DigiTay

Tay Cities Region Deal

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Digitay3D

Final Report
April 2025

3D NOVATIONS

Contents Page

Contents

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1. Executive Summary

Project Overview: The Digitay3D Project was a digital skills research and development initiative aimed at addressing advanced data visualisation and digital economy skill gaps in the Tay Cities Region, with particular focus on younger individuals, and neurodivergent individuals. Running from April 2024 to April 2025, the project provided an accessible, 3D immersive learning experience for neurodivergent individuals, community members, and staff from partner organisations. Using collaborative training sessions, remote training and community events, Digitay3D offered inclusivity and opportunities for professional growth in the local digital economy.

Key Achievements: Despite sudden and major disruptions to the availability of senior staff, the project successfully met all its milestones with relatively minor adjustments to schedule. Notable accomplishments include:

- Participant Engagement: 25 individuals trained (including 6 neurodivergent learners and 15 staff from partner organisations).
- Skills Development: Enhanced participants' skills in data visualisation, digital leadership, and meta-skills, boosting employability / work experience, and confidence.
- Inclusivity and Diversity: 44% of participants were women, demonstrating the project's commitment to diversity in tech.
- Community Impact: Four community engagement showcase events were held, strengthening ties between local organisations and stakeholders.
- On-Budget Delivery: The project was delivered within the allocated budget of £44,760.00.
- Milestones & Timeline: Over its duration, Digitay3D executed eight major milestones, from initial setup and a launch event to multiple community showcases and a final dissemination ceremony. Each phase built on the last, culminating in a final event in April 2025 marking the successful close of the pilot phase.

Digitay3D has fulfilled its objectives and offered significant benefits to participants and the wider community. It created a replicable model for immersive digital skills training that can be scaled and sustained beyond the pilot.

Figure 1. Event at Dunkeld Archive, 28th November 2024

'Working in partnership with 3DNovations has been unique & definitely not something we would otherwise have done or thought of. Working on this project has opened our eyes to different opportunities that technology can be used for to assist our young people to access PAS. Having the opportunity to be talked through the virtual world has also presented us with possibilities for our young people in terms of work experience.

Challenges for us at PAS include having access to the appropriate equipment & software to continue to provide access on this kind of platform. Looking forward to working together in the future & referring our young people for work experience.'
Staff member

2. Introduction

Purpose and Objectives: Digitay3D was a digital skills research and development initiative aimed at addressing advanced data visualisation and digital economy skill gaps in the Tay Cities Region, with particular focus on younger individuals, and neurodivergent individuals.

Digitay3D aimed to enhance regional digital capabilities and create new opportunities for professional growth within the local community, using innovative virtual technologies. The project emphasised hands-on learning and collaboration, culminating in community events where learners could showcase their new skills, or learn new things.

The core objective was to provide a highly inclusive learning journey that helps:

- Neurodivergent Individuals: Offering accessible, tailored training to those with neurodivergence in a supportive environment.
- Community Members: Engaging local residents with immersive digital tools to improve their tech literacy and confidence.
- Partner Organisation Staff: Upskilling staff from local third-sector partners in cutting-edge digital techniques, enabling them to better lead and support digital innovation in their communities.
- Distributed tasks: Offering experience of virtual and distributed remote team working, and additionally, asynchronous cooperation in the completion of objectives.

Background and Funding: Digitay3D was funded under the Tay Cities Region Deal Digital Skills Project (Third Sector Challenge Fund), administered by Fife Council. A total grant of £44,760 was allocated for the project, spanning the 2024/25 financial years. This funding supported:

- Development of customised training modules and virtual learning environment / software.
- Staffing and mentorship from 3DNovations (lead organisation) and partners like Autus.
- Venue hire and logistics for training sessions and community engagement events.

The project officially launched in April 2024 after grant agreements and partnership agreements were put in place. Key partners included Birnam Arts, Autus, Dunkeld Archive, and Perth Autism Support, who provided venues, recruitment support, and additional resources. Some provisional partners (e.g., Perth Museum) initially planned to join but were unable to commit, which required minor adjustments to the partnership structure.

Through this funding and collaborative framework, Digitay3D set out to deliver an immersive training pilot that would address local digital skills needs while demonstrating an effective model for inclusive learning in the digital economy.

Figure 2. Recruitment Poster

Figure 3. Recruitment poster

Curriculum Alignment: The original intention was to align the learning with the SCQF Level 8 unit Communicating with Data, but this was deemed unsuitable due to its high entry threshold and focus on conventional tools like Tableau and Excel, which do not reflect the project's emphasis on using 3D virtual environments. The qualification's complexity and assessment demands risk excluding the very participants the project aims to support.

Following a review of available alternatives, the proposal recommended two Level 3 units that were more appropriate for the learner profile and project context: the London OCN unit 'Using Collaborative Technologies' and the NCFE unit' Present and Communicate Data to the Appropriate Audience'. These units would allow for flexible, accessible learning and assessment, including through digital portfolios and multimedia evidence.

Critique of the SCQF Level 8 unit suggested a need for lower-level qualifications that are inclusive and better aligned to learners with limited prior accredited experience — instead indicating that ITQ Level 1 or 2 would better ensure accessibility and progression in Digitay3D's specific case.

'Idea: Training in Digital Twins – Enables remote very accessible tech support for audio/visual systems in event spaces'
Staff member

3. Project Deliverables and Activities

Digitay3D followed a structured implementation plan with clearly defined milestones and deliverables. Below is an overview of key activities and milestones undertaken throughout the project, and clarification if the schedules were adjusted:

• Project Initiation and Setup (Apr – Sep 2024): Established the project foundation. This included finalising grant and collaboration agreements, setting up the virtual learning platform and equipment, booking training venues, and planning stakeholder meetings. By 30 September 2024, all setup tasks were completed on time, enabling training to commence.

• Milestone 1 – Early Recruitment & Launch Prep: Even before the official launch, early recruitment in June 2024 brought in the first 3 learners ahead of schedule.

• Milestone 2 – Launch Event (10 Oct 2024): We began introducing the first 10 new learners to Digitay3D. Partners and stakeholders gathered to kick off the training programme, demonstrate the virtual platform, and build enthusiasm.
Status: Completed.

• Milestone 3 – First Community Showcase (28 Nov 2024): The project's first showcase event, held in collaboration with Dunkeld Archive at their venue, allowed learners and community members to begin gaining experience of virtual environments and data visualisation.
Status: Completed.

• Milestone 4 – Second Community Event (5 Dec 2024): A broader community event where 15 learners were recruited and onboarded into the program. This date was originally planned for later in December but was moved up to 28 Nov 2024 to accommodate staff availability. The event combined a showcase of learner projects with continued staff training.
Status: Completed ahead of schedule.

• Milestone 5 – Mid-Term Engagement & Evaluation, Interim Report & Training Pause (Nov, Dec 2024): An interim progress report was submitted to the funder on 16 Dec 2024, documenting achievements to date and discussion of adjustments related to sudden loss of senior staff. Training paused briefly for the holidays and resumed on 16 Jan 2025 for both existing and new learners.

• Milestone 6 – New Cohort Onboarded (6 Feb 2025): At a community event in February, an additional set of new learners began training, expanding the reach of Digitay3D. This phase featured collaboration with Perth Autism Support and Birnam Arts, including extra staff training sessions to support the new learners.
Status: Completed, bringing total learners to 25 and integrating more partner support.

• Milestone 7 – Final Evaluation Event (6 Mar 2025): A final evaluation and showcase event with partners marked the completion of training for the current learners. There were some informal discussions with new potential learners, but there was no time to bring them in, and no scope for anything beyond taster sessions of Digitay3D.
Status: Successfully completed; feedback was documented to inform the final report and recommendations.

• Milestone 8 – Dissemination & Pilot Conclusion (2 Apr 2025): The project concluded with a dissemination event. Some learners received certificates recognising their achievements, and partner organisations were thanked for their contributions. This event celebrated the success of the Digitay3D pilot and formally closed the project's activities.
Status: Completed as a festive finale, with learners, stakeholders and community members in attendance.

Throughout these activities, the project team maintained momentum despite challenges (detailed in Section 5). Regular team meetings and stakeholder updates ensured that the project deliverables were aligned (or realigned) with expectations. Each milestone built capacity and visibility for Digitay3D, resulting in a cohesive programme that delivered all promised outputs:

• Training Delivery: Over 12 months of combined virtual and in-person training sessions covering advanced digital skills curriculum.

• Work Experience: Structured opportunities for learners to apply skills via micro-projects with local organisations (e.g., creating digital visualisations for partner archives or arts venues). Additionally, experience of working with remote teams, utilising varying collaborative technologies like Google Meet, Skype and various virtual environments, and completion of solo learning / tasks. Experience of account creation, 2 factor authentication, troubleshooting of basic hardware/software setup issues, and working around unstable network connections.

• Community Engagement: Four public showcase events where learners demonstrated their projects.

By the end of the project, all deliverables had been met, to varying degrees. The Digitay3D pilot not only hit its quantitative targets (participants trained, events held) but also delivered high-quality educational content and utilised a strong support network among stakeholders.

Figure 4a. Learner being trained by Staff member

Figure 4b. Learner trained at Perth Autism Support

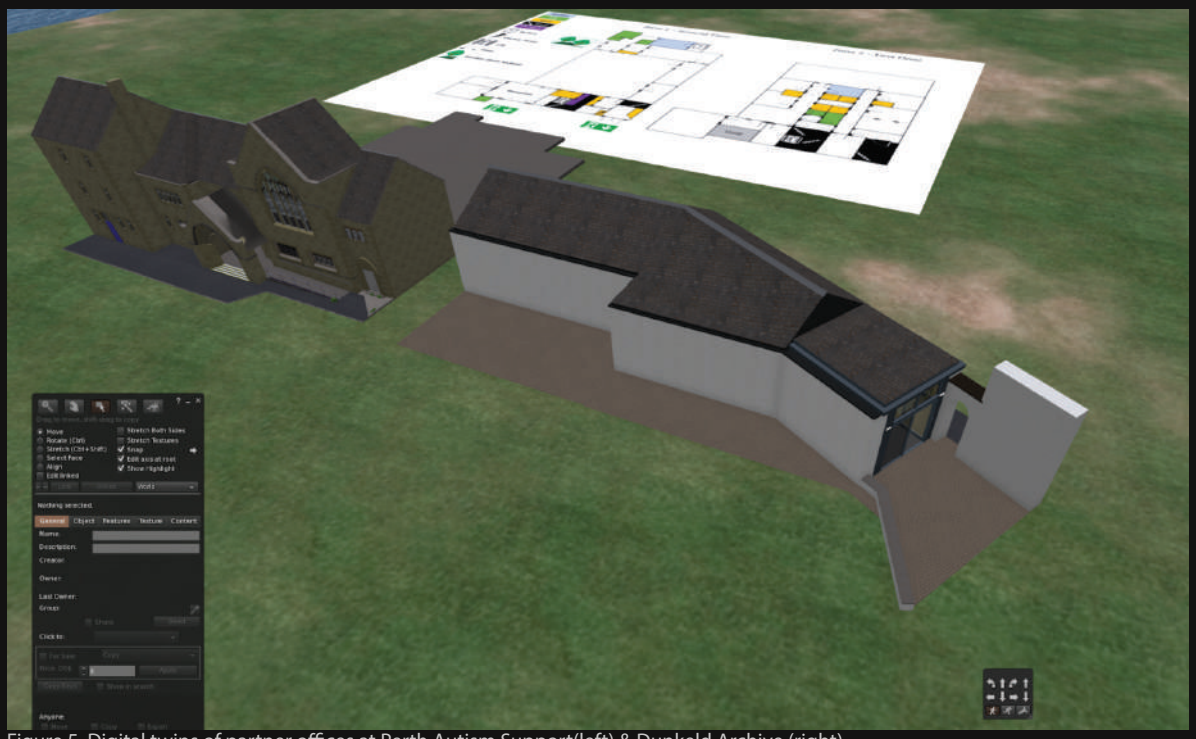

Figure 5. Digital twins of partner offices at Perth Autism Support(left) & Dunkeld Archive (right)

Figure 6. Digital twin of partner café area at Birnam Arts

'To see the worlds in action is truly mindblowing. A power(sic) of work has been put in by all involved.'
Staff member

4. Financial Summary

Budget Overview: The Digitay3D Project was delivered with a total budget of £44,760.00, provided through the Tay Cities Region Deal Digital Skills Project. This budget was carefully managed over the project's duration, covering staffing, training resources, participant support, and event costs. The financial plan was divided into a Capital budget (for equipment and infrastructure) and a Revenue budget (for operational costs), though the majority of costs were operational. By project end, virtually the entire budget was utilised for its intended purposes, with no significant underspend or overspend (final spend £44,752.87, leaving a nominal balance of £7.13).

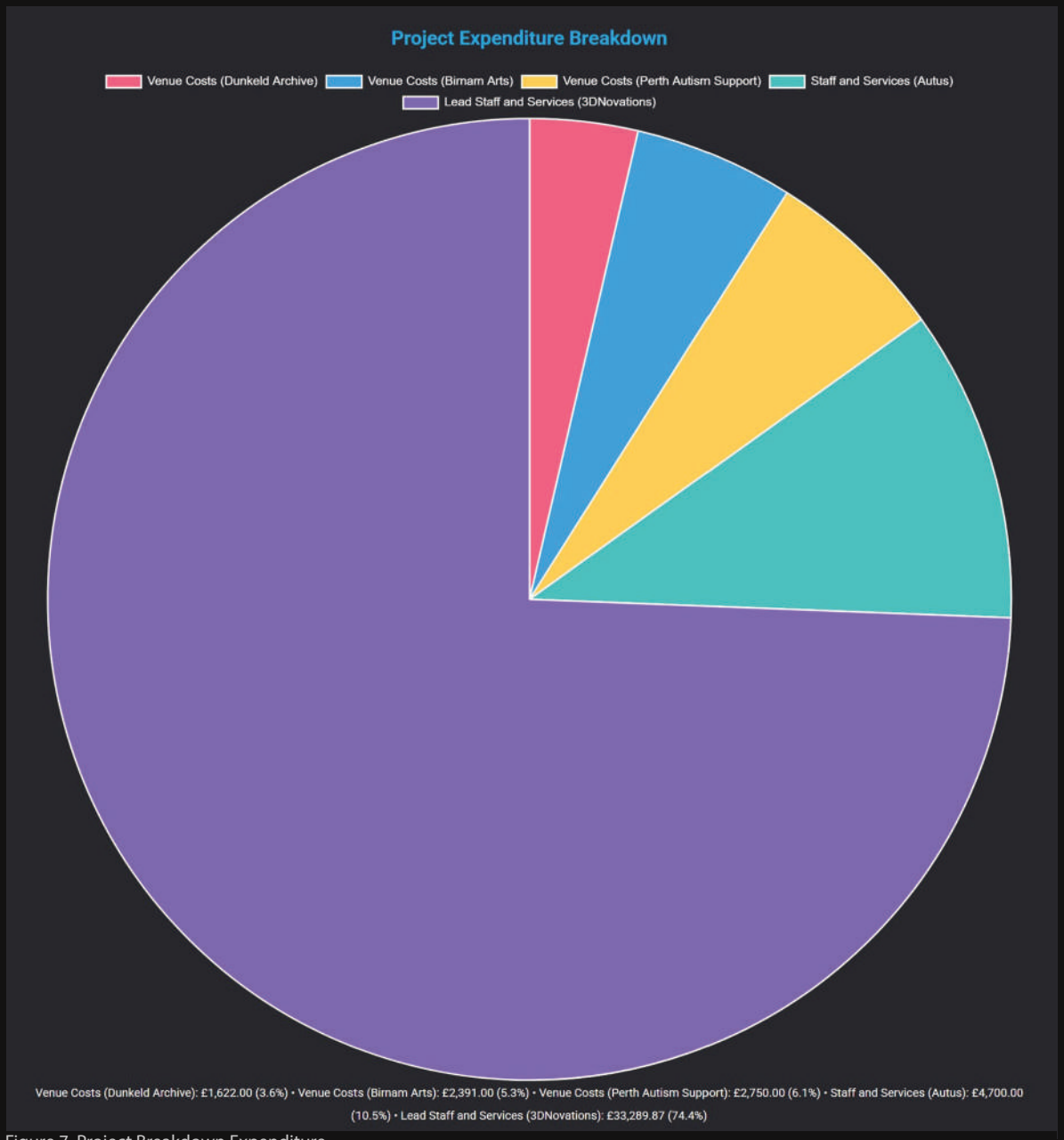

Figure 7. Project Breakdown Expenditure

Financial Controls: Strong financial management and controls were in place:

- The budget was monitored monthly by the Project Manager and other staff, ensuring spend was on profile.
- All expenditures were backed by proper documentation (invoices, timesheets, receipts) and aligned with the grant's eligible costs.
- Quarterly financial reports and claim forms were submitted to the funder, providing transparency on how funds were used. The final claim demonstrated full utilisation of the grant against the planned activities.

The project's financial management ensured that every pound was spent wisely to achieve the Digitay3D objectives. The project stayed on budget and complied fully with all financial conditions (see Section 7 for compliance details).

Figure 8. A training session at Perth Autism Support

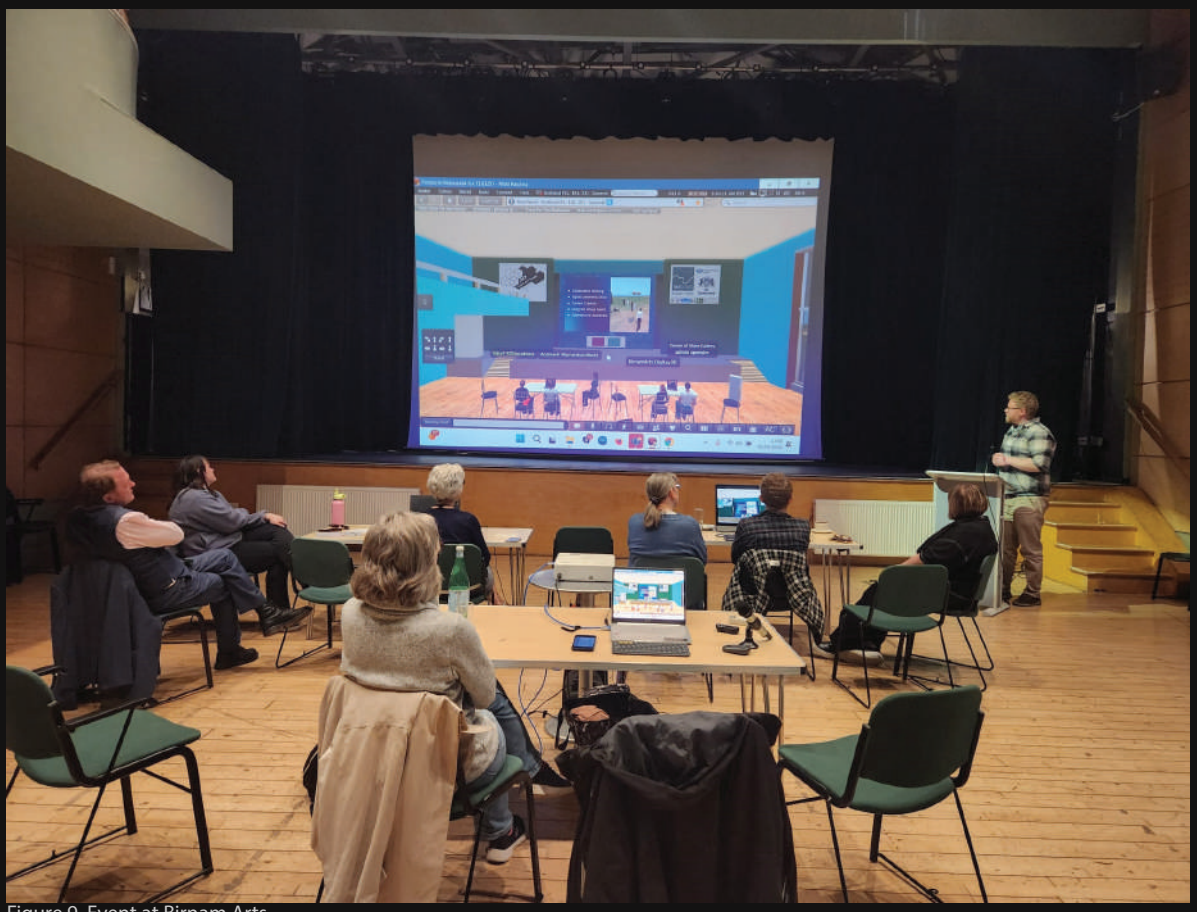

Figure 9. Event at Birnam Arts

'I am wondering how to include people with autism in the volunteer programme and would value input and further conversations.'
Staff member

5. Lessons Learned, Challenges, and Future Plans

Throughout the implementation of Digitay3D, the team encountered several challenges and gained valuable lessons. These experiences have informed recommendations for future projects and potential scaling of the Digitay3D model.

Challenges Encountered and Solutions:

• Leadership Disruption: In July 2024, the original Project Manager suffered a serious accident and had to take extended leave. Shortly after, a key trainer underwent surgery in August 2024, and also required unexpected extended leave.
Impact: These unforeseen absences threatened continuity of project leadership and delivery.
Solution: The team activated an established Business Continuity Plan. A senior staff member, Louis Olivia, was promptly promoted to Project Manager, and an interim director (Archie Herbertson) stepped in to support oversight. This leadership transition minimised downtime. Other team members took on additional responsibilities, ensuring training sessions continued, with some scheduling adjustments. This experience underscored the importance of having backup personnel and clear succession plans.

• Stakeholder Changes: Some provisional partner organisations that were expected to participate (such as Perth Museum and Friends of Blair Atholl) could not officially commit due to their own constraints.
Impact: The scope of community engagement needed slight adjustment and there was a risk of fewer opportunities for learners' work placements.
Solution: The project team quickly adapted the partnership strategy. They focused on the committed partners (Autus, Birnam Arts, Dunkeld Archive, Perth Autism Support), deepening those engagements to fill any gaps. For example, Dunkeld Archive took on a larger role in hosting events, and Birnam Arts provided additional staff mentors. The flexibility to reconfigure partner roles ensured that learners still got diverse experiences, and project outcomes were not compromised.

• Timeline Adjustments: Scheduling had to be flexible. One major showcase originally set for early December 2024 was moved up to late November 2024 to accommodate staff availability and avoid holiday conflicts. Additionally, a brief pause around late December was needed due to seasonal holidays.

Impact: These shifts required swift communication to participants and rescheduling of some activities, but ultimately did not delay overall project completion.
Solution: The team exercised Flexible Scheduling, adjusting milestone dates when necessary. They kept all stakeholders informed of changes well in advance (via emails and meetings), and ensured that every delayed activity was made up in subsequent weeks. This flexibility allowed the project to stay on track and even complete some activities ahead of revised schedules.

• Participant Recruitment & Retention: Initially, there were concerns about recruiting enough neurodivergent learners and ensuring consistent attendance (a noted risk in early plans).
Impact: If too few learners joined or if dropout rates were high, the project's reach and outcomes would be limited.
Solution: The team ramped up outreach: creating accessible recruitment materials, using partners' networks (e.g., autism support groups, local press, poster campaigns). They also provided strong learner support (mentors, flexible learning options) to keep engagement high.

Causes of Lowered Engagement and Retention: Amongst recruited learners there were a few reasons why engagement was less than hoped:

1) Some learners felt like they were further along in their careers and thus would not benefit significantly from the course (or the time required to complete it), or the course completion would not significantly alter their employment prospects.
2) There was occasionally a lack of suitable devices or network stability to provide reliable repeatable learning experiences, and this technology shortfall may have given the impression that this subject material or learning modality was unsustainable, at least in a local context.
3) There was some concern that the subject matter was not that relevant to the local employment opportunities.
4) There were scheduling conflicts with existing work (where the work had unpredictable hours), or with other existing educational courses. In instances where Digitay3D conflicted with an opportunity to engage with employment, employment took precedence.
5) Some learners pulled back on engagement if they felt that they lacked the necessary technical skills.
6) There were a few instances where other personal issues arose and took precedence over Digitay3D; in those instances we informed learners that they could re-engage with us when they were ready.
7) There were some instances where quantification of learner progress was difficult due to the learners preferring more specific learning modalities (solo remote sessions, outside working hours). Evidence of progress could be observed

in the virtual worlds, but specific session lengths could not be determined. These types of learners showed some of the fastest rates of progress.
8) Neurodiverse individuals can have very specific barriers to participation that are difficult to prepare for or detect, until they occur, and these can hamper regular participation.

Example of a Specific Tech Issue: During our pre-test at one of the partner organisations, for the final event, we encountered significant challenges with the analogue sound mixing desk. The core issue was that the analogue system lacked the sophisticated routing and isolation capabilities found in digital mixing desks.

Specifically, when audio was routed from the HDMI output of one of the laptops hosting remote callers, the signal fed back into the system, creating a looping effect that resulted in echo and repeated audio, thereby compromising the quality of the remote call.

The whole setup had to handle remote callers, 3D virtual worlds with local and remote users, people on microphones, mobile devices and auditorium cameras and webcams, without systems blocking each other or causing feedback.

To resolve this, the team bypassed the HDMI route by taking the audio directly from the laptop's sound card and routing it into the mixing desk on separate channels, which provided a clean feed and prevented the loop-back issue.

This workaround shows the inherent limitations of analogue systems compared to digital ones, which offer more flexible and precise routing options essential for modern, virtual conferencing. It was ultimately a wise decision to have a practice run of the setup before the final event itself.

This finding builds a compelling business case for investing in upgraded partner tech infrastructure. It would not only streamline the setup process—reducing reliance on specialist technical support—but also allow for more specific and advanced community use of the facility.

By proactively addressing these challenges, the project / team was able to maintain momentum and achieve its goals. Each obstacle reinforced the importance of adaptability and clear communication.

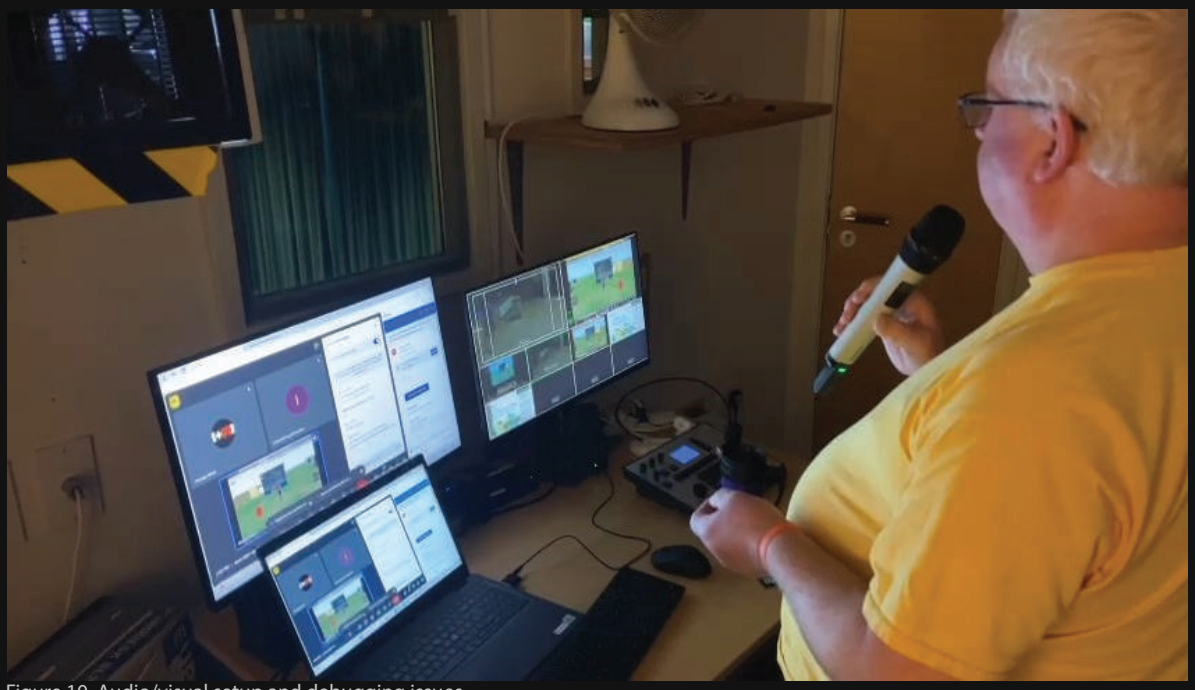

Figure 10. Audio/visual setup and debugging issues

Lessons Learned

From overcoming the above challenges, the Digitay3D team distilled several key lessons that can benefit future projects:

- Importance of Contingency Planning: Having a robust contingency or business continuity plan was crucial. When leadership changes occurred unexpectedly, the existence of a backup plan allowed the project to continue with minimal disruption. Project continuity began almost instantly. Future initiatives should ensure key-person dependencies are mitigated by training deputies or cross-skilling team members well in advance of any possible issues, as well as spreading crucial management experience / tasks more widely across team(s).
- Adaptability and Flexibility: The ability to adjust schedules, roles, and plans in response to real-world events proved critical. Rather than viewing the project plan as fixed, the team learned to treat it as a living document. This adaptive mindset enabled successful rescheduling of events and reallocation of resources without losing sight of overall objectives.
- Stakeholder Engagement: Maintaining regular, transparent communication with all stakeholders (learners, partners, funders) is essential. By keeping stakeholders informed and involved in decision-making, the project built trust. This made it easier to handle changes (e.g., partners were understanding when dates shifted, because they felt included and knew the reasoning).
- Diverse Resources: Building a broad network of partners and supporters provided resilience. Each partner brought unique strengths—when one or two partners had to step back, others could fill in. The lesson is to cultivate diversity in partnerships and not rely too heavily on a single entity for success.

• Network Reliability: During several training sessions and events, we encountered network connectivity issues at partner locations. Often, partner IT systems were managed by third-party subcontractors and were not readily available on-site to support our needs. This led to situations where we had to rely on mobile hotspots to maintain a stable connection. The lesson learned is clear: investing in our own dedicated business hotspots is crucial, or factoring this cost in future budgets. Doing so would ensure a consistent, reliable network environment for our training and events, rather than relying on partner infrastructure that may not always be configured to our requirements.

These lessons underscore that the success of complex projects depends not just on good planning, but on agility and strong relationships. The knowledge gained will be shared with the broader Tay Cities digital skills network to inform similar initiatives going forward.

Future Plans and Scalability

With the pilot phase concluded, there is strong interest in building on Digitay3D's success. The following future plans and recommendations will help scale the project's impact:

• Continuation of Training Program: The Digitay3D model can be transitioned from a one-off pilot to a continuous program or series of cohorts. The infrastructure (virtual world platform, curriculum materials, trained staff) is now in place.
Recommendation: Seek additional funding or integrate into existing educational programs to train new cohorts of learners annually. The established partnerships (with Autus, local archives, arts centres, etc.) can support ongoing delivery.

• Geographic Expansion:: The pilot focused on the Tay Cities Region. There is potential to replicate this immersive digital skills training in other regions.
Recommendation: Document the Digitay3D approach as a toolkit or blueprint that can be shared with other councils or organisations. For instance, the model could be presented to the Scottish Government's digital inclusion initiatives for scaling across Scotland, especially in regions with similar needs.

• Enhanced Certification Pathways: During the project, participants gained practical experience in data visualisation, basic cybersecurity, virtual worlds, 3D Modelling and working with distributed teams.
Recommendation: Partner with an accreditation body so that future participants can earn recognised certificates or credits upon completion. This will boost their CVs and ensure the training is formally acknowledged by employers or educational institutions.

• Technology and Content Updates: Digital skills needs evolve rapidly.
Recommendation: Keep the curriculum updated with emerging technologies (e.g., incorporate more content on data ethics, cybersecurity, AI tools, or extended reality for visualisation). Also, continue improving the virtual learning environment based on feedback – for example, adding more simulations or local data projects to keep learners engaged.

• Sustainability through Partnerships: To scale sustainably, utilise the strong network of partners.
Recommendation: Explore a consortium model where multiple partner organisations co-fund and co-run the program. For instance, local businesses or public sector bodies who benefit from a digitally skilled workforce might contribute resources. This multi-stakeholder approach could reduce reliance on any single grant and embed Digitay3D into the community long-term.

• Monitor Long-Term Impact: To support future funding and scaling, it's important to track how participants fare after the program.
Recommendation: Implement follow-up surveys or a tracking system for alumni to see how many move into jobs, further education, or volunteering in the digital sector. Success stories from alumni can be used to advocate for the program's expansion and continuous improvement. One of our learners has already found a job and another went on to college.

• Incentivise attendance: It is worth experimenting with financial incentives to regularise attendance.
Recommendation: Small payments to learners for attendance or for reaching learning milestones.

The Digitay3D pilot has proven the concept of immersive, inclusive digital skills training. With thoughtful planning, the project can be scaled up and replicated, amplifying its benefits. The next steps will involve securing resources for expansion, maintaining the quality of delivery, and tailoring the program to new contexts while preserving the core focus on inclusivity and advanced digital skill-building.

'I feel honoured and humbled to be part of the day. It has been (sic) amazing day to see the fantastic work.'
Staff member

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6. Learner Demographics and Key Project Metrics

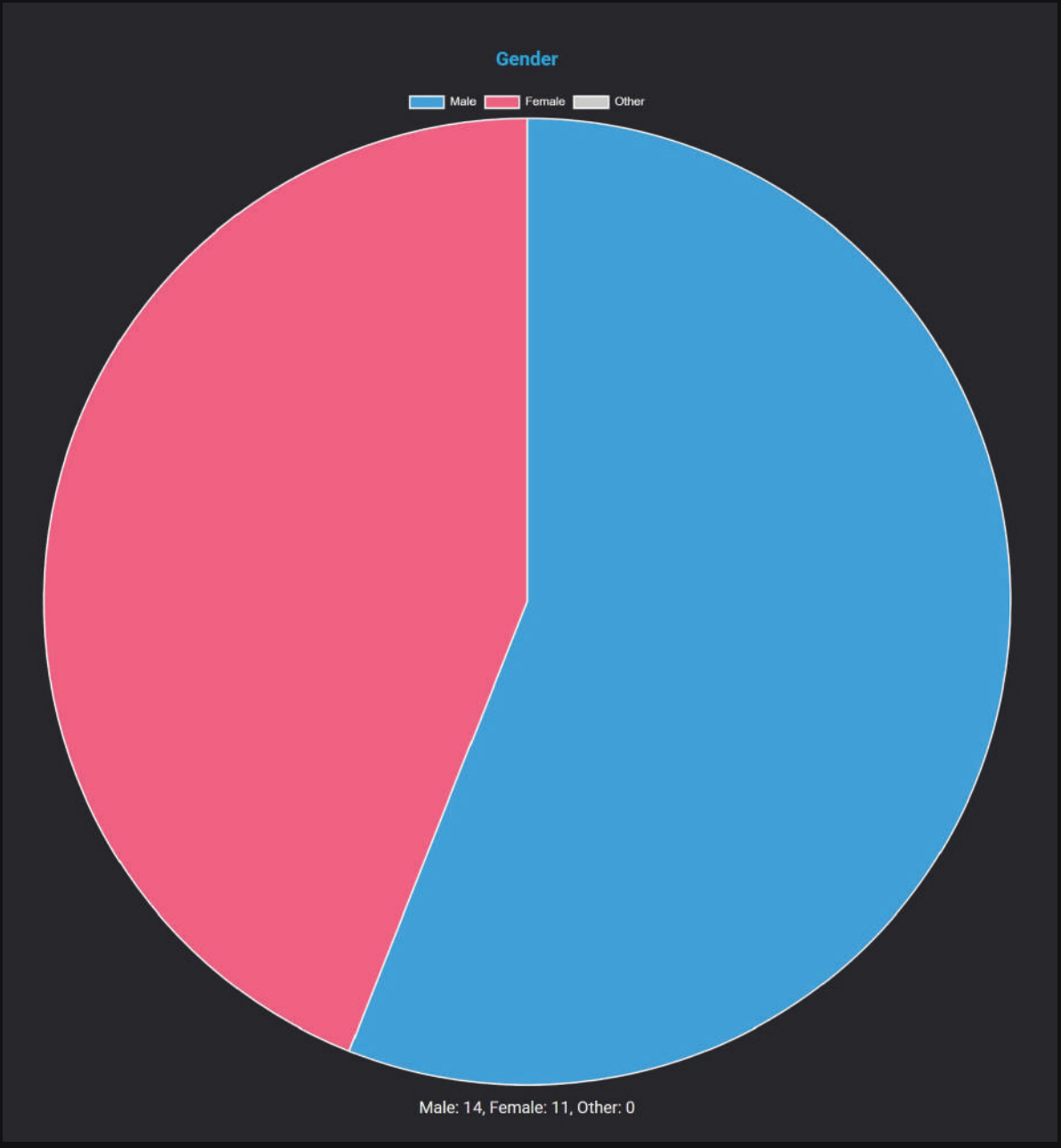

Figure 11. Gender Demographics

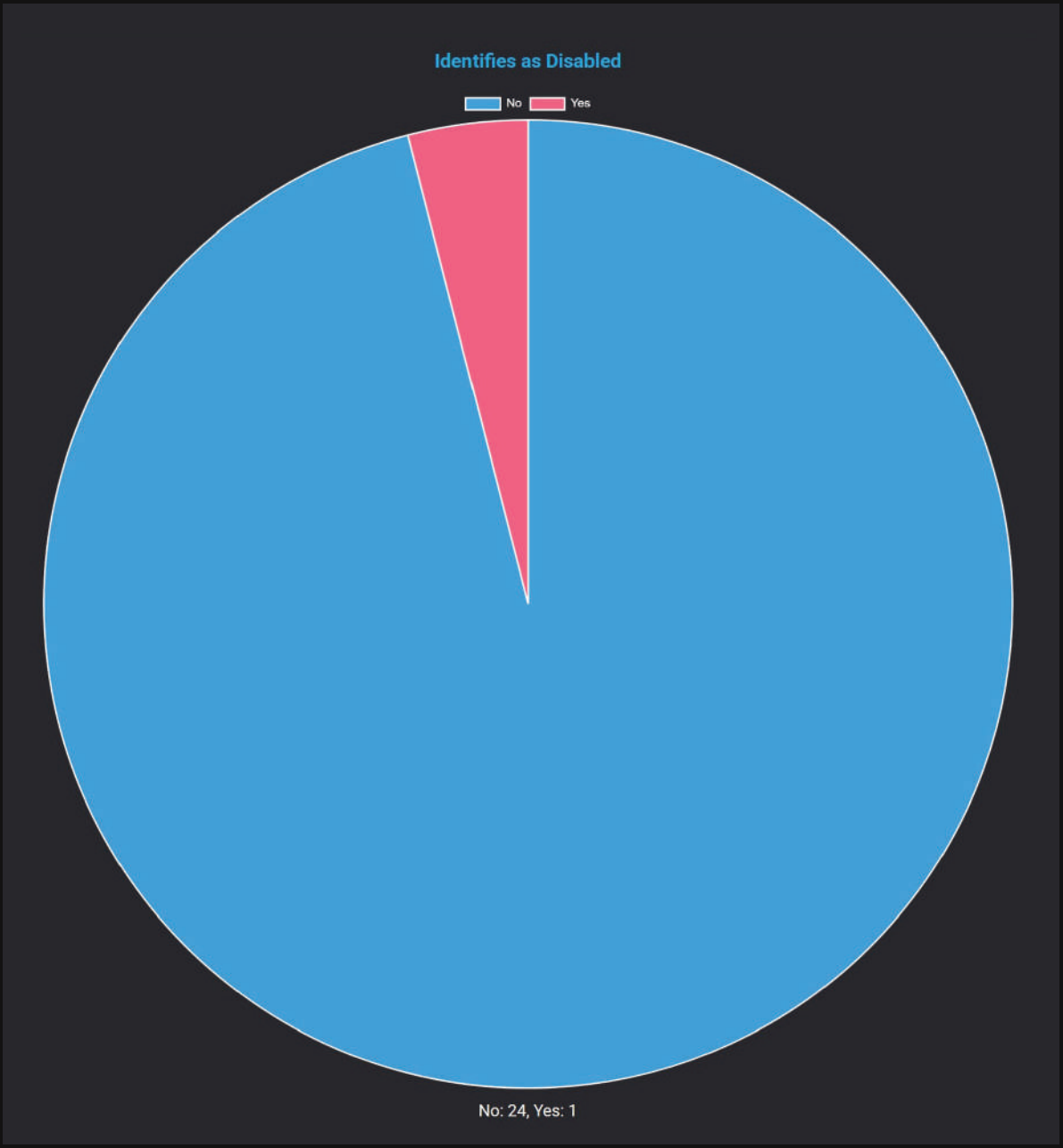

Figure 12. Disabled Demographics

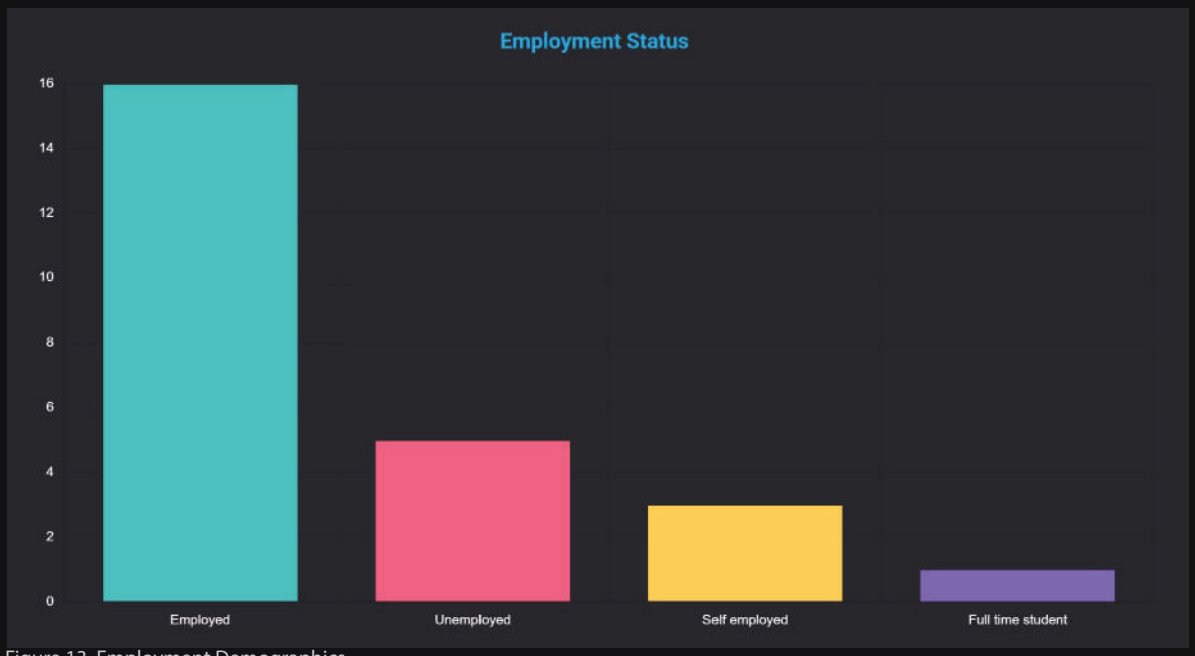

Figure 13. Employment Demographics

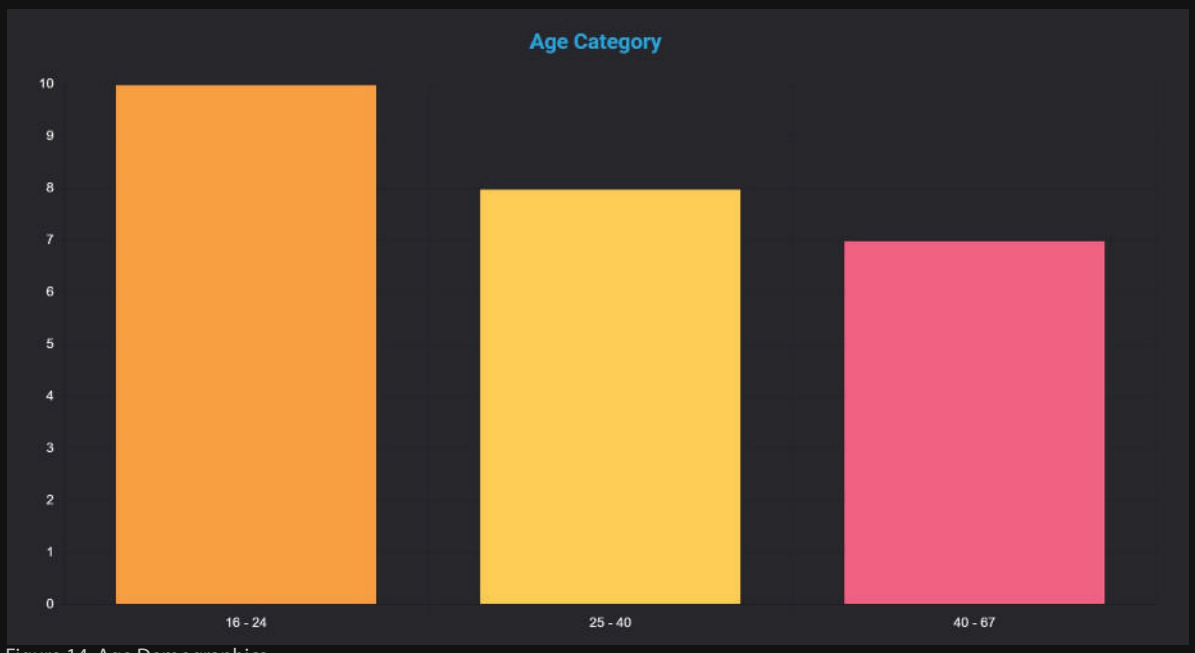

Figure 14. Age Demographics

'Having not been fully aware of what I was coming to, I've been surprised at how much I have learned & enjoyed. Fully understanding autism and becoming more aware of needs has made me think of how we could improve some things at BA to make it more inclusive and a better environment – safe space, quiet spaces, noise levels etc.
I hope that BA Manager & Trustees continue the conversation with DIGITALTWIN to see how to be creative and ensure BA is an accessible space.'
Staff member

7. Impact and Success Stories

The Digitay3D Project has made a meaningful impact on both individual participants and the wider community in the Tay Cities Region. This section highlights the quantitative outcomes, personal success stories, and broader community benefits resulting from the project.

Quantitative Outcomes: By the numbers, Digitay3D exceeded initial expectations in reach and results:

- Total Participants: 25 people completed the program (6 neurodivergent learners, 15 staff learners from partner organisations, and additional volunteer participants). This diversity of learners created peer-learning and networking opportunities.
- Skills Gained: All participants progressed significantly in technical and soft skills. They learned to use advanced data visualisation software, practiced digital project management, and honed meta-skills such as teamwork, communication, and problem-solving in a tech context. Several participants created portfolio pieces (e.g., interactive 3D data, digital twins of local landmarks) demonstrating their new skills.
- Employment and Progression: Already by project end, a few participants reported moving into new roles or taking on digital responsibilities at work as a direct result of the training. Others are pursuing further IT education.
- Qualitative Impact: The feedback from participants and partners has been positive, underscoring the transformative effect of the program.

Community and Regional Impact: Beyond individual stories, the project contributed to broader socio-economic goals:

- Digital Inclusion: Digitay3D specifically targeted inclusion of underrepresented groups in tech, notably neurodivergent individuals and women. By successfully engaging these groups (in a region where opportunities can be limited), the project has begun to bridge the digital divide.
- Economic Benefits: By equipping participants with high-demand digital skills, Digitay3D is contributing to the talent pool for the region's digital economy. In the long term, this can attract employers or help start-ups, fueling economic growth. Additionally, families and communities of participants become more aware of digital opportunities.
- Sustainability of Outcomes: Participants and partner staff are likely to share their skills further – some have already expressed interest in mentoring future learners or integrating project content into their own workshops. There have been discussions of partnerships in other projects outside the scope of Digitay3D.

This multiplier effect means the benefits of the project will continue to spread even after its conclusion, supporting sustainable regional development.

Success Stories: To capture the impact, the project documented several case studies. For instance:

One of our learners impressed our staff and volunteers at in-person learning sessions, and secured paid work as a result - and this individual had also used the 3D modelling tools to help planning and previsualisation, and carrying out successful car repairs and upgrades.

Another of our learners has decided to move onto a college course.

We plan to get in touch with various individuals in the near future to see how they are progressing.

The digital twins have sparked some interest for possible joint ventures between 3DNovations and project partners, where the digital products (appropriately modified) might help secure additional business or funding.

Future Feedback: As the project scales or is replicated, it will continue to gather participant feedback and testimonials. The team recommends creating a formal feedback loop – such as surveys after each major module and a focus group at program end – to continually learn what works best for learners. Already, feedback from this pilot has informed adjustments (for example, adding more time for one-on-one tutoring which participants found very helpful). This emphasis on listening to participants ensures the project remains responsive and effective.

8. Compliance and Reporting

Throughout the project, strict adherence to the grant conditions and comprehensive reporting were maintained. The project team understood that as a publicly funded initiative, transparency and compliance were paramount. This section details how Digitay3D met all reporting requirements and grant conditions, with references to supporting evidence.

Monitoring and Reporting Compliance: The Digitay3D Project fully complied with all monitoring and reporting requirements as outlined in the grant agreement.
Key actions included:

- Quarterly Progress Reports: Detailed progress reports were submitted on the 5th working day of May 2024, August 2024, November 2024, and February 2025. A final progress report claim was submitted in March 2025. Each report covered activities completed, outputs achieved, spend to date, and RAG status on project elements. These reports kept the funder informed of on-going progress and any issues. All reports were submitted on time and accepted by the Program Management Office (PMO) with no major queries.
- Interim Evaluation: A mid-term presentation / report occurred in December 2024. This evaluation involved assessing performance against objectives at the halfway mark, and identifying any necessary course corrections. As well as a general update on the project's progress.
- Final Report: This comprehensive final report (encompassing activity summaries, outcomes, lessons learned, and financial compliance) was prepared and submitted at project conclusion in April 2025. It serves as the capstone reporting deliverable, evidencing that the project has met its goals and complied with requirements.

Financial Reporting and Audit Trail: Financial management was done in line with grant conditions, with full transparency:

- Quarterly Claim Forms: Alongside progress reports, financial claim forms were submitted to draw down funds in installments. Each claim included an itemised breakdown of expenditures with matching evidence (invoices, timesheets, receipts). The PMO conducted reviews of these claims.
- Budget Compliance: The spending was in line with the approved budget categories (no unauthorised virement of funds). There were no significant deviations requiring formal change requests. The final financial report confirms that no underspend or overspend occurred – essentially 100% of the grant was used for eligible project purposes (£7 underspend).

Grant Conditions and Deliverables: The project also complied with various other conditions set out in the Offer of Grant:

- Acknowledgment of Funding: All project communications and materials acknowledged the support of the Tay Cities Deal Digital Skills Project. For example, event banners and presentation slides carried the funding logo, and the project's public descriptions mentioned the funding source, fulfilling publicity requirements
- Equality and Inclusion: Compliance with equality guidelines was ensured. The project actively promoted equal opportunities (documented through its inclusive recruitment and support approach) and reported on participant demographics. The fact that 44% of participants were female and some were also neurodivergent was reported as part of demonstrating the project's inclusive reach. No discrimination or safeguarding incidents were reported; all staff were trained in diversity and safeguarding protocols and had significant relevant experience from previous projects.
- Data Protection: Participant data (e.g., registration forms, feedback surveys) was handled according to GDPR guidelines. Consent was obtained for using quotes or photos in reports, and a data protection policy was in place, which was another grant compliance area. Participants were informed they could withdraw usage of their anonymised data.

Risk Management and Reporting: The project maintained a risk register and reported any major risks or issues in its reports. Fortunately, risks were managed proactively and none escalated to require formal notification to the funder beyond regular reporting, aside from sudden loss of key staff. For instance, the risk of low learner recruitment was identified early with a mitigation plan (as noted in Section 5), and by the next report it was shown to be mitigated with successful recruitment.

Supporting Documentation:

1) Project Monitoring Reports (Quarterly) – detailing progress and RAG status.
2) Final Financial Claim Form – showing the full budget expenditure and attaching all evidence of spend.
3) Risk Register and Issue Log – final versions showing how each identified risk/issue was handled.
4) Participant Testimonials and Case Studies.
5) Event Materials – agendas, photos from key events, demonstrating activities took place as described.
6) Grant Compliance Statement – signed declaration of proper use of funds.

Conclusion: The Digitay3D Project was successfully completed, meeting its objectives of enhancing digital skills and inclusion in the Tay Cities Region. Over the course of the project, we achieved all milestones, managed the budget responsibly, learned important lessons, and made a positive impact on individuals and the community.

This project was particularly special due to the unfortunate and sudden loss of key staff, and the subsequent stabilisation efforts made by backup staff at very short notice – allowing these staff to gain extremely rare and valuable experience under unusual, high-pressure situations. It may also be the case that the funding staff also got to experience such a surprising upheaval, and gained rare and valuable experience, and the 3DNovations team would like to extend thanks to them for their patience and understanding.

This final report provides a comprehensive account of the journey, outcomes, and adherence to the grant requirements. We thank the funding body for the support and trust in enabling this pilot. The experiences and results documented here will serve as a foundation for future efforts to replicate and expand Digitay3D's innovative approach to digital skills training.

'Doing the actual job of learning how to use the virtual world has been the highlight of the work. I used what I learned to make a railway yard and a model of the car of my own car, which I have just completed building and drove to come to this meeting. I've also had a chance to experience digital leadership skills in action. For example, Toby leading a virtual world building training session and Nikki coordinating a meeting with myself and others in person with the rest of a remote team.'
Learner

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8. Statement of Compliance

TAY CITIES REGION DEAL DIGITAL SKILLS PROJECT THIRD SECTOR CHALLENGE FUND FUNDING STATEMENT OF COMPLIANCE WITH CONDITIONS OF GRANT FOR THE DELIVERY OF 3DNovations Ltd, Digitay3D Project as set out in SCHEDULE 1: PART 1 OF THE OFFER OF GRANT.

This is to confirm that the grant claimed by 3DNovations Ltd in relation to the above Project during the financial year ending 31 March 2026 has been applied for its intended purpose(s) in accordance with the terms and conditions of the Offer of Grant. This statement is supported by the records of 3DNovations Ltd.

Name in block capitals: LOUIS OLIVIA

Position: Project Manager

Date: 02 April 2025

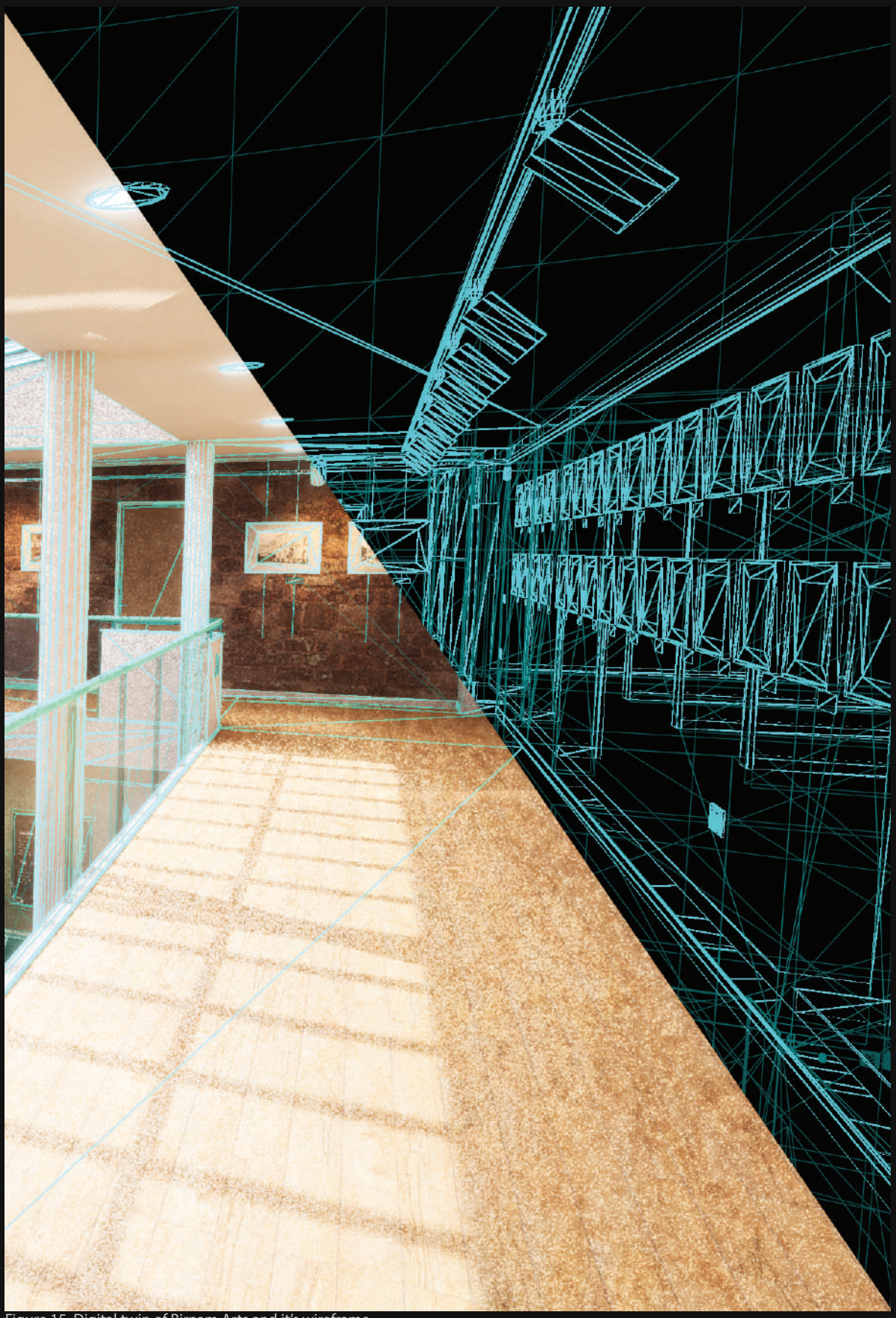

Figure 15. Digital twin of Birnam Arts and it's wireframe

Figure 16. Successful setup for event

Tay City Deals
https://www.taycities.co.uk/

Fife Council
https://www.fife.gov.uk/

Scottish Government
https://www.gov.scot/

3DNovations
https://www.3dnovations.co.uk/

Autus
https://www.autus.org.uk/

Dunkeld Community Archive
https://www.historicdunkeld.org.uk/

Perth Autism Support
https://www.perthautismsupport.org.uk/

Birnam Arts
https://birnamarts.com/