

Meeting/Committee	Quality & Standards Committee
Date of meeting	9 th March 2022 at 5pm (via Google Meet)

1 Declarations of Interest and Eligibility

The Chair reminded everyone present to declare any interests that they may have on matters to be discussed. No specific declarations were made and standing declarations were noted.

2 Welcome, introductions and apologies for absence

Attendees:

Jennifer Worsdale	Chair
Heather Barnett	
Katie Curtis	
Katie Asgari	
Carol Stanfield	
Shirley Collier	
Jason Austin	
Donna Clifford	
Janet Pryke	

In attendance:

Tracey Mace-Akroyd	Deputy Principal/CEO
Maxine Bagshaw	Director of Governance
Cheryl Martin	Assistant Principal
Claire Godfrey	Assistant Principal
Dan Stanbra	Director Adult Education & Contracts
Jane Hartog	Executive Director HR OD & Marketing
Andrew Birch	Head of Higher Education
Laura Reid	Head of Student Services – Safeguarding & Student Support
Keith Sanderson	Interim Campus Manager - North Notts
Dave Cosgrove	Head of Business Intelligence and Performance
Mel Smith	Interim Director of Programmes for Young People
Dave Smith	Interim Campus manager - Rotherham
Kelly Beighton	Interim Director of Higher Level Skills & Innovation

Apologies for absence

Apologies for absence were received from Veronica De Bruce-McCoy.

3 Minutes of the meeting held on 19th January 2022

The minutes were reviewed and it was agreed that they were an accurate record of discussions.

AGREED: To approve the minutes of the meeting held 19th January 2022.

There were no matters arising.

4 Actions Progress Report

The Director of Governance summarised the progress made and an update was provided on a number of items:

- Line 4 – the committee Chair confirmed that the agreed best way forward was to include key themes within the QIP and risk report. These are to be scheduled at the beginning of each meeting with the more detailed reports provided for information rather than in depth analysis.
- Line 5 – this is included within item 14 on the agenda

AGREED: to note the content of the update provided.

5 QIP 2021/22

Committees attention was drawn to the documentation circulated in advance of the meeting and key matters highlighted were:

- There is now a heat map at the top of the document
- All sections have been RAG rated
- Those highlighted as red are where there are significant concerns
- Those that are amber are on target to achieve and a positive impact is expected
- Those items RAG rated as green are where the intended impact is already being seen
- QIP now has 7 key themes, which are:
 - 1) Continue to rapidly improve the quality of education and outcomes for apprentices so that all programmes, qualification types and levels are above those of similar providers. Ensuring MLP is within the 40% tolerance.
 - 2) Further enhance the way in which assessment (including end point assessment) supports the teaching of the curriculum and helps learners to develop, embed and use knowledge fluidly and flexibly to make good or better progress.
 - 3) a. Monitor the underperformance of small pockets of provision in construction which still require improvement, ensuring the curriculum and quality of education delivered across both WBL and CBL meets the groups higher expectations, thus ensuring learners receive a positive learning experience, make at least good progress and meet overall minimum achievement outcomes of 87% (CBL) and 66% (WBL).
b. Monitor the underperformance of provision in engineering at RC and WBL ensuring the curriculum and quality of education delivered across both WBL and CBL meets the groups high expectations, thus ensuring learners receive a positive learning experience, make at least good progress and meet overall minimum achievement outcomes of 87% (CBL) and 66% (WBL).
 - 4) Continue to make secure and rapid progress with the implementation and adjustments to the English and Maths model at the same time as improving the quality of education for all learners enrolled on basic English and Maths programmes, so that overall minimum achievement outcomes of 74% are met.
 - 5) Maximise and grow core funding streams by developing a responsive, flexible and innovative curriculum that supports ambitions, skills and

productivity for RNN group communities and achieves strategic KPI growth targets.

- 6) Ensure the curriculum supports learners to develop their knowledge and skills beyond purely the academic, providing them with a range of personal development opportunities including work experience, social, health and wellbeing and enrichment activities that enables them to make good progress in developing their soft skills.
 - 7) Develop a recruitment strategy which focuses on attracting, recruiting and retaining high calibre staff who have extensive industry expertise and high quality skills and qualifications who use these skills well to deliver a high quality learning experience.
- These seven key themes provide a real focus which is why the document has changed from previous versions
 - It includes evaluative data and there are some areas where it is possible to see a positive impact already.

The seven key themes were then considered in more detail:

- Theme 1 – it includes presentation of the data and has been reworded to ensure it is a priority. Challenge from the committee was that, from the information provided, it is not yet possible to compare with other providers. It was explained that this is currently a real challenge as there is no recent national data and generally the historic data which is pre-covid is of limited use. Challenge from the committee was to make it clear that there is limited benchmark data available rather than it appearing in the document that it has just not been provided. Staff acknowledged that MiDES data is now available and therefore this could be used as one way to benchmark. Committee were advised that the last nationally published data was in March 2020 and, when compared to this, the colleges 66% position would place it just above national. Committee were advised that for apprenticeship standards the rate nationally is quite low and the RNN group is well above this. Challenge from the committee was to really draw attention to this fact as it is something to celebrate.
- In relation to theme 2 a question from one member of the committee was for a better understanding of what 'pressure testing' means. It was explained that this is testing learners under time conditions, an example given was completing a manicure in 25 minutes as this is something that would be expected in a salon. Pressure testing allows students to develop resilience and employability skills and is being done in a number of areas. World skills coaches are supporting and it is also being introduced in relation to maths and English.
- In relation to theme 3 there were no questions from the committee
- In relation to theme 4 (classroom based learning) committee asked whether it is the level 2's and level 3's who are struggling. It was confirmed that they are and that it represents circa 45% of provision. It was explained that this does not include motor vehicle but does include core engineering. Staff advised that some improvements are starting to be seen at the North Notts campus and that the issue really is at Rotherham. Committee were advised that students are developing practical skills but are only making expected or less than expected progress. It was explained that the college wants more than expected and has high aspirations which is why this is a focus. Committee acknowledged that the report gives assurance that staff really know where the issues are.

In relation to work based learning, one member of the committee noted that the position is 7.5% behind prior year and asked for an explanation as to why this might be. It was explained that there are some long programmes and that there are some legacy issues which the Group is trying to address. Committee were

given assurance that the newer apprentices are making much better progress and that the issue is those apprentices that have been with the group for a long period. Committee were reminded that there have been some teaching challenges and analysis has identified some staff who have not fully understood the difference between Standards and Frameworks and this is now having to be addressed. In terms of staffing, there is still some recruitment to do and an identified risk is also the fact that some of the workforce in this area are approaching retirement. A challenge from the committee was that it must be really frustrating that some staff have been doing what they have always done rather than showing ambition and aspiration with the move to Standards. Request from the committee was for the next report to break down the data in to the historic versus the recent/current. (Deputy CEO - May 2022)

In relation to theme 5 there was some discussion regarding English and Maths and committee asked that attendance data is provided as it would be useful to include this as it is a known issue. (Assistant Principal – May 2022) In relation to this section one member of the committee noted that there was some incorrect use of apostrophes and also felt that in some areas the wording doesn't flow and it was therefore agreed to review this outside of the meeting (Deputy CEO, May 2022).

In relation to theme 6, a question and challenge from the committee was that the information provided here seems to contradict with other information provided in later reports regarding AEB and 16-18. It was explained that the updated curriculum plan suggests that the plan will be achieved. In relation to AEB it was acknowledged that the college is not where it wants to be with £3.3 million realised but this is showing an ongoing increase. There are new offers and new provision being marketed. Potential achievement is £7.4 million, but this will only be achieved if the college is able to hit the required class sizes and secure employer demand. Committee were advised that the potential is there to achieve but that the pressure is on to realise the plans. Challenge from the committee was that the academic year is moving quickly on and therefore it seems extremely ambitious to get to £7.4 million and they therefore questioned whether this section should be RAG rated as green. It was agreed that this would be changed to amber and reviewed on a monthly basis. It was confirmed that the Assistant Principal (Cheryl Martin) would liaise with the Director of Adult Education & Contracts outside the meeting to review again (Assistant Principal, March 2022). A challenge from the committee is that, within documentation there is a need to demonstrate caution. It was agreed that this was likely to be something that the Finance Committee look at as well when considering the enrolment numbers.

In relation to theme 6 a question from one member of the committee was whether or not information provided here contradicts a later paper, however following debate it was acknowledged that this may relate to proportionality. It was explained that a green RAG rating has been given as it is a real positive for the group. Group has been able to maintain elements of work placements and has really accelerated the work done in relation to social action projects. There are large numbers of students ready to go abroad through ERASMUS and TURING schemes. Group has an ambitious work placement scheme and includes working in internal college departments.

In relation to theme 7 one governor raised a query regarding the title and recommended that recruitment and retention should be in bold.

When considering the document as a whole, a question was raised in relation to the investigation referred to with awarding bodies in section 3B and they asked what the possible implications are. It was explained that there are a range of consequences, with the best being no action and the worst being loss of direct

claim status and a block being placed upon college activity. In relation to one of the investigations, the consequence was described as 'in the middle' i.e. no block but some actions to be taken against the staff involved. In relation to the second investigation the worst position would be that students have to sit exams, again with the best position being no action. Challenge from the committee was that there should be more detail on these investigations within the QIP as it is an area of concern (Assistant Principal, March 2022).

AGREED: to note the content of the update provided.

6 Risk Report

The Deputy Principal introduced this item and explained that the report gives an overview of themes in a number of areas, these were considered in detail:

- 1) Retention – it remains high, particularly in relation to adult provision. In relation to apprenticeship provision it has dipped by 2% but is 9.4% higher than in 20/21. Progress and impact over time is positive. There is lower retention in some 2 year programmes e.g. Animal Care and some level 3 courses.
- 2) Attendance – all attendance is below 90% target. Local authority reports that FE and school statistics are in line with other areas who have had high covid rates nationally. Adult attendance is slightly up whereas there is a slight dip in relation to study programmes. Committee were advised that the group is putting on a personal development life coach initiative using tuition funding for anyone subject to a disciplinary and any 'troublesome' groups. In addition, students can self-refer. This seems to be an innovative approach in the sector. Aim is to improve the attendance levels.

Question and challenge from the committee was that, when looking at attendance, they would like to know:

- From what to what?
- Is it repeaters or across much broader areas?
- What is the impact?

Committee were advised that vocational attendance is higher and in the mid 80%'s however English and Maths is much lower, predominantly because of the poor attendance in relation to the one hour digital session. Committee were given assurance that other alternatives have now been offered to address this. It was explained that the college is not at target but that there are a wide range of initiatives being implemented. There are no specific areas of concern other than in relation to English and Maths.

Question and challenge from the committee was, how will staff know that the initiatives will have the intended impact and asked whether there are any implications for non participation in mandatory actions. Committee were advised that the college is not intending to withdraw students but will seek to speak to parents. The project is being sold as a benefit e.g. moving the student out of the disciplinary process. It is intended to provide support to students to develop skills that they may need to overcome barriers. It was confirmed that well established external specialists are being used and not existing staff. This is part of the Groups educational recovery package and the intention is to fully capture the impact and the positives. It is believed that the initiative will continue in to 22/23 as it is believed that tuition funding will continue. Ultimately it will be available on every campus and every student will be able to participate.

In relation to English and Maths attendance, it was confirmed that it is below target and it is below vocational attendance levels. It ranges from mid 50's to 70% but is particularly low for the one hour digital session previously referred to. It was confirmed that staff have completed in depth analysis and it is now known that those not engaging with the digital sessions are those working at below Level 4 and therefore alternatives are being offered e.g. bootcamps. Staff provided assurance that all conditions of funding will be met for all learners. Committee were reminded that there were more GCSE enrolments this year and less functional skills, this was based on student choice however this did raise some challenges in terms of specialist teachers. There is a risk that there may be a negative impact on high grades and this is more of a risk in this transitional year.

Apprenticeship provision – it was acknowledged that this was discussed in detail as part of the earlier QIP agenda item.

Progress – some adult predictions are high and there are also some high predictions in terms of knowledge, skills and behaviours. In relation to apprenticeship provision 63% are making positive progress. There is 24% where progress is not clear, this is predominantly engineering at the Rotherham campus. It was explained that staff are backtracking to obtain clarity, specifically with 53 learners. Staff acknowledged that it is really important to know starting points so that progress can be quantified in all elements over time. Question and challenge from the committee was whether or not there are pockets of staff who have not been doing what is expected and they asked whether the 'onion is still being unpeeled?'. Staff provided assurance that the areas requiring improvement are well known and that staff are making swift changes and really challenging in terms of compliance. Focus is now on the progress of learners. It was explained that one issue which has contributed to the position is the lack of continuity of staff with some learners i.e. there has been too much change over an extended period of time. College is really trying to ensure ownership and accountability and part of this requires a culture change. Committee were advised that it is now possible to really pin down specific curriculum areas and that it is a much smaller group that is subject to focus when compared to the last inspection.

A question and challenge from the committee was whether or not issues have now been 'bottomed out'. Staff confirmed that they have been and there is confidence that, where there are issues they are known. Position has been impacted by multiple staff working with learners over time, with particular groups not having a core consistent group of staff.

Committee were reminded that a priority from the last monitoring visit was English and Maths within apprenticeship provision e.g. the need to provide developmental feedback. There are still some pockets of teaching which need to stretch further and this is being identified through deep dives and quality reviews. All staff are being supported.

Committee then discussed curriculum planning and it was acknowledged that there is a need to make sure that the curriculum from September 2022 is right and enticing, particularly in terms of future careers. All agreed that it was important to market the college experience and really show how it is different from a school environment. Committee discussed the fact that there is some competition as a result of local authority spending in relation to levelling up, with a couple of other education providers receiving significant funds.

AGREED: to note the content of the report provided.

7 Data Dashboard

The Head of Business Intelligence and Performance introduced his report and key matters highlighted were:

- There are two elements to the KPI system
- Business intelligence staff are doing a lot of work with the enrolment team regarding 22/23 numbers
- There are three KPIs which are then split in to subgroups
- KPIs are all linked to the business review calendar
- The data dashboard includes applications, curriculum planning and apprenticeship provision
- KPIs are all measured against cost centres and then aggregated
- It is a matter of either meeting or failing a KPI, there is no middle ground
- Managers can access and use all of the data available
- Dashboard shared is a representation of the data
- The system runs every evening and is therefore up to date every morning
- Dashboard really allows a focus on the red RAG rated areas and there are more detailed reports which sit behind this

A question and challenge from the committee was in terms of data reliance. It was explained that a large amount of the data links to the ILR and it was acknowledged that the reports are only as good as the timeliness of the information provided. Committee were advised that, it is also possible through the system to look at the timeliness of producing data with any delays being flagged so that appropriate action can be taken.

AGREED: to note the content of the report provided.

8 Safeguarding, Prevent and E&D

The Head of Student Services drew committees' attention to her detailed report and key matters highlighted were:

- Safeguarding across the group is effective
- Staff are reassured regarding learners understanding of local risks and how to keep themselves safe. This is very clear through the 10 minute takeovers.
- Systems in place allow staff to identify any 'hot spots' and/or where any students may not feel safe
- Level of mandatory training completion is very positive, particularly in relation to safeguarding and prevent. Team continue to work with staff who are due a refresh.
- UK terror threat has now decreased to 'substantial'
- Local terrorist risks are shared with staff, students and parents
- There is a continued focus on sexual harassment with swift action being taken where there are any concerns. Focus on this is now well embedded within tutorials.
- There have been 1200 interventions with 40% being male and 60% female. Vast majority are 16-18. Group is confident that learners aged 19+ know where to get support.
- Highest proportion of interventions/referrals is at Rotherham campus
- 9 Child Protection plans
- 11 child in need plans
- 50 LAC with 7 previously looked after
- There are 17 care leavers
- Group continues to reflect on how to support attendance and there are some particularly targeted areas.

- Police now have an early notification system in place e.g. knife crime
- College uses Ripple which is an interactive plug in with google. It provides useful numbers, contacts and ability to undertake web chats. It is seen as another preventative measure.
- New CMT manager rota for evening classes is now in place. This provides on site support. Team are looking at being able to train up additional managers.

When considering the report as a whole, the challenge from the committee was to give the proportion of staff completing training and not just the numbers. Committee made reference to the campus mapping walks undertaken with students and all agreed that they were really positive. Challenge from the committee was to make them as broad as possible e.g. SEN and high needs students and not just same sex groups. It was confirmed that high needs students and LGBTQ, as well as transitioning students, were involved in the mapping walks. Group intends to continue with these.

The Executive Director for HR was able to advise that the mandatory completion rate for all required training on the single central register is 98%. Committee indicated that they would find it useful to see 3 year trends in future reports.

AGREED: to note the content of the update provided.

9 College Performance 20/21 Against National Data (MiDES/ Benchmarking)

Committee were happy to note the content of the report provided.

10 Learner Recruitment for 2022/23

The Executive Director for HR OD & Marketing introduced the detailed written report and matters highlighted were:

- Applications are similar to the prior year
- In 2020 applications were down but the number of enrolments were up therefore there isn't necessarily a direct correlation
- Open event numbers were provided and it was explained that they are done both online and there will be some face to face in June for all three sites. In relation to online events, committee were advised that the videos used are being refreshed and revamped.
- Schools liaison team are working really hard and cover 100 schools which is significant. There is a need to do more however as it is a really positive feeder opportunity.
- Group has launched the student ambassador programme with 17 identified. Intention is to use this group more widely in key short term roles including school events.
- Employer engagement position is positive
- Group continues to develop its digital programme
- College is working with 11 employer academies
- Activity summary provides a snapshot of the broad range of action being taken
- New website launch aim is now April 2022, with developments looking really exciting.

An observation made by the committee was that it is not helpful when prior year comparisons can't be made as the Group is not comparing like with like. Committee were advised that, application numbers at the same point in the prior year were looking really positive however the conversation rate was not as high

as expected. Staff have done a lot of analysis on this and there are two key reasons, including more learners staying on at schools and more learners choosing to take up employment opportunities.

- Group uses a system called Pearlos which allows one to one contact with learners
- Conversion rate was 68%
- Enrolment online worked really well
- Taster days are really important including the content of the 'goody bag' e.g. branded memory stick with information downloaded on to it.

In general discussion it was acknowledged that what the group needs to be is, the best at all possible points of the student journey.

AGREED: to note the content of the report provided.

11 Teaching and Learning Assessment Processes Linked to EIF (Deep Dives)

The Assistant Principal presented her detailed report and key matters highlighted were:

- All quality processes are linked to the EIF
- Group has adopted EIF approach to deep dives. This has been subject to an internal audit review with the outcome being that processes are robust and of high quality.
- Most learners are able to identify and demonstrate KSBs
- Risk areas are engineering and construction
- Timeliness of reviews has been addressed
- CBL compliance required by awarding organisations is good. There are two issues identified in work based learning and it was acknowledged that these were discussed earlier in the meeting.

A challenge from the committee was not to just report on deep dives as the college does many other things to evaluate the quality of education including learning walks, corridor conversations with learners, checks on OneFile, dip dives, surveys, progress boards, progress discussions with individual students. It was agreed that an overview of these quality checks/processes used by the college would be provided at the next meeting ([Assistant Principal, May 2022](#)). Committee were advised that there are 'golden thread' documents which will demonstrate the broad approach taken. Senior team advised that there was a high degree of confidence in terms of staff who conduct deep dives and this gives confidence that the Group is doing the right things for learners.

(Katie Asgari left the meeting at 6.30pm)

One member of the committee noted the awarding organisation compliance issues referred to and it was explained that this is the same issue that was discussed as part of the QIP discussions, with a particular focus on two of the four identified. It was explained that the other two are picked up as part of the normal processes and are not as significant as the ones highlighted in the QIP.

AGREED: to note the content of the update provided.

12 Apprenticeship Update

Assistant Principal introduced her written report and explained that the focus now is on the most significant issues which can be addressed quickly. Staff are

working quickly to introduce a KSB tracker. Question and challenge from the committee was whether learner recruitment and, particularly over recruiting is an increasing risk if there are staffing and quality concerns. It was explained that over recruitment has been in strong areas and an example given was carpentry and joinery. Over recruitment also occurred in health and services to business, both of which is strong provision and therefore there is confidence regarding continuing to recruit. In some areas of construction and engineering there has been a halt put on recruitment as the offer is full. Fabrication and welding is working well and they are still recruiting. Core engineering is not currently recruiting which should give governors confidence that the Group is making the right decisions.

AGREED: to note the content of the update provided.

13 HE Update

The Head of Higher Education introduced his detailed report and key issues brought to the committees' attention were:

- Student attendance and punctuality is high and is similar to previous years
- One group of IT learners has been a focus in terms of attendance which has been addressed
- Retention is very high and rates have increased
- There has been a slight drop in final year cumulative attendance and it was explained that this does not relate to this academic year.
- Retention gap for BAME is very positive
- In terms of predicted final year achievement the group is very confident regarding the 90% target. It is very unusual for students to drop out in the final year and therefore the expectation is to achieve over 90%.

One member of the committee noted that there are a number of significant consultations currently open regarding HE provision and she asked whether the committee will receive a summary of potential implications. It was confirmed that the committee would and that this would come to the May meeting. Alongside this is significant OFS regulation which is a challenge for FE/colleges ([Head of Higher Education, May 2022](#)). Committee indicated that they would like to see some headline information regarding potential impact on the Group and students.

AGREED: to note the content of the update provided.

14 Adult Education and Contracts Update

The Director Adult Education and Contracts drew the committees' attention to his detailed report and key matters highlighted were:

- Attendance – a marginal overall positive spike
- Key area of concern is English and Maths
- To support adult attendance the Group has implemented a dedicated adult lead in the team
- Staff need to now ensure retention is maintained
- Punctuality is 1% down
- Areas of best attendance and punctuality are the professional services which show a consistent trend
- ESOL has the lowest attention rates for 19+. Many of these learners have external challenges e.g. shift patterns, care responsibilities. Committee were given assurance that there is no impact on learner progress.

- Retention – a very small negative trend but this is being closely monitored. One concern is the Level 4 offer which is 91.1% now against an end of year position of 100% last year. Issues seem to be care/counselling courses. Staff understand the reasons and there is no correlation with quality.
- Another trend emerging is the correlation between length of provision and retention. There is better retention on shorter courses and at some sites.
- Detailed analysis will form part of the ongoing curriculum plan e.g. dog grooming offer.
- Consideration of making DVC an adult site is ongoing
- In terms of financials, the current position is £3.3 million and there is ongoing activity. There are more employer responsive offers. There are significant challenges regarding DWP recruitment as there are no referrals. This is a barrier for AEB in many areas.
- Predicted achievements – levels appear to be high and staff are currently checking the rigor in relation to this and will continue to update.
- High needs and LDD – continues to show high levels of achievement with no significant gaps
- English and Maths – group is seeing a small variance and it is being monitored closely. 93.4% is significantly up on the prior year.

Committees attention was then drawn to the subcontracting report and key matters highlighted were:

- 16-18 – in relation to retention one subcontractor has been investigated where there are concerns. There were 11 withdrawals last year but only 2 this year. The subcontractor has improved attendance monitoring processes now in place.
- 19+ retention remains high. Group is currently exploring the potential for another subcontracting opportunity which would be a construction intensive course. Staff are looking at how the college can scale up at North Notts but is not yet in a position to do that and therefore is exploring a subcontract opportunity to meet skills needs in the local area.

One member of the committee asked whether the college will hit the 97% AEB threshold. Committee were advised that the forecast shows likely achievement of £7.4 against a £7.8 million allocation which would take the group to 94%. Governors asked what actions will make the difference. Staff advised that they are trying to implement actions required to respond to employer demand and that the main barrier is staffing but that the Group is working hard to give capacity.

AGREED: to note the content of the update provided.

15 16-18 Study Programmes Update

Key matters highlighted were:

- Retention – 95% which is 1% above last year, however subcontracting is 6% below
- Attendance is 81% but is dragged down by the English and Maths position where staff hope to have now addressed this
- Progress is 85% and improved. 13% have stayed the same and 2% have declined.

Committee discussed again English and Maths and asked whether learner views have been obtained regarding the digital sessions. It was confirmed that they have and students are citing 'digital fatigue' and for Level 1 and Level 2 learners

the move to GCSE's rather than functional skills meant three rather than two hour sessions and found this difficult. Some students have struggled with the MESO model and when the college became aware of this it changed the method/offer. Some sessions were also delivered to 40+ students and they were not having a good experience. College has drastically reduced the number of participants for each session now.

AGREED: to note the content of the update provided.

16 AOB

Committee took the opportunity to acknowledge that there were a lot of interim roles with staff stepping up to provide capacity. Committee confirmed that they were really appreciative of the work being done and the feedback and information given at the meeting today.

17 Date and time of next meeting

This was confirmed as Wednesday 11th May 2022 at 5pm via Google.

The meeting closed at 7pm

Signed _____ Chair

Date _____