

The Melting Pot
Final evaluation report

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Section One: Introduction

This report contains the findings of the final phase of the Melting Pot evaluation conducted by the Hallam Centre for Community Justice and funded by Northern Rock¹. Phase One of the Melting Pot evaluation was a process evaluation which sought to give a 'broad brush' account of how the Melting Pot project had progressed since its inception, highlighting key successes, challenges and learning points along the way². Following on from this initial context setting, Phase Two of the evaluation adopted a 'short and deep' approach which focused upon replicability and routes to impact.

Thus, the key aims of Phase Two were to:

- Facilitate organisational learning by:
 - identifying those key characteristics of Melting Pot which make it successful
 - assessing the extent to which these are replicable in other settings;
- test out an approach for measuring impact (through the development of a 'routes to impact' tool);
- provide evidence of impact (through implementation of the tool over a given time period);
- enable further promotion of the Melting Pot to wider stakeholders and potential future funders.

The following data collection activities have informed Phase Two of the evaluation:

- Focus group with 11 prison staff;
- in depth interviews with 4 MP participants;
- interviews with two Visiting Writers;
- Knowledge Harvesting activity with Melting Pot Co-ordinator/Lead Writer;
- interview with Melting Pot participant mother.

The data collected from these activities was thematically analysed and then combined with Phase One findings as well as data from the Co-ordinator/Lead Writer's journal and interim reports.

¹ This final phase of the evaluation ran from August 2012-November 2013

² Year One evaluation report can be accessed through Writers in Prison Foundation

Section Two: Replicability Model

2.1 Process of Development

The aim of this component of the evaluation was to develop a Replicability Model for the Melting Pot project which identifies those factors which have been critical to the successful implementation of Melting Pot and would be required for the achievement of consistent outcomes in other prison settings. The model encapsulates key learning which will be useful in the development of future projects which attempt to introduce creative endeavours in challenging settings. The model will also enable the promotion of creative arts projects in prisons to wider stakeholders and potential future funders.

The model has explored both **core intervention components** (e.g. programme philosophy and values, programme structure) and also **core implementation components** (e.g. staffing and support structures). Key questions which have been addressed are as follows:

- What are the specific characteristics/attributes of the Lead Writer/Co-ordinator and other Melting Pot staff that make the project successful?
- What are the specific characteristics of the wider prison which make the project successful?
- What are the specific characteristics of the Westgate Unit which make the project successful?
- What are the specific characteristics of the relationships between the Lead Writer/Co-ordinator and other stakeholders which make the project successful?
- What are the specific characteristics of the activities undertaken with participants which make the project successful?

Those characteristics which have appeared most prominently and consistently across the dataset are the ones which have been included in the model.

The Replicability Model is organised into five separate components:

- Melting Pot vision and values;
- Operational Issues (funding and staffing);
- Melting Pot staff qualities;
- Communication, context and culture;
- Methods of engagement.

Within each of these components a number of key characteristics of Melting Pot have been identified which are fundamental to the success of the project. There is then a more detailed breakdown of the more specific features of that characteristics and a numerical indication of how easy it would be to replicate the characteristics in another project (1=easy

to replicate, 2=quite easy to replicate, 3=difficult to replicate). Finally, the measures needed to be taken for successful replicability are outlined. A draft version of the Replicability Model was sent to key stakeholders and the feedback received was incorporated into the final version which is presented overleaf.

2.2 Replicability Model for Melting Pot – Westgate Unit, HMP Frankland

COMPONENT ONE – MELTING POT VISION AND VALUES			
CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY³	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
<i>Belief in the restorative value of creativity</i>	<ul style="list-style-type: none"> • MP staff⁴ have a genuine interest in (and place value upon) prisoners' personal expression • HMP Frankland has a cultural infrastructure which has historically supported arts based interventions. 	3 – Can take a very long time to engender such belief systems where they don't already exist.	<ul style="list-style-type: none"> • When establishing new projects careful 'market research' should be conducted to find prisons who have historically favoured the arts and where there is at least one 'known' key person with an arts background.
<i>Affirmative approach</i>	<ul style="list-style-type: none"> • MP staff seek to actively break down stereotypes (rather than reinforcing them) • Strong commitment to engaging isolated individuals in pleasurable activity. 	3 – can be difficult to 'teach' such an approach to project workers.	<ul style="list-style-type: none"> • When recruiting project staff⁵ careful attention should be paid to the ethos and values of individuals as well as skills and experience • Adopt an inclusive approach when recruiting MP participants.

³ 1 = easy to replicate, 2 = quite easy to replicate, 3 = difficult to replicate

⁴ Refers to staff employed on the Melting Pot project (Co-ordinator and Visiting Writers)

⁵ Refers to any potential staff on future projects which are aiming to replicate Melting Pot

COMPONENT ONE – MELTING POT VISION AND VALUES

<i>CHARACTERISTIC OF MELTING POT</i>	<i>SPECIFIC FEATURES OF THE CHARACTERISTIC</i>	<i>EASE OF REPLICABILITY</i>	<i>MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY</i>
<i>Positive regard for participants</i>	<ul style="list-style-type: none"> • MP activities exist in the context of ‘where people are at’ any given time • MP is not in the business of ‘making robots’ but exploring individuality • MP is committed to giving ‘a voice’ to people who had previously been unable to speak 	3 – the regard which project workers have for participants will be dependent upon their own individual belief system	<ul style="list-style-type: none"> • Project staff should tailor approaches and activities to individual wants and needs • Again, careful attention should be paid to the ethos and values of potential project staff when recruiting.

COMPONENT ONE – MELTING POT VISION AND VALUES			
CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
Transparency	<ul style="list-style-type: none"> • MP Co-ordinator⁶ has made a concerted effort to 'demystify' the work he does with prisoners • MP Co-ordinator has enabled input and suggestions from prison staff re: content of work • MP Co-ordinator has ensured an ongoing two way information flow between project and prison staff (through attendance at briefing meetings etc). 	2 – will depend on level of trust and openness generated between project and prison staff. Whilst not instantly replicable, it is likely that this may build over time.	<ul style="list-style-type: none"> • Project staff should conduct awareness raising workshops for prison staff from outset to inform about the work conducted • Prison staff need to be reassured that prisoners' creative writing is not a vehicle for letting them 'indulge' themselves in relation to their offending • Mechanisms for ongoing communication between staff and project need to be established at the earliest possible opportunity • Prompt action should be taken if any concerns/issues arise around creative writing (both content and dissemination) and there should be specific processes and protocols in place to facilitate this.

⁶The MP Co-ordinator also acts as the session facilitator

COMPONENT TWO - OPERATIONAL ISSUES (FUNDING AND STAFFING)

CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
<i>Appropriate funding</i>	<ul style="list-style-type: none"> • MP has obtained targeted funding aimed specifically at reducing isolation • MP funder representative has keen interest and wealth of experience in the arts • Funder representative has been actively involved in the development of MP and in supporting the work of the Co-ordinator. 	<p>2 – information on potential funding is easily accessible and sufficiently detailed. However, the likelihood of securing funding will be largely dependent upon the bid writing skills of the applicant.</p>	<ul style="list-style-type: none"> • Potential applicants should conduct extensive research on potential funders before approaching them • Potential applicants should contact funders directly to seek clarity on their criteria • When writing bids applicants should pay close attention to funders target measures • Applicants should guard against ‘shoehorning’ their project into funders criteria - this will backfire in the long run • Encourage funders to be actively involved in project development and growth, if they have the relevant experience and expertise.

COMPONENT TWO - OPERATIONAL ISSUES (FUNDING AND STAFFING)

CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
<i>Do the 'groundwork'</i>	<ul style="list-style-type: none"> • MP Co-ordinator conducted extensive groundwork in prison before beginning client work • Strong relationships with key staff (and potential enablers of the project) were developed during this time. This included 'on the ground' staff and senior management • MP Co-ordinator also developed monitoring systems during this time. 	2 – will be dependent on project funding available and prison access.	<ul style="list-style-type: none"> • When applying for funding, applicants should incorporate time and resources for this 'groundwork' to be undertaken • During this period, project staff should 'walk the corridors' of the prison and make themselves visible • Ensure that monitoring systems reflect benefits for prison (e.g. changes in disruptive behaviour, increased participation in other activities) as well as for individual participants.
<i>Fortnightly visits by MP Co-ordinator (rather than weekly)</i>	<ul style="list-style-type: none"> • Less frequent visits has prevented the creation of a culture of overdependence for MP participants⁷ • Has also encouraged autonomous decision making and initiative among MP participants when MP staff are not available. 	1 – less frequent visits likely to be favoured by project staff particularly if prison is geographically isolated.	<ul style="list-style-type: none"> • When planning potential projects, careful consideration should be given to the frequency of contact time for participants and the pros and cons of different approaches • Where possible project workers to be available during evening association time.

⁷ Prisoners engaged with the MP project

COMPONENT TWO - OPERATIONAL ISSUES (FUNDING AND STAFFING)

CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
<p><i>High level of support from partner agency (WIPF) and steering group</i></p>	<ul style="list-style-type: none"> • MP has regular, well attended steering groups • Ad hoc and ongoing support is available when appropriate • Close relationships exist arising from long history of working together. 	<p>2 – may depend on personal contacts of project staff which will be influenced by length of time worked in field</p>	<ul style="list-style-type: none"> • New projects should seek to recruit steering group members not just for expert knowledge but also for passion for the project • New projects should encourage Senior Management prison staff to input into the steering group • Ensure that mechanisms are in place for providing appropriate support to project workers. Ideally, support should come from both prison staff and 'external' staff. Support could be both formal (regular supervision sessions) and informal (ad hoc telephone calls, for example).

COMPONENT TWO - OPERATIONAL ISSUES (FUNDING AND STAFFING)

CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
<p><i>Employment of Visiting Writers and also development of an 'MP Orderly' post to support the work of the Co-ordinator</i></p>	<ul style="list-style-type: none"> • Visiting writers share the workload with the Co-ordinator thus help to facilitate a needs driven approach (e.g. providing both group and one to one sessions) • Visiting writers reduce the isolation of the Co-ordinator and provide a 'creative sounding board' for ideas • Visiting writers provide a range of input for MP participants based on their vast experience (thus enable a wide portfolio of activity) • An MP Orderly (who is also a MP participant) supports the project in typing tasks and magazine/anthology book production. He also assists with a range of Library duties. 	<p>2 – will be dependent on funding available and ability to recruit appropriately.</p>	<ul style="list-style-type: none"> • New projects should avoid employing 'lone' workers • Attempt to recruit visiting writers with extensive experience of working with challenging groups and who can be flexible in the hours they work • Visiting Writers should meet up with the MP Co-ordinator on a regular basis, in particular to communicate about what happens during evening association times • If possible, employ a project participant in an 'orderly' post. Consider offering the prison library the services of this person to ensure mutual benefit for the prison. This way, the role is more likely to be supported.

COMPONENT TWO - OPERATIONAL ISSUES (FUNDING AND STAFFING)

CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
<p><i>Development of project has been 'organic' and 'needs driven'</i></p>	<ul style="list-style-type: none"> • High degree of flexibility shown in how MP is organised and delivered • A combination of group work and one to one mentoring and support is offered, as appropriate <p>This kind of approach has 'widened the net' of inclusivity – there is something for everyone.</p>	<p>1 – projects of this nature usually develop organically but will be dependent on expertise and confidence of project staff in having an 'open brief'.</p>	<ul style="list-style-type: none"> • Carefully consider the wishes and needs of participants when developing new projects: <ul style="list-style-type: none"> – how long do they wish to participate for? What are their individual interests? What are their abilities? – How do they prefer to organise their work – long/short sessions, group/one to one work • When recruiting project staff, ensure they are sufficiently experienced to work in a flexible manner and implement ongoing changes as appropriate.

COMPONENT TWO - OPERATIONAL ISSUES (FUNDING AND STAFFING)

CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
<p><i>Appropriate training undertaken to become 'attuned' to professional climate</i></p>	<ul style="list-style-type: none"> • Co-ordinator and Visiting Writers have received appropriate training (e.g. Personal Safety Control and Restraint training and Personality Disorder Awareness training) 	<p>1 – very likely that host prisons will encourage engagement in training to ensure safety of both project staff and client group.</p>	<ul style="list-style-type: none"> • New projects should ensure that they have adequate time/resources for training built into project plans • Projects should 'piggy back' onto prison based training and support where possible/appropriate • New projects need to be aware of any compulsory training needs for working in that specific environment • Clarity around training requirements should be provided for project workers at recruitment stage and also the potential physical demands and risks of the job (e.g. being required to physically restrain a prisoner).

COMPONENT THREE – MELTING POT STAFF QUALITIES			
CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
<i>Stamina and resilience</i>	<ul style="list-style-type: none"> Staff employed on MP have extensive experience of working in prisons and also with serious mental health issues thus are well equipped for working in such a challenging environment. 	3 – difficult to 'teach' such qualities, they are largely dependent on individual personality though can be 'learnt' over time through exposure to challenging environments.	<ul style="list-style-type: none"> When recruiting project staff, the robustness of candidates for working in challenging environments needs to be thoroughly assessed Projects should attempt to attract staff with previous experience of working in high security establishments Training needs assessment for new workers should be conducted at the earliest possible opportunity.
<i>Enthusiasm and ability to motivate</i>	<ul style="list-style-type: none"> MP staff have a profound and genuine belief in the power of writing to give form to difficult experiences and emotions. This is infectious and enthuses and motivates others. 	3 – dependent on personal belief systems of project staff.	<ul style="list-style-type: none"> Projects should seek to employ staff who are highly motivated by the potential for creative writing to act as an agent for change and also to share their expertise with others.
<i>Creative credibility and highly skilled in a range of creative media</i>	<ul style="list-style-type: none"> MP staff are professionally experienced and have an impressive body of work. 	3 – may be difficult to attract such a high calibre of staff.	<ul style="list-style-type: none"> Project staff should be prepared to share their own creative work during sessions to help inspire and motivate participants and also to engender a degree of respect for their teaching practices.

COMPONENT THREE – MELTING POT STAFF QUALITIES			
<i>CHARACTERISTIC OF MELTING POT</i>	<i>SPECIFIC FEATURES OF THE CHARACTERISTIC</i>	<i>EASE OF REPLICABILITY</i>	<i>MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY</i>
<i>Ability to suspend judgment of participants and to adopt an optimistic approach to working with them</i>	<ul style="list-style-type: none"> • MP staff embody and sustain a non-judgmental and humanising approach to participants • MP staff are open to the possibility of creating beautiful material in the direst of circumstances. 	3 – dependent of personal belief systems of project staff	<ul style="list-style-type: none"> • Project staff should engage in continuous reflexive practice and have sufficient self-awareness to recognise when their personal views/feelings may be influencing their interactions with participants • Project staff should seek to be an affirmative advocate for project participants throughout the wider prison.

COMPONENT FOUR - COMMUNICATION, CONTEXT AND CULTURE			
CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
<i>Streamlined communication</i>	<ul style="list-style-type: none"> • MP staff have experienced effective and speedy decision making by prison staff regarding matters pertaining to the project • Provision of information re: timetabling, new prisoners etc is facilitated by strong administrative support. 	2 – this will be dependent on level of support that exists for project among prison staff.	<ul style="list-style-type: none"> • During 'groundwork' phase (outlined above) establish who key 'project enablers' will be and actively seek their support for the project • Where possible ensure co-location /close proximity of project and prison staff (e.g. admin team, education, units, library).
<i>Willingness of prison staff to explore and support innovation</i>	<ul style="list-style-type: none"> • Staff at HMP Frankland are keen to try new things • They are proactive in showing support (i.e. they turn up to things!) • Prison staff believe that creative writing has a useful function within the prison • This ethos support accommodation for classes and prison staff involvement where necessary/appropriate 	3 – this will be dependent on culture, value system, general ethos of prison and extent to which it values the arts.	<ul style="list-style-type: none"> • Ensure that the benefits of arts based interventions are made known to prison staff, particularly where these benefits may be aligned with the objectives of the prison (e.g. reducing boredom, better behaved prisoners, contribution to purposeful activity, improving external profile and reputation of prison).

COMPONENT FOUR - COMMUNICATION, CONTEXT AND CULTURE			
<i>CHARACTERISTIC OF MELTING POT</i>	<i>SPECIFIC FEATURES OF THE CHARACTERISTIC</i>	<i>EASE OF REPLICABILITY</i>	<i>MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY</i>
<i>Reciprocation</i>	<ul style="list-style-type: none"> • MP staff viewed as part of 'community of working' in the prison • MP staff have an input into important prison planning and processes (e.g. GLAD plans, behavioural monitoring, parole dossier forms) 	3- see above	<ul style="list-style-type: none"> • Projects should engender a culture whereby prison staff and MP staff value each other's values and have a healthy respect for one another's working practices • Opportunities for mutually beneficial working practices should be identified at the earliest possible stage.
<i>A visible presence</i>	<ul style="list-style-type: none"> • MP staff have successfully integrated into the prison environment and 'banter' • MP staff are 'in the environment' rather than 'attending' the prison • MP has strong links with wider aspects of the prison (e.g. visitor centre). 	2 – will be dependent on confidence of project staff and also prison culture and its attitudes to 'outsiders'.	<ul style="list-style-type: none"> • Where possible, project staff should maximise opportunities for communication when spending informal' time with prison staff (e.g. on wings and in queue to enter/exit prison) • Project staff should pro-actively seek out opportunities for wider engagement in the prison.

COMPONENT FIVE – METHODS OF ENGAGEMENT			
CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
Clarity of expectation	<ul style="list-style-type: none"> • MP provides a clear and defined programme of creative writing over a 4-6 month period (or 'cycle') within workshops⁸ • MP staff understand the heightened need for managing expectations when working with DSPD prisoners • MP Co-ordinator clearly explains the 'boundaried' nature of the creative writing undertaken and the need adhere to prison rules when undertaking MP activity • MP staff ensure work has a clear direction which reflects the expressed needs and wants of participants 	2 – will be dependent on both knowledge and communication skills of project staff	<ul style="list-style-type: none"> • Ensure that the timescales for any given cycle of work fits with timetabling within the core regime • Project staff need to be very clear when explaining the commitment required for project engagement to participants (time commitment but also commitment to respectful working practices) • New participants would benefit from informal meetings with MP Co-ordinator prior to joining a cycle to assess their suitability and ability • Project staff need to be very clear when explaining issues of 'appropriateness' to participants • All new participants need to be security checked before attending and they need to be informed of this • Activity undertaken should have a degree of structure and focus but not at the expense of stifling freedom of expression

⁸ Specific creative writing endeavours undertaken include poetry, short story writing, oral story-telling, life story writing, anthologies, scriptwriting (radio/play), screenplay and article writing

COMPONENT FIVE – METHODS OF ENGAGEMENT			
CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
			<ul style="list-style-type: none"> An on-going 'needs and wants' assessment should be conducted which will (re)examine what the participant wants to achieve with their writing.
<i>Focus on reducing isolation and increasing engagement</i>	<ul style="list-style-type: none"> MP participants are supported in using their creative writing as a tool for communicating and enhancing relationships with family MP have been supported in contributing to wider publications (e.g. Not Shut Up magazine) External guests have been invited to the project (e.g. editor of Not Shut Up) MP staff engage with participants in a very 'informal' way – just sitting and chatting about outside world has been very highly valued by participants. 	1 – there are ample opportunities to engage with the wider creative writing community across the prison estate.	<ul style="list-style-type: none"> Project staff should seek out opportunities to enable participants to communicate with family members and the wider prison estate as appropriate Project staff should understand the value of informal communication.

COMPONENT FIVE – METHODS OF ENGAGEMENT			
CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
<i>Working successfully within confines of personality disordered prisoners</i>	<ul style="list-style-type: none"> MP staff have developed good insight into how PD may impact type and level of engagement (e.g. obsessive behavior, emotional difficulties, cyclical nature of disorders, difficulties in imagining feelings of “the other”, inflated sense of entitlement). 	2- will be dependent upon previous experience of project worker though training can help to fill knowledge gaps.	<ul style="list-style-type: none"> Project staff should have a good knowledge of DSPD prisoners and how their PD this will impact on their ability to engage and the manner of their engagement Where necessary training should be offered to increase knowledge and awareness.
<i>Focus on tangible outputs (whilst also valuing the process of creating)</i>	<ul style="list-style-type: none"> MP recognizes the benefits of tangible outputs whilst also recognising that somebody's inner thoughts and emotions may be more clearly and openly revealed during the process of writing than in the end product. 	2 – will depend on motivation of participants and staff.	<ul style="list-style-type: none"> A portfolio of written work should be created for all participants Project staff should encourage outputs which can benefit the wider prison (e.g. animal colouring book designed for visitors' children) Project staff should encourage outputs which may challenge the stigmatization of client group (e.g. contributions to magazines distributed across the prison estate) New projects should explore the possibility of offering creative writing qualifications as part of the course Projects should consider publishing an internal prison magazine which

COMPONENT FIVE – METHODS OF ENGAGEMENT			
CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
			<p>uses creative writing from MP participants to promote the project. Content should celebrate creative writing in a positive way rather than being a 'prisoner moaning' magazine which can reinforce negativity and lead to security complications. Full security clearance should be obtained (perhaps provide a draft design in advance to assist with the process) and anonymity should be provided for contributors.</p> <ul style="list-style-type: none"> • Project staff should be mindful of what they can learn about participants during the writing process (e.g. perfectionist/obsessional tendencies) and use this to inform future work planning.

COMPONENT FIVE – METHODS OF ENGAGEMENT			
<i>CHARACTERISTIC OF MELTING POT</i>	<i>SPECIFIC FEATURES OF THE CHARACTERISTIC</i>	<i>EASE OF REPLICABILITY</i>	<i>MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY</i>
<i>Internal and external recognition for writing efforts</i>	<ul style="list-style-type: none"> • MP staff offer frequent, constructive criticism and recognise the need for 'non fake' praise • MP have invested much time and effort into competition entries (e.g. Koestler). 	2 – see above	<ul style="list-style-type: none"> • Feedback concerning written work should be provided on an on-going basis with Visiting Writers mirroring comments and feedback of Co-ordinator • Project workers should explore mechanisms by which tangible proof of success can be achieved and ensure adequate time and resources for this.

COMPONENT FIVE – METHODS OF ENGAGEMENT

CHARACTERISTIC OF MELTING POT	SPECIFIC FEATURES OF THE CHARACTERISTIC	EASE OF REPLICABILITY	MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY
<p><i>Facilitation of interpersonal skills and personal development</i></p>	<ul style="list-style-type: none"> • MP staff encourage prisoners to communicate with them and with each other in a respectful way • Group activities have provided opportunities for bonding social capital • MP has a 'peer support element' with participants from earlier “tranches” encouraging and supporting others’ participation • MP has demonstrated that the act of coming together to create something can help participants make sense of and manage their emotions (i.e. to achieve a degree of 'autobiographical competence'). 	<p>3 – dependent upon the level of facilitation expertise of staff member and also openness of participants to the prospect of self-improvement.</p>	<ul style="list-style-type: none"> • New projects should recruit staff who have experience of group facilitation and the management of complex group dynamics • New projects should consider providing two groups running side by side in order to best meet individual needs and also to ensure positive group dynamics • New projects should encourage the use of peer support approaches where possible (both formal and informal approaches may be beneficial) • Project staff should be mindful of the huge potential of project involvement to develop self-expression and self-awareness.

COMPONENT FIVE – METHODS OF ENGAGEMENT			
<i>CHARACTERISTIC OF MELTING POT</i>	<i>SPECIFIC FEATURES OF THE CHARACTERISTIC</i>	<i>EASE OF REPLICABILITY</i>	<i>MEASURES NEEDED FOR SUCCESSFUL REPLICABILITY</i>
<i>Opportunity for self-discovery and the development of 'spiritual capital'</i>	<ul style="list-style-type: none"> • MP provides a powerful space for personal reflection • MP facilitates better understanding of events and patterns of offending which may help in their future avoidance • MP participants have used their writing to interrogate their own life experience. This has offered the potential for re-shaping of identity which may previously have been viewed as fixed and inescapable. 	3 – see above	<ul style="list-style-type: none"> • Project staff should enable space for participants to explore their life experiences (including offending behaviour if they choose) whilst retaining a focus on the <i>individual</i> rather than the offences they have committed • Project staff should be aware of their safeguarding obligations to the prison during this process.

Summary of Staff involved in the Melting Pot Project

- Melting Pot Co-ordinator (also session facilitator)
- Visiting Writers
- Points of contact in Prison (Governors)
 - Head of Reducing Reoffending
 - DSPD Manager
 - Learning and Skills Manager
 - Melting Pot Library Orderly (conducts various tasks on Melting Pot Project e.g. typing and helping with magazine or anthology book production).

Section Three: Developing Performance Indicators and Draft Routes to Impact Tool

There are a huge range of soft outcome measurement tools currently being employed by agencies within the criminal justice system. This reflects the emphasis on delivering evidence based services in response to the Payment by Results agenda of the Coalition Government. Within this context it is increasingly necessary to evidence the positive change which interventions have on the lives of service users. There has been (and continues to be) debate around the extent to which soft outcome measurement tools can and should be standardised across different services to enable a comparison of outcomes across agencies. The 'outcomes star' in particular is a standardised outcomes measurement tool favoured by a number of different sectors (e.g. homelessness, drugs and alcohol services). Whilst the design of this Melting Pot tool incorporates some elements of the outcomes star, we aimed to develop a tailored tool which honours the unique and innovative nature of the Melting Pot project and which uses performance indicators which are drawn directly from the experiences of current users.

3.1 Aims of the Routes to Impact Tool

The Melting Pot project did not have an expectation of participants achieving 'hard' outcomes (e.g. finding a job or reduction in reoffending). However, Phase One of the evaluation revealed that involvement in the Melting Pot resulted in significant changes in the lives of some prisoners which may represent *routes to impact* which could usefully be usefully captured. Building on this work and in discussion with the Lead Writer/Coordinator and funders and also through re-examination of the data already collected for the Phase One evaluation report, a number of key objectives for the project were identified. These related to the generation of both social and human capital⁹ as follows:

To increase *levels of engagement* for Melting Pot participants, including engagement with:

- the Melting Pot project;
- the wider prison regime;
- fellow prisoners (including development of empathy);
- significant others outside prison (partners, parents, children, friends);
- the therapeutic regime.

To increase participants' skill sets including:

- improved creative writing output

⁹ Social capital may be seen as the links, shared values and understandings in society that enable individuals and groups to trust each other and so work together. Human capital may be seen as the acquisition of skills, knowledge and experience of people that make them economically productive. Inevitably the two are interlinked as access to social capital is vital for the acquisition of human capital.

- improved creative writing skills
- improved communication
- development of effective coping strategies

This component of the evaluation sought to develop a set of performance indicators which could be used to examine the extent to which these objectives were being met and outcomes for participants were being achieved. It was anticipated that the tool would provide evidence of outcomes achieved by Melting Pot participants in order to:

- support and enhance the work undertaken with participants by identifying those areas where they are/are not making progress and tailor work accordingly;
- develop a more evidence-based approach to project delivery by systematically collecting information which can be aggregated to provide an overall picture of the impact of Melting Pot;
- demonstrate the value of the project to potential funders and other stakeholders (e.g. prison staff);
- provide a motivating and empowering tool for participants by providing a visual representation of their progress (see later section);
- provide a basis for service development and improvement.

The draft tool which was developed (see Appendix One) was designed to reflect the overall objectives of Melting Pot: increased levels of engagement and enhanced skills set, whilst also incorporating performance indicators identified through the fieldwork activities outlined in section one.

3.2 Developing the Indicators

In the data collection activities with staff (see Section One), participants were asked to consider what a successful outcome for participants 'looks like', for example:

- How do you know when Melting Pot is working well for participants? What changes do you observe?
- What do you feel that Melting Pot has contributed to enhancing *levels of engagement* for participants? (e.g. with project itself/prison regime/fellow prisoners/significant others/therapeutic regime). What are the most powerful examples you can think of for demonstrating this?
- What do you feel that Melting Pot has contributed to *enhancing the skills* of participants? (e.g. creative writing output/communication/coping strategies) What are the most powerful examples you can think of for demonstrating this?
- If you wanted to prove to someone else that Melting Pot is a good project to have in a prison, what achievements could you tell them about or show them? (e.g. examples of work, prisoners communicating with each other in a respectful way)

In addition, Melting Pot participants were asked to consider:

- What is the single most important thing that Melting Pot has contributed to your life? (e.g. *do you feel more confident, find it easier to talk to other people, started writing to family outside etc.*)
- If you wanted to prove to someone else that Melting Pot is a good project to have in a prison, what achievements could you tell them about or show them? (e.g. *examples of work, prisoners communicating with each other in a respectful way*)

The responses which we received to these questions gave us clear evidence of successful outcomes for Melting Pot participants. All data was thematically analysed and then directly informed the statements included in the pilot tool as indicators of success (see Appendix One for the first draft of the tool). For an example see the quote below:

'I've been having a real laugh with my father about the subjects of the book. I'd ring him up and say- do you remember when...check out his memory with mine and we'd laugh and laugh, feel so much closer to him now'

The above quote was then encapsulated in the statement:

'I have close relationships with my family members'

Indeed in some cases the statements required no interpretation from us but were taken verbatim from participants (e.g. *'I feel inspired'* and *'I am capable of more than just committing crime'*). By developing the statements in this way, we ensured that the indicators of success were defined by participants themselves and those staff who have witnessed the progress of participants, thus enhancing the validity and credibility of the tool. The tool aimed to measure 'distance travelled' by asking Melting Pot participants to rate how strongly they agreed or disagreed with a number of statements, on a 7 point scale. For example:

'I am capable of more than just committing crime'

1	Totally disagree
2	Disagree strongly
3	Disagree a little
4	Neither agree nor disagree
5	Agree a little
6	Agree strongly
7	Totally agree

The extent of agreement or disagreement was rated on a scale of 1-7. These numbers generated a score and the scores between the different time points were compared. The difference between them represented the distance travelled towards (or indeed away from) the outcomes. A 7 point scale (as opposed to a five point one often favoured by such tools) was adopted to reflect the fact that any progress observed over time among participants may be extremely small and a 7 point scale had greater chance of picking up these subtle and nuanced changes.

Statements were developed across five different dimensions:

- Motivation
- Relationships
- Behaviour
- Skills development
- Attitudes and feelings

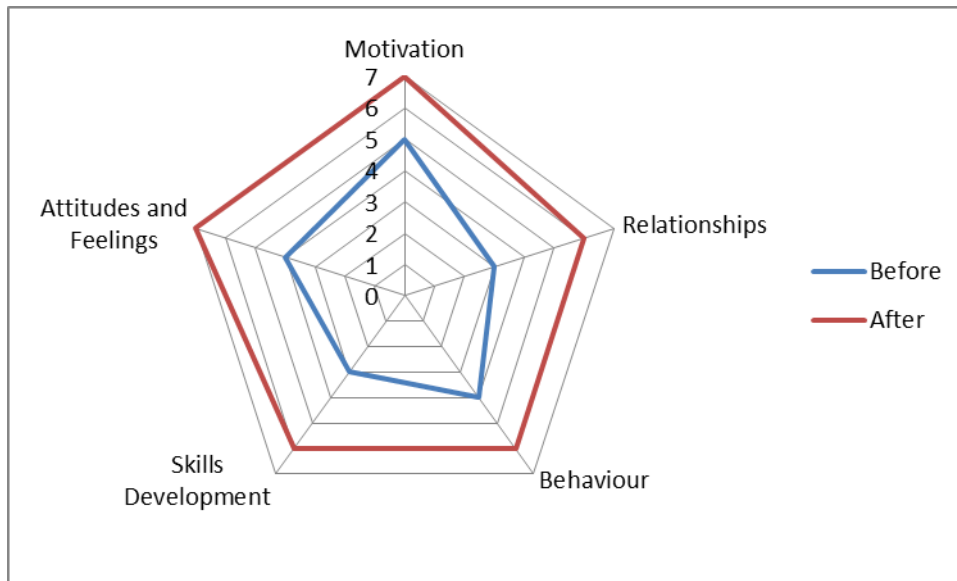
These were referred to as 'headline indicators'. Within each category of 'headline indicators' there were then a number of 'sub indicators'.

Section Four: Results

Before and after forms were completed for two Melting Pot participants (referred to as Participant A & Participant B). Both of these participants had been involved in Melting Pot for approximately 2.5 years and were asked to reflect on when they first started on Melting Pot and to compare this with how they felt at the present time. A **complete breakdown** of before and after scores across each of the performance indicators can be found at Appendices two and three. A mean score¹⁰ was calculated for each of the 'Headline Indicators', for each participant, and the results are represented in the radar diagrams below. **Both participants reported positive change across all headline indicators.**

¹⁰ Mean scores have been rounded up or down to the nearest whole number.

Participant A



Participant A reported the most significant positive change in the headline indicators of **relationships**, **skills development** and **attitudes and feelings** (a 3 point **mean** positive change) across each of these areas. A two point **mean** positive change was observed across the areas of **motivation** and **behaviour**.

With regard to **relationships**, the most significant improvement (6 points) is observed in '*feeling connected with the world outside prison*'. A 5 point positive change is reported in '*importance of getting on with others*' and a 4 point positive change in the areas of: *caring about the feelings of others; feeling like part of a community at Westgate* and also *having patience in dealing with others*. The least improvement (although still a 1 point positive change) was observed in *being comfortable in making eye contact with others*.

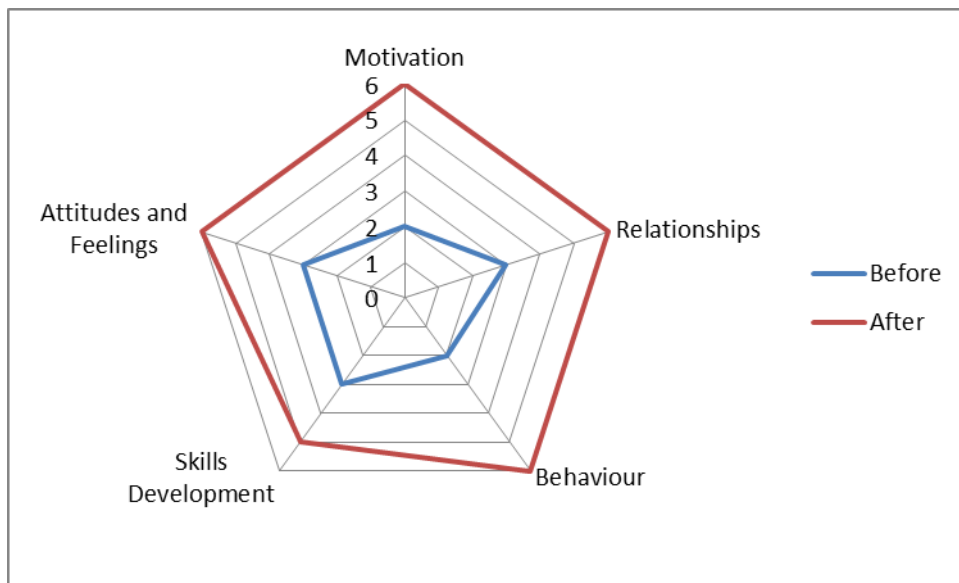
In terms of **skills development**, the most significant improvement (a 4 point positive change) was reported in '*taking criticism without getting upset*'. Across several performance indicators a 3 point positive change was reported. These include in the areas of: *quality of written work; listening to point of view of others; having a wide range of writing skills; finding it easy to explain what you think; working as part of a team, learning from mistakes* and *making good decisions*.

With regards to **attitudes and feelings**, the most significant improvement (5 point positive change) was observed in *feeling comfortable in expressing emotions*. The least significant improvement (though still a 2 point positive change) was reported in *feeling capable of more than committing crime* and *being proud of achievements in Melting Pot*. This reflects a high starting point on both of these indicators. A 4 point positive change is observed across several performance indicators in the **attitudes and feelings** section including: *feeling*

hopeful; feeling at peace with things that have happened in the past; feeling energised; having a strong sense of achievement and feeling that other people have faith in me.

The only performance indicator on which no improvement was shown was 'I always finish what I start' in the **motivation** section and also 'I find it easy to make myself do things' - however the participant scored the maximum score of 7 on the first completion on this indicator, so it would not have been possible to show any improvement here.

Participant B



In direct contrast to Participant A, Participant B reported the most significant positive change in the areas of **motivation and behaviour** (a 4 point **mean** positive change). A 3 point **mean** positive change was observed in the areas of **relationships** and **attitudes and feelings**, with the least improvement shown in the area of **skills development** (though still a two point **mean** positive change).

With regard to **motivation**, the greatest improvement here was in *not giving up easily if something is hard* (5 point positive change), closely followed by: *finding it easy to make myself do things; always finishing what I start* and *being motivated to attend Melting Pot sessions* (all showing a 4 point positive change). The smallest improvement in the motivation section was in *feeling I have something to look forward to* which showed a two point positive change.

Within the **behaviour** headline indicator a considerable reduction in *having destructive thoughts* was reported (5 point positive change) and the participant had also perceived significant improvement in *complying with the prison regime* (also a 5 point positive change). The least amount of improvement was shown was in *self harm* (but this was still a 2 point positive change).

Whilst Participant B showed the most progress across the headline indicators of motivation and behaviour, positive change was shown across not only all of the headlines indicators but also all of the performance indicators contained within them.

4.1 Implementation Issues

Four Melting Pot participants offered feedback on the tool, as well as the Lead Writer/Co-ordinator who was tasked with implementing the tool. A summary of this feedback is presented below and the learning arising from this is reflected in the recommendations contained in Section Five. Following the feedback, a final version of the 'routes to impact' tool was developed and this can be found at Appendix Two.

4.1.1. General Design and Statement Content

The design of the tool was considered to be problematic. In particular it was felt to resemble something that would be administered by the 'psychology department' (thus viewed negatively by Melting Pot participants). The statements were also viewed as being 'distant' and feeling like a form of 'cross examination'. This was felt to be a direct (and most unwelcome!) contrast to the ethos of creativity and freedom of expression which Melting Pot provides. In addition, the highly sensitive nature of some of the statements was challenged, particularly those in the 'Behaviour' section (e.g. '*I rarely feel like harming myself*'). Concerns were raised around the implications if prisoners indicated that they were harming themselves and also the possibility of tool completion being a 'trigger' for emotional distress or challenging behaviour. However, participant B (and A) demonstrated considerable progress in this section so it would seem like a missed opportunity not to report on it.

4.1.2 Timing

It was not possible for participants to complete the outcomes tool at two different time points. Therefore they completed 'before and after' forms together as a retrospective exercise, reflecting on where they felt they were at the start of the project and where they are now (2.5 years later). There are certain advantages to this approach which mainly relate to baselining issues. Melting Pot clients may find it difficult to trust people and it may take some time for them to build up a good rapport with the Lead Writer/Co-ordinator. By completing the outcome measurement tool as a reflective exercise after lengthy participation (rather than a first completion being done soon after joining the project) it is likely that a sufficiently trusting relationship has been established for the client to feel comfortable with this exercise, thus they may be more likely to answer honestly and accurately. Conducting an initial completion soon after joining Melting Pot may result in taking a baseline reading before clients feel ready to be honest and may lead to the generation of an inaccurately high baseline figure. However, there are also drawbacks of

this 'reflective' methodology. Due to the nature of personality disorder, any progress observed is unlikely to follow a linear path and there may be sudden and dramatic changes in the mood of participants which may impact upon results. If the tool is implemented at various different time points, say over a 12 month period, such ebbs and flows will be accurately captured and useful learning may occur as a result.

4.1.3 Issues around Completion

Participants chose to respond to all statements rather than picking out those which were most relevant to them. Also participants chose to complete the tool alone rather than in dialogue with the Lead Writer/Co-ordinator. It is possible that both these factors contributed to negative views of the tool.

4.1.4 Summary

The results from the 'routes to impact' outcome tool outlined above substantiate findings from the qualitative data collected throughout the evaluation. The mechanisms by which progress has been achieved in the Melting Pot are clearly outlined in the Replicability Model, in particular the specific qualities of Melting Pot staff (e.g. stamina and resilience, enthusiasm and ability to motivate, creative credibility and considerable skills in a range of creative media, non-judgmental and optimistic approach). In addition to these qualitative findings, the tool has provided a credible means of quantifying the progress which Melting Pot participants made across a range of 'soft' outcomes which are important pre-requisites for achieving 'hard' outcomes such as reductions in reoffending.

We acknowledge that introducing this tool in the Melting Pot setting has been challenging and fraught with complexities. Numerous problems have been outlined and these have provided useful learning points. However the testing period and the feedback obtained from the Lead Writer/Co-ordinator has enabled us: to determine that although likely to be difficult, impact measurement *is* feasible in this setting; to make improvements to the initial version of the tool; to outline some preliminary positive results regarding impact.

Clearly, based on the results of just two participants it is not possible to draw any robust, generalisable conclusions. However, it is clear that for the participants who engaged with the tool, notable progress has been demonstrated across a wide range of performance indicators. The results highlight the possibility for creative writing projects such as Melting Pot, to have a positive impact on life inside prison and also on the resettlement process for prisoners who will be released at some point. The findings also raise interesting questions around the ability of creative writing to: enhance the development of empathy; reduce self harm and destructive thoughts; reduce anger and violence and also to develop a range of skills which have value both inside prison walls and beyond.

Section Five: Recommendations

- Ensure that a clear explanation is given to participants regarding: why they are being asked to complete the form; how the information will be used; if and how they will receive feedback on the findings. The personal benefits of completing the tool need to be clearly explained. Whilst an introductory section has been added to the final draft of the tool (see Appendix Two), this also needs to be explored in dialogue with the Lead Writer/Co-ordinator.
- It should be left to the discretion of the Lead Writer/Co-ordinator to decide when a sufficiently trusting relationship has been established for the client to feel comfortable with completing the tool. The Lead Writer/Co-ordinator should also decide whether to ask participants to engage with the tool as a reflective exercise at *one time point* or as a 'real time' exercise at *two (or more) different time points* during project participation.
- Once the tool has been completed twice (or more), a mean score should be calculated for each 'headline indicator' at each time point. In order for the tool to have a motivating function, this should then be input onto a radar chart, line chart or simply recorded in a way which will offer the participant a visual representation of their progress (see section Four for examples of Radar Charts and Appendices Three and Four for examples of line charts). This will provide an 'at a glance' overview of where the client is in relation to the different outcome areas. This may be helpful to both the participant and the Lead Writer/Co-ordinator to pinpoint areas of strength and also to identify any issues which need to be addressed. This is not intended to be prescriptive in any way but merely to flag up those areas in which efforts may need to be focussed. Over time, this methodology will also create knowledge around whether changes in one area are likely to lead to changes in another and to demonstrate causal relationships (e.g. whether progress in skills development also results in changes in behaviour).
- Ensure that appropriate follow up and support is available if completion reveals that participants may be at risk (e.g. of self-harm).
- Ensure that appropriate follow up and support is available if completion of the tool has the potential to act as a trigger for certain types of behaviour (e.g. violence).
- Consider using tool completion as a 'springboard' to creativity rather than an end in itself (e.g. ask participants to write about their responses - perhaps in a journal format) rather than just allocating a score to the statements. This type of approach would be more in line with the ethos of Melting Pot, would allow greater freedom of expression and would also provide further useful evaluation data.
- In order to assess the extent to which any changes can be attributed to the Melting Pot Project, the Lead Writer/Co-ordinator could conduct a de-brief with the participant to show them the visual representation of their progress and also ask them to describe the extent to which they attribute any positive change to involvement in Melting Pot. Thus

the final version of the tool which is completed should include an attribution scale, as shown below: An attribution score will then be given¹¹.

To what extent would you say this change has happened because of the Melting Pot project?

Not at all							Very much
1	2	3	4	5	6	7	SO

- The timeframe for this pilot has been very limited. We would recommend a further pilot over the longest time period possible (6 - 12 months if possible) to allow for the 'ebbs and flows' in experience which may occur during engagement with the Melting Pot (or similar project). The fact that Melting Pot participants are often serving long sentences will help to facilitate this.
- Whilst the 2 participants who completed the tool during the test period responded to all the statements, we feel the tool may work better if a 'pick and mix' approach is adopted. Melting Pot participants are all very different and may want very different things from their involvement with the project (e.g. one may want to simply improve the 'technical' aspects of his writing, another may be hoping to use writing to 'right past wrongs' with his family). We suggest that, in dialogue with the Lead Writer/Co-ordinator, participants are asked to pick out the headline indicators which are most relevant to them. This may make the tool more personal and meaningful and so may facilitate a better response.
- Melting Pot clients may lack the self-awareness to give a realistic response to the statements, thus it may be difficult to obtain an accurate measurement of progress. For example, the nature of their personality disorder may dictate that they will always 'totally agree' with positive statements, in order to always show themselves in the best possible light. Thus it is very important that the tool is completed *in dialogue* with the Lead Writer/Co-ordinator who will be alert to this and who can encourage participants (perhaps using examples from their Melting Pot experience) to provide realistic responses. It is felt that the trusting relationships which the Lead Writer/Co-ordinator develops with participants will facilitate this process. Another approach may be to ask participants to complete the tool and also ask the Lead Writer/Co-ordinator to complete it based on his view of the participant's progress and an average score between the two could be recorded. This approach may help to mitigate the risk of overly positive scoring.

¹¹ Another way of exploring attribution would be to identify a control group which would enable a direct comparison of progress between those participating in Melting Pot and those who are not.

Appendices

Appendix One: Melting Pot - Routes to Impact Tool (Draft One)

For each of the statements below, please indicate the extent to which you agree or disagree with the statement by circling the relevant number on the scale.

1	Totally disagree
2	Disagree strongly
3	Disagree a little
4	Neither agree nor disagree
5	Agree a little
6	Agree strongly
7	Totally agree

1. Motivation

a) I find it easy to make myself do things

1 2 3 4 5 6 7

b) I don't give up easily if I find something hard

1 2 3 4 5 6 7

c) I always finish what I start

1 2 3 4 5 6 7

d) I am motivated to attend Melting Pot sessions

1 2 3 4 5 6 7

e) I feel that I have something to look forward to

1 2 3 4 5 6 7

f) I always try my best

1	2	3	4	5	6	7
---	---	---	---	---	---	---

2. Relationships

a) It is important to me to get on with other people

1	2	3	4	5	6	7
---	---	---	---	---	---	---

b) I have close relationships with my family members

1	2	3	4	5	6	7
---	---	---	---	---	---	---

c) I care about other people's feelings

1	2	3	4	5	6	7
---	---	---	---	---	---	---

d) I have patience in my dealings with other people

1	2	3	4	5	6	7
---	---	---	---	---	---	---

e) I feel comfortable making eye contact with people

1	2	3	4	5	6	7
---	---	---	---	---	---	---

f) I enjoy the time I spend with other prisoners

1	2	3	4	5	6	7
---	---	---	---	---	---	---

g) I have a positive relationship with prison staff

1	2	3	4	5	6	7
---	---	---	---	---	---	---

h) I feel like I am part of a community here at the Westgate Unit

1	2	3	4	5	6	7
---	---	---	---	---	---	---

i) I feel connected with the world outside prison

1	2	3	4	5	6	7
---	---	---	---	---	---	---

k) I treat other people the way I want to be treated

1	2	3	4	5	6	7
---	---	---	---	---	---	---

3. Behaviour

a) I rarely feel like hurting myself

1	2	3	4	5	6	7
---	---	---	---	---	---	---

b) I try to consider the consequences of my actions

1	2	3	4	5	6	7
---	---	---	---	---	---	---

c) I rarely lose my temper

1	2	3	4	5	6	7
---	---	---	---	---	---	---

d) My behaviour does not pose a threat to others

1	2	3	4	5	6	7
---	---	---	---	---	---	---

e) I rarely feel violent towards others

1	2	3	4	5	6	7
---	---	---	---	---	---	---

f) I find it easy to comply with the prison regime

1	2	3	4	5	6	7
---	---	---	---	---	---	---

g) I rarely have destructive thoughts

1	2	3	4	5	6	7
---	---	---	---	---	---	---

4. Skills Development

a) My written work is of a high quality

1	2	3	4	5	6	7
---	---	---	---	---	---	---

b) I listen to other people's points of view

1	2	3	4	5	6	7
---	---	---	---	---	---	---

c) I can take criticism without getting upset

1	2	3	4	5	6	7
---	---	---	---	---	---	---

d) I let people finish speaking before I speak

1	2	3	4	5	6	7
---	---	---	---	---	---	---

e) I have a good understanding of writing material that is appropriate for my audience

1	2	3	4	5	6	7
---	---	---	---	---	---	---

f) I have a wide range of writing skills

1	2	3	4	5	6	7
---	---	---	---	---	---	---

g) I find it easy to explain what I think

1	2	3	4	5	6	7
---	---	---	---	---	---	---

h) I work well as part of a team

1	2	3	4	5	6	7
---	---	---	---	---	---	---

i) I learn from my mistakes

1	2	3	4	5	6	7
---	---	---	---	---	---	---

j) I am comfortable to try things that I've never done before

1	2	3	4	5	6	7
---	---	---	---	---	---	---

k) I usually make good decisions

1	2	3	4	5	6	7
---	---	---	---	---	---	---

l) I am usually well organised

1	2	3	4	5	6	7
---	---	---	---	---	---	---

m) I feel comfortable reading aloud to others

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5. Attitudes and Feelings

a) I feel hopeful

1	2	3	4	5	6	7
---	---	---	---	---	---	---

b) I feel at peace with things that have happened to me in the past

1	2	3	4	5	6	7
---	---	---	---	---	---	---

c) I feel energised

1	2	3	4	5	6	7
---	---	---	---	---	---	---

d) I am capable of more than just committing crime

1	2	3	4	5	6	7
---	---	---	---	---	---	---

e) I feel inspired

1	2	3	4	5	6	7
---	---	---	---	---	---	---

f) I am proud of my achievements in Melting Pot

1	2	3	4	5	6	7
---	---	---	---	---	---	---

g) I feel I am worth something

1	2	3	4	5	6	7
---	---	---	---	---	---	---

h) I feel a strong sense of achievement

1	2	3	4	5	6	7
---	---	---	---	---	---	---

i) I feel that other people have faith in me

1	2	3	4	5	6	7
---	---	---	---	---	---	---

j) I am comfortable in expressing my emotions

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Thank you very much for completing this form.

Appendix Two: Melting Pot - Routes to Impact Tool (Final Draft)

Researchers at the Hallam Centre for Community Justice (HCCJ) at Sheffield Hallam University are doing some work to find out how successful the Melting Pot project is and what could be done to improve it. As part of this work we would like to measure the progress which you have made during your time with the Melting Pot in a range of different areas (skills development, attitudes and feelings, motivation and relationships). We would like you to complete this form at different time points - i.e. when you first start on the Melting Pot and also when your time on Melting Pot comes to an end. By comparing your scores between the different time points, we will get an idea of the progress you have made. All responses will be completely anonymous. The researchers will write up the results in a report. We hope that the findings from this will demonstrate the value of the project to potential funders and other stakeholders (e.g. prison staff). We also hope that the findings will help to improve your experience with Melting Pot by finding out the areas in which you may need specific help and support.

For each of the statements below, please indicate the extent to which you agree or disagree with the statement by circling the relevant number on the scale.

1	Totally disagree
2	Disagree strongly
3	Disagree a little
4	Neither agree nor disagree
5	Agree a little
6	Agree strongly
7	Totally agree

1. Skills Development

a) My written work is of a high quality

1 2 3 4 5 6 7

b) I listen to other people's points of view

1 2 3 4 5 6 7

c) I can take criticism without getting upset

1 2 3 4 5 6 7

d) I let people finish speaking before I speak

1	2	3	4	5	6	7
---	---	---	---	---	---	---

e) I have a good understanding of writing material that is appropriate for my audience

1	2	3	4	5	6	7
---	---	---	---	---	---	---

f) I have a wide range of writing skills

1	2	3	4	5	6	7
---	---	---	---	---	---	---

g) I am able to write well with little support

1	2	3	4	5	6	7
---	---	---	---	---	---	---

h) I find it easy to explain what I think

1	2	3	4	5	6	7
---	---	---	---	---	---	---

i) I work well as part of a team

1	2	3	4	5	6	7
---	---	---	---	---	---	---

j) I learn from my mistakes

1	2	3	4	5	6	7
---	---	---	---	---	---	---

k) I am comfortable to try things that I've never done before

1	2	3	4	5	6	7
---	---	---	---	---	---	---

l) I usually make good decisions

1	2	3	4	5	6	7
---	---	---	---	---	---	---

m) I am usually well organised

1	2	3	4	5	6	7
---	---	---	---	---	---	---

n) I feel comfortable reading aloud to others

1	2	3	4	5	6	7
---	---	---	---	---	---	---

2. Attitudes and Feelings

a) I feel hopeful

1	2	3	4	5	6	7
---	---	---	---	---	---	---

b) I feel at peace with things that have happened to me in the past

1	2	3	4	5	6	7
---	---	---	---	---	---	---

c) I feel energised

1	2	3	4	5	6	7
---	---	---	---	---	---	---

d) I am capable of more than just committing crime

1	2	3	4	5	6	7
---	---	---	---	---	---	---

e) I feel inspired

1	2	3	4	5	6	7
---	---	---	---	---	---	---

f) I am proud of my achievements in Melting Pot

1	2	3	4	5	6	7
---	---	---	---	---	---	---

g) I feel I am worth something

1	2	3	4	5	6	7
---	---	---	---	---	---	---

h) I feel a strong sense of achievement

1	2	3	4	5	6	7
---	---	---	---	---	---	---

i) I feel that other people have faith in me

1	2	3	4	5	6	7
---	---	---	---	---	---	---

j) I am comfortable in expressing my emotions

1	2	3	4	5	6	7
---	---	---	---	---	---	---

k) I feel positive about my therapy sessions

1	2	3	4	5	6	7
---	---	---	---	---	---	---

3. Motivation

a) I find it easy to make myself do things

1	2	3	4	5	6	7
---	---	---	---	---	---	---

b) I don't give up easily if I find something hard

1	2	3	4	5	6	7
---	---	---	---	---	---	---

c) I always finish what I start

1	2	3	4	5	6	7
---	---	---	---	---	---	---

d) I am motivated to attend Melting Pot sessions

1	2	3	4	5	6	7
---	---	---	---	---	---	---

e) I feel that I have something to look forward to

1	2	3	4	5	6	7
---	---	---	---	---	---	---

f) I always try my best

1	2	3	4	5	6	7
---	---	---	---	---	---	---

4. Relationships

a) It is important to me to get on with other people

1	2	3	4	5	6	7
---	---	---	---	---	---	---

b) I have close relationships with my family members

1	2	3	4	5	6	7
---	---	---	---	---	---	---

c) I care about other people's feelings

1	2	3	4	5	6	7
---	---	---	---	---	---	---

d) I have patience in my dealings with other people

1	2	3	4	5	6	7
---	---	---	---	---	---	---

e) I feel comfortable making eye contact with people

1	2	3	4	5	6	7
---	---	---	---	---	---	---

f) I enjoy the time I spend with other prisoners

1	2	3	4	5	6	7
---	---	---	---	---	---	---

g) I have a positive relationship with prison staff

1	2	3	4	5	6	7
---	---	---	---	---	---	---

h) I feel like I am part of a community here at the Westgate Unit

1	2	3	4	5	6	7
---	---	---	---	---	---	---

i) I feel connected with the world outside prison

1 2 3 4 5 6 7

j) I treat other people the way I want to be treated

1 2 3 4 5 6 7

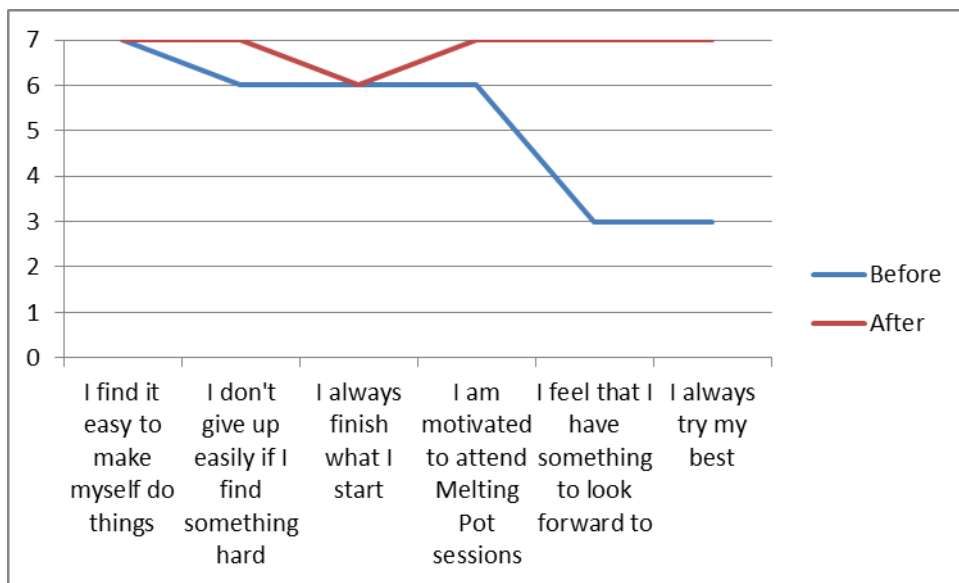
Please provide details of the types of writing you particularly enjoy in the Melting Pot (e.g. poetry, short stories)

**Is there anything else you would like to tell us about your experience of Melting Pot?
Please do so in the space below.**

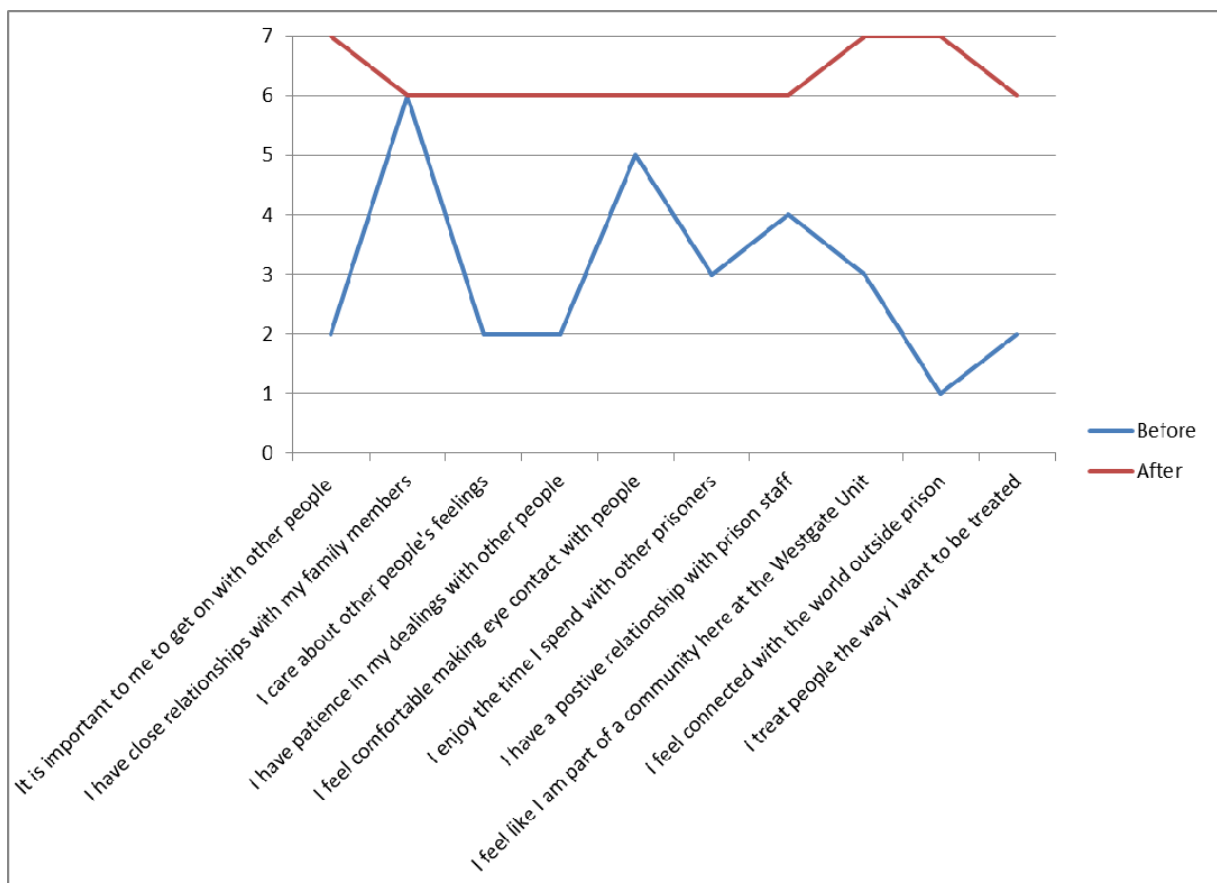
Thank you very much for completing this form.

Appendix Three: Outcome Measurement Charts for Participant A

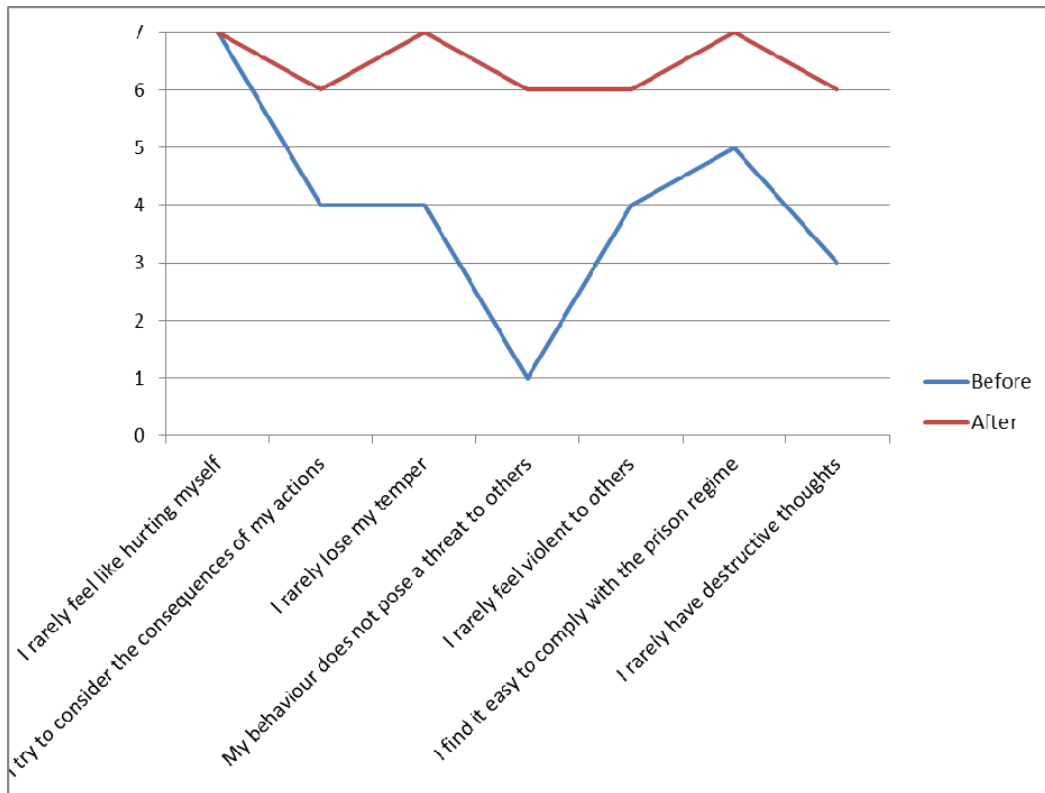
Motivation



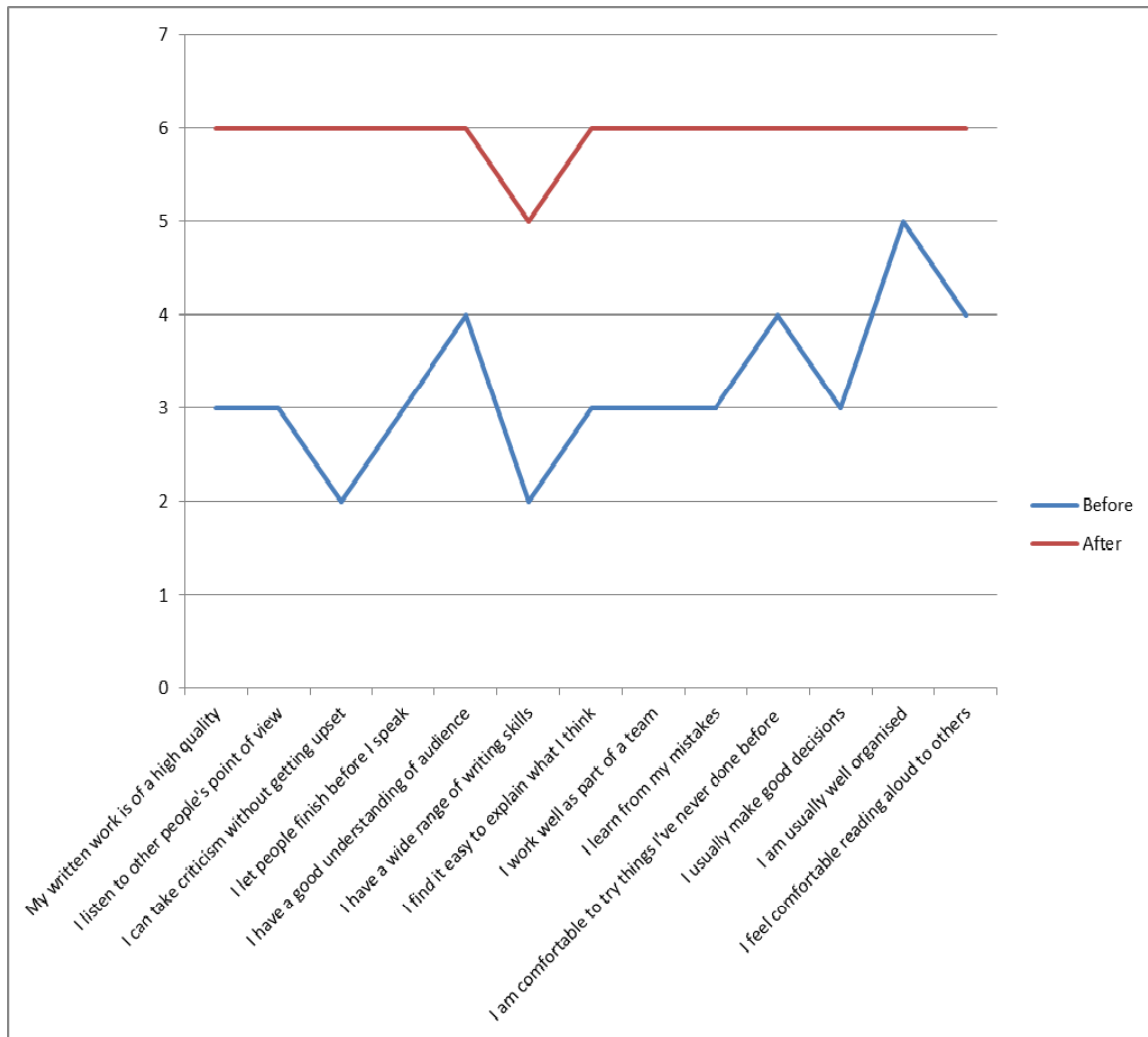
Relationships



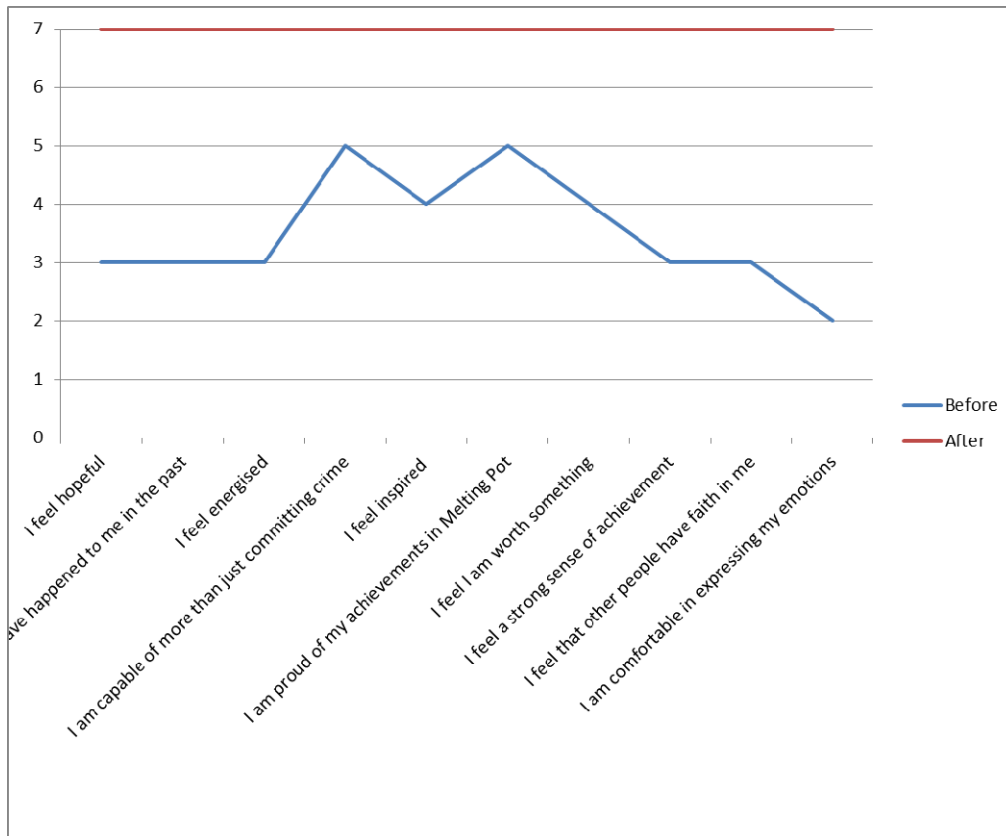
Behaviour



Skills Development

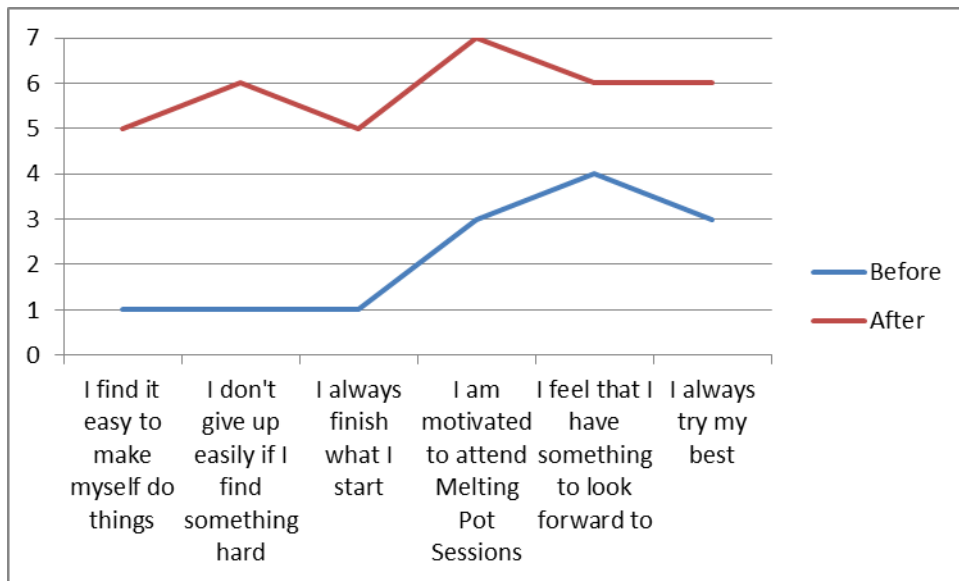


Attitudes and Feelings

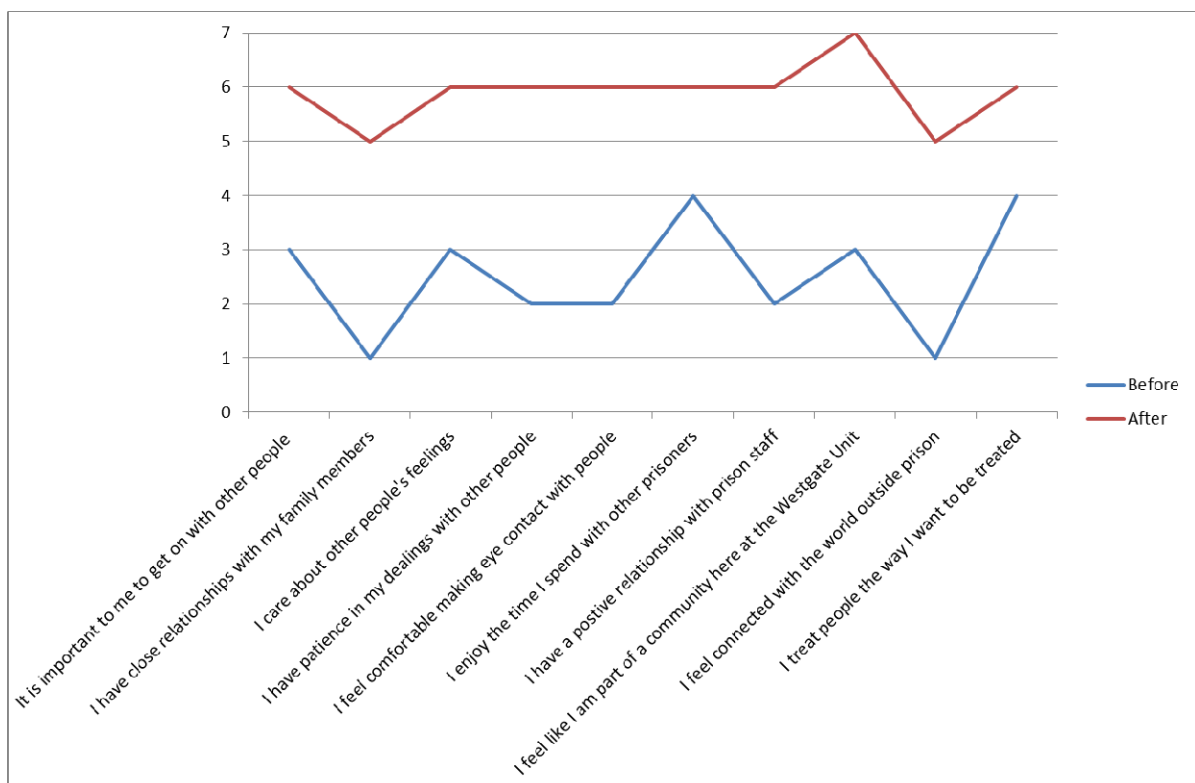


Appendix Four: Outcome Measurement Charts for Participant B

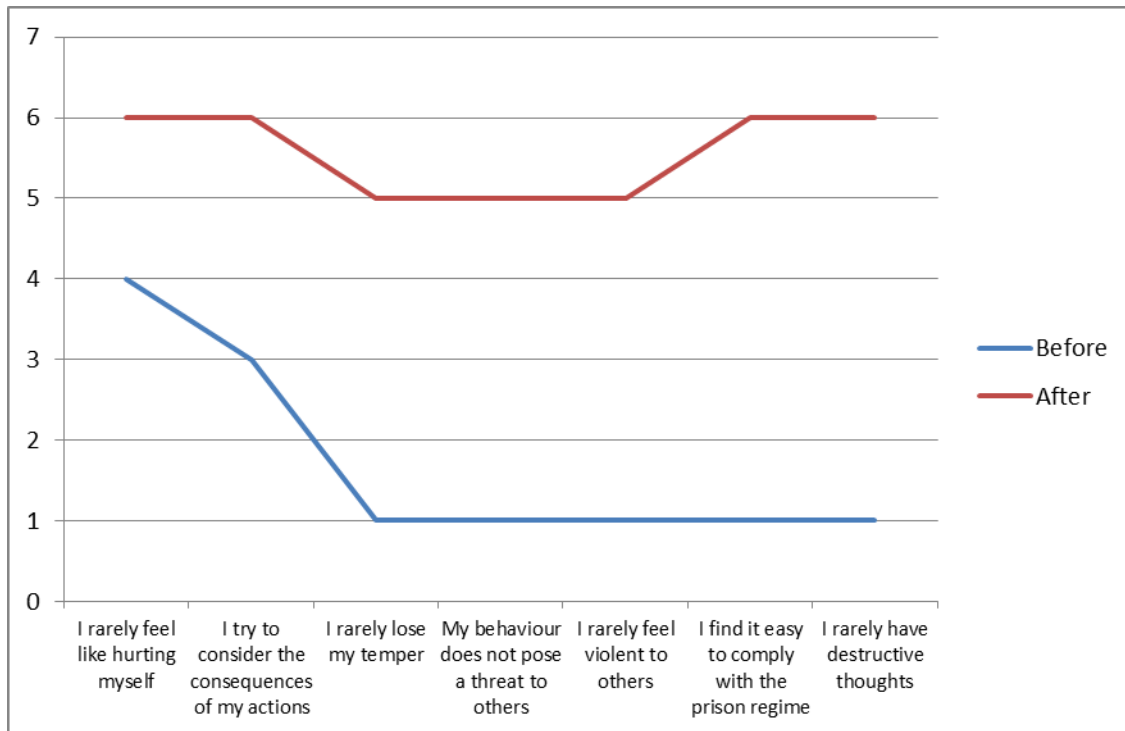
Motivation



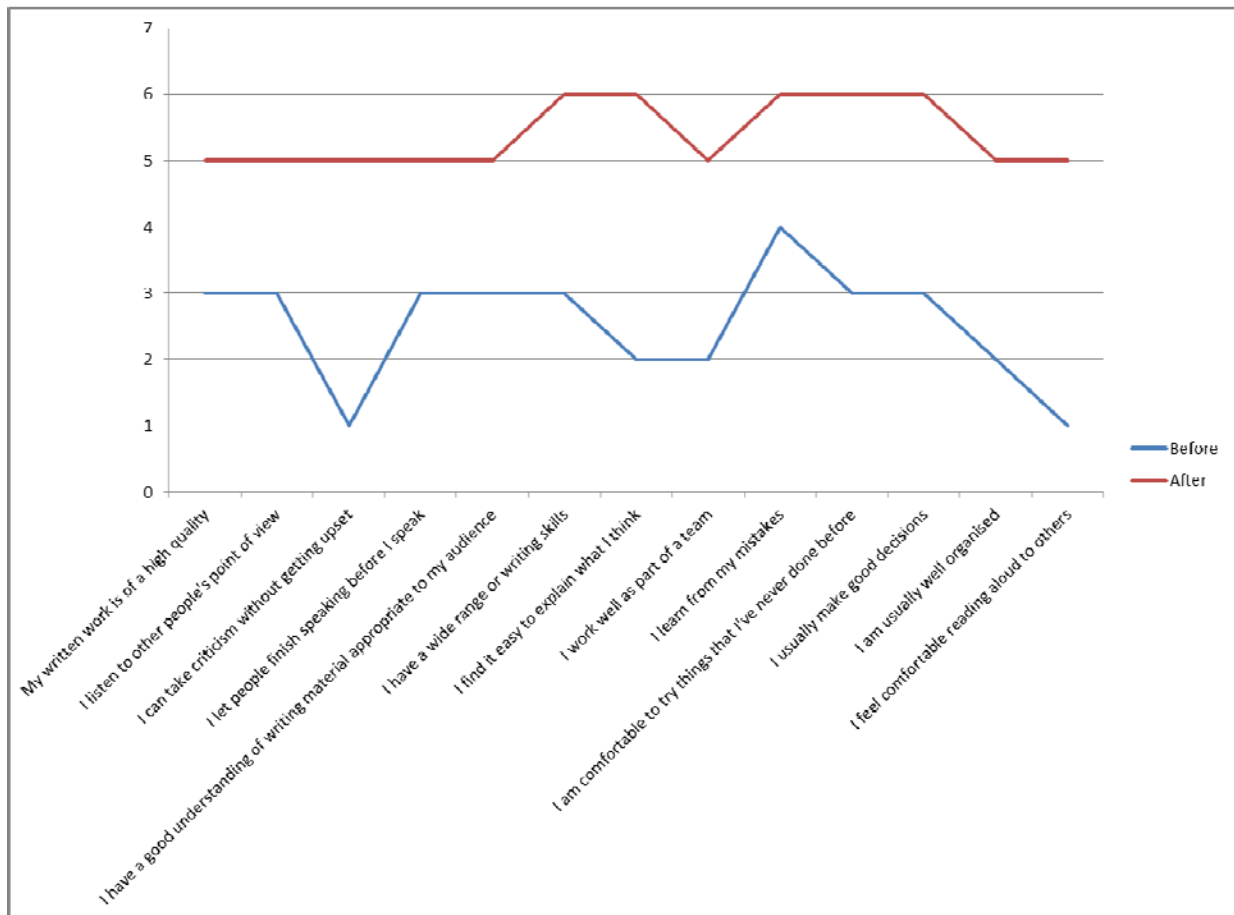
Relationships



Behaviour



Skills Development



Attitudes and Feelings

