



**PS Plus 2:
Measuring Improvements to Employability
through *Distance Travelled***

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Contents

	Page
1. Introduction	
1.1 PS Plus: Project Overview	3
1.2 Measuring Improvements to Employability through <i>Distance Travelled</i>	3
1.3 Aim of the Study	3
2. Methodology	
2.1 Measuring <i>Distance Travelled</i> – An Overview	4
2.2 Identifying a Baseline	4
2.3 Measuring Progress	5
2.4 Presenting <i>Distance Travelled</i>	6
2.5 Case study	7
2.6 Statistical Analysis	9
3. Results	
3.1 Project Summary	10
3.2 Improving Employability	12
3.2.1 Community Integration Plans (CIPs)	12
3.2.2 PS Plus Intervention Activities	16
3.2.3 Qualifications Gained While on PS Plus 2	19
3.3 Factors Limiting Success	21
3.3.1 Barriers to Employment	21
3.3.2 Diversity	23
3.3.3 Operational & Regime Factors	24
4. Summary	26
References	27
Appendix A – Determining <i>Distance Travelled</i>	28
Appendix B – Mapping <i>Distance Travelled</i> : Examples	32
Appendix C – Statistical Analysis	35

1. Introduction

1.1 PS Plus Project Overview

Part-funded by the European Social Fund, PS Plus was a project which aimed to assist offenders (beneficiaries) in gaining employment, with the ultimate goal of reducing re-offending in England and Wales. Between September 2002 and June 2008, PS Plus has provided assistance to nearly 80,000 beneficiaries in 42 prison establishments and 15 probation areas. This study covers the second phase of the project, PS Plus 2, which ran between September 2004 and March 2007, assisting over 33,000 beneficiaries in 39 prisons and 3 probation areas.

PS Plus 2 aimed to provide employment, education & training and accommodation for beneficiaries. However, these outcomes alone give an incomplete picture of both the extent and success of the project. PS Plus works with beneficiaries with large barriers to employment, and project intervention may have improved the employability of beneficiaries without them necessarily gaining employment or housing by the time of their release and therefore completion on PS Plus. In order to realise the true scope of the PS Plus project a method of measuring improvements to the employability of beneficiaries was required.

1.2 Measuring Improvements to Employability through Distance Travelled

Traditionally, project intervention is difficult to measure unless a clearly defined outcome has been achieved. For example, employment and qualifications can both be easily measured and assured. Generally, such outcomes are referred to as *hard outcomes* and are easily identified as improving employability. However, many outcomes such as receiving guidance or improving self-confidence are subjective and are not easily measured. Referred to as *soft outcomes*, these outcomes should also be taken into consideration when identifying any improvements to a beneficiary's employability. Collectively, *hard and soft outcomes* give the summation of the improvements to employability gained through project intervention.

Distance travelled can be described as the progress made by a beneficiary towards improving their employability through PS Plus intervention on leaving the project.

The concept attempts to quantify the progress made by beneficiaries through the accumulation of *hard and soft outcomes*. In doing so, the 'grey area' between the extremes of gaining employment and not receiving intervention can be made tangible.

1.3 Aim of the Study

The aim of this study is to measure improvements in employability of PS Plus beneficiaries through *distance travelled* in four key intervention areas: employment, education, accommodation and motivation. In doing so we aim to assess the extent of the successes of PS Plus intervention, and to identify any factors that promote or inhibit how far PS Plus beneficiaries *travel* towards employment.

2. Methodology

2.1 Measuring *Distance Travelled* – An Overview

Distance travelled can be described as the progress made by a beneficiary towards improving their employability through PS Plus intervention. Fundamentally, *distance travelled* is the distance between an initial or baseline point on starting the PS Plus project and a secondary point on leaving the project (Figure 2.1). In order to travel between the two points, beneficiaries must acquire *soft or hard outcomes* as provided by PS Plus intervention. The more outcomes that are gained, the further the secondary or end point will be from the initial or baseline point. The *distance travelled* for a given outcome will be relative to the point at which the beneficiary was before receiving the intervention: those with greater barriers will have a lower baseline and as such will travel relatively further on receiving a given outcome.

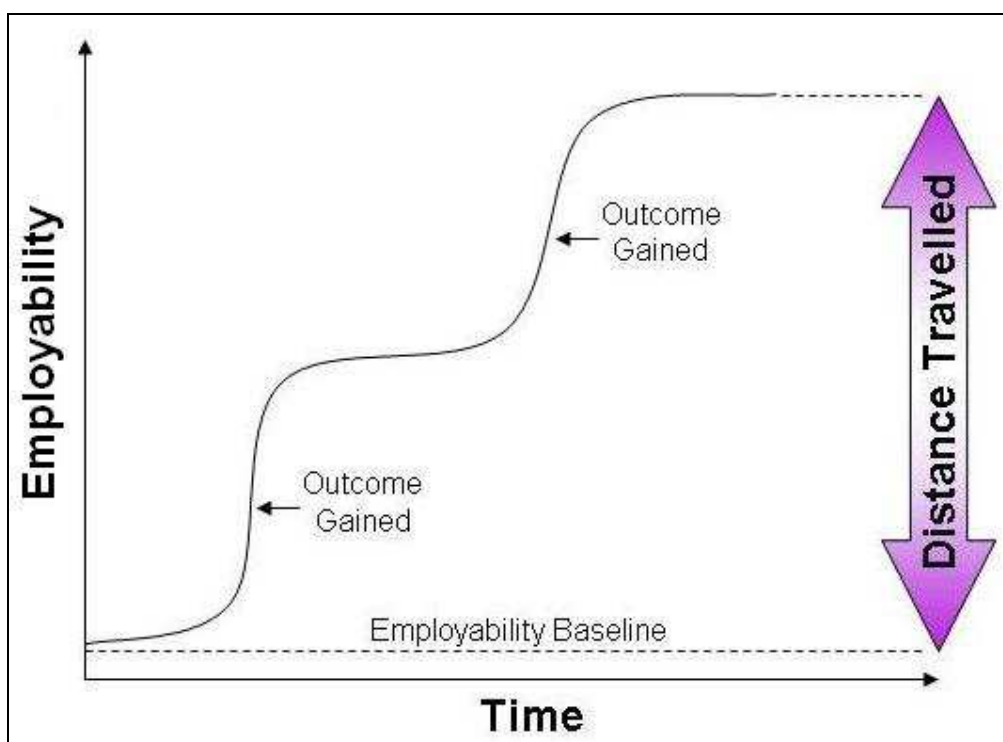


Figure 2.1 Measuring *distance travelled* - a visual representation

2.2 Identifying a Baseline

When identified as being able to start work on the project, beneficiaries are assessed in eleven intervention areas. Of specific interest to this study are employment, education, housing and motivation. A beneficiary's baseline score or starting point is subsequently calculated from the results of this assessment. Weighted scores are given for each question depending on their perceived importance and the severity of the response. The sum of these

assessment scores for a given intervention area is then standardised to give the beneficiary's baseline score. A baseline score for motivation is derived slightly differently. PS Plus staff follow guidance to determine the appropriate level of motivation a beneficiary possesses, which is subsequently standardised.

A score of 0% indicates that the beneficiary has the greatest barriers towards improving their employability for that particular intervention area, while in contrast a score of 100% indicates that the beneficiary does not require any assistance. Consequently, beneficiaries with a baseline score of 100% were not included in the study as they did not require assistance from PS Plus for that intervention area. For a full explanation of the assessment questions and the possible answers refer to appendix A.

2.3 Measuring Progress

Outcomes are also given a weighted score for each intervention area. Scoring depends on the perceived progress a beneficiary can be expected to make in improving their employability on receiving the said outcome. Outcomes can be of benefit to more than one intervention area, and are scored on their perceived benefit to each intervention area separately. On gaining an outcome, a new or current score is calculated for each area. Scores are weighted by, and subsequently added to their baseline scores to give their current score. Each additional outcome gained is weighted by their previous 'current score' to give their new 'current score'. In respect of motivation, PS Plus staff can assess beneficiaries on several occasions whilst on the project, and as such progress is monitored systematically. On leaving the project, the last 'current score' is taken as the end score – the point at which a beneficiary was on leaving the PS Plus project. The full list of possible outcomes that can be recorded on PS Plus has been included in appendix A.

Consequently, the difference between a beneficiary's baseline score and end score is calculated to give the *distance travelled*. These scores show the relative distance a beneficiary has travelled in each of the four key intervention areas towards improving their employability. As such, scores for a given intervention area can be compared directly between beneficiaries.

2.4 Presenting Distance Travelled

On entering the assessment information into the PS Plus developed database Case Assessment and Tracking System (CATS), the four baseline scores for employment, education, accommodation and motivation are calculated and stored in the database. As outcomes are gained and subsequently entered into CATS, the current score is systematically calculated and updated. This information is then available graphically to present to the beneficiary (Figure 2.2).

Figure 2.2 is an example of a *distance travelled* map (further examples can be found in appendix B). The lines represent the initial or baseline score and the current or end score. Markers close to the centre of the radar indicate a low score for the given intervention area

and that the beneficiary has a long way to travel before employment is attainable. In contrast, markers towards the perimeter of the radar indicate that little or no intervention is required. In the example given in Figure 2.2 we can quickly identify that this beneficiary required a great deal of assistance with employment, whereas there were only minor issues with accommodation. When comparing the end scores to the baseline scores, it is apparent that employability has been improved in all of the four intervention areas. The beneficiary has *travelled* the furthest through employment interventions and much less so with regards to accommodation.

Mapping *distance travelled* in this way allows the beneficiaries to see the extent to which they have improved their employability. This can be of great help in improving self-confidence and motivation, especially when the final goal of gaining employment is far out of sight to the beneficiary. Additionally, PS Plus staff can quickly identify how much work has been carried out and how much is still required for each of the four intervention areas.

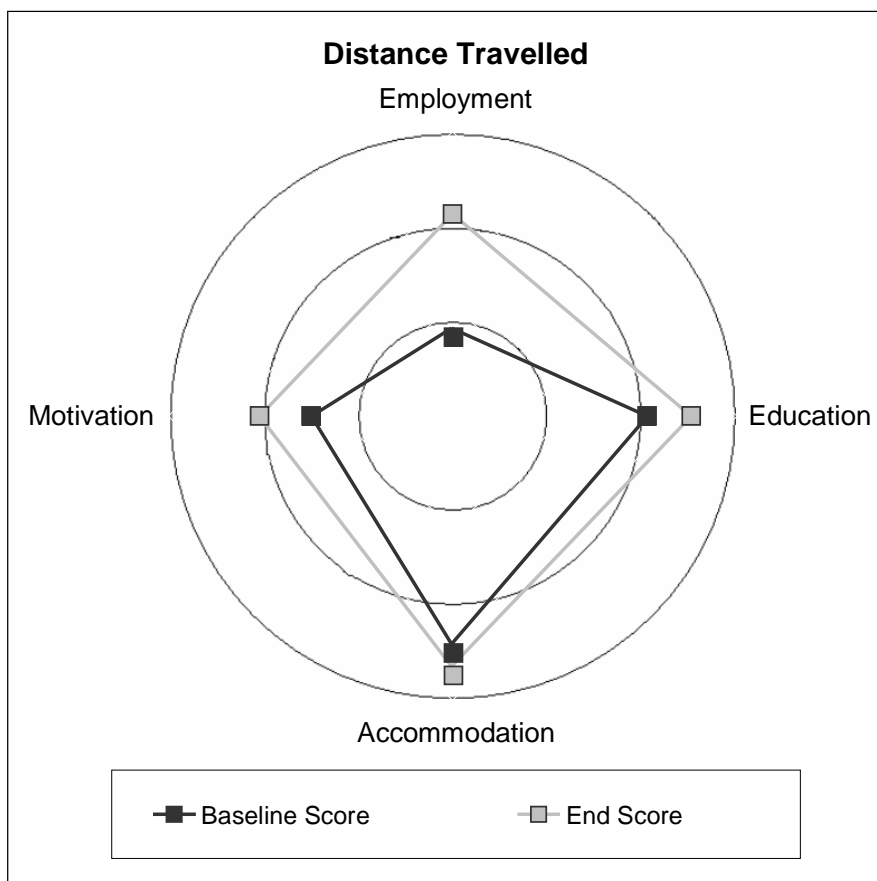


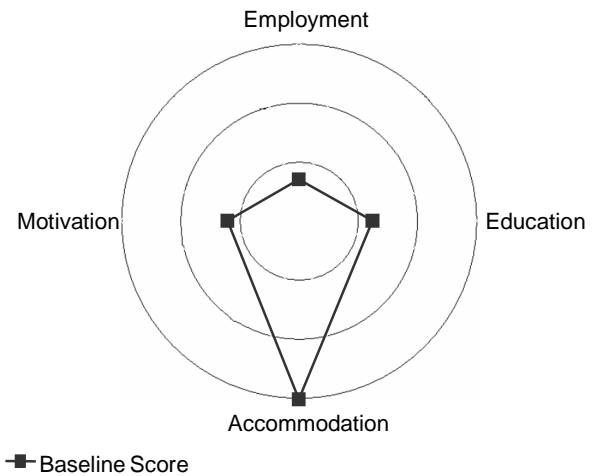
Figure 2.2 Example of a *distance travelled* map, as shown to beneficiaries

2.5 Case Study

Presented below is a case study detailing the ‘journey’ made by a PS Plus beneficiary. It is intended to help show the *distance travelled* concept and illustrate the progress made by the beneficiary whilst on the project.

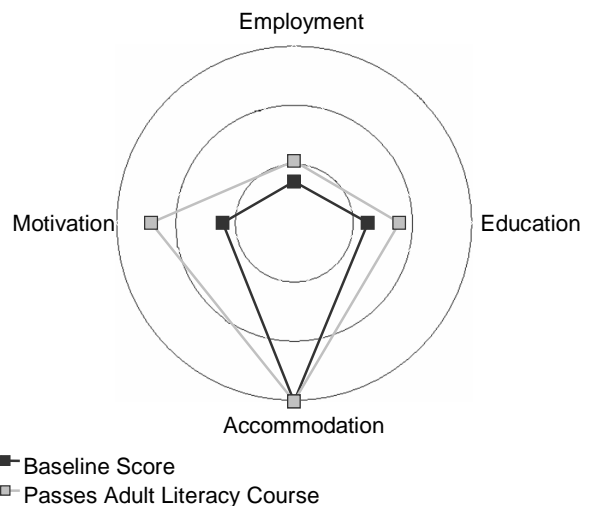
Initially the beneficiary was assessed in the 11 intervention areas, with this information being recorded on CATS. From the assessment we find that the beneficiary requires assistance finding employment and had been unemployed for approximately 12 months at the point of assessment. He had not completed his formal school education and had problems with reading and writing. An interest was expressed in gaining qualifications, whereas no help was needed with housing. PS Plus staff followed guidance to determine his motivation level as ‘contemplation’.

On completion of the assessment, CATS automatically calculated the beneficiary’s baseline score, as shown opposite.

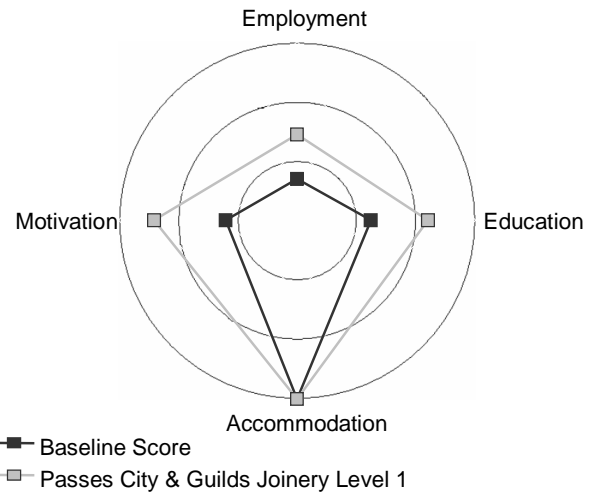


Identified as requiring help with reading and writing, the beneficiary was placed on an Adult Literacy course, which he subsequently passed. As shown opposite, passing the literacy course improved both education and employment, whereas accommodation remained unchanged. PS Plus staff identified a significant increase in the beneficiary’s motivation and self-confidence, determining his motivation level as ‘action’.

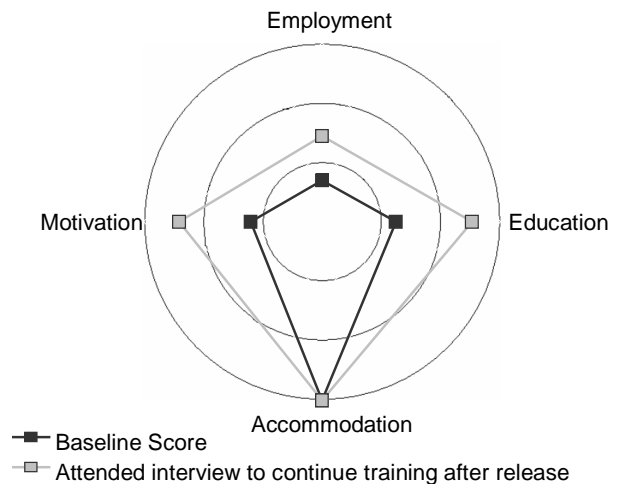
CATS automatically updated the improvements to his employability in the four intervention areas.



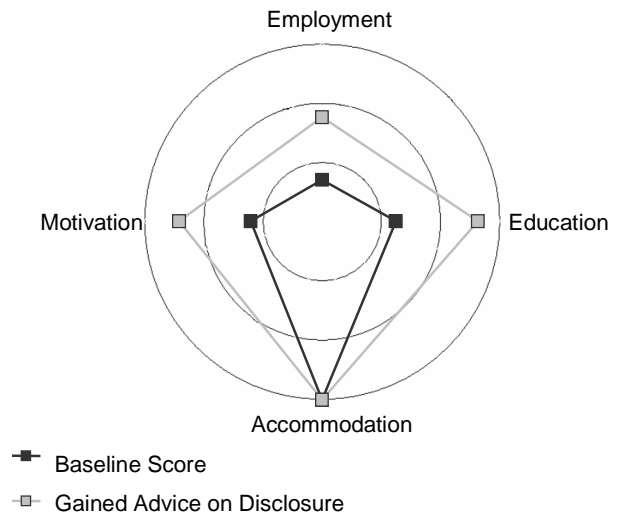
On completion of the Adult Literacy course, the beneficiary was entered onto a Joinery training course, with the ultimate goal of becoming fully trained in the profession. On gaining the City & Guilds Level 1 qualification, his employability was significantly improved.



Without much time left to work with the beneficiary before his release, PS Plus staff organised an interview with a Further Education College in order for him to continue his training after release.



Immediately prior to his release from custody, the beneficiary received 'advice on disclosure', further improving his employability. The beneficiaries 'current score' at this point can be classed as his final score, and it is the difference between this and his baseline score that gives the *distance travelled* in each of the four intervention areas.



2.6 Statistical Analysis

Statistical analysis was undertaken in order to better understand how *distance travelled* was improved and to identify any factors that may limit the effectiveness of PS Plus intervention.

For interventions towards employment, education and accommodation, the analysis was split into two sections. The first part of the analysis looked at which factors affected the likelihood that beneficiaries would *travel* or not. Secondly, a more detailed analysis focused on which factors affected how far beneficiaries *travelled*. Due to a large amount of under-reporting there was limited motivational data available. As such the analysis was simplified, focussing on which factors determined whether a beneficiary improved their motivation.

For a list of the statistical methods used in this study complete with statistical tables, please refer to appendix C.

3. Results

3.1 Project Summary

All of the 33,002 beneficiaries worked with on PS Plus 2 had their *distance travelled* calculated for each of the four intervention areas: employment, education, accommodation and motivation. Every beneficiary on the project received some form of intervention, resulting in the majority of beneficiaries improving on their baseline scores and thus improving their employability to some degree (Figure 3.1):

- **30,773 (93%) beneficiaries were identified as having their employability improved** while being worked with on the PS Plus project.
- 2166 (7%) beneficiaries did not change their level of employability.
- Only 63 beneficiaries, representing less than 0.2% of the PS Plus population, were identified as having an overall reduction in employability (through a lapse in motivation).

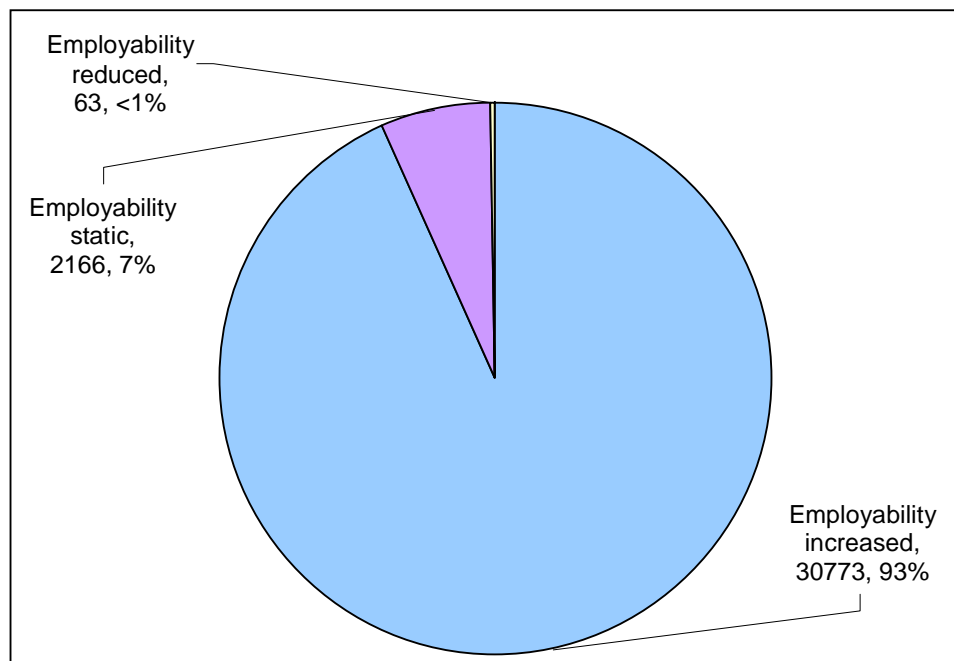


Figure 3.1 Changes to employability of PS Plus 2 beneficiaries

The extent to which employability was improved varied greatly between each of the four intervention areas (Figure 3.2):

- Employment interventions improved the employability of 85% (26,854) of the beneficiaries who required help finding a job.
- Educational interventions improved the employability of 63% (18,661) of the beneficiaries who required assistance with educational and training issues.
- 47% (7579) of the beneficiaries recorded as requiring assistance with housing issues improved their employability through accommodation interventions.
- 32,912 (99.7%) beneficiaries were recorded as able to improve their motivation while on the project, while for 90 beneficiaries their motivation level was recorded as 'maintenance', the highest attainable level in the assessment. Only 2220 (7%) beneficiaries were recorded as actually improving their motivation levels, whereas 866 (3%) beneficiaries had a lapse in motivation. For the other 29,826 beneficiaries the *distance travelled* towards motivation was zero. However, of these only 103 (less than 0.4%) beneficiaries can be verified as having no change to motivation. Initial motivation levels are generally complete and well recorded, but it is likely that for the majority of beneficiaries no updates to their motivation (whether it has changed or not) have been recorded. As such, changes to motivation, both positive and negative, are likely to be underrepresented in the analysis.

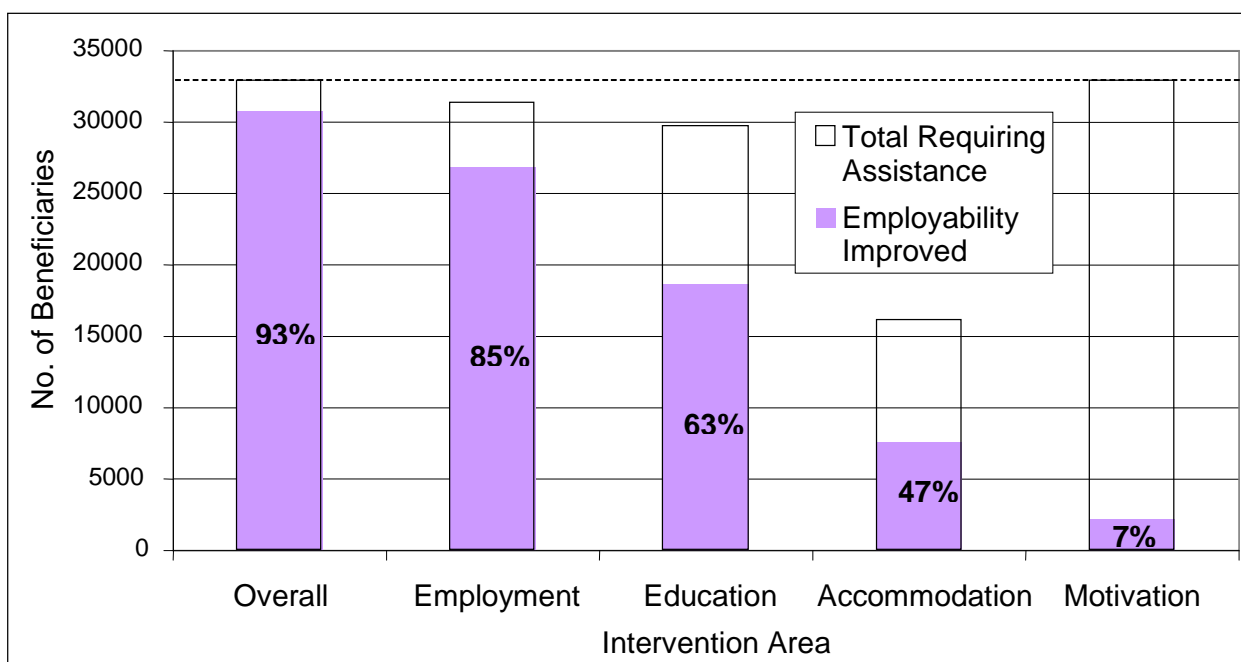


Figure 3.2 The extent to which employability was improved through each intervention area

3.2 Improving Employability

3.2.1 Community Integration Plans (CIPs)

On starting the project, a community integration plan (CIP) is created for each beneficiary. The CIP is an action plan developed from the PS Plus assessment which outlines the work required by the beneficiary and PS Plus staff in order to effectively remove the beneficiary's barriers to employment and ultimately to secure a job. CIPs are reviewed regularly and may contain referrals to partner agencies that specialise in the brokerage of employment, education or training as well as to other projects. Analysis was undertaken in order to assess the effectiveness of CIPs on improving employability. Specifically, CIP entries or referrals that detail employment, education, housing or motivational interventions were analysed:

Employment Entries:

Employment entries on a beneficiary's CIP were found to be of great positive effect on *travelling* towards employment, and thus improving employability. The more actions or referrals made, the further a beneficiary *travelled* (Figure 3.3), especially if the actions had been completed. Of those entries that had been completed, it was found that as the time spent working on entries increased, the extent to which beneficiaries *travelled* significantly increased. Further analysis shows that referral entries are completed over less time than entries for actions by PS Plus staff. This may indicate that employment referrals, such as those to an employment brokerage team, are less successful at increasing *distance travelled* than actions carried out by PS Plus staff.

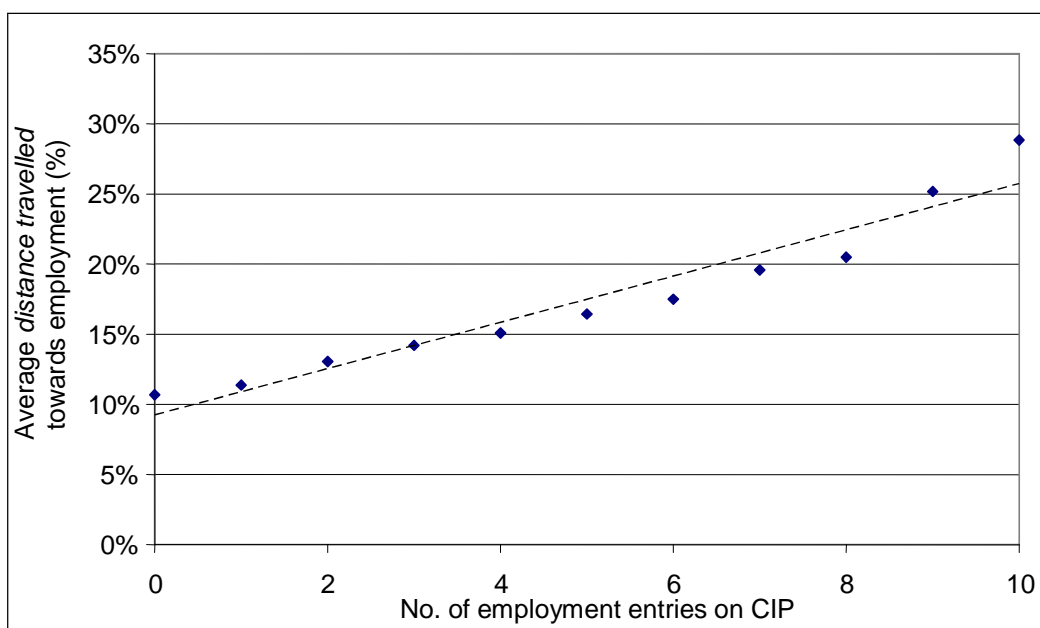


Figure 3.3 shows how the *distance travelled* towards employment increases significantly as the number of employment actions or referrals made on a beneficiary's CIP increases.

Educational Entries:

Educational entries on a beneficiary’s CIP were found to have a significant positive effect on *travelling* towards education, and thus improving employability. The more entries or referrals made, the further a beneficiary *travelled* (Figure 3.4). Interestingly, this is regardless of whether the entries have been completed or not, as closing educational CIP entries appeared to have no significant effect on the *distance travelled* towards education. The reasons for this are currently unclear.

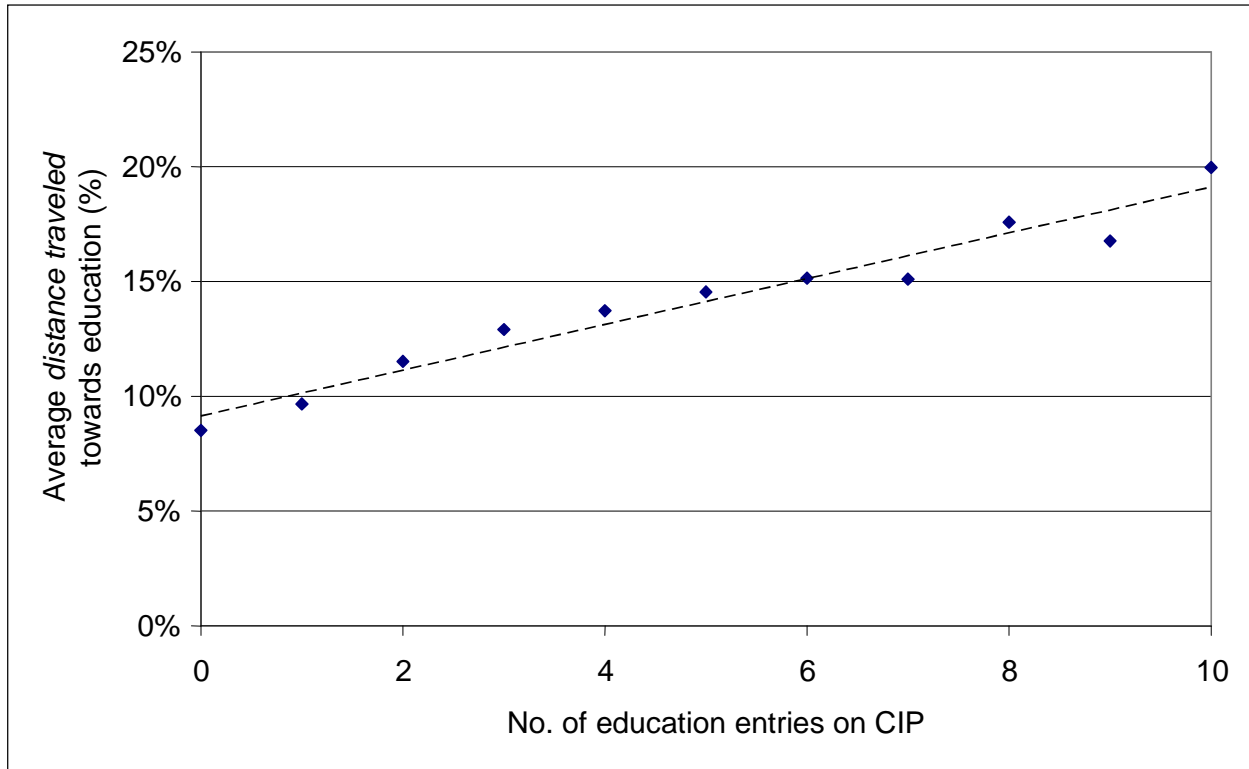


Figure 3.4 shows how the *distance travelled* towards education increases significantly as the number of education actions or referrals made on a beneficiary’s CIP increases.

Housing Entries:

Housing entries on a beneficiary's CIP were found to be of great positive effect on *travelling* towards accommodation, and thus improving employability. The more entries or referrals made, the further a beneficiary *travelled* (Figure 3.5), especially if the actions had been completed. It was found that the length of time spent working on housing entries had no significant effect on the *distance travelled* towards accommodation.

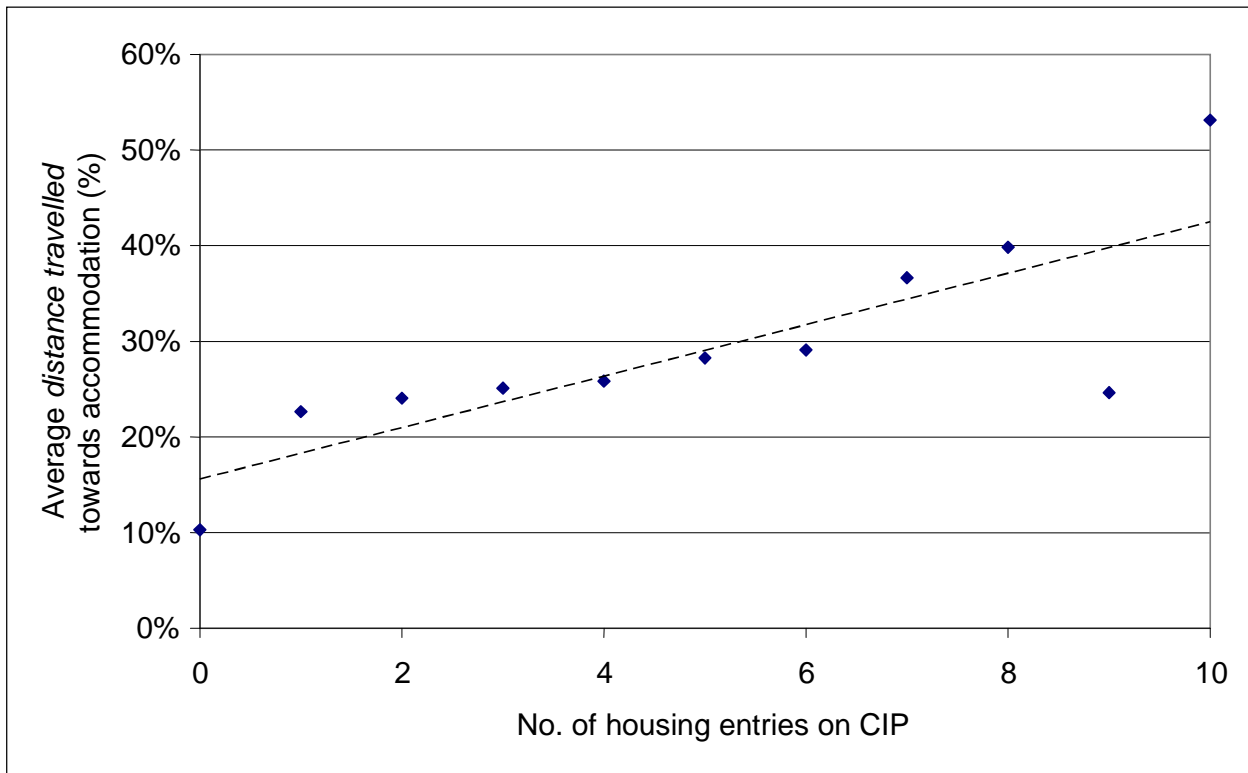


Figure 3.5 shows how the *distance travelled* towards accommodation increases significantly as the number of housing actions or referrals made on a beneficiary's CIP increases.

Motivation Entries:

Motivation entries on a beneficiary's CIP were found to have a large positive effect on *travelling* towards motivation, and thus improving employability (Figure 3.6). The more actions or referrals made, the further a beneficiary *travelled*, especially if the entries had been completed. However, the incremental benefit of additional entries is negligible when compared to the large benefit of an initial action or referral. Additionally, analysis shows that motivational actions and referrals that were opened and completed on the same day had a detrimental effect on the *distance travelled* towards motivation. Further analysis of these particular entries shows that although marked as completed, in 71% of cases a referral had not been made which may explain the negative effect.

Interestingly, analysis suggests that the likelihood of improving motivation increases significantly as the number of educational CIP entries increases, especially if those actions or referrals have been closed. What is currently unclear is whether education actions and referrals help improve motivation, or if beneficiaries who improved their motivation were then more likely to gain more educational actions and referrals.

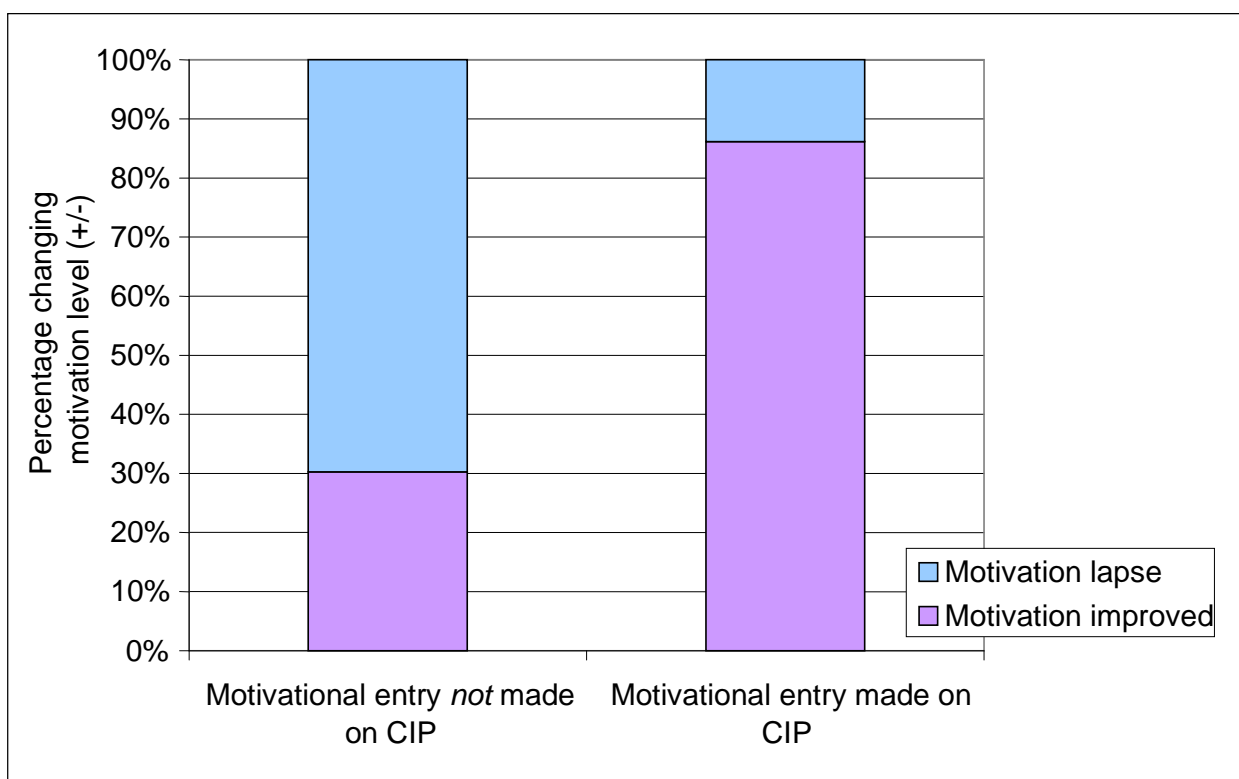


Figure 3.6 shows how the likelihood of improving motivation increases significantly when motivational actions or referrals are made on a beneficiary's CIP.

3.2.2 PS Plus Intervention Activities

The activities undertaken by beneficiaries on the PS Plus project were varied and extensive, ranging from receiving advice and guidance to specialist skills training to sport and fitness. PS Plus staff systematically recorded the activities that beneficiaries attended and the time spent working on them. Analysis was undertaken in order to assess the effectiveness of intervention activities. Due to the number of different activities they were aggregated into three groups to simplify the analysis: one-on-one guidance activities, group practical & work experience activities, and group theoretical activities.

Guidance Activities:

One-on-one guidance activities were found to be of great positive effect towards improving employability. The *distance travelled* towards employment, education and accommodation all increased significantly as the time spent undertaking guidance activities increased (Figure 3.7). Guidance activities appeared to have no significant impact on improving employability through increasing motivation.

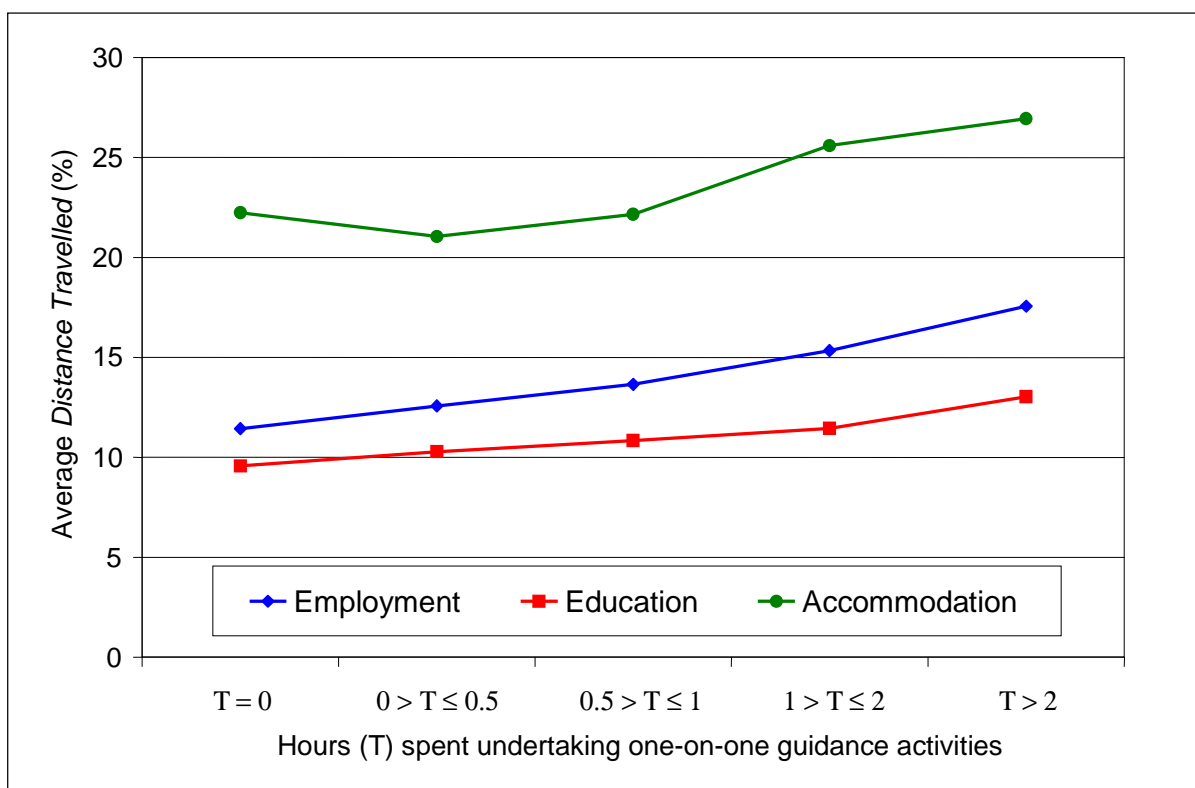


Figure 3.7 shows the positive effect of one-on-one guidance activities on *the distance travelled* towards employment, education and accommodation.

Practical & Work Experience Activities:

Group practical & work experience activities were found to have a positive effect on improving employability. The *distance travelled* towards employment, education and motivation all increased significantly as the time spent undertaking practical activities or work experience increased (Figures 3.8 and 3.9). As can be seen in Figure 3.8, the positive effect of practical activities and work experience was slightly greater on the *distance travelled* towards employment than the *distance travelled* towards education. However, group practical activities and work experience appear to have no significant impact on the *distance travelled* towards accommodation.

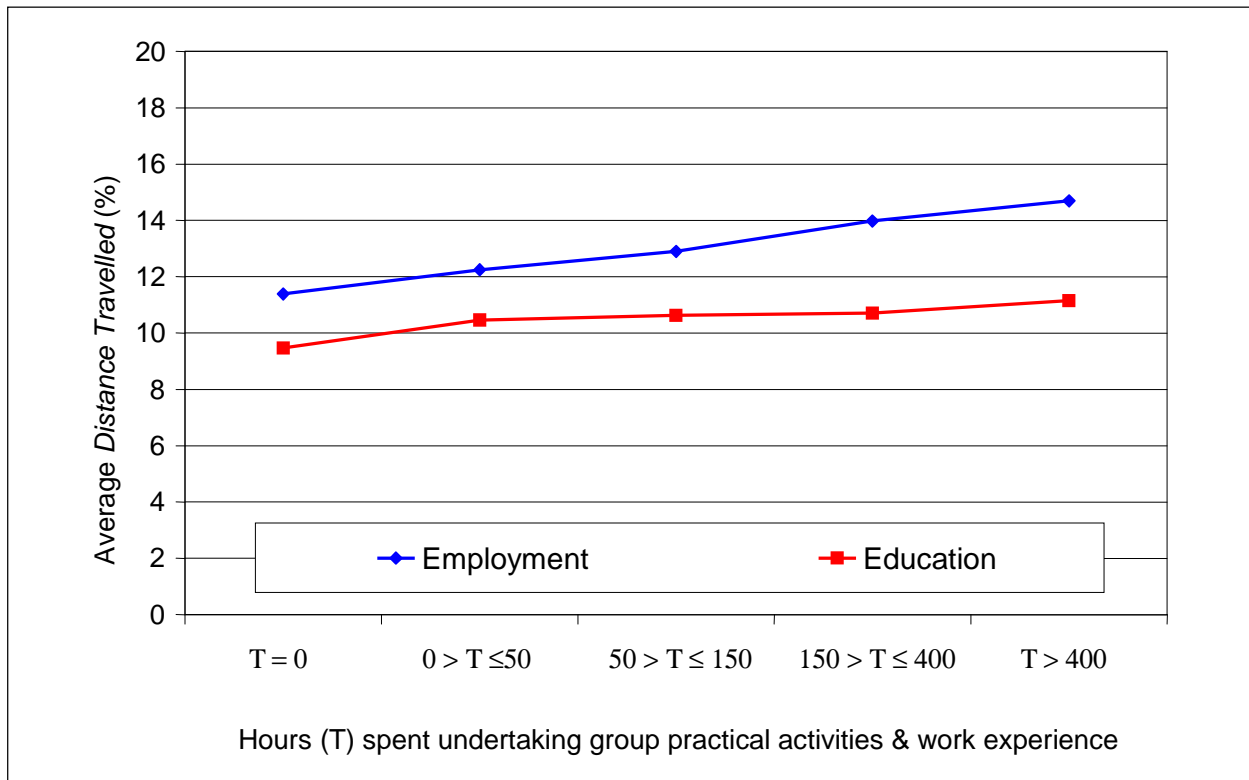


Figure 3.8 shows the positive effect of group practical activities and work experience on the *distance travelled* towards employment and education. Such activities had no significant effect on accommodation, which has not been included in the graph. The effect on motivation is shown overleaf.

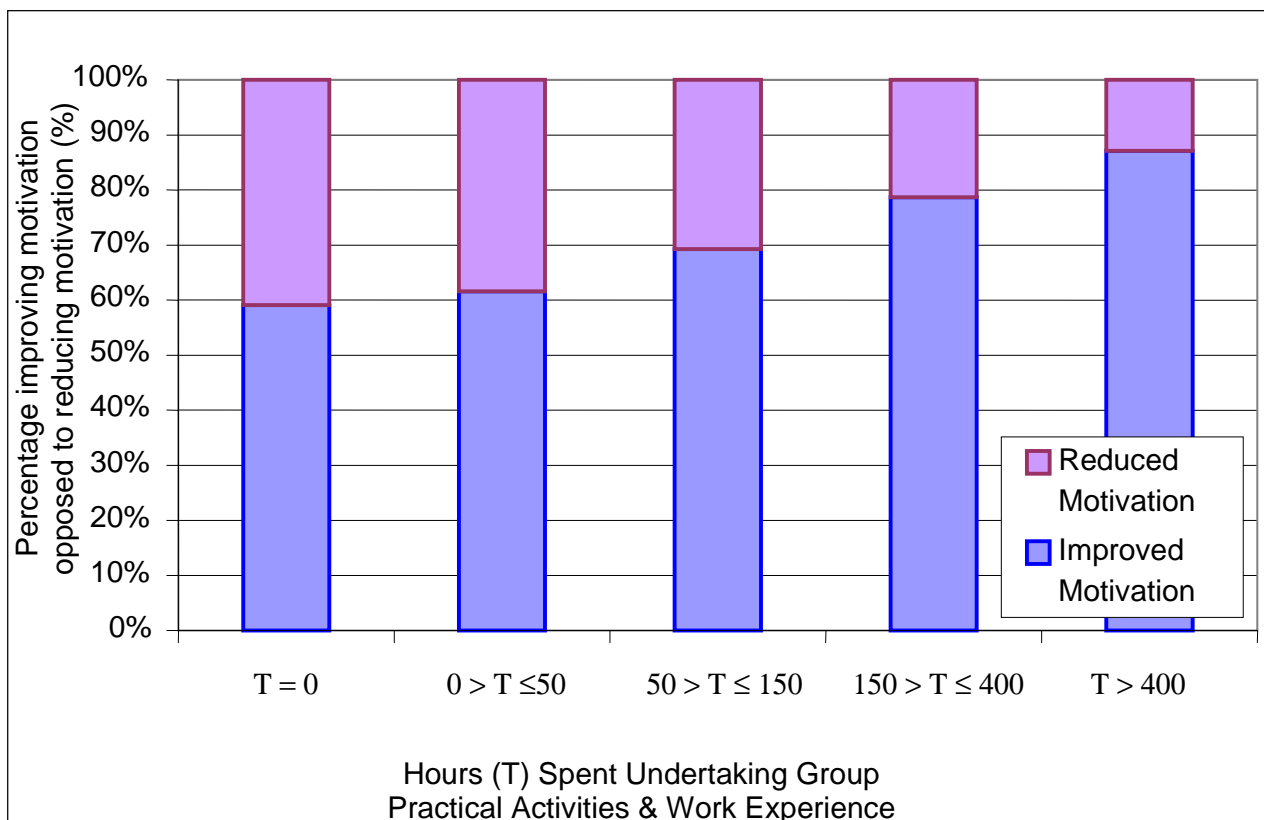


Figure 3.9 shows how the likelihood of improving motivation increases significantly as the time spent undertaking practical activities or work experience increases.

Theoretical Activities:

Group theoretical activities were also found to have a positive effect on improving employability. The *distance travelled* towards both employment and education increased significantly as the time spent on theoretical activities increased (Figure 3.10). As can be seen in Figure 3.10, the positive effect of group theoretical activities had a similar impact on the *distance travelled* towards both employment and education. Additionally, analysis suggests that theoretical activities were of no significant benefit to the *distance travelled* towards accommodation or motivation.

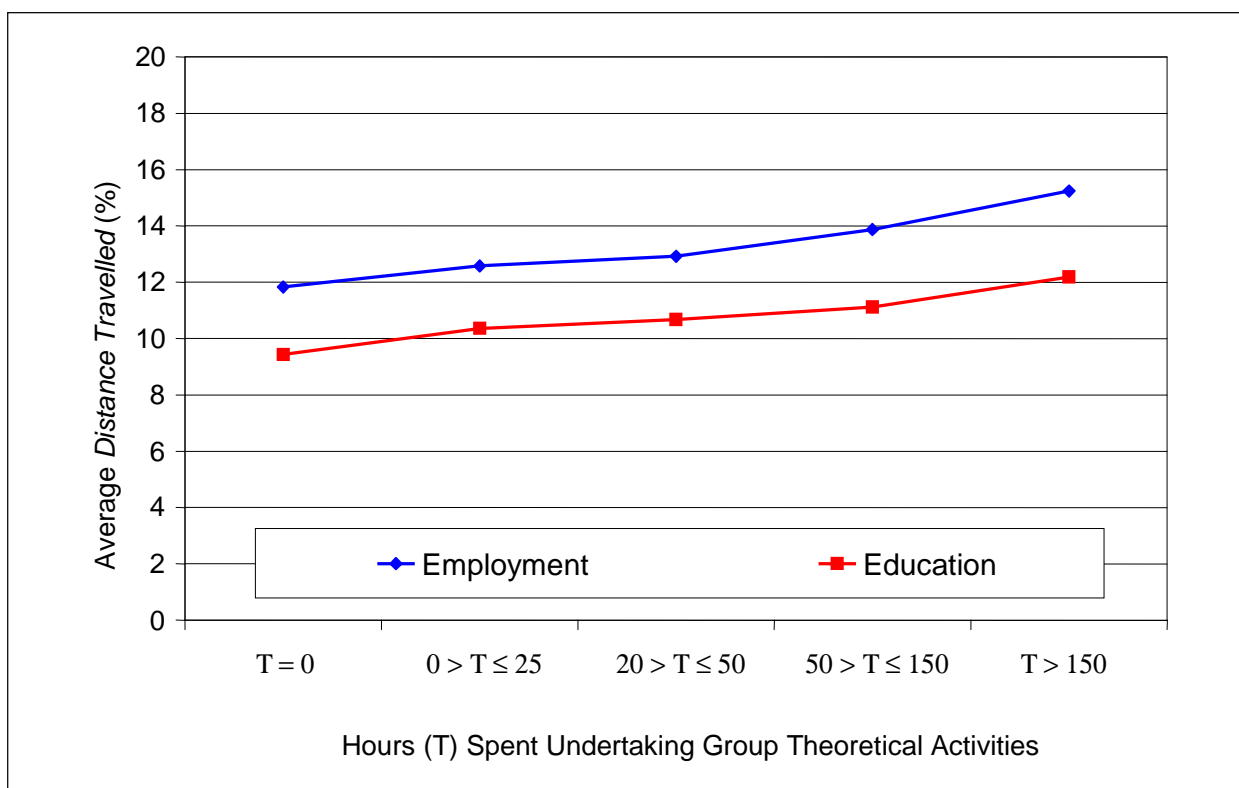


Figure 3.10 shows the positive effect of group theoretical activities on the *distance travelled* towards employment and education.

3.2.3 Qualifications Gained While on PS Plus 2

In addition to the intervention factors discussed previously, the effect of qualifications on the *distance travelled* towards motivation were analysed. The effect of qualifications on the *distance travelled* towards employment and education could not be studied as such outcomes were a constituent element of the employment and education *distance travelled* score. Additionally, the effect of qualifications on the *distance travelled* towards accommodation was not analysed as this would give us little insight into the impact of qualifications on improving employability.

Those beneficiaries who gained a qualification or passed a course were significantly more likely to improve their motivation and thus their employability (Figure 3.11). Additionally, beneficiaries who gained higher level qualifications were more likely to improve their motivation than those who gained lower level qualifications (Figure 3.12). It can be seen from Figure 3.12 that beneficiaries whose highest qualification gained while on PS Plus 2 was classed as ‘other’ were just as likely to improve their motivation as those beneficiaries who did not gain a qualification. Similarly, qualifications below NVQ and of NVQ level are of similar effect towards improving motivation. What is currently unknown is whether an increase in motivation aides beneficiaries in gaining qualifications, or if gaining qualifications

helps to improve motivation. It is likely that both factors are dependent on each other and that there is no single 'root cause'.

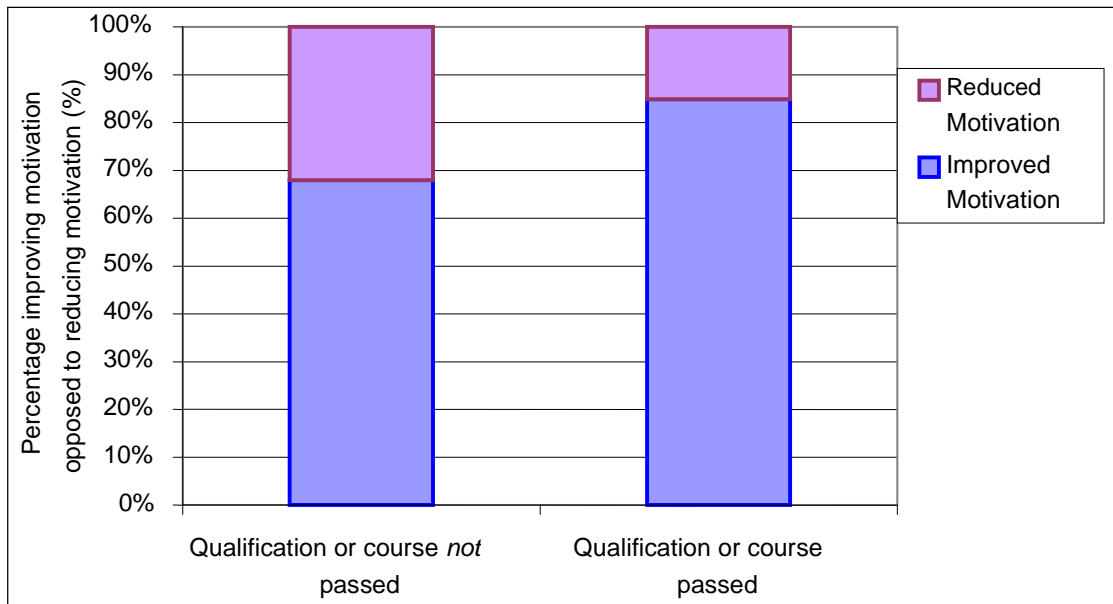


Figure 3.11 shows how the likelihood of improving motivation increases significantly when a qualification is gained or a course is passed.

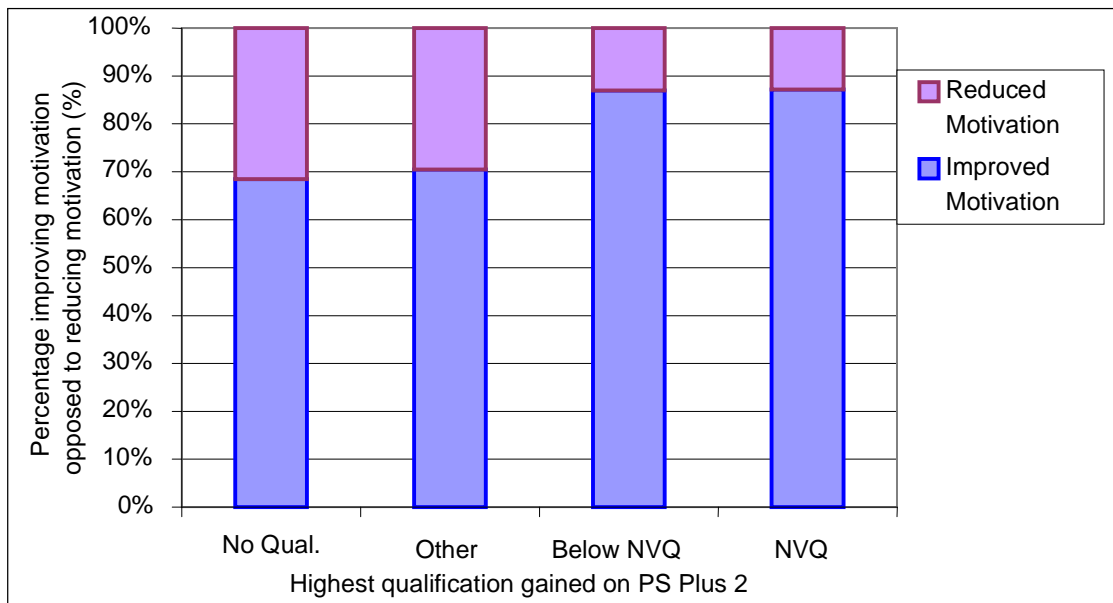


Figure 3.12 shows how the likelihood of improving motivation increases significantly as the level of the highest qualification gained increases.

3.3 Factors Limiting Success

3.3.1 Barriers to Employment

Analysis was undertaken to determine the extent that the assessed barriers to employment had on the *distance travelled*. The assessment areas included in this analysis were alcohol, behaviour, drugs, financial, health, life and relationship issues. Additionally, the level of risk that beneficiaries posed towards adults, children, other prisoners (where applicable), the public and themselves was taken into consideration.

Generally, the barriers to employment that were identified on starting the project had little effect on the *distance travelled* towards each of the four intervention areas: employment, education, accommodation and motivation. Some barriers were shown to restrict *distance travelled* to some extent and thus restrict improvements to employability. However, when compared to the positive effect of the community integration plan (CIP) and intervention activities, the effects of these barriers is minimal.

- Beneficiaries who were identified as having health problems *travelled* a significantly shorter *distance* towards employment than those beneficiaries who were not identified as having health problems. Additionally, disabled beneficiaries *travelled* a significantly shorter *distance* towards employment than non-disabled beneficiaries. Although beyond PS Plus control, it should still be noted that health problems inhibit the project's efforts of improving the employability of its beneficiaries.
- Beneficiaries who required assistance with financial issues *travelled* a significantly shorter *distance* towards both employment and accommodation than those beneficiaries that stated assistance was not required. PS Plus provided the Beneficiary Access Fund (BAF) which could be used for debt management courses, addressing rent arrears or the procurement of work related equipment: debt management and addressing rent arrears both being a constituent part of the distance travelled score for accommodation. However, it is unclear whether intervention towards financial problems is ineffective or is simply unrepresented in the *distance travelled* model.
- Beneficiaries who did not believe that ETE or housing interventions would reduce their risk of re-offending *travelled* a significantly shorter *distance* towards employment than those beneficiaries who had a more optimistic outlook on PS Plus intervention. Further analysis shows that said beneficiaries were significantly less motivated on starting the project, and reinforces the view that attitude and self-confidence are a crucial factor in helping to improve employability.
- Having a 'high' or 'very high' level of risk towards the public, adults or other prisoners was found to have a detrimental effect on *distance travelled*. Generally, the level of risk towards the public had the greatest overall effect on improving employability, with the *distance travelled* to all four intervention areas being affected. As the level of risk

that beneficiaries posed to the public increased, the *distance travelled* towards employment (Figure 3.13) and accommodation fell significantly, while the likelihood of *travelling* towards education or motivation fell significantly.

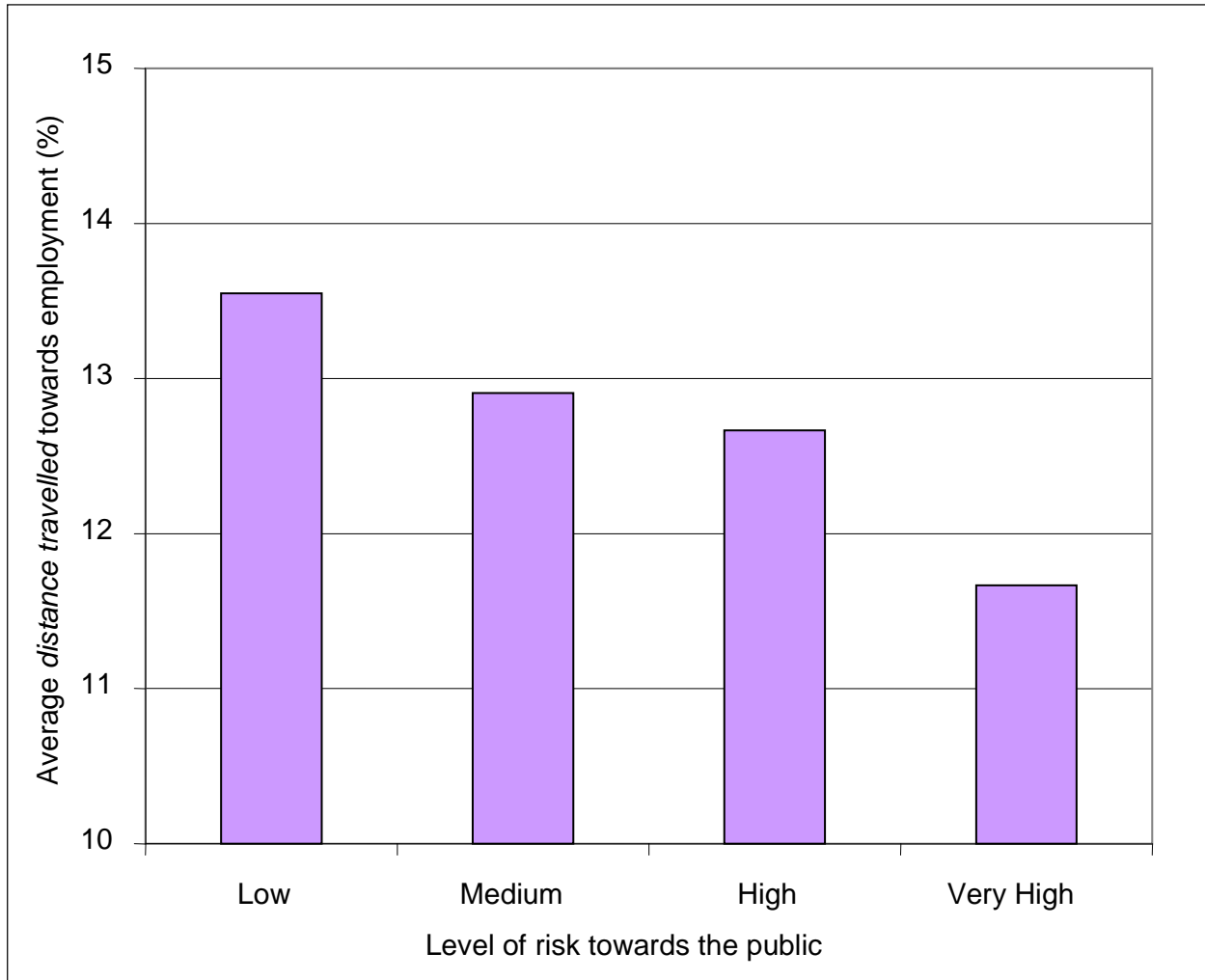


Figure 3.13 shows how the level of risk that beneficiaries pose towards the public reduces the extent to which they *travel* towards employment.

3.3.2 Diversity

As a public organisation, PS Plus has a statutory duty to eliminate discrimination throughout the project and prides itself on its diversity values and ability to promote equality. Generally, intervention was provided equally to all beneficiaries, regardless of the demographic groups to which they have been categorised. However, several deviations were found.

- Younger beneficiaries were less likely to improve their motivation than older beneficiaries (Figure 3.14). Further analysis shows that even though younger beneficiaries were less motivated on starting the project, they received less motivation entries on their community integration plans (CIPs) and less time was spent working on these actions than with older beneficiaries. Additionally, analysis shows that younger beneficiaries were more likely to require assistance with alcohol issues. However, in the same respect younger beneficiaries, especially those under 21 were less likely to require assistance with drugs, financial, health and relationship issues.

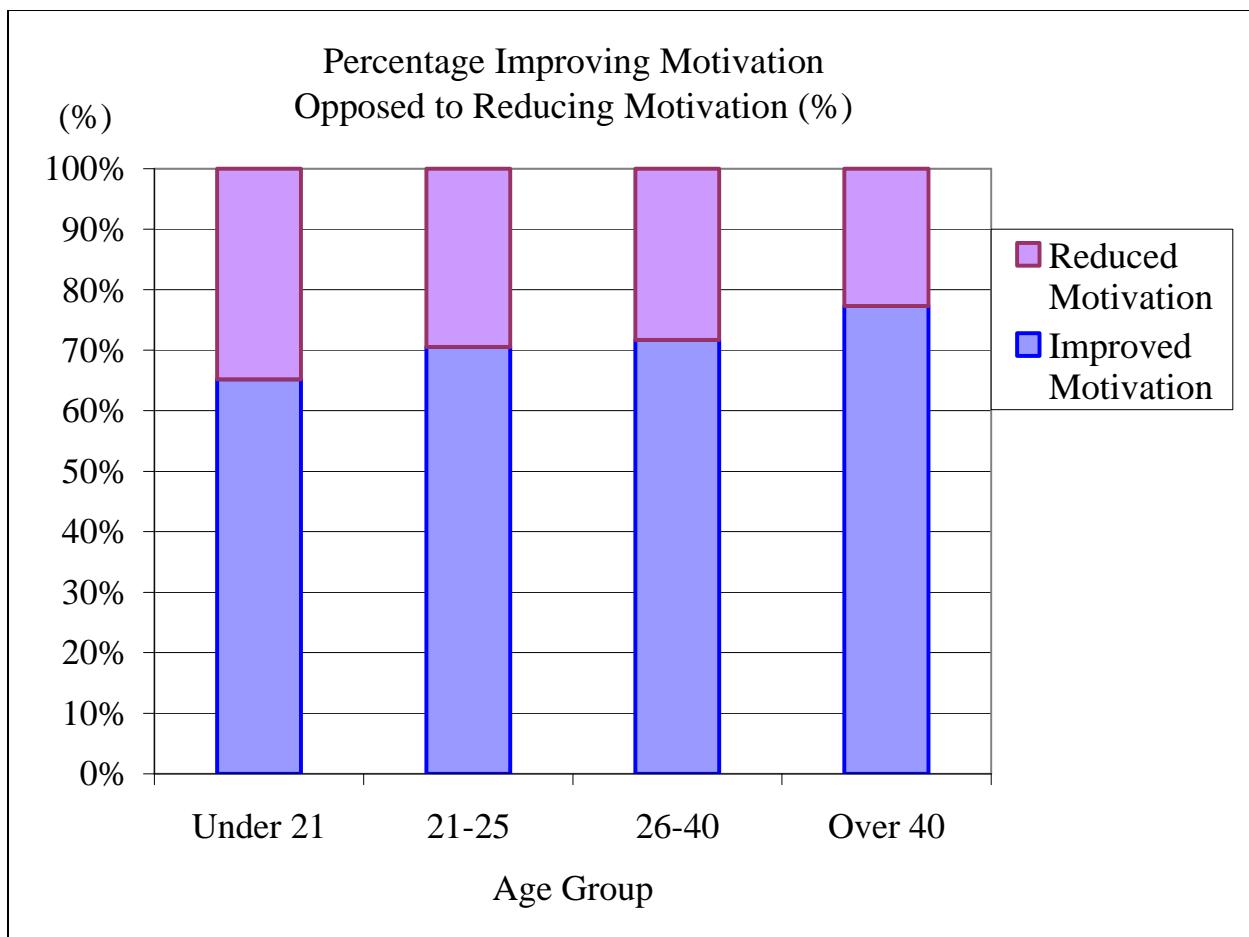


Figure 3.14 Showing how the likelihood of improving motivation increases significantly as age group increases.

- ‘White British’ and ‘White Other’ beneficiaries were less likely to *travel* towards education than beneficiaries from other ethnic groups. Additionally, British beneficiaries *travelled* significantly further towards employment than non-British beneficiaries.
- The extent to which employability was improved varied significantly between the sexes with regards to the *distance travelled* towards employment, education and accommodation. However, due to differences in the nature of intervention given and the large differences in local operational factors between male and female prisons, it would be unwise to suggest that sexual discrimination may be occurring.

3.3.3 Operational & Regime Factors

Previous studies of PS Plus beneficiaries have shown that one of the greatest predictors of a beneficiary’s success is the prison establishment or probation area. Analysis was undertaken in order to attempt to identify some of the local operational and regime factors that may affect the successes of the PS Plus project. Such factors were:

- The average time spent out of the cell
- The average time spent on association or outside activity
- The average time spent on purposeful activity
- The average percentage of offenders held in over-crowded accommodation

This list of factors is not exhaustive and although local factors are beyond PS Plus control, their inclusion could explain certain variances in the dataset which otherwise would have been marked as anomalies.

Although several significant correlations exist between these regime factors and the other factors addressed in this report, it was discovered that a large amount of interdependence exists between the regime factors analysed. This led to genuine effects being difficult to identify and the reliability of the results are questionable. One factor which appeared to have a genuine effect on *distance travelled* was the level of over-crowding recorded by establishments. Evidence suggests that over-crowding has a detrimental effect on motivation (Figure 3.15), whereas the level of over-crowding reported by PS Plus prison establishments did not significantly affect the *distance travelled* towards employment, education or accommodation.

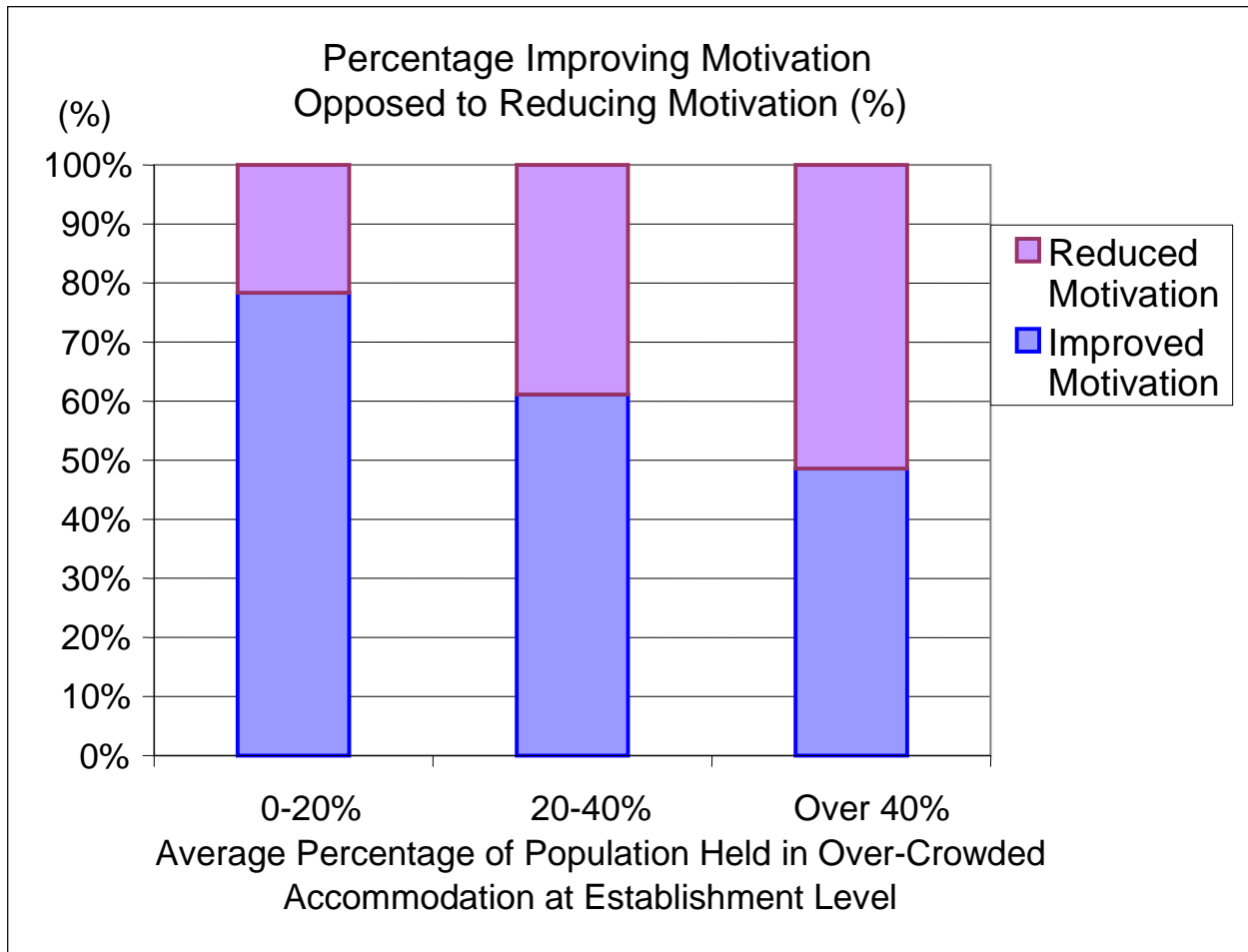


Figure 3.15 How the likelihood of improving motivation decreases significantly as the average percentage of offenders an establishment records are held in over-crowded accommodation increases.

As would be expected, analysis shows that the longer beneficiaries spent on the PS Plus 2 project the further they *travelled* towards each of the four intervention areas (employment, education, accommodation and motivation). However, further analysis shows that those beneficiaries who were worked with as the project was closing *travelled* less far towards employment, education and accommodation than would be expected from the length of time they spent on the project. Specifically, such beneficiaries received relatively less employment, education and housing entries on their community integration plans (CIPs) and less one-on-one guidance. Clearly, project closure significantly impacted the extent to which the project could assist its beneficiaries at this time.

4. Summary

The PS Plus developed database Case Assessment and Tracking System (CATS) has allowed for the PS Plus 2 project to systematically record and present the progress or *distance travelled* made by beneficiaries towards improving their employability. This has proven invaluable at both the project and beneficiary level.

PS Plus works with beneficiaries with large and multiple barriers to employment, and intervention may have improved the employability of beneficiaries despite not necessarily gaining employment or further education & training upon release. *Distance travelled* has allowed for a more complete picture to be drawn of the extent to which PS Plus has helped improve the employability of its beneficiaries, and takes into account the fact that beneficiaries have long and varied 'journeys' ahead of them in order to gain employment.

Mapping *distance travelled* has given the beneficiaries themselves the opportunity to observe and become aware of the extent to which they have improved their employability. This can be of great help in improving self-confidence and motivation, especially when the final goal of gaining employment is far out of sight to the beneficiary.

Distance travelled has allowed us to identify how many PS Plus beneficiaries have had their employability improved and the extent to which this has happened. **Of the 33,002 beneficiaries worked with on PS Plus 2, we were able to measure improvements to employability for 93% (30,773).** This was largely through interventions aimed directly at employment and education, but employability was also improved to some degree through help with housing issues and motivation.

Statistical analysis has been able to reinforce that PS Plus intervention has had a significant impact on improving employability. Actions and referrals made on beneficiaries' Community Integration Plans (CIPs) have been shown to significantly improve their employability, be it directly through interventions aimed at employment or indirectly through interventions aimed at education & training, housing or motivation. Additionally, it has been shown that the extensive and varied activities that PS Plus beneficiaries undertake whilst on the project are significant in helping to improve employability, and generally the more hours undertaken the more employable a beneficiary becomes. However, the large scale of this study has made it unfeasible to assess the impact of individual activities and courses, and how these are in turn affected by potential barriers such as substance abuse or age.

Although statistical methods were able to identify many significant factors that affect *distance travelled*, such factors could only explain a limited extent of the observed variance in the data. It is anticipated that the greatest effects on improving a beneficiary's employability are: the prison or probation area worked in and the individual activities that are available; the staff and mentors worked with; and the beneficiary's own inherent ability to change. An improved study would focus at establishment level and attempt to take such factors into consideration.

References

Detailing the concept of soft/hard outcomes and distance travelled:

Dewson S et al. "Guide to Measuring Soft Outcomes and Distance Travelled" Department for Education and Skills, February 2001.

Statistical Methods:

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PSIMOn Information Store:

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Motivational Cycle of Change Framework:

Prochaska, J. O., & DiClemente, C. C. (1983). Stages and processes of self-change of smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology*, 51, 390-395.

Appendix A – Determining Distance Travelled

Presented below is a complete list of the assessment questions, potential answers and outcomes that were used to generate the *distance travelled* score for each of the four intervention areas: employment, education, accommodation and motivation.

Employment:

Questions Asked	Possible Answers
Do you want help with getting a job?	<ul style="list-style-type: none"> • Yes • No • Do not know
Time spent unemployed (including any time you have spent in custody)	<ul style="list-style-type: none"> • Less than 12 months • 12 to 23 months • 24 to 35 months • 36 months or more

Soft & Hard Outcomes Perceived as Benefiting Employment:

- Received advice on disclosure
- Attended European Computer Driving Licence (ECDL) course
- Received assistance writing CV
- CV was written on own
- Achieved Fresh Start interview
- Entered Fresh Start programme
- Achieved full-time employment
- Received Information, Advice & Guidance (IAG) assistance
- Attended Job club
- Achieved a job interview
- Achieved New Deal interview
- Entered New Deal programme
- Gained non-NVQ level qualifications while on project
- Gained NVQ level qualifications while on project
- Achieved part-time employment
- Achieved Progress to Work interview
- Entered Progress to work programme
- Achieved self-employment
- Achieved voluntary employment
- Gained work experience in custody
- Gained work experience on release
- Entered a government programme not listed above

Education:

Questions Asked	Possible Answers
Did you complete your formal school education?	<ul style="list-style-type: none"> • Yes • No • Do not know
Do you have some qualifications?	<ul style="list-style-type: none"> • Yes • No • Do not know
Do you have problems with reading?	<ul style="list-style-type: none"> • Yes • No • Do not know
Do you have problems with writing?	<ul style="list-style-type: none"> • Yes • No • Do not know
Do you have problems with numbers?	<ul style="list-style-type: none"> • Yes • No • Do not know
Has anyone suggested you might have dyslexia?	<ul style="list-style-type: none"> • Yes • No • Do not know
Were you working towards any type of qualification, and if so do you want help maintaining it?	<ul style="list-style-type: none"> • Yes • No • Do not know
Do you want help gaining any qualifications?	<ul style="list-style-type: none"> • Yes • No • Do not know

Soft & Hard Outcomes Perceived as Benefiting Education:

- Received advice on disclosure
- Attended European Computer Driving Licence (ECDL) course
- Attended Debt Management course
- Achieved education or training on release from custody/leaving the project
- Achieved a further education college interview
- Gained non-NVQ level qualifications while on project
- Gained NVQ level qualifications while on project

Accommodation:

Questions Asked	Possible Answers
Are there any housing issues which may affect your employment?	<ul style="list-style-type: none"> • Yes • No • Do not know
Do you require help with rent arrears?	<ul style="list-style-type: none"> • Yes • No • Do not know
Do you require help with housing benefits?	<ul style="list-style-type: none"> • Yes • No • Do not know
Do you require help with closing or keeping your tenancy?	<ul style="list-style-type: none"> • Yes • No • Do not know
Do you require help with your mortgage?	<ul style="list-style-type: none"> • Yes • No • Do not know

Soft & Hard Outcomes Perceived as Benefiting Accommodation:

- Received secure accommodation
- Received advice on disclosure
- Attended Debt Management course
- Homeless interview secured
- Rent arrears addressed
- Received temporary accommodation

Motivation:

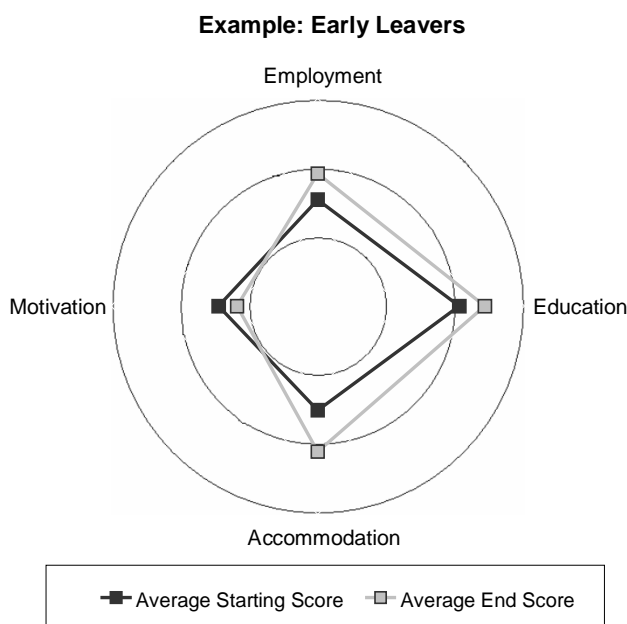
Following the initial assessment, PS Plus staff were able to determine the appropriate level of motivation that a beneficiary possessed. In order to obtain consistency, the Motivational Cycle of Change Framework was used to determine which stage of motivation a beneficiary was at:

Motivational Stage	Description
Precontemplation	The beneficiary may not have even thought of change and may be happy where they are or not considered that change is even possible.
Contemplation	Actively thinking about change. Part of you wants to change and part of you wants to stay as you are, i.e. the beneficiary is ambivalent.
Decision	You have decided to change and are going to do something about it – may still have some ambivalence but are going to make an effort to change.
Action	Undertake work to bring about change, might be a programme of action, getting information, making choices, doing things differently.
Maintenance	Maintaining new behaviour, at first through conscious effort but later becomes unconscious habitual behaviour.

Appendix B – Mapping Distance Travelled: Examples

Presented below are three examples of *distance travelled* maps for particular groups used in the analysis of this study. Due to the vast amount of information analysed it has not been possible to include all of the factors studied. Such maps are intended to help to show how the factors analysed promote or inhibit *distance travelled* in each of the four intervention areas, and in turn present how *distance travelled* maps can be sensitive to such factors. Tables of *odds* have been included to give a more complete picture of each factor. With regards to this study, the statistical *odds* can be described as the number of beneficiaries gaining *distance travelled* divided by the number of beneficiaries who did not travel. When the *odds* are greater than one, then the event (in this case gaining *distance travelled*) can be said to be likely to happen. The greater the *odds* are above one, the more likely the event is to happen. In contrast, when odds are below one, it can be said that the event is unlikely to happen and that beneficiaries are more likely *not* to gain *distance travelled*.

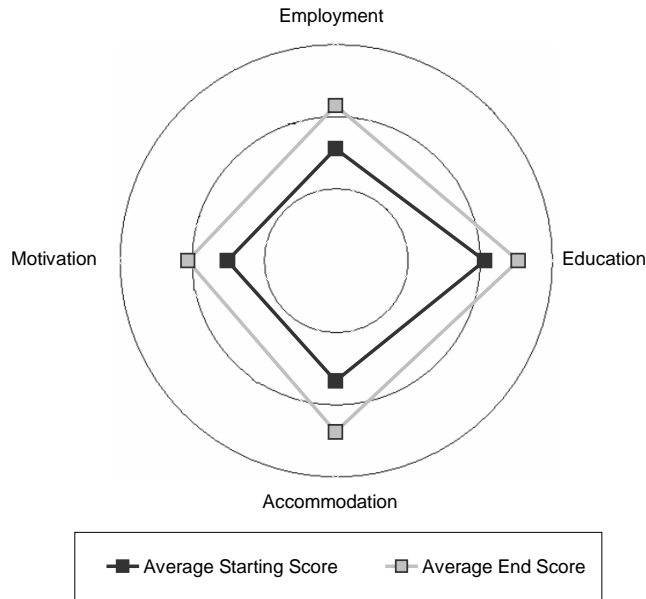
Example 1: Project Finishing Status



ODDS	Employment	Education	Accommodation	Motivation
Completed project	6.80	1.85	1.12	3.66
Left project early	4.25	1.31	0.46	0.64
On project at closure of PS Plus 2	4.68	1.51	0.57	6.67

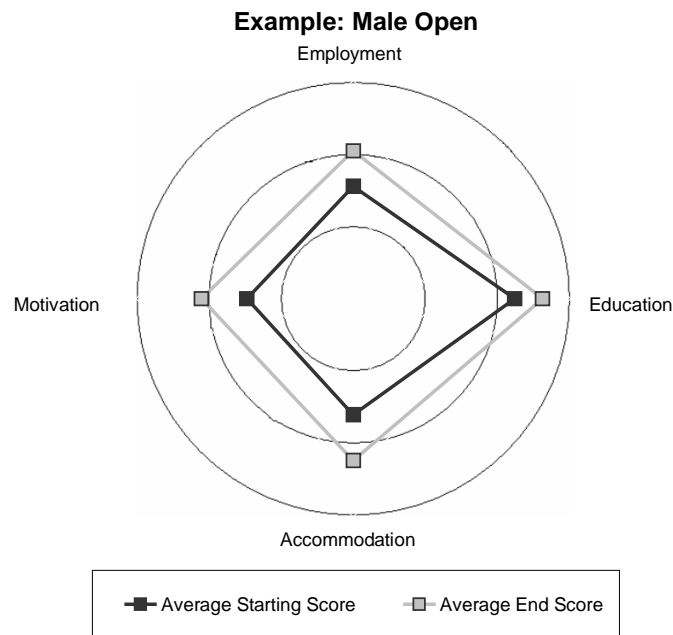
Example 2: Gender

Example: Female Beneficiaries



ODDS	Employment	Education	Accommodation	Motivation
Female	6.57	1.42	1.77	5.02
Male	5.80	1.72	0.81	2.21

Example 3: Establishment Type/Prison Category



ODDS	Employment	Education	Accommodation	Motivation
Female Prisons	6.66	1.48	1.85	4.60
Male Closed Prisons	6.73	1.93	0.84	2.52
Male Local Prisons	3.68	0.96	0.72	0.94
Male Open Prisons	5.26	1.99	0.81	6.79
Male YOI Prisons	9.38	2.64	0.87	1.95
Probation	8.09	2.19	1.13	2.60

Appendix C – Statistical Analysis

The majority of the data used in this analysis was recorded on the PS Plus developed Case Assessment & Tracking System (CATS). Prison regime data was obtained from the PSIMOn information store available on the HMPS intranet. Binary logistic regression models were created to examine the factors that affect whether or not beneficiaries *travelled* towards each of the four intervention areas: employment, education, accommodation and motivation. Factorial analysis of variance (ANOVA) was used to determine which factors significantly affect the extent to which beneficiaries *travelled* towards employment and education. Due to problems normalising the data, the *distance travelled* towards accommodation was analysed using non-parametric methods. For each intervention area studied, presented below is a list of each factor analysed, the statistical method used, and the appropriate results.

Employment:

Area	Factor	Intervention Area: Employment	
		Statistical Test	Result
Demographic	Age	Logistic Regression	Not Sig.
Demographic	Disabilities	Logistic Regression	Not Sig.
Demographic	Ethnic Origin	Logistic Regression	Not Sig.
Demographic	Gender	Logistic Regression	Wald's $\chi^2 = 6.55$, d.f. = 1, $p < 0.01$
Demographic	Homelessness	Logistic Regression	Not Sig.
Demographic	Nationality	Logistic Regression	Not Sig.
Geographical	Region	Logistic Regression	Wald's $\chi^2 = 72.38$, d.f. = 5, $p < 0.01$
Regime	Association/Outside Activity	Logistic Regression	Not Sig.
Regime	Establishment Type/Prison Category	Logistic Regression	Wald's $\chi^2 = 97.30$, d.f. = 4, $p < 0.01$
Regime	Over-crowding	Logistic Regression	Not Sig.
Regime	Purposeful Activity	Logistic Regression	Not Sig.
Regime	Time Spent Outside of Cell	Logistic Regression	Not Sig.
Assessment	Alcohol	Logistic Regression	Wald's $\chi^2 = 7.08$, d.f. = 1, $p < 0.01$
Assessment	Behaviour	Logistic Regression	Not Sig.
Assessment	Drugs	Logistic Regression	Not Sig.
Assessment	Education	Logistic Regression	Wald's $\chi^2 = 4.76$, d.f. = 1, $p < 0.05$
Assessment	Employment	Logistic Regression	Not Sig.
Assessment	Finance	Logistic Regression	Wald's $\chi^2 = 5.52$, d.f. = 1, $p < 0.05$
Assessment	Health	Logistic Regression	Not Sig.
Assessment	Housing	Logistic Regression	Not Sig.
Assessment	Life	Logistic Regression	Not Sig.
Assessment	Relationships	Logistic Regression	Not Sig.
Assessment	Risk to Adults	Logistic Regression	Wald's $\chi^2 = 11.93$, d.f. = 1, $p < 0.01$
Assessment	Risk to Children	Logistic Regression	Not Sig.
Assessment	Risk to Prisoners	Logistic Regression	Not Sig.
Assessment	Risk to Public	Logistic Regression	Not Sig.
Assessment	Risk to Self	Logistic Regression	Not Sig.
Intervention	Length of Time Spent on Project	Logistic Regression	Not Sig.
Intervention	Finishing Status	Logistic Regression	Wald's $\chi^2 = 71.72$, d.f. = 2, $p < 0.01$
Intervention	BH1 Guidance Hours	Logistic Regression	Wald's $\chi^2 = 18.32$, d.f. = 1, $p < 0.01$

Area	Factor	Intervention Area: Employment	
		Statistical Test	Result
Intervention	BH1 Practical Hours	Logistic Regression	Not Sig.
Intervention	BH1 Theory Hours	Logistic Regression	Not Sig.
Intervention	BH1 Work Experience Hours	Logistic Regression	Not Sig.
Intervention	E2 Guidance Hours	Logistic Regression	Not Sig.
Intervention	E2 Practical Hours	Logistic Regression	Not Sig.
Intervention	E2 Theory Hours	Logistic Regression	Wald's $\chi^2 = 25.21$, d.f. = 1, $p < 0.01$
Intervention	E2 Work Experience Hours	Logistic Regression	Wald's $\chi^2 = 42.54$, d.f. = 1, $p < 0.01$
Intervention	No. of Employment CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Education CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Housing CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Motivation CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Closed Employment CIP Entries	Logistic Regression	Wald's $\chi^2 = 36.60$, d.f. = 1, $p < 0.01$
Intervention	No. of Closed Education CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Closed Housing CIP Entries	Logistic Regression	Wald's $\chi^2 = 16.38$, d.f. = 1, $p < 0.01$
Intervention	No. of Closed Motivation CIP Entries	Logistic Regression	Not Sig.
Intervention	Time Taken to Close Employment CIP Entries	Logistic Regression	Not Sig.
Intervention	Time Taken to Close Education CIP Entries	Logistic Regression	Not Sig.
Intervention	Time Taken to Close Housing CIP Entries	Logistic Regression	Not Sig.
Intervention	Time Taken to Close Motivation CIP Entries	Logistic Regression	Wald's $\chi^2 = 17.49$, d.f. = 1, $p < 0.01$
Demographic	Age	Factorial ANOVA	$F(2,26851) = 0.35$, $p > 0.05$
Demographic	Disabilities	Factorial ANOVA	$F(1,26852) = 3.995$, $p < 0.05$
Demographic	Ethnic Origin	Factorial ANOVA	$F(6,26847) = 1.731$, $p > 0.05$
Demographic	Gender	Factorial ANOVA	$F(1,26852) = 2.326$, $p > 0.05$
Demographic	Homelessness	Factorial ANOVA	$F(1,26852) = 3.726$, $p > 0.05$
Demographic	Nationality	Factorial ANOVA	$F(2,26851) = 148.099$, $p < 0.01$
Geographical	Region	Factorial ANOVA	$F(5,26848) = 30.481$, $p < 0.01$
Regime	Association/Outside Activity	Factorial ANOVA	$F(3,26850) = 65.625$, $p < 0.01$
Regime	Establishment Type/Prison Category	Factorial ANOVA	$F(4,26849) = 43.68$, $p < 0.01$
Regime	Over-crowding	Factorial ANOVA	$F(4,26849) = 16.918$, $p < 0.01$
Regime	Purposeful Activity	Factorial ANOVA	$F(2,26851) = 76.19$, $p < 0.01$
Regime	Time Spent Outside of Cell	Factorial ANOVA	$F(1,26852) = 201.486$, $p < 0.01$
Assessment	Alcohol	Factorial ANOVA	$F(1,26852) = 0.394$, $p > 0.05$
Assessment	Behaviour	Factorial ANOVA	$F(1,26852) = 0.002$, $p > 0.05$
Assessment	Drugs	Factorial ANOVA	$F(1,26852) = 0.097$, $p > 0.05$
Assessment	Education	Factorial ANOVA	$F(1,26852) = 2.561$, $p > 0.05$
Assessment	Employment	Factorial ANOVA	N/A
Assessment	Finance	Factorial ANOVA	$F(1,26852) = 5.732$, $p < 0.05$
Assessment	Health	Factorial ANOVA	$F(1,26852) = 16.517$, $p < 0.01$
Assessment	Housing	Factorial ANOVA	$F(1,26852) = 4.503$, $p < 0.05$
Assessment	Life	Factorial ANOVA	$F(1,26852) = 6.491$, $p < 0.05$
Assessment	Relationships	Factorial ANOVA	$F(1,26852) = 4.424$, $p < 0.05$
Assessment	Risk to Adults	Factorial ANOVA	$F(4,26849) = 0.021$, $p > 0.05$
Assessment	Risk to Children	Factorial ANOVA	$F(4,26849) = 0.522$, $p > 0.05$
Assessment	Risk to Prisoners	Factorial ANOVA	$F(3,26850) = 1.179$, $p > 0.05$
Assessment	Risk to Public	Factorial ANOVA	$F(4,26849) = 5.857$, $p < 0.01$
Assessment	Risk to Self	Factorial ANOVA	$F(4,26849) = 2.189$, $p > 0.05$
Intervention	Length of Time Spent on Project	Factorial ANOVA	$F(4,26849) = 21.822$, $p < 0.01$
Intervention	Finishing Status	Factorial ANOVA	$F(2,26851) = 275.328$, $p < 0.01$

Area	Factor	Intervention Area: Employment	
		Statistical Test	Result
Intervention	BH1 Guidance Hours	Factorial ANOVA	F(4,26849) = 149.815, p < 0.01
Intervention	BH1 Practical Hours	Factorial ANOVA	F(3,26850) = 7.301, p < 0.01
Intervention	BH1 Theory Hours	Factorial ANOVA	F(5,26848) = 2.128, p > 0.05
Intervention	BH1 Work Experience Hours	Factorial ANOVA	F(2,26851) = 17.915, p < 0.01
Intervention	E2 Guidance Hours	Factorial ANOVA	F(4,26849) = 1.252, p > 0.05
Intervention	E2 Practical Hours	Factorial ANOVA	F(4,26849) = 4.483, p < 0.01
Intervention	E2 Theory Hours	Factorial ANOVA	F(4,26849) = 9.19, p < 0.01
Intervention	E2 Work Experience Hours	Factorial ANOVA	F(5,26848) = 31.612, p < 0.01
Intervention	No. of Employment CIP Entries	Factorial ANOVA	F(10,26843) = 2.337, p < 0.01
Intervention	No. of Education CIP Entries	Factorial ANOVA	F(10,26843) = 2.312, p < 0.05
Intervention	No. of Housing CIP Entries	Factorial ANOVA	F(8,26845) = 4.297, p < 0.01
Intervention	No. of Motivation CIP Entries	Factorial ANOVA	F(4,26849) = 5.628, p < 0.01
Intervention	No. of Closed Employment CIP Entries	Factorial ANOVA	F(10,26843) = 9.345, p < 0.01
Intervention	No. of Closed Education CIP Entries	Factorial ANOVA	F(9,26844) = 0.787, p > 0.05
Intervention	No. of Closed Housing CIP Entries	Factorial ANOVA	F(5,26848) = 1.147, p > 0.05
Intervention	No. of Closed Motivation CIP Entries	Factorial ANOVA	F(3,26850) = 2.49, p > 0.05
Intervention	Time Taken to Close Employment CIP Entries	Factorial ANOVA	F(4,26849) = 9.511, p < 0.01
Intervention	Time Taken to Close Education CIP Entries	Factorial ANOVA	F(4,26849) = 3.988, p < 0.01
Intervention	Time Taken to Close Housing CIP Entries	Factorial ANOVA	F(4,26849) = 1.513, p > 0.05
Intervention	Time Taken to Close Motivation CIP Entries	Factorial ANOVA	F(3,26850) = 1.159, p > 0.05

Education:

Area	Factor	Intervention Area: Education	
		Statistical Test	Result
Demographic	Age	Logistic Regression	Not Sig.
Demographic	Disabilities	Logistic Regression	Not Sig.
Demographic	Ethnic Origin	Logistic Regression	Wald's $\chi^2 = 15.92$, d.f. = 6, p < 0.05
Demographic	Gender	Logistic Regression	Wald's $\chi^2 = 12.69$, d.f. = 1, p < 0.01
Demographic	Homelessness	Logistic Regression	Not Sig.
Demographic	Nationality	Logistic Regression	Not Sig.
Geographical	Region	Logistic Regression	Wald's $\chi^2 = 123.63$, d.f. = 5, p < 0.01
Regime	Association/Outside Activity	Logistic Regression	Wald's $\chi^2 = 21.50$, d.f. = 1, p < 0.01
Regime	Establishment Type/Prison Category	Logistic Regression	Wald's $\chi^2 = 122.67$, d.f. = 4, p < 0.01
Regime	Over-crowding	Logistic Regression	Not Sig.
Regime	Purposeful Activity	Logistic Regression	Wald's $\chi^2 = 9.56$, d.f. = 1, p < 0.01
Regime	Time Spent Outside of Cell	Logistic Regression	Wald's $\chi^2 = 9.25$, d.f. = 1, p < 0.01
Assessment	Alcohol	Logistic Regression	Not Sig.
Assessment	Behaviour	Logistic Regression	Not Sig.
Assessment	Drugs	Logistic Regression	Not Sig.
Assessment	Education	Logistic Regression	Not Sig.
Assessment	Employment	Logistic Regression	Not Sig.
Assessment	Finance	Logistic Regression	Not Sig.
Assessment	Health	Logistic Regression	Not Sig.
Assessment	Housing	Logistic Regression	Not Sig.
Assessment	Life	Logistic Regression	Not Sig.
Assessment	Relationships	Logistic Regression	Not Sig.
Assessment	Risk to Adults	Logistic Regression	Not Sig.

Area	Factor	Intervention Area: Education	
		Statistical Test	Result
Assessment	Risk to Children	Logistic Regression	Not Sig.
Assessment	Risk to Prisoners	Logistic Regression	Wald's $\chi^2 = 4.29$, d.f. = 1, $p < 0.05$
Assessment	Risk to Public	Logistic Regression	Wald's $\chi^2 = 6.27$, d.f. = 1, $p < 0.05$
Assessment	Risk to Self	Logistic Regression	Not Sig.
Intervention	Length of Time Spent on Project	Logistic Regression	Wald's $\chi^2 = 44.68$, d.f. = 1, $p < 0.01$
Intervention	Finishing Status	Logistic Regression	Wald's $\chi^2 = 58.37$, d.f. = 2, $p < 0.01$
Intervention	BH1 Guidance Hours	Logistic Regression	Wald's $\chi^2 = 6.77$, d.f. = 1, $p < 0.01$
Intervention	BH1 Practical Hours	Logistic Regression	Not Sig.
Intervention	BH1 Theory Hours	Logistic Regression	Not Sig.
Intervention	BH1 Work Experience Hours	Logistic Regression	Not Sig.
Intervention	E2 Guidance Hours	Logistic Regression	Not Sig.
Intervention	E2 Practical Hours	Logistic Regression	Not Sig.
Intervention	E2 Theory Hours	Logistic Regression	Wald's $\chi^2 = 37.97$, d.f. = 1, $p < 0.01$
Intervention	E2 Work Experience Hours	Logistic Regression	Wald's $\chi^2 = 27.16$, d.f. = 1, $p < 0.01$
Intervention	No. of Employment CIP Entries	Logistic Regression	Wald's $\chi^2 = 12.75$, d.f. = 1, $p < 0.01$
Intervention	No. of Education CIP Entries	Logistic Regression	Wald's $\chi^2 = 29.37$, d.f. = 1, $p < 0.01$
Intervention	No. of Housing CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Motivation CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Closed Employment CIP Entries	Logistic Regression	Wald's $\chi^2 = 44.79$, d.f. = 1, $p < 0.01$
Intervention	No. of Closed Education CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Closed Housing CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Closed Motivation CIP Entries	Logistic Regression	Wald's $\chi^2 = 20.46$, d.f. = 1, $p < 0.01$
Intervention	Time Taken to Close Employment CIPs	Logistic Regression	Not Sig.
Intervention	Time Taken to Close Education CIP Entries	Logistic Regression	Not Sig.
Intervention	Time Taken to Close Housing CIP Entries	Logistic Regression	Not Sig.
Intervention	Time Taken to Close Motivation CIP Entries	Logistic Regression	Not Sig.
Demographic	Age	Factorial ANOVA	F(2,18659) = 43.992, $p < 0.01$
Demographic	Disabilities	Factorial ANOVA	F(1,18660) = 0.05, $p > 0.05$
Demographic	Ethnic Origin	Factorial ANOVA	F(6,18655) = 1.451, $p > 0.05$
Demographic	Gender	Factorial ANOVA	F(1,18660) = 0.475, $p > 0.05$
Demographic	Homelessness	Factorial ANOVA	F(1,18660) = 1.389, $p > 0.05$
Demographic	Nationality	Factorial ANOVA	F(2,18659) = 9.921, $p < 0.01$
Geographical	Region	Factorial ANOVA	F(5,18656) = 45.017, $p < 0.01$
Regime	Association/Outside Activity	Factorial ANOVA	F(3,18658) = 5.649, $p < 0.01$
Regime	Establishment Type/Prison Category	Factorial ANOVA	F(4,18657) = 14.931, $p < 0.01$
Regime	Over-crowding	Factorial ANOVA	F(4,18657) = 8.02, $p < 0.01$
Regime	Purposeful Activity	Factorial ANOVA	F(2,18659) = 18.911, $p < 0.01$
Regime	Time Spent Outside of Cell	Factorial ANOVA	F(2,18659) = 6.321, $p < 0.01$
Assessment	Alcohol	Factorial ANOVA	F(1,18660) = 16.391, $p < 0.01$
Assessment	Behaviour	Factorial ANOVA	F(1,18660) = 20.583, $p < 0.01$
Assessment	Drugs	Factorial ANOVA	F(1,18660) = 67.611, $p < 0.01$
Assessment	Education	Factorial ANOVA	N/A
Assessment	Employment	Factorial ANOVA	F(1,18660) = 0.06, $p > 0.05$
Assessment	Finance	Factorial ANOVA	F(1,18660) = 9.095, $p < 0.01$
Assessment	Health	Factorial ANOVA	F(1,18660) = 21.222, $p < 0.01$
Assessment	Housing	Factorial ANOVA	F(1,18660) = 0.38, $p > 0.05$
Assessment	Life	Factorial ANOVA	F(1,18660) = 3.206, $p > 0.05$
Assessment	Relationships	Factorial ANOVA	F(1,18660) = 8.923, $p < 0.01$
Assessment	Risk to Adults	Factorial ANOVA	F(4,18657) = 0.766, $p > 0.05$

Area	Factor	Intervention Area: Education	
		Statistical Test	Result
Assessment	Risk to Children	Factorial ANOVA	F(4,18657) = 1.789, p > 0.05
Assessment	Risk to Prisoners	Factorial ANOVA	F(3,18658) = 0.676, p > 0.05
Assessment	Risk to Public	Factorial ANOVA	F(4,18657) = 3.021, p < 0.05
Assessment	Risk to Self	Factorial ANOVA	F(4,18657) = 1.285, p > 0.05
Intervention	Length of Time Spent on Project	Factorial ANOVA	F(4,18657) = 17.624, p < 0.01
Intervention	Finishing Status	Factorial ANOVA	F(2,18659) = 22.521, p < 0.01
Intervention	BH1 Guidance Hours	Factorial ANOVA	F(4,18657) = 16.394, p < 0.01
Intervention	BH1 Practical Hours	Factorial ANOVA	F(3,18658) = 0.994, p > 0.05
Intervention	BH1 Theory Hours	Factorial ANOVA	F(5,18656) = 0.747, p > 0.05
Intervention	BH1 Work Experience Hours	Factorial ANOVA	F(2,18659) = 0.65, p > 0.05
Intervention	E2 Guidance Hours	Factorial ANOVA	F(4,18657) = 3.577, p < 0.01
Intervention	E2 Practical Hours	Factorial ANOVA	F(4,18657) = 3.364, p < 0.01
Intervention	E2 Theory Hours	Factorial ANOVA	F(4,18657) = 13.427, p < 0.01
Intervention	E2 Work Experience Hours	Factorial ANOVA	F(5,18656) = 0.995, p > 0.05
Intervention	No. of Employment CIP Entries	Factorial ANOVA	F(11,18650) = 2.378, p < 0.01
Intervention	No. of Education CIP Entries	Factorial ANOVA	F(10,18651) = 14.229, p < 0.01
Intervention	No. of Housing CIP Entries	Factorial ANOVA	F(7,18654) = 2.226, p < 0.05
Intervention	No. of Motivation CIP Entries	Factorial ANOVA	F(4,18657) = 1.169, p > 0.05
Intervention	No. of Closed Employment CIP Entries	Factorial ANOVA	F(11,18650) = 2.53, p < 0.01
Intervention	No. of Closed Education CIP Entries	Factorial ANOVA	F(10,18651) = 1.234, p > 0.05
Intervention	No. of Closed Housing CIP Entries	Factorial ANOVA	F(6,18655) = 1.239, p > 0.05
Intervention	No. of Closed Motivation CIP Entries	Factorial ANOVA	F(3,18658) = 3.717, p < 0.05
Intervention	Time Taken to Close Employment CIP Entries	Factorial ANOVA	F(4,18657) = 2.916, p < 0.05
Intervention	Time Taken to Close Education CIP Entries	Factorial ANOVA	F(4,18657) = 13.084, p < 0.01
Intervention	Time Taken to Close Housing CIP Entries	Factorial ANOVA	F(4,18657) = 1.014, p > 0.05
Intervention	Time Taken to Close Motivation CIP Entries	Factorial ANOVA	F(3,18658) = 4.093, p < 0.01

Accommodation:

Area	Factor	Intervention Area: Accommodation	
		Statistical Test	Result
Demographic	Age	Logistic Regression	Not Sig.
Demographic	Disabilities	Logistic Regression	Not Sig.
Demographic	Ethnic Origin	Logistic Regression	Not Sig.
Demographic	Gender	Logistic Regression	Wald's $\chi^2 = 34.28$, d.f. = 1, p < 0.01
Demographic	Homelessness	Logistic Regression	Not Sig.
Demographic	Nationality	Logistic Regression	Not Sig.
Geographical	Region	Logistic Regression	Wald's $\chi^2 = 253.21$, d.f. = 5, p < 0.01
Regime	Association/Outside Activity	Logistic Regression	Not Sig.
Regime	Establishment Type/Prison Category	Logistic Regression	Not Sig.
Regime	Over-crowding	Logistic Regression	Not Sig.
Regime	Purposeful Activity	Logistic Regression	Not Sig.
Regime	Time Spent Outside of Cell	Logistic Regression	Not Sig.
Assessment	Alcohol	Logistic Regression	Not Sig.
Assessment	Behaviour	Logistic Regression	Not Sig.
Assessment	Drugs	Logistic Regression	Not Sig.
Assessment	Education	Logistic Regression	Not Sig.

Area	Factor	Intervention Area: Accommodation	
		Statistical Test	Result
Assessment	Employment	Logistic Regression	Not Sig.
Assessment	Finance	Logistic Regression	Not Sig.
Assessment	Health	Logistic Regression	Not Sig.
Assessment	Housing	Logistic Regression	Not Sig.
Assessment	Life	Logistic Regression	Not Sig.
Assessment	Relationships	Logistic Regression	Not Sig.
Assessment	Risk to Adults	Logistic Regression	Not Sig.
Assessment	Risk to Children	Logistic Regression	Not Sig.
Assessment	Risk to Prisoners	Logistic Regression	Not Sig.
Assessment	Risk to Public	Logistic Regression	Not Sig.
Assessment	Risk to Self	Logistic Regression	Not Sig.
Intervention	Length of Time Spent on Project	Logistic Regression	Not Sig.
Intervention	Finishing Status	Logistic Regression	Wald's $\chi^2 = 212.29$, d.f. = 2, $p < 0.01$
Intervention	BH1 Guidance Hours	Logistic Regression	Wald's $\chi^2 = 12.48$, d.f. = 1, $p < 0.01$
Intervention	BH1 Practical Hours	Logistic Regression	Not Sig.
Intervention	BH1 Theory Hours	Logistic Regression	Not Sig.
Intervention	BH1 Work Experience Hours	Logistic Regression	Not Sig.
Intervention	E2 Guidance Hours	Logistic Regression	Not Sig.
Intervention	E2 Practical Hours	Logistic Regression	Not Sig.
Intervention	E2 Theory Hours	Logistic Regression	Not Sig.
Intervention	E2 Work Experience Hours	Logistic Regression	Not Sig.
Intervention	No. of Employment CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Education CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Housing CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Motivation CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Closed Employment CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Closed Education CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Closed Housing CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Closed Motivation CIP Entries	Logistic Regression	Wald's $\chi^2 = 23.49$, d.f. = 1, $p < 0.01$
Intervention	Time Taken to Close Employment CIP Entries	Logistic Regression	Not Sig.
Intervention	Time Taken to Close Education CIP Entries	Logistic Regression	Not Sig.
Intervention	Time Taken to Close Housing CIP Entries	Logistic Regression	Not Sig.
Intervention	Time Taken to Close Motivation CIP Entries	Logistic Regression	Not Sig.
Intervention	Highest Qualification Gained	Logistic Regression	Wald's $\chi^2 = 12.73$, d.f. = 1, $p < 0.01$
Intervention	No. of Qualifications Gained	Logistic Regression	Not Sig.
Intervention	Qualification Gained/Course Passed (Boolean)	Logistic Regression	Not Sig.
Demographic	Age	Spearman's Rho	Rho = 0.013, N = 7579, $p > 0.05$
Demographic	Disabilities	Mann-Whitney U	U = 812535.5, Z = -0.016, $p > 0.05$
Demographic	Ethnic Origin	Kruskall-Wallis H	$\chi^2 = 42.676$, d.f. = 5, $p < 0.01$
Demographic	Gender	Mann-Whitney U	U = 3804637.5, Z = -0.367, $p > 0.05$
Demographic	Homelessness	Mann-Whitney U	U = 2579705, Z = -11.555, $p < 0.01$
Demographic	Nationality	Mann-Whitney U	U = 487939.5, Z = -0.548, $p > 0.05$
Geographical	Region	Kruskall-Wallis H	$\chi^2 = 60.418$, d.f. = 5, $p < 0.01$
Regime	Association/Outside Activity	Spearman's Rho	Rho = -0.063, N = 7441, $p < 0.01$
Regime	Establishment Type/Prison Category	Kruskall-Wallis H	$\chi^2 = 37.574$, d.f. = 5, $p < 0.01$
Regime	Over-crowding	Spearman's Rho	Rho = 0.054, N = 7441, $p < 0.01$
Regime	Purposeful Activity	Spearman's Rho	Rho = -0.055, N = 7441, $p < 0.01$
Regime	Time Spent Outside of Cell	Spearman's Rho	Rho = -0.07, N = 7441, $p < 0.01$
Assessment	Alcohol	Mann-Whitney U	Rho = 0.042, N = 7579, $p < 0.01$

Area	Factor	Intervention Area: Accommodation	
		Statistical Test	Result
Assessment	Behaviour	Mann-Whitney U	Rho = 0.044, N = 7579, p < 0.01
Assessment	Drugs	Mann-Whitney U	Rho = 0.12, N = 7579, p < 0.01
Assessment	Education	Mann-Whitney U	Rho = -0.006, N = 7579, p > 0.05
Assessment	Employment	Mann-Whitney U	Rho = -0.013, N = 7579, p > 0.05
Assessment	Finance	Mann-Whitney U	Rho = -0.053, N = 7579, p < 0.01
Assessment	Health	Mann-Whitney U	Rho = 0.003, N = 7579, p > 0.05
Assessment	Housing	Mann-Whitney U	N/A
Assessment	Life	Mann-Whitney U	Rho = -0.018, N = 7579, p > 0.05
Assessment	Relationships	Mann-Whitney U	Rho = 0.062, N = 7579, p < 0.01
Assessment	Risk to Adults	Spearman's Rho	Rho = -0.018, N = 4089, p > 0.05
Assessment	Risk to Children	Spearman's Rho	Rho = -0.016, N = 4115, p > 0.05
Assessment	Risk to Prisoners	Spearman's Rho	Rho = -0.023, N = 4065, p > 0.05
Assessment	Risk to Public	Spearman's Rho	Rho = -0.086, N = 4104, p < 0.01
Assessment	Risk to Self	Spearman's Rho	Rho = 0.011, N = 4052, p > 0.05
Intervention	Length of Time Spent on Project	Spearman's Rho	Rho = 0.035, N = 7579, p < 0.01
Intervention	Finishing Status	Kruskall-Wallis H	X ² = 262.612, d.f. = 2, p < 0.01
Intervention	BH1 Guidance Hours	Spearman's Rho	Rho = 0.127, N = 7579, p < 0.01
Intervention	BH1 Practical Hours	Spearman's Rho	Rho = 0.005, N = 7579, p > 0.05
Intervention	BH1 Theory Hours	Spearman's Rho	Rho = -0.012, N = 7579, p > 0.05
Intervention	BH1 Work Experience Hours	Spearman's Rho	Rho = 0.018, N = 7579, p > 0.05
Intervention	E2 Guidance Hours	Spearman's Rho	Rho = 0.029, N = 7579, p < 0.05
Intervention	E2 Practical Hours	Spearman's Rho	Rho = 0.001, N = 7579, p > 0.05
Intervention	E2 Theory Hours	Spearman's Rho	Rho = -0.03, N = 7579, p < 0.01
Intervention	E2 Work Experience Hours	Spearman's Rho	Rho = 0.065, N = 7579, p < 0.01
Intervention	No. of Employment CIP Entries	Spearman's Rho	Rho = -0.023, N = 7579, p < 0.05
Intervention	No. of Education CIP Entries	Spearman's Rho	Rho = -0.014, N = 7579, p > 0.05
Intervention	No. of Housing CIP Entries	Spearman's Rho	Rho = 0.088, N = 7579, p < 0.01
Intervention	No. of Motivation CIP Entries	Spearman's Rho	Rho = -0.064, N = 7579, p < 0.01
Intervention	No. of Closed Employment CIP Entries	Spearman's Rho	Rho = -0.023, N = 7579, p < 0.05
Intervention	No. of Closed Education CIP Entries	Spearman's Rho	Rho = -0.016, N = 7579, p > 0.05
Intervention	No. of Closed Housing CIP Entries	Spearman's Rho	Rho = 0.049, N = 7579, p < 0.01
Intervention	No. of Closed Motivation CIP Entries	Spearman's Rho	Rho = -0.053, N = 7579, p < 0.01
Intervention	Time Taken to Close Employment CIP Entries	Spearman's Rho	Rho = -0.02, N = 5711, p > 0.05
Intervention	Time Taken to Close Education CIP Entries	Spearman's Rho	Rho = -0.045, N = 5526, p < 0.01
Intervention	Time Taken to Close Housing CIP Entries	Spearman's Rho	Rho = -0.013, N = 5869, p > 0.05
Intervention	Time Taken to Close Motivation CIP Entries	Spearman's Rho	Rho = -0.02, N = 4076, p > 0.05
Intervention	Highest Qualification Gained	Spearman's Rho	Rho = 0.032, N = 7579, p < 0.01
Intervention	No. of Qualifications Gained	Spearman's Rho	Rho = 0.033, N = 7579, p < 0.01
Intervention	Qualification Gained/Course Passed (Boolean)	Mann-Whitney U	U = 3365807, Z = -2.889, p < 0.01

Motivation:

Area	Factor	Intervention Area: Motivation	
		Statistical Test	Result
Demographic	Age	Logistic Regression	Wald's $\chi^2 = 4.01$, d.f. = 1, $p < 0.05$
Demographic	Disabilities	Logistic Regression	Not Sig.
Demographic	Ethnic Origin	Logistic Regression	Not Sig.
Demographic	Gender	Logistic Regression	Not Sig.
Demographic	Homelessness	Logistic Regression	Not Sig.
Demographic	Nationality	Logistic Regression	Not Sig.
Geographical	Region	Logistic Regression	Wald's $\chi^2 = 38.62$, d.f. = 5, $p < 0.01$
Regime	Association/Outside Activity	Logistic Regression	Not Sig.
Regime	Establishment Type/Prison Category	Logistic Regression	Wald's $\chi^2 = 23.13$, d.f. = 4, $p < 0.01$
Regime	Over-crowding	Logistic Regression	Wald's $\chi^2 = 6.74$, d.f. = 1, $p < 0.01$
Regime	Purposeful Activity	Logistic Regression	Not Sig.
Regime	Time Spent Outside of Cell	Logistic Regression	Not Sig.
Assessment	Alcohol	Logistic Regression	Not Sig.
Assessment	Behaviour	Logistic Regression	Not Sig.
Assessment	Drugs	Logistic Regression	Not Sig.
Assessment	Education	Logistic Regression	Not Sig.
Assessment	Employment	Logistic Regression	Not Sig.
Assessment	Finance	Logistic Regression	Not Sig.
Assessment	Health	Logistic Regression	Not Sig.
Assessment	Housing	Logistic Regression	Not Sig.
Assessment	Life	Logistic Regression	Not Sig.
Assessment	Relationships	Logistic Regression	Not Sig.
Assessment	Risk to Adults	Logistic Regression	Not Sig.
Assessment	Risk to Children	Logistic Regression	Not Sig.
Assessment	Risk to Prisoners	Logistic Regression	Not Sig.
Assessment	Risk to Public	Logistic Regression	Wald's $\chi^2 = 5.35$, d.f. = 1, $p < 0.05$
Assessment	Risk to Self	Logistic Regression	Not Sig.
Intervention	Length of Time Spent on Project	Logistic Regression	Not Sig.
Intervention	Finishing Status	Logistic Regression	Wald's $\chi^2 = 75.74$, d.f. = 2, $p < 0.01$
Intervention	BH1 Guidance Hours	Logistic Regression	Not Sig.
Intervention	BH1 Practical Hours	Logistic Regression	Not Sig.
Intervention	BH1 Theory Hours	Logistic Regression	Not Sig.
Intervention	BH1 Work Experience Hours	Logistic Regression	Not Sig.
Intervention	E2 Guidance Hours	Logistic Regression	Not Sig.
Intervention	E2 Practical Hours	Logistic Regression	Not Sig.
Intervention	E2 Theory Hours	Logistic Regression	Not Sig.
Intervention	E2 Work Experience Hours	Logistic Regression	Not Sig.
Intervention	No. of Employment CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Education CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Housing CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Motivation CIP Entries	Logistic Regression	Wald's $\chi^2 = 17.64$, d.f. = 1, $p < 0.01$
Intervention	No. of Closed Employment CIP Entries	Logistic Regression	Wald's $\chi^2 = 4.49$, d.f. = 1, $p < 0.05$
Intervention	No. of Closed Education CIP Entries	Logistic Regression	Wald's $\chi^2 = 8.76$, d.f. = 1, $p < 0.01$
Intervention	No. of Closed Housing CIP Entries	Logistic Regression	Not Sig.
Intervention	No. of Closed Motivation CIP Entries	Logistic Regression	Wald's $\chi^2 = 9.81$, d.f. = 1, $p < 0.01$
Intervention	Time Taken to Close Employment CIP Entries	Logistic Regression	Not Sig.
Intervention	Time Taken to Close Education CIP Entries	Logistic Regression	Not Sig.

Area	Factor	Intervention Area: Motivation	
		Statistical Test	Result
Intervention	Time Taken to Close Housing CIP Entries	Logistic Regression	Not Sig.
Intervention	Time Taken to Close Motivation CIP Entries	Logistic Regression	Not Sig.
Intervention	Highest Qualification Gained	Logistic Regression	Wald's $\chi^2 = 17.64$, d.f. = 1, $p < 0.01$
Intervention	No. of Qualifications Gained	Logistic Regression	Not Sig.
Intervention	Qualification Gained/Course Passed (Boolean)	Logistic Regression	Wald's $\chi^2 = 4.73$, d.f. = 1, $p < 0.05$