



Ipsos MORI  
Social Research Institute



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# What Works Fund

# Evidence Analysis Appendices

Personal Finance Research Centre, University of Bristol, Ipsos MORI



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## Appendix A - WWF grantees

WWF Grantee	Evaluation report URL
1625 Independent People	<a href="https://www.fincap.org.uk/en/evaluations/cash-pointers-improving-financial-confidence-for-young-people">https://www.fincap.org.uk/en/evaluations/cash-pointers-improving-financial-confidence-for-young-people</a>
A2 Dominion Housing	<a href="https://www.fincap.org.uk/en/evaluations/evaluation-of-the-dosh-financial-capability-programme">https://www.fincap.org.uk/en/evaluations/evaluation-of-the-dosh-financial-capability-programme</a>
Advice NI Managing Change	<a href="https://www.fincap.org.uk/en/evaluations/managing-chang-what-works">https://www.fincap.org.uk/en/evaluations/managing-chang-what-works</a>
Advice NI Building Resilience In Retirement	<a href="https://www.fincap.org.uk/en/evaluations/evaluation-of-advice-ni-s-building-resilience-in-retirement-project">https://www.fincap.org.uk/en/evaluations/evaluation-of-advice-ni-s-building-resilience-in-retirement-project</a>
Advising Communities	<a href="https://www.fincap.org.uk/en/evaluations/advising-communities-money-well-project">https://www.fincap.org.uk/en/evaluations/advising-communities-money-well-project</a>
Age Concern South Tyneside	<a href="https://www.fincap.org.uk/en/evaluations/age-concern-tyneside-south-financial-capability-wwf-project">https://www.fincap.org.uk/en/evaluations/age-concern-tyneside-south-financial-capability-wwf-project</a>
Age Cymru Swansea Bay	<a href="https://www.fincap.org.uk/en/evaluations/age-cymru-swanea-bay-evaluation-report">https://www.fincap.org.uk/en/evaluations/age-cymru-swanea-bay-evaluation-report</a>
Age Scotland	<a href="https://www.fincap.org.uk/en/evaluations/money-matters-project-report">https://www.fincap.org.uk/en/evaluations/money-matters-project-report</a>
Age UK	<a href="https://www.fincap.org.uk/en/evaluations/the-age-uk-your-money-mot-impact-evaluation">https://www.fincap.org.uk/en/evaluations/the-age-uk-your-money-mot-impact-evaluation</a>
Anglia Care Trust	<a href="https://www.fincap.org.uk/en/evaluations/an-evaluation-of-an-alternative-money-advice-service-for-survivors-of-domestic-abuse">https://www.fincap.org.uk/en/evaluations/an-evaluation-of-an-alternative-money-advice-service-for-survivors-of-domestic-abuse</a>
Auriga Services	<a href="https://www.fincap.org.uk/en/evaluations/financial-capability-of-patients-attending-nhs-units-for-renal-services-and-inherited-metabolic-disorders-what-works-fund">https://www.fincap.org.uk/en/evaluations/financial-capability-of-patients-attending-nhs-units-for-renal-services-and-inherited-metabolic-disorders-what-works-fund</a>
Basingstoke Citizens Advice	<a href="https://www.fincap.org.uk/en/evaluations/citizens-advice-basingstoke-what-works-project-evaluation-report">https://www.fincap.org.uk/en/evaluations/citizens-advice-basingstoke-what-works-project-evaluation-report</a>
Birmingham Settlement	<a href="https://www.fincap.org.uk/en/evaluations/birmingham-settlement-what-works-project">https://www.fincap.org.uk/en/evaluations/birmingham-settlement-what-works-project</a>
Campaign For Learning	<a href="https://www.fincap.org.uk/en/evaluations/evaluation-of-family-fortunes">https://www.fincap.org.uk/en/evaluations/evaluation-of-family-fortunes</a>
Carers UK	<a href="https://www.fincap.org.uk/en/evaluations/carers-uk-thinking-ahead-resource-what-works-fund">https://www.fincap.org.uk/en/evaluations/carers-uk-thinking-ahead-resource-what-works-fund</a>
Centrepoint	<a href="https://www.fincap.org.uk/en/evaluations/moneywise-evaluation">https://www.fincap.org.uk/en/evaluations/moneywise-evaluation</a>
Centre for Responsible Credit	<a href="https://www.fincap.org.uk/en/evaluations/evaluation-of-the-supported-rent-flexibility-pilot">https://www.fincap.org.uk/en/evaluations/evaluation-of-the-supported-rent-flexibility-pilot</a>
Changing Lives	<a href="https://www.fincap.org.uk/en/evaluations/beat-2-project-what-works-fund">https://www.fincap.org.uk/en/evaluations/beat-2-project-what-works-fund</a>

WWF Grantee	Evaluation report URL
Citizens Advice National	<a href="https://www.fincap.org.uk/en/evaluations/money-talks-evaluation">https://www.fincap.org.uk/en/evaluations/money-talks-evaluation</a>
Citizens Advice Southwark	<a href="https://www.fincap.org.uk/en/evaluations/citizens-advice-southwark-final-evaluation-report-what-works-fund">https://www.fincap.org.uk/en/evaluations/citizens-advice-southwark-final-evaluation-report-what-works-fund</a>
Community Housing Aid	<a href="https://www.fincap.org.uk/en/evaluations/what-works-for-you-project-evaluation">https://www.fincap.org.uk/en/evaluations/what-works-for-you-project-evaluation</a>
Community Links	<a href="https://www.fincap.org.uk/en/evaluations/independent-evaluation-of-the-community-links-what-works-project">https://www.fincap.org.uk/en/evaluations/independent-evaluation-of-the-community-links-what-works-project</a>
Cornwall Rural Community Charity	<a href="https://www.fincap.org.uk/en/evaluations/get-f-it-does-increasing-the-digital-skills-of-older-people-increase-their-financial-capability">https://www.fincap.org.uk/en/evaluations/get-f-it-does-increasing-the-digital-skills-of-older-people-increase-their-financial-capability</a>
Fife Council	<a href="https://www.fincap.org.uk/en/evaluations/an-evaluation-of-the-initial-phase-of-the-community-development-finance-institution">https://www.fincap.org.uk/en/evaluations/an-evaluation-of-the-initial-phase-of-the-community-development-finance-institution</a>
Gingerbread	<a href="https://www.fincap.org.uk/en/evaluations/family-finance-project-ffp-evaluation">https://www.fincap.org.uk/en/evaluations/family-finance-project-ffp-evaluation</a>
Good Things Foundation	<a href="https://www.fincap.org.uk/en/evaluations/changing-behaviour-around-online-transactions">https://www.fincap.org.uk/en/evaluations/changing-behaviour-around-online-transactions</a>
Groundwork West Midlands	<a href="https://www.fincap.org.uk/en/evaluations/an-evaluation-of-the-initial-phase-of-the-community-development-finance-institution">https://www.fincap.org.uk/en/evaluations/an-evaluation-of-the-initial-phase-of-the-community-development-finance-institution</a>
Institute for Employment Studies	<a href="https://www.fincap.org.uk/en/evaluations/institute-for-employment-studies-final-evaluation-report-what-works-fund">https://www.fincap.org.uk/en/evaluations/institute-for-employment-studies-final-evaluation-report-what-works-fund</a>
Just Finance Foundation	<a href="https://www.fincap.org.uk/en/evaluations/an-evaluation-of-cash-smart-credit-savvy">https://www.fincap.org.uk/en/evaluations/an-evaluation-of-cash-smart-credit-savvy</a>
Leicester Ageing Together	<a href="https://www.fincap.org.uk/en/evaluations/delivering-community-financial-advice-workshops-in-leicester-what-works-fund">https://www.fincap.org.uk/en/evaluations/delivering-community-financial-advice-workshops-in-leicester-what-works-fund</a>
Move On	<a href="https://www.fincap.org.uk/en/evaluations/move-on-schools-financial-capability-workshops">https://www.fincap.org.uk/en/evaluations/move-on-schools-financial-capability-workshops</a>
MyBnk Secondary Money Twist	<a href="https://www.fincap.org.uk/en/evaluations/secondary-money-twist-evaluation">https://www.fincap.org.uk/en/evaluations/secondary-money-twist-evaluation</a>
MyBnk Primary Money Twist	<a href="https://www.fincap.org.uk/en/evaluations/primary-money-twist-evaluation">https://www.fincap.org.uk/en/evaluations/primary-money-twist-evaluation</a>
MyBnk MoneyWorks	<a href="https://www.fincap.org.uk/en/evaluations/evaluation-of-mybnk-money-works">https://www.fincap.org.uk/en/evaluations/evaluation-of-mybnk-money-works</a>
National Numeracy	<a href="https://www.fincap.org.uk/en/evaluations/improving-numeracy-to-increase-financial-capability-what-works-project-report-april-2018">https://www.fincap.org.uk/en/evaluations/improving-numeracy-to-increase-financial-capability-what-works-project-report-april-2018</a>
National Skills Academy for Financial Services, Life, Money, Action	<a href="https://www.fincap.org.uk/en/evaluations/evaluation-of-life-money-action-for-money-advice-service-what-work-s-fund">https://www.fincap.org.uk/en/evaluations/evaluation-of-life-money-action-for-money-advice-service-what-work-s-fund</a>

WWF Grantee	Evaluation report URL
National Skills Academy for Financial Services, Get Ready Pension Tool	<a href="https://www.fincap.org.uk/en/evaluations/get-ready-pensions-tool-evaluation-and-dissemination-report">https://www.fincap.org.uk/en/evaluations/get-ready-pensions-tool-evaluation-and-dissemination-report</a>
National Youth Agency	<a href="https://www.fincap.org.uk/en/evaluations/evaluation-of-my-money-now">https://www.fincap.org.uk/en/evaluations/evaluation-of-my-money-now</a>
North Liverpool Citizens Advice	Not published on Evidence Hub at time of writing
Queen's University Belfast	<a href="https://www.fincap.org.uk/en/evaluations/money-matters-a-queens-university-study-into-the-effectiveness-of-smart-phone-apps-on-financial-capability">https://www.fincap.org.uk/en/evaluations/money-matters-a-queens-university-study-into-the-effectiveness-of-smart-phone-apps-on-financial-capability</a>
Royal Society for Blind Children	Not published on Evidence Hub at time of writing
School of Hard Knocks	<a href="https://www.fincap.org.uk/en/evaluations/evaluation-of-the-school-of-hard-knocks-sohk-financial-capability-project">https://www.fincap.org.uk/en/evaluations/evaluation-of-the-school-of-hard-knocks-sohk-financial-capability-project</a>
Shelter Scotland	<a href="https://www.fincap.org.uk/en/evaluations/healthy-finances-pilot-final-evaluation">https://www.fincap.org.uk/en/evaluations/healthy-finances-pilot-final-evaluation</a>
Tenovus	<a href="https://www.fincap.org.uk/en/evaluations/evaluation-of-the-tenovus-money-advice-service-etmas">https://www.fincap.org.uk/en/evaluations/evaluation-of-the-tenovus-money-advice-service-etmas</a>
The Children's Society	Not published on Evidence Hub at time of writing
The Mix	<a href="https://www.fincap.org.uk/en/evaluations/the-mix-money-helpline">https://www.fincap.org.uk/en/evaluations/the-mix-money-helpline</a>
The Money Charity	<a href="https://www.fincap.org.uk/en/evaluations/randomised-controlled-trial-evaluation-of-the-money-charity-s-workshops-in-schools">https://www.fincap.org.uk/en/evaluations/randomised-controlled-trial-evaluation-of-the-money-charity-s-workshops-in-schools</a>
Toynbee Hall	<a href="https://www.fincap.org.uk/en/evaluations/senior-money-mentors">https://www.fincap.org.uk/en/evaluations/senior-money-mentors</a>
Wakefield Council	<a href="https://www.fincap.org.uk/en/evaluations/evaluation-of-the-mortgage-breathing-space-scheme">https://www.fincap.org.uk/en/evaluations/evaluation-of-the-mortgage-breathing-space-scheme</a>
Wales Co-operative Centre	<a href="https://www.fincap.org.uk/en/evaluations/your-money-your-home-2018">https://www.fincap.org.uk/en/evaluations/your-money-your-home-2018</a>
West Kent Housing Association	<a href="https://www.fincap.org.uk/en/evaluations/working-with-16-24-year-old-current-and-potential-apprentices-and-trainees-instilling-financial-capability">https://www.fincap.org.uk/en/evaluations/working-with-16-24-year-old-current-and-potential-apprentices-and-trainees-instilling-financial-capability</a>

## Appendix B - The What Works Questions

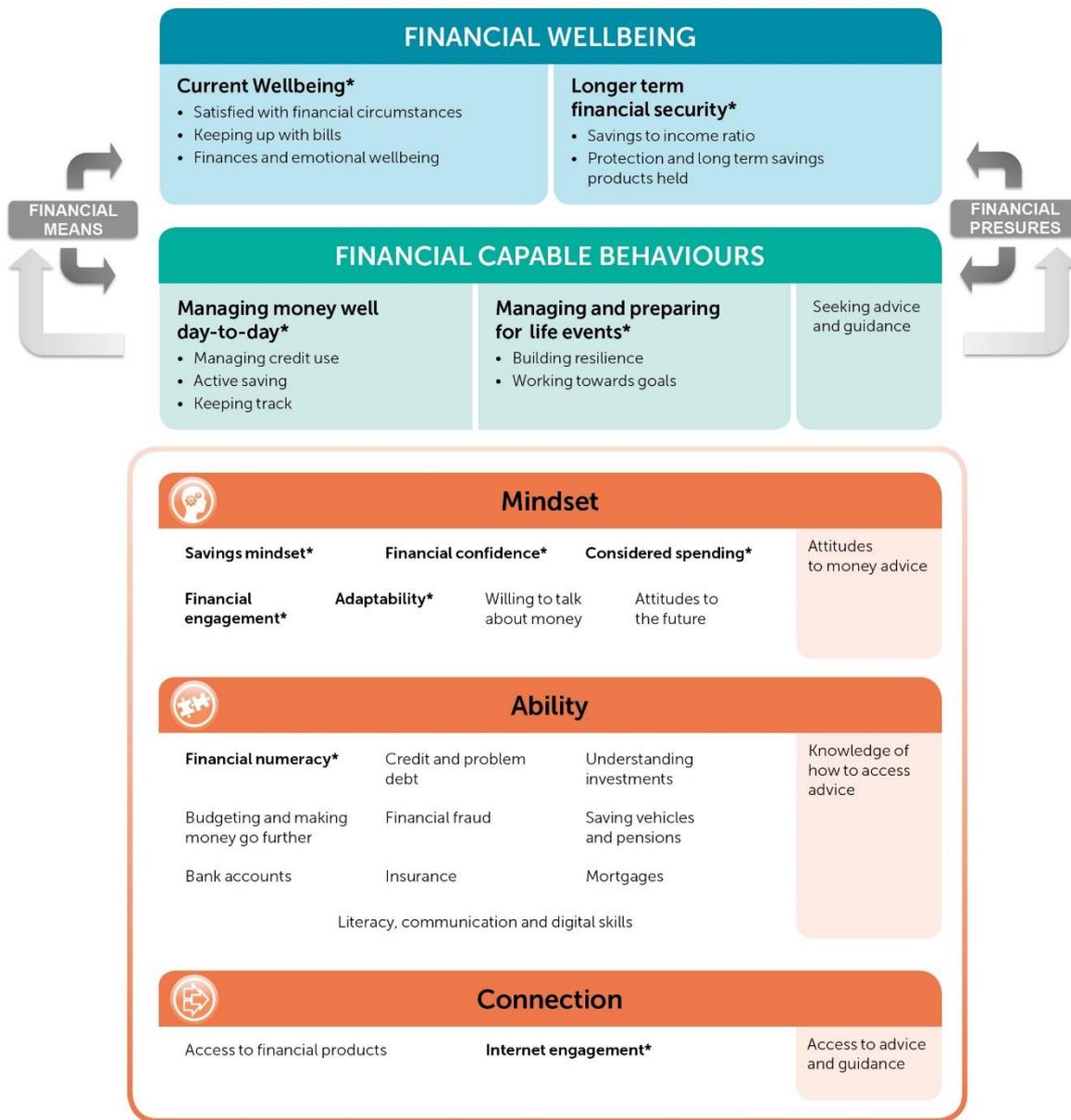
Children and Young People	1.1	How can we make financial education scalable, cost effective and sustainable for schools and colleges to deliver? We are particularly interested in interventions aimed at 16-18 year olds focusing on preparing for financial independence.
	1.2	How can we make impactful financial capability interventions that reach vulnerable children and young people?
	1.3	How can we motivate and equip parents to be the financial role models and teachers their children need?
	1.4	How can we embed the non-cognitive skills (social and emotional) needed for future financial wellbeing during childhood?
Young Adults	2.1	How can we help 16-to-24 year-olds, who have left school and are transitioning to independent living, to prepare for and make better financial decisions? Including young adults: (a) at vocational or higher education college, or university, particularly those affected by changes from grants to student loans, and those faced with higher student-loan repayments on graduation (b) on welfare and job seeking, particularly those subject to the Youth Obligation (c) in the workplace, particularly apprentices?
Working Age and Retirement Planning	3.1	How can we help working age adults to improve their financial capability, develop budgeting and tracking habits, build up a savings buffer to withstand financial shocks and/or set financial goals for key life events? Including: (a) within the workplace (e.g. workplace savings schemes, financial capability interventions etc.) (b) outside the workplace (e.g. through community schemes) (c) specifically for people in the 'struggling' and 'squeezed' segments
	3.2	How can we help people who are excluded from mainstream credit to make well informed decisions about selecting and using credit options that are available to them, and to build understanding of how best to improve their credit worthiness over time?
	4	How can we encourage workers (both employed and self-employed) to increase their pension contributions?
Older People In Retirement	5.1	How can we help older people, post retirement, to manage their finances through key life events and to plan ahead for later life?
	5.2	How can digital inclusion interventions help people stay in control of their money later in life?
	5.3	How can we help people in later life guard against financial scams?
Financial Difficulties	6	How can we identify and help people who are at risk of falling into problem debt?

# Appendix C - Financial Capability Outcomes Frameworks

## The Children and Young People Outcomes Framework



## The Adult Outcomes Framework



\* These outcomes contain measures from MAS Building Blocks of Financial Capability which identified key drivers of Financial Wellbeing

## The Older People In Retirement Outcomes Framework

### FINANCIAL WELLBEING

#### Managing money well day to day

- Live within means
- Satisfied and not anxious about finances

#### Cross-cutting outcomes

- Feel secure and in control
- Carers, family members or friends support financial wellbeing

#### Prepared for life events

- Well placed to cope with life events

### FINANCIAL BEHAVIOUR

#### Managing money well day to day

- Budget and keep track of finances
- Claim benefits that they are entitled to

#### Cross-cutting outcomes

- Make the most of money and assets
- Manage credit use
- Actively seek guidance and regulated financial advice

#### Prepared for life events

- Plan to cope with life events
- Work towards financial goals

### FINANCIAL ENABLERS & INHIBITORS



#### Mindset

#### Managing money well day to day

- Confident in managing finances
- Feel entitled to claim benefits
- Motivated to shop around to make money go further
- Attitudes to saving and spending to enjoy retirement

#### Cross-cutting outcomes

- Attitudes towards asking for help
- Confident spotting and challenging a scammer
- Confident dealing with financial guidance or regulated financial advice providers

#### Prepared for life events

- Consider the risks of negative life events
- Adaptable to changing circumstances



#### Ability

- General financial skills
- Digital skills for management of finances
- Awareness of guidance and regulated financial advice providers and how to access them

### UNDERSTANDING YOUR CLIENTS

*These measures will help you to understand your clients' starting point, including the extent to which they can be expected to adopt financially capable behaviours and what wider support they may need to improve their financial wellbeing.*

- Access to financial products and services
- Access to appropriate guidance and regulated financial advice
- Socially included
- Physical and mental health
- Sufficient resources to meet needs
- General skills (literacy and numeracy)

## Appendix D - NESTA Standards of Evidence<sup>1</sup>

- Nesta Level 1: organisations can give an account of their impact i.e. provide a logical reason, or set of reasons, for why their intervention could have an impact and why that would be an improvement on the current situation. Organisations can do this by producing a convincing theory of change, and drawing upon existing data and resources from other sources. More advanced Level 1 evaluations capture data from beneficiaries that is derived from subjective questions captured after the intervention (e.g. did our intervention make you feel less isolated?)
- Nesta Level 2: evaluation data shows some change among participants receiving or using an intervention but does not evidence direct causality. Common tools to gather this data are pre and post-survey evaluation, regular interval surveying.
- Nesta Level 3: evaluations can demonstrate that an organisation's intervention is causing the impact, by showing less impact amongst those who don't receive the product or service. To reach this level, evaluations need robust methods that use a control group (or another well justified method) that begin to isolate the impact of the intervention. Random selection of participants strengthens evidence at this level, and there needs to be a sufficiently large sample at hand.
- Nesta Level 4: evidence that reaches the fourth level of the Standards of Evidence allows organisations to explain why and how their intervention is having the impact they have observed and evidence. An independent evaluation validates the impact. In addition, the intervention can deliver impact at a reasonable cost, suggesting that it could be replicated and purchased in multiple locations. The kinds of methods deployed at this level include multiple replication evaluations, future scenario analysis and fidelity evaluation.
- Nesta Level 5: This is the most advanced level of evidence in the Standards. To reach this level, organisations must show that their intervention could be operated by someone else, somewhere else and scaled up, whilst continuing to have a positive and direct impact on the outcome and remaining a financially viable proposition.

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<sup>1</sup> For more information visit <https://www.nesta.org.uk/feature/centre-social-action-our-evidence-base/nestas-standards-of-evidence/>

# Appendix E - Quality assurance

Research specialists in the WWF Evaluation and Learning Partner undertook a rigorous quality assurance process to assess the evidence that WWF grantees produced in their final evaluation reports. This process considered three factors:

- The robustness of the evaluation design (e.g. methods, sample sizes, data quality)
- Data analysis and interpretation
- Presentation of the findings.

Each evaluation report was rated on these three factors and given a Quality Score from 1 (the lowest possible score) to 4 (the highest possible score). A quality score template (see below) was used to ensure consistent quality assurance. The template was completed by ELP Relationship Managers when they reviewed grantees evaluation reports, and then independently by academics from the University of Bristol’s Personal Finance Research Centre. Where there were large differences in the quality scores awarded by the two reviewers, the evidence was discussed and a final score agreed.

ID NUMBER AND NAME HERE Quality score template

Quality Assessment	
The purpose of the following sections is for you to flag any <u>serious concerns</u> you have about the evaluation evidence. Please use your experience and judgment to provide an answer for each criteria, as indicated. <u>Serious concerns</u> refer to things that, in your professional opinion, mean the evidence is not useable or is not reliable and should be treated with caution.	
1. Does the evidence relate to financial capability? The <u>main</u> focus for projects should be preventative financial capability interventions rather than resolving crisis issues such as serious debt or threat of eviction.	Yes – 1 No – 0 IF NO – RAG=RED
If no – please briefly explain your concerns	
2. Do you have any serious concerns about the methods or channels used to collect the data? e.g. low-quality survey questionnaires, substantially different questions used in pre and post surveys, online surveys used with people who have known digital access issues	Yes - 0 No - 1
If yes – please briefly explain your concerns	
3. Do you have any serious concerns about the sample sizes used in the analysis? e.g. quantitative analysis against fewer than 50 cases in total (at baseline and at follow up points) or qualitative analysis of fewer than 10 cases in total	Yes - 0 No - 1
If yes – please briefly explain your concerns	
4. Do you have any serious concerns about the quality of the data that’s been collected and analysed? e.g. high non-response on key items in survey data; qualitative data that does not fully address the project’s research questions	Yes - 0 No - 1
If yes – please briefly explain your concerns	

<p>5. Do you have any serious concerns about the analytical approaches and techniques used? e.g. inappropriate tools/techniques used to analyse pre and post data, comparison groups or qualitative data</p>	<p>Yes - 0 No - 1</p>
<p>If yes – please briefly explain your concerns</p>	
<p>6. Do you have any serious concerns about how the data has been interpreted and the conclusions drawn from it in the main body of the report / exec summary? e.g. risk of over-statement because appropriate caveats not reported (such as small base sizes or skewed samples)</p>	<p>Yes - 0 No - 1</p>
<p>If yes – please briefly explain your concerns</p>	
<p>7. Do you have serious concerns about the quality of the information and evidence in the evaluation report? e.g. poorly presented findings, no clear or cogent narrative, insufficient information about aims, objectives, methods</p>	<p>Yes - 0 No - 1</p>
<p>If yes – please briefly explain your concerns</p>	
<p>8. Does the evaluation report have enough contextual information to help the reader make sense of the evidence? e.g. information on the theory of change, the intervention, the profile of target groups, how the project was delivered, the research question being addressed, local activity taking place outside of the intervention</p>	<p>Yes - 1 No - 0</p>
<p>If no – please briefly explain what’s missing</p>	
<p>If you have <u>any other</u> serious concerns about the evaluation and/or final report, please briefly explain them</p>	

Please add up the scores for each of the eight measures and award a Quality Score based on the total score in the table below.

Please also add up the score given by the RM for this evidence (from the final evaluation report feedback template) and add it to the table.

Points	RAG rating	Quality Score	PFRC Quality Score	RM Quality Score
7-8	Green	4		
4-6	Amber-Green	3		
1-3	Red-Amber	2		
0	Red	1		

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<http://twitter.com/IpsosMORI>

### **About Ipsos MORI's Social Research Institute**

The Social Research Institute works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. This, combined with our methods and communications expertise, helps ensure that our research makes a difference for decision makers and communities.