**Case Study: Inclusive Digital Skills for Neurodiverse Learners in the Tay Cities Region**

Code Division and Perth Autism Support(PAS) have both successfully delivered digital skills training which was tailored to meet the needs of neurodiverse individuals. Through strategic partnerships, flexible learning models, and learner-centred design, both third sector organisations have demonstrated how inclusive education can empower marginalized groups and open new pathways to personal and professional growth.

Neurodiverse individuals, particularly women and young people, often face barriers in accessing traditional education and digital skills training. These barriers can often include rigid course structures, lack of tailored support, and environments that do not accommodate diverse learning styles.

Code Division’s target group were neurodiverse women across the Tay Cities region. They promoted their programme by using leveraged social media, targeted mailing lists, and community networks. Code Division worked in partnership with organisations such as Future Coders, Bianca Peel Consultancy, and Data Gals. Their delivery ensured that they offered self-paced learning with drop-in sessions to accommodate different schedules and needs.

PAS’starget Group were neurodiverse young people who were disengaged from mainstream education.Theypromoted their programme by using social media, school outreach, and internal networks.PAS worked in partnership as they teamed up with the University of the Highlands and Islands – Perth Campus.Their delivery style ensured that they combined university-led instruction with in-classroom support from PAS staff, ensuring an autism-friendly learning environment.

Code Division’s successes were that the participants completed real-world data projects, including analysis of Glasgow’s ULEZ zones. Women gained confidence and progressed through the Professional Development Award (PDA). The flexible format allowed learners to thrive at their own pace.

PAS successes were that young people re-engaged with education and built digital portfolios. Several progressed to further or higher education without traditional qualifications by completing their course and having a digital portfolio. The supportive, inclusive environment enabled learners to excel in ways not possible in mainstream settings.

The key insights from both organisations are that flexibility is crucial. Both programmes emphasised the importance of adaptable schedules and self-paced learning.Learner Involvement Matters and it is imperative that engaging learners in course design enhances relevance and effectiveness. Supportive environments enable growth. This is achieved by having personalised support and the understanding of neurodiverse needs leads to better outcomes.

Looking towards the future,Code Division plans to increase learner involvement in course design and expand flexible learning options.Perth Autism Support aims to scale their programme to reach more neurodiverse young people and continue refining their autism-friendly teaching practices.

*“A did not want to attend the programme due to being alongside other autistic young people. So far, A is now looking forward to attending each weekly session and thinking of the possibility of other options at UHI Perth as they just get them!” – A’s Dad*

*“Another person had an interest and like to push and progress himself when they would play an online game called ‘Geo Guesser’. He was able to guess the locations much to the lecturer and staff’s surprise. He did not cheat when he would guess.”*

*“Perth Autism Support already had a relationship with the young people and knew them well, which allowed us to have confidence in the support we could give them in the delivery of the programme and we were able to gauge the level and speed of delivery. Delivering a person centred approach has led to positive experiences for both the young people and the staff. We hope to continue to work in partnership on future programmes.”* - Lecturer, UHI Perth