

Evaluation of Fixperts

Outcomes and impacts of the first 3 years
2013-2016

*Report prepared for Fixperts by Matthew Gieve, Heather Stradling and
Nick Preston of the Tavistock Institute of Human Relations*

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Faculty of Art, Design and Architecture

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We look forward to their continued participation in the Fixperts project.

Fixperts

www.fixperts.org

hello@fixperts.org

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Introduction

This document sets out the findings from The Tavistock Institute's research into the impacts and outcomes of Fixperts.

Introduction to Fixperts

Fixperts is a creative social campaign and design education project by From Now On¹ which has been running since 2012, and has an online resource showcasing over 200 projects from 14 countries. Fixperts asks people to use their creative skills to solve immediate, everyday problems for others. The Fixperts online platform exists to share and exchange knowledge and insight through short videos, inspiring others to do the same.

Although anyone can choose to bring a team together to undertake a Fixperts project, most projects are run as part of design-based courses in 22 Universities. Fixperts workshops are also run at public events, which get people fixing and making for themselves and the first Fixperts residency has been established with furniture manufacturer, Benchmark. There is a Fixperts Awards programme, which is growing internationally and a developing programme of Fixperts activities within primary and secondary schools. The Fixperts' infrastructure is supported by Kingston University's Department of Art Design and Architecture.

A Fixperts project involves the following roles²:

- A designer or maker, called a **Fixpert**. This person applies their imagination and skill to solve a problem through fixing. A guide is available on the Fixperts website which takes Fixperts through the process of running a Fixperts project.
- A storyteller, called a **Fixfilm-maker**. This person captures the process through the creation of a mini documentary to share the journey with others. This film gets uploaded onto the Fixperts website.
- Someone with a fixing challenge, called a **Fix Partner**. This person is open to having a conversation about how a Fixpert may improve something in their day to day life. They give feedback and challenge the Fixpert during the design and making process, so that the solution created meets their needs as best as possible.
- Student teams have the guidance of a Tutor, called a **Master Fixpert**. The Master Fixpert supports students to develop an intelligent, low-cost response to the design challenge identified.

¹ www.fromnowon.co.uk

² Text taken from the Fixperts website : <http://fixperts.org/>

Research and Evaluation Aims

Fixperts and Kingston University commissioned the Tavistock Institute in February 2016 to undertake research assessing the impact of Fixperts' work to date and to develop an evaluation framework for future research. The aim of this is to better understand and capture:

- The personal outcomes for individuals resulting from involvement in Fixperts projects (for both Fixperts and Fix Partners);
- Programme-wide outputs and outcomes, such as project reach and types of beneficiaries;
- Strategic outcomes, such as its influence on design education programmes.

Some attention has also been paid to the position of Fixperts within the various funding and policy fields to help understand which wider agendas Fixperts might fit within, inform possible future directions, and help Fixperts think about where support and future funding might come from.

Approach

As this research represents the first attempt to formally evaluate Fixperts, an exploratory approach has been adopted. This started by developing an overview of the aims of the project, the possible types of beneficiary, and its intended or 'hoped-for' impacts through a series of conversations with the Fixperts' founder and a half day 'Theory of Change' workshop with a range of stakeholders.

These activities were then followed by research to establish whether there is evidence, from participants and other stakeholders, of the suggested impacts occurring in practice. This stage of the research involved semi-structured interviews with ten stakeholders (two Fixperts, three Fix Partners, two design educators, and three strategic partners/influencers) as well as the quantitative analysis of the Fixperts film archive through the development and application of categories to each Fixperts film. (See Appendix A for the full list of categories applied to the archive)

Theory of change (ToC)

Theory of change maps help to lay out the issues or problems a project or programme is hoping to address, the actions being taken, and how these will lead to the final objectives that it has been set up to achieve. It provides a road map as to how the aims and objectives will be achieved. The mapping for this research was done in a

workshop format with staff, stakeholders and Fixperts, to understand in more detail the views of the attendees on how Fixperts works and what kind of impacts it produces for those involved.

Through the ToC mapping workshop and conversations with Fixperts staff and participants we identified four distinct strands within the overall scope of Fixperts. These relate to the various aims of the project, the different groups of participants and actors and the expected impacts and outcomes for each group. The strands comprise: 'Fixperts', the students and practitioners who conduct the projects themselves; 'Educational institutions' which for the most part host the Fixperts; Fix Partners, those members of the wider community who are the focus of individual Fixperts projects; and 'wider society and creative communities', to reflect the aim of Fixperts to act as a campaign to change attitudes and practices in society as a whole. In the ToC map each strand is represented in the map with a different colour. (See Appendix B for the full Fixperts ToC map).

Within each strand, specific aims, actions, outcome and impacts were identified. These together represent the organisational theory of change; how Fixperts and its affiliates understand the aims of the project and how these will be achieved through its actions. Inevitably these strands overlap and interact (represented on the map with the mixed colour boxes where an aim or outcome is shared between strands). The most notable overlap is between 'Fixperts' and 'Educational Institutions' as the development of improved skills or prospects for an individual student can also be seen as a university achieving its primary educational aim.

Following the ToC workshop the purpose of the remainder of the research activities (the interviews and the film analysis) has been to substantiate, contradict or elaborate upon the proposed outcomes and impacts. An illustration of this process, to take a simple example from within the Fixperts strand, would be the suggested outcome of 'improved team-work skills'. This was mentioned by a number of participants at the ToC workshop, so in interviews with both Fixperts and design educators, respondents were probed as to whether they believe students have gained skills from participation in the project and what kinds of skills these were to see if their responses supported the ToC. In the case of team working, responses did support this view with most if not all relevant respondents pointing to this as one of the benefits of participation. In so doing this then lends greater confidence to the conclusion that Fixperts does help develop or improve team work skills.

Interviews

Ten participants and stakeholders were interviewed during the research in the following numbers:

- Two Fixperts: Both had undertaken their Fixperts project over a year ago as part of an Industrial Design Bachelor's Degree. One had done so in the UK as a first year project and the other had done so in Israel as a third year project.
- Two Design educators: One based in South Africa, the other in the Republic of Ireland. Both were design tutors who had incorporated Fixperts as an assessed project within a Bachelor's degree programme, one in industrial design course, the other in a product design course. One had done so for the past four years, the other for the past two years.
- Three Fix Partners were interviewed – one occupational therapist within a Hospital OT department, one community-based occupational therapist who had been a Fix Partner alongside a disabled client that they supported, and a disabled individual.
- Three interviews were held with strategic partners/influencers - one funder, one project partner and commissioner of Fixperts' work, and one Fixperts Board member.

Film archive analysis

176 Fixperts films were viewed by the research team and was coded in terms of the following categories: (for full list of codes see Appendix A)

Description of projects

- Types of Fix Partners
- Gender balance/ Fixperts team makeup
- Type of fix
- Domains of fix
- Issue addressed

Outcomes/ Impact:

- For Fixperts
- For Fix Partners
- Magnitude of impact for Fix Partner
- Additional Beneficiaries

Findings

A broad range of possible beneficiaries were identified through the first phase of the research, each taking different kinds of benefits depending on the type of involvement in the programme. Most directly, Fixperts and Fix Partners stand to benefit from participation though either the opportunity to develop design and other skills or through the receipt of a fix. We also explored the possible benefits for host

educational institutions, through using Fixperts as a teaching tool and a way of promoting the work of design departments. Finally, the benefits of Fixperts to wider society was explored, although this field of enquiry is the least amenable to firm conclusions given the broad scope of Fixperts to encourage the growth of making culture within wider society and support children in developing creative problem-solving skills.

Summary of findings

This research finds support for the conclusions that multiple stakeholders take benefit from their involvement in Fixperts.

- Fix Partners were most likely to be a disabled person or someone with a medical condition. The fix was most frequently a bespoke fix, an innovation or an adaptation of an existing products
- For students, Fixperts can provide an opportunity to develop a range of both technical design skills relating to prototyping and making, transferable skills around communication and working with clients. For some, there is the opportunity for personal growth and inspiration in terms of future education and employment.
- For educational institutions and teachers of design, the project provides a concise and well packaged way to develop student skills and introduce them to key concepts and values around social design and user-centred design. In addition it was seen as potentially a useful vehicle for both fulfilling universities' obligations towards local community engagement (where such an obligation exists) and communicating to the public the work of design schools in an appealing and accessible form. The international nature of the project was also seen to benefit teachers and their students by facilitating learning and comparison through an international network of designers and design students.
- For Fix Partners, Fixperts can provide an opportunity to gain better independence in the achievement of everyday tasks, and a sense of empowerment in being able to have greater control and choice over when and how tasks are carried out. Additionally, feelings of pride and increased confidence can be generated for Fix Partners through being part of a team that creates innovative design solutions.
- Although this piece of research did not specifically seek to capture wider societal benefits, those with a strategic relationship with Fixperts identified the gap in design education within primary and secondary schools that Fixperts

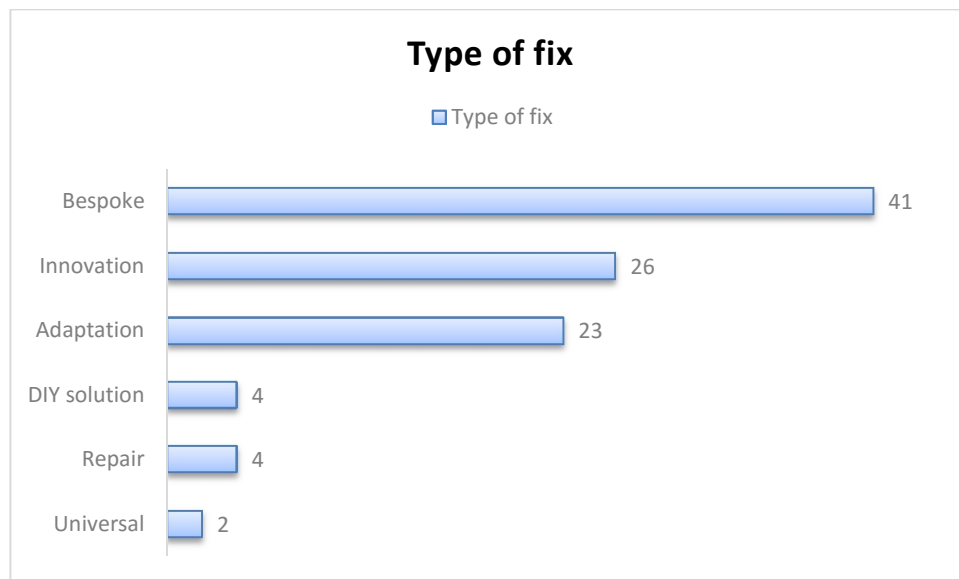
helps to fill. This area of work contributes to the campaigning aims of Fixperts to encourage the growth of making culture within wider society, as well as potentially supporting children to develop creative problem-solving skills. The showcasing of films on the Fixperts website and the involvement of the Fixperts team in community and design events increases the dissemination of the Fixperts approach to wider audiences, potentially enabling a social movement around social design and making to grow. The potential of Fixperts to offer low-cost innovative solutions to the fields of Health and Social Care is also a potentially promising area for future development.

In keeping with our ToC approach the findings section of the report is structured along the lines of the four strands of the ToC map (outlined above and in the Appendix B), which to some large extent also correspond with the four groups of interviewees.

Fixperts Projects Profile

Based on categorisation of the full film archive at the date of reporting, of 176 films, the following features of Fixpert project profiles have been identified:

- Fixperts films on average include a team of three Fixperts (592 counted from 176 films, Mean = 3.4).
- Of the 592 Fixperts, 301 were male and 291 female (51% Male and 49% female).
- Fix Partners were most likely to be a disabled person or someone with a medical condition (43%). A further 32% were professionals, 17% non-disabled people and 8% were older people.
- The fix was most frequently a bespoke fix (41%), innovation (26%) or adaptations of existing products (23%) with the least frequent types being either a universal, repair or DIY fixes accounting together for the remaining 10%.



Impacts and outcomes of participation for Fixperts

In general the interviewees were very positive about their Fixperts experience, had enjoyed taking part and believed that they and their Fix Partners had benefited from doing so. Both Fixperts pointed to a range of benefits derived from participation including the development of new skills and the building of interpersonal relationships. Both also believed that participating had had an influence on their chosen career or educational path, and their personal ethos.

Skills development:

Both interviewees described learning the importance of **communication** with the client as well as improving their communication skills through contact with the client as part of Fixperts.

“The communication with the user, eye-level communication, is really valuable. You learn a lot about how to communicate with the person you are designing for. This is not so common in other part of the course” (Fixpert)

“We made two visits and the Fix Partner also came to us a few times and we spoke on the phone lots – constant contact – we learned how important communication is. We’d send photos, speak on the phone.” (Fixpert)

The group aspect of Fixperts was mentioned by both interviewees to have been relatively novel as compared to other projects in their courses that tended to be undertaken and assessed individually. This provided an opportunity to develop **teamwork**:

“It was one of the first times working in teams. You rarely work in a group in our school – this was the first occasion we were working in team.” (Fixpert)

“First real team project that year. That was good... We had a lot of fun ... and that taught us how to work as a team.” (Fixpert)

The film making component of each Fixperts project was noted as being an unexpected and welcome feature that allowed them to develop their **storytelling** skills and prompt them to think about how they communicate design more broadly:

“[We] had to do a video. We didn’t expect to have to do that – we learned about documentation and video editing and a bit of storytelling.” (Fixpert)

This view was corroborated by one design educator interviewed who suggested:

“The process teaches our students a huge amount, the way you document the first encounter, the filming helps them with their development. Story telling leads you to attend more consciously to the process. Industrial designers are bad at developing a narrative, they tend not to tell a story.” (Design Tutor)

In addition to specific skills mentioned above, both design tutors suggested that participation in Fixperts might impact on the student’s life experience and lead to **personal development**. They particularly noted how Fixperts might broaden the horizons of the comparatively young and affluent design students:

“It forces people to engage with users with needs, marginalised needs, people who they, as young and fit people, may have not considered” (Design Tutor)

“For us the biggest impact is the students get to engage with people who aren’t in their general circle of existence. They went to well-heeled schools and come from well-heeled suburbs – they don’t generally engage with people outside their comfort zone” (Design Tutor)

As well as this being seen as an end in itself, one tutor spoke of how **learning to empathise** with clients is also a valuable skill in the design process:

“The element of personal growth, the ability to empathically model what others are doing, this is so central to design [...] to view the world from their perspective, walk a mile in others moccasins” (Design Tutor)

Future direction and employment

Both Fixperts and the design educators believed that undertaking Fixperts within their design degree had a **benefit to other parts of their studies**, in helping them consolidate previous learning and develop skills to take on to other projects.

“[Fixperts] leads on well to ‘client centred project’, this is more about mass produced products and is also a standing item in the third year.” (Design Tutor)

“At that point we had learned all the sections of a design brief: sketch, prototype, model make, but we’d never put it all together. We put all the skills together.” (Fixpert)

Beyond the development of these quite concrete skills, interviewees pointed to ways in which participation had influenced their **outlook on design** and what it could be used to achieve and in so doing influenced the paths they have chosen since:

“You saw the potential that designing has to improve people’s lives. This was the first time I saw a direct impact on improving someone’s lives” (Fixpert)

“Some of the more successful students on the projects have gone on to do masters and these are more social design. [Fixperts] may have formed part of their development and highlighted something for them. May have developed a sense of purpose through the process”. (Design Tutor)

“Some people get totally switched on, maybe 20% light up and say ‘this is me.’” (Design Tutor)

In the case of both Fixperts interviewed, this was not a complete reversal of outlook so much as complementary to their original views on social or sustainable design.

“It helps if you have a core of values so you go into design school for a certain reason. Once you are in the design school you can choose the direction to go in and then it culminates in this event so it does contribute” (Fixpert)

Although one interviewee was keen to make it clear that there were benefits for all participants, not just those that were already inclined toward this approach:

“Even students that don’t have the tendency towards social design, they can find a lot of virtue in it. My classmates took a lot out of it. At the end of the exercise there was a debriefing and people had had an interesting experience” (Fixpert)

One suggested long term impact of participation in Fixperts to emerge from the ToC was improved **employability**. While there was little direct evidence of this, both Fixperts and the design tutors believed that it could help in gaining work. Both Fixperts indicated that their Fixperts projects were in their portfolios:

“This project is still in my portfolio even though I graduated one and a half years ago – I am happy with the result.” (Fixpert)

“People use the movies as ‘edutainment’. I haven’t got proof but I think showing that level of skill and the physical elements would assist with getting work.” (Design Tutor)

An additional benefit of Fixperts relating to employability is the potential platform it offers to students to **‘get their work out there’** and to raise their profile within the design community.

“One of the big things is good for the students is the international dimension: sharing, getting your things out there. Students getting 20,000 views. This is massive.” (Design Tutor)

Impacts and outcomes for educational institutions

Teaching

The clearest benefit for host universities of Fixperts is its use as a **teaching aid**. As demonstrated in the above section, design students derived a wide range of benefits from participating, including learning new skills, and this can be seen as achieving the central educational aim of the university. As one student put it:

“The design school benefits if the students feel like they are learning something” (Fixpert)

Moreover, as discussed above certain features of Fixperts **add value** through providing things that other courses might not, such as a live brief. In addition the tutor described using projects to get his students to think more broadly about design:

“We try to get students to understand that their products might be generalizable across people with similar problems. Within Fixperts we are thinking about scalability. Sometimes it’s just for one person which isn’t a problem but sometimes it can be for more.” (Design Tutor)

As in the case of individual design students, Fixperts does not appear to so much change the ethos of the course in which it is situated, so much as **complement** and support work that is already happening. This makes sense given that adoption of Fixperts is voluntary and likely to appeal to tutors that share a similar ethos:

“Social design is already something we do. We’ve been grappling with many of those problems but this was a much easier way to deal with specific individuals and specific problems.” (Design Tutor)

Promoting the institution

Interviewees and workshop participants also pointed to the **public relations** benefits of projects for universities that are often in need of 'good-news stories' and are also often obliged to demonstrate public benefit.

*“One of our students was in the top ten of last years. That was quite nice exposure. Any time we get media exposure we highlight it. Good PR!”
(Design Tutor)*

Active ingredients for Fixperts and educational institutions

In addition to trying to evidence the impacts and outcomes of participation, the Theory of Change approach aids in identifying the processes and mechanisms that lead to these results. These were then also explored in the stakeholder interviews.

One refrain that appeared throughout the interviews with the Fixperts and design educators was that Fixperts was the **first time** the students had worked in a certain way. This was particularly said in relations to working with a **real client** on a **'live brief'**, instead of working to a contrived brief set by tutors:

“In the first year this was the first chance to work with a live brief with a real client. This is one of main points of Fixperts. We have now since worked with real clients and live briefs but that was our first chance to do that. Prior to that there were uni set briefs to learn skills” (Fixpert)

The position of Fixperts within a three or four year degree has an influence on the novelty of some of the concepts and skills learned and was seen to incur other possible benefits and limitations. The earlier in the course the sooner the values of Fixperts are inculcated as well as introducing students to a range of new skills and outlooks – however students are less skilled and less confident to take on ambitious projects or engage with harder to reach Fix Partners. So the benefit to Fix Partners may be more limited in terms for the utility of the fix. Later in the courses, in maybe the third or fourth year's students will be more ambitious and skilled but the power of Fixperts to introduce various practices and ideas may be diminished.

The fact that Fixperts involves working with a member of the public on a **live project** aimed at producing a useful product was felt to be a good motivator and a feature that helped deepen the learning. As two interviewees explained:

“If you write poetry, we say you are ‘writing for the draw’. With this you are creating poetry to be published. It puts everything in such a different context. There is no cutting corners. It has to work.” (Fixpert)

“... usually you are designing in a design school, the best impact is that you make a good product that remains as a 3D drawing or maybe is displayed in the school but it stays a model or as a picture in your portfolio.” (Design Tutor)

On top of this benefit of working with a real client, the **client relationship** itself was highlighted as an important part of the process. A number of the interviewees noted the reciprocal nature of the relationship between Fix Partner and Fixpert that had mutual benefits, the Fix Partner stood to gain a useful product and a sense of having helped young designers, and the Fixperts had a chance to develop their skills and have equally felt a sense of having helped someone:

“He was doing a favour to us. It was quite a personal thing to do. He described his illness on film. He knew also he had the possibility to be helped... he had the willingness to help students. We had the perfect Fix Partner.” (Fixpert)

The design educator felt that in some cases this aspect of the project was one of the most important. Fixperts provides an incentive for people to look beyond their immediate environment and make **contact** with people they might otherwise not. This may be particularly the case in settings with high inequality or with significant social divisions

“Each engagement has changed those students life, a small impact on life, a bit more perspective on other people, it’s an incredible learning experience, the development of empathy.”

Even from the small number of interviews undertaken it is clear that Fixperts has a high degree of **flexibility** and can be adapted for institutional needs. Fixperts varies in relation to the national, local and institutional contexts within which it is run. This is seen in terms of its position within design courses, both where it is incorporated into the curriculum (e.g. industrial design, product design, graphic design, visual communication) and when within the course it takes place (year and term). Moreover both tutors described further adapting the basic Fixperts format by adding additional ‘rules’ for their students to help emphasise particular aspects of learning. For example:

“I banned them from using the high tech tools – I want them to make things with their hands. By limiting them to hand tools it recognises that other people don’t have high-tech workshops... keeps it in the spirits of Fixperts so others could make these products” (Design Tutor)

“In the second year [that Fixperts was run at the university we asked students to find a person with disability, not from their close friends of family – this was much more successful” (Design Tutor)

One possible tension in the programme is between the goal of social design with the aim of solving ‘real world’ problems and the fact that for the vast majority of Fixperts the project formed an assessed part of their university course. This may lead some students to focus on achieving a high mark rather than and engaging with a Fix Partner with an important unmet need:

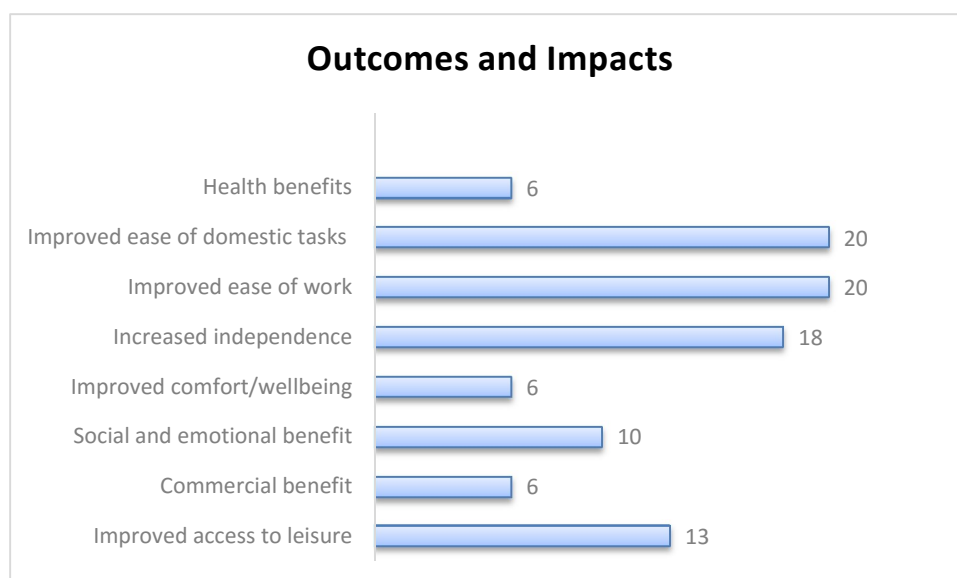
“It is probably better to do it out of uni. When you’re thinking about the mark as well as the problem – dual tasks – then maybe the problem isn’t such a problem just an example problem.” (Fixpert)

However one tutor suggested that this may be a false dichotomy as the projects engaging with the people with the most serious needs tended also to be the most successful:

“Because it is uni project some focus more on that then helping people [...] some students will pick easy targets/ Fix Partners. The success of the project was driven by the need of the Fix Partner: some young hipster with no real problems compared to an elderly man who has help with buttoning his shirt” (Design Tutor)

Impacts and outcomes for Fix Partners

The key benefits arising from Fix Partner interviews were **increased independence** and **improved ease of domestic tasks**. The sample of 176 films revealed that a Fixpert experience led on average to two beneficial outcomes for each Fix Partner. The most frequently observed outcomes were improved ease of domestic tasks (55 out of 266, 20% of observed outcomes), improved ease of work tasks (and increased independence (20%), and increased independence (18%). See Chart below.



All three people interviewed spoke of how the fix enabled a greater choice and control in being able to carry out everyday tasks independently, whether these were for pleasure (e.g. putting on an earring independently) or essential (e.g. dressing or walking). Although only one out of three fixes has definitely lasted and is still in use, two out of three fixes provided viable, potentially long-term solutions. In one case, it was only due to the Fix Partner moving away which meant that the interviewee didn't know if the fix was still being used.

Even so, the process of being involved in finding a solution to the identified problem, and **being part of a process** which creates a well-designed product induced feelings of pride and greater confidence, which seemed to be seen by Fix Partners as equally as important as the fix itself:

'...to have someone actually listening to you, finding out about you, your needs, interests, made a difference.' (Fix Partner)

'I feel proud of it, even though I didn't make the product itself, it felt a team effort.' (Fix Partner)

One interviewee spoke of how the Fixperts process enabled them to achieve something they hadn't been able to previously since their diagnosis. Even though they didn't end up receiving the fix for ongoing use, they felt that being able to undertake something even just the once, was significant. Likewise, another Fix Partner, who was able to gain longer-term benefit from their fix found that '...it led to a massive improvement in contact with others...' This view was echoed by a Fixpert who demonstrated the possible **secondary benefits** to his Fix Partner:

"For him every task became so complicated so just making something ten percent easier, it may change his mind about whether he is going out or not. Six minutes to put his shoes on down to four minutes [...] the more likely he would be to go out. This has a knock on effect - more socialising." (Fixpert)

Fixes produced meant that the problem which had previously either become a negative focus for the day, building 'frustration', or had been an irritation that prevented the Fix Partner from doing something independently, provided a positive opportunity to be less reliant on others and to do what they wanted, and when they wanted.

'...I was very impressed with what was achieved...' (Fix Partner)

'...it was a step forward...' (Fix Partner)

Interviewees also spoke of the value given to the disabled Fix Partner as part of the process

'...he was aware his opinions matter, was involved, could say what he liked in terms of how it felt...' (OT working with a Fix Partner)

'They were very good at listening, communicating, I liked the different iterations, came back and seeing what works.' (Fix Partner)

There was a sense of **empowerment** expressed by Fix Partners from their experience, with two out of the three experiences involving professional occupational therapy support working with the disabled Fix Partner and Fixpert team, who were able to help facilitate the Fix Partners' engagement in the process. All three interviewees commented that different people will want different levels of engagement with the Fixperts experience and so this needs some attention to help ensure the most is gained from the experience. Two people commented that some disabled people may feel reluctant to get involved because of low confidence in working with designers, and a lack of awareness of their own expertise, derived from lived experience of disability.

'Anyone who is vulnerable or had a traumatic experience, don't believe doing things will happen. You hear lots of words, but until you see it actually happen, you don't buy in.' (OT working with a Fix Partner)

However, this could be addressed through using previous films as a promotion tool and engaging with the support networks around the Fix Partner, where appropriate, to encourage involvement. Additionally, discussing with Fix Partners the way in which their involvement supports Fixperts to develop skills, may help facilitate engagement. This is because being wanted to play an equal and contributory role in a process may be an attractive and possibly rare experience for potential Fix Partners.

OT departments were suggested in the Theory of Change workshop as a potential route for cascading Fixperts projects to more people and interviewees also suggested these as good routes. Whilst both Occupational Therapists talked about their departments working with design volunteers and/or trying themselves to come up with solutions for the identified problems before, the Fixperts experience was superior, from their reports. Reasons given for why Fixperts was better than previous attempts included:

- Ongoing consultations provided during the Fixperts experience helped ensure the fix worked;

- Fixperts focused on creating something that would work for the individual; and
- Having something made that was stylistically attractive as well as functional.

Feedback included:

'...it is much better than the previous ones [we made]...' (Fix Partner)

'...Fixperts had better co-operation, better fine tuning, and you get a specific, good product for the patient, for the function you want...' (Fix Partner)

The value of working with skilled designers was also a benefit, providing a unique insight into the design process and demonstrating that perhaps what currently exists in terms of assistive aids and equipment for disabled people which can be based on the '...one size fits all...' approach do not always meet the needs of individuals. The Fixperts approach moves away from the 'clinical' look, and potentially brings innovation and improvements and aesthetics into a field where this may be lacking.

"Aesthetics are really important, if a product looks a certain way, people refuse to use it... If you like the look a lot more, then you will use. People are conscious of how they are perceived, makes people feel vulnerable..." (Fix Partner)

"...a neat, clean, aesthetic design..." (Fix Partner)

"Benefits are the same, but with better design..." (OT working with a Fix Partner)

In addition to the benefits accrued by the Fix Partners themselves there was some indication given of the fixes leading to benefits for family, friends and carers of Fix Partners. One tutor illustrated this point with the following example:

"A woman with spinal injuries needed to get from her wheelchair to a car every day – her spinal injury meant she couldn't use a standard transfer board so her carer/partner had to carry her but he was not really strong enough to do so. Again the fix benefitted more than simply the Fix Partner..." (Design Tutor)

Fix Partners clearly enjoyed their experience, with the films providing a lasting reminder of the benefits gained. This aspect of the Fixperts experience was also seen as important. Not only was it another aspect to be proud of, people found it enjoyable to return to and watch and wanted others to be able to see the films. The Fixperts

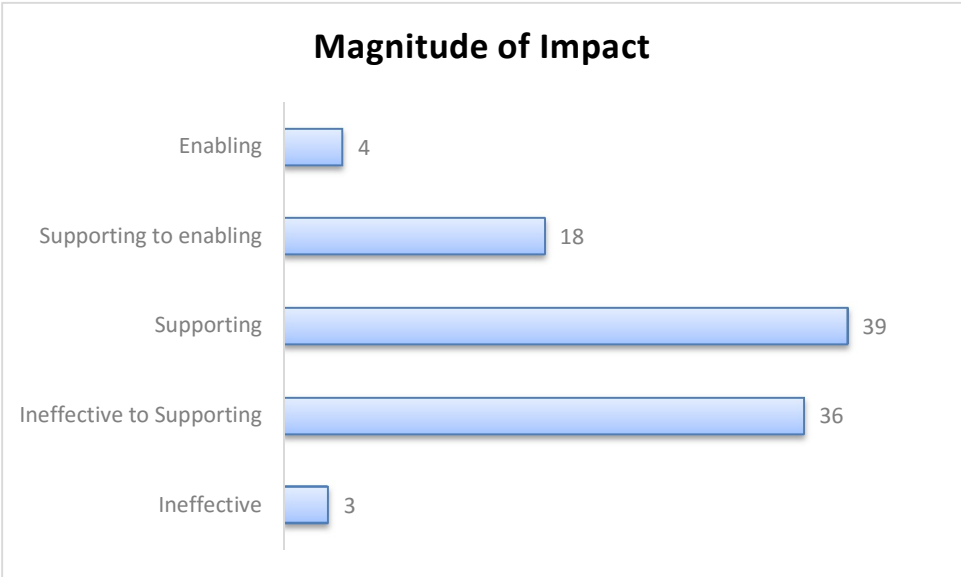
concept was championed by all interviewees, who would all recommend the experience to others.

One recommendation that was mentioned by two Fix Partners was that they would have liked to have known if there were any developments as a result of the experience for the Fixpert. Feeding back on what has happened since the experience can increase the sense of involvement and empowerment.

Magnitude of Impact

With the aim of understanding the breadth and depth of impact a score, identifying the potential magnitude of impact of each Fixpert experience, was allocated to each film in the archive. The magnitude of impact score is made up of three dimensions: 1) the extent to which the fix enabled the Fix Partner to do something they were not able to do before, 2) the importance of this thing to their life 3) the likely frequency of use. The maximum possible impact being “Enabling”, “Essential”, and “Multiple daily uses”. For example a fix that allowed a Fix Partner to feed themselves where before they needed assistance.³

From the 176 films categorised, it seems that the vast majority had a positive impact, with 108 films (61%) demonstrating an impact from supportive through to enabling. Of these 108 fixes 53% were rated as having impacted on an area of the Fix Partner’s life seen as significant or essential, with 86% of these fixes likely to be used at least on a daily basis.



³ It must be noted that the scores were based on a subjective judgement from watching short films, many of which included no dialogue. Therefore, it is possible that the Fixpert experience may actually have provided a greater or lesser magnitude of fix than suggested here.

Wider community impacts of Fixperts

This section is largely based on interviews with a funder, project partner and Board member. Interviewees were asked about their views of Fixperts' impacts, their reasons for supporting Fixperts, and their perspectives on ways in which it may develop in the future. This is a small sample of interviews, with those who have some familiarity and experience of Fixperts' work. However, these are also well-informed views of the wider context in which Fixperts works and in which it wishes to develop (particularly in relation to schools work). Their views support both the impacts and outcomes identified through the Theory of Change work, as well as interviews with educators, Fixperts and Fix Partners. Evaluation of future projects can seek to test whether these experiences and perceptions are common amongst those that get involved with and/or fund Fixperts' work.

From interviewees' perspectives, Fixperts works highly effectively in the fields of design education, social innovation and employability. As well as developing creativity and imaginative thinking, projects are also seen as potentially contributing to greater wellbeing and environmental awareness through the fixes designed.

"The idea of Mending/hacking works well as a theme, e.g. wellbeing, or what happens in a daily cycle of a child – what can be improved? The children identified issues and designed solutions." (Partner)

"I'm not aware of other initiatives which provide the same tangible outcomes and social impact." (Partner)

"A socially inclusive approach to design with the user firmly placed at the centre of the design process." (Partner)

"It helps to demonstrate that good design serves a need efficiently and solves a problem." (Partner)

However, although interviewees had personally witnessed the achievements of Fixperts, it was recommended that in order to increase financial support, more evidence of the outputs and impacts needed to be captured and shared.

Fixperts is perceived as having a good foundation for development and interviewees commented on the potential for Fixperts to work in partnership with others to develop much-needed work within schools

"...potential for Fixpert in residence in schools/education... if design graduates could be based in their schools, this would be a resource for teachers/whole school." (Partner)

“Their work can address a serious gap in the teaching of Design in schools.” (Partner)

Additionally, Fixperts was also seen as being able to contribute to the field of health and social care:

“Social care needs is an area for development – in current context of ageing, austerity as a norm, state drawing back, priority areas...” (Partner)

“Certain social and health needs (practical needs due to illness or disability or age rather than medicine per se) are already being addressed through Fixpert projects. The need for these partnerships I think is going to grow to improve quality of life and to enable people to live independently for as long as possible.” (Partner)

The Fixperts delivery and funding model

It is clear from interviews that Fixperts has a unique offer that is seen as being of value to those that get involved through a lean and effective delivery model.

“It’s a simple model, like a dating agency approach. Love the beauty and simplicity of it.” (Partner)

“Fixperts does seem to thrive through networks currently” (Partner)

“They’ve been doing a fantastic job, getting out there on a shoestring.....” (Partner)

However, the way in which Fixperts develops in the future is something which is of significance at the moment, as the project is at a pivotal point. In order to undertake increasing numbers of educational projects, there may well be increasing pressure (internally and/or externally) for Fixperts to formalise more in terms of organisational and project management structures.

The benefits of this are that by having a more formal structure, it will become eligible for different sources of funding income, and may be able to generate support to enable it to develop the legal and good practice procedures that may give both Fixperts and education partners the confidence to run Fixperts projects. However, as the current funding landscape stands, Fixperts would be entering a highly competitive and crowded market. While this is not necessarily a reason not to enter the market, the Fixperts team will need to decide, perhaps with the help of more conversations with potential future funders, whether this is something that might generate the income that would support a more formal structure to be established.

“Obtaining funds for core costs is notoriously difficult and even more so now as is basic project fundraising”. (Partner)

Interviewees suggested that the most effective way for Fixperts to develop is by working in partnership with those already working in the field. This would help retain the informal and flexible approach of Fixperts, whilst benefiting from the infrastructure and fundraising capacities of more established partners. For instance, Fixperts’ previous work in schools was run in partnership with the Institute of Imagination and this was deemed a success by both parties.

“It was good when we realised we both could learn. It gelled. Learning and respect and rationale developed.” (Partner)

“not founded on any research but my instinct would be to find organisations to partner with who would fund the ‘service’ for their ‘clients’ be it people with MS, cancer, academy trusts, the elderly or other. Most of these groups have big powerhouse fundraising infrastructure in place so they may do better to identify potential partners present their offer and how it can add value to what they are already doing for their particular ‘groups’ and who can then do the fundraising” (Partner)

However, it was recommended that Fixperts clarifies its offer when working in partnership with others, so that the other partner understands what can be expected from the Fixperts team within joint projects. Additionally, developing its fundraising strategy and setting out guidance for partners who fundraise in order to work with Fixperts would help ensure future developments maintain the strategic focus that Fixperts desire.

Working in the education field can be incredibly demanding on an organisation and so, whilst being mindful of the previous points, Fixperts may be best placed to capitalise on the development work in this field by others. Through maintaining a simple and low-cost approach, it can potentially significantly enhance and maximise both partner and their own resources through partnership working. If Fixperts decides to formalise and potentially expand organisationally, this could negatively impact on the social movement approach and this could unintentionally compromise the values that the founders wish to retain, because of the need to attract a minimum income for core costs.

“The worst thing would be if they move to a Fixperts headquarters – maybe gorilla / shoestring initiative is best, able then to go where the need is... they need to hold onto their values, they have amazing solutions.” (Partner)

However, because traditional funders may be a challenging funding route for Fixperts to pursue, it may be that it can be more successful at generating funding through philanthropic and corporate support, which small charities can struggle to achieve.

A key strength of Fixperts to date has been its innovative approaches. Its use of films as an integral part of Fixperts projects seems to have been instrumental in spreading the message of Fixperts so successfully.

“The idea of Fixperts uploading films works extremely well and enables others with design skills to see what’s possible, the scope of practice and to join the ‘Fixperts movement.’” (Partner)

As well as being used as a method for getting others involved in Fixperts projects, this has also been useful in building the media attention that Fixperts has gained. The word-of-mouth generated by Fixperts founders, who have personally communicated their passion and belief in the project to others, has also, it seems, been critical to the project’s success. The project has high-profile support with the potential to develop a well-publicised patron scheme. Fixperts seems to have great potential for developing philanthropic support, utilising the advocacy of patrons and others enthusiastic about Fixperts, helping generate financial contributions from those within the design industry and those passionate about social design.

Fixperts is perhaps uniquely placed to embrace more innovative forms of generating income to ensure sustainability of the work. For instance, the residency at Benchmark seems to work successfully. Attendees at the Theory of Change workshop, as well as the organisational partner interviewed, suggested there was significant scope for Fixperts to develop its presence within the corporate design and making world. Not only might it enable corporate partners to offer opportunities for staff to get involved in Fixperts projects, by having a Fixperts resident in place, they could be fulfilling Corporate Social responsibility objectives. This could potentially lead to further sponsorship opportunities which could support educational activities. However, the work involved in setting up such residencies would need to be considered, to check that the effort involved in building such opportunities are financially viable.

Whether or not Fixperts decides to formalise more or not, it is perhaps worth considering whether the current open source and therefore ‘uncontrolled’ spread of Fixperts projects should continue or whether there should be greater control around who can claim that they have made a Fixperts project. The development of Fixperts to date has been global in reach, with a range of different activities on top of the core Fixperts projects within design education courses: educational workshops in primary and secondary schools; drop-in workshops for families; conferences, events, awards and the Fixperts residency at Benchmark. Additionally, the Fixperts model has been used by different courses in different countries in different ways. For instance, some projects have focused on developing a fix for disabled people or elderly people, based

on the same values as the original Fixperts concept. Others though have focused on working with small businesses, including designing marketing solutions. This perhaps does not fit with Fixperts values. On top of existing work, Fixperts also has a desire to develop teacher training packages whilst growing its educational work. It was suggested that Fixperts might be seen by strategic partners as taking a ‘...scattergun approach.’

“We know people, and would connect, but whilst its ad-hoc work, that’s difficult to do... needs... to make the offer clear.” (Partner)

If Fixperts wishes to retain flexibility in how it develops, continuing the less formal growth generated by word-of-mouth, personal connections and sharing of films, this will leave it open for anyone to interpret the Fixperts concept and run projects in the way that they choose. It is then possible that the ‘brand’ will continue to grow but that it could be diluted, with some uploaded films perhaps undermining the values, aims and quality standards of the founders. However, enabling the concept to be developed by different people in different ways could be seen as a benefit in trying to build a social movement that may increase its influence on contemporary views of products as throwaway and problem-solving as the domain of experts. Whether or not Fixperts has the potential to influence societal values and behaviours to this degree cannot really be answered within this piece of work.

The funder, project partner and board member agreed that to develop further and gain additional funding, Fixperts needs to develop its business plan and priorities for upcoming years, a task which the team are currently engaged in. As part of this process, it was suggested that perhaps Fixperts may need to decide to prioritise certain areas of its work where it feels it can have most impact, rather than expand into lots of different areas, which may not be manageable. For instance, it was questioned how viable it was for Fixperts to work across primary and secondary education:

“...can they do all of those?”(Partner)

Likewise, for one interviewee, the rationale for and strategy behind the international work of Fixperts was unclear, whereas for another, this was seen as a key strength:

“In terms of humanity, it works on shared issues I guess, but not sure how it fits with their mission.” (Partner)

“Most success: the number of projects and individuals internationally who have become ‘Fix Partners’.” (Partner)

As Fixperts is aware (demonstrated by the commissioning of this report), and as previously mentioned, all interviewees stated that to gain further funding, Fixperts

needs to evidence the need for its work, using both quantitative and qualitative data to back up requests for financial support:

“A case for support is helpful as an internal document which can be used as a reference document for funding applications.” (Partner)

*“Funders want to know strategy, whether they are fit for purpose.”
(Partner)*

On the whole, interviewees felt unable to suggest other, new potential funding sources without first understanding more the strategic aims and priorities for upcoming years. However, funders that were suggested as potentially worth exploring include the Paul Hamlyn Foundation, Esmée Fairbairn Charitable Foundation and Arts Council England. Informal conversations with relevant officers at these organisations are recommended before making applications. From an external perspective, having considered the perspectives of interviewees and gaining an insight into the Fixperts delivery model, the research team suggest that Fixperts may struggle to fit into the funding remit of Arts Council England. The same effort put into philanthropic funding routes may provide a more fruitful source of funding.

It is possible that Fixperts could continue operating as a low-cost, open source, social movement and at the same time develop specific structures, procedures and pedagogical models for its education work with children and young people’s education, focusing more formal fundraising and partnership building within this area. It is also possible that Fixperts could produce specific criteria as to what makes a Fixperts project, only allowing those films that meet the social design values and ethos of Fixperts to be uploaded. However, this would take some organisational resources which may not be available. Likewise, it seems that regardless of future structures, additional evaluation of the work of Fixperts is required, to test further the findings within this report and to support Fixperts in building their argument for both financial and partnership support and for greater access to the education environment.

More evidence is needed to assist the team in deciding whether greater formalisation of its structure and model of delivery is desirable. By formalising, it may be able to bring in additional funding but in the process may struggle to retain the energy, reach and flexibility of a social movement. By maintaining the structure and openness of a social movement, it may retain freedom to develop, based on opportunities that may arise, but this may make it harder to gain the confidence and ongoing support of traditional funders and could lead to over-commitment to too many different areas, which could affect quality. Undertaking a degree of formalisation in order to build capacity and strategically develop its work within school education, whilst exploring the potential to attract philanthropic sources of funding, may be the most fruitful methods to grow the reach of Fixperts and achieve its wider ambition to develop a making culture throughout society.

Conclusion and recommendations

Through the collection of data from a range of sources and the triangulation between these sources we find strong support for the view that Fixperts confers a wide range of positive outcomes and impacts on participants and partners. While more extensive research would be required to understand and demonstrate the extent and depth of these impacts across all participant groups, the research to date presents an encouraging picture of the programme.

For the Fixperts themselves the project can provide the opportunity to develop both technical and transferable skills, to explore the field of social design and for some leads to a broadening of horizons that may inspire them to pursue social design within education and employment. For educational institutions and their staff, Fixperts represents a useful teaching aid that helps develop students' skills as well as acquaint them with social design. It also helps university design departments to fulfil social goals and present their work in a media friendly format. Fixperts appears also to have identified a gap in design education within primary and secondary schools which is a clear area for future expansion. For Fix Partners, the fixes produced can allow them to become more independent in the undertaking of everyday tasks, leads to feelings of empowerment, control, pride and increased confidence. In terms of its wider influence, the campaigning aims of Fixperts to encourage the growth of making culture within wider society, the Fixperts film archive and the involvement of the Fixperts in design and community events increases the profile of the approach among a wider audience, contributing to the movement around social design and making. Therefore, as well as having a role in enabling individuals to develop design skills and gain social and emotional benefits, Fixperts can also potentially help develop the social movement around making culture, particularly in promoting the values of design with a social purpose.

Recommendations

Following analysis of films, interviews with Fixperts, Fix Partners, educational and funding partners and discussions with members of the Fixperts team, the following recommendations are as follows:

Evidencing impact and outcomes

As predicted through the Theory of Change mapping and suggested through the analysis and interviews undertaken within this piece of research, being involved in a Fixperts project can bring a range of benefits to Fix Partners, Fixperts, University institutions, schools, other project partners and funders, and potentially wider society.

However, further evaluation of Fixperts projects is recommended, both to test what has already been found, elaborate upon it, and to place Fixperts in a good place to generate corporate, philanthropic and/or charitable funding support in the future.

Bearing in mind the low-cost and informal approach of Fixperts, undertaking highly detailed and in-depth evaluations of projects by those involved is not recommended, as this could detract from their inherent exploratory processes. It may also act as a barrier to participating for people, particularly disabled and older people who may feel suspicious of form-filling and have enough of this in order to receive statutory services. However, a 'light-touch' approach to evaluation could generate meaningful information that could also be enjoyable for those involved. The most obvious next step would be to undertake a survey of people who have participated in Fixperts (Fixperts and Fix Partners) to see the extent that they report the impacts that we've found in this scoping research. This process can build upon the ToC map, enabling Fixperts to develop their plans for future development in the light of more robust evidence, and refining the ToC as part of ongoing learning and prioritising of where Fixperts decides it is best to focus its efforts.

As designers, the Fixperts team are perhaps well equipped to consider innovative approaches to gathering answers to the questions suggested below. This may involve adding some form of scoring, 'likes' and/or comment boxes that enable ratings of films to be generated, as well as a short website-based survey that Fixperts can be asked to complete as a pre-requisite to uploading films. Developing a way of tracking the numbers of people reached through the work of Fixperts, perhaps through requiring Fixperts to give information on the numbers of people actively involved in their project before uploading their film, would enable more rigour in quantifying direct beneficiaries. Demographic data could also be gathered in this way for upcoming projects, although sensitivity is necessary when it comes to categorising others. Additionally, a way of calculating (or arriving at a best estimate of) the numbers of additional people reached by Fixperts per year through film views or interactions at events would help quantify the spread of Fixperts more broadly. This perhaps could be achieved by a follow up survey to university and schools following Fixperts projects, as well as Fixpert team members capturing data of interactions at each event attended.

Gaining feedback from Fix Partners could be more of a challenge. However, if a follow-up visit (see recommendations below) does take place, this may be the time to ask Fix Partners to feedback on a postcard or via an online survey that Fixperts could bring with them for completion. Alternatively, a link could be emailed, if all people involved in projects are able to submit their contact details to a central resource. This could be part of the wrap up of each project, with email contacts linked through the Fixperts database to the films on the website. That way, Fixperts could potentially send surveys out to the different parties involved automatically, after each film has

been online for some time. Sending a survey out one or two months afterwards could generate the most considered and reflective responses, although a greater number of responses are more likely at the time of completion of each project.

Finally, the administration of any surveys needs considering. If for instance, postcards are used, and can be given freepost addresses, this may help Fix Partners give honest, anonymous feedback without being influenced by the presence of Fixperts. However, sending out, collating and analysing surveys would need to be as automated as possible because this all takes time and resources which could prove unmanageable for the small team. This is why we are recommending that only basic information is gathered. The more information gathered, the less likely it is to be manageable and if it cannot be analysed and used, then there is no reason to collect it, even though it may be interesting to see.

Consideration should also be given to language as Fixperts is international and many respondents may not speak English. In the first instance it may be easier to focus either on the UK or on English speaking countries.

Key recommended survey questions, according to role within a project

Demographic and participation details:

To permit fine grain analysis of survey responses, the collection of a small amount of data about the respondent and their involvement in the project is recommended, allowing responses to questions to be analysed by, for example, age, gender, or type of issue addressed. To reduce the time taken to complete the survey and to aid the analysis it may be sensible to adopt the categories used to analysis the film archive such as 'type of Fix Partner' (albeit that you may wish to rephrase some for sensitivity). This data should be collected for all respondents. Bear in mind that these are all suggestions and could be adapted, discarded or added to suit the aims of the research. To collect data on an ongoing basis, evaluation guidance/procedures will need to be included with the overall guidance for Fixperts projects, to encourage and develop greater systematisation.

Basic Demographic data:

- Age
- Gender
- Disability (Yes /No response)
- Nationality
- Institution (for Fixperts)

Details of involvement:

- Type of problem addressed
- Type of fix

Scale of involvement

- Number of visits by Fixperts
- Volume of communication
- Length of project in total

We would recommend using a 5-point Likert scale, ranging from Strongly Disagree / Disagree / Neither Agree or Disagree / Agree / Strongly Agree (and perhaps including a 'Don't know' or 'Not Applicable' option) for all surveys, making the analysis of responses comparable and consistent across categories and respondents.

For disabled and/or older Fix Partners:

Impacts and outcomes:

- I enjoyed participating in the project
- I felt included and consulted by the Fixperts throughout the process
- The project addressed a genuine need of mine
- I can now complete a task on my own which before wasn't possible (OR whereas before I needed the help of other/s) – or adapt independence point below
- The product I received has been useful
- I still use the product?
- I will continue to use the product?
- Participating in Fixperts has encouraged me to try to do my own fixes
- Fixperts showed me that design can be stylish as well as functional
- To what extent would you say that your involvement in a Fixperts project has led to:
 - Greater independence (e.g. the ability to undertake a new task or undertake tasks more easily, quickly, and/or with less reliance on others)
 - A greater sense of control over the activities that the fix was designed for
 - A sense of pride
 - Improved interaction with others
 - Greater self confidence
- How do you think the process could have been improved?
- Is there anything you would like to add

For Fixperts:

- I enjoyed participating in the project

- I feel I developed the following skills as a result of participating:
 - Team work
 - Client consultation
 - User centred design
 - Communication
 - Prototyping
 - Film making
- Doing Fixperts:
 - introduced me to the field of social design/ user centred design
 - influenced the way I think about design
- as a result of taking part I have/ I plan to:
 - pursue(d) further study in the field of social design/ user centred design
 - pursue(d) employment in the field of social design/ user centred design
- Please comment on any developments you have made to the fix since the project completed e.g. if the design was shared with others, if the fix was made again for other people or whether the design has been/is being developed for market

Additional considerations

As well as collecting further data on the reach of Fixperts projects and their potential impacts and outcomes, the research has identified areas that require further consideration by Fixperts. These are:

- Whether Fixperts can provide additional guidance to help those undertaking Fixperts projects so as to maintain a minimum standard of quality. Suggestions made include:
 - A short how to guide about film making by a professional including things like lighting, camera angles, sound recording, story boarding, storytelling etc.
 - More detailed guidance around engaging with Fix Partners and their representation on film. For instance, this could encourage Fixperts to think about how they can utilise the expertise of Fix Partners, derived through lived experience. It could also highlight a few key dos and don'ts, perhaps developed with the support of a previous Fix Partner with good disability equality knowledge, which can assist Fixperts in building social awareness of unintentional but common faux pas encountered by disabled and/or elderly people. This could perhaps be done through a short, humorous film, that takes a positive, rather than judgemental approach to the mistakes people can make when working with, for instance, a disabled person for the first time.

- Encouraging follow up between Fixperts and their Fix Partners after two or three months to reflect with each other what was learnt, share any progress made with the prototype and any other uses, benefits, plaudits received. This could potentially be filmed and uploaded onto the website.
 - Potentially a checklist for people to assess whether they are making a film that fits with Fixperts' values
- The development of educational work and projects within health and social care settings. It is suggested that prioritising within each of these otherwise broad strands may be helpful. For instance, working at certain key stages or with certain age ranges, in partnership with one or two organisations initially, may help Fixperts achieve a high quality of work, with a clear focus, without spreading their resources too thinly in trying to do too much too soon. Health and social care settings may also perhaps be an interesting area for Fixperts residencies to focus on: linking with and embedding Fixperts activities into local Occupational Therapy departments (hospital and community based).
- An area for potential partnership development which could lead to making culture becoming more embedded within place-based communities is the [Creative People and Places](#) programme.
- With clarity around Fixperts' strategic aims, priorities for delivery and better data gathering and impact and outcomes measurements, Fixperts could develop a strategic fundraising strategy, pinpointing specific educational/charitable funders and/or potential philanthropic and corporate supporters that could be approached. It is suggested that the Fixperts team consider undertaking a SWOT analysis to help define where it is best to focus its resources when it comes to building income. Whatever funding approach is taken will require relationship-building, research and human capacity, the level of which can be easy to underestimate. Exploring how Fixperts can utilise its already successful communication channels, personal contacts and word-of-mouth, backed up by clear information that captures the aims, impacts and benefits of engaging with Fixperts may be a more fruitful source of development than trying to exploit existing charitable funding streams that are already over-subscribed and highly competitive.
- The potential for Fixperts residencies within education, perhaps tackling whole school design and wellbeing issues, as part of a 'cultural change' campaign around social design and its societal benefits. This could attract the support of corporate sponsors. However, the effort involved in such developments is likely to require partnership support and could be a drain on the infrastructure of Fixperts.

Appendix A: Film Categorisation

Types of Fix Partners:

- Older person
- Disabled person/ person with medical condition
- Professional/ worker
- Non-disabled person

Fixperts

- Gender balance – number of women (1, 2, 3 etc.), number of men (1, 2, 3 etc.).

Type of fix (see email for description of each)

- DIY solutions
- Bespoke
- Repair
- Adaptation
- Universal
- Innovation

Domains

- Domestic
- Work
- Public
- All domains

Issue

- Mobility/dexterity/ease of movement
- Medical/rehabilitation
- Domestic tasks
- Work tasks
- Leisure activities

Outcomes/ Impact categories:

For Fix Partners:

- Improved ease of everyday tasks (domestic)
- Improved ease of everyday tasks (professional)
- Increased independence/ ability to undertake new tasks/ activities
- Improved comfort/wellbeing
- Health benefits e.g. quicker rehabilitation or reduced pain
- Social and emotional benefit (confidence, contact, connection)
- Commercial Benefit – time/money savings/increased business
- Improved access to leisure activities

Magnitude of impact for Fix Partner (see email for definition)

- A. Enabling - Supporting - ineffective*
5 4 3 2 1
- B. Essential - Significant - Peripheral*
5 4 3 2 1
- C. Multiple Daily - Daily - Occasional
5 4 3 2 1
- Total score out of 15

For Fixperts:

- Social and emotional benefit – confidence; pride; social skills; employability
- Improved practical skills/ technique
- Improved problem identification and problem-solving
- Improved client consultation/ responsiveness
- Learned storytelling

Additional information

- Evidence of multiple consultations
- Evidence of identification of 'real' problem/ need
- Evidence of positive interaction between Fixperts/Fix Partners / Engagement of Fix Partners in solving problem
- Quality of design (e.g. aesthetically pleasing product)
- Longevity of fix (durability)
- Wider impact (e.g. work with OT departments could offer cost savings and less need for medical care)

Additional Beneficiaries

- Family members
- Friends/ social group
- Carers
- Occupational Therapy staff/department
- Medical staff

- Housemates
- Clients
- Colleagues

Appendix B: Fixperts theory of Change Map

[Please find attached separately due to size]