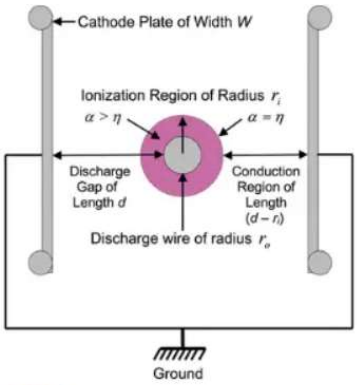
d) Reference 84 from thesis, Corona Discharge: What is the Corona Effect? | Electrical4U

(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?





E4U 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.

Reference 59 exhibit 7

https://chem.libretexts.org/Bookshelves/Physical_and_Theoretical_Chemistry_Textbook_Maps/Book%3A_Thermodynamics_and...

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2.7: The Ideal Gas Constant and Boltzmann's Constant

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 $\overline{N}$ 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.

$$k = R/\overline{N} = 1.381 \times 10^{-23}\ \text{J K}^{-1}\ \text{molecule}^{-1} \tag{2.7.1}$$

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

$$PV = NkT. \tag{2.7.2}$$

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.

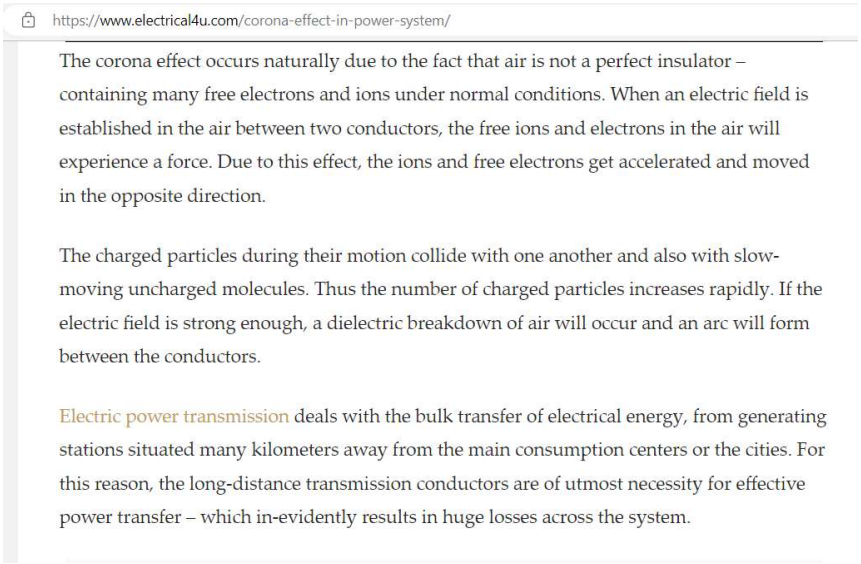
And then two absolutely key assumptions, because these are the two most important ways in which real gases differ from ideal gases:

- 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.


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

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.

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.	1.3.2 A proposed external examiner should: Be aware of the nature and purpose of the degree for which the candidate is being examined; possess specialist knowledge and expertise in the subject of research; 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
2. 3. 6. 11. 25.	**13.1** During the examination process, the examiners shall: Consider the thesis and abstract submitted by the candidate 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
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

(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

Internal Examiner

Table A

Chapter 6 of ERR exhibit 5, 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.

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 LiCoO2 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:

$xLiCoO2 \rightarrow Li1 - xCoO2 + xLi^{+} + xe^{-}$,

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

$6C + xLi^{+} + xe^{-} \rightarrow Lixc6$.

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 qq. The sign of qq 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 qq 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.

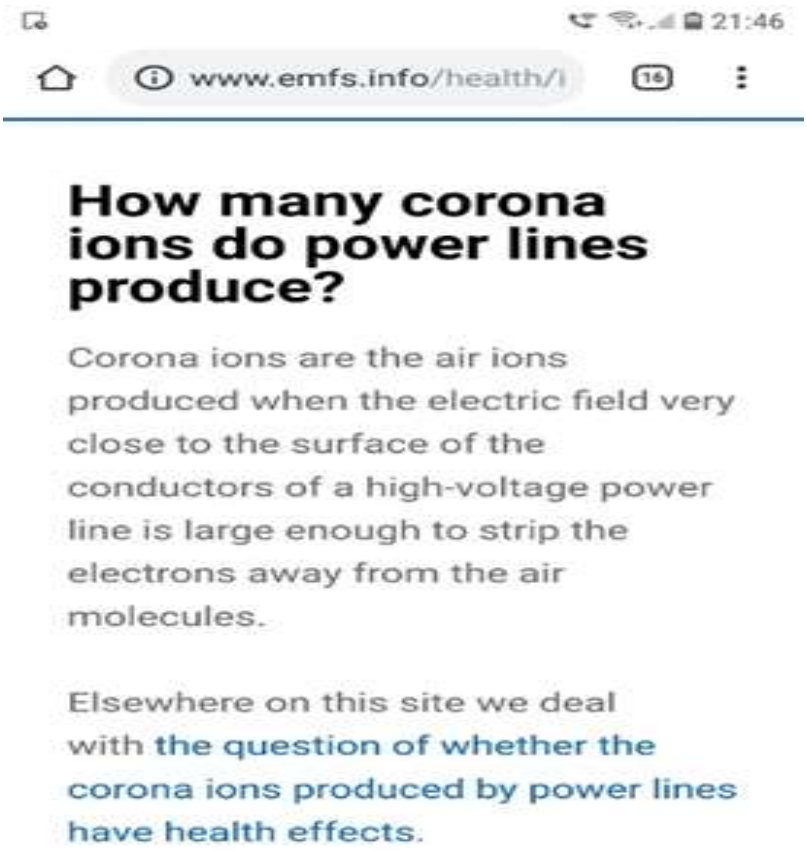


Figure 18*: This is a description by national grid taken from their website*

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 4^{th} equation.)

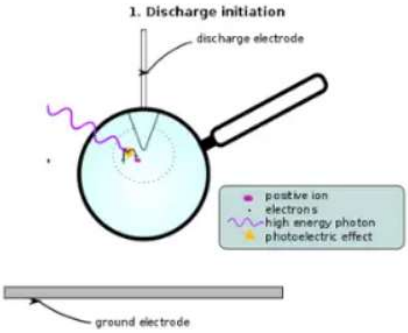
17.4

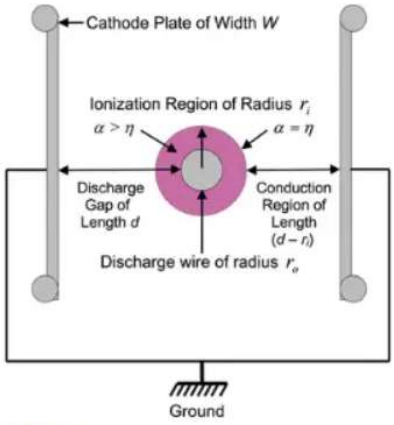
Reference 84 from thesis, Corona Discharge: What is the Corona Effect? | Electrical4U

(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?





E4U Electrical 4 U

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Example 2 Independent Validation

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. The reports were not written by the examiners, yet we already know this from the external examiner's confession (exhibit 5, email 9 and 11), as there was no sharing of alleged notes, and the author stamps on reports do not belong 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, it is mentioned the study is the endothermic electric effect but does not mention it is an electromagnetism study governed by the laws of electromagnetism physics and thermodynamics. It mentions Newman machine but then the claims are erroneous, section 3 makes false claims, that the thesis presents an experimental study of temperature-dependent battery characteristics. The abstract is quite clear, see exhibit 7 and exhibit 5 chapter 4, where the abstract is clearly defined.

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 validation test by JL Naudin (exhibit 1) on a Newman Energy 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 in the 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 unchallenged by the academic research community, and 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 that is charging the electric field in a battery.

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,

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

(exhibit 7, reference 57, 58)

National Aeronautics and Space Administration

Heat Generation

Thermal contributions:

- irreversible heat due to polarization (always positive)

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

- 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 is 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 chemical reactions are, 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)

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.

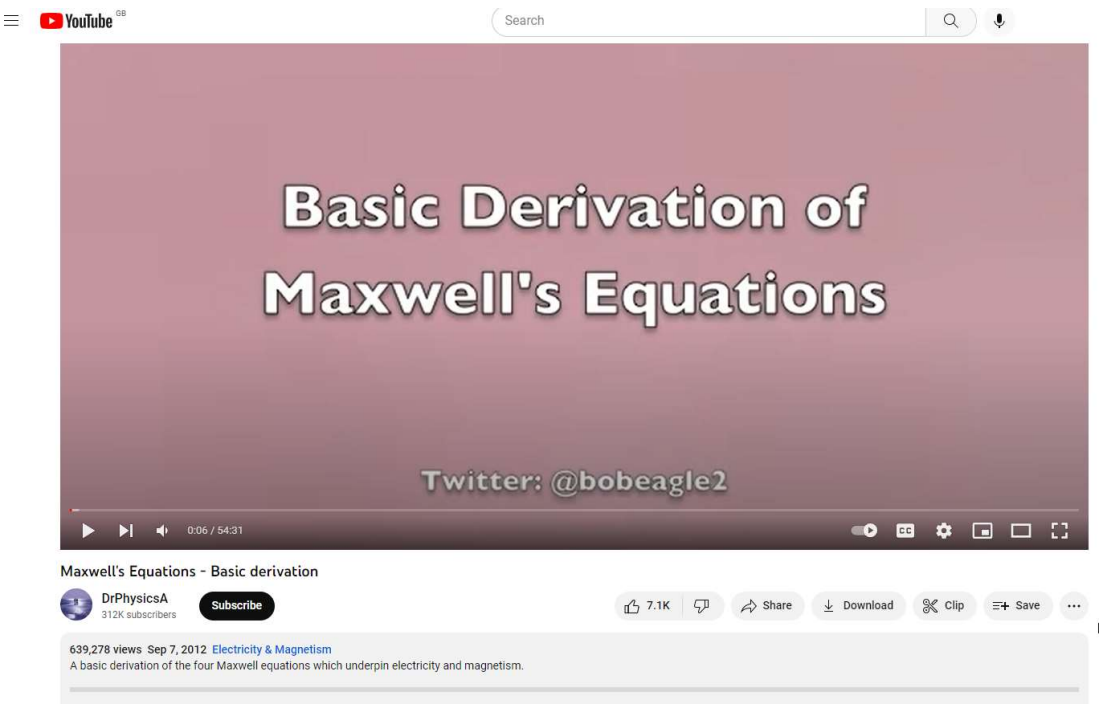
Here, Dr Robert Eagle explains all about the unification of electromagnetism:

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 Ic and Id here,

Blanche: well, it's the complete lot is Ic and Id, 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 = Ic + Id,

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

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

Ext: so Id 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, Id, 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 Id,

Ext: so why don't you try and calculate Id, so what sort of value will you get for Id 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 x10-23 per kelvin, so convert C to kelvin, and then you would have the amount of energy that Id is.

Ext: Id 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)

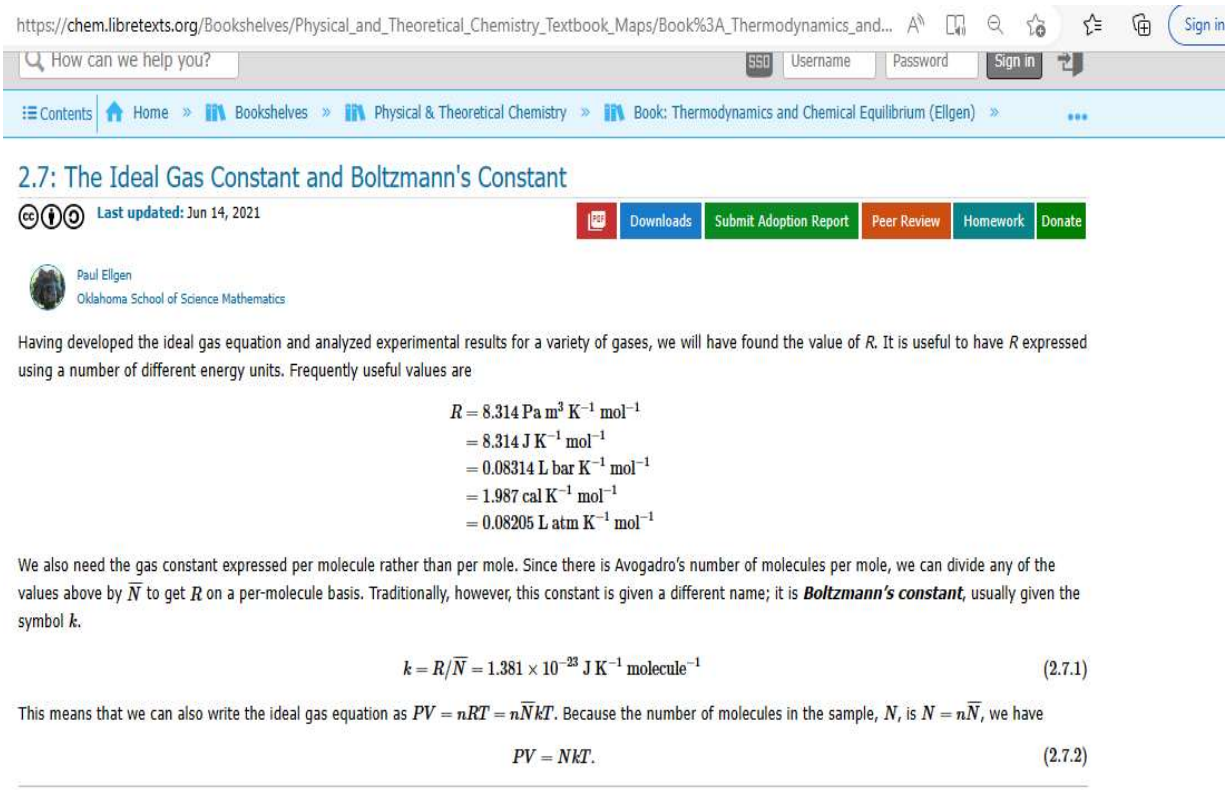
Adiabatic process - Wikipedia

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



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2.7: The Ideal Gas Constant and Boltzmann's Constant

Last updated: Jun 14, 2021

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Paul Ellgen
Oklahoma School of Science Mathematics

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 $\overline{N}$ 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.

$$k = R/\overline{N} = 1.381 \times 10^{-23}\ \text{J K}^{-1}\ \text{molecule}^{-1} \tag{2.7.1}$$

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

$$PV = NkT. \tag{2.7.2}$$

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 = NAkBT (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,h2o 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

21.1. Academic Services

a) .
b) Gemma Wilkins is a student case Officer.
c) Natalie Wathan is a Students case Manager.

22 The Filtering Committee

22.8. In the appeal outcomes 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"

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)

Augustine EGWEBE (AE)

Paul Rees (PR) (DMW)

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)

Paul Boyle

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.

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.

23 Interests by Academics Outside of Swansea University

Fellows - The Learned Society of Wales

The DMW personally know each other and have out of work affiliations and are all members of The Learned Society of Wales. There is a possibility there is ideological agendas being played out by corporations through university staff members.

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 and nominee of the PGR, biomedical.

All are bio-medicine/medical engineers except Mr Boyle:

Professor Perumal Nithiarasu
DSC CENG FIMA FMECHE FIPEM FLSW

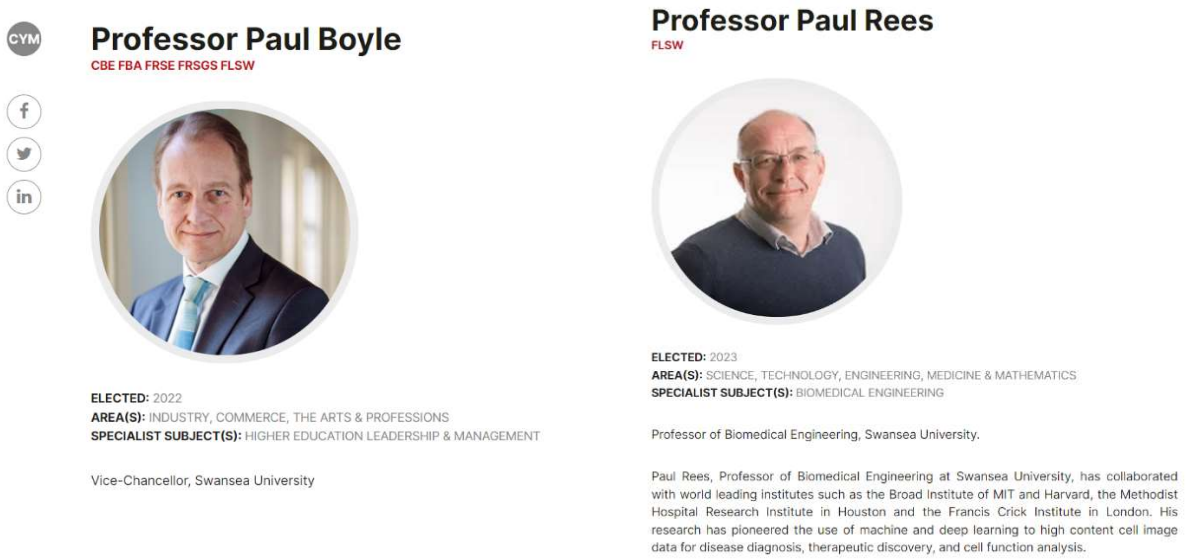
ELECTED: 2018
AREA(S): SCIENCE, TECHNOLOGY, ENGINEERING, MEDICINE & MATHEMATICS
SPECIALIST SUBJECT(S): BIOMEDICAL ENGINEERING, ENGINEERING

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

Professor Huw Summers
FLSW

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.

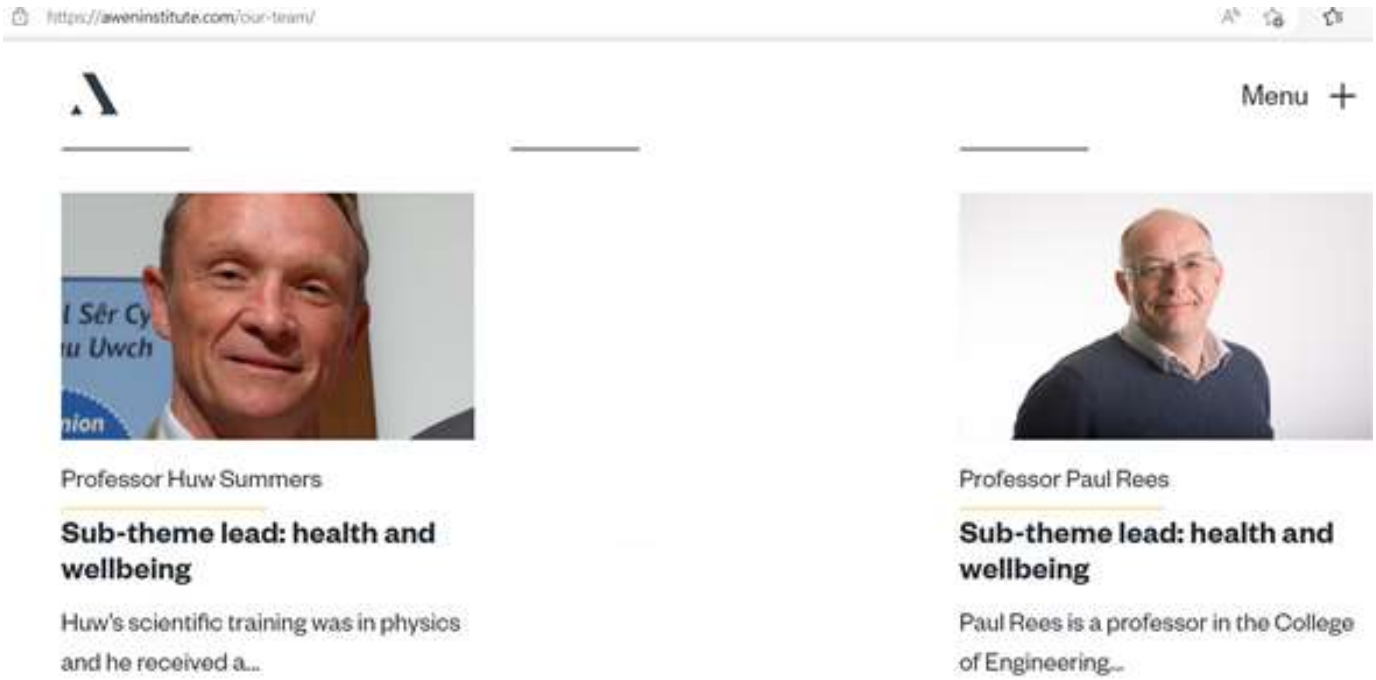
Paul Rees, Professor of Biomedical Engineering at Swansea University, has collaborated with world leading institutes such as the Broad Institute of MIT and Harvard, the Methodist Hospital Research Institute in Houston and the Francis Crick Institute in London. His research has pioneered the use of machine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

I. Huw Summers and Paul 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



24 Adrian Novis

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

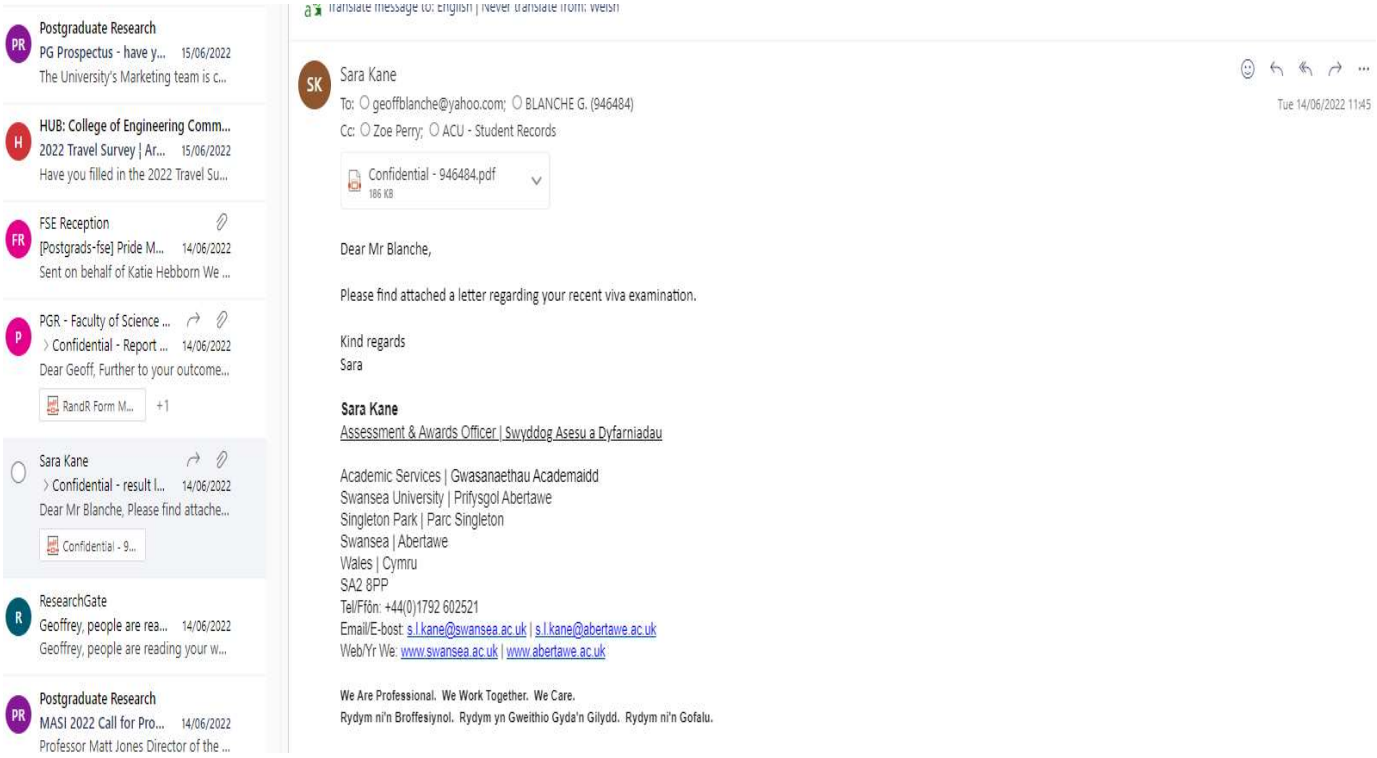
1.4 University Progression and Awards Board

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.

24.2



Email 14 exhibit 5

Screenshot j exhibit 19

946484/1

14th June 2022

Swansea University
Prifysgol Abertawe

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.

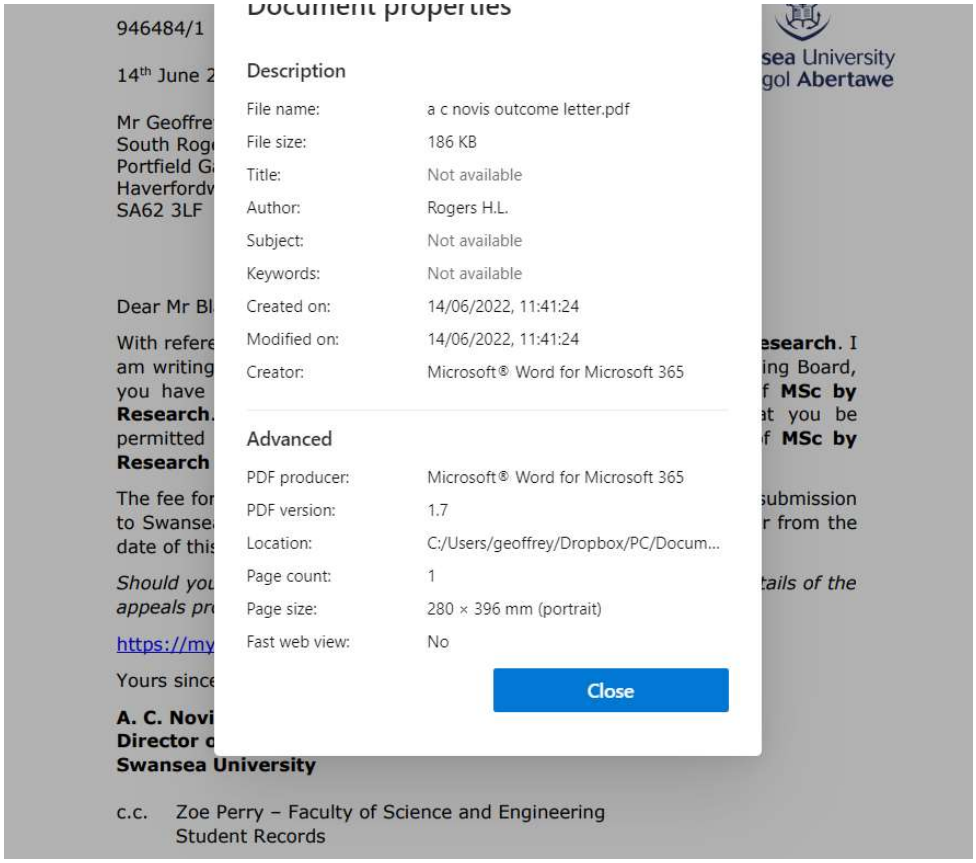
Should you wish to appeal against the Examining Board's decision, details of the appeals procedure can be downloaded via the link below:

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

Yours sincerely

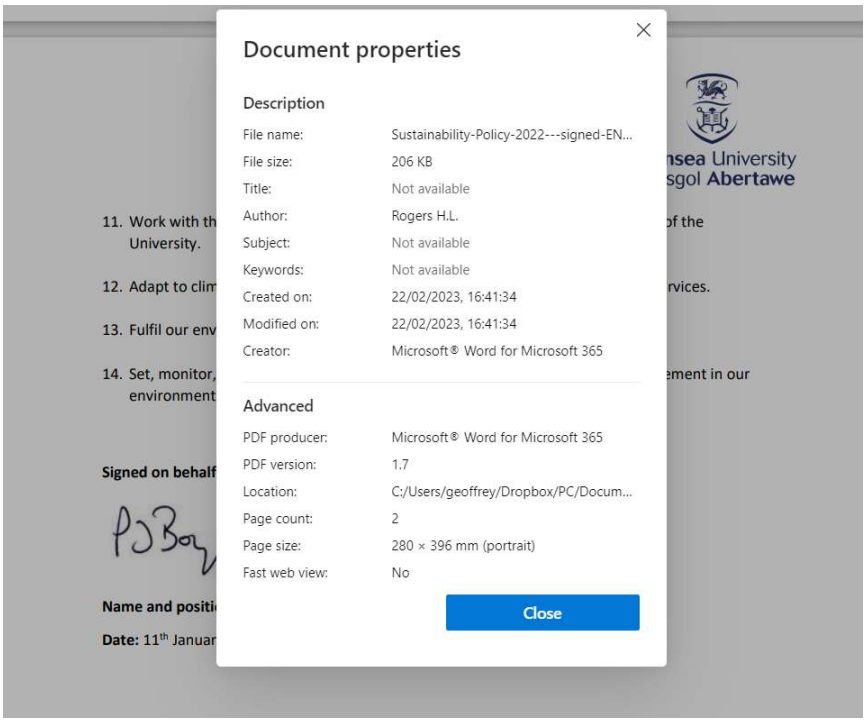
A. C. Novis
Director of Academic Services
Swansea University

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



H.L. Rogers also produces documents for Paul Boyle:

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


Document properties
Description
File name: Sustainability-Policy-2022---signed-EN...
File size: 206 KB
Title: Not available
Author: Rogers H.L.
Subject: Not available
Keywords: Not available
Created on: 22/02/2023, 16:41:34
Modified on: 22/02/2023, 16:41:34
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: 2
Page size: 280 × 396 mm (portrait)
Fast web view: No
Close
11. Work with th
University.
12. Adapt to clim
13. Fulfil our env
14. Set, monitor,
environment
Signed on behalf
Name and positi
Date: 11th Januar
sea University
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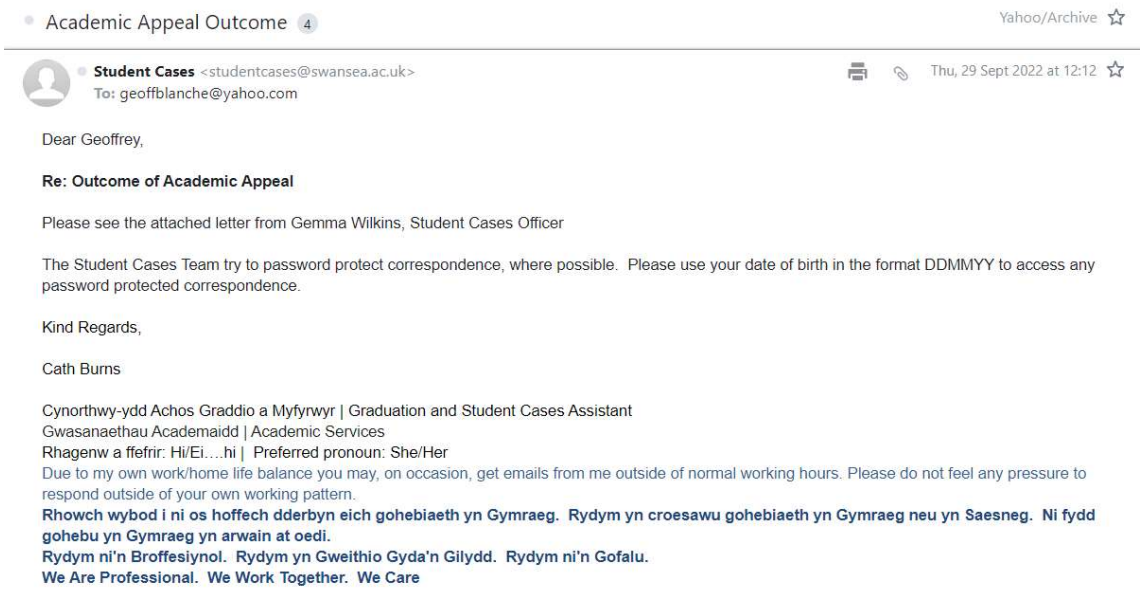
25 1st Appeal Outcome

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

26 Conclusions of 1st Appeal Outcome

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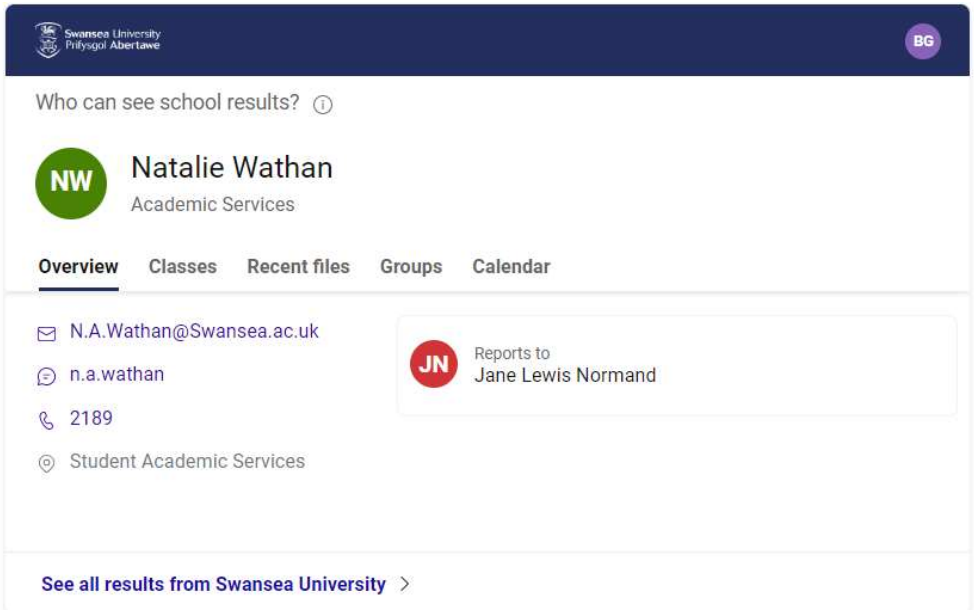
19. Informing the Progression and Awards Board

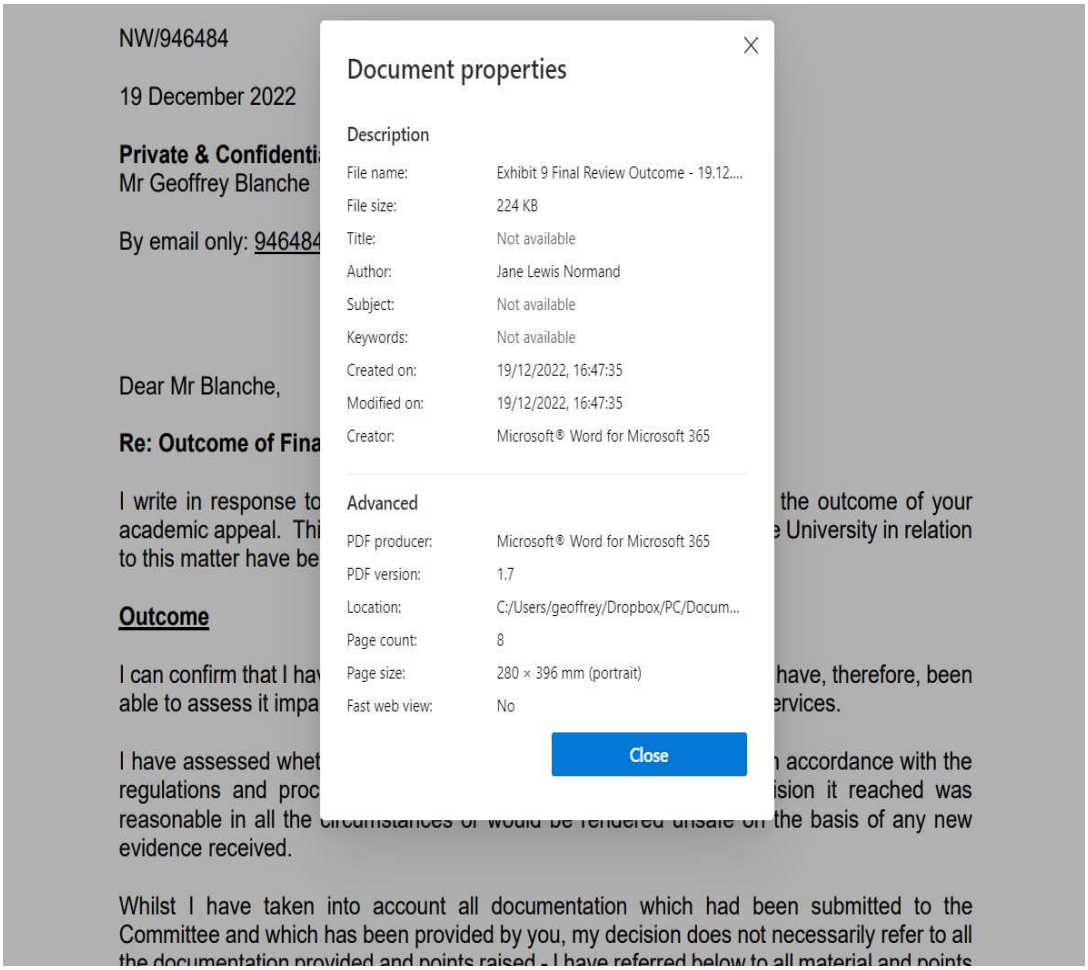
After the oral examination is completed and all sections of the Report and Result Forms have been signed, the Chair should ensure that the original Report and Result Forms are sent to Academic Services immediately. The viva outcome should also be recorded on the Research Management System. The recommendation 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.

27 Final Review





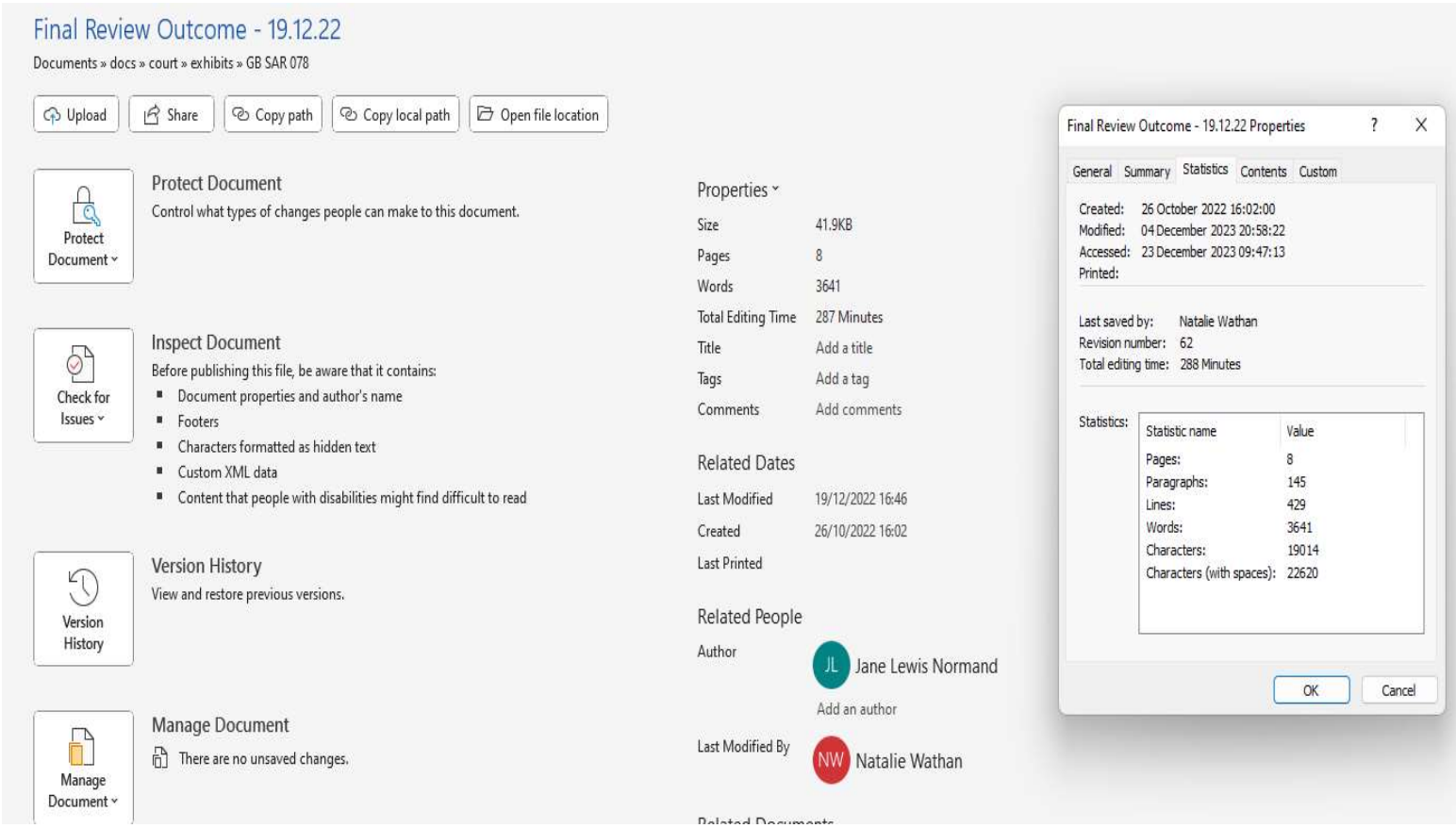
27.1.

Natalie Wathan goes on to say:

1.

“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. Final Review



114.

1. I summarise the grounds upon which permission was granted by the judge as follows. I shall also mention one ground upon which permission was not expressly granted.

> i) *The 'fresh decision' and 'former student' point.* The reasoning of the OIA was open to challenge in respect of its conclusion concerning the letter written by the University dated 22 August 2012 by which the university declined to accept an invitation from the OIA to consider whether the University would reconsider the Claimant's circumstances, in the light of (a) the psychiatric report, and (b) the report of a clinical psychologist, which the Claimant had sent to the OIA earlier in 2012. One of the OIA's conclusions was that in declining that invitation the University was not taking a fresh decision which it had jurisdiction to review or overturn, insofar as it was made in a complaint by a former student. The learned deputy judge said that conclusion was "arguably wrong." Section 12 of the Higher Education Act 2012, he said, expressly contemplates the making of a complaint by a former student. The Claimant was at all material times either a student or a former student. Thus, in so far as the OIA's conclusion that as a former student she had no *locus* to make a complaint, the OIA may have been in error. The judge also said that the matter was not straightforward: he made reference to the possibility of "a complaint within a complaint." Nevertheless, he said that it was arguable that "the decision of 22 August" fell within the provisions of section 12 above, as it was at least arguable that the University had a discretion,
>
> > *"... recognised in the letter of 23 March 2012,* [HB 169] *to re-open the case in the most exceptional circumstances...."*
>
> He added that;
>
> > *"If that is the case, then that assists the argument that the decision of 22 August was a decision concerning a student (or former student) and was an act, or perhaps an omission, in relation to a former student that fell within section 12*." [HB 646 paragraph 27-29.]
>
> ii) *The 'fresh decision' and 'exceptional circumstances' points and discretion to re-open.* A second arguable issue, the judge held, arose in respect of the OIA's decision that, despite the reports produced by the Claimant, the university had correctly concluded that there were

no exceptional circumstances justifying the exercise of its discretion to re-open the case. The learned judge said that in that respect,

> *"... the grounds raise an arguable issue as to whether the [Defendant] properly considered whether the University ..." [in its turn] "... had properly considered whether and how to exercise its discretion to re-open the Claimant's case in the light of the new evidence. I say no more about the substance of that, which will be a matter for the substantive hearing*." [*ibid.* paragraph 30.]

iii) *Academic judgement.* The judge considered the view taken by the OIA of the original decision-making process by the University as 'an academic judgement' with the result that the complaint was not a qualifying complaint, having regard to section 12(2). The judge made reference to the judgment of Males J in the case of *Reg (Mustafa) v OIA* [2013] EWHC 1379 (Admin), and to his observation that,

"... not every judgement by an academic necessarily is 'academic' ... and that, even if it is, there is at least an argument that a perverse or irrational exercise of judgement may fall within the OIA's jurisdiction."

Counsel's point, he said, that the university's conclusion, adverse to the Claimant, that she did not have a good prospect as a student of meeting the requirements of the course in the future, was a conclusion which purportedly took into consideration the Claimant's mitigation. If so, that arguably took the matter outside the range of an academic judgement [*ibid*. paragraph 31-37].

University Defence

Complaint Investigation Outcome and Cover up Reports.

In his complaint outcome dated 22nd June 2023, Mr Seagrim uses a tabloid style of writing worthy of the Sun Newspaper. This was the very reason Mr Blanche decided not to participate in Mr Seagrim's complaint process, he had already predicted this would be a cover up for the wrongdoing of the staff involved. Mr Seagrim did not disappoint. Mr Seagrim falls far below any professional investigation standard; he concentrates on inventing a story line that Mr Blanche is a conspiracy theorist and uses the word "conspiracy" at least 27 times within his outcome reports.

According to Mr Seagrim his report is a Non-Criminal Investigation, and not once does Mr Seagrim mention any form of wrongdoing as this would be a mistake, an admission of wrongdoing and a confession, instead he reverts to misinformation and disinformation. Mr Blanche is the victim, but this does not bother the staff in this cover-up, Mr Seagrim demonstrates no duty of care. This is not a professional investigation by Mr Seagrim, it is another part of a cover-up to support the Corporation, and it is quite extraordinary the wrongdoing the University now employ to try and confuse and muddy the water to the truth. Mr Seagrim uses gas-lighting, devoid of any of the facts presented, and this becomes just another attempt by this "woke University" to cover up crimes against educational research. "WE WORK TOGETHER". The plan in the appeal process was to turn the appeal into a complaint for some member of staff to write a tabloid style hit piece on Mr Blanche.

1. Mr Seagrim reads the evidence presented and university rules with his eyes closed.
2. Mr Seagrim as the investigator should have been putting evidence of wrongdoing in an objective purpose to the interviewed staff.
3. Mr Seagrim promotes false dates, 30 May 2022 Report and Result Forms ('R and R Forms') (Annex 2) confirmed suspension of the decision pending reexamination following re-submission within 12 months, (this report was not published until 9th June 2022) and Addendum to R and R Forms identified requirements for re-submission (Annex 3) (this report was not published until 9th June 2022) 30 May 2022 Exam Board confirmed result of suspension of the decision pending re-submission and re-examination (immediately following the viva) (this is a claim they

logged the result on the management system. The reports were not written until 9th June 2022 and not filed with academic services until 10th June 2022. There was no R & R report produced on the day as per the rules, and then filed immediately with academic services)

4 Mr Seagrim failed to include or discuss in his investigation one set of the rules that apply and are under scrutiny – The academic appeals procedure, exhibit 13.

5 Mr Seagrim gas-lights the reader that Mr Blanche is complaining of a"conspiracy" against him, but avoids any analysis of the facts.

6 Mr Seagrim states, *Mr Blanche's documentation is therefore the best evidence of his complaints. This report cannot consider all of Mr Blanche's comments, they are too many* (Mr Seagrim cannot concentrate long enough to read all the evidence? half an investigation? if you will not read all the evidence, you cannot make a proper summation).

7 Mr Seagrim states, *The list of allegations above fairly summarises his complaints* (but this is incomplete, with missing wrongdoers).

8 Mr Seagrim states, *The following material evidences Mr Blanche's complaints, to the extent that he has done so. ERR and Addendum to the ERR (Annexes 5 and 7 respectively)*

9 Mr Seagrim states, *As I will explain, Mr Blanche's complaint suffers from an acute lack of any evidential basis* (This is a false claim, the evidence is well documented, but as already shown, Mr Seagrim ignores the evidence and the rules, and is part of the cover up.)

10 Mr Seagrim is keen to talk about compensation for the criminal acts but fails to mention Mr Blanche was asked how much he would want as compensation by Gemma Wilkins in her forgery appeal outcome letter (exhibit 8).

11 In the interviews Mr Seagrim conducts, he fails any professional standard expected for an investigation and he praises his interviewees; does not challenge them with the rules and regulations. He praises and agrees with them that they did nothing wrong, in spite the conclusive evidence against the chairperson and other staff. Mr Seagrim fails to find any deceit, cheating, or any professional standards intentionally ignored.

Mr Seagrim is quite happy to agree with Mr Summers. According to Mr Summers, it is now *"normal practice"* to tell a candidate one thing and do another against their own rules and regulations,

Quoting Mr Summers at the pre viva interview from exhibit 11 which was available to Mr Seagrim:

"Ah, my role is just to manage process, ensure it's 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."

12 Mr Blanche does not accuse Mrs Michelle Rees, David Penney or Mrs Sara Kane of any wrongdoing, Mr Seagrim makes more than several false claims in his submissions, he leaves out Clare Ellis Goss from his list of suspects of wrongdoing.

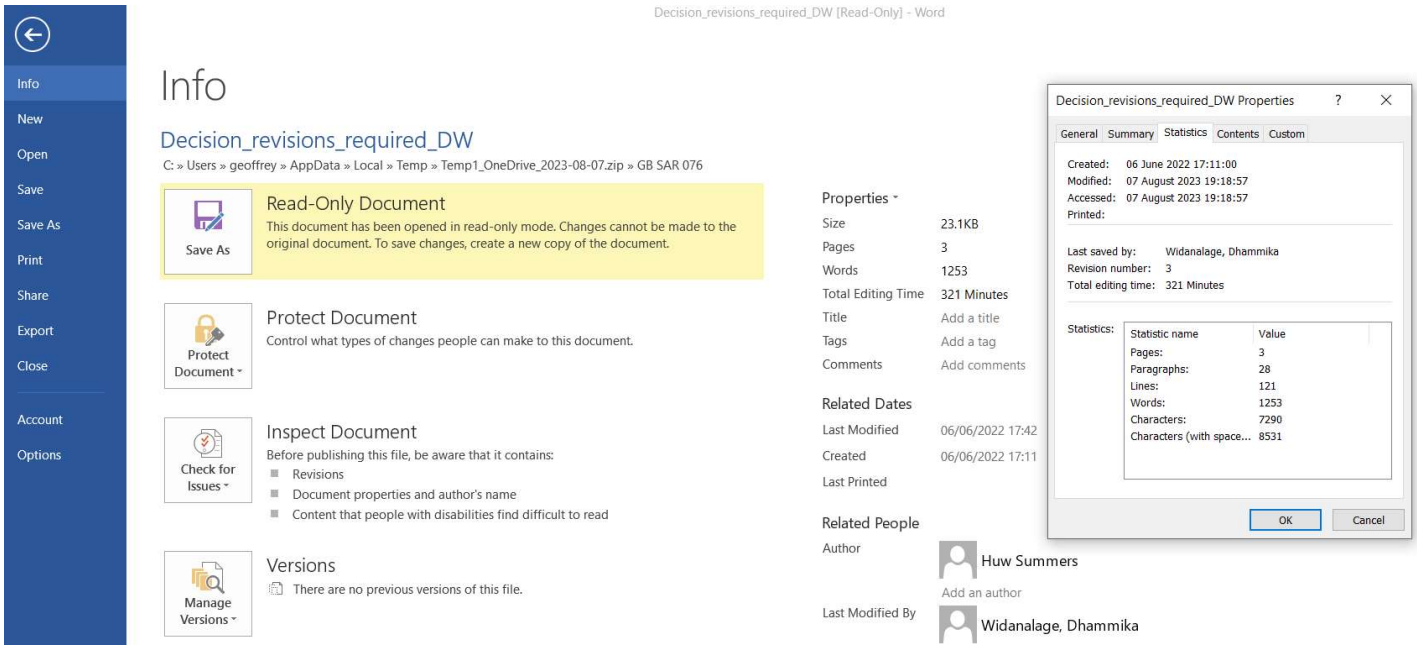
13 Huw Summers claims copying and pasting signatures, which should never have been copied and pasted in a correct procedure, as *"normal practice"*. There was no reason to ignore the rules and regulations, as we found out, Mr Summers has vast experience and knows the rules, he just intentionally disregards the rules whilst lying to Mr Blanche.

14 During Mr Seagrim's investigation, he uncovers no new evidence, the examination board provide new reports during FOI requests, but never are these new reports mentioned by interviewees (exhibits, 33,34,35,39,41,42,53)

15 The outcome date for Mr Seagrim's outcome letter is 22nd June 2023 and date completed 3rd July, it is not until date 29/06/2023 that the university introduce exhibit 33. The university gave this document to Mr Blanche one week after the Mr Seagrim outcome investigation, all these documents would be available to any proper investigation.

16 Why did Mr Summers not discuss these documents with Mr Seagrim?

Exhibit 33



1 After Mr Blanche requested interviews with staff in exhibit 23, dated May 1st 2023, the University then knew they had left who had produced the reports, and at what time, shown in the document properties, for Mr Blanche to deduce the truth of how and who produced the reports.

2 Mr Widanalage creates this version of (exhibit 33) of the Addendum (exhibit 4), produced at 17.11 on the 6th of June 2022. This is the day Zoe Perry had told Mr Blanche in email, which was sent at 15.58, the university were waiting for the examiners' reports, yet Mr Summers prior to 5th of June 2022, had created an earlier version of exhibit 33 which contained text of approximately 655 words, then sent it to the external examiner, Mr Widanalage, who modifies the document.

3 According to the total editing time, this document has been edited for a total editing time of 321 minutes to the 3rd revision number made by Mr Widanalage, 31 minutes after it was created.

4 At 18.38 on 6th June 2022, Mr Widanalage (email 9) states to Mr Blanche, Huw Summers is coordinating the feedback, and all info must come from him. This is odd, we are now to believe he

was modifying a report sent to him from Mr Summers an hour earlier but telling Mr Blanche nothing of his writings? Is he suffering from amnesia or is he just deceiving Mr Blanche?

5 On Tuesday 7th June 2022, after Mr Blanche had requested Mr Widanalage's notes again (email 10), Mr Widanalage replies with (email 11) at 16.15pm, less than an hour later. Mr Summers produces exhibit 41 at 13.32pm. Mr Widanalage states all must come from Swansea and he had given his notes to the chairperson and they would appear as the external examination report, '*My notes appear as the External examination report which Swansea has*'. Apparently according to these new reports made available, he had modified a report the evening before and said nothing and then mislead Mr Blanche twice? He would then receive the document back off Mr Summers before the 8th of June, and make more modifications, but these modifications never made the final Addendum report?

6 We have the scenario of the external examiner modifying the chairperson's report, this is unacceptable by any reasoning and all outside the rules.

7 Their defence is going to be perhaps: Although there was negligence, the outcome would have been the same?

8 Exhibit 33 document, never becomes available to Mr Blanche before Mr Blanche had alerted the university to him knowing who, when and how the Addendum and R & R reports had been made and produced.

Conclusion

1. Mr Summers wrote the reports with PGR office, Supervisors, examiners, Clare Ellis Goss and Zoe Perry.
2. They all ignored all the rules in an attempt to censor Mr Blanche's research from the *mainstream academic community*.
3. Mr Summers continually lied alongside Zoe Perry by claiming that he was waiting for the examiners' reports when he was producing the reports all the time.

The Documents of Lijie Li

Exhibit 35

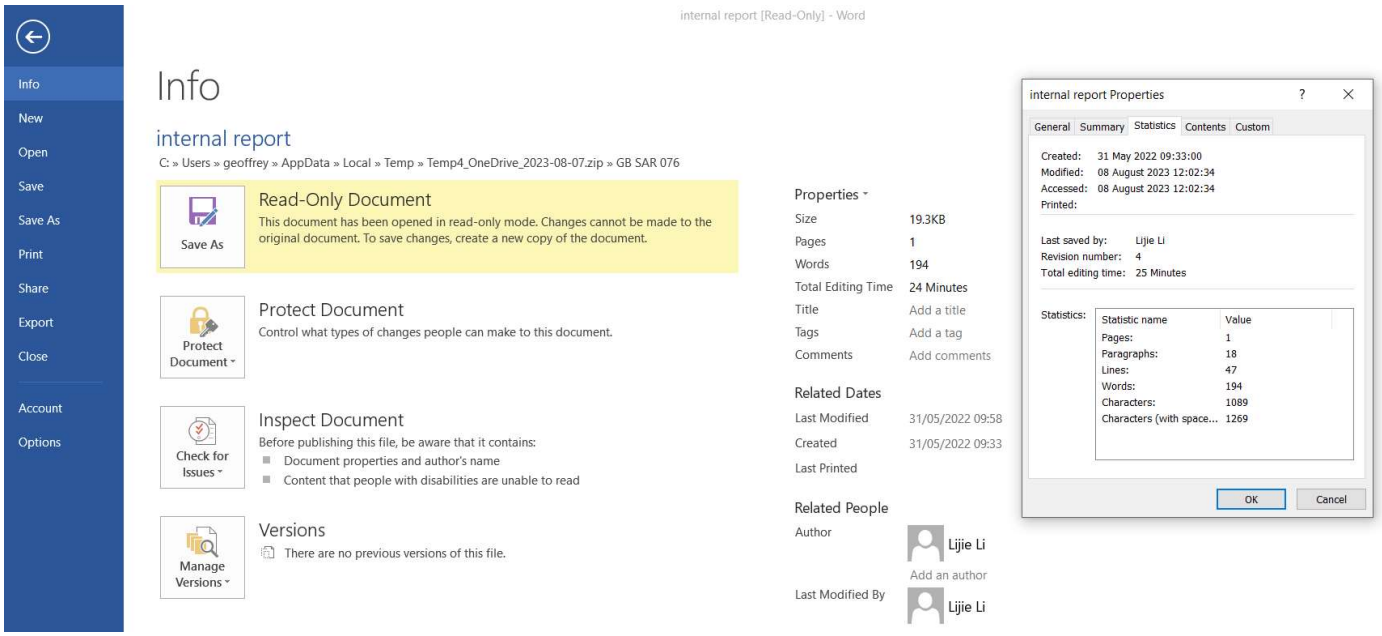


Exhibit 35 is created and dated the day after the viva (post viva) and is supposed to represent the pre viva section 2 of the R & R report. This Mr Summers claimed he used to make the R & R report (see exhibit 28, 39 and see chapter 15 of this report). One will notice the date and signature of this report was changed when this information was copied to the R & R report. Mr Li wrote his pre viva report, the day after the viva, all outside the rules and deceiving Mr Blanche.

Withholding Documents

1. In a reply dated 3/08/2023 to an FOI request, the university decide to withhold the word document version of Gemma Wilkins appeal letter outcome, exhibit 8.
2. The university withhold exhibit 50 document.
3. They claim a junior member of staff modifies Gemma Wilkins appeal letter outcome, although it is believed this would possibly be a senior member of staff and not a junior, as reports are always passed up in a chain of command.
4. Subject Access Request – Response, **Lisa Hughes** <l.e.hughes@swansea.ac.uk>

To:geoffblanche@yahoo.com

Thu, 3 Aug at 14:08

Dear Geoff

I write in reply to your request dated 7th July 2023 for your personal data under the General Data Protection Regulation (GDPR), specifically documents held by members of Academic Services. The GDPR places an obligation on the University when holding personal information to provide a copy of that information (unless an exemption applies) to the individual concerned on request.

Response to your Personal Data Subject Request

The searches undertaken revealed that personal data relating to you is processed by or on behalf of Swansea University. From the details you have supplied in your request, the information the University is required to supply under the provisions of the Regulation can be found here: GB SAR 078 . The link is password protected with your DOB in the format dd/mm/yyyy

The University is entitled to rely on an exemption where it is unable to comply with a request without adversely affecting the rights and freedoms of others. Accordingly, certain documents containing personal data relating to other individuals have been withheld relying on Paragraphs 16, Schedule 2, Part 3 of the DPA 2018 to protect the rights of these individuals.

The University has not included two of the documents for the following reasons:

'The word document made by Gemma Wilkins the PDF was produced from, the appeal outcome letter dated 29/09/2022 with full text' – this document has been modified by a junior member of staff and it would not be in their expectation for their name to be disclosed as part of a SAR Response.

'The word document by Gemma Wilkins the PDF was produced from, notes produced by the filtering committee dated 28/04/2023 (SAR response), , with full text.' – this document was presented in the previous SAR Response in a redacted PDF format; therefore, we are unable to provide the original word document without the redactions. However, the University can provide a screenshot of the document's properties – this is contained within the OneDrive folder.

Information in relation to personal data

Please see the following link for a copy of the University's Student Privacy Policy: https://www.swansea.ac.uk/about-us/compliance/data-protection/student-privacy-notice/, which describes the following about how the University handles your personal data:

1. categories of personal data held by the University (see "What Personal Information do we hold about you" and "What Special Category Personal Information do we hold about you");

2. purposes and legal bases for the processing (see "What will we use your personal information for and what are our legal bases for doing so?" and "What will we use your special category personal information for and what are our legal bases for doing so?");

3. how your personal data is collected (see "What Personal Information do we hold about you" and "What will we use your special category personal information for and what are our legal bases for doing so?");

4. recipients or categories of recipients to whom the personal data has been disclosed or may be disclosed (see *"Who do we share your information with?"* and *"International Transfer of Your Information?"*); and

5. criteria used to determine the envisaged period for which the data will be stored (see *"How Long Do We Keep Your Information For"*).

Further information

If, upon receiving a response to a written request for information, you are dissatisfied with the outcome, you are entitled to appeal against the decision reached by contacting dataprotection@swansea.ac.uk

If you have any questions or require additional information, please do not hesitate to contact me using the details below.

Kind Regards

Lisa Hughes

5. **Geoff Blanche** <geoffblanche@yahoo.com>

To:Lisa Hughes

Sat, 5 Aug at 08:19

Hi Lisa

In response to request 1,

'The word document made by Gemma Wilkins the PDF was produced from, the appeal outcome letter dated 29/09/2022 with full text' – this document has been modified by a junior member of staff and it would not be in their expectation for their name to be disclosed as part of a SAR Response.

Contrary to the expectation of your staff, this individual involved themselves in the outcome writing and therefore is liable for the content alongside Gemma Wilkins. This is clearly against any of your rules as in appeal rules, and has been concealed until now, this is deceit. It is noted that you claim it is a junior member of staff, yet this would seem a peculiar option. It would be more likely be a senior member of staff, Adrian Novis or Paul Boyle or Jane Normand editing Gemma Wilkins appeal outcome letter, the nominee's work. Anyways, withholding this document is against GDPR and Freedom of information act and is an abuse of power, see the Fraud act 2006. I am entitled to have this document and require it immediately for my record of events.

In response to request 3

'The word document by Gemma Wilkins the PDF was produced from, notes produced by the filtering committee dated 28/04/2023 (SAR response), , with full text.' – this document was presented in the previous SAR Response in a redacted PDF format; therefore, we are unable to provide the original word document without the redactions. However, the University can provide a screenshot of the document's properties – this is contained within the OneDrive folder.

From your screenshot it can be seen Gemma Wilkins is the author of the filtering committee notes, you have no other evidence to show the filtering committee actually exist, they are fake. Obviously, there is information included in this document you do not want seen. You are withholding this document and is against GDPR and Freedom of information act and is an abuse of power, see the Fraud act 2006. I am entitled to have this document and require it immediately for my record of events.

Regards

Geoff

There was no response to the above email.

First version of exhibit 33 is withheld.

Confirmation I have all documents made by the examination board

Yahoo/Inbox

Geoff Blanche <geoffblanche@yahoo.com>

To:l.e.hughes@swansea.ac.uk Thu, 10 Aug at 12:19

Hi Lisa,

Please can you confirm if i have received everything from the request dated 4th July, see below..

You sent me documents where Dhammika Widanalage was the modifier of documents authored by Huw Summers in sar 076.

Are there any more documents authored by Huw Summers and modified by Mr Widanalage you have not supplied me with?

If so please can you forward them all immediately please.

Regards

Geoff

Lisa Hughes

Dear Geoff I write to confirm receipt of your request below. Kind Regards Lisa

Mon, 14 Aug at 14:06

Lisa Hughes <l.e.hughes@swansea.ac.uk>

To:Geoff Blanche

Wed, 23 Aug at 08:30

Dear Geoff

I can confirm that there are no further documents to provide.

Kind Regards

Lisa

24/03/2024

Dr Aseem Malhotra

@DrAseemMalhotra

The words below from one of the world's most distinguished cancer specialists who also has additional unique expertise in immunology & vaccine development are very concerning and should be noted by every medical professional

Angus Dalgleish: Professor of Oncology at St George's Hospital Medical School, London: "At the end of last year I reported that I was seeing melanoma patients who had been stable for years relapse after their first booster (their third injection). I was told it was merely a coincidence and to keep quiet about it, but it became impossible to do so. The number of my patients affected has been rising ever since. I saw two more cases of cancer relapse post booster vaccination in my patients just this last week. Other oncologists have contacted me from all over the world including from Australia and the US. The consensus is that it is no longer confined to melanoma but that increased incidence of lymphomas, leukaemias and kidney cancers is being seen after booster injections. Additionally my colorectal cancer colleagues report an epidemic of explosive cancers (those presenting with multiple metastatic spread in the liver and elsewhere). All these cancers are occurring (with very few exceptions) in patients who have been forced to have a Covid booster whether they were keen or not, for many so they could travel. So why are these cancers occurring? T cell suppression was my first likely explanation given that immunotherapy is so effective in these cancers. However we must also now consider DNA plasmid and SV40 integration in promoting cancer development, a feature made even more concerning by reports that mRNA spike protein binds p53 and other cancer suppressor genes. It is very clear and very frightening that these vaccines have several elements to cause a perfect storm in cancer development in those patients lucky enough to have avoided heart attacks, clots, strokes, autoimmune diseases and other common adverse reactions to the Covid vaccines. To advise booster vaccines, as is the current case, is no more and no

less than medical incompetence; to continue to do so with the above information is medical negligence which can carry a custodial sentence. No ifs or buts any longer. All mRNA vaccines must be halted and banned now."

BBC is headed by the WEF Tim Davie, as is OFCOM (WEF Melanie Dawes). The BBC has long been a Globalist and Govt 'tool', dropping Dr David Bellamy like a stone years ago, for questioning the Climate scam!

MIT climate scientist (and former IPCC lead author) Dr. Richard Lindzen on climate hysteria: "It's clear it's now a cult, completely divorced from science." #ClimateTheMovie @ClimateTheMovie

Critical Questions Unanswered | Christof Plothe DO

[(4) Geneva, Switzerland | 22 March 2024 Critical Questions & Insights from the Human Rights & Covid-19 Civil Society Press Conference PART 1 (substack.com)]

Christof Plothe D.O.

BSC. (OST), HONS, MRO

Christof Plothe D.O. is a naturopath and osteopath who has made significant contributions to the field of healthcare. He completed two years of pre-clinical training at the medical faculty in Mainz, Germany, and then studied Osteopathy at the University of Wales in Kent, England . He has worked in various countries including Ireland, the United States, and Spain, and is currently practicing as a naturopath in Germany .

Christof Plothe is an independent researcher and has authored and co-authored numerous studies, books, and articles . He is a regular speaker at national and international congresses, and his primary medical topics have been featured on television, radio, and films . He is also a steering committee member of the World Council for Health, a global coalition of health-oriented organizations and civil society groups that aims to inform about health and human rights .

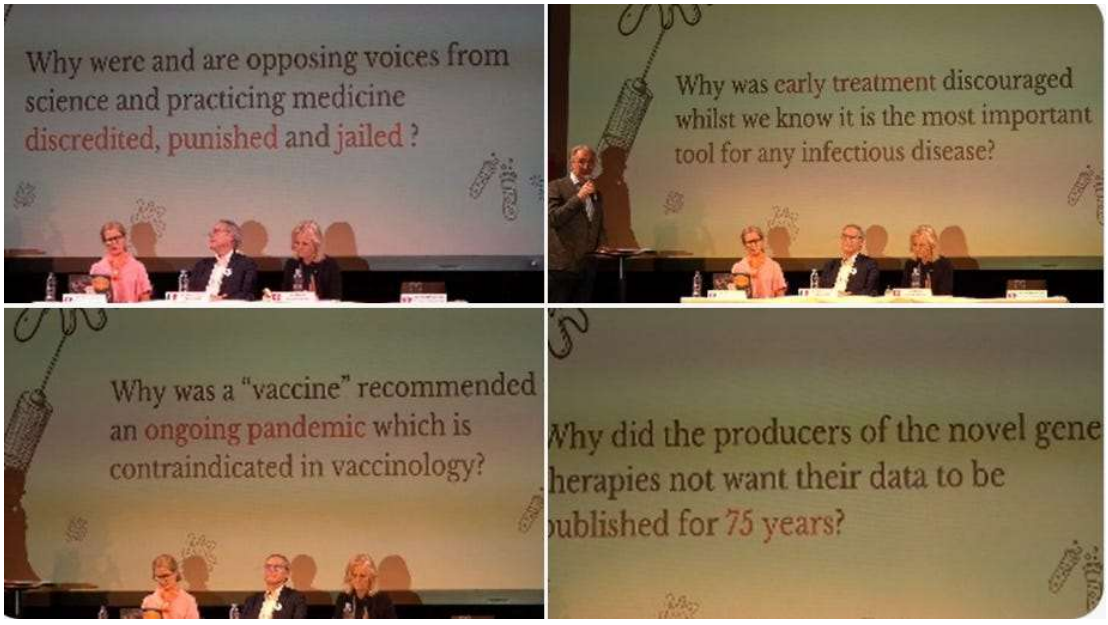
In addition to his work in osteopathy, Christof Plothe has a keen interest in nutrition and has been researching this topic for over 30 years . He is the co-

founder and CEO of Millivital GmbH, a company that aims to develop new concepts for natural food supplements based on Food Synergy and Micro-Fermentation . He has also developed an online nutrition course called Vital-Life-Food, which introduces people to a balanced and delicious concept based on the latest scientific findings .

Furthermore, Christof Plothe is the founder of the Vital-Life-Summits, which bring together international experts to provide sustainable ideas to improve soil, nutrition, and the environment for humanity and all living beings on our planet .

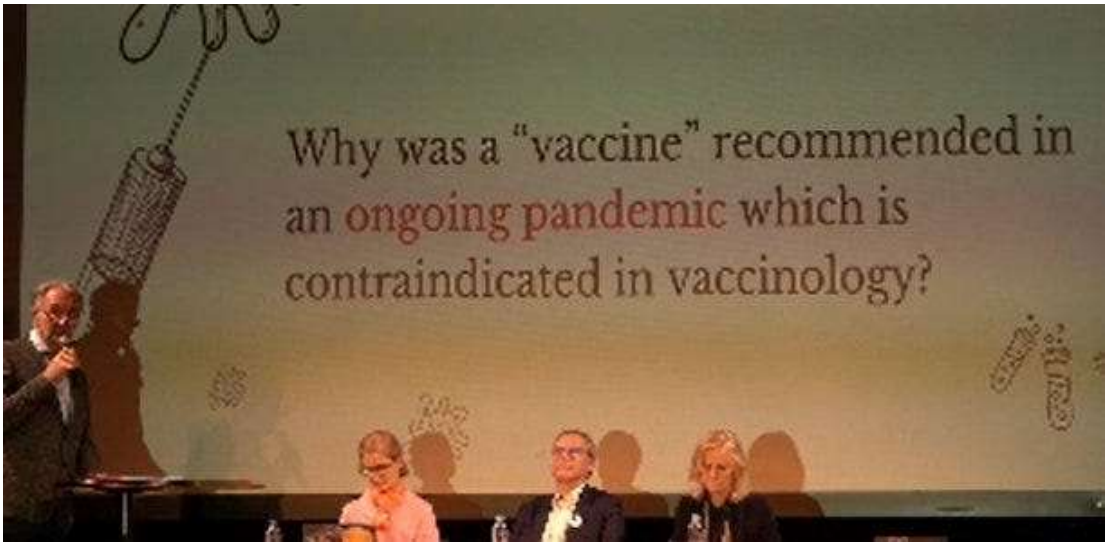
His main goal is to bring humans back into cooperation with their environment to create a sustainable recovery for both humans and the planet.

German Osteopath, Health and Science Lead, and Steering Committee Member of the World Council for Health (WCH), **Christof Plothe** stated that Human Rights, as defined by the UN, are universal, inalienable, and indivisible, ensuring equality and non-discrimination. They are inherent to every human being and cannot be granted or revoked by any state or government. And yet, Human Rights were ignored and trampled on during the Covid-19 event.



Christof Plothe raised **36 critical questions that must be urgently addressed** to ensure that the abuse of human rights that took place in response to Covid-19 never happens again:

1. Why were we not told that the Covid 19 virus was **patented** by Moderna in **2018**?
2. Why did Moderna produce **100,000 Covid-19 vaccine doses in 2019** *before* the pandemic started?
3. Why, against all scientific evidence, were **lockdowns** and **masks** used?
4. Why were we not told that the 'vaccine' does not remain in the arm, but accumulates **all over the body**?
5. Why was **PCR** testing recommended when it is not designed for diagnostic purposes?
6. Why were the definitions of '**vaccine'**, and '**herd immunity**' changed prior to the Covid-19 outbreak?
7. Why was a pandemic declared when the **case fatality rate** was akin to 'flu?
8. Why were tests on **genotoxicity**, **teratogenicity**, and **carcinogenicity** not carried out, and yet we were told the 'vaccine' was safe?
9. Why was there no proper **follow-up of all people injected** when using a new gene therapy product?
10. Why were **doctors and the public not reminded regularly about the need to report adverse reaction**s to these new and experimental genetic 'vaccines'?
11. Why was a 'vaccine' recommended during an **ongoing pandemic**, which is contraindicated in vaccinology?
12. Why was a 'vaccine' recommended for those who had superior **natural immunity**?

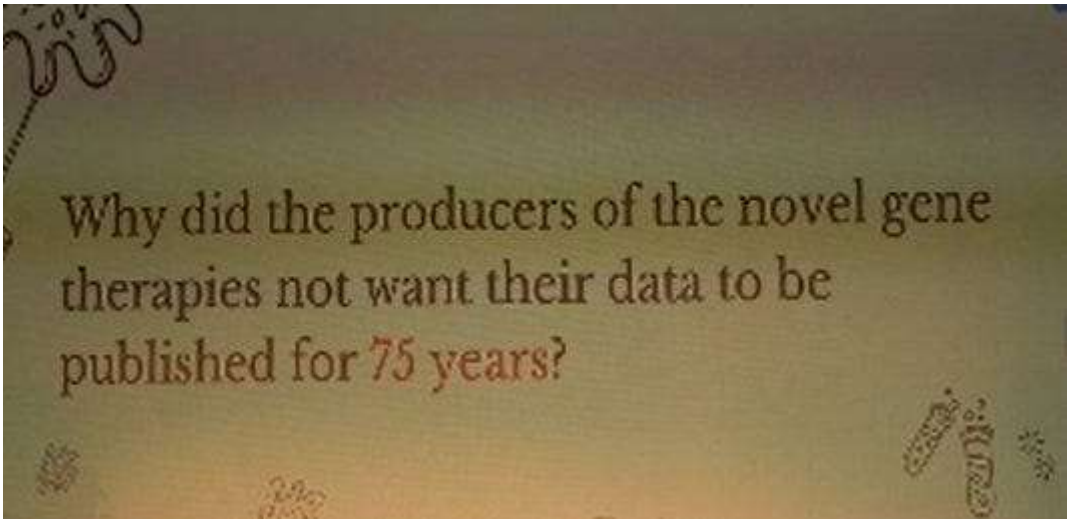


13. Why was a novel gene therapy launched after **three months**, instead of the required ten years?
14. Why were we not told that, in the Pfizer trial, **more people died in the vaccinated group** than in the control group?
15. Why were we told that Covid injections were '**safe and effective**' when the evidence did not substantiate this?
16. Why were – and are – opposing voices from science and practicing medicine **discredited**, **punished**, and **jailed**?
17. Why were doctors, for the **first time in history**, discouraged from treating a disease, and told to wait for a vaccine?

18. Why was **early treatment** discouraged, whilst we know it is the most important tool to address any infectious disease?

19. Why were **effective and very safe medicines** like hydroxychloroquine and ivermectin discredited and even prohibited?
20. Why did the producers of the novel gene therapies not want their data to be published for **75 years**?
21. Why were Covid injections, masks and lockdowns recommended for **children** when it was known that they were not severely affected and did not spread Covid?
22. Why were the Covid injections recommended in **pregnancy**, when over 80% of babies were lost in trials when women were vaccinated in the first trimester?
23. Why was emergency approval guaranteed when **over 2,000 people died within the first three months** after vaccination roll-out?
24. Why is there no scientific outcry after over **3,500 papers** have been published demonstrating side effects of the Covid-19 injections?
25. Why are conflicts of interest tolerated among medical authorities, with the FDA, EMA, and WHO being **80-90%** funded by industry?
26. Why was there no adequate education of doctors, patients, and the public, and thus **no possibility of informed consent**?
27. Why and how were the **media captured** so that they pushed only one agenda worldwide?
28. Why were and are **effective treatment protocols**, which have existed since 2020, banned and declared illegal?
29. Why are we not told about the unnecessary deaths that were attributed to Covid but actually caused by **iatrogenic measures** (e.g. Midazolam, ventilation) carried out in early 2020?
30. Why was the fundamental role of **Vitamin D** status, **diet**, and the **microbiome** not communicated, when these measures could have prevented almost 100% of Covid deaths?
31. Why was and is a certain medical procedure forced upon people against their will, whilst the **Nuremberg Declaration** clearly opposes this?
32. Why is **gain of function** research, like that relating to Covid-19, not banned worldwide?

33. Why is an mRNA product still being used, when we know that mRNA is being **incorporated into the human genome**, and resulting in the **production of other, unknown, proteins**?
34. Why has the failed mRNA concept not been stopped, when we know it increases the likelihood of the recipient getting Covid-19, thus demonstrating **negative efficacy**?
35. Why do these products continue to be recommended, when at least **17 million people** are believed to have died due to the injections?
36. Why is there no investigation into **excess deaths**, and **increases in rates of cancer and heart problems**, etc., which started in 2021, not in 2020?



It is absolutely clear that the WHO must not be allowed to continue with its plans to amend the International Health Regulations or finalise their 'Pandemic Treaty' without responding to these questions.

02/28/24 • COVID › NEWS

'Stunning Act of Scientific Censorship': Journal Retracts Peer-Reviewed Study Critiquing COVID-19 Vaccine

The journal Cureus on Monday retracted the first peer-reviewed paper to provide an extensive analysis of COVID-19 mRNA vaccine trial data and post-injection injuries. The authors of the paper also called for a global moratorium on the vaccines.

By Brenda Baletti, Ph.D.

39

The paper called for a halt in COVID-19 mass vaccination based on a valid evaluation of the evidence. It topped >330,000 views/reads/downloads in a month as compared to an average Cureus-promoted paper which has only ~2700 in a year.

Our Fight is Everyone's Fight

Roland Angle, P.E. March 8, 2024 PRINT

Spread the Word About our Supreme Court Challenge

This week our attorneys submitted our petition to the United States Supreme Court, challenging the rulings of lower courts in our case against NIST.

Among the challenges under review is a decision by the U.S. Court of Appeals for the District of Columbia that set a dangerous standard for our nation.

ARCHITECTS & ENGINEERS for 9/11 TRUTH
EVIDENCE GET INVOLVED

The court has claimed that, provided federal agency reports meet statutory requirements, they are not required to be scientifically accurate, even when solid evidence proves their conclusions to be demonstrably false, and do not give rise to informational standing.

This ruling is a direct challenge to the constitutional right of American citizens of access to the courts, and severely hinders the ability of the judicial branch to perform its constitutional and critical role of oversight of federal agency abuses of power.

The erroneous logic of the court not only affects our critical mission at AE911Truth regarding the destruction of the three World Trade Center towers in New York on September 11, 2001, but *any* issue in which the scientific conclusions of the federal government are in question.

For 23 years the overwhelming evidence of controlled demolition at the World Trade Center has been flagrantly ignored by our government. In that time, the willful cover-up of the truth about that terrible day has become part of a growing culture of bureaucratic corruption that has led our nation to stray from the principles on which it was founded.

By taking our case to the Supreme Court, we are taking a stand for the future of our country, laying bare the critical question of what it will become – one in which government is still accountable to the people, or one in which catastrophic injustices are allowed to stand, despite the undeniable presence of evidence that could reverse them.

We ask our supporters to stand with us and help us in this fight by spreading the word about our important Supreme Court challenge, and alerting local and national media about the battle that is taking place.

Together, we can change the direction that our country is headed in and allow the citizens of the United States to take their rightful power back, with our cause leading the way.

Our fight is everyone's fight!

Let's stand together and do our part to let the world know what is at stake!

Roland Angle, P.E.
Chairman
Architects & Engineers for 9/11 Truth

>> Read our U.S. Supreme Court petition

It is not required, in order to have organizational standing, that a plaintiff also meet the requirement for informational standing that the plaintiff was entitled by law to receive information or a report from an agency (or other defendant). The D.C. Circuit clearly erred in holding that Plaintiff AE lacked organizational standing simply because NIST was not required by law to issue a report that comported with AE's view of the facts.

AE did not seek a report that comports with its view of the facts. Rather, AE has insisted that the law requires a report based upon accurate, reliable, and unbiased information, a report that accounts for and does not ignore the abundant evidence of the use of explosives (in a controlled demolition), a report that does not misrepresent to the public that WTC 7's collapse was due entirely to fires in the building. CA JA at A29, FAC ¶ 99.

NIST's WTC 7 Report was purportedly based on computer modelling of WTC 7's collapse, but NIST refused to release its computer modelling to the public or independent scientists for attempts at verification and replication. NIST's report was so shoddy scientifically, as detailed in AE's RFC and administrative appeal (and as alleged in the FAC), that it would not have satisfied the standards under federal law, established in Fed. R. Evid.

Neutral Citation Number: [2013] EWHC 1379 (Admin)
Case No: CO/13044/2010

IN THE HIGH COURT OF JUSTICE
QUEEN'S BENCH DIVISION
ADMINISTRATIVE COURT

Royal Courts of Justice
Strand, London, WC2A 2LL
23/05/2013

B e f o r e :

THE HONOURABLE MR JUSTICE MALES

Between:

The Queen on the application of Hazim Mustafa	**Claimant**
- and -	
The Office of the Independent Adjudicator for Higher Education	**Defendant**
- and -	**Interested Party**
Queen Mary, University of London	

"**Qualifying complaints**

(1) In this Part 'qualifying complaint' means, subject to subsection (2), a complaint about an act or omission of a qualifying institution, which is made by a person –

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Thus, although some elements of the procedure may be more or less mechanical, the decision whether a student's work constitutes plagiarism is always made by an academic with knowledge of the subject in question and with the ability to apply that knowledge to the student's work. The university's view is that the determination whether plagiarism exists always needs to be made by a person with appropriate academic experience and represents an exercise of academic judgment.

52. Obviously, the exercise of academic judgment does not encompass everything which academics do, and not all judgments which academics have to make will qualify as academic judgments. The exclusion applies only to those matters which involve the exercise of a certain kind of judgment which, beyond saying that it is "academic", the statute does not define. It is, however, the nature of the judgment which determines whether the judgment qualifies for the label "academic", and not whether the decision is easy or difficult. But there must still be an exercise of judgment. That said, the courts have at least been willing to consider whether an academic judgment was made *bona fide* or whether it was perverse (see the passage from *Moroney* cited above), and it may be that these qualifications are also implicit in the exclusion in section 12(2) of the 2004 Act.

58. This is not, in my judgment, a decision that a determination whether plagiarism exists must always and inevitably involve an exercise of academic judgment, but a decision which was specific to the facts of this case.

97. In my view, that is intended to exclude appeals where the central subject matter of the complaint is a dispute about an academic judgment. Typical examples would be those whose substance is to dispute an academic assessment of the quality of a piece of work, or where issues are raised about the performance of a student in tutorials or seminars. But that does not serve to exclude complaints which do not relate to such a dispute, albeit that its subject matter can have an *effect* on the ability of the student to pursue his or her course of study. It cannot be doubted that misconduct, omissions or failures by an HEI which adversely affect a student are subject to the scheme. It would be extraordinary if it could exclude consideration of misconduct or failures by the HEI simply because their effects showed up in a poor performance of the student in his/her coursework or examinations. The claimant's complaint about the conduct of his supervisor, and of its effect upon his ability to write his research paper, was not a complaint which related to a matter of academic judgment. It was one which related to the conduct of an academic, which is a quite different question. The fact that it had an effect on the marking given to his paper is not a question related to a matter of academic judgment within the ambit of the exclusion in Rule 3.1."

Neutral Citation Number: [2015] EWHC 207 (Admin)
Case No: CO/11271/2013

IN THE HIGH COURT OF JUSTICE
QUEEN'S BENCH DIVISION
ADMINISTRATIVE COURT

Royal Courts of Justice
Strand, London, WC2A 2LL
06/02/2015

B e f o r e :

HIS HONOUR JUDGE CURRAN QC

Between:

THE QUEEN (on the application of DARMEENA GOPIKRISHNA)	**Claimant**
- and -	
THE OFFICE OF THE INDEPENDENT ADJUDICATOR FOR HIGHER EDUCATION	**Defendant**
- and -	
THE UNIVERSITY OF LEICESTER KAZIRA VON SELMONT VANESSA PEAT AHMED AL-HADAD	**Interested Parties**

Clive Newton QC and David Lawson (instructed by Sinclairs Law Solicitors) for the Claimant
Aileen McColgan (instructed by E.J. Winter & Son) for the Defendant
John Hamilton (instructed by Watson Burton LLP) for the First Interested Party
Leon Glenister (instructed by Sinclairs Law Solicitors) for the other Interested Parties
Hearing date: 24 October 2014

HTML VERSION OF JUDGMENT

Ruling

219. In my judgment it was open to the OIA to look critically at the assertion that the decision was immune from review as an academic judgement. It was open to the OIA to consider "the extent to which" the decision was *not* made on purely academic grounds. In doing so, it should have considered such failure by the University to take relevant matters into account as it may have found had occurred. That would have involved scrutiny of the fairness of the process in the different respects referred to above and also of the reasoning which underlay the decision of the University. It remains open for them on a further review of the case.

220. It is not for the court to find that material procedural unfairness at the two hearings or irrationality in the decision-making at the University have been established: but it is for the court to make a finding that there are grounds for taking the view that there may have been such unfairness or irrationality and that, on the material before it, the OIA should have taken that into account in reaching its decision (whether that decision was to

dismiss the complaint or to uphold it) but did not do so. It is also for the court to make a finding that a material error occurred which may have made a difference to the outcome. Those are the findings I make, for the reasons which I have attempted to explain at such length. The case is not made out, in my view for a mandatory order, as sought in the prayer for relief. I quash the Amended Complaint Outcome and remit the matter to the OIA for it to re-consider the complaint, both as it was originally made, and in the light of the conclusions in this judgment on the issue of 'academic judgement' and of the true facts as they are now accepted on all sides. To that extent this application for judicial review succeeds.

19th December 2014

Student Voices - University of York

https://blogs.york.ac.uk/.../2020/04/03/student-guidance-for-online-...

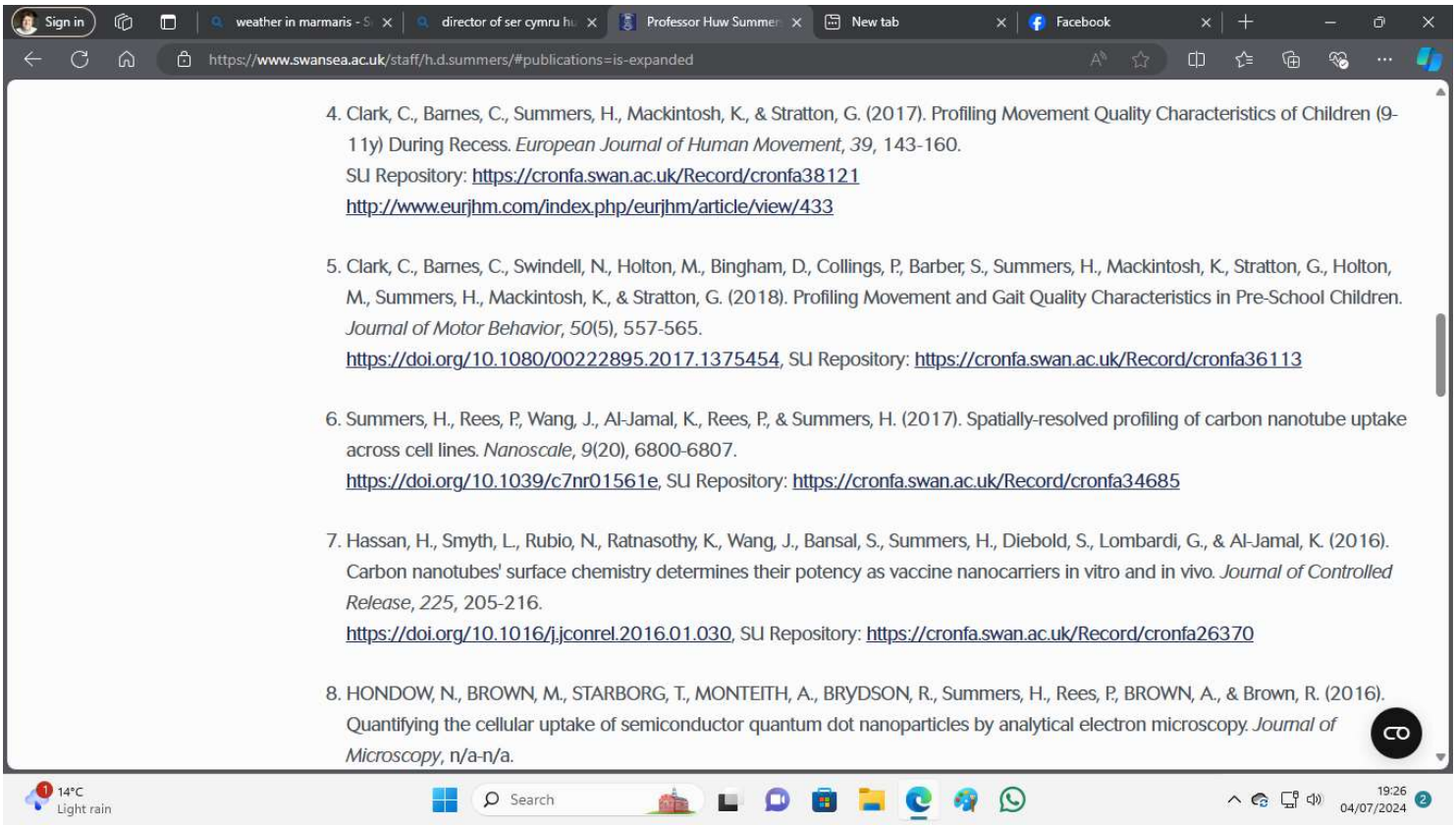
Student guidance for online vivas – Research Student Community

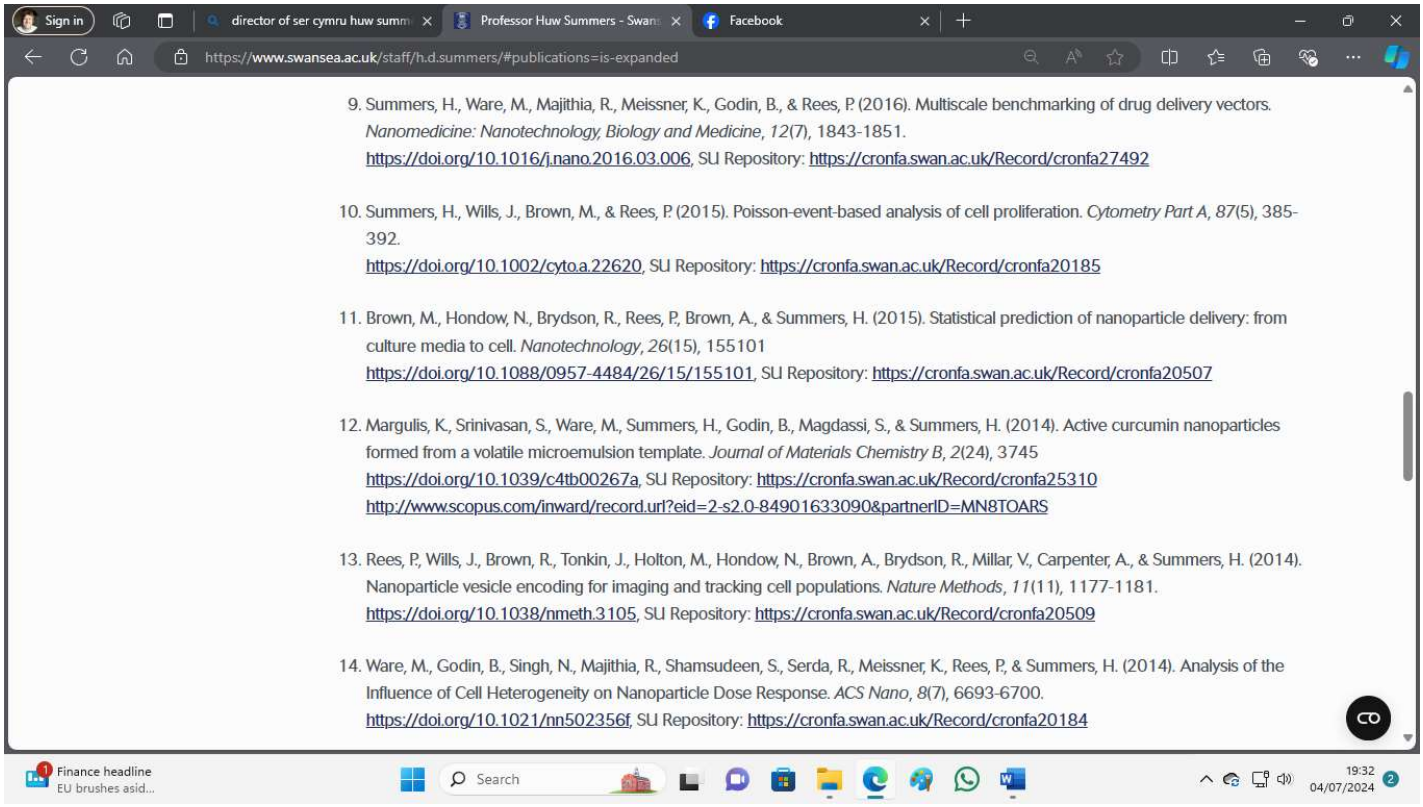
Web 3 Apr 2020 · A recording will be made of the **viva**. You will need: a device with a built-in camera and microphone. a mobile phone (as a backup) Use of University-supported …

- Estimated Reading Time: 4 mins

The technology

Huw Summers and Paul Rees developing graphene oxide (Bio Weapon)





9. Summers, H., Ware, M., Majithia, R., Meissner, K., Godin, B., & Rees, P. (2016). Multiscale benchmarking of drug delivery vectors. *Nanomedicine: Nanotechnology, Biology and Medicine*, *12*(7), 1843-1851. https://doi.org/10.1016/j.nano.2016.03.006, SU Repository: https://cronfa.swan.ac.uk/Record/cronfa27492

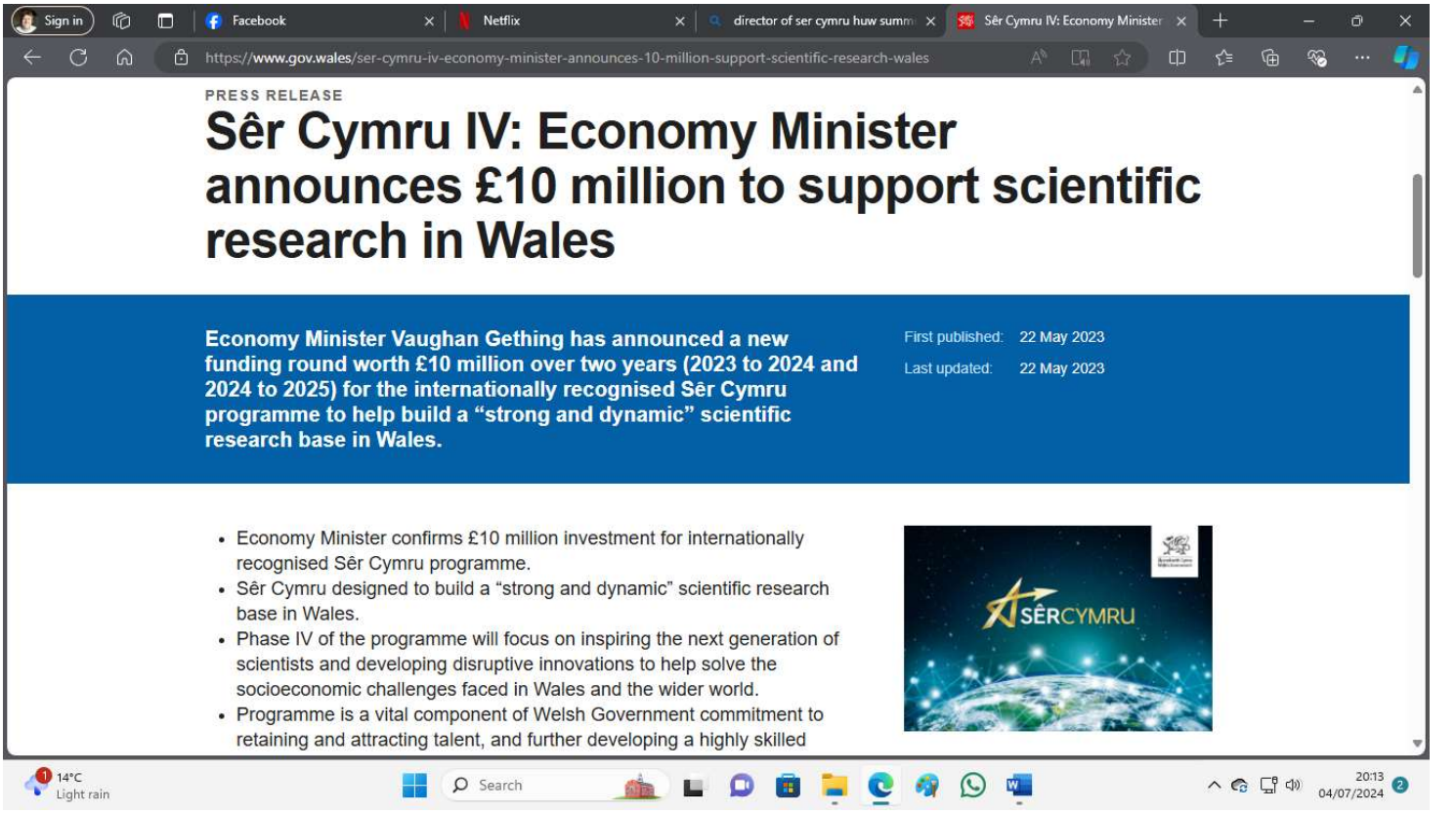
10. Summers, H., Wills, J., Brown, M., & Rees, P. (2015). Poisson-event-based analysis of cell proliferation. *Cytometry Part A*, *87*(5), 385-392. https://doi.org/10.1002/cyto.a.22620, SU Repository: https://cronfa.swan.ac.uk/Record/cronfa20185

11. Brown, M., Hondow, N., Brydson, R., Rees, P., Brown, A., & Summers, H. (2015). Statistical prediction of nanoparticle delivery: from culture media to cell. *Nanotechnology*, *26*(15), 155101 https://doi.org/10.1088/0957-4484/26/15/155101, SU Repository: https://cronfa.swan.ac.uk/Record/cronfa20507

12. Margulis, K., Srinivasan, S., Ware, M., Summers, H., Godin, B., Magdassi, S., & Summers, H. (2014). Active curcumin nanoparticles formed from a volatile microemulsion template. *Journal of Materials Chemistry B*, *2*(24), 3745 https://doi.org/10.1039/c4tb00267a, SU Repository: https://cronfa.swan.ac.uk/Record/cronfa25310 http://www.scopus.com/inward/record.url?eid=2-s2.0-84901633090&partnerID=MN8TOARS

13. Rees, P., Wills, J., Brown, R., Tonkin, J., Holton, M., Hondow, N., Brown, A., Brydson, R., Millar, V., Carpenter, A., & Summers, H. (2014). Nanoparticle vesicle encoding for imaging and tracking cell populations. *Nature Methods*, *11*(11), 1177-1181. https://doi.org/10.1038/nmeth.3105, SU Repository: https://cronfa.swan.ac.uk/Record/cronfa20509

14. Ware, M., Godin, B., Singh, N., Majithia, R., Shamsudeen, S., Serda, R., Meissner, K., Rees, P., & Summers, H. (2014). Analysis of the Influence of Cell Heterogeneity on Nanoparticle Dose Response. *ACS Nano*, *8*(7), 6693-6700. https://doi.org/10.1021/nn502356f, SU Repository: https://cronfa.swan.ac.uk/Record/cronfa20184



PRESS RELEASE

Sêr Cymru IV: Economy Minister announces £10 million to support scientific research in Wales

Economy Minister Vaughan Gething has announced a new funding round worth £10 million over two years (2023 to 2024 and 2024 to 2025) for the internationally recognised Sêr Cymru programme to help build a "strong and dynamic" scientific research base in Wales.

First published: 22 May 2023
Last updated: 22 May 2023

- Economy Minister confirms £10 million investment for internationally recognised Sêr Cymru programme.
- Sêr Cymru designed to build a "strong and dynamic" scientific research base in Wales.
- Phase IV of the programme will focus on inspiring the next generation of scientists and developing disruptive innovations to help solve the socioeconomic challenges faced in Wales and the wider world.
- Programme is a vital component of Welsh Government commitment to retaining and attracting talent, and further developing a highly skilled

The Telegraph

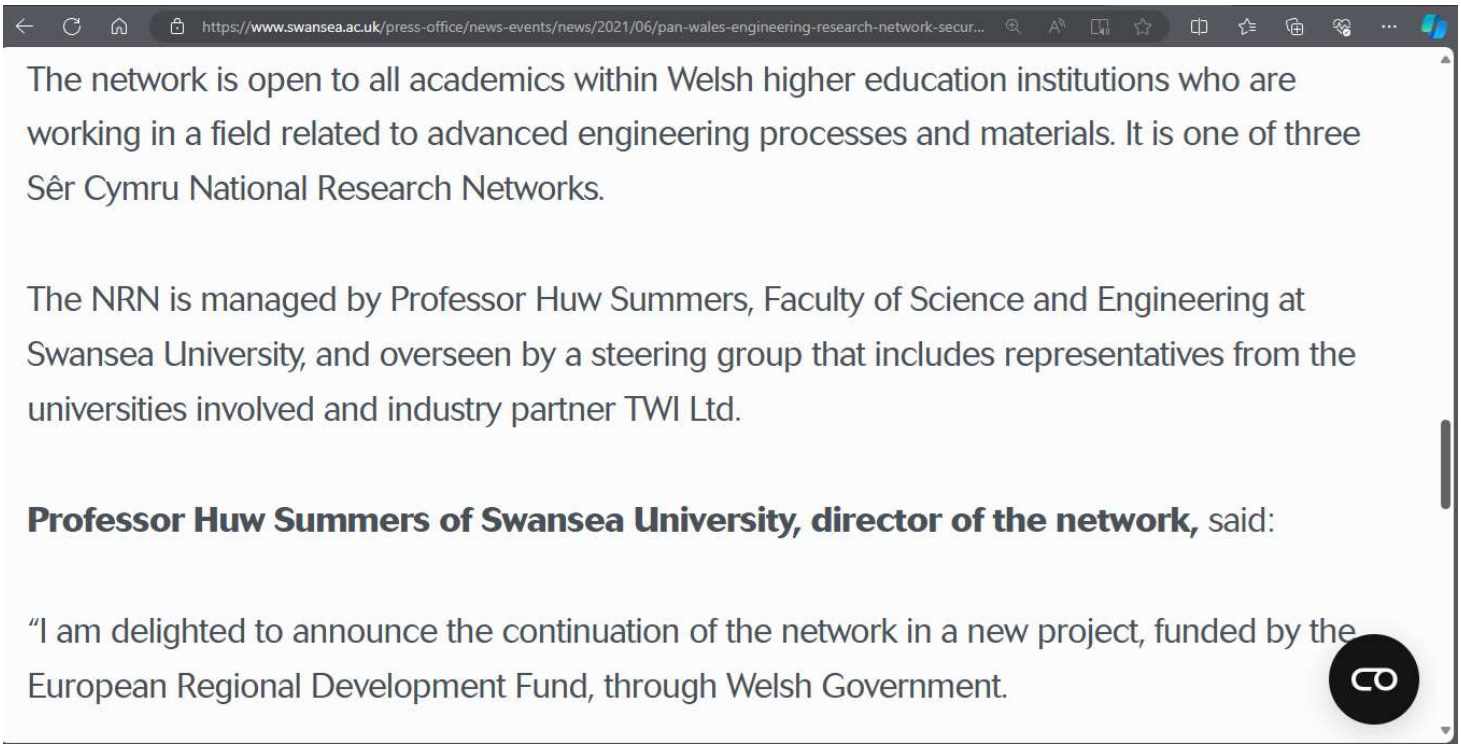
Scientists first identified a link between the vaccine and a new illness called vaccine-induced immune thrombocytopenia and thrombosis (VITT) as early as March 2021, shortly after the Covid-19 vaccine rollout began. The Government has indemnified AstraZeneca against any legal action but has so far refused to intervene.

[Lawyer] Sarah Moore, who is bringing the legal claims, said: "It has taken AstraZeneca a year to formally admit that their vaccine can cause the devastating blood clots, when this fact has been widely accepted by the clinical community since the end of 2021.

"In that context, regrettably it seems that AZ, the Government and their lawyers are more keen to play strategic games and run up legal fees than to engage seriously with the devastating impact that their AZ vaccine has had upon our clients' lives."

In a statement AstraZeneca said: "Our sympathy goes out to anyone who has lost loved ones or reported health problems. Patient safety is our highest priority, and regulatory authorities have clear and stringent standards to ensure the safe use of all medicines, including vaccines.

3

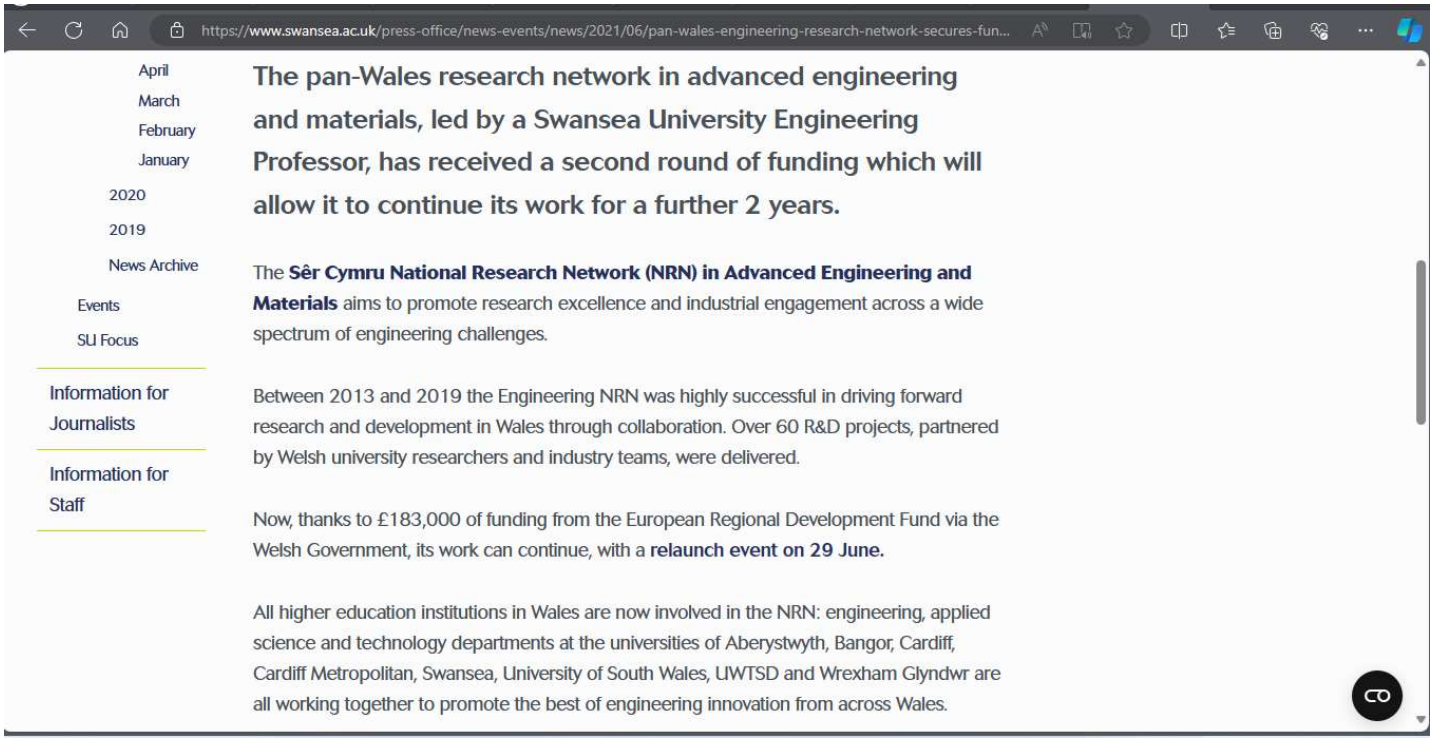


The network is open to all academics within Welsh higher education institutions who are working in a field related to advanced engineering processes and materials. It is one of three Sêr Cymru National Research Networks.

The NRN is managed by Professor Huw Summers, Faculty of Science and Engineering at Swansea University, and overseen by a steering group that includes representatives from the universities involved and industry partner TWI Ltd.

Professor Huw Summers of Swansea University, director of the network, said:

"I am delighted to announce the continuation of the network in a new project, funded by the European Regional Development Fund, through Welsh Government.


https://www.swansea.ac.uk/press-office/news-events/news/2021/06/pan-wales-engineering-research-network-secures-fun...
April
March
February
January
2020
2019
News Archive
Events
SU Focus
Information for Journalists
Information for Staff
The pan-Wales research network in advanced engineering and materials, led by a Swansea University Engineering Professor, has received a second round of funding which will allow it to continue its work for a further 2 years.
The Sêr Cymru National Research Network (NRN) in Advanced Engineering and Materials aims to promote research excellence and industrial engagement across a wide spectrum of engineering challenges.
Between 2013 and 2019 the Engineering NRN was highly successful in driving forward research and development in Wales through collaboration. Over 60 R&D projects, partnered by Welsh university researchers and industry teams, were delivered.
Now, thanks to £183,000 of funding from the European Regional Development Fund via the Welsh Government, its work can continue, with a relaunch event on 29 June.
All higher education institutions in Wales are now involved in the NRN: engineering, applied science and technology departments at the universities of Aberystwyth, Bangor, Cardiff, Cardiff Metropolitan, Swansea, University of South Wales, UWTSD and Wrexham Glyndwr are all working together to promote the best of engineering innovation from across Wales.


https://www.twi-global.com/what-we-do/research-and-technology/research-programmes/public-funded-projects#/
The Materials Integrity Technology Transfer Project
ACRONYM: MITT
INDUSTRIES: AEROSPACE AUTOMOTIVE ENGINEERING AND FABRICATION MEDICAL EQUIPMENT OIL AND GAS POWER RAIL MARINE ELECTRONICS AND SENSORS

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