

INSPECTION REPORT

Babington Business College Limited

15 October 2001



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and in New Deal options. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's *learnirect* provision
- adult and community learning
- training given by the Employment Service under the New Deals.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Inadequate provision

A provider's provision will normally be deemed to be less than adequate where

- one third or more of published grades for occupational/curriculum areas and New Deal options are judged less than satisfactory, or
- leadership and management are judged to be less than satisfactory

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. The overall judgement as to whether the provision is adequate or inadequate is included in the summary section of the inspection report.

SUMMARY

The provider

Babington Business College Limited is a private limited company based in Derby, which provides training in business subjects, particularly accountancy, business administration and insurance. The company has centres for off-the-job training in Stoke, Lichfield, Nottingham, Sheffield, Dewsbury and Derby. A total of 456 young people are in work-based learning, of whom 431 are studying business subjects. There is also a small horticultural training programme, with 12 learners, provided through a subcontracting arrangement with a charitable trust in Derby. Babington Business College Limited also provides courses for up to 12 learners in customer service and in information technology. There were too few learners for these areas to be inspected.

Overall judgement

The overall quality of provision is adequate to meet the reasonable needs of those receiving it. The leadership and management of Babington Business College Limited are satisfactory, as are its arrangements for equality of opportunity and quality assurance. The quality of work-based learning in business administration is good, but the quality of work-based learning in land-based subjects is unsatisfactory.

Leadership and management	3
Contributory grades:	
Equality of opportunity	3
Quality assurance	3

GRADES

Land-based provision	4
Contributory grades:	
Work-based learning for young people	4

Business administration, management & professional	2
Contributory grades:	
Work-based learning for young people	2

KEY STRENGTHS

- flexibility in meeting the needs of employers and learners
- comprehensive equal opportunities procedures
- effective quality assurance arrangements
- good individual support for learners
- well-structured off-the-job training
- good progression to more advanced qualifications

KEY WEAKNESSES

- poor retention rates on most programmes
- poor management of subcontractor
- ineffective progress reviews
- insufficient use of workplace assessment

OTHER IMPROVEMENTS NEEDED

- more extensive use of management information
- wider range of teaching aids and methods

THE INSPECTION

1. A team of seven inspectors spent a total of 31 days at Babington Business College Limited (Babington) in October 2001. They interviewed 103 learners, conducted interviews with 47 members of staff, visited 53 employers and interviewed 48 workplace supervisors. Inspectors observed nine training and assessment sessions. They examined a range of documents, including learners' portfolios, learners' records, plans, policies and procedures, and reports from awarding bodies. They also studied Babington's latest self-assessment report, which was produced in September 2001.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Land-based provision	0	0	1	1	0	0	0	2
Business administration, management & professional	0	2	3	2	1	0	0	8
Total	0	2	4	3	1	0	0	10

THE PROVIDER AS A WHOLE

THE PROVIDER AND ITS CONTEXT

2. Babington Business College Limited (Babington) was established in 1974. It is a privately owned company employing 62 staff, 16 of whom are part-time. It has six training centres, in Stoke, Lichfield, Nottingham, Sheffield, Dewsbury and Derby. Its head office is in Derby. Babington provides training for 456 young people following work-based learning programmes, 433 of whom are on programmes in the business administration, accounts, or insurance sectors. Most attend off-the-job training on a day-release basis at one of Babington's six training centres. Twelve learners with additional learning needs are working towards national vocational qualifications (NVQs) in horticulture, with a specialist subcontractor based in Derby. These horticulture learners are not employed.

3. Babington has contracts with five local learning and skills councils (LSCs) to provide training. The lead local LSC is Derbyshire LSC. Rates of unemployment vary across the areas Babington serves. In September 2001, unemployment stood at 4.6 per cent in Sheffield, 4.1 per cent in Nottingham and 3.9 per cent in Derby. The rate for the East Midlands area was 3.9 per cent, compared with the national average of 2.9 per cent. In all these areas there is a significant number of jobs in manufacturing and also a growing business and financial services sector. People from minority ethnic communities account for 4.8 per cent of the population of the East Midlands overall, with higher proportions in some areas. In Derby, the proportion is 9.7 per cent and in Nottingham it is 10.8 per cent. In September 2000, the proportion of secondary school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C or above was 41.3 per cent in Derby, 41.1 per cent in Sheffield and 28.7 per cent in Nottingham, compared with the national average of 49.2 per cent.

Work-based learning for young people

4. Work-based learning for young people is good in business administration. Babington trains 195 foundation modern apprentices, 168 advanced modern apprentices and 70 NVQ learners. Eighty-five per cent of learners are employed. The proportion of learners who complete all aspects of their modern apprenticeship in business administration is 40 per cent. Some portfolios are currently awaiting external verification. Achievement rates for externally set assessments in accounts are very high and approach 100 per cent in some of Babington's training centres. Learners benefit from good support in most workplaces and from well-organised off-the-job training in Babington's six training centres. Training in horticulture is unsatisfactory. The facilities used for training do not reflect industry standards. None of the 12 learners is employed. There is some poor horticultural practice and poor management of health and safety. Training in basic skills is not adequate to meet the needs of the horticulture learners.

LEADERSHIP AND MANAGEMENT

Grade 3

5. Babington has four directors, who manage the business, and six training centre managers. Thirteen staff work in the head office, including three of the directors, and 49 staff work in the training centres. Eleven staff have qualified as internal verifiers. A lead internal verifier co-ordinates their work. Babington has an equal opportunities policy, and policies and procedures for quality assurance. It was accredited as an Investor in People, a national quality assurance standard, in 1997, and re-accredited in 2000. Babington produced its first self-assessment report in 1998 and its most recent one in September 2001.

STRENGTHS

- good marketing of training to employers
- flexibility in meeting the needs of employers and learners
- effective appraisal and staff development policies
- comprehensive equal opportunities procedures
- effective quality assurance arrangements

WEAKNESSES

- lack of formal arrangements for providing additional support
- poor management of subcontractor
- little promotion of equality of opportunity to employers
- no links between self-assessment and quality assurance

OTHER IMPROVEMENTS NEEDED

- more extensive use of management information
- more thorough planning of internal verification

6. Babington provides good work placements for young people who apply for training. Its staff are active in developing and maintaining contacts with employers in the accountancy, insurance and business administration sectors. Many companies use Babington as a source of applicants when vacancies arise. Babington's staff visit each company and follow well-established procedures for assessing its suitability to employ learners. Young people applying to Babington receive assessment to ensure that they match employers' requirements, and are offered coaching in interview techniques. Babington is flexible in meeting the needs of the companies with which it works. For example, it provides one local employer, who has six learners, with a tutor for half a day a week, to ensure that training leading to NVQs is linked to the employer's in-house training programme. Babington is also flexible in meeting the needs of learners. For example, it provides courses in touch typing for learners who need this skill in order to do their jobs. It provides some special classes at its training centres for learners who

enrol after the start of a course, and sends out notes and work by post to those who miss a training session.

7. Babington's staff appraisal system is well established and effective. Appraisal interviews normally take place annually. Recently appointed staff, and those who are experiencing problems, have two interviews a year. Appraisal meetings are well documented and are used to set clear targets for each employee. Staff development is planned to meet the needs of the individual as well as those of the company. There is an effective induction programme for new staff. All staff who work as trainers, receive training in assessment and teaching skills in their first two years. Line managers observe all teachers in the classroom. Staff are encouraged to update their vocational skills through short courses. They also receive training which keeps them abreast of developments in areas such as key skills and equal opportunities.

8. Arrangements for providing guidance and support for learners are inadequate. Babington does not do enough to identify the learners who need help and make them aware of the services that are available. There are no procedures for providing careers guidance or help for learners with personal difficulties. Arrangements for identifying additional learning needs are poor and there is no formal provision of additional learning support. Informal support for learners is good. For example, staff provide individual coaching for learners who are having difficulties.

9. The computer-based management information system is satisfactory but is not fully used. Managers receive regular reports on the numbers of learners and on training centres' budgets. The system is not used to record information which would help staff to monitor the progress of individual learners. This is done manually. Inspectors found some inaccuracies in the data produced by the computer.

10. Babington's management of the subcontractor that provides horticultural training is poor. Two of Babington's directors are members of the subcontractor's steering committee. This provides them with an oversight of its work, but they do not receive sufficient information to allow them to identify and remedy weaknesses in provision.

Equality of opportunity**Contributory grade 3**

11. Babington has a satisfactory policy for ensuring equality of opportunity. The policy is reviewed every year. The policy is supplemented by procedures covering each stage of training. The procedures are comprehensive and well written and provide clear guidance for staff on the interpretation of the policy. Each year, the directors produce a plan covering equality of opportunity. Babington monitors the proportion of learners from minority ethnic communities, which is currently 3.8 per cent, but does not set targets to increase numbers to bring the proportion into line with Babington's area of operation. Babington is successful in recruiting people with disabilities, despite poor access for people with mobility problems at several of its training centres. Currently 11.5 per cent of Babington's learners have disabilities. Equality of opportunity is covered during induction for staff and learners. Recently, staff who visit learners at work have attended an equal opportunities training course. Inspectors found that learners had a good understanding of equality of opportunity and that they were aware of Babington's grievance and complaints procedures. Babington requires all employers of its learners to have an equal opportunities policy. However, it does little else to promote equality. There is no regular discussion of equality of opportunity with employers, nor do staff cover the subject during learners' progress reviews.

Quality assurance**Contributory grade 3**

12. Babington's quality assurance policy and procedures are generally effective. They are regularly updated and cover most aspects of training. Teachers with subject expertise plan the off-the-job training. A second teacher checks the plans, which are further amended in response to feedback from the tutors who give the training. Each course holds an annual evaluation meeting chaired by Babington's general manager, at which tutors from the different training centres meet verifiers. They discuss feedback from staff, learners, employers and verifiers, and draw up detailed plans for improvement. Babington obtains feedback from learners through a detailed questionnaire and a thorough analysis of the results. Employers make little contribution to the quality assurance process. Babington sends them a brief questionnaire, but does not analyse the results.

13. Subject co-ordinators and the lead internal verifier carry out audits of procedures and of learners' portfolios at each training centre, three times a year. The audits are used to ensure that procedures are being followed and to monitor progress against the action plans agreed at evaluation meetings. However, as the self-assessment report recognises, not all points are followed up. For example, the lack of workplace assessment in some areas has been noted by the external verifier and at evaluation meetings but has not been remedied. Arrangements for the internal verification of assessment are generally satisfactory. The procedures are clear and in all but a few cases are effective. Each internal verifier deals with the work of another training centre within the company. This helps to spread good practice. There are effective communications between internal verifiers and assessors. However, there are few opportunities for verifiers to share good practice. Inspectors found that sampling procedures were satisfactory, but that formal planning was not always sufficient to ensure that all aspects of assessment were covered. Babington's quality assurance procedures are not applied to the work of its subcontractor. Self-assessment is not part of the quality assurance process and is not directly informed by the results of quality audits and procedures. This reduces the value of the self-assessment process as a tool for continuous improvement. The self-assessment report was produced by the general manager, following consultation with staff. It provides a mainly accurate account of the company's activity, but lacks detail in its analysis of Babington's performance.

Good Practice
<p><i>Directors of the company take a lead in promoting equal opportunities to staff. Two directors lead annual staff development sessions to reinforce the priority they place on this aspect. As a result, staff are well informed and up to date in their understanding of equality issues.</i></p>

OCCUPATIONAL AREAS

Land-based provision

Grade 4

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	12	4

14. Horticultural training is subcontracted to a small charity, which provides training leading to NVQs at level 1 and level 2 in both commercial and amenity horticulture. All learners start at level 1. Learners are referred to this training by the careers service, often without choosing it. They also have the opportunity to gain a qualification in first aid, in addition to NVQs. They attend for four and a half days each week for eleven months for their level 1 NVQ and for nine months for the level 2 NVQ. All training and assessment takes place on the subcontractor's premises. All of the 12 learners have additional learning and social needs. The subcontractor carries out an assessment of each learner's basic skills, to determine the amount of support and training that is needed. Learners receive an induction which covers topics including equal opportunities, health and safety, and attendance requirements.

The table below shows the achievement and retention rates available up to the time of the inspection

NVQ Training										
NVQ Training										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started			2		11		20		6	
Still in training			0	0	2	18	5	25	5	83
Individual learning plan completed			1	50	6	55	2	10	0	0
Left without completing individual learning plan			1	50	3	27	13	65	1	17
NVQ level 1 completed			2	100	5	45	5	25	0	0
NVQ level 2 completed			1	50	2	18	0	0	0	0

STRENGTHS

- good individual support for learners
- good breadth of vocational training
- well-structured progression route for learners

WEAKNESSES

- poor retention rates
- some poor health and safety practices
- some poor horticultural practices
- insufficient initial assessment of learners' basic skills needs
- poor resources for theory training

OTHER IMPROVEMENTS NEEDED

- wider range of evidence
- more thorough assessment of portfolios
- more use of work placements

15. There is good personal support for learners, aimed at increasing their motivation and self-esteem. There are sessions on subjects such as dealing with bullying and developing social skills for those who need them. Learners know where to go for help and guidance. They can approach the manager of the training centre at any time to discuss concerns about their training or any personal problems. Support is given promptly. Attendance and punctuality are good.

16. Learners are given a good, wide-ranging, basic introduction to the horticultural industry, to enhance their employment prospects. The training centre has a good range of facilities, including ornamental gardens, a glasshouse, a nursery and vegetable crops. Staff have a wide variety of industrial experience and appropriate qualifications. Learners benefit from well-structured training. All start training at level 1 and progress to level 2 as soon as they are ready to do so. All learners are able to take both the amenity and commercial horticulture NVQs at both levels. Those who complete their training achieve four NVQs and a first aid qualification. In addition, they are trained in skills beyond those required for NVQs, such as plant propagation and turf maintenance. Learners have a clear idea of how they will progress and of the NVQs they need for employment.

17. The proportion of learners who remain on the programme to the end is low and declining. This weakness was recognised in the self-assessment report. During 2000-01, almost two-thirds of learners left without achieving a qualification. This proportion had more than doubled since the previous year. The proportion of clients achieving NVQs has also declined in the current year.

18. The subcontractor has inadequate arrangements for ensuring health and safety, and there is poor housekeeping. For example, the mess room used by learners for meal

breaks had inadequate lighting and no heating, and was very dirty. Some tool stores were untidy, pesticides were incorrectly stored and there were loose sheets of glass in some glasshouses. These practices set a poor example to learners. Inspectors found some poor crop husbandry. Crops showed symptoms of nutrient deficiency and pest and disease problems. Overall, much of the horticultural practice failed to reflect industry standards.

19. Learners' basic skills needs are not adequately identified. Their individual learning plans do not fully take into account their additional learning requirements. Additional learning support is inadequate. Staff are not trained in analysing the results of basic skills tests and are not qualified to support learners with additional learning needs. There are no basic skills learning support materials. Classrooms for theory teaching are poorly equipped. Teaching aids are inadequate, with only a small range of amateur gardening books and three out-of-date computers. There is no Internet connection. There is little use of displays and other visual aids in classrooms.

20. The standard of work in learners' portfolios is satisfactory, but assessment procedures are inadequate. The range of evidence presented is too narrow, with few witness statements, photographs or diary sheets. Although assessors regularly check the portfolios, some evidence has not been assessed. Few learners undertake work placements outside the training centre.

Good Practice

Learners who have been in training for some time, act as mentors to other learners on the training programme. This gives new learners the benefit of their experience and helps to increase mentors' confidence as well.

Poor Practice

Portfolios are kept in the subcontractor's office after learners have left the scheme. They remain there for up to three years and are not passed on. Some of the learners subsequently join other training schemes and would benefit from being able to produce the evidence in their portfolios.

Business administration, management & professional**Grade 2**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	431	2

21. Babington recruits learners from the careers service, through advertisements, from schools and from employers. Training in accountancy, business administration and insurance takes place at all of the college's six training centres. Some training is also provided on the job. There are 431 learners in this occupational area. There are 195 foundation modern apprentices, 166 advanced modern apprentices and 70 young people following other NVQ training programmes. Eighty-five per cent of the learners are in full-time employment. The remainder have full-time work placements. When they start training, all learners attend a short induction. Accountancy learners attend their local Babington training centre for off-the-job training for one day a week. Business administration and insurance learners attend training for half a day each week, or for one day each fortnight. All learners are scheduled to receive visits in the workplace, every six or eight weeks, from one of Babington's staff. The visits include progress and pastoral reviews, planning of assessments and observations of work activity. Key skills training is included in all training programmes. Assessment is linked to occupational training wherever possible.

The tables below show the achievement and retention rates available up to the time of the inspection

Work-based learning for young people										
Foundation modern apprenticeships (FMA)										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started			25		58		149		123	
Still in training			0	0	6	10	67	45	122	99
FMA framework completed			14	56	24	41	38	26	0	0
NVQ level 2 completed			19	76	32	55	61	41	0	0
Left without completing the framework			11	44	28	48	44	30	1	1

Work-based learning for young people										
Advanced modern apprenticeships (AMA)										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started			174		170		90		31	
Still in training			17	10	66	39	53	59	30	97
AMA framework completed			70	40	29	17	10	11	1	3
NVQ level 2 completed			139	80	101	59	16	18	0	0
NVQ level 3 completed			79	45	45	26	13	14	1	3
Left without completing the framework			87	50	75	44	27	30	0	0

NVQ Training										
NVQ Training										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started			50		38		3		67	
Still in training			0	0	4	11	0	0	66	99
Individual learning plan completed			38	76	15	39	0	0	0	0
Left without completing individual learning plan			12	24	19	50	3	100	1	1
NVQ level 1 completed			2	4	0	0	0	0	0	0
NVQ level 2 completed			34	68	17	45	0	0	0	0
NVQ level 3 completed			7	14	2	5	0	0	0	0
NVQ level 4 completed			1	2	1	3	0	0	0	0

STRENGTHS

- good workplaces
- well-structured off-the-job training
- good support for individual learners
- good progression to more advanced qualifications
- effective integration of key skills training with vocational training

WEAKNESSES

- poor retention rates
- ineffective progress reviews
- insufficient workplace assessment

OTHER IMPROVEMENTS NEEDED

- wider range of teaching aids and methods
- better classroom accommodation

22. Babington has developed good working relationships with a wide range of employers, particularly those in accountancy practices, and helps them recruit young people. Babington's staff ensure that the needs of learners and employers are carefully matched. On-the-job training is effective. Employers show a strong commitment to the training programmes and most provide effective support for learners at each stage of their apprenticeships. Many learners plan their training to link off-the-job training to experience gained in the workplace. For example, employers help learners to gather examples of workplace evidence, and, if necessary, to gain additional experience in order to satisfy the NVQ requirements. In some cases, learners are carrying out responsible tasks at work as soon as they can demonstrate competence in a particular area. They are soon able to work without supervision.

23. Off-the-job training is well-structured. Babington has a good induction programme. It includes introductory training in health and safety, equal opportunities and basic occupational skills. However, some learners do not receive induction because they joined their course late. All learners and their employers receive a weekly schedule of training activities and a clear assessment plan. Training staff use standard schemes of work and lesson plans. In accounting, they have planned training to allow learners to take advantage of both the December and June external assessments set by the awarding body. Training staff ensure that learners have thorough background knowledge before being assessed. Training sessions are well managed. There are good learning materials and a variety of assessment activities. Training staff do not vary their teaching methods sufficiently. In some training sessions there is little discussion between staff and learners. There is insufficient use of teaching aids. Classrooms and training resources are adequate. At some training centres classrooms are cramped and lack visual interest. Learners' portfolios are well organised, neatly presented and their content is clearly referenced to the qualification standards. The standard of learners' portfolios exceeds awarding body requirements in many cases.

24. There is good support for accountancy learners. There is frequent contact between learners and training staff, both in the workplace and in the training centres. Tutors respond quickly to learners' requests for guidance and have developed a good relationship with them. Some training staff, for example, allow learners to contact them outside normal working hours. Some learners take the opportunity to call into their training centre for individual coaching, in addition to their scheduled off-the-job training. They also use the training centre's learning resources, including computers, for private study. Babington arranges for accountancy learners, who have failed an external assessment, to receive further support before they re-sit the assessment. Many learners progress to higher level and professional qualifications after their apprenticeships. Babington's staff encourage them to become familiar with the range of options

available. This strength is noted in the self-assessment report. Many learners are promoted to supervisory positions in their workplace.

25. Learners receive an early introduction to key skills in their off-the-job training. Key skills training is well-integrated with the vocational training. Good learning materials relate key skills activities to vocational activities. For example, a health and safety handout was used as the basis for an assignment for the application of the number key skill. Learners have a clear understanding of what they must do to achieve their key skills qualification. Relevant and achievable targets are set. Not all of these strengths were recognised in the self-assessment report.

26. Retention rates are low. Approximately 45 per cent of learners leave the training programme before completing it. The self-assessment report recognises this weakness and plans have been drawn up to remedy it. Achievement rates are satisfactory. At the time of the inspection, portfolios belonging to many of the learners who completed their training in 2001, were still awaiting external verification. Around 50 per cent of accountancy learners go on to achieve an NVQ at level 4. This is an additional option in their modern apprenticeship framework.

27. Reviews of learners' progress in the workplace are not carried out satisfactorily. They are scheduled to take place every six to eight weeks. However, they are often missed or seriously delayed. The purpose of progress reviews is not clear to learners or employers. Review meetings focus too much on learners' welfare rather than their progress towards their qualifications. Records of reviews are sometimes incomplete or inaccurate. Neither learners nor employers receive copies of review documents and the documents are rarely referred to once filed. The self-assessment report identified this weakness.

28. The frequency and effectiveness of workplace assessment vary across the different qualifications and training centres. There is too much reliance on learners bringing workplace evidence into a training centre to be assessed. There is insufficient observation by assessors of learners' performance at work. Assessment visits are poorly planned and not co-ordinated with employers. Some learners have not received a visit in over 12 months.

Good Practice

It is difficult to find work placements for some learners, but Babington takes care to ensure that learners' needs are met. One learner came from a religious background which placed restrictions on where she could work. Babington's staff held a detailed discussion with the learner and a suitable workplace was identified.

Poor Practice

Employers were not consulted on a recent change to the timing of off-the-job training, or told the reasons for the change. Some learners found the new times conflicted with work commitments.