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THINKING DIGITALLY IN A DIGITAL WORLD

NICKI MOORE INTRODUCES THE NEW CDI DIGITAL STRATEGY

In its new careers strategy the government sets out a vision for developing and enhancing career services using digital technology. At the same time, they recognise that for many people, using technology still poses a problem. They note that people are not always confident in using digital applications and may "welcome support from someone (for example, the school's careers leader) to help them make the best use of online tools." The strategy goes on to say that "careers professionals also need to develop digital talent and leadership to support people to update their own digital skills and access exciting career opportunities in the emerging hi-tech and digital industries." The strategy welcomes the CDI's intention to publish a strategy and three-year action plan which sets out a vision for the sector to imagine new ways of working, using digital technology and to set out their training and development needs. This article outlines the new CDI digital strategy and explains how you can get involved.

The context for this strategy remains the rapid change in the use of digital technology across all areas of business. The worldwide web will be 30 years old in 2019 and in the period since its birth has transformed our lives. We are now connected in ways previously unimagined and most of us use a variety of digital applications to keep in touch with family, friends and work colleagues and to manage our lives and technology enhanced learning is now the norm in many educational institutions. Young people are now born into a world where smart phones are the norm and digital applications are common place. They think digitally.

The CDI believes that now is the time to examine the way that those working in the career development sector use

digital technology and thinking to underpin their work. This strategy sets out a vision for the sector: to come together, imagine new ways of working using digital technology and to set out their training and development needs. It describes a vision for digital working and the capabilities which all of those operating in the career development sector require to function in an increasingly digital world.

Our vision: "To embed digital literacy in every aspect of the work of career guidance practitioners."
The CDI has three imperatives for setting out a digital strategy:
• As a thought leader for the career development sector
• As a guardian of the occupational standards for the UK career development workforce.
• As a business operating in a competitive commercial environment.

The CDI as a thought leader for the sector
Career development practitioners work at the interface between education and business and have a role to play in ensuring that the economy has a pipeline of individuals who have the necessary skills to operate in the emerging high tech and digital industries. It is therefore important that career development practitioners understand the need for the workforce to develop and continually update their skills to meet these demands. As the professional body for the sector, the CDI needs to enter the debate about digital skills not just in the services delivered directly to clients but grounded in a wider understanding of the digital world. Looking ahead we will be exploring opportunities for the sector to investigate a range of topics which impact on our business for example how we:

- Develop an innovative digital culture
- Respond to and utilise the 'Internet of things'
- Utilise artificial intelligence to deliver services
- Exploit 'big data' to understand our impact
- Understand the impact of digital technology on the economy
- Address any issues of social inequality that the rise of digital technology might introduce
- Support the organisations and individuals who are our clients to respond to this changing world.

During 2018, we will be engaging members in the debate using magazine articles, LinkedIn groups, webinars, and conference workshops.

The CDI as a guardian of the occupational standards for the UK career development workforce.
Developing digital talent and leadership requires an understanding of the knowledge, skills and attitudes required to implement the strategy. This requires the CDI to ask several questions:
- What digital capabilities are required by the career development workforce?
- What digital competences exist within the sector?
- What are the best approaches to meeting any skills gaps?

What digital capabilities are required by the career development workforce?
There is some guidance on the type of digital capabilities required to be able to operate digitally in a professional context. Jisc, the UK's higher, further education and skills sectors' not-for-profit organisation for digital services and solutions, has set out a framework of competences which have been designed to support those working in the Further and Higher Education Sector and there is much to be learned from this framework. The competences are set out under the six broad categories below.

ICT proficiency and productivity: The confident use of devices, applications, software and services and the ability to stay up-to-date as technology changes.

Digital communication, collaboration and participation: The capacity to communicate effectively in digital media and spaces.

Digital creation, problem solving and innovation: The capacity to design and/or create new digital artefacts and materials such as digital writing; digital imaging; digital audio and video, digital code, apps and interfaces, web pages.

Information, data and media literacies: The capacity to find, evaluate, interpret, manage, curate, organise and share digital information.

Digital learning and development: The capacity to design, participate in and benefit from digital learning opportunities.
Digital identity and wellbeing: The capacity to develop and project a positive digital identity or identities and to

manage digital reputation (personal or organisational) across a range of platforms.
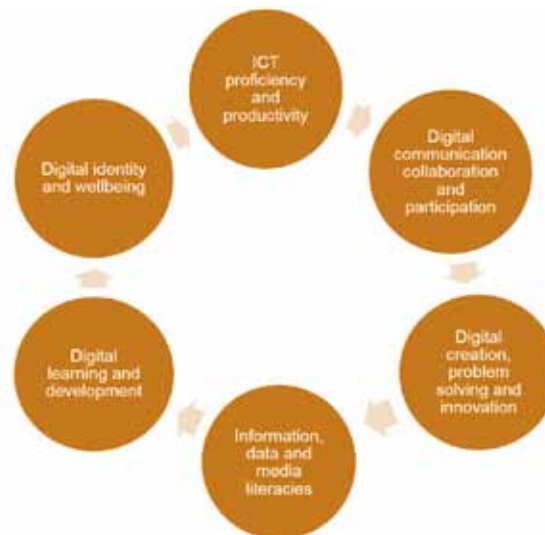
What digital competences exist within the sector?
During 2018, we will be carrying out research to understand how digital technology is impacting on the daily working lives of the sector workforce across all four countries in the UK to determine the implications for practice. We will also be developing a framework of digital competences and conducting a training needs analysis to determine what the level of these skills are in the existing workforce. Through this activity we will identify the strengths and areas of development in the workforce and hopefully identify individuals who can support our digital skills training strategy. It will also be used as a basis to develop a programme of training and development activities.

The CDI as a business
Like any other business operating in a competitive environment, the CDI needs to consider the use of technology as a solution to its business needs. During the next year, we will be reviewing our use of technology and the competences of our staff in utilising the growing digital applications for business.

Implementing this strategy
This article began with a statement about the need to develop digital literacy in every aspect of our work. This requires a long-term vision and plan to implement fully. The CDI Board will approve an action plan which will set out our objectives over a three-year period from January 2018 until December 2020. This strategy will be reviewed and updated in line with new trends and developments in ICT technology.

We will keep you informed of all these developments. The new CDI digital strategy can be downloaded from the reports section of the website.

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