



Financial First Aider Pilot

Evidence Report - Feb 2022

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Executive summary

Overview of the project

People tend to ask friends or family for financial advice. Financial First Aiders (FFAs), employees who are trained to give guidance on financial matters, can give their colleagues another option to find help for money issues. This report summarises key learnings from a pilot project to test out the implementation of an FFAs initiative carried out at the Yorkshire Building Society (YBS). 20 FFAs were recruited and trained as part of the pilot. The evaluation of the pilot, which was funded by the Money and Pensions Service (MaPS) and run by the Behavioural Insights Team (BIT), aimed to provide information about how the FFA service works and its potential to scale. The evaluation was focussed on the functioning of the FFA service and does not explore its impact on client outcomes.

Target audience for this report

We envisage that this report will be useful to guide policy makers, research organisations, and the wider financial service industry when it comes to designing and implementing wellbeing policies for the UK workforce. We hope it will be of particular use to employers who are looking to implement financial wellbeing programmes for their employees, by signposting key needs that employees report, and factors that facilitate or act as barriers to take-up.

Evaluation approach

The FFA pilot was evaluated through a mixed-methods approach consisting of semi-structured interviews including with the FFA trainer, and a focus group with the team responsible for pilot implementation, interviews and focus groups at multiple points during the implementation with the FFAs themselves; two surveys for the FFAs; interviews with FFAs' managers and potential FFA end users; a survey with YBS staff; and an analysis of YBS' administrative data.

Key findings about the pilot

The pilot successfully recruited volunteers

The pilot recruited 20 FFA volunteers from YBS employees. Key success factors for recruitment included that volunteers considered the FFA service to be highly relevant to employees and were encouraged to sign up by line managers.

The FFA training was well received but could have been improved

The training content was developed under close collaboration between MaPS, YBS, and QSA and tailored to the volunteers' experiences and skills. While the training was well received, FFAs felt that it didn't prepare them well enough for the signposting aspects of the role.

Lack of promotion and relatability of the service, among other factors, hampered its uptake

Once the service was launched, promotion of the service was hampered by limited internal communication channels and the lack of relevant case studies. Lack of promotion was deemed to have limited uptake of the service substantially. Other factors contributing to limited uptake were the perception that case studies and FFAs were not relatable enough, perceived misalignments between the FFA service offering and employee needs (some of whom would have preferred receiving advice rather than just guidance), and low support for FFAs themselves. Given that YBS is a financial services firm itself and employees are expected to be financially savvy, some potential beneficiaries were likely put off from using the service since doing so would effectively amount to admitting that they were not financially secure. COVID-related disruptions further complicated delivery, as sessions that were originally planned to be face-to-face had to be delivered in a digital format.

Nonetheless, FFAs carried out a series of guidance sessions, with one particularly prolific FFA showing that the service had the potential to reach more employees. The service continues to be viewed as a valuable component of YBS' broader wellbeing offering.

Key learnings for future FFA initiatives

We believe that this pilot is instructive for future Financial First Aider initiatives, and have drawn out lessons to inform other such efforts. The findings from this pilot indicate that key steps to a successful implementation, which collectively may lead to higher uptake rates than the FFA pilot had, include:

- Appointing a project lead at the implementation organisation to oversee the set-up and launch of the service. FFAs should also be provided with a way to coordinate their efforts and get support as they grow into their role, which could form part of the responsibilities of the project lead, or alternatively one of one of the FFAs.
- Setting clear expectations around roles and implementation targets, in particular regarding the FFAs' involvement in the promotion of the service.
- Involving employees as FFA volunteers as they are likely to be knowledgeable about the types of financial issues their colleagues may face, and the FFA training may benefit their day-to-day role.
- Creating a tailored engagement plan for potential participants to ensure that employees are aware of the service and know why and how to access it. Including personal stories and realistic case studies of financial struggle and success in the engagement plan could make the service more relevant to potential participants. FFAs themselves should be involved in developing a targeted engagement plan.
- Integrating the FFA offer into the existing wellbeing offer to make it as accessible and visible as possible.
- Providing FFAs with a way to coordinate their efforts and get support, ideally through some centralised coordination mechanism.
- Helping FFAs accommodate their new responsibilities by reducing their other commitments and allowing them to work more flexibly.
- Ensuring that the name and positioning of the service are relevant to target beneficiaries, for example by positioning it as a service that has a wider audience than solely those in financial distress and choosing a name that reflects wider relevance of the service.
- Making FFAs visible and accessible to target beneficiaries, as users of the service will want to know who they would be interacting with, and the relatability of FFAs will be important to them.
- Specifically targeting the service to those who would benefit the most and ensuring that the needs of target beneficiaries are addressed by the service.
- Providing tailored training to FFAs by involving at least some FFA volunteers in the development of FFA training to ensure that it is tailored to their needs and experiences. The training should also have a specific focus on financial resources, and include a module on how to promote the service within the organisation.
- Assessing needs and potential barriers of potential participants to tailor the offering accordingly and address any organisational barriers to uptake.
- Building a sense of self-efficacy among those delivering the service, for example by encouraging FFAs to think of different and organic ways to promote the service.

Overview of the project

The Behavioural Insights Team (BIT) was commissioned by the Money and Pensions Service (MaPS) to evaluate a pilot programme that sought to provide financial guidance in the workplace. The Financial First Aider (FFA) service incorporated a bespoke training programme commissioned by MaPS and delivered by Quaker Social Action (QSA). The pilot was conducted within MaPS' employee partner organisation, Yorkshire Building Society (YBS), and evaluated by BIT through a mixed-methods approach consisting mostly of qualitative research. This report summarises key learnings from the pilot project about how the FFA service works and its potential to scale, but does not explore its impact on client outcomes. In this section, we set out the broader context behind this policy initiative as well as the interventions that were evaluated.

Project context

Financial wellbeing

In 2016 the UK economy purportedly lost just over £120bn owing to 'financial stress' among employees¹. Supporting employees to better manage their finances via workplace initiatives is part of the overall UK Strategy for Financial Wellbeing published by MaPS in January 2020. In addition to benefits to the employee, employers may also benefit from an increase in financial wellbeing, and in turn performance, amongst their staff. The Strategy unveiled by MaPS is centred around five key themes, with improvements to workplace financial wellbeing a cross-cutting theme spanning all areas.

Financial guidance in the workplace

In 2016, the FCA and HM Treasury published the Financial Advice Market Review , which examined how financial advice can work for consumers. The review highlighted the tension between advice and guidance, noting that employers were often wary of providing support to their employees over concerns regarding regulation and potential liability. In the context of financial services, advice refers to a recommendation to follow a specific course of action based on one's individual circumstances, while guidance relates to the provision of information or options that supports customers in making their own choices, but stops short of making explicit recommendations . When it comes to meeting employee needs, however, employees reported a strong desire to access advice, with surveys suggesting that over half of employees (57%) want financial advice in the workplace , and over one-third (33%) would pay for an in-house financial advisor provided by their employer . It is important to note that, while financial advisors generally would provide advice on pensions and investments,

employees may derive benefit from guidance on other topics such as debt, credit, and savings.

The Financial First Aiders

The idea of Financial First Aiders (FFA) was developed in response to a 2016 review by HM Treasury and the Financial Conduct Authority of financial advice and guidance markets, which included recommendations for the provision of financial guidance in the workplace . The FFA service was intended to eventually become a widespread service in workplaces across the UK. Financial First Aiders are company employees who are trained up to Tier 1 of the new MaPS Money Guidance Competency Framework to provide guidance to their colleagues. Following this training, they are able to discuss a person's financial situation in general terms before suggesting sources of independent, impartial financial guidance, and are available on a confidential basis. It is important to note that FFAs are only able to offer guidance, not financial advice.

Implementing FFA at employee partner organisation

YBS agreed to implement a pilot FFA programme at some of its offices in late 2020. YBS is the third largest building society in the UK, with a staff of 3,300. The FFA service was delivered across two sites, Leeds and Bradford. The aim was to reach any YBS staff at these locations who felt they would benefit from guidance and access to information around their personal finances, although no specific group of YBS staff was targeted. A target of training 20 FFAs was agreed on between YBS and MaPS, and a total of 49 staff applied to become FFAs, of which 20 were selected for the final training by the YBS project lead who identified staff with relevant skills to be FFAs based on the MaPS competency framework.

[1] [UK Strategy for Financial Wellbeing 2020-2030](#) by Money and Pensions Service

[2] [Financial Advice Market Review](#) by HM Treasury and FCA, March 2016

[3] [Consumer explanations of "advice" and "guidance"](#) prepared by the Financial Advice Working Group for HM Treasury and the FCA, March 2017.

[4] Scottish Widows, Workplace pension report, September 2013.

[5] Deloitte, Bridging the advice gap – Delivering investment products in a post-RDR world, 2012

[6] HM Treasury & Financial Conduct Authority. (2016, March). Financial advice markets review: Final report. <https://www.fca.org.uk/publication/corporate/famr-final-report.pdf>

[7] See <https://www.moneyandpensionsservice.org.uk/money-guiders/>

[8] The YBS project lead used the 6 skills identified as part of the competencies in the framework to inform the questions they asked in the interviews with YBS staff who volunteered to become FFAs.

Evaluation Report

Objectives

The overall aim of the evaluation was to assess the effectiveness of the FFA pilot at YBS, to demonstrate how it worked, and to understand the intervention's capacity to scale. The evaluation aimed to answer four main research questions:

1. Will people use the FFA service?
 - What factors influenced the uptake of the service?
2. Will the FFA service work?
 - What factors influenced the FFAs' ability to gain and implement the relevant skills for their role?
3. Is the FFA service technically feasible and commercially viable?
 - What types of resources were needed to implement the service?
4. Can lessons from the pilot be transferred, and to what context?
 - How could the FFAs service be amended in future implementations?

To achieve these objectives and answer these research questions, this evaluation uses a mixed-methods approach which includes the following methods:

- Semi-structured interviews and focus groups with the implementation team composed of the project teams at MaPS and YBS, as well as with the trainer at QSA; which also included structured elements around resources needed for the pilot
- Semi-structured interviews, focus groups and surveys with Financial First Aiders
- Semi-structured interviews with managers of FFAs and YBS staff (as potential end users), as well as a survey with YBS staff
- Analysis of administrative data from YBS

Methods

Evaluation design

We based our evaluation approach on a framework developed by the WHO^[9], which highlights the relationships between the different elements of an intervention, and the strategic choices involved in scaling. While the WHO framework is focused mostly on scaling interventions, one element focuses on identifying conditions in the intervention, the organisations involved in the implementation, and the context of the implementation that leads to successful scaling, which informed our interrogation of the mechanisms present in this pilot.

Staff at MaPS, YBS and BIT collaborated on the development of a programme theory for the FFA pilot between the end of 2019 and the start of 2020. This programme theory described how the FFA service was expected to work, and is available in full in the Appendix. The programme theory outlined five stages for the implementation of the FFA pilot at YBS, with a target for each of the stages:

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Intervention set up and volunteer selection	Training of Financial First Aiders	Promotion of the service	Service delivery and ongoing support to FFAs	Impact of the service on FFAs and staff
Target 1	Target 2	Target 3	Target 4	Target 5
YBS staff are informed about opportunity to become FFA	FFAs trained based on MaPS competency framework and YBS needs	Comms about programme increase awareness and uptake	FFAs deliver guidance to staff and FFAs get ongoing support	FFAs and staff learn from and take actions based on sessions

Based on the programme theory, the WHO scaling framework, and the evaluation objectives, we developed specific research questions which informed our methods for this evaluation. We provide an overview of our research questions and methods for the evaluation below, and a full breakdown of methods is given in the [Appendix](#).

[9] WHO, *Practical guidance for scaling up health service innovations*, 2009

Overview of evaluation approach

Research Question	Detail
Will people use it?	<p>Stage 1 - set up and selection: What factors influenced YBS's decision to take up the service? What has been YBS' experience of the project rollout? How has Covid/lockdown impacted the rollout? How many YBS staff (seek to) sign up to train as FFAs? What factors influenced staff decisions on whether to become an FFA?</p> <p>Stage 3 - promotion: What was the range and effectiveness of the methods through which the FFA service was communicated to staff?</p> <p>Stage 4 - delivery: How many YBS staff seek guidance from FFAs? What factors influenced staff decisions on whether to seek guidance from FFAs? What were their expectation(s) from the service and how were they met?</p>
Will it work?	<p>Stage 2- training: What were the barriers and facilitators to designing and delivering the training? What was the FFAs' range of experiences of the training?</p> <p>Stage 4 - delivery: What factors impacted FFAs' implementation of the training? What are the range of perceived impacts - both positive and negative - of being an FFA? What are the beneficiaries' experiences of receiving advice and guidance? What are the range and nature of outcomes from receiving FFA advice and guidance?</p>
Is it technically feasible and commercially viable?	<p>Resource requirements (all stages): What are the range of perceived costs of set up and implementation to MaPS, QSA and YBS? What are the costs of implementation to FFAs? What resources and input will be needed from the user organisations and MaPS in future implementations?</p>
Can lessons from the pilot be transferred, and to what contexts?	<p>Iterations of the intervention: How could the FFA service be amended to increase uptake by user organisations and target populations? What contextual factors should be taken into account in the next stage of the development / scale up?</p> <p>Considerations for implementation: What processes will need to be in place in the user organisations and MaPS? What evaluation approach should be considered?</p>

Reporting

Our evaluation findings are structured around the key targets of the pilot of the Financial First Aider service. The Key Findings section will thus report on each of the stages separately, and for each stage, give an indication of whether the target was met as well as what factors were observed to explain whether and how the target was met (both internal to the FFA service, as well as external and contextual factors). Throughout, we also highlight whether the observed factors were anticipated in the original programme theory. Finally, where participants made recommendations regarding the design and implementation of the service, we have included these where appropriate and relevant.

After the discussion of each target, we have also provided an overview of the cost categories which were needed to set up and implement this pilot for the organisational actors involved to provide an indication of the types of resources and considerations needed to implement such a service.

Limitations of this evaluation and interpretation of findings

In order to help the reader interpret the strength of evidence provided, we outline the limitations of this evaluation here and explain how these should be taken into account when interpreting our findings:

- This project was focused on the implementation and functioning of the different components of the FFA service, rather than on what the impact of the FFA service on users was. The latter question, which we hope future research will address in more detail, is functionally different from the former and would require a different evaluation approach.
- The service was launched and delivered between September 2020 and March 2021, amid the Covid-19 pandemic. This meant that the programme had to move to a 'digital first' delivery model, which could have had an impact on the perceived or actual confidentiality of sessions, as well as requiring sessions to typically be formally scheduled, rather than being available on an ad-hoc or drop-in basis in the office.
- As this pilot of the FFA service was implemented only at YBS without a comparison group, we cannot say with certainty whether the factors identified during the analysis were internal to the service, or related to the context of the implementation of the pilot.
- The workforce at YBS is likely more financially savvy than the wider UK workforce, and thus potentially less likely to need financial guidance. Being part of a regulated profession where employees undertake regular financial checks, YBS employees were also likely to be more cautious than the average UK worker in terms of sharing sensitive financial information.
- According to our data, only 13 YBS colleagues received support from FFAs, which limits the amount of evidence available regarding the delivery of the support.

- Due to recruitment challenges and the fact that end users remained anonymous, it was not possible to include end users in the final sample of the evaluation. This means that some of the research questions pertaining to end users' experiences and outcomes, initially outlined in the evaluation plan, remain unanswered for now.
- Despite regular reminders, completion rates for the surveys which were to be filled by FFAs were low (10 out of 20 FFAs for the post-training survey, and 59 responses in the 19 weekly surveys out of 380 potential responses), which limits our ability to provide a clear indication of the costs of implementation to FFAs and of FFAs' overall satisfaction with the training in this report.
- Some potential participants declined to participate in the evaluation, and the recruitment process for qualitative activities generally yielded fairly low numbers of volunteers, which didn't allow for purposive sampling of evaluation participants. As such, it is possible that our final sample doesn't represent the full range and diversity of opinions and experiences of the FFA service at YBS; in particular it is possible that the colleagues who volunteered to take part were skewed towards those who were more aware of the service.

Nonetheless, this report aims to provide indicative evidence regarding the experience of the FFA pilot at YBS of FFAs, YBS colleagues, and the project teams at MaPS, YBS and QSA in order to inform further iterations of the service. In particular, this report aims to outline which factors identified by the evaluation appeared to be specific to the context (external factors) rather than specific to the service (internal factors). For example, due to the specific context of implementing this service during the Covid-19 pandemic (between September 2020 and March 2021), this report aims to identify the specific impact the pandemic has played in the implementation.

Key findings

The FFA pilot offers a rich set of insights into possible mechanisms for successful implementation in other organisational environments as well as potential challenges associated with the model. The sections below outline our key findings, organised by the project's stages and targets.

Stage 1: Intervention set-up and volunteer selection

Target 1: YBS staff are informed about the opportunity to become an FFA

Key findings and learnings

- The target of 20 FFA volunteers was met: more than enough YBS staff volunteered to become FFAs, with 49 volunteers.
- The following factors played an important role in the set-up of the pilot:
 - High levels of senior buy-in at YBS and MaPS ensured that the timely set-up of the programme was a priority for project teams
 - Trust between programme partners facilitated problem-solving between the different project teams
 - Complex organisational processes including data sharing processes slowed down the set-up of evaluation mechanisms and the pilot
- The following factors were key in the success of the FFA recruitment process:
 - Relevance of the service to FFA interests and prior experience
 - The communications used to recruit volunteers highlighted that relevance
 - Encouragement from line managers allowed staff with relevant interests and experience to volunteer
 - The simplicity and informality of the process provided FFAs with an opportunity to ask questions and understand the role better

The target was met, which meant that enough staff at YBS volunteered to select 20 YBS of them to become Financial First Aiders (FFAs) in the pilot. This section includes factors that led to the pilot being set up successfully and FFAs volunteering to provide the service.

- During the set-up of the pilot, MaPS and YBS collaborated on:
- Defining and setting common objectives for the pilot
- Drafting and agreeing on appropriate documentation to enable evaluation processes
- Identifying pre-existing personal characteristics that would be looked for in FFA volunteers during the selection process

- Defining a recruitment process for FFA volunteers: YBS would ask for volunteers, then the YBS project lead would hold informal interviews with volunteers to make a selection of those YBS staff who were the most relevant for the role

Learning: Senior buy-in motivated the project teams during the set-up

Within YBS, participants noted there was already a great deal of interest around staff financial wellbeing before being approached to be a partner in the pilot, which motivated them to get involved:

“Our CEO has got a real interest in that, as a financial services organisation, our staff should feel financially well, he has a focus on that.”

YBS Lead

This pre-existing focus on financial wellbeing was exemplified both in YBS' existing partnerships - for example with Salary Finance to encourage payroll deductions to a savings account - as well as through the fact that YBS proactively made efforts to understand its staff's level of financial wellbeing through an annual financial wellbeing survey.

Further, the FFA service was perceived to fit well with YBS' strategy at the time, “real help for real lives”, and a focus on providing support that was tailored to colleagues' individual realities when it came to personal finances.

Engagement from the leadership team at MaPS was based on two shared assumptions about what the programme would entail:

- The FFA service would be similar to other more well-known initiatives such as the Mental Health First Aider programme : which provided leaders with a sense of legitimacy for setting the programme up.
- Employees would have high levels of trust in their employers: thus, the provision of financial support within the workplace was seen as a way to broaden the reach of interventions.

[10] [Mental Health First Aid: an international programme for early intervention](#) by Betty A. Kitchner and Anthony F. Jorm.

“How we can increase our reach and seeing employers as trusted messengers was an idea that we wanted to test more.”

Project Manager, MaPS

Learning: Trust between programme partners facilitated problem-solving during the set-up of the pilot

Another key factor that contributed to the achievement of the target was the trust that was created between the organisational partners. This sense of trust was reported to have enabled the partners to have honest and frank conversations about the programme early on, allowing them to address any project challenges as they arose. For example, MaPS were able to openly communicate what elements of the programme they felt must be included in the programme.

“I can remember week-to-week noticing that trust-building, and for example, [YBS] being more and more open about exactly where they were, and us being more open about the challenges we have.”

Programme lead, MaPS

The project team also met on a weekly basis to discuss the progress of the programme, explaining that this led to them having a clear understanding of roles and responsibilities between MaPS and YBS. However, while the level of communication was generally perceived to be good by each of the stakeholders, there were occasional breaks in communication. This resulted in teams momentarily losing oversight of the progress of the project, thus delaying the overall set-up process because individual tasks were not completed on time. This highlights the importance of communication in the process of

building trust between the organisational partners, and in successfully managing the set-up of the pilot.

Learning: Complex organisational processes slowed down the set-up of evaluation mechanisms

The complexity of YBS' internal data infrastructure and processes initially also delayed the set-up of the pilot, in particular related to the data that was to be collected in the evaluation. Interviewees felt that, due to YBS' concerns about the potential risks posed by the pilot, various processes needed to be put in place to mitigate any possible risks. For example, multiple documents had to be completed in order to set up the evaluation mechanisms, despite the lack of a need for an official data sharing agreement. In order to overcome these challenges in the future, participants suggested the use of a shared data platform, as this would enable all partners to have access to key documents and potentially increase collaboration.

Learning: The recruitment process ensured recruited FFAs had relevant interests and experience

The pilot received more than double (49) the required (20) number of applicants for the FFAs positions, which allowed the team to pick the most relevant staff. The level of demand was attributed to the following factors by participants:

- Relevance of the service to FFAs' interests and prior experience: FFAs explained that they already had experience in providing financial guidance to their friends and family and that they viewed this programme as a way of further developing their financial guidance skills. FFAs also expressed that they generally enjoyed discussing financial matters, and that they felt that the programme would enable them to help people who might not be as financially literate as themselves. It is also important to note that this recruitment process was undertaken in a financial services organisation, so the relevance of the service and of volunteers' prior experience may have been particularly salient in this context.

“I think money, to me, has always been quite an interesting topic, I know a lot of my friends that have gone through issues with money because they've just not managed it well, so I was really interested in that side of things.”

FFA

- Communications used to recruit volunteers: An effort was made by the communications lead at YBS to tailor the communications to the YBS context and to present an accurate depiction of what the FFA role would entail, effectively highlighting how the service was relevant to them .
- Encouragement from line managers: Managers reportedly flagged the programme to staff who they felt had the relevant skills and interest in the topic area.
- The simplicity and informality of the recruitment process was highlighted by FFAs as being instrumental in gaining a deeper understanding of the role's relevance to them without feeling the pressures of a more formal interview. Participants noted that they felt they were able to respond honestly to any questions asked by the project lead, while also feeling comfortable enough to ask questions about the role and the wider programme.

Reflecting on the recruitment process, the project lead suggested that highlighting the specific qualities expected from volunteers earlier on (i.e. in the initial call to action) could have helped avoid some disappointment from volunteers who weren't selected. For example, it had been decided up front that branch colleagues would not be involved in the pilot, and that wasn't communicated in the initial call to volunteer, which resulted in a few branch colleagues volunteering.

[11] The communication used to promote the service to FFAs can be found in the Appendix [here](#)

Stage 2: Training of FFAs

Target 2: FFAs are trained based on MaPS competency framework and YBS needs

Key findings and learnings

- The target was largely met: 20 FFAs were trained using a programme informed by the MaPS competency framework and YBS needs. However, the signposting aspect of the training could have been improved.
- Collaboration between MaPS and QSA allowed them to build a programme that harnessed each organisation's specific domain of expertise
- A needs analysis conducted with FFAs by the trainer allowed them to propose a training programme which took into account their experience and knowledge
- The delivery approach (size of the groups, length of training sessions) enhanced FFAs' engagement with the content. However, online delivery appeared to limit the opportunity for practice of the skills
- The trainer's specific focus on coaching methods led to FFAs feeling more confident in the coaching aspect than in the signposting aspect of their role

The target for this stage was largely met, as twenty FFAs undertook a training programme informed by the MaPS Competency Framework as well as YBS' specific needs. This section discusses factors which likely contributed to meeting the target, as well as factors influencing the perceived quality of the training, which highlight potential areas for improvement for the training.

Learning: Collaboration between MaPS, QSA and YBS on the training content ensured it made use of MaPS' expertise and took YBS' requirements into account.

The project teams designed the training collaboratively and jointly worked with the training provider. As a result, the training was developed with input from MaPS and YBS, giving the trainer the opportunity to gain a strong understanding of what both organisations wanted from the training package. The training was developed largely based on MaPS' competency framework and incorporated escalation procedures provided directly by YBS' Risk team.

[12] The Money Guidance Competency Framework sets out the core competencies every Money Guider needs so they can provide a safe, quality service for customers. It is designed for anyone who provides any type of money guidance, whatever their sector or job role. The goal was for FFAs to be trained in the foundational attributes required for their role (e.g. the underpinning knowledge of the boundaries of the role and regulations); as well as up to the first tier of the 12 technical domains identified by MaPS (which include areas like Debt, Borrowing, Welfare and Benefits, Savings, etc.)

“So it was really easy, I just took what those knowledge areas [in the Competency Framework] were and turned them into questions and then came up with some scenarios.”

QSA trainer

An established relationship between MaPS and the training organisation also supported this process of collaboration. MaPS explained they knew what QSA were able to produce, which made it easier for them to work in partnership again. This historical relationship enabled the MaPS team to feel comfortable enough to bring the trainer into discussions about the programme earlier than they would have otherwise.

Learning: Conducting a needs analysis with FFAs allowed the trainer to pitch the training at the right level – providing tailored rather than generic training

The training provider conducted interviews with FFAs prior to delivering the training, which had the aim of understanding their pre-existing knowledge and interests. The inclusion of FFAs in the design of the training allowed the trainer to make the training more relevant to FFAs' pre-existing expertise and preferred ways of learning. The training provider explained that the interviews they had completed with FFAs had allowed them to conduct a needs analysis, which ensured that technical aspects of the training were tailored to FFAs' existing knowledge, and that training exercises allowed FFAs to showcase their pre-existing knowledge to build their confidence. FFAs' experiences of the training seem to confirm this, with FFAs explaining that they were able to deepen their knowledge of some areas, as well as learn from other FFAs' expertise, for example those who worked with vulnerable customers.

“It was all material that you could relate to, and you always had something to say” FFA Relatedly, in the post-training survey, all of the FFAs who responded said that it was mostly or completely true that their own knowledge of personal finances had increased; which suggests that the training content was tailored to FFAs' pre-existing levels of knowledge.

While the involvement of FFAs in the development of the training wasn't included in the initial assumptions about the programme, these findings show that it played a role in ensuring the training was tailored to FFAs' specific needs. For future implementation of the service, and if scaling is considered, this suggests it will be important to strike a balance between tailoring the training to specific audiences, and ensuring the replicability of the training in different

contexts. We recommend assessing the future FFAs' needs before launching any new service, as well as identifying and addressing any organisational barriers to uptake.

Learning: The delivery approach enhanced FFAs' engagement with the content but online delivery limited opportunities for practice

Multiple elements of the training delivery appeared to affect FFAs' willingness to get to know each other as a group as well as their engagement:

- **The size of the groups FFAs were trained in:** there were up to 10 FFAs per group, enabling FFAs to actively participate in the training and get to know each other as a group. In the post training survey, 10 out of 10 respondents said that they felt comfortable asking questions during the training sessions.
- The length of the training sessions further influenced FFAs' engagement with the training content: where they felt the training sessions had been too long, they described struggling to stay attentive throughout the sessions. However, the post-training survey data suggests that a majority of the FFAs were content with the length of the sessions, with 9 out of 10 participants stating that the training sessions were of an appropriate length.
- The opportunities to practice during the training were also seen to have helped clarify FFAs' roles, particularly regarding the difference between advice and guidance. This led to FFAs feeling confident that they would know how to approach the conversation when they got into a session with a service user.
- The online delivery of the training was perceived by FFAs to have limited the opportunities for practice, compared to an in-person delivery. These findings highlight the potential impact of the Covid-19 pandemic on FFAs' ability to build confidence in their role, as it was the reason the training was delivered online.
- FFAs suggested that further attention could be given to the ways in which they are given opportunities to practice their skills, for example by further tailoring an online delivery model to include more opportunities to practice, or by trialling in-person delivery to understand whether it provides more opportunities to practice.

Learning: The trainer's delivery style was engaging, but the signposting resources could have been more extensively covered

The trainer's delivery style was described by FFAs as engaging and encouraging, with a focus on growth rather than judgement. The trainer appears to have taken a coaching approach to delivery, which in turn appears to have encouraged FFAs' engagement with the coaching methods taught to them during the course:

“[The trainer] didn't pinpoint individuals, which again was brilliant. They just said they'd noticed that a few people had automatically jumped to solution mode of, 'I would do this.'”

FFA

However, FFAs highlighted that there was room for improvement regarding the signposting focus of the training, which appeared not to fit their expectations. For example, FFAs were set a task where they would look at just one financial topic and research the resources available on the topic, which they then could signpost colleagues to.

As a result, FFAs felt knowledgeable about that particular topic, but less so about other topics which they had not been asked to research. FFAs suggested that they would have liked to spend more time on this signposting component, so that they would be able to cover a greater breadth of topics. Suggestions included spreading the signposting and financial expertise focus over more training sessions, to ensure that more time was spent on this area; and having more example-based discussions about how to adapt the resources for signposting in different scenarios.

Stage 3: Promotion of the service

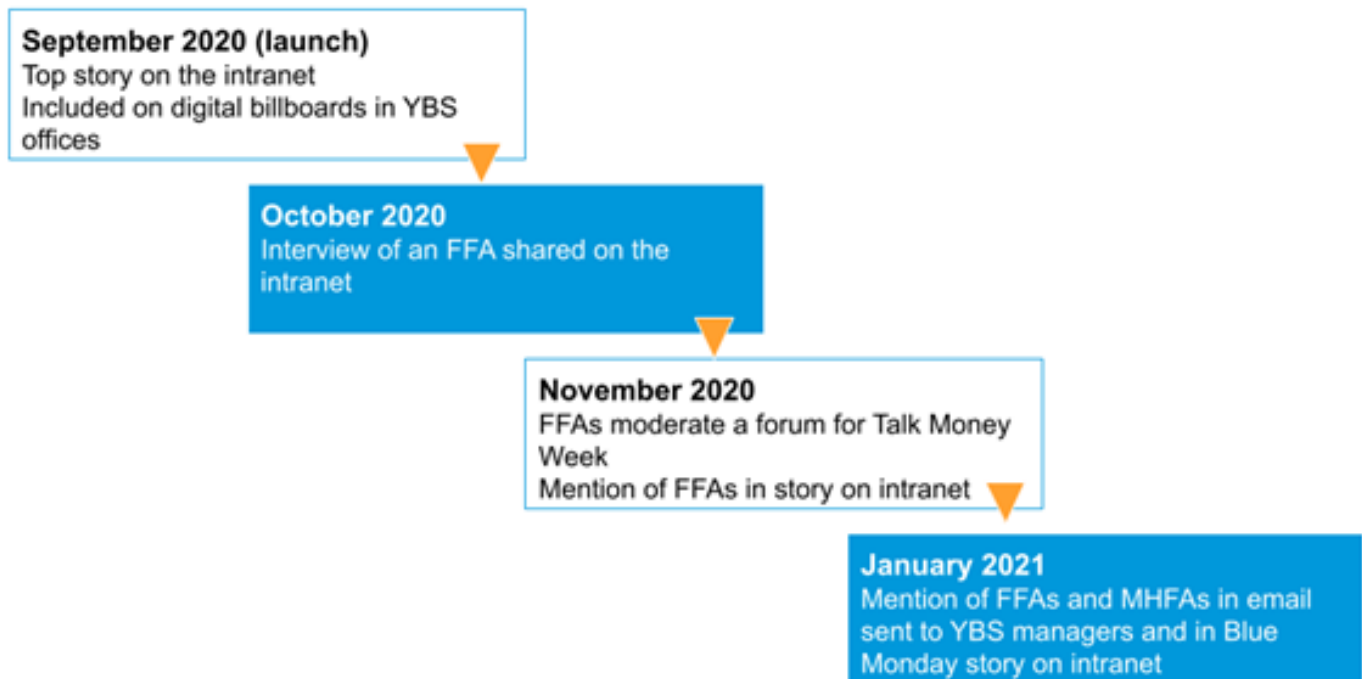
Target 3: Communications about the programme raise awareness and uptake

Key findings and learnings

- The target was partially met: awareness was relatively low, with just over 15% of YBS employees who answered an internal poll saying they knew about the service and how to access it, and only 13 users accessing the service in the 6 months after launch.
- There was a perception amongst stakeholders (including MaPS as well as the FFAs at YBS) that there was a lack of opportunities to get involved in promoting the service.
- The channels used to communicate about the service, such as the intranet, had limited reach, which then acted as a barrier to raising awareness of the service by limiting the visibility of communications.
- Potential end users felt that the range of case studies shared, generally with positive endings, may not have been relatable to those currently struggling financially. Potential end users felt this may have limited take-up of the service.

The target wasn't fully met, as despite the communication within YBS about the FFA programme, awareness and uptake remained low. This section outlines the communication efforts undertaken as well as perceptions from non-users, FFAs and partners on potential barriers to raising awareness and uptake.

The communication within YBS about the FFA programme consisted of:



Only 15.2% of 545 YBS employees who completed a poll monitoring awareness and uptake of the service in January 2021 (3 months after the launch of the service) reported that they knew about the FFA service and how to access it. Nearly half of respondents (44.8%) had never heard of the service (full results of this poll are available [here](#)).

Learning: MaPS was unable to effectively feed into communications strategy

At an organisational level, there was some ambiguity over who would take ownership over the communications strategy. After the communications plan was handed off to the YBS communications team, the MaPS project team felt they did not have visibility of it. MaPS also felt that they did not have the ability to influence communications once the project had been handed off internally within YBS from the project team to the communications team.

Additionally, the MaPS team conducted some research on the design of the intervention, which they wanted to incorporate into the project. However, the MaPS team was not able to incorporate the research given their lack of interaction with the communications team.

Learning: FFAs lacked clarity on their role in promoting the project

At the outset, FFAs lacked clarity on their role in promoting the service and assumed that they would not be involved. There was an assumption that the internal project lead overseeing the service would undertake promotion efforts. While the service was promoted at launch, FFAs felt there was not enough consistency in promoting the service after the launch. FFAs would have preferred central coordination of the promotion efforts with regular check-ins.

In retrospect, FFAs observed that they may have had a role to play in building trust and credibility in the service. They suggested that this role in promoting the service could have been included in the initial training, teaching them how to promote the service and defining their role in these efforts.

When FFAs did engage in direct promotion efforts, their involvement appeared to increase awareness but failed to translate into higher levels of engagement with the service. FFAs reported that, when they ran sessions to promote the service, their colleagues asked them whether they could receive advice or would merely receive guidance. However, none of these colleagues asked directly for support under the service, as they did not feel they needed it. Similarly, FFAs found that, once they included the FFA logo in their signatures, they received more enquiries from YBS colleagues about the service. While none of these efforts appeared to directly increase the uptake of the service, they did appear to raise awareness of the service.

Learning: The channels used had insufficient reach

The increased prevalence in working from home during the Covid-19 pandemic meant that all promotion efforts were conducted via online delivery channels, largely centred on the YBS intranet. These efforts had insufficient reach: not only did FFA promotion compete for attention with other content on the intranet, FFAs also estimated that only around 5% of YBS workforce checked the intranet regularly. FFAs considered the lack of continuity in communications as being responsible for the general lack of awareness of the service. YBS did not use any other digital mass-communication systems for the pilot and were transitioning to Microsoft Teams during the pilot.

Had Teams been in place for the pilot, it may have been easier to raise awareness. Thus, even with more effective intranet communications, the reach of the channel could have remained very limited. It is worth noting that although all non-users were aware of the financial benefits and incentives offered at YBS, awareness of a wider wellbeing strategy was more limited. Even participants who were aware of such a strategy tended to focus on the initiatives regarding mental health wellbeing rather than financial wellbeing. This limited pre-existing awareness of a financial wellbeing strategy - let alone the FFA initiative within it - could have thus contributed to limiting the reach of communications, as staff may not have been “tuned in” or fully receptive to those messages.

The effectiveness of communications was also perceived to have been affected by the change in working patterns imposed by the Covid-19 pandemic. The YBS project lead reported that, if more people had been working from the office, there would have been greater opportunities to have physical communications materials in the office such as leaflets and posters, as well as more opportunities for word-of-mouth publicity.

According to MaPS, based on their experience in other projects, word-of-mouth tends to be an effective way to promote this kind of wellbeing service. Nonetheless, with hybrid working models becoming more common as a result of the pandemic, more work could be done to understand if and how digital means of communications could be used to increase awareness of an FFA service. Based on this pilot, it seems that the reach of such channels should be a focus.

Learning: Potential end users felt that the communications used to promote the service were not sufficiently relatable or accessible

Potential end users viewed the communications around the service as being too formal, factual, and long. This was considered to have put people off from engaging with the service. Potential end users also expressed that the case studies depicted people who had previously struggled but all had neat resolutions, which also might have made the communications feel irrelevant to those who may be currently struggling with their finances. Potential end users suggested that the messages shared should ideally include personal touches, more realistic case studies of financial struggle as well as stories of success, and reviews or testimonials from those who used the service.

Additionally, potential end users noted that they did not feel they could relate to the FFAs themselves. Interviewees stated that the FFAs felt like a largely unknown group of people, and that the lack of information about who was providing the service contributed to a lack of trust. Potential end users would have preferred more information about and more exposure to the FFAs.

For their part, the FFAs felt they did not have an opportunity to share more personal success stories because of the low uptake. They also felt that, because the communications material was centrally generated, they did not have enough opportunities to share their own experiences, which they thought may have helped build trust in the service. We should note that, because we could not speak to any end users, we can only refer to the perceptions of FFAs and other employees who did not use the service to substantiate these findings.

Stage 4: Service delivery and ongoing support to FFAs

Target 4: FFAs deliver guidance to staff and get ongoing support

Key findings and learnings

- The target was not met: a large majority of FFAs did not deliver guidance to their colleagues and did not feel adequately supported
- Barriers to uptake identified were:
 - Perceptions regarding the targeting of the service, in particular relating to the name of the service, which limited its reach
 - A mismatch between the support offer and potential end users' needs
 - The fit of the service with YBS culture and policies regarding personal finances
 - A lack of trust in FFAs' ability to provide relevant and truly confidential guidance
 - The ease of accessing FFAs when reaching out for support
- The support offered to FFAs didn't feel adequate or tailored to their perceptions and needs regarding the level of uptake

The target for this stage was not met, as the majority of FFAs did not deliver support to any colleagues. According to our data, 13 sessions were delivered to YBS colleagues, with a single FFA delivering 12 of them.

Learning: The name of the service acted as a barrier to reaching its targeted population

Potential end users perceived the service's targeting to not be relevant to them, which may have contributed to the service not reaching its targeted population. The name of the service ("Financial First Aider") likely contributed to this impression, since it was perceived by potential end users to be targeted at those struggling with their finances, which was not how they perceived themselves.

Indeed, when asked about their money management approaches, potential end users placed themselves on a spectrum from "money savvy" and "cautious with spending" at one end to "personally not the best with money, but it's manageable" at the other end; with none describing being in a situation where they felt they were struggling with their finances. As noted above, YBS employees are likely to be more financially savvy than the average British adult, given the focus of their work.

However, it seems like the service offer could have been more relevant to potential end users' situations than they initially imagined, as potential end users who had looked further into the FFA service as a preparation for their interview found that the service was meant to

cover a broad range of support situations beyond debt. Potential end users did not make direct suggestions regarding how to name the service; however, they did suggest communicating more about its target population and the fact that the service included general guidance about finances.

Learning: The offer of guidance rather than advice further limited potential end users' interest in the service

The type of support offered to service-users focused on guidance rather than financial advice, which was a perceived misalignment with end users' needs. A service which offered only guidance and signposting was not perceived to be tailored to the situations where potential end users felt colleagues would reach out for support (i.e. in cases where they would be struggling with their finances, as discussed above).

This tension between guidance and advice was also experienced by the FFAs who delivered most of the sessions; they reported being faced with expectations that they would provide advice, rather than just guidance. These findings suggest that potential end users would have preferred a support offer focused on advice, rather than guidance; and that they may have expected advice given the name of the service. This represents a key lesson for any future scaling plans: a clearer definition is required, in programme set-up and communications to service users, about what money guidance coaching is and is not.

Learning: Aspects of YBS culture regarding personal finances contributed to discouraging uptake of the support

YBS colleagues across the board reported barriers to accessing the service which were related to three specific aspects of working at YBS:

- The perceived financial savviness of the workforce: Where YBS staff identified with this perception, they did not think they would need the FFA service, as they knew where to go for advice if they needed it. However, staff also felt that YBS colleagues who did not feel financially secure would be discouraged from speaking up by the expectation of financial savviness by making it feel unsafe to access the service. Although the relevance of the service to YBS appears to have motivated colleagues to volunteer to become FFAs (as discussed in the section on Stage 1), this may also have acted as an unanticipated barrier to uptake for potential end users at YBS.
- YBS's financial integrity policy meant that there was a perceived risk of losing their jobs if they disclosed serious issues with their personal finances. There was agreement across the sample of YBS colleagues that this policy acted as a disincentive to reaching out to an FFA, for fear that it would have consequences for their employment status.
- Personal finances were not perceived as a work-appropriate topic: potential end users also described feeling uncomfortable about sharing personal information about their finances due to the perceived risk that FFAs may then disclose that information more widely. In order to build trust in the confidentiality of the service, both potential end users and FFAs recommended building in anonymous channels to ask questions

about personal finances (for example via an anonymous online chat). Potential end users also suggested providing reassurance that they would not have to provide specific personal financial information in communications about the service.

These factors appear to be specific to YBS, or at least to working in a financial organisation, as explained by evaluation participants; however, more research is needed to confirm whether these factors are indeed external to the FFA service.

Learning: The status of FFAs and the perceived taboo regarding personal finances influenced potential end users' level of trust in the service

Interviews with YBS employees, both potential end users and FFAs, showed that they trusted YBS as an employer and valued YBS's approach to employee wellbeing, which confirms one of the initial assumptions for this pilot. However, this didn't translate to trust in the service for two main reasons: the FFAs' status, and the perceived taboo regarding personal finances. FFAs' status impacted potential end users' perceptions regarding their ability to provide relevant guidance. Because FFAs aren't qualified financial advisors, potential end users expressed doubts regarding the credibility of their support.

“I'll go to speak to CAB or StepChange who actually are qualified in that; rather than someone for whom it's their side activity.”

Potential end user, YBS

This specific understanding of the difference between a financial advisor and an FFA could be linked to a heightened awareness of finance practices at YBS, although this wasn't explicitly mentioned by evaluation participants. The need for credibility seemed to be confirmed by the experience of the FFA who had delivered most of the sessions, as they reported being widely regarded as someone who was financially savvy, and hypothesised that this may have made it more likely that YBS colleagues would reach out to them. FFAs suggested that leading informal presentations with guidance about personal finances, could have helped make them known as credible sources of support to potential end users.

Furthermore, potential end users that were familiar with YBS' existing Mental Health First Aider service stated that mental health is a less sensitive topic at YBS than financial health. In fact, they stated that they would be more comfortable reaching out to Mental Health First Aiders than FFAs for support. This suggests that the lack of trust in the service is also related to the content of the sessions, as well as perceptions regarding FFAs' individual credibility.

Learning: FFAs sometimes struggled to find time for their FFA responsibilities

FFAs reported high workloads throughout the implementation period and noted that this initiative was not seen as a priority. Several FFAs reported having to 'give up' their involvement. They suggested that this could have potentially been addressed by incorporating more regular check-ins with the FFAs to increase the priority of the effort.

Learning: The online delivery model could have made it harder to reach FFAs. Due to the coronavirus pandemic, the model of support had to be adapted to fit with generalised working from home policies so that FFAs could deliver support remotely.

This was considered to have made it harder to reach out to FFAs for two main reasons:

- FFAs expressed concerns regarding the ease of building rapport over the phone, which they felt may have stopped YBS colleagues from reaching out to them.
- Participants from YBS more broadly also explained that the implementation period had been particularly busy for YBS; in part due to the pandemic, and that may have also stopped YBS colleagues from taking the time to look into how to access FFA support online.

Further evidence suggests that ease of access played a role for end users of the service: the FFA who had delivered most of the support sessions had set up regular weekly hour-long 'drop in' slots during which they could be reached both on the phone or in person at the office (as they had been working at the office periodically during the implementation). The YBS project lead also mentioned that, despite a high level of interest in the first month after the launch of the Mental Health First Aider service, that interest had waned as YBS colleagues started working from home and sessions had to be delivered online:

“I think they [MHFAs] noticed the difference from a real-world to a virtual world. I wonder if the virtual world has impacted the FFAs too.”

YBS project lead

This seems to confirm FFAs' perceptions that an online delivery model may discourage some end users from making use of the service. If working from home becomes more commonplace after the pandemic, considerations should be made regarding how to better facilitate access to FFAs. Based on the findings described above, using virtual 'drop in' slots as a means of access could prove to be helpful.

Learning: FFAs didn't have the support they needed given the low uptake of the service

Apart from the FFA who delivered most of the sessions, FFAs did understand that the levels of uptake were low. FFAs felt that the support available to them was tailored towards the delivery of sessions, and in the absence of sessions there appeared to be no other attempts to keep FFAs engaged with the service. As a result, most FFAs became disengaged from the programme. This was exemplified in the evolution of FFAs' engagement with the Teams chat which was set up for them at the launch of the pilot. When it was originally set up, FFAs explained that they expected to use the chat as a community of practice to discuss their experience of delivering support.

As a result, when FFAs noted that the uptake remained low, the Teams chat did not answer their needs regarding their skill maintenance and service promotion, given the low uptake, and stated that they did not know where to go to fulfil these needs. Insights from managers of FFAs suggest that further support mechanisms had been planned in case the FFAs were overwhelmed with the demand for the service, but as this wasn't needed these support mechanisms hadn't materialised. To remedy this, FFAs suggested they would have preferred getting support in the form of central coordination of efforts on promotion of the service via wider input and support from YBS, and regular catch-ups facilitated by an internal expert to test their skills on an ongoing basis.

“I kind of feel like we got trained and then left to manage and run it, but I feel there should be more central coordination for this project and activity.”

FFA

Stage 5: Outcomes of the service for FFAs and staff

Target 5: FFAs and staff learn from and take actions based on sessions

Key findings and learnings

- The target was partially met: the service appeared to have an impact on FFAs' confidence in their own abilities and on company buy-in at YBS
- Continued practice of coaching methods by FFAs allowed them to retain the skills they developed during the earlier training sessions
- The perceived fit of the FFA service with the wellbeing offer enabled YBS to remain committed to the delivery of the service.

This target was partially fulfilled, with FFAs gaining confidence in their own abilities as a consequence of taking on the role. There was also buy-in from both staff and senior leaders to continue embedding the service. As we were not able to collect data directly from service users, we cannot comment on the impact of the service on them, and are only able to provide insights on the perceived impact of the service on FFAs and on YBS more generally.

Learning: FFAs' engagement with coaching methods outside of the service enabled them to gain confidence in their own abilities

The relevance and similarity of the FFA role to staff's day-to-day role enabled staff to retain their coaching skills despite not having much opportunity to practice them during user sessions. In addition to practicing their coaching skills within the workplace, participants also revealed that they were able to apply some of these skills in their personal lives, which increased their level of comfort when having sensitive conversations with family and friends. Indeed, some participants explained that the skills that they acquired from the training further strengthened their ability to conduct their job:

“Even though the FFA hasn't been designed for us to ever use externally with customers, there are practices which have really enhanced our day-to-day job”

FFA

FFAs felt that the training increased their confidence, and that they had gained a good level of knowledge to provide to others, with adequate guidance and support:

“It definitely allowed me to engage in those conversations a lot more comfortably, and I feel confident now to offer sound advice”

FFA

However, perceptions of inadequate support for FFAs’ continued development moderated FFAs’ level of engagement with ongoing upskilling and practice. As discussed in the previous section, FFAs would have preferred a system of support which included a centralised coordination of efforts on the promotion and regular check-ins. Since this wasn’t provided to them, some FFAs disengaged with their role:

“It's sad to say, but you just think, well, what's the point in trying to do anything else now?”

FFA

Learning: The FFA service will continue to be embedded at YBS thanks to high levels of buy-in for the offer

Despite the relatively low uptake of the FFA offer, YBS continues to support delivery of the service, thanks to high levels of buy-in. The service was viewed by FFAs and potential end users as an appropriate addition to YBS’s wider employee wellbeing strategy. Staff felt that the availability of the service conveyed the message that YBS genuinely cared about staff’s financial wellbeing. Also, YBS did not have a distinct usership target and did not place any pressure on FFAs to deliver a certain number of sessions. As a result, the low uptake of the service has not affected their commitment to delivering the service or affected the perceived success of the programme.

The next phase of implementation of the FFA service, as described by the YBS project lead, would entail refining the FFA service’s fit within YBS’ wider wellbeing strategy, particularly its value-add compared to other existing services or benefits. Further, at the end of this pilot, YBS was about to launch a new corporate strategy, which reframed YBS’ aims and objectives. The YBS project lead suggested that increasing the coherence of the new corporate strategy with the FFA service may help build trust in the service.

Resource requirements

To better understand the technical feasibility and commercial viability of setting up a Financial First Aider service in an organisation, the evaluation also gathered data on the resources which had been required from the project teams at MaPS, QSA and YBS, as well as the Financial First Aiders, during the pilot of the FFA service at YBS. An overview of these resource requirements is presented below, along with reflections regarding how relevant these resource requirements might be to another organisation. A detailed breakdown of the resource requirements collected during the evaluation interviews can be found in the Appendix.

User organisation resource requirements

Resource data from interviews with the YBS project lead suggest that the project lead of an organisation implementing the FFA service could expect to spend time on the following tasks:

- Reviewing documents for the set up of the collaboration
- Preparing the launch
- Recruiting and selecting FFAs
- Reviewing training content
- Supporting the evaluation

The YBS project lead reflected that they had been able to set up other programmes more quickly in previous roles, and hypothesized that this maybe be due to YBS being bigger and more risk-averse than previous organisations they had worked at. This suggests that the amount of time required from the project lead to spend on the above tasks will likely depend on the type of organisation they work at.

Based on this pilot, any organisation implementing the FFA service could also expect to require a member of staff to get involved in the promotion of the service, as was the case at YBS. However, this pilot alone doesn't allow us to determine whether this member of staff should necessarily be different from the project lead.

FFA resource requirements

We were limited in the amount of data we could collect from FFAs. However, based on the weekly survey data and post-training survey data, and assuming FFAs spend a similar amount of time on getting trained and supporting colleagues and other FFA activities in the future, they could be spending:

[13] This was the maximum amount of time any FFA recorded spending on their role, and included both time supporting colleagues as well as time spent on other FFA activities. The large majority of FFAs spent 0 hours on their FFA role most weeks.

- Up to 15 hours in training activities; and
- Up to 4 hours per week on their role (if they deliver support to their colleagues).

However, if the barriers to uptake of the service outlined in this report were addressed, it seems plausible that more staff could make use of the service and FFAs could spend more time per week on their role.

MaPS resource requirements

Interviews with the MaPS project team suggest that implementation partners should expect to spend time on the following tasks:

- Reviewing proposals for collaboration
- Reviewing documents for the set up of the collaboration
- Supporting and advising on the evaluation approaches
- Supporting and advising on the implementation of the service

If this pilot were to be scaled, MaPS may choose to adopt a different approach to supporting their implementation partner. As such, the above task list is indicative only of the type of involvement MaPS may have in future implementations of the service.

Training provider resource requirements

The Covid-19 pandemic influenced the amount of time the training provider spent on designing the training, as well as the type of resources they required (for example, they bought a camera and tripod to be able to deliver the training online). The fact that the pilot was implemented during a pandemic and that the training had to be built from scratch (and presumably could simply be adapted in the future) limits our ability to make assumptions regarding any future training providers' resource requirements.

Key learnings for future development

Below, we outline key learnings from the FFA pilot that could inform future versions of the service. The learnings are set out in two sections, the first focused on learnings for designing and implementing the service, and the second on evaluating it.

Key learnings for future iterations of the Financial First Aider service

Appoint a project lead

As outlined in this report, YBS had appointed a project lead who oversaw the set-up and launch of the service, as well as supporting the evaluation of the pilot. Although the exact amount of time required from a project lead will likely depend on factors such as the involvement of external partners and the internal processes of the organisation, these findings suggest that having a project lead in charge of the set-up and launch of the service is essential to the implementation. An organisation appointing a lead for the FFA programme, and expecting them to play a similar role as observed in this pilot, should take into account that the project lead will need to spend a substantial amount of time engaging internal stakeholders, organising the promotion of the service and recruitment of volunteers to become FFAs, and preparing for the launch.

This project lead should also expect to be available to answer questions during the implementation of the service, but that may require less of their time, according to this pilot. Finally, if the implementation of the service in this organisation is being evaluated, it is likely that the project lead will require time to assist with coordinating the evaluation.

Set clear expectations

Based on the findings from this evaluation, the organisation should have clear expectations regarding the implementation and scaling of the service, in particular concerning the involvement of FFAs in the promotion of the service, the levels of uptake expected to be observed, what the FFA service can and cannot do, and how it would be scaled if proven successful. Our findings suggest that these expectations should be made clear both at an organisational level between partners, as well as to FFAs in order for them to have an appropriate understanding of their role.

Consider involving employees as FFA volunteers

The YBS pilot benefited from a healthy number of committed FFA volunteers. When combined with the other recommendations listed here (particularly around training for FFAs), we believe that involving employees as FFA volunteers can be a promising way to implement the FFA concept, as those employees are likely to be knowledgeable about the types of

financial issues their colleagues may face. Furthermore, in organisations where staff are expected to deliver guidance as part of their day-to-day role, this pilot suggests that being trained as an FFA could also help build their confidence in doing so, and as such could have wider benefits for the organisation.

Invest in tailored engagement efforts for the wellbeing offer

The findings of this pilot project show that employee engagement with their employer's wellbeing offer cannot be taken for granted, and that even well-designed and thoughtfully prepared financial wellbeing initiatives can run the risk of low uptake if general employee engagement with such initiatives is low. Targeted engagement and outreach should be a key part of the initiative, for example through varied and well-targeted communications methods and the involvement of the FFAs in outreach.

Integrate FFAs into the existing wellbeing offering

Employers seeking to create their own FFA service should ensure that it is integrated into their broader wellbeing offering to make the service as accessible and visible as possible and reduce the risk that the FFA service is overlooked by most employees.

Provide FFAs with a way to coordinate their efforts and get support

FFAs explained that they would have benefitted from a centralised coordination of their efforts regarding the promotion of the service, as well as to organise regular check-ins amongst FFAs to discuss their activities (both regarding the promotion and delivering support to colleagues) and needs for support. This coordination could for example be organised by one of the FFAs, who would be in charge of setting up regular check-ins and monitoring the promotion efforts. Alternatively, this could form part of the role of the project lead, who could oversee the FFA group without themselves being an FFA, as well as provide a liaison with other promotion efforts being run amongst the business, and could flag any additional needs for support brought up by FFAs in the regular check-ins.

Help FFAs accommodate their new responsibilities

Participants mentioned that they sometimes struggled to make time for their responsibilities as FFAs, and that they faced competing priorities from their "regular" work. Employers interested in establishing an FFA service should find ways to make FFAs' new workload manageable, for instance by allowing them to work more flexibly and reduce their existing commitments accordingly.

Ensure the name and positioning of the service are appropriate and relevant to the target participants

As outlined in this report, the FFA service was perceived to be targeted particularly at those in financial distress, particularly because of the name "Financial First Aider". However, the service was originally meant to be targeted more widely at those in need of financial guidance, be it to manage financial distress or to further plan and organise their personal finances. While the bigger aim should be to change attitudes on talking about financial

issues, rebranding the service, for instance by giving it a name which appeals to wider use cases, could be an effective intermediate step. Furthermore, the general nature of the service and the fact that participants would receive general financial guidance, should be clearly advertised to ensure that the service has broad appeal.

Consider targeting the service to those who would benefit most

Through both promotion and the focus of the service itself, the FFA service should be targeted at those most in need of financial guidance. The targeting of the service could be informed by MaPS' segmentation of the different levels of financial resilience, identifying which segments would most benefit from support from Financial First Aiders. The segmentation comprises three macro-segments, and fifteen sub-segments. The three macro segments are shown in the Appendix.

Identifying one or more target segments, and assessing and communicating about how each target segment would benefit from FFA guidance (compared to professional financial advice) could help make the service more relevant to potential end users, as suggested by participants in this evaluation. More broadly, it seems to be important that FFAs are able to share compelling stories about their financial concerns that are relatable to many potential participants.

Make the FFAs visible to target beneficiaries

Potential users of the pilot FFA mentioned that the FFAs did not seem relatable enough to them. In future versions, target beneficiaries of the service should have information about and exposure to the FFAs in an effort to make the FFAs more relatable and accessible.

Provide tailored training to FFAs

Effectively training FFAs was crucial to the success of the project. Carrying out a needs assessment enabled trainers to pitch their training at the right level, therefore ensuring FFAs were effectively trained and could fully carry out their role. Future FFA projects should ensure that they include a similarly tailored training for FFAs.

Include a specific focus on financial resources and promotion of the service in the training

Although FFAs enjoyed the coaching and psychology aspects of the training, they felt that it crowded out other opportunities for learning, particularly on financial resources. FFAs wanted to spend more time looking into the various financial areas they may be asked about, and be trained further on the specific resources that were available to YBS employees. Future iterations of the training should include more of a focus on training FFAs on the financial guidance aspect of their role, beyond coaching methods.

Further, FFAs did not feel adequately prepared and supported to take an active role in the promotion of the service. The training could be a good opportunity to include content

regarding the means of promotion available to them, defining their role in such a promotion, and giving them tips on how to approach colleagues about the service.

Assess needs and potential barriers of potential participants

While the perception of the service was that it was aimed at those in financial distress, the regulated nature of the workforce at the employee partner organisation made them less likely to want to volunteer sensitive financial information to peers. We cannot draw firm conclusions here since we were not able to speak to service users, but our qualitative research indicates that the financially savvy and regulated YBS workforce was more interested in advice rather than guidance. This is understandably hard for employers to implement, but there might be more appetite for taking up subsidised financial advice if this was offered via the employer by a third party.

More generally, future FFA initiatives should assess the needs of employees before fully launching and tailor the offering accordingly. This could be done by surveying or interviewing potential participants ahead of the launch, and ensuring that responses are reasonably representative. Such measures could provide crucial information to ensure the service is designed for the correct level and to identify and address any organisational barriers to uptake.

Build a sense of self-efficacy among those delivering the service

The initial level of engagement amongst FFAs eventually decreased, and individual FFAs did not always know whether they were the only ones not delivering sessions. Encouraging FFAs to think of organic ways to boost take-up might be more effective in future iterations of the service. In this pilot, we found that individual FFAs who instated regular office hours or informal presentations about their work attracted more service users, for example.

Key learnings for future evaluation

As outlined previously, there are certain limitations to both the evaluation presented in this report and the context within which the FFA pilot was implemented. As a result, we have provided indicative evidence of experiences of the pilot set-up and implementation and perceived outcomes of the pilot in accordance with these limitations in this report.

For future evaluations of this service, we believe that the design of the recruitment and data collection activities should prioritise feedback from end users, ensuring that informative feedback is collected from a sufficient number of end users to reliably assess their experience and the benefits they derived and challenges they faced as part of that experience. Consent to provide direct feedback could be solicited as part of the FFA sessions, and the evaluation plan could include a method for selecting which participants are then asked to provide feedback, potentially through a combination of a quick post-service survey and an interview.

Additionally, we would recommend future pilots of the FFA concept consider alternative approaches to implementation, perhaps with multiple employers, or with a comparison employer who has not implemented the service, in order to adopt alternative evaluation

approaches (for example, experimental or quasi-experimental methods). In particular, randomly assigning potential participants to treatment and control groups would facilitate a more robust evaluation of the impact of different communications about the service on levels of uptake. A rigorous quantitative approach would be appropriate once the implementation challenges highlighted in this report are overcome and there is a version of the FFA service that reaches a substantial number of participants. Until then, mixed and qualitative evaluation methods should continue to inform the design of future versions of the service.

Appendix

Evaluation Approach

Sampling

The evaluation activities ran from September 2020 to March 2021. Our sample included staff from MaPS, YBS and the training partner (QSA), specifically:

- At MaPS:
 - the core project team, as experts into what the intervention aims to achieve, resource needs, and scaling objectives
- At YBS:
 - the project lead, as experts into the set up and implementation processes and resource needs at YBS
 - the Communications Team, specifically the person in charge of communicating the programme to the wider staff, to discuss pathways to engagement
 - Financial First Aiders, as key implementers of the intervention, to understand their experience and the impact of the intervention on them, and get feedback on how to refine the training and support to their needs
 - managers of FFAs, to gather their feedback on the support needs and experiences of FFAs, as well as any impact on their team
 - wider staff: as potential end users, to get their views on drivers and barriers to engagement with the programme
- At QSA:
 - The person in charge of designing and delivering the training, as expert in the training of the FFAs and wider training practices

Evaluation activities

The evaluation activities ran from September 2020 to March 2021. Below is a summary table of all the activities undertaken in this evaluation.

Summary of evaluation activities and sample	
Stages 1	1 x 1.5h focus group with MaPS (n=3) 1 x 1h paired semi-structured interview with YBS project lead 1 x 1h individual semi-structured interview with MaPS lead 1 x 1h individual semi-structured interview with YBS communications

	Demographic administrative data from YBS
Stages 2 & 3	1 x 1.5h individual semi-structured interview with QSA 6 x 45m interviews semi-structured with FFAs 6 x 30m follow up semi-structured interviews with FFAs Post training survey completed by FFAs (n=10)
Stages 3, 4 & 5	Weekly survey completed by FFAs (n=59) Poll completed by YBS staff (n=545) 2 x 1h individual semi-structured interviews with FFAs who had delivered support 1 x 2h focus group with FFAs who hadn't delivered support (n=5) 1 x 45m individual semi-structured interview with an FFA who hadn't delivered support 2 x 30m individual semi-structured interviews with managers 6 x 45m individual semi-structured interviews with potential end users 1 x 45m paired semi-structured interview with YBS project lead 1 x 45m individual semi-structured interview with MaPS project leads

Recruitment processes

The MaPS project team, QSA training lead, YBS project lead and YBS communication leads were recruited through direct contact as there was an existing working relationship with the evaluation team.

YBS staff were sampled and recruited in the following ways:

1. FFAs:

Training phase interviews:

For the initial six FFAs who took part in the evaluation interviews, the main sampling criterion concerned their training groups. As FFAs had been split into two groups to be trained, three FFAs from each group were recruited to represent the range and diversity of experiences for each group. As only three FFAs from each group volunteered to take part in interviews, no further sampling criteria were applied.

Implementation interviews:

During this phase, the main sampling criterion concerned whether FFAs had or hadn't delivered support to YBS colleagues during the implementation of the pilot. Two FFAs had

delivered support to colleagues and were invited to take part in individual interviews. Of the remaining FFAs, eight volunteered to take part in the evaluation activities and were invited to a focus group. Three FFAs dropped out of the focus group, one of which subsequently accepted to take part in an individual interview in lieu of the focus group.

2. Managers of FFAs

Managers of FFAs were recruited via the YBS project lead, who reached out to managers via email, asking for volunteers to take part in the research. Out of the four managers who volunteered, one manager dropped out during the recruitment process, and all three remaining managers were interviewed.

3. Potential end users

Potential end users were recruited using two main methods: by reaching out to YBS staff who had volunteered to become FFAs (which yielded one volunteer, who was interviewed) and by reaching out to representatives of the YBS staff forum; as they had been identified as staff who would be able to speak about the wider YBS context of the implementation. Five representatives of the staff forum volunteered, which were all interviewed.

Qualitative recruitment and sampling challenges

Initially, one of the populations which were to be included in the sample included end users of the FFA service at YBS. The initial recruitment and sampling plan had aimed to use a short feedback survey sent to end users after they had accessed FFA support, asking for volunteers to take part in interviews. However, perhaps in part due to the relatively small number of end users in total, as well as the confidential nature of the service, no end users completed the survey. As a result, the evaluation team changed their recruitment strategy and aimed to recruit end users directly through the FFAs who had delivered support instead, by asking these FFAs to reach out to end users. However, of the two FFAs who had delivered the support, one of them had only delivered support once, via email, and wasn't able to contact this end user; and the other went on long-term sick leave at the time of recruitment. A third and final recruitment strategy was then implemented, where an intranet post was circulated; asking for end user volunteers to take part in the research, and an incentive of £20 for taking part was offered. However, this again yielded no result, and the evaluation team decided to stop their recruitment efforts.

Two additional interviews had also been planned for, one with the communications lead and one with the new FFA lead at the end of the implementation period. However, due to a very busy period at YBS at the time, both participants declined to take part in interviews.

Survey dissemination

FFA surveys

The surveys which were conducted with FFAs (post-training, weekly surveys) were sent directly to FFAs via the YBS project lead. FFA also received reminders to complete the survey both via email and via weekly reminders being inputted in their calendars; however completion rates remained low.

Poll of YBS staff

The poll conducted with YBS staff was circulated via the intranet. A poll is shared weekly with YBS staff on the intranet, and the YBS communications team kindly allowed the BIT evaluation team to use one weekly poll as an evaluation activity. As a result, only aggregate data was collected by BIT.

Analytical process

Analysis of qualitative interviews and focus groups

All interviews and focus groups were audio-recorded and transcribed, after participants provided their consent. Transcribed interview data was managed and analysed using the Framework approach. :

- Key topics were identified through familiarisation with the transcripts. A close review of the WHO framework was also undertaken to help identify key potential areas of focus for the analysis.
- An analytical framework was then drawn up based on key topics in the data, and areas of focus in the WHO framework, and a series of matrices were set up, each relating to a different thematic issue. The columns in each matrix represent the key sub-themes or topics. The rows represent individual interview participants or groups. Data from each interview was summarised in the appropriate cell, so the data are ordered systematically and grounded in participants' accounts.
- The final analytic stage involved working through the charted data, drawing out the range of experiences and views, identifying similarities and differences and interrogating the data to seek to explain emergent patterns and findings.

Analysis of surveys

Post training survey

This survey was completed by 10 out of 20 FFAs between 7 and 20 October 2020. 7 out of 10 attended the Wednesday session and 3 attended the Thursday session. Summary statistics on their demographics are below:

Age	18-24	25-34	35-44	45-54
% of respondents	10.0%	60.0%	10.0%	20.0%

Tenure	Less than 6 months	6-12 months	1-2 years	2-4 years	6-10 years	More than 10 years
% of respondents	10.0%	20.0%	20.0%	10.0%	20.0%	20.0%

Division	Commercial	Customer	Finance	Operations	People	Risk
% of respondents	10.0%	30.0%	10.0%	30.0%	10.0%	10.0%

Weekly survey

There were 65 responses to a weekly survey for the weeks between w/c 28 September 2020 and w/c 15 February 2021. Of these responses, one was dropped because it was not associated with any of the unique links given to the FFAs. We also excluded responses if the survey complete date was not 4-14 days after the Monday of the week that the respondent was reporting on (i.e. respondents could report on a week if they responded to the survey between the Friday of that week and the second Monday afterwards). This resulted in five drops, leaving a sample of 59 responses associated with 14 unique respondents. The response rate was highest at the start of the period - there were 10 responses in the first two weeks and from then on never more than 5 responses. Of the 14 unique respondents, only one responded that they supported their YBS colleagues in any week (though six others responded that they spent time on other FFA activities in a week which they reported on).

Analysis of administrative data shared by YBS

Administrative data was shared by YBS in order to help contextualise the FFA cohort within the wider YBS workforce. This data shows that the average age of FFAs (35) is younger than the average age of the wider YBS workforce (Broadgate and Yorkshire Drive branches)- which is 40 years old. A high proportion of FFAs were aged between 25-34 (45%) while this age group only makes up 31% of the wider workforce.

In terms of gender, there is an even split between female and male FFAs (50% male and 50% female). However, the data indicates that a higher proportion of women volunteered to become FFAs (62%) in comparison to their male peers (37.5%). The average salary of FFAs (~31,699) is less than the average of the wider YBS population (~37,000). In addition, 45% of FFAs were on a salary ranging between 18 -24 thousand a year. In comparison, the wider YBS population only has 22.1% who fall within that salary band.

[14] Ritchie, J., Lewis, J., Nichols, C.M. and Ormston, R. (2014) Qualitative research in practice. 2nd edition. London: Sage.

Furthermore, there appears to be an over-representation of FFAs from the operations department (70%) with those who volunteered (81%) also tending to come from this department, while the operations department only makes up 56% of the YBS workforce. The majority of FFAs (70%) had a tenure ranging between 6 months and 4 years at YBS, whereas the majority of the wider YBS population (67.4%) had a tenure of 4 years or over

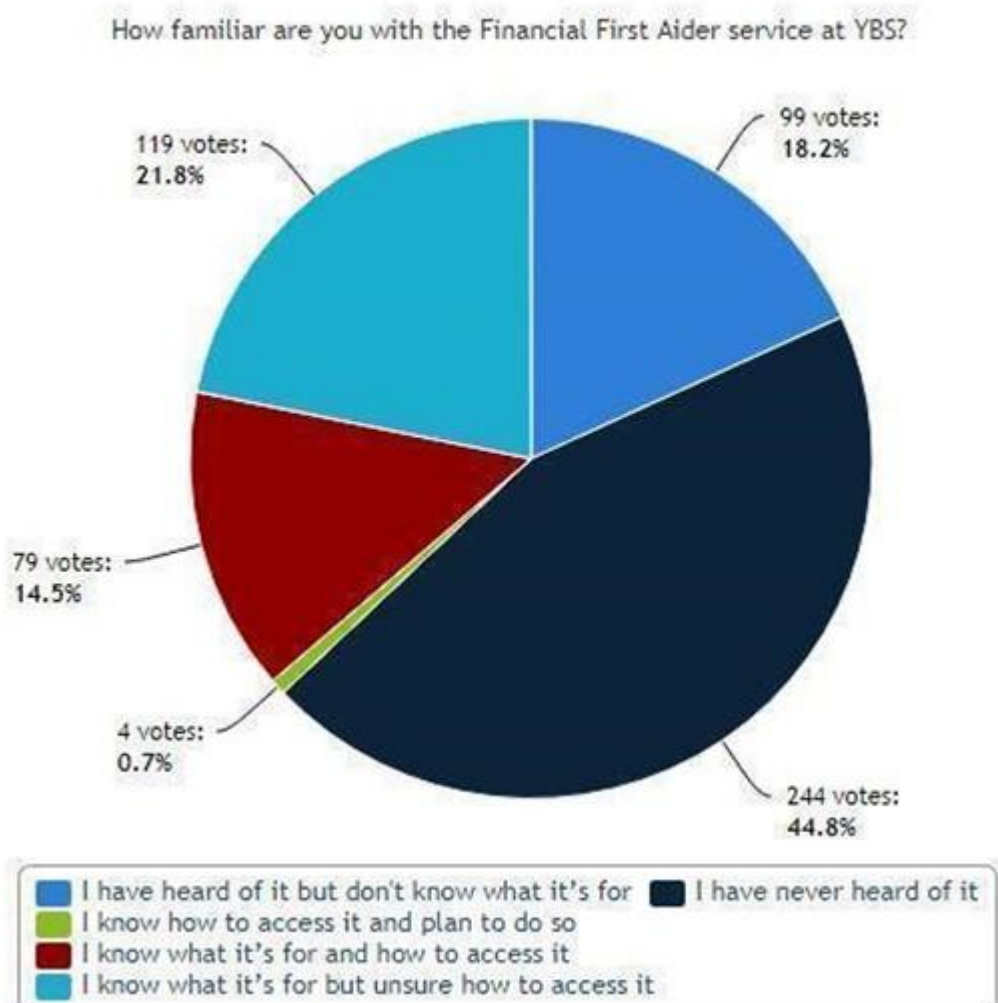
Ethics

We identified three ethical considerations for this project: informed consent, maintaining confidentiality, and discussing sensitive topics. This research was subject to BIT's research ethics process, which ensures participation is based on informed, voluntary consent. The ethics process was completed prior to data collection.

Weekly Poll at YBS

545 YBS employees answered this poll in total, which ran over one week in January 2021 on the YBS intranet.

Weekly poll



Communications used to recruit FFAs:

Intranet post; launched 7th August 2020

The screenshot shows an intranet page for 'First Aiders...'. At the top is a green navigation bar with links: 'People & Teams', 'Policies & Procedures', 'Products', 'YBS Group', and 'My Society'. Below the navigation bar, the page title 'First Aiders...' is displayed in large green font. To the right of the title are buttons for 'Share this' and 'Unlike'. Below the title are buttons for 'Watch' and 'Favourite'. To the right of these are buttons for 'Print', 'PDF', 'Edit', and a red button with a right arrow. Below the buttons, the text 'Published: 28/07/2020 Last Updated: 07/08/2020' is shown, followed by a 'Page Analytics' link. The main content area starts with the text '...but not as you know them!' followed by 'Become one of our new peer support team as a YBS 'Financial First Aider'.' Below this is a paragraph: 'We all know financial difficulties can impact personal wellbeing - something we take very seriously at YBS - which is why we're piloting a pioneering national scheme offering workplace-based support in this area and we're now looking for volunteers!'. To the right of this paragraph is a circular profile picture of a man and text: 'Authored By Matthew Siddie' and 'View All By Matthew Siddie'. Below the profile picture are five stars and the text 'Rate This Page Yourself'. To the left of the profile picture is an image of several hands stacked on top of each other. Below the image is a paragraph: 'The Financial First Aider (FFA) programme is being spearheaded by the Money and Pensions Service (MaPS). Similar to a Mental Health First Aider, an FFA will be a trained volunteer able to signpost fellow colleagues to sources of help if they are having personal financial issues. Findings from the pilot will influence and shape the roll out of the scheme to workplaces across the country.' Below this paragraph is the text 'Why are we launching this service?' followed by a paragraph: 'We know that talking about money can be difficult and we'd like YBS to be at the forefront of changing this. As part of our wellbeing strategy we want to support our colleagues financial wellbeing and our CEO, Mike Regnier, is supporting this new initiative:'. Below this paragraph is a quote: '"Our Society purpose of Providing Real Help with Real Life is not for just our customers, it's also about how we can look after the wellbeing of our colleagues. More than ever'.' To the right of the quote is a 'Details' section with 'Keywords & #Tags' and a list of tags: 'FFA', 'first aider', and 'volunteer'. Below the tags is a 'Suggest Keyword' button. Below the 'Details' section is a 'Similar content' section with a speaker icon and the text 'Launching our Financial First Aiders Service' followed by 'Today we're launching our new peer support service'.

Overview of resources required for the implementation of this pilot

YBS resource requirements

During the early stages of the programme, the YBS project lead spent approximately 10% of their time per week between July and August 2019 having high-level conversations and reviewing key documents. Between October and December 2019, the project lead spent approximately 50% of their time reviewing the project supporting documents and the memorandum of understanding. In addition, the project lead reported spending 40% of their time solely on the FFA project preparing for the launch between January and February 2020, however, due to the Covid-19 pandemic time spent on the project declined with no time dedicated to the project between March and May.

The time associated with the project resumed between June and August 2020, with the project lead spending a high proportion of time (approximately 50% of their week) on recruitment of FFAs, reviewing training materials and working on the communication plan.

During the early stages of implementation (September - December 2020), the project lead spent approximately half a day per week answering questions about the project. The amount of time dedicated to the project increased during the later stages of implementation (January 2021) - with the project lead spending approximately 30% of his week supporting the evaluation component of the pilot. The specific amount of time spent on the evaluation may vary depending on specific evaluation approaches in the future; however organisations could expect to spend some time on this activity if the programme implementation is being evaluated.

The reviewing of key documents required support from YBS's legal department and contracts team. In addition, the organisation's risk department was closely involved in the project six weeks pre-launch to identify any potential risks posed by the training and to put in place appropriate escalation procedures. The communications team was involved prior to the launch to discuss the promotion of the service, as well as throughout the implementation. No other resources from the organisation were disclosed to be used to support the delivery of the project.

MaPS resource requirements

The programme lead reported spending approximately one day a week on the project during the set-up phase. Much of their time was targeted toward reviewing the proposal, coordinating the review of the proposal and finalising the proposals with the governance chain at MaPS. Additional time was spent on getting the relevant documentation in place for the project, namely the Memorandum of Understanding (MoU) and Non-Disclosure Agreement (NDA).

During the early stages of the implementation phase of the programme (September - December 2020), both the programme lead and evaluation lead spent almost no time working on the project. However, during the later stages of implementation, the amount of time they spent on the project increased significantly.

The programme lead spent much of their time taking part in weekly calls about the evaluation or meeting with YBS directly, while the research lead used approximately 1.5 days a week to attend meetings and reviewing research materials. As mentioned above, the specific amount of time spent on the evaluation may vary depending on specific evaluation approaches in the future; however organisations could expect to spend some time on this activity.

The single additional resource cost for MaPS was associated with the training element of the programme. MaPS spent approximately £19,000 to hire a training provider (QSA) to both design and deliver the training to FFAs.

QSA resource requirements

There was only one individual from QSA who spent time designing and delivering the FFA training package. The trainer spent 7 days focused solely on designing the training, followed

by 1.5 days conducting a needs analysis. As a result of the pandemic, an additional 3 days were used to re-design the activities so that they could be delivered remotely instead. Approximately, 8 hours (1 day) was spent working with MaPS to go over the training and gather feedback.

In terms of the delivery, the trainer spent less time than originally expected due to the remote nature of the sessions. In total, they spent 6 days in September delivering the session to FFAs.

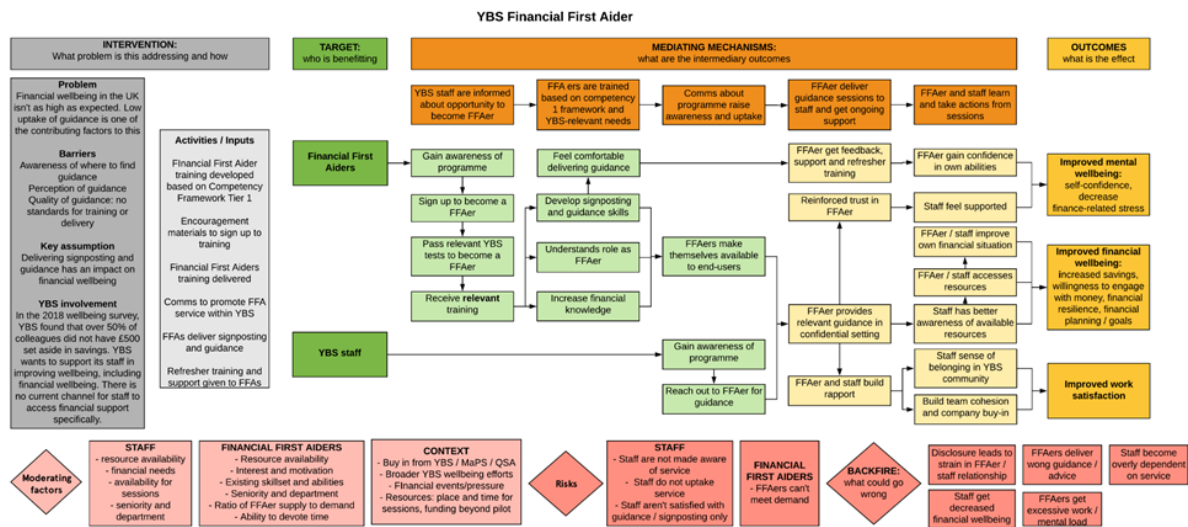
In order to deliver the training remotely, the trainer required additional tools and resources. These tools included a new camera and tripod costing approximately £130 for both items. There were no additional costs associated with the training for the provider, as they already had a Zoom license to deliver the training remotely.

Costs of implementation to FFAs

FFAs attended three 3h sessions, spread out over three weeks, in September 2020. In the post-training survey, FFAs said that they had spent between 11 hour and 15 hours in total on the training, representing the additional time that was spent on homework between the training sessions. In the qualitative interviews, one FFA also explained that they had to miss one of the training sessions due to annual leave for one of the weeks, but was able to catch-up by using the training documents. Assuming the same level of training is needed for future FFAs, the overall time allocated to this training would amount to approximately 11 to 15 hours per FFA.

According to the weekly survey data, FFAs spent time both on supporting colleagues (only 2 FFAs) as well as other activities, such as promotion. The maximum amount of time spent on other activities was 3 hours in one week, with the majority of FFAs spending either 0 hours or 1 hour on other FFA activities in any given week.

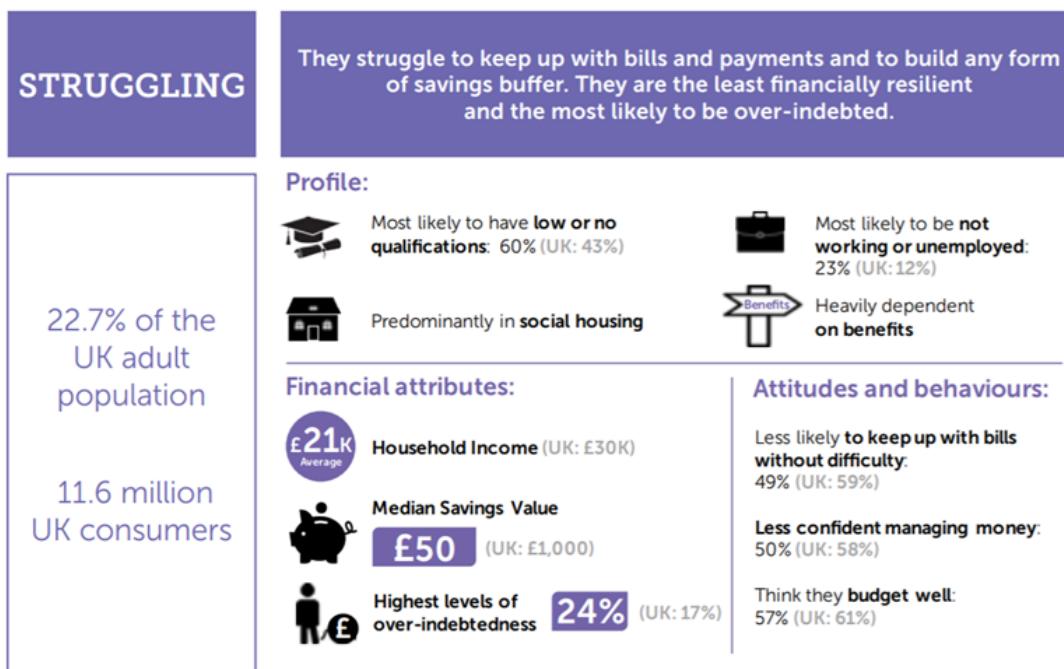
For the FFA who delivered most of the sessions, they spent between 0.6 hours and 1 hour on support for each colleague they supported, for a total of between 1 and 2.5 hours spent on supporting colleagues in any given week. Assuming FFAs spend a similar amount of time on supporting colleagues and other FFA activities in the future, they would spend between a minimum of 0 and a maximum of 5.5 hours per week on their role.



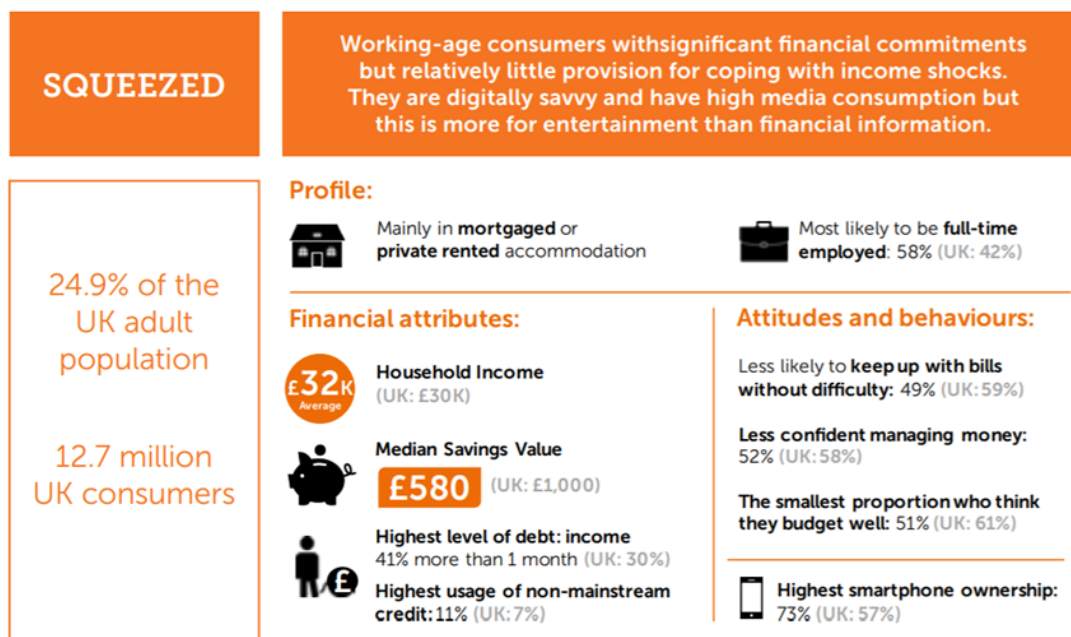
MaPS Market Segmentation

As noted in the findings section of this report, one lesson learned was that the targeting of the FFA service should be carefully tailored to identify which segments would most benefit from support from Financial First Aiders. Targeting could be informed by MaPS' segmentation of the different levels of financial resilience. The segmentation comprises three macro-segments, and fifteen sub-segments. The three macro segments are represented below:

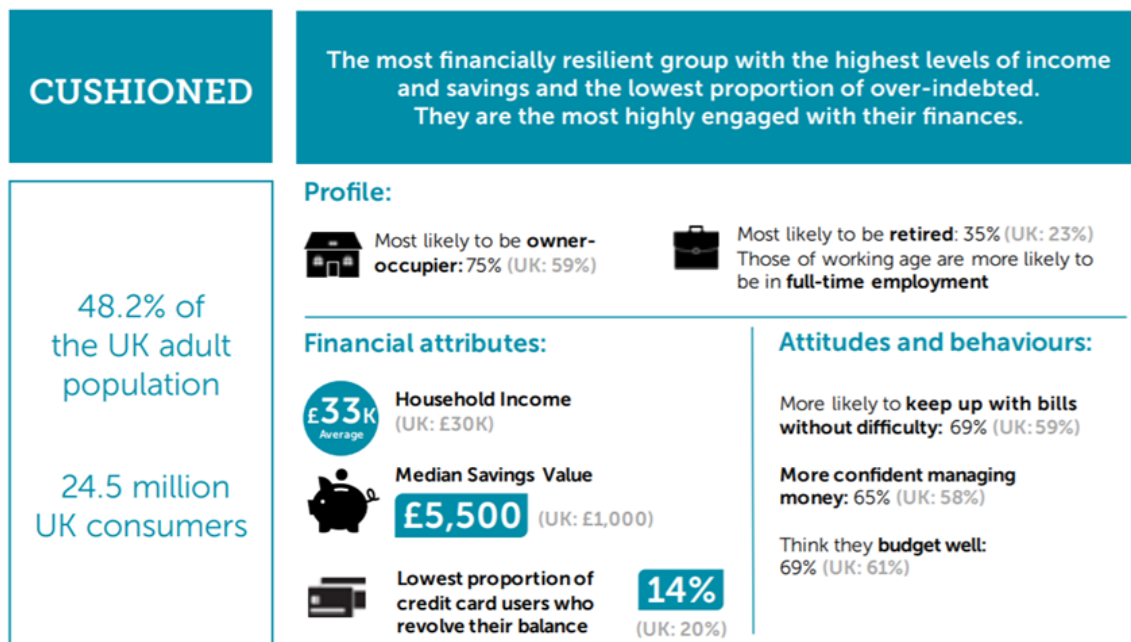
Segment 1: Struggling



Segment 2: Squeezed

[15] Source: [Market Segmentation, An Overview](#), published by the Money Advice Service, accessed in May 2021[16] Source: [Market Segmentation, An Overview](#), published by the Money Advice Service, accessed in May 2021

Segment 3: Cushioned



[17] Source: [Market Segmentation. An Overview](#), published by the Money Advice Service, accessed in May 2021