

Taylor-Beswick, Amanda ORCID: <https://orcid.org/0000-0001-6320-5618> (2022)  
Innovation and partnership: Centre for Digital Transformation. In: Cumbria  
Beyond 2025 Part 2: Powering up Innovation and Leadership, 7 December 2022,  
Carlisle, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/6773/>

*Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.*

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

**provided that**

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
  - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

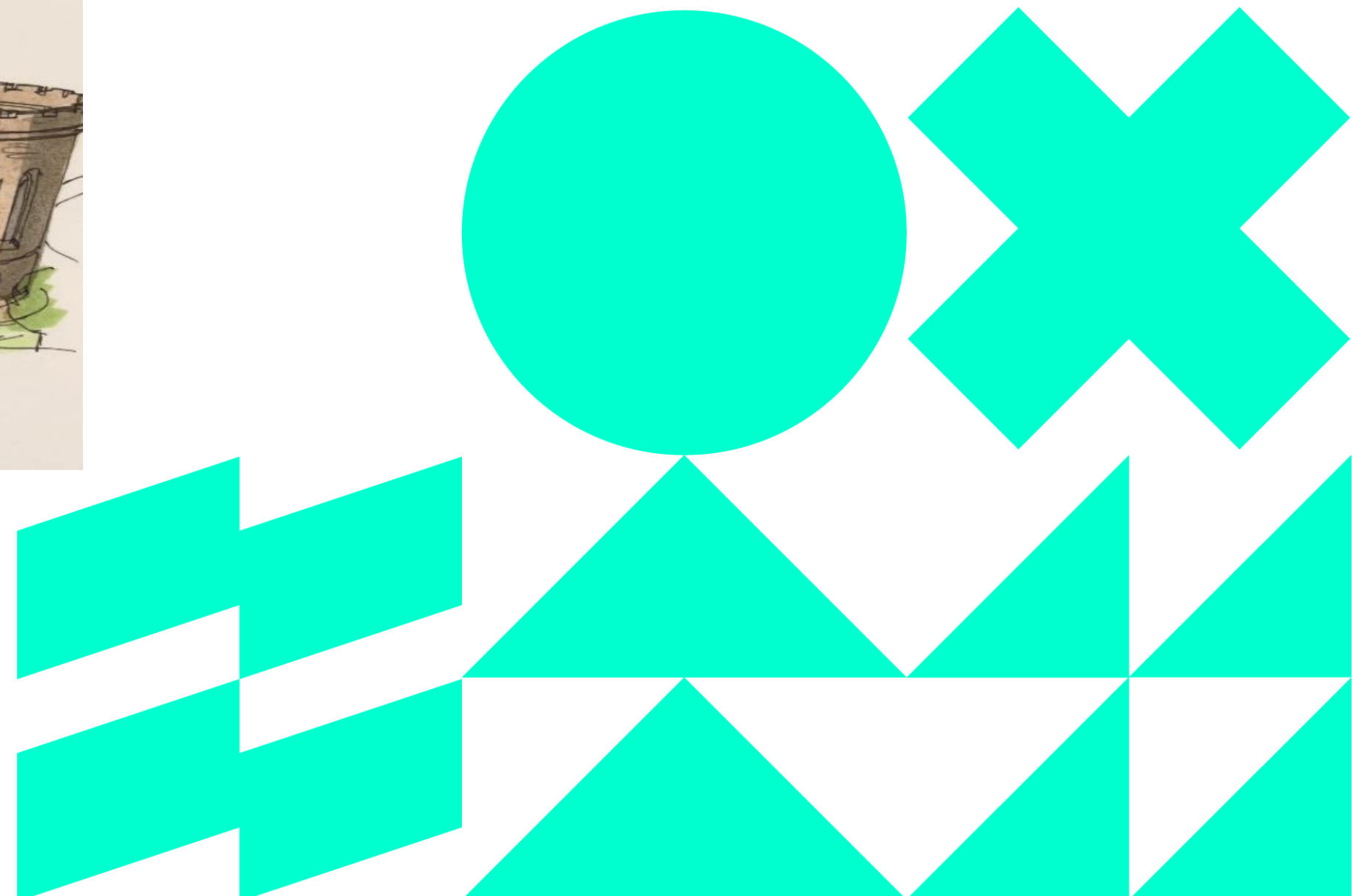
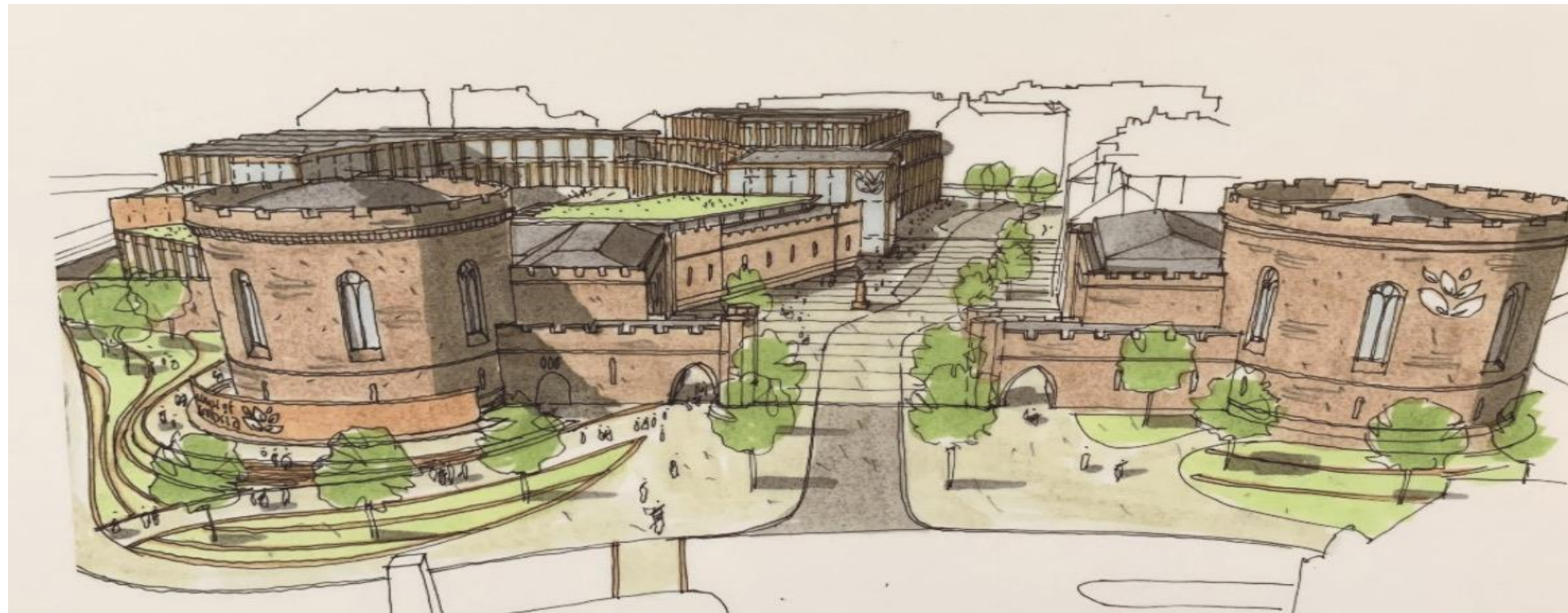
**You may not**

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing [insight@cumbria.ac.uk](mailto:insight@cumbria.ac.uk).

# CENTRE FOR DIGITAL TRANSFORMATION



SHARED VISION **UoCONNECTED...** AS

THE MECHANISM THROUGH WHICH TO REALISE

THE UNIVERSITY'S AMBITION TO BECOME AN

ACTIVE DEMONSTRATOR AND EXEMPLAR OF

DIGITAL ADOPTION AND INNOVATION IN HIGHER

EDUCATION.



# DIRECTOR CENTRE FOR DIGITAL TRANSFORMATION



## Dr Amanda M. L. Taylor (-Beswick)

Social scientist with an interest in work that examines digital intersections - where the digital collides with education, social justice and social need. People first, digital and data, as appropriate, thereafter

United Kingdom · [Contact info](#)

1,479 followers · 500+ connections



## Dr Amanda ML Taylor (-Beswick) digi-critical

@AMLTaylor66

Social Scientist preoccupied by HigherEd & the digital. Founder @SWBookGroup #swbkg Cofounder @SWVirtualPal UKGovTech Woman Leader 2018

Community ⓘ N of England & N of Ireland  
[linkedin.com/mwllite/in/dr-a...](#) Born August 17, 1966  
Joined August 2010

3,772 Following · 9,079 Followers

Tweets

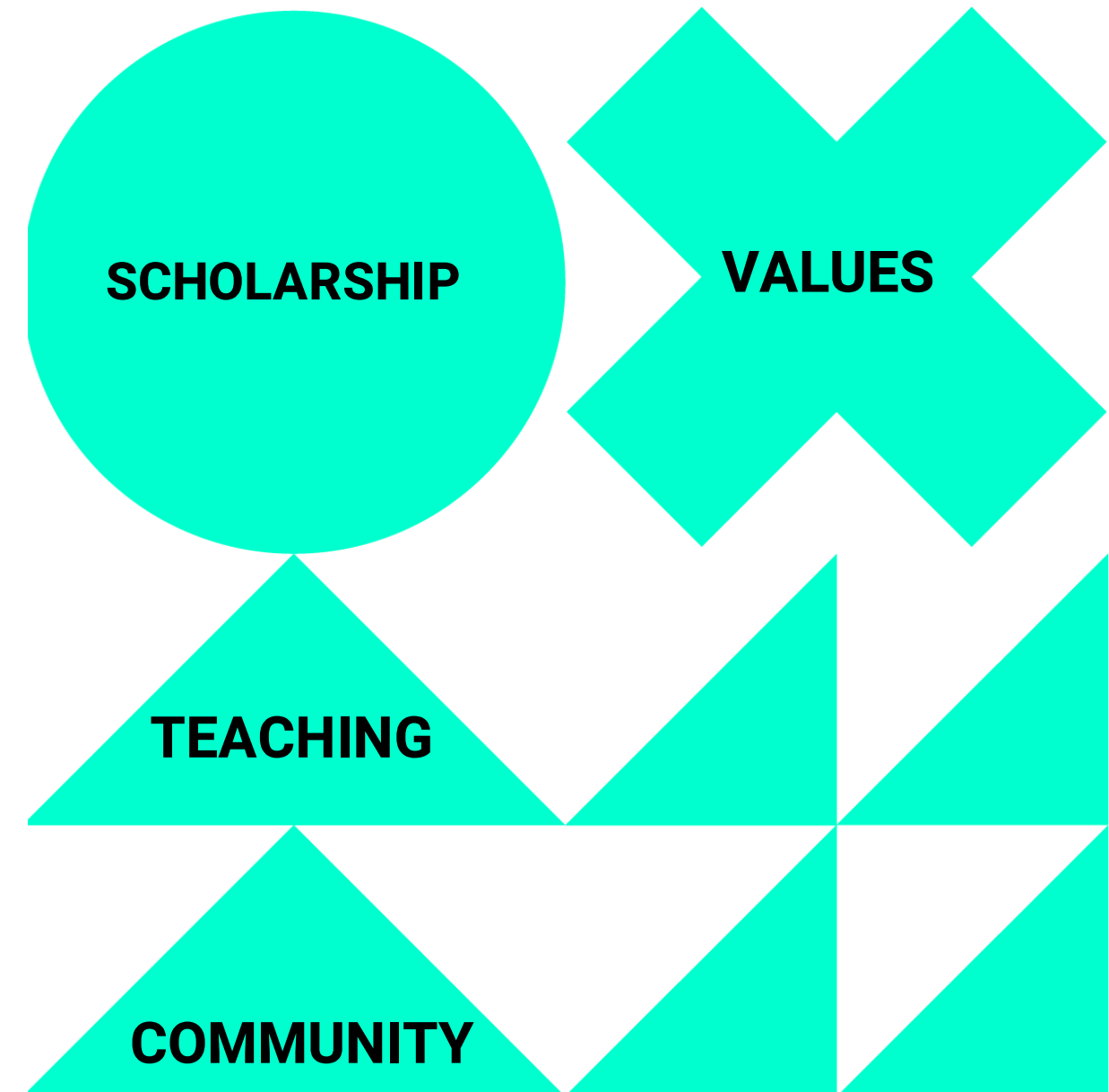
Tweets & replies

Media

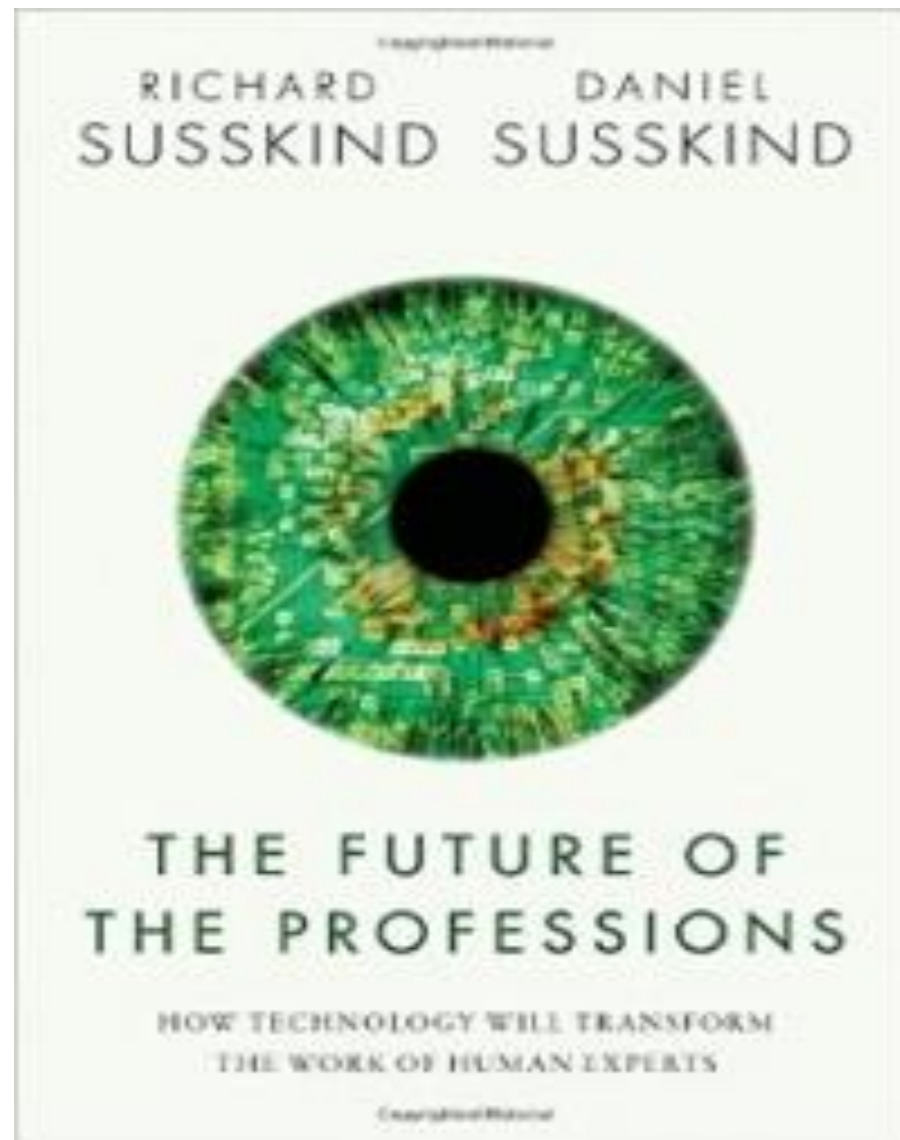
Likes

Pinned Tweet

**Dr Amanda ML Taylor (-Beswick) digi-...** @AMLTay... · Oct 23, 2018 ...  
Here, There and Everywhere: The Arrival of the Digital Professionalism 'Interactive' Mapping Tool for Social Work Students, Practitioners and Academics [amltaylor66.wordpress.com/2018/10/23/her...](#)



# FUTURE OF WORK



This Photo by Unknown Author is licensed under CC BY-NC-ND

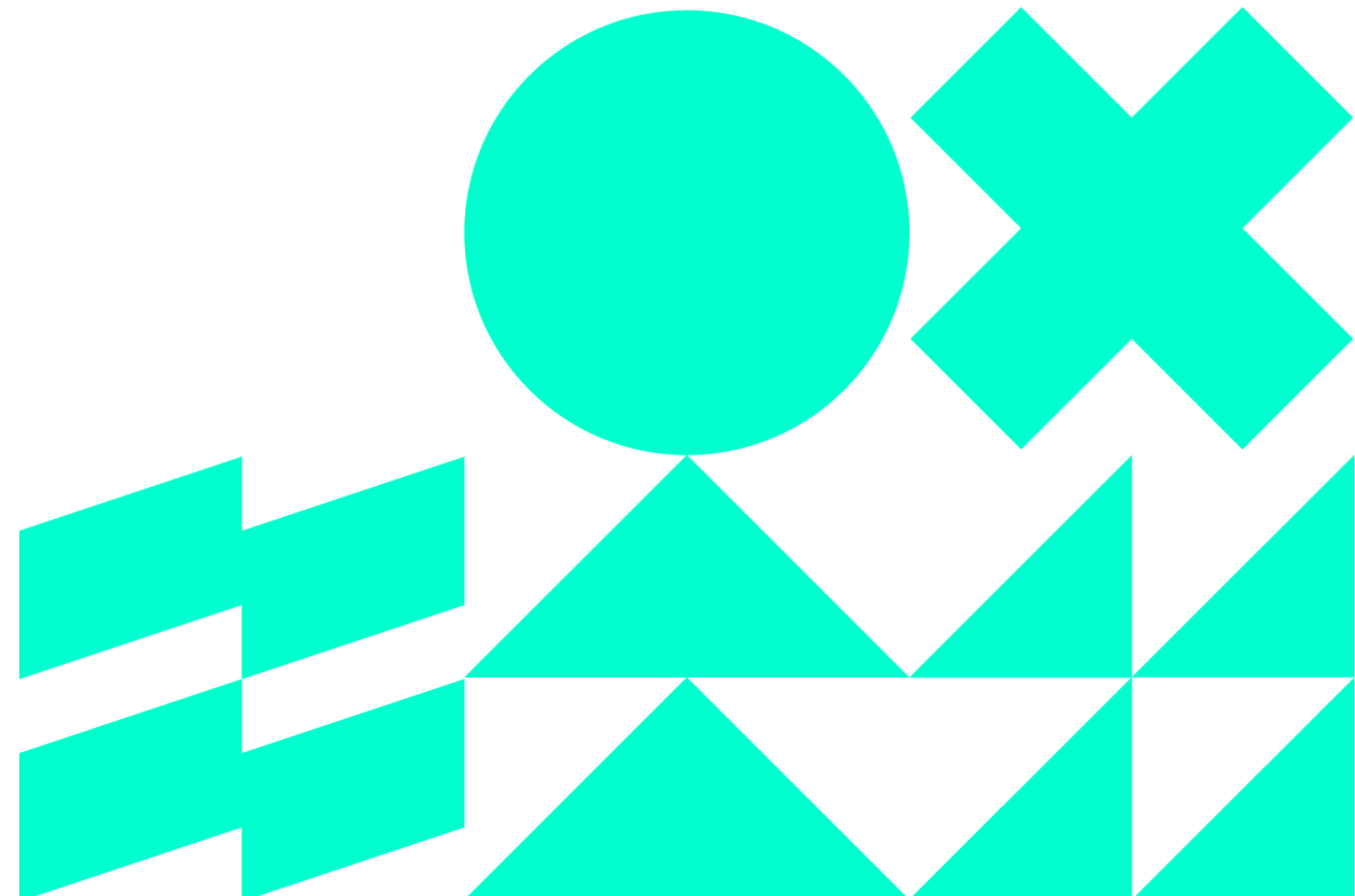
*“There will be very few jobs for life, much less security, and very little predictability. There will be an emphasis instead on being able to learn, develop, and adapt rapidly as new roles and tasks arise.”*

*“Instead, they have to build their own portfolios, made up of capabilities and competencies—being proficient at a range of particular tasks rather than at a specific job.”*

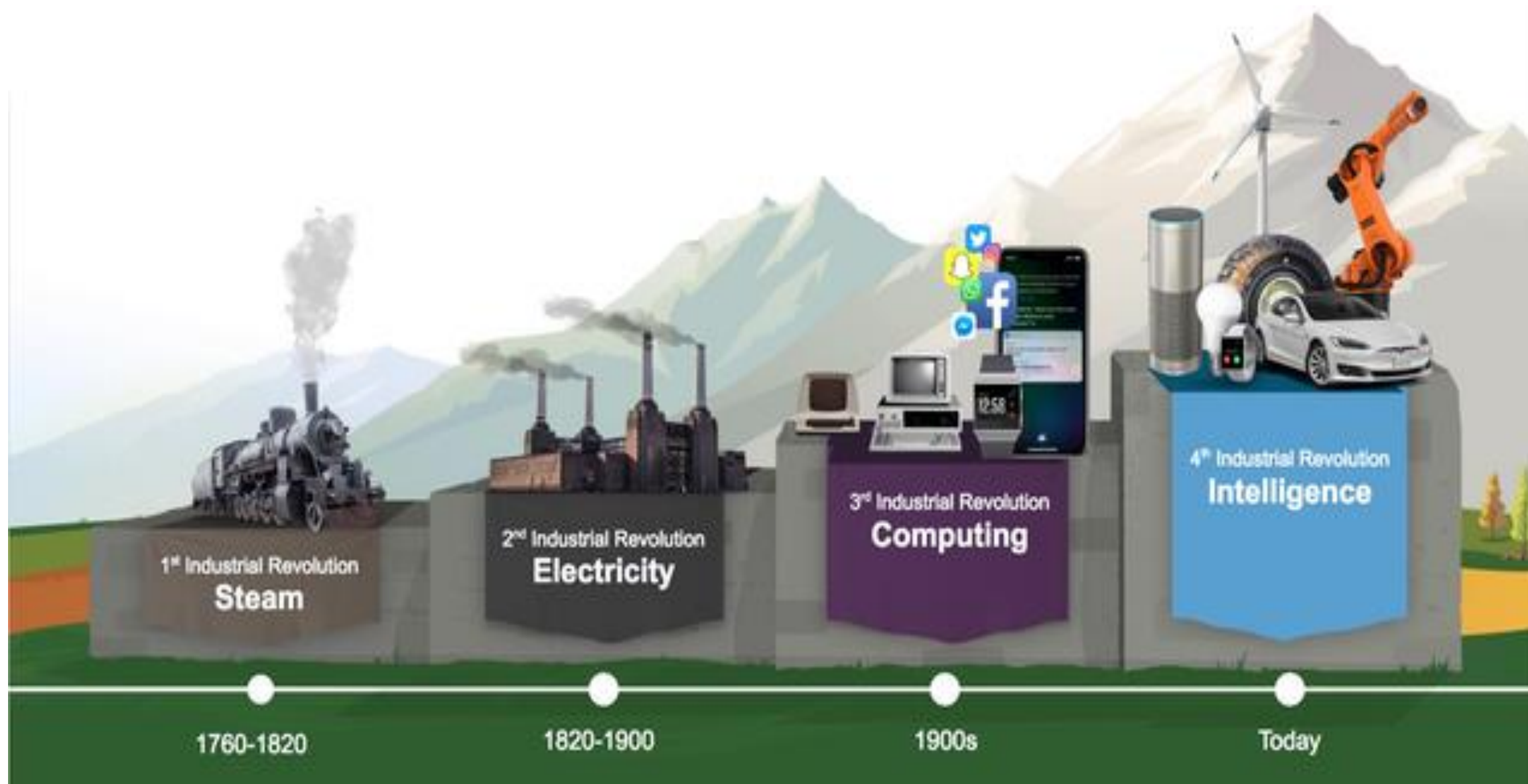


# HEI PRE-PANDEMIC SHIFTS

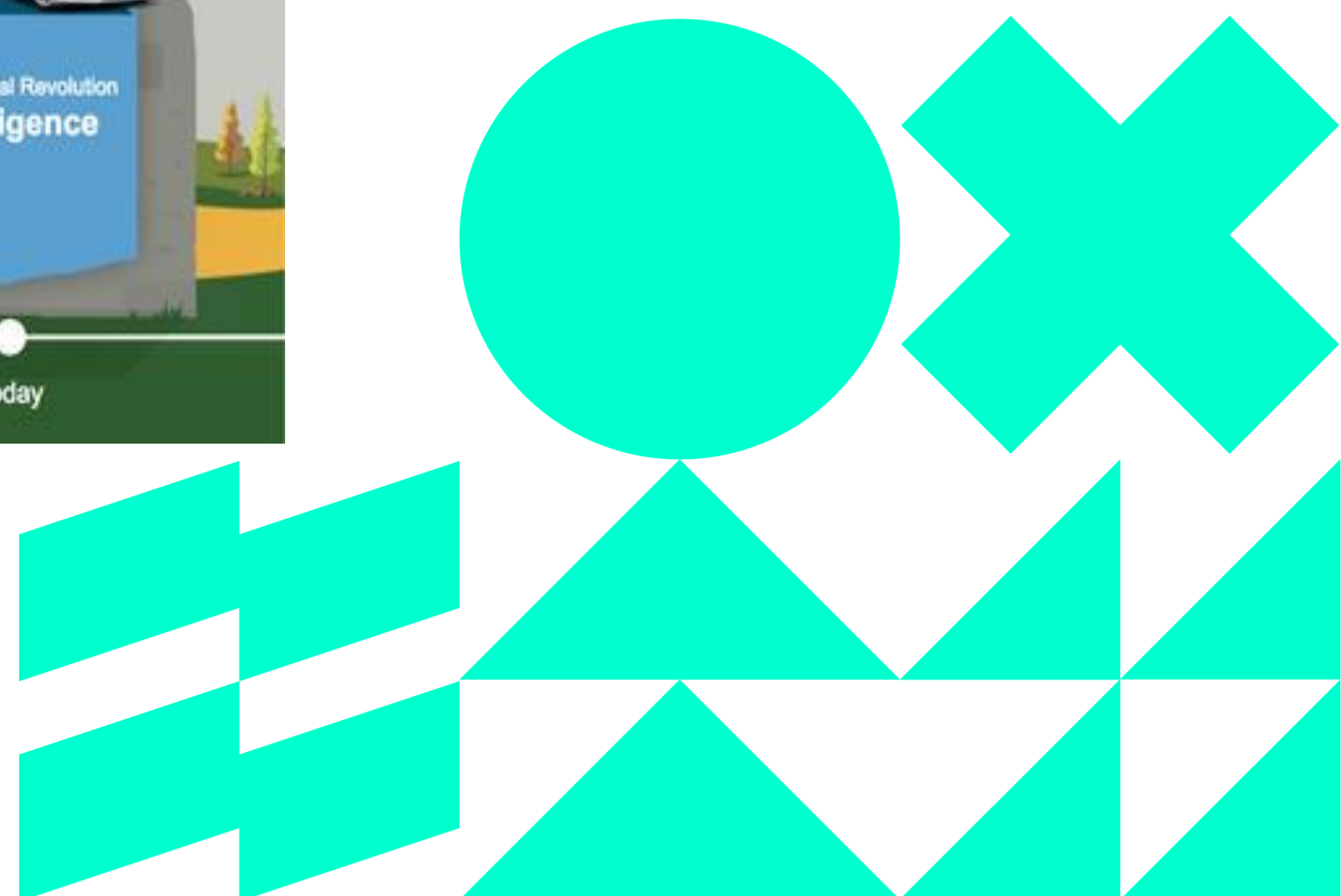
Even before the current crisis, changing technologies and new ways of working were disrupting jobs and the skills employees need to do them. In 2017, the McKinsey Global Institute estimated that as many as 375 million workers—or 14 percent of the global workforce—would have to switch occupations or acquire new skills by 2030 because of automation and artificial intelligence. In a recent McKinsey Global Survey, 87 percent of executives said they were experiencing skill gaps in the workforce or expected them within a few years. But less than half of respondents had a clear sense of how to address the problem.



# RAPIDITY AND SCALE

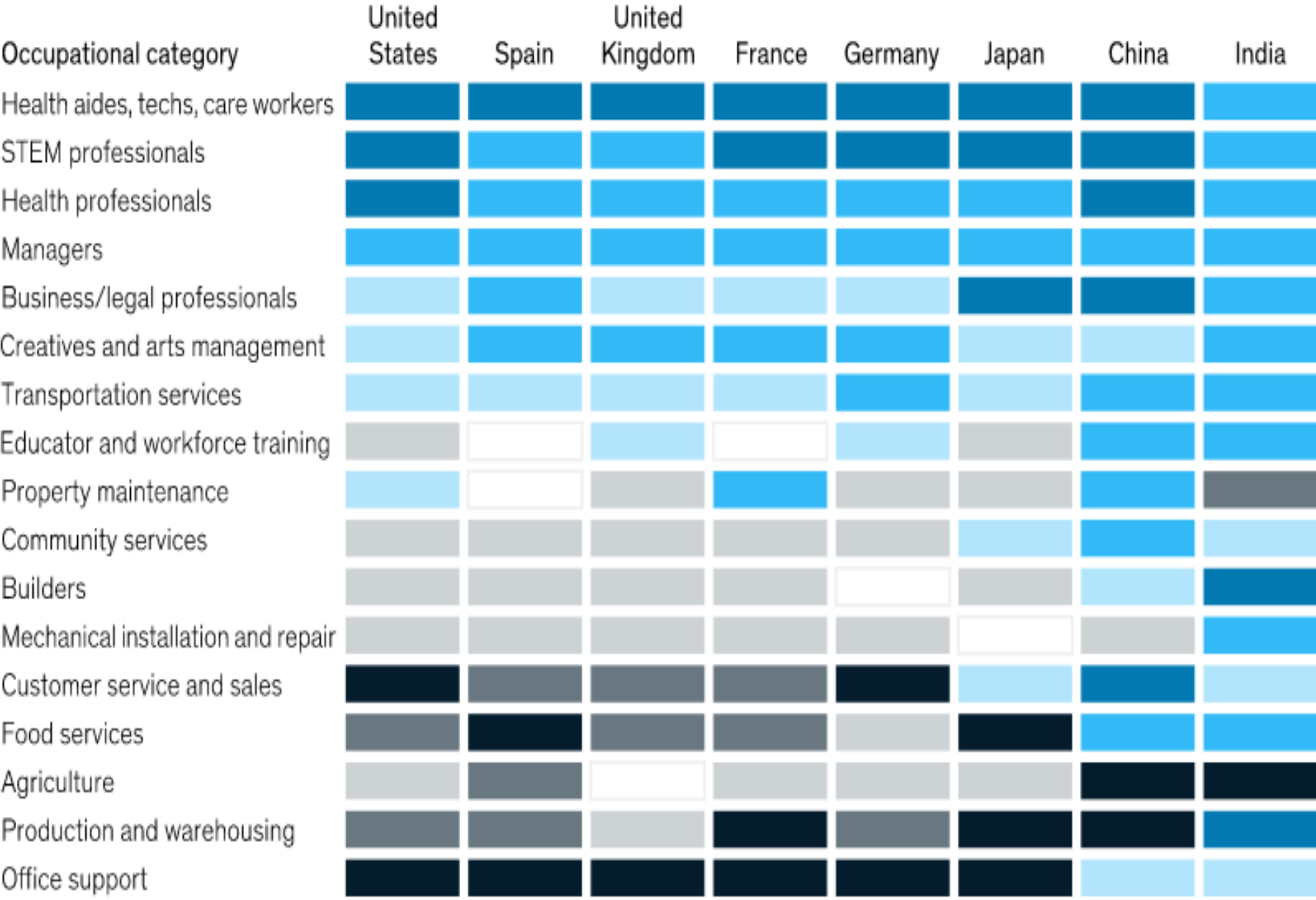


*People are very open minded about new things – as long as they are exactly like the old ones*  
– C F Kettering



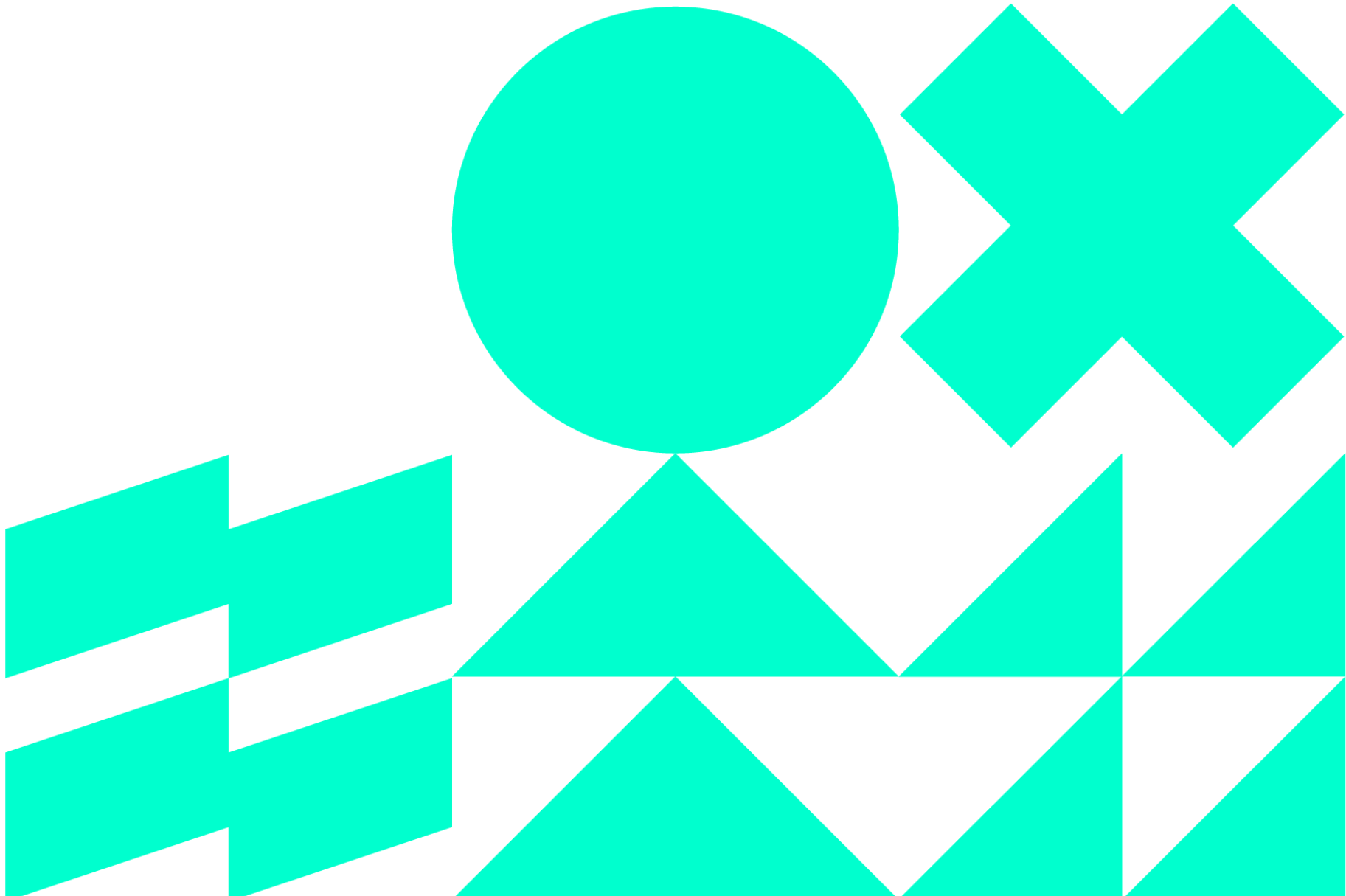
# The mix of occupations may shift by 2030 in the post-COVID-19 scenario.

Estimated change in share of total employment, post-COVID-19 scenario, 2018 to 2030,<sup>1</sup> percentage points



<sup>1</sup>The pre-COVID-19 scenario includes the effects of eight trends: automation, rising incomes, aging populations, increased technology use, climate change, infrastructure investment, rising education levels, and marketization of unpaid work. The post-COVID-19 scenario includes all pre-COVID-19 trends as well as accelerated automation, accelerated e-commerce, increased remote work, and reduced business travel. Source: McKinsey Global Institute analysis

# A UNIVERSITY IN AND FOR CUMBRIA





# GRANULAR ANALYSIS

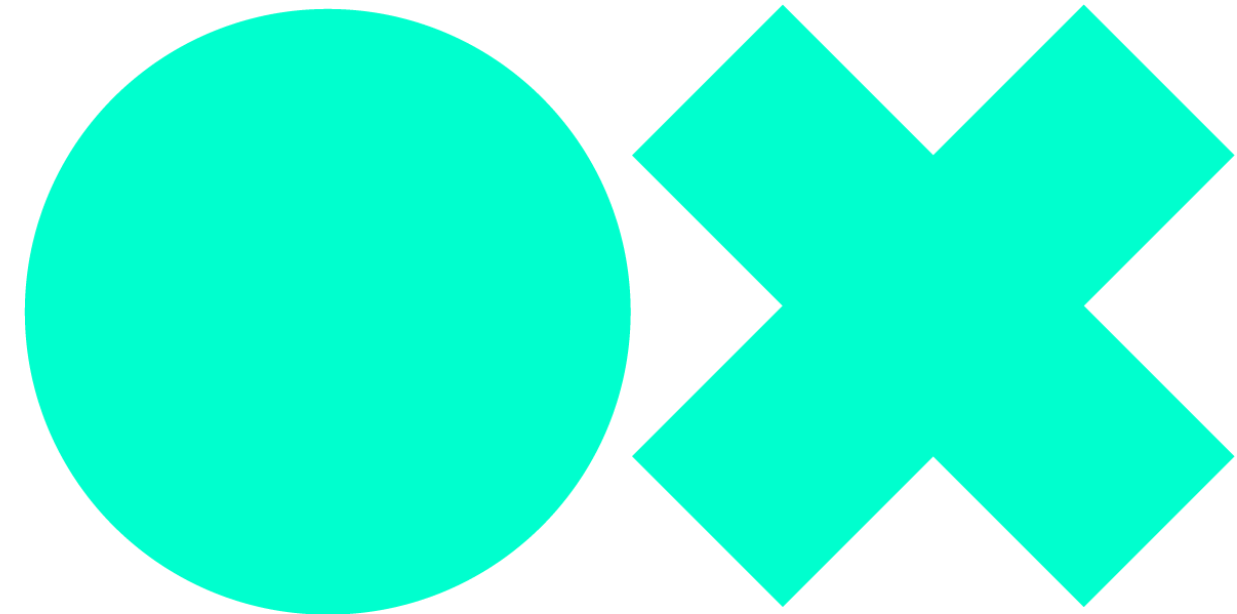
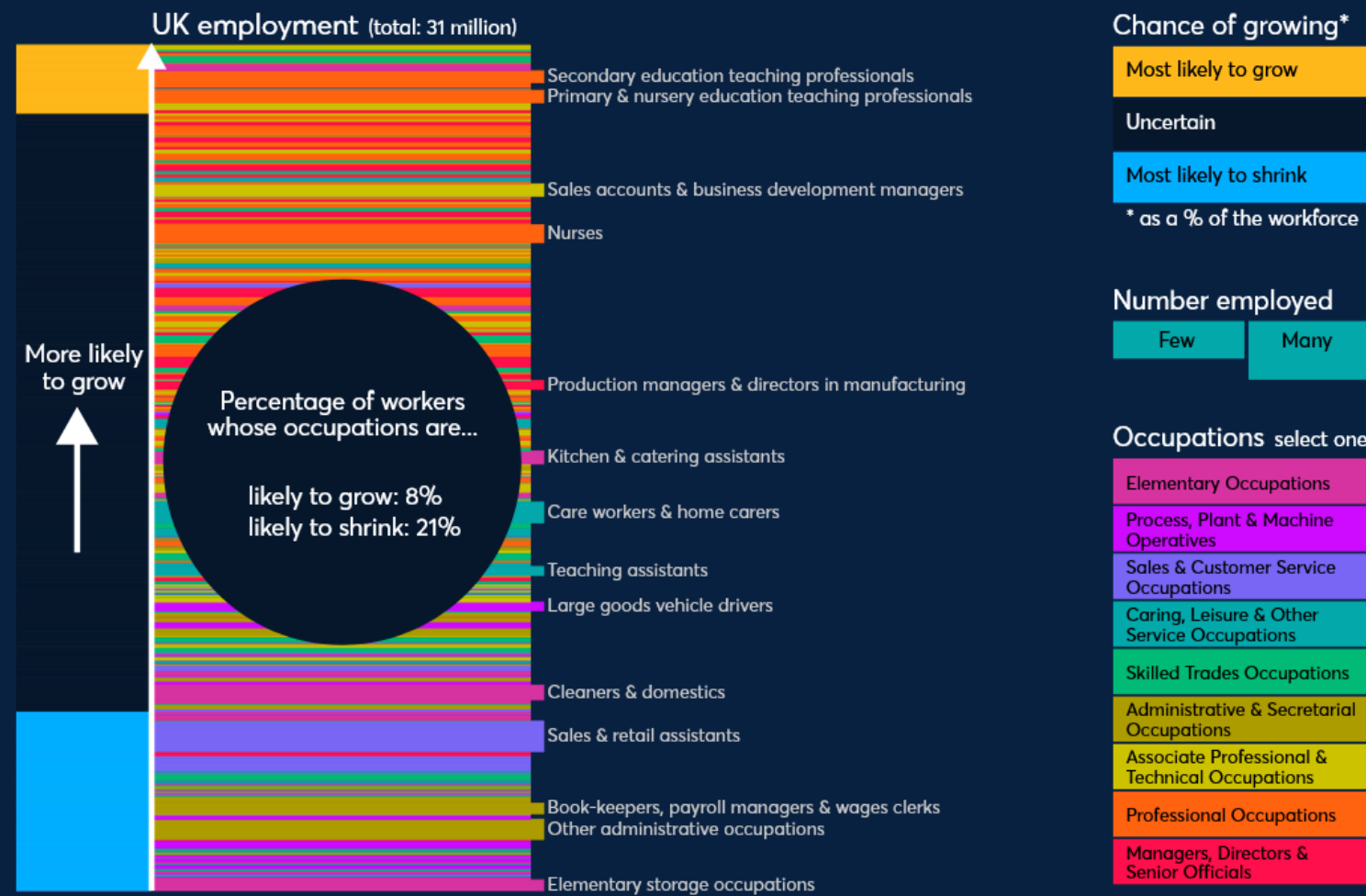


## The big picture

The Nesta study finds that 8% of workers are in occupations that are very likely to grow over the next 10-15 years (as a percentage of the workforce), and 21% are in occupations that are very likely to shrink.

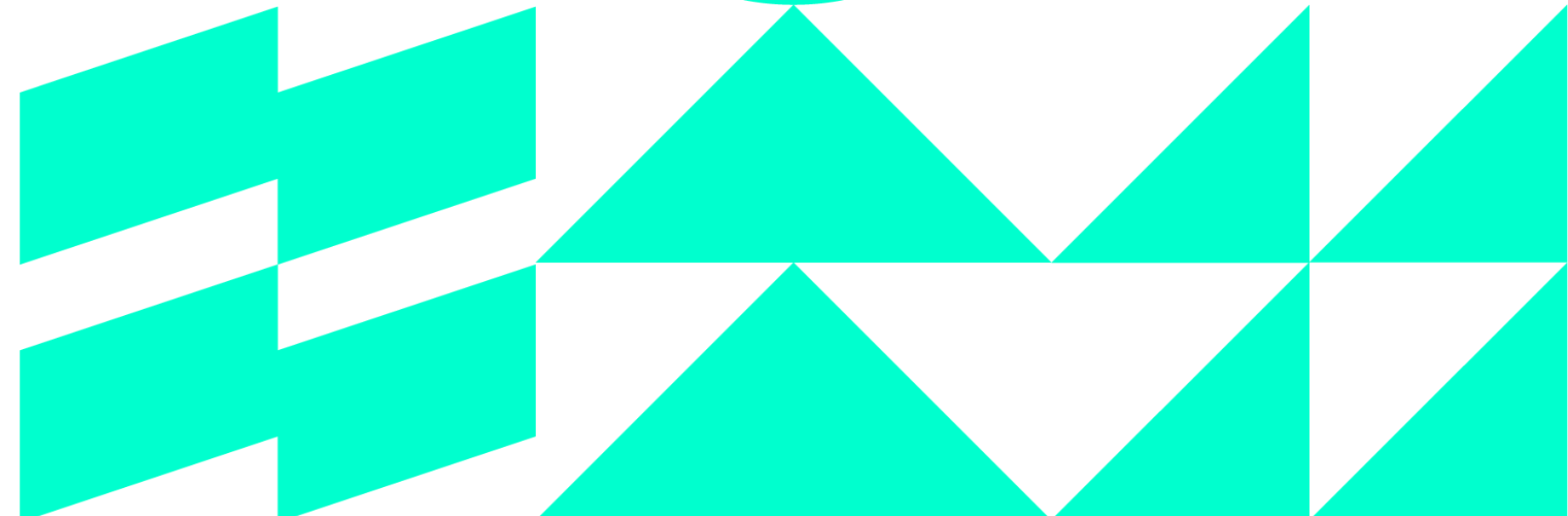
The majority of workers are in occupations with highly uncertain futures. This means that all is still to play for, and workers can improve their employment prospects by acquiring the right skills.

Hover over an occupation to find its chance of growing.



University of  
**CUMBRIA**

<https://data-viz.nesta.org.uk/future-skills/index.html>



# THE RACE TO ADDRESS THE DIGITAL SKILLS GAP

**The pandemic accelerated the shift to digital, and now the Great Resignation or Great Re-evaluation... which has heightened the skills shortage.**

There needs to be a **“massive reskilling of the digital economy”** to meet demand and **companies [including universities] are not doing enough about it.**

**“We are seeing more jobs being created by small entrepreneurs, using IT systems... Between 2020 and 2021, 9 million new jobs were created.”**



University of  
**CUMBRIA**

**Siemens** has introduced an online learning platform for upskilling, to understand what capabilities are actually needed. How much of that talent is actually to be found internally, externally? How good is the local labour market? What are some of the demographic shifts coming up? **And once we know that, we're translating that into learning paths for individuals so we're trying to break down the big headline of talent scarcity and upskilling needs into real roadmaps for the different job profiles.**

# RATIONALE...

for investing in a Centre for Digital Transformation is located within the Fifth Industrial Revolution (5IR), and how new and emergent technologies will continue to shape how we live, learn, earn, and access the world. The World Economic Forum posits that organisations who “do not digitally transform will be left behind and will cease to exist...” (Reddy and Morelix, 2020, np). Organisations that fail to critique this provocation, including universities, leave themselves in a position of unnecessary risk.

A recent UK government study found that 83% of graduate level vacancies required digital skills, and that around a third of unfilled higher-level jobs were vacant because candidates lacked the required digital capabilities. As businesses increasingly base their operating models on digital technologies, the demand for digitally able graduates will continue to rise. Digitally able graduates earn on average 33% more than those without higher level digital skills, providing a financial rationale for why students will increasingly expect their educational experiences to equip them with digital knowledge, digital capabilities, and subject relevant digital expertise

(DCMS, 2019).

As a result, the university sector will need to engage in digital workforce development – via upskilling and reskilling of academic and other staff – as well as modifying their programmes, to ensure that they are fit for purpose and real-world relevant; supported by a responsive IT infrastructure, and the effective use of available data

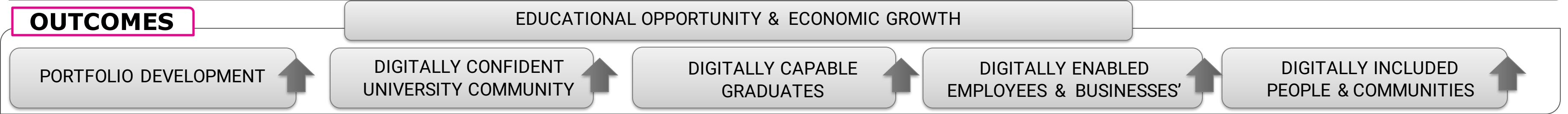
(Strategic Plan, Centre for Digital Transformation, UoC, 2022).

# CENTRE FOR DIGITAL TRANSFORMATION: UoCONNECTED

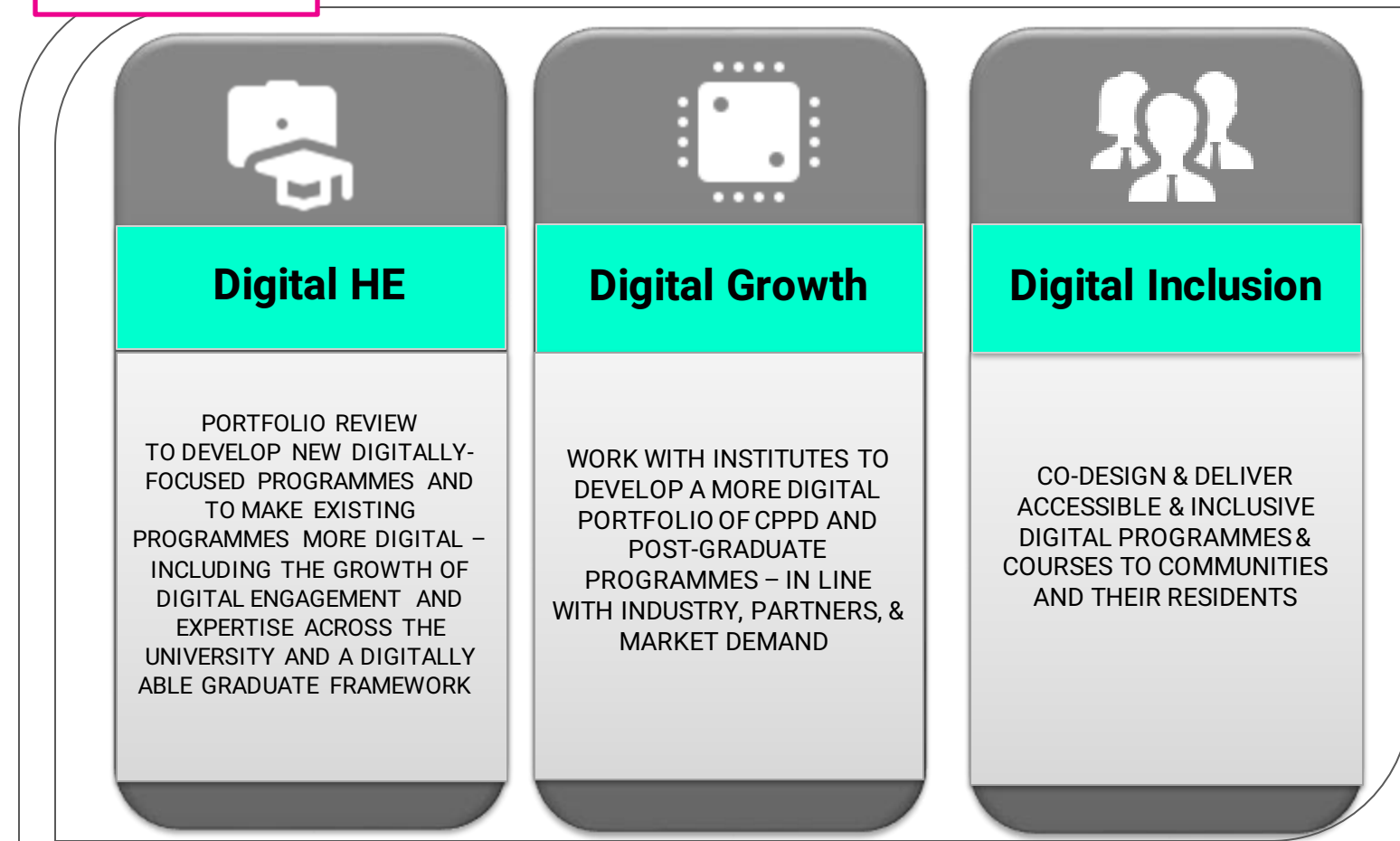
## VISION

The vision for the Centre for Digital Transformation (CDT) is that it will realise the University's ambitions to become an active demonstrator and exemplar of digital adoption and innovation in higher education. Through connecting the University of Cumbria community to design an educational offer that digitally equips, enables and engages people, places, practice and partnerships - now, and Towards 2030.

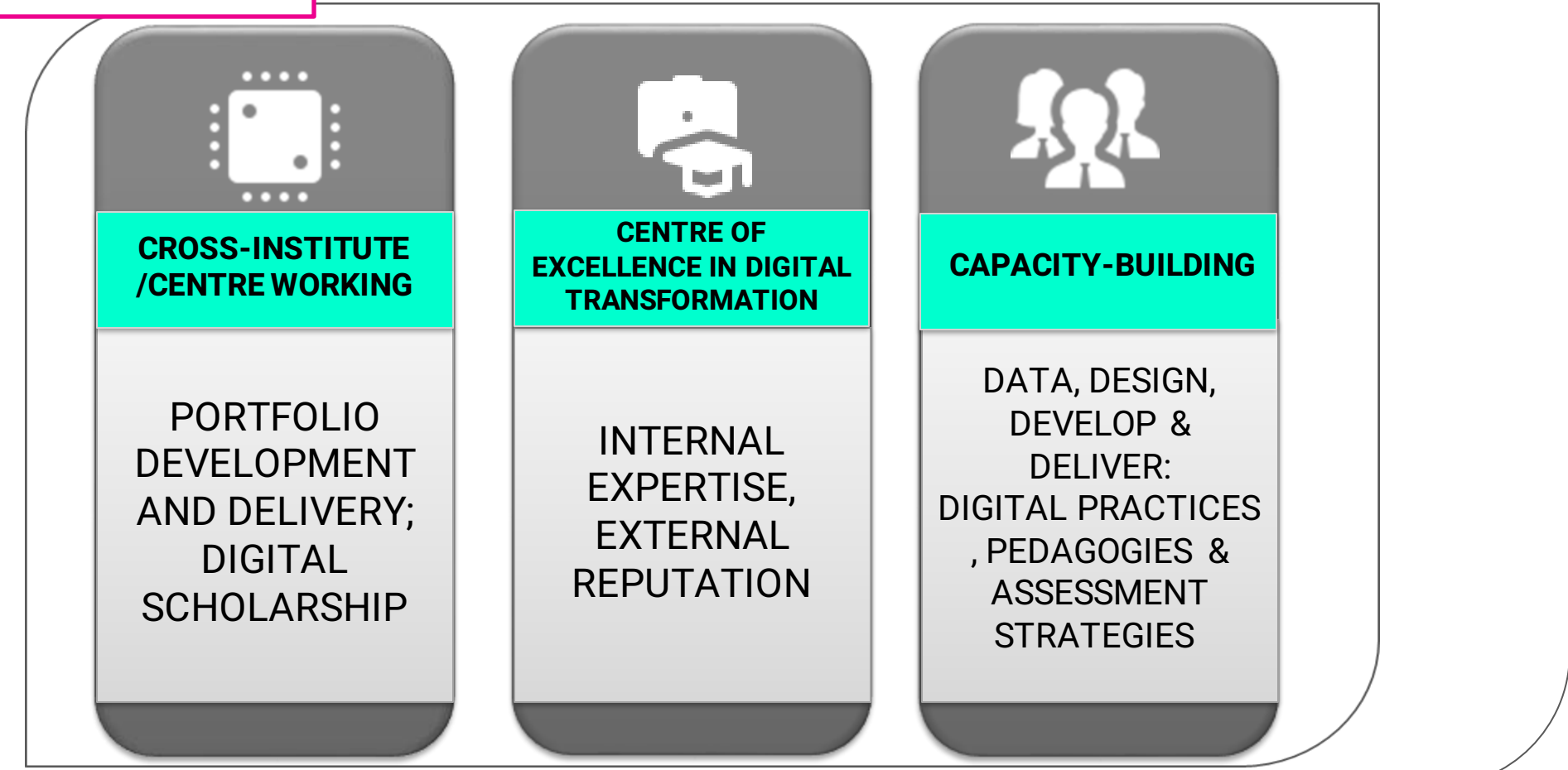
## OUTCOMES



## THEMES



## ENABLERS



TARGET POPULATIONS: FE, UG, PG, PHD, UP-SKILLERS, RE-SKILLERS, CAREER PORTFOLIOS, EARN AS YOU LEARNERS, CAREER CHANGERS

## PRINCIPLES



# UoCONNECTED DIGITALLY ABLE GRADUATE

- Digital knowledge – generic / subject specific
- Digital skills – technical and professional
- Digital values – inclusion, ethics, human rights, values
- Digital innovators – future disciplinary areas
- Digitally critical – appraise new and emerging technologies



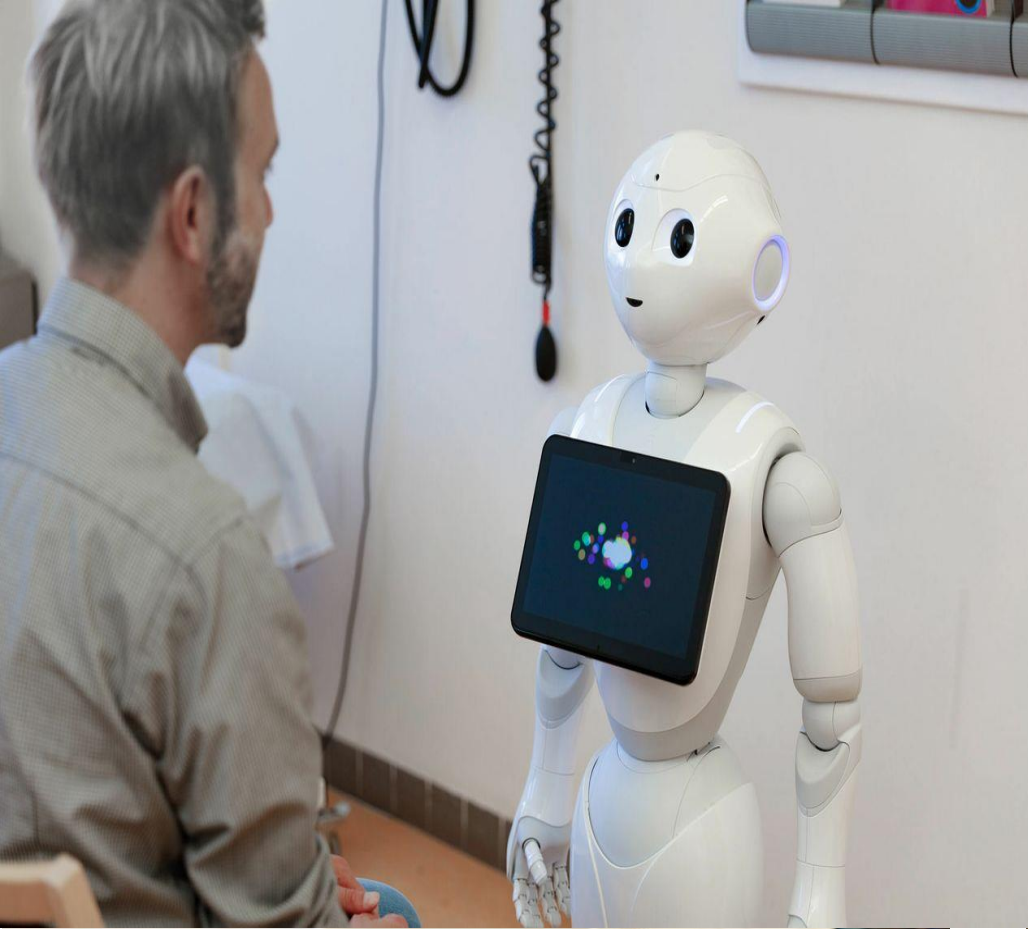
# SHIFTING PRACTICES AND PEDAGOGIES



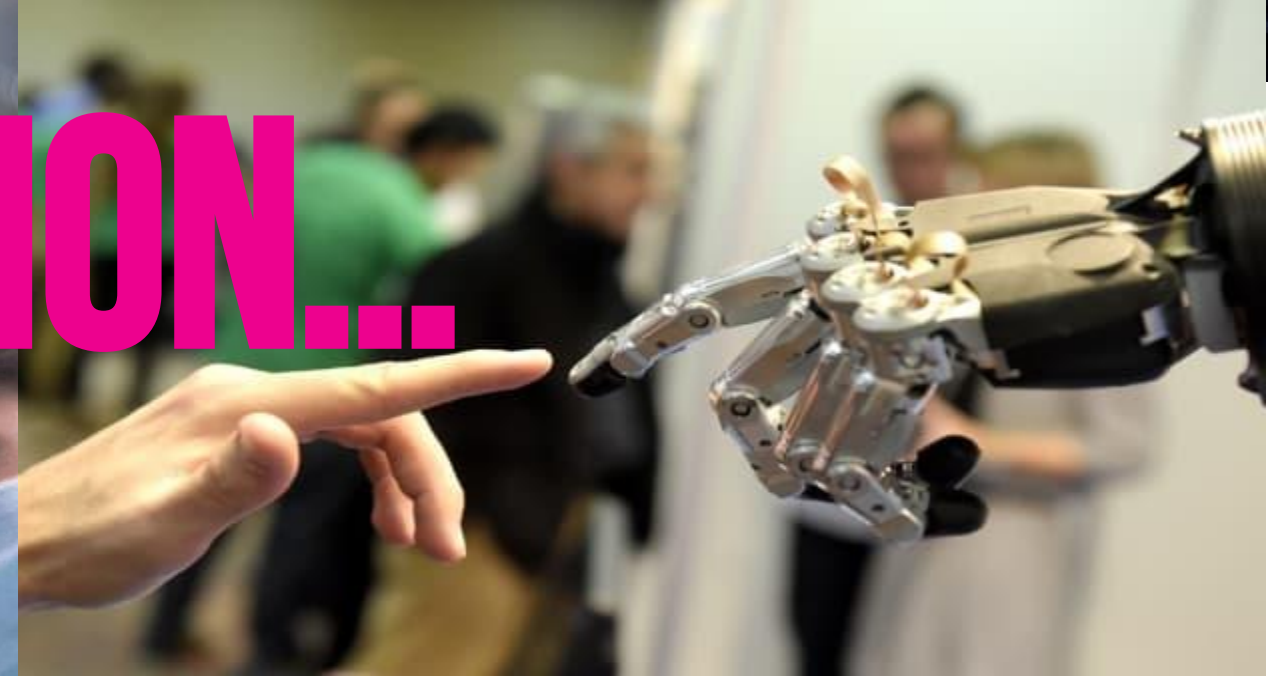
**CRITICAL DIGITAL  
PEDAGOGY**







# FUTURING HIGHER EDUCATION...



# UoCONNECTED: LEARNING TOGETHER, REIMAGINING, AND FORGING AHEAD TOWARDS, AND BEYOND 2030

