

INSPECTION REPORT

HMP Leyhill

8 February 2007



**ADULT LEARNING
INSPECTORATE**

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 learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons
- adult information, advice and guidance services (**nextstep**)

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.

Overall effectiveness

The grades given for achievement and standards and the quality of provision and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

Outstanding provision should typically have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 1. All strands within achievement and standards and the quality of provision will be graded 1 or 2.

Good provision should have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 2 or better. All strands within achievement and standards and the quality of provision will be grade 3 or better.

Satisfactory provision should have adequate or better grades in leadership and management and at least two of the strands within achievement and standards and the quality of provision grades. An adequate provider might have a range of grades for the strands within achievement and standards and the quality of provision, with no more than one graded 4.

Provision will normally be deemed to be **inadequate** where two or more of strands within achievement and standards and the quality of provision and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity. The descriptors for the four grades are:

- *grade 1 – outstanding*
- *grade 2 – good*
- *grade 3 – satisfactory*
- *grade 4 – inadequate*

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HMP Leyhill

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Leyhill (the prison) is a male open category D prison set in the Gloucestershire countryside. The prison originally opened with huttled accommodation in 1946. It was the first independent minimum security prison in England and Wales and has no perimeter security fence. In 1986, offenders were re-housed from the original huttled accommodation into two new large units providing single room accommodation. The redevelopment programme provided a new central kitchen dining room and staff club. During 1990, a new visits complex, reception chapel hospital and facilities for farms and gardens, works department, physical education (PE), and education departments were completed.

2. The operating capacity of the prison is 512 with a current prison population of approximately 361 offenders, most of whom are from the Southwest. Most offenders are on transfer from other establishments following re-categorisation to category D. A broad range of offender is accepted at the prison with little restriction on the type of offence or length of sentence. Offenders' stay at the prison is varied with some only spending a few weeks and others staying for lengthy periods. The prison has a strong resettlement focus with some off-site working for offenders eligible under release on temporary licence. The education providers are A4E, Strode College and Tribal, which is responsible for the provision of information, advice and guidance. Eight full-time and 108 part-time education places are available in the morning and the same number during the afternoon, from Monday to Friday. Accredited vocational training is available in catering, joinery, customer service, information and communications technology (ICT), industrial cleaning, waste management, horticulture, PE and lift truck driving. In addition, for offenders eligible under release on temporary licence, vocational qualifications are available in construction, dry stone walling and advice work. Offenders also have access to a range of colleges and universities for higher-level courses.

OVERALL EFFECTIVENESS

Grade 2

3. **The overall effectiveness of the provision is good.** More specifically, achievements and standards and the quality of the provision, including vocational training and personal and social development courses, are good. Literacy, numeracy and language support is satisfactory. Leadership and management are good and the prison's approach to equality of opportunity is also good.

4. **The inspection team was broadly confident in the reliability of the self-assessment process.** The process is well planned, takes place throughout the year and is linked to a quality improvement calendar. The process includes all staff in education and the workshops. Staff have been given training and guidance on the completion of their self-assessment. They can recognise and value the importance of the process in achieving continuous improvement. The process is supported by learners' feedback and surveys. Data was well used to support the overall findings for each respective area. The resulting report is sufficiently critical and includes a range of evidence to support key strengths and weaknesses. Most of the strengths and weaknesses found by inspectors are contained within the report, but the grades given by inspectors in most cases are above the self-assessment grades. The self-assessment action plan produced as a result of the process is realistic in its expectations and includes clear timescales and key performance indicators to judge progress. The action plan is reviewed frequently to ensure objectives are being achieved.

5. The prison has demonstrated that it has good capacity to make improvements.

The prison has undergone change in the introduction of new providers of education based on a model where three providers deliver different aspects of the education contract. The prison has worked hard with the providers to identify areas for improvement of the provision and numerous aspects of the programme have been improved. The providers have worked with the prison at developing and introducing a new individual learning plan to better record and monitor learning. The range of programmes has been improved and developed to better meet the needs of the prison. Improvements have been made to the range of qualifications that are available in the vocational workshops within the prison. New quality assurance systems have been introduced into the prison workshops. Data is used to monitor achievement and is effectively used to plan and improve programmes both within the prison and for learners working outside under the release on the temporary licence scheme.

KEY CHALLENGES FOR HMP LEYHILL:

- improve planning and resources for individual learning
- continue to develop quality assurance in vocational training
- maintain a strong focus on continuous improvement
- improve and develop literacy and numeracy in workshops

GRADES

grade 1= outstanding, grade 2= good, grade 3= satisfactory, grade 4= inadequate

Achievement and standards and the quality of provision		2
Contributory grades:		
Employability and vocation training		2
Literacy, numeracy and language support		3
Personal and social development		2

Leadership and management		2
Contributory grades:		
Equality of opportunity		2

ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	12
Number of learners interviewed	87
Number of staff interviewed	49
Number of employers interviewed	3
Number of subcontractors interviewed	3
Number of partners/external agencies interviewed	15

The following strengths and weaknesses were identified during this inspection:

Achievement and standards and the quality of provision

Employability and vocational training

Strengths

- good skills development in joinery and dry stone walling
- good achievement rates in lift truck driving, industrial cleaning and PE
- good teaching in PE
- very effective use of peer mentors to support learners in PE

Weaknesses

- insufficient recognition of employability skills developed by learners

Literacy, numeracy and language support

Strengths

- high achievement in literacy and numeracy tests
- well-integrated full-time entry-level programme
- good initiatives to promote engagement and enjoyment of literacy
- very effective support from peer mentors

Weaknesses

- insufficient planning for individual learning
- insufficient support for literacy and numeracy in workshops
- poor access to up-to-date ICT-based resources

Personal and social development

Strengths

- good development of skills, especially for the elderly and disabled
- good achievement rates for driving courses and independent living skills
- good range of activities to meet learners' needs
- very effective support for learners

Weaknesses

- no significant weaknesses identified

Leadership and management

Strengths

- clear vision for developing learning and skills to meet the prison's resettlement needs
- good internal and external partnership links to benefit learners
- very effective support for offenders working and training in the community

- strong focus on continuous improvement
- good promotion of equality of opportunity
- effective actions to ensure wide participation

Weaknesses

- insufficiently well-established quality assurance arrangements for some aspects of vocational training

WHAT LEARNERS LIKE ABOUT HMP LEYHILL:

- the tutors, who are helpful
- the library staff, who respond quickly to requests
- 'the support to help me read'
- the support from the staff
- the frequent opening times of the library throughout the year

WHAT LEARNERS THINK HMP LEYHILL COULD IMPROVE:

- access to up-to-date software
- the number of vocational courses
- transport to work – it can be late
- the pace of improvements
- the number of high-level qualifications
- the number of literacy and numeracy classes each week – 'we forget what we've done'

DETAILED INSPECTION FINDINGS

ACHIEVEMENT AND STANDARDS AND THE QUALITY OF PROVISION Grade 2

Achievement and standards

Employability and vocational training

6. Learners develop good skills in joinery and are able to work to a high commercial standard. They work towards a level 2 national vocational qualification and quickly develop skills that enable them to produce work to satisfy the commercial standards of outside contracts. Learners are motivated and speak with confidence about their work. In dry stone walling, learners produce work that is recognised by the national body as being of a high standard. Learners can relate well to their new skills and are clear about how these enhance their employment prospects.

7. Achievement rates in lift truck driving are good. Over the past year, 88 per cent of learners have achieved their qualification. In industrial cleaning and car valeting, success rates have been good, with 89 per cent of learners achieving their qualifications. On accredited courses in PE, 92 per cent of learners have achieved their qualifications. Links to employment opportunities in these areas have been good and many offenders have gone on to find permanent employment. On non-accredited courses, offenders develop a strong work ethos, and punctuality and attendance are good. On the mandatory courses taken by learners and offenders in health and safety and food hygiene, most learners who enter for the qualification are successful.

Literacy, numeracy and language support

8. Achievement on level 1 and 2 national tests for literacy and numeracy in drop-in sessions is high at 92 per cent. These learners form the largest significant group of those taking these qualifications. A strong emphasis on the achievement of qualifications is established from the very start of learning programmes. Learners often target qualification completion within a short space of time. Regular and effective use of practice tests builds learners' confidence and promotes test readiness. Good care is taken to ensure that learners are well prepared to have a good chance of success. Many learners make good progress. Some cannot read well on entry to prison and achieve their first literacy qualifications there. Others need to revise prior learning and achieve their first qualifications very quickly.

9. Learners engage well in learning and standards of work are at least satisfactory. Attendance in the drop-in literacy and numeracy sessions and the full-time entry-level course is good and generally on or above the target, but attendance at discrete literacy and numeracy classes is consistently below targets.

10. Non-accredited learners in the full-time entry-level group attain well, but measurement of their progress and achievements is not well established. Achievements in discrete literacy and numeracy provision are low.

Personal and social development

11. Achievement is good for the driving theory and safer driving courses, and also for independent living skills, where six out of eight of the current learners have achieved their qualification. Achievement rates for other courses are satisfactory.

12. The development of personal and social skills is good across the courses offered. Learners learn to participate in active debates in the classes and gain listening skills as well as the confidence to express their views. The group discussions are good quality and generate useful information which is used to contribute to portfolios, also of good quality.

13. Development of personal skills is good in the gym. In addition, there is much personal learning with learners gaining confidence through getting fitter and losing weight. Learners recognise the benefits of additional personal learning and its role in helping them to gain employment on release. Classes are offered for elderly learners and those with disabilities. These classes are well received and have had a significant effect on the health of these learners.

14. Elderly and disabled learners engage in a variety of activities in the daycentre and show improvements in independent living skills and social skills. Learners can demonstrate some basic cooking skills and have gained the ability to work hygienically and to clear up the kitchen area. Good-quality art and craft work has been produced.

15. Attendance and punctuality are good.

Teaching, training and learning***Employability and vocational training***

16. Teaching in PE is good. Learners have the opportunity to learn from gym instructors who are experienced and well trained and able to use their experience to illustrate key learning points. Instructors plan their learning sessions well and are able to motivate and engage learners. They are skilled at understanding the individual needs of learners and are able to adapt their teaching accordingly. Instructors give good demonstrations of fitness techniques and clear instructions of how these should be carried out with a strong focus on health and safety. Individual support is frequently used to help learners develop their fitness techniques. Materials to support learning are of a good quality and posters throughout the gym are appropriate to support learning. Learners are given good feedback from assessment with clear guidance on how to improve.

Literacy, numeracy and language support

17. A well-integrated full-time programme for entry-level learners promotes literacy and numeracy through a wide range of stimulating themes. The well-balanced curriculum offers good enrichment for learners who frequently have very narrow life and learning experience. Every opportunity is taken to sensitively integrate numeracy and extend vocabulary through the different learning activities. Good use is made of many different facilities in the prison including the gym, library, cookery room and information technology (IT) suite. Teaching is carefully planned to challenge learners and provide a wide range of new experiences. Practical skills development meets learners' everyday life skills needs through healthy eating and cooking or first aid. Issues-based work, such as 'water aid' is used to stimulate learners to write letters to raise funds or learn more about the challenges facing developing countries. Very specific individual targets are set

and progress is monitored each week. However, records of progress and achievement are not linked effectively to the entry-level curriculum or the collection of achievement data.

18. Most teaching is well planned, with a good balance of learning activities provided by helpful staff. Sessions have a clear indication of pace and purposeful learning. Most learners engage well in taught sessions and make good contributions to the class. However, there is only one taught session each week in literacy and numeracy. This is not enough to provide continuity. Plans to increase this availability have begun. The open access sessions are popular, but the sole tutor faces frequent interruptions during the induction sessions to plan learning and set targets.

19. There is not enough planning for individual learning. Links between the initial assessment process and information for tutors are weak. Tutors receive the learners' overall assessment scores showing their assessed level, but no information about specific areas of weakness identified through diagnostic assessment. Most individual learning plan targets relate only to overall qualification targets. Few specific short-term targets that meet particular learning needs such as improving spelling or percentages are indicated. Almost all progress reviews relate to percentage test results but not to progress made to meet specific gaps in skill or knowledge. This is recognised and a newly designed individual learning plan is at pilot stage.

20. The availability of up-to-date IT-based learning resources is poor. Developments to improve flexibility in learning provision are not matched by improvements in interactive learning resources that enable learners to work at their own pace and level. There are computers in each classroom, but very little learning software is available.

Personal and social development

21. Teaching is good. Lessons are well structured using a variety of teaching methods with good use of group discussion and debate. Learners are motivated and quickly grow in confidence and self-esteem. Classroom management is good with no observed bad behaviour. Staff and learners show respect for one another. Classrooms are satisfactory with sufficient learning resources. Resources for teaching pottery are available but are not being used as a new kiln is waiting to be installed. A theatre is available but there are insufficient hours to enable drama to be offered.

Range of provision

Employability and vocational training

22. Offenders have the opportunities to take part in a variety of activities in workshops within the prison. Workshops are working to a standard that reflects a good commercial standard. In workshops where accredited training takes place the programmes are well structured and planned and focused on learners achieving the qualification.

23. The range of provision is suitable for learners and meets their needs. Tutors and instructors have a strong focus on increasing employability skills and links have been formed with employers to give learners opportunities for work experience.

24. In workshops where no accredited qualifications are available, offenders receive training to help them develop the skills they require to carry out the job to a good

standard. In most cases, training is well structured and there is good progression from low skill tasks to more complex tasks within the workshop.

25. There is insufficient recognition of the skills learners have developed while in the workshops. In workshops where there is no accredited training, learners' development of work skills is not sufficiently recognised by the prison. Learners are not able to make use of their skills development to enhance their opportunity to gain employment.

Literacy, numeracy and language support

26. The prison has launched good initiatives successfully to promote engagement with, and enjoyment of, literacy. Much good work by the library supports strong links between the library and education. Use of the library as part of class work has increased this year. Stimulating poetry workshops result in well-presented displays and booklets that celebrate learners' work. Festivals are used as vehicles to raise awareness about different cultures and the work of authors from them. A successful 'story book dads' project enhances contact with families and provides the impetus for some offenders to improve their reading. Effective individual peer support for reading is available through the Toe by Toe project. The library engages effectively in local library initiatives such as the 'big book read'. Its own 'big book share' supplies book boxes throughout the prison to reach those who do not visit the library. 'Reading on prescription' books link well with health promotion. The prison is working to develop more flexibility in its approaches to literacy and numeracy through drop-in sessions and open learning.

Personal and social development

27. The prison offers a good range of courses to develop personal and social skills including parentcraft, family relationships, sexual health and relationships, and budgeting and money management. Music and art courses are well received, although there is insufficient provision at an appropriate level for learners who are more able.

28. Good opportunities exist for offenders to attend local colleges and access vocational and higher education courses. Good support is available for offenders enrolled on distance learning university courses, although access to the internet and computers which can play DVDs is not allowed.

29. Training is offered in driving theory through the use of interactive CDs and the support of a skilled tutor. Learners are able to take the driving theory examination through day release and can continue to receive driving lessons and even take the practical test. Assistance is available to secure funding to support these lessons. Additional classes are available on road signs, heavy goods vehicle driving and safer driving.

30. The independent living skills course is well researched to meet the needs of offenders serving longer sentences and life sentences. It covers essential life skills including accommodation, money management, shopping and self-care.

31. The families pathway initiative is well organised. It features courses from the learning and skills staff, family services and family days, and inclusion of families in the review meetings for offending behaviour programmes. Good links have been made with an outside children's charity that provides an outreach worker and is currently advertising for a playgroup leader.

Guidance and support

Employability and vocational training

32. Peer mentors are effectively used in PE to help and support teaching. Learners who progress through the gym courses have the opportunity to work towards becoming a peer mentor and develop their skills in presentation and planning of learning sessions. Mentors are well supported and given appropriate training and supervision to become capable of delivering some of the fitness courses to other learners. Learners appreciate the support they receive from peer mentors and quickly gain confidence in their newly developed skills.

33. Learners receive good advice and guidance on what courses are available to them and what employment opportunities may result. Advice is given to offenders who, because of their offence, are prevented from continuing with their prior career. Learners who are working in the community are well supported by the prison, with a flexible approach to fit in with the needs of the employer and the offender. For learners who attend external courses the prison is supportive of their individual needs and requirements to enable them to access and benefit from education and training.

Literacy, numeracy and language support

34. Peer mentors work very effectively to support learners in individual sessions and in groups. On some days they are the main source of support for learning and provide this with sensitivity and respect. They act as good role models. All peer mentors are required to achieve at least at level 2 in the area they support and some have themselves overcome difficulties. They empathise well with other offenders' needs. Some offer their time freely to provide support to those learners who do not attend education when on the wings. One particular mentor supported the good development of very short and focused learning opportunities for offenders serving very short sentences, who have not benefited in the past.

35. No literacy or numeracy support is available in vocational workshops. Although many workshops offer good potential for learning, for example in the kitchens and in woodwork, no development to identify and promote these opportunities is in place. The PE department has begun some good developments to integrate level 2 key skills qualifications in communication within a range of qualifications. However, this is not fully established yet and numbers are small so far. Progress to introduce key skills qualifications in vocational areas is very slow and there is no availability outside PE.

Personal and social development

36. Support for learners is very effective, with additional help from staff for both courses and extracurricular activities such as the arrangement of driving lessons and tests. The prison has made good links with a local driving school that can accommodate the administrative difficulties that can arise from risk assessment. Good use is made of peer mentors to assist less able learners. A well-resourced advice centre is open each weekday and contains a wide variety of literature on all aspects of finance, housing, employment and daily living. It is overseen by an officer and staffed by two offenders.

LEADERSHIP AND MANAGEMENT

Grade 2

37. The prison has developed a clear vision of how learning and skills will be developed to enhance the employability of learners and complement the resettlement function of the prison. Learning and skills is given a significant standing within the overall management of the prison and senior managers have a good understanding of the role it plays in helping the prison achieve its overall objectives. Learning and skills is part of the overall strategy of the prison. A development plan specifically for learning and skills is in place which has clear targets to help the prison achieve its objectives. Key performance indicators enable the prison to assess the progress being made. The development plan is regularly reviewed to ensure objectives are being achieved.

38. The prison is good at working with its internal and external partners. The education contract is now delivered by three providers. Formal and informal meetings regularly take place, frequently on a daily basis between the head of learning and skills and the education contractors. The prison has worked hard and effectively at facilitating meetings between the prison and the education providers to share good practice and increase a shared understanding of the different needs of the prison and learners and how to best meet these needs. Providers are now working together to help meet the needs of the prison and are looking for ways of being mutually supportive. The prison has developed a range of good links with external partners to benefit learners. Jobcentre Plus and **nextstep** are working in partnership with the prison to develop a jobcentre within the prison that will be available five days a week and be a focal point for employment opportunities. The prison has developed good relationships with a variety of employers to enable learners to access valuable work experience in the community. The prison has become involved in a range of good-quality community projects that provide opportunities for offenders to work outside the prison in a variety of different activities to enhance their employability.

39. Offenders make an application for the opportunity to go outside of the prison to work and the risk assessment process is thorough. Offenders who meet the criteria for working out in the community are well supported by the community project team and the Prison Service Plus project to help offenders gain employment on their release. Prison staff ensure that, where possible, employment opportunities are offered near to where offenders live and are due to be released and most offenders who progress into paid employment continue to be employed upon release. Good links with resettlement projects from other areas have been established to help support learners released into other areas. Many offenders are able to follow education courses as well as working, and training is often funded by the employer. Staff in the community project team work hard to ensure that health and safety requirements are met by employers and education and training providers. Equality of opportunity in the workplace is successfully monitored and it is a condition of employment that offenders are paid at least the minimum wage and not discriminated against. Staff monitor offenders' progress rigorously by frequently visiting them on placement, the frequency depending on their risk assessment.

40. The prison's approach to continuous improvement is strong. A detailed development plan clearly identifies targets, which are closely monitored through a quality improvement group and senior staff meetings. These plans clearly set out the strategy to introduce improvements to the provision. They are linked to a quality calendar to ensure that there is a clear understanding by staff as to when key processes will take place. The head of learning and skills and the education providers have successfully identified areas for improvement within the prison and improvements have

been made to the provision. Work has taken place with the new providers to improve the individual learning plan and new courses have been introduced in social and life skills to better reflect the needs of the prison. In literacy and numeracy, the curriculum model has been redesigned to reflect learners' needs. To improve the quality of the course, a drop-in centre for literacy and numeracy support has been introduced and there has been a significant improvement in attendance. The prison has developed and introduced quality assurance systems into the vocational areas and staffing has been restructured to ensure that learning and skills has better opportunities to link with other areas of the prison. Staff have received training to improve their understanding of the self-assessment process.

41. Quality assurance systems have only recently been introduced into the vocational workshops. Systems to ensure the quality of training are not fully in place. Observation of teaching and learning sessions has yet to take place. Individual learning plans are used inconsistently and in most cases do not record the results of initial assessments or offenders' prior attainment. Most staff have an understanding of the self-assessment process and recognise its value in improving the provision.

Equality of opportunity

Contributory grade 2

42. Promotion of equality of opportunity is good. This is evident in all aspects of the learners' activities and in the mutual respect that exists between staff and offenders. Allocation to work, education and all other prison activities is carried out by the labour board which has a well-structured system to ensure that the establishment's needs and learners' needs and preferences are well matched. Activities are carefully monitored through regular reports and meetings to ensure that there is proportional representation in ethnicity and also to identify and resolve any equality of opportunity issues.

43. Race relations performance has been analysed in detail and reported in the latest edition of the prison magazine. Key performance targets have been met and impact assessments have been completed through the year. Of the 11 racial incidents reported over the last year, six were found to be unsubstantiated and the other five were managed effectively.

44. There is good support for learners in learning and skills. Education is offered full time and part time and learners have good opportunities to access work and education and to complete offending behaviour programmes. There is a high degree of support between learners which is recognised formally through the peer mentors, where more able learners are employed to assist less able learners. Some learners have attended an outside college to gain a teaching qualification and four learners have recently gained employment at the college on release.

45. Effective action is taken to ensure wide participation. A landing on one of the living units has been allocated to the elderly and offenders with disabilities. This has wheelchair access and is staffed by an officer who is knowledgeable and interested in disability issues. The elderly and offenders with disabilities are encouraged to develop new skills and are successfully integrated into the wider prison community. Wheelchair access is good across the prison, although there are some restrictions in the health care centre. The bath hoist in the healthcare centre is inoperable. A daycentre has been set up for elderly and disabled offenders which offers activities such as art and cooking to encourage the development of self-help and social skills.

46. Celebration of diversity is good. Events are held which promote understanding from different ethnic groups. Recent events have included food, artwork, music and crafts

from Pakistan and in black history week. An ex-offender from the prison is now employed by an education provider and has recently contributed a cultural workshop at a diversity event. Relationships between different faiths are good, with some good collaborative work. Christian family services are held periodically to allow Christian offenders to worship with their partners and children. Muslim offenders are able to meet with their families at a local mosque during their festivals.

47. The range of policies for race relations, equal opportunities and diversity, bullying and complaints is comprehensive. A designated race relations officer and a race relations orderly act as contact points for any issues from staff or offenders. Race relations and disability issues are covered on induction and are well supported with written material and poster displays around the prison, such as for the home office disability support group and the gay and lesbians in prisons support group. Equality and diversity training is offered to all staff. The offenders' pay structure is clear and offenders receive equal pay irrespective of what activities they engage in.