Hợp tác Đức
DEUTSCHE ZUSAMMENARBEIT

Implemented by
giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Digital Competence Subject Programme

College level

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INNOVATION & CREATION

The programme aims at an enhanced, better aligning TVET in Vietnam to the changing world of work, towards a greener and digitized future.

Programme Reform of TVET in Viet Nam

General information

The Digital Literacy Training Module was developed with support of the Programme Reform of TVET in Vietnam, financed by by the German Federal Ministry for Economic Cooperation and Development (BMZ), implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) in partnership with former Directorate of Vocational Education and Training (DVET), Ministry of Labour, Invalids and Social Affairs. During 2025 – 2026, training content and digital teaching and learning materials of the Module has been updated and upgraded and renamed to Digital Competence Subject. These activities are supported by the Study and Experts Fund (SFF) under the German Federal Ministry for Economic Cooperation and Development (BMZ), implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) in collaboration with a group of TVET colleges and experts in Viet Nam.

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SECTION A: DIGITAL COMPETENCE SUBJECT CURRICULUM

Subject Title: Digital Competence

Subject Code:

Duration: 75 hours (theory: 15 hours; practice, discussion, and exercises: 58 hours; assessment: 2 hours)

I. Role and Characteristics of the Subject

1. Role

The Digital Competence is foundational subjects of TVET training programmes at college level.

2. Characteristics

The subject provides foundational knowledge and skills in digital competence, with a focus on developing the ability to use digital devices, software applications, digital platforms, and artificial intelligence effectively, safely, and responsibly in learning, daily life, and professional activities.

II. Subject Objectives

Upon completion of this subject, students will achieve fundamental digital competence standards, specifically as follows:

1. Knowledge

- Present and explain fundamental concepts of digital competence, digital citizenship, and the role of digital technology in the context of digital transformation.
- Describe the basic principles of digital devices, software applications, digital platforms, and artificial intelligence in learning and work.
- Explain the principles of accessing, evaluating, organizing, and using data and information in digital environments.
- Identify issues related to information security, privacy, digital ethics, copyright, and risks in digital environments and in the use of AI.
- Present the processes involved in creating, using, and distributing digital content in different contexts.

2. Skills

- Search for, evaluate, organize, and manage digital data and information for learning and work purposes.
- Use digital devices, software applications, and online platforms to perform learning and work-related tasks effectively and safely.
- Communicate, share information, and collaborate in digital environments through appropriate digital tools and platforms.
- Use artificial intelligence (AI) systems effectively to support learning and work.

- Create and develop digital content products (documents, spreadsheets, presentations, and multimedia content) that meet practical requirements.
- Use e-portfolios to present and document learning progress and to begin building a personal brand.

3. Autonomy and Responsibility

- Demonstrate initiative in learning, updating knowledge, and adapting to developments in digital technology and artificial intelligence in learning and work.
- Use digital technology and artificial intelligence responsibly, in compliance with legal regulations, while protecting personal data and privacy.
- Demonstrate respect, professionalism, and adherence to ethical standards when communicating, collaborating, and sharing information in digital environments.
- Show awareness of information security, protection of digital environments, and sustainable use of technology.
- Work independently and collaboratively in digital environments, while taking responsibility for both the process and outcomes of assigned tasks.

III. Subject Content

1. General Content and Time Allocation

No.	Subject Units	Time Allocation (hours)			
		Total Hours	**Theory**	**Practice, Discussion, Exercises**	**Assessment**
1	Introduction	6	2	4	
2	Unit 1: Data and Information Literacy	4	1	3	
3	Unit 2: Use of Software, Digital Devices, and Digital Safety	6	2	4	
4	Unit 3: Communication and Collaboration in Digital Environments	16	3	13	
5	Assessment	1			1
6	Unit 4: Applications of Artificial Intelligence	10	2	8	
7	Unit 5: Digital Content Creation	31	5	26	
8	Assessment	1			1
	Total	**75**	**15**	**58**	**2**

2. Detailed Content

INTRODUCTION

Duration: 6 hours (Theory: 2 hours; Practice: 4 hours)

1. Learning Objectives:

Upon completion of this unit, students will be able to:

a) Knowledge

- Present an overview of the Digital Competence subject.
- Explain the concepts of digital competence, digital citizenship, and their roles in the context of digital transformation.

b) Skills

- Create and set up a basic personal e-portfolio.

c) Attitudes

- Proactively use an e-portfolio to present and document learning progress and digital competence development.

2. Unit Content:

No.	Detailed Content	Time Allocation (hours)		
		Theory	Practice, Discussion, Exercises	Assessment
1	**Introduction to the Digital Competence Subject**	**1.0**	**3.0**	
1.1	Overview of the Digital Competence Subject	0.5	1.0	
1.1.1	Course content			
1.1.2	Learning methods			
1.1.3	Learning assessment methods			
1.1.4	Learning platforms and materials			
1.2	Introduction to and Guidance on e-Portfolio Development	0.5	2.0	
1.2.1	Introduction to e-Portfolio			
1.2.2	Guidance on creating an e-Portfolio			
2	**Fundamentals of Digital Competence**	**1.0**	**1.0**	
2.1	Digital competence			
2.2	Digital citizenship			
2.3	Personal and professional development			

UNIT 1. DATA AND INFORMATION LITERACY

Duration: 4 hours (Theory: 1 hour; Practice: 3 hours)

1. Learning Objectives:

Upon completion of this unit, students will be able to:

a) Knowledge

- Differentiate between data and digital information; explain the basic principles of accessing, evaluating, and managing information.

b) Skills

- Search for information based on identified needs.
- Filter and select appropriate information on the Internet.
- Evaluate the reliability of data, information, and digital content.
- Organize, store, and manage digital data and information using appropriate tools.

c) Attitudes

- Demonstrate proactive, responsible, and compliant use of digital information.
- Actively seek and update knowledge to foster lifelong learning.

2. Unit Content:

No.	Detailed Content	Time Allocation (hours)		
		Theory	Practice, Discussion, Exercises	Assessment
1	**Overview of Data and Digital Information**	**0.25**		
1.1	Concepts of Data and Information			
1.2	Concepts of Digital Data and Digital Information			
1.3	Common Types of Digital Data and Information			
1.4	Sources of Data and Digital Information			
1.5	The Role of Data and Digital Information in Learning and Professional Activities			
1.6	Risks in Using Data and Digital Information			
2	**Browsing, Searching, and Filtering Data and Information**	**0.25**	**0.5**	
2.1	Identifying information needs			
2.2	Internet information search skills			
2.3	Filtering and selecting information			
3	**Evaluating Data, Information, and Digital Content**	**0.25**	**1**	
3.1	Why is information evaluation important?			
3.2	Criteria for evaluating information			

4	**Managing Data, Information, and Digital Content**	**0.25**	**1.5**	
4.1	Principles of information management			
4.2	Organizing and storing data			
4.3	Information management tools			

UNIT 2. USE OF SOFTWARE, DIGITAL DEVICES, AND DIGITAL SAFETY

Duration: 6 hours (Theory: 2 hours; Practice: 4 hours)

1. Learning Objectives:

Upon completion of this unit, students will be able to:

a) Knowledge:

- Present the concepts of operating systems, device drivers, and firmware.
- Explain security and privacy risks, as well as fundamental regulations related to digital copyright.
- Identify signs of cybercrime, cyberbullying, and technology addiction.

b) Skills

- Perform basic operations with devices and software applications (installation, uninstallation, and configuration of devices/software applications).
- Carry out basic device and software administration tasks (basic configuration and access permission settings).
- Troubleshoot common technical issues related to devices and software following provided instructions.
- Use basic cybersecurity tools (antivirus software and security settings).
- Apply measures to protect personal data and manage digital identity securely.

c) Attitudes

- Demonstrate awareness of personal data protection and respect for digital copyright.
- Proactively apply energy-saving measures, properly handle technological waste, and protect the digital environment.
- Demonstrate ethical and respectful behavior in digital environments.

2. Unit Content:

No.	Detailed Content	Time Allocation (hours)		
		Theory	**Practice, Discussion, Exercises**	**Assessment**
1	Use of Devices and Software Applications	0.25	0.5	
1.1	Concepts and classification			

1.2	Operating systems, device drivers, and firmware			
1.3	Use of selected application software			
1.3.1	Multimedia software: VLC			
1.3.2	File compression and extraction software: WinZip			
2	Device and Software Administration	0.5	1	
2.1	Device administration			
2.1.1	Identifying and evaluating device status			
2.1.2	Installing, updating, and removing drivers/devices			
2.2	Software administration			
2.2.1	Evaluating software status			
2.2.2	Identifying needs and selecting software			
2.2.3	Installing software			
2.2.4	Uninstalling software			
2.2.5	Updating and customizing software features			
2.2.6	Configuring access permissions (contacts, devices) and resources (network bandwidth, storage)			
3	Troubleshooting Devices and Software	0.5	1	
3.1	Troubleshooting device issues			
3.2	Troubleshooting software issues			
4	Digital Safety	0.25	0.5	
4.1	Security for devices and software			
4.2	Use of antivirus software			
4.3	Safe sharing and use of information			
4.4	Information security in the era of rapid AI development			
4.5	Prevention of cybercrime			
5	Digital Identity and Copyright	0.25	0.5	
5.1	Creating and managing digital identity and digital presence			
5.2	Personal data and privacy			
5.3	Digital copyright			
6	Environmental Protection and Digital Well-being	0.25	0.5	

6.1	Environmental protection			
6.2	Digital well-being protection			

UNIT 3. COMMUNICATION AND COLLABORATION IN DIGITAL ENVIRONMENTS

Duration: 16 hours (Theory: 3 hours; Practice: 13 hours)

1. Learning Objectives:

Upon completion of this unit, students will be able to:

a) Knowledge

- Recognize the importance of adapting digital communication to different contexts.
- Present the concepts and roles of digital citizenship in relation to digital government.
- Distinguish between ethical, legal, and illegal communication behaviors in digital environments.

b) Skills

- Select and use appropriate digital communication tools for different contexts.
- Share information and digital content appropriately, with proper source citation.
- Use digital platforms and services to fulfill civic responsibilities.
- Use digital platforms and applications for online collaboration.

c) Attitudes

- Demonstrate awareness of behavioral standards and respectful conduct in communication and collaboration within digital environments.
- Demonstrate responsibility and ethical awareness when sharing information and participating in online activities.

2. Unit Content:

No.	Detailed Content	Time Allocation (hours)		
		Theory	Practice, Discussion, Exercises	Assessment
1	**Interaction in Digital Environments**	**0.5**	**1**	
1.1	Interaction through digital technology			
1.1.1	Introduction			
1.1.2	Key characteristics and forms			
1.1.3	Communication channels through digital technology			
1.1.4	Selecting appropriate digital communication tools			
1.2	Digital etiquette			
1.2.1	Introduction to the concept			
1.2.2	Applying basic principles of netiquette			

2	**Sharing Information and Content in Digital Environments**	**1.5**	**3**	
2.1	Introduction to sharing information and content in digital environments			
2.1.1	Concepts			
2.1.2	Classification of common types of information and content			
2.2	Sharing information and content in digital environments			
2.2.1	Forms of sharing			
2.2.2	Principles of sharing			
2.2.3	Practice activities for sharing information and content in digital environments - Sharing data on cloud storage platforms - Sharing information on social media - Protecting personal data			
2.3	Citation and source attribution			
2.3.1	Introduction			
2.3.2	Classification of common license types (Creative Commons)			
2.3.3	The “4W” quick citation formula for digital environments			
2.3.4	Guidelines for citing AI-generated content (AIGC)			
2.3.5	Practice activities for source attribution across different platforms			
2.4	Using digital technology to fulfill civic responsibilities			
2.4.1	Introduction to Digital Government and Digital Citizenship			
2.4.2	Selected platforms supporting digital citizens			
2.4.3	Guidance for students in fulfilling digital civic responsibilities			
3	**Collaboration in Digital Environments**	**1**	**9**	
3.1	General introduction			
3.1.1	Concepts			
3.1.2	Introduction to selected online collaboration platforms			

3.2	Using personal email			
3.3	Using calendars and reminder tools			
3.4	Using online meeting tools			
3.5	Collaborative digital content creation			
3.5.1	Introduction			
3.5.2	Creating content files			
3.5.3	Sharing data files			
3.5.4	Collaborating on shared files			
3.5.5	Managing shared data files			

PERIODIC ASSESSMENT: 1 HOUR

UNIT 4. APPLICATIONS OF ARTIFICIAL INTELLIGENCE

Duration: 10 hours (Theory: 2 hours; Practice: 8 hours)

1. Learning Objectives:

Upon completion of this unit, students will be able to:

a) Knowledge:

- Present the concepts, classifications, and core operating principles of Generative Artificial Intelligence, as well as the role of AI in daily life.
- Explain legal, privacy, and ethical risks (such as bias and hallucinations) associated with the use of AI.
- Describe the role and basic structure of prompts in interactions with AI systems.

b) Skills:

- Create accounts and use popular AI platforms for learning and work purposes.
- Create basic prompts and refine prompts to improve output quality.
- Evaluate the reliability of AI-generated content by verifying it against other sources.
- Identify risks associated with AI use, including bias, misinformation, and data leakage.

c) Attitudes:

- Demonstrate responsible use of AI in compliance with regulations and privacy protection requirements.
- Show a proactive and cautious attitude when using and evaluating AI-generated information.
- Actively update knowledge and adapt to developments in AI technology for learning and work.

2. Unit Content:

No.	Detailed Content	Time Allocation (hours)

		Theory	Practice, Discussion, Exercises	Assessment
1	**Overview of AI**	**0.25**	**0.5**	
1.1	Concepts			
1.2	Classification			
1.3	Operating principles of Generative AI			
1.4	The role of AI in daily life			
1.5	SWOT analysis of Generative AI			
1.6	Humans and AI			
2	**AI, Responsibility, Ethics, and Risks**	**0.25**	**0.5**	
2.1	Responsibility and legal compliance in the AI era			
2.2	Ethics and privacy			
2.3	Technical and security risks			
3	**Using Generative AI**	**1.25**	**6**	
3.1	Setup and installation			
3.1.1	Account creation and login			
3.1.2	General settings			
3.2	Creating effective prompts			
3.2.1	The concept of prompts			
3.2.2	General structure of prompts			
3.2.3	Prompt variations			
3.3	Using selected Generative AI tools			
3.3.1	Search Generative Experience (SGE)			
3.3.2	ChatGPT			
3.3.3	NotebookLM			
3.3.4	Nano Banana 2			
3.3.5	Lyria 3			
3.4	AI personalization			
4	**Evaluating AI-Generated Outputs**	**0.25**	**1**	
4.1	Content Verification			
4.2	Misinformation Detection			
4.3	Safety Principles			
4.4	Misuse Risk Assessment			

UNIT 5. DIGITAL CONTENT CREATION

Duration: 31 hours (Theory: 5 hours; Practice: 26 hours)

1. Learning Objectives:

Upon completion of this unit, students will be able to:

a) Knowledge

- Present different types of digital content, including text documents, spreadsheets, presentations, and multimedia content.
- Explain the principles of developing and presenting digital content.
- Analyze the processes involved in creating, storing, and distributing digital products in digital environments.
- Compare different data, image, audio, and video formats.
- Identify requirements related to copyright, source citation, and the use of AI in digital content creation.

b) Skills

- Create and format digital documents according to presentation standards, with appropriately inserted and organized content.
- Create and process spreadsheet data for basic calculations and analysis.
- Design and deliver presentations that are clear, visual, and logically structured.
- Create and edit multimedia content (images, audio, and video) suitable for intended purposes.
- Select and use appropriate formats for storing and sharing digital content.
- Use digital tools and AI to support content creation and refine outputs.

c) Attitudes

- Select appropriate tools and presentation formats according to objectives.
- Organize and finalize digital content products clearly and accurately.
- Review, evaluate, and revise products before sharing.
- Comply with copyright regulations and source citation requirements.
- Use AI appropriately and take responsibility for generated content.

2. Unit Content:

No.	Detailed Content	Time Allocation (hours)		
		Theory	**Practice, Discussion, Exercises**	**Assessment**
1	**Development of Digital Text Content**	**1.5**	**6.0**	
1.1	Formatting digital documents			
1.2	Inserting objects into documents			
1.3	References and citations in documents			
1.4	Mail merge and document distribution			
1.5	Applications of AI in document drafting			
2	**Creating and Processing Spreadsheet Data**	**1.5**	**8.0**	

2.1	Data entry and editing			
2.2	Spreadsheet data formatting			
2.3	Data processing and analysis			
2.4	Spreadsheet distribution and security			
2.5	Applications of AI in spreadsheet data processing			
3	**Designing Digital Presentations**	**1.0**	**6.0**	
3.1	Principles of presentation design			
3.2	Creating basic presentations			
3.3	Presentation effects and slideshow delivery			
3.4	Presentation distribution			
3.5	Applications of AI in presentation design			
4	**Creating Multimedia Content**	**1.0**	**6.0**	
4.1	Creating digital images			
4.2	Creating audio content			
4.3	Creating video content			
4.4	Applications of AI in multimedia content creation			

PERIODIC ASSESSMENT: 1 HOUR

FINAL SUBJECT EXAM / GUIDELINES AND ASSESSMENT OF THE CAPSTONE PROJECT

IV. Subject Delivery Requirements

1. Specialized Classrooms

- Computer labs with Internet connectivity, adequate lighting systems, and air conditioning.
- Student desks, chairs, and computers provided in accordance with practical classroom standards.
- Instructor desk and chair, whiteboard, and board markers.

2. Equipment and facilities

- Computers with appropriate configurations, installed with the Windows operating system, Microsoft Office applications (Microsoft Word, Microsoft Excel, Microsoft PowerPoint), and utility software.
- Projectors, printers, Wi-Fi, network cables (RJ45), and speakers.
- Digital devices used in media and telecommunications (if available).

3. Learning Materials, Tools, and Resources

- Digital Competence subject curriculum.

- Learning resource package, including lecture videos, in-class presentation slides, practical exercises, question banks, and practical assessment materials.
- Templates and guidelines for capstone projects/e-portfolios (for institutions that do not organize a final subject examination).
- Reference materials and instructional guidelines for teaching the subject.

4. Other Requirements

Vocational education and training institutions are encouraged to equip themselves with the necessary conditions for organizing online subject delivery, including:

- A Learning Management System (LMS).
- Computers with Internet connectivity and appropriate configurations for designing, editing, and digitizing learning materials.
- Online platforms that support the development of digital lectures, slide design, interactive content creation, and online classroom management.
- AI-powered tools that support the development of learning materials, including presentation creation, illustrative image generation, automatic voice-over, video editing, and digital content development for teaching purposes, such as Canva/Canva AI, ChatGPT, Gemini, Google AI Studio, InVideo, Grok AI, and PixVerse AI.

V. Assessment Content and Methods

The assessment of students' learning outcomes shall be conducted in accordance with Circular No. 04/2022/TT-BLĐTBXH issued by the Minister of Labour, Invalids and Social Affairs on March 30, 2022, regulating the organization of intermediate-level and college-level training programs under the academic year system or the modular/credit-based accumulation system.

1. Assessment Content

Knowledge

Knowledge is assessed through multiple-choice tests administered on the Learning Management System (LMS) or integrated into periodic assessments, covering the following content:

- Concepts and roles of digital competence, digital citizenship, and applications of digital technology in learning, daily life, and work;
- Basic principles and use of digital devices, software applications, digital platforms, and artificial intelligence;
- Principles for accessing, evaluating, and managing data and information in digital environments;
- Communication tools and principles for collaboration, information sharing, and content sharing in digital environments;
- Issues related to information security, privacy, digital copyright, digital ethics, and risks in digital environments and in the use of AI;

- Knowledge and processes related to creating, using, and distributing digital content (documents, spreadsheets, presentations, and multimedia content).

Skills

Skills are assessed through periodic or continuous assessments conducted directly or indirectly (via the LMS), based on the implementation process and required products assigned by instructors, including:

- Searching for, evaluating, organizing, and managing digital data and information;
- Using digital devices, software applications, and digital platforms; handling basic technical issues and ensuring information security;
- Communicating, sharing information, and collaborating in digital environments using appropriate tools and platforms;
- Using AI systems in learning and work; creating basic prompts and evaluating AI-generated outputs;
- Creating and developing digital content (documents, spreadsheets, presentations, and multimedia content) and applying them to learning and career orientation;
- Using e-portfolios to present and document learning progress and to begin building a personal brand.

Autonomy and Responsibility

Autonomy and responsibility are assessed through observation using evaluation checklists, based on the following requirements:

- Ensuring sufficient study time, demonstrating initiative in learning and task completion;
- Demonstrating compliance with legal regulations and awareness of personal data protection, privacy, and digital copyright;
- Demonstrating respectful and responsible attitudes in communication, collaboration, and information sharing in digital environments;
- Demonstrating awareness of information security and responsible use of digital technology and AI;
- Demonstrating the ability to work independently and collaboratively, while being careful, accurate, and accountable for assigned products and tasks.

2. Assessment Methods

Continuous Assessment

Continuous assessment is conducted directly or indirectly (via the LMS) through multiple-choice questions related to theoretical knowledge or through skills-based assessments within appropriate timeframes. A minimum of three continuous assessments is required.

Periodic Assessment

Two periodic assessments shall be conducted using integrated assessment tasks (combining knowledge and product completion competencies) with clearly defined evaluation criteria. The total score may be graded on either a 10-point scale or a 100-point scale, integrating both theoretical knowledge and practical skills. Each assessment shall have a duration of 60 minutes.

Final Subject Assessment

Depending on institutional conditions, the institution may choose one of the following assessment formats:

- A final integrated examination assessing both knowledge and product completion competencies, with a minimum duration of 60 minutes (not included in the 75-hour training program duration).
- A capstone project assessment: the assessment product is an e-portfolio containing various forms of digital evidence demonstrating the learning process and outcomes of the Digital Competence subject. The e-portfolio may be submitted in printed form, PDF files, video files, and other formats, based on assessment criteria clearly communicated to students at the beginning of the course.

VI. Guidelines for Subject Implementation

1. Scope of Application

This subject curriculum is intended for delivery at the college level and consists of 75 hours, including theory, practice, and assessment.

2. Guidelines for Teaching and Learning Methods

For Instructors

- Instructors shall base their teaching on the content of each unit and the curriculum guidelines in order to organize appropriate instructional activities; at the same time, they shall guide and support students in self-study, independent research, and the completion of learning tasks.
- Use the standardized subject learning resource package that has been developed, including online lecture videos, in-class presentation slides, practical exercises (labs), multiple-choice question banks, practical assessment tasks, and guidelines for implementing the capstone project/e-portfolio.
- Organize instruction using a blended learning approach, in which students are required to study in advance through videos and online learning materials, while classroom time is devoted to discussion, practical guidance, problem-solving, and personalized learning support.
- Effectively utilize the Learning Management System (LMS) for assigning tasks, monitoring learning progress, conducting assessments, and supporting interaction between instructors and students.
- Guide students in implementing the capstone project/e-portfolio throughout the subject, including the creation, updating, and completion of products across different stages of learning.
- Provide students with information regarding the subject structure, learning objectives, teaching methods, and assessment formats at the beginning of the course; these contents are specifically introduced in Unit 1 of the subject.

For Students

- Comply with the required study schedule and fully participate in learning activities both in class and on the LMS.
- Proactively study learning materials before attending class, including lecture videos, documents, and assigned exercises; prepare discussion topics and assigned learning tasks.
- Actively participate in classroom learning activities such as discussions, practice sessions, presentations, and group work in order to reinforce knowledge and develop skills.
- Complete all practical exercises (labs), assessments, and learning tasks on the LMS as required by instructors.
- Build and develop a personal e-portfolio throughout the subject; regularly update and refine learning products according to each topic and learning stage.
- Proactively communicate with instructors and group members during the learning process; conduct self-assessment and adjust personal learning strategies when necessary.
- Participate in practical and experiential activities (if applicable) at training institutions or enterprises, depending on available facilities and subject requirements.

3. Key Considerations

- The Digital Competence subject is designed following a competency-based approach, encouraging active learning, project-based learning, and blended learning (combining face-to-face and online instruction) in order to enhance learning effectiveness. Depending on actual conditions related to facilities, technological infrastructure, and teaching staff, institutions may select appropriate implementation methods.
- The teaching process should effectively utilize the subject learning resource package, including online learning materials, classroom lectures, practical exercises, assessment question systems, and e-portfolio guidelines, while ensuring consistency with the objectives, content, and assessment methods specified in Section V.
- Training institutions may adjust, select, and organize instructional content to suit learners and implementation conditions, provided that the core competency requirements of the subject learning outcomes are maintained.
- The subject introduction, learning methods, and guidelines for implementing the e-portfolio are integrated into Unit 1; instructors should ensure these contents are delivered fully and effectively so that students clearly understand the learning requirements and orientation from the beginning of the course.

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5. Notes and Explanations

The Digital Competence subject has been developed for delivery to college-level students within the vocational education and training system, with the aim of equipping learners with the essential competencies required for learning, work, and adaptation to the context of digital transformation.

The subject curriculum is designed in alignment with international digital competence frameworks, particularly the UNESCO Digital Competency Framework and the European Digital Competence Framework (DigComp), while also ensuring suitability to the practical context of Vietnam.

In particular, this revised version has been reviewed and refined in close alignment with Circular No. 02/2025/TT-BGDĐT dated January 24, 2025, issued by the Ministry of Education and Training promulgating the Digital Competency Framework for Learners. The subject content is structured according to core competency groups that are compatible with the digital competence domains specified in the Circular, including: data and information literacy; use of digital devices and software; communication and collaboration in digital environments; digital safety; digital content creation; and applications of artificial intelligence.

In addition, the subject contributes to the implementation of the Government's major orientations on digital transformation, particularly Decision No. 2222/QĐ-TTg on the Digital Transformation Program in Vocational Education and Training for the 2021–2025 period, with a vision toward 2030. The subject aims to develop learners' digital competencies in response to labor market demands in the digital era.

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SECTION B. GUIDELINES FOR ORGANIZING THE DELIVERY OF THE DIGITAL COMPETENCE SUBJECT – COLLEGE LEVEL

Main Contents	Online Resources	In-class Resources	References
INTRODUCTION **Duration: 6 hours (Theory: 2 hours; Practice: 4 hours)**			
1. Introduction to the Digital Competence Subject	Bài MĐ - Bài online - Quiz		
1.1. Overview of the Digital Competence Subject		- Bài MĐ - Slide trên lớp 1 - Bài MĐ - Lab 1 (1.1 và 1.2)	https://www.youtube.com/watch?v=ZK9K_a0fq5o
1.2. Introduction to and Guidance on e-Portfolio Development		- Bài MĐ - Slide trên lớp 1 - Bài MĐ - Lab 1 (1.3, 1.4, 1.5) - Bài MĐ - Slide trên lớp 2 - Bài tập lớn	
2. Fundamentals of Digital Competence		- Bài MĐ - Slide trên lớp 3 - Bài MĐ - Lab 2 - Bài tập lớn	1. Ban Chấp hành Trung ương Đảng Cộng sản Việt Nam. (2024, December 22). *Nghị quyết số 57-NQ/TW về phát triển khoa học, công nghệ, đổi mới sáng tạo và chuyển đổi số quốc gia*. Bộ Chính trị. 2. DataReportal. (2026). *Digital 2026: Vietnam*.
2.1. Digital competence			
2.2. Digital citizenship			

2.3. Personal and professional development			https://datareportal.com/reports/digital-2026-vietnam 3. European Commission. (2022). *The Digital Competence Framework for Citizens (DigComp 2.2)*. Publications Office of the European Union. https://doi.org/10.2760/115376 4. Bộ Giáo dục và Đào tạo. (2025). *Khung năng lực số cho người học*. https://tita.edu.vn/wp-content/uploads/2026/01/0.2025.Thong-tu-02.-Quy-dinh-khung-nang-luc-so-cho-nguoi-hoc.pdf 5. Thủ tướng Chính phủ. (2020). *Quyết định số 749/QĐ-TTg ngày 03 tháng 6 năm 2020 phê duyệt Chương trình Chuyển đổi số quốc gia đến năm 2025, định hướng đến năm 2030*. https://congbao.chinhphu.vn/van-ban/quyet-dinh-so-749-qd-ttg-31450/31409.htm 6. Trần Đại Vi. (2022). *Kỹ năng giao tiếp và làm việc nhóm trong thời đại số*. Nhà xuất bản Đại học Quốc gia Hà Nội. 7. Hoàng Đức Bảo. (2023). *Kỹ năng mềm (Soft skills): Bộ cẩm nang kỹ năng dành cho sinh viên và người đi làm*. Nhà xuất bản Đại học Huế.
UNIT 1. DATA AND INFORMATION LITERACY **Duration: 4 hours (Theory: 1 hour; Practice: 3 hours)**			
1. Overview of Data and Digital Information **2. Browsing, Searching, and Filtering Data and Information**	Bài 1 - Video - Inforgraphic - Quiz	- Bài 1 - Slide trên lớp - Bài 1 - Lab 1.1 - Bài 1 - Lab 1.2 - Bài tập lớn	1. Nguyễn Công Khanh (Chủ biên), Trần Thị Thu Hà, Lê Quang Huy. (2022). *Tin học đại cương (ứng dụng CNTT trong học tập và nghiên cứu)*. Nhà xuất bản Đại học Quốc gia Hà Nội. 2. Sở Thông tin và Truyền thông Thành phố Hồ Chí Minh. (2023). *Tài*

2.1. Identifying information needs 2.2. Internet information search skills 2.3. Filtering and selecting information **3. Evaluating Data, Information, and Digital Content** 3.1. Why is information evaluation important? 3.2. Criteria for evaluating information **4. Managing Data, Information, and Digital Content** 4.1. Principles of information management 4.2. Organizing and storing data 4.3. Information management tools			*liệu hướng dẫn kỹ năng khai thác, sử dụng và đánh giá thông tin trên môi trường mạng*. Nhà xuất bản Thông tin và Truyền thông. 3. Nguyễn Minh Tuấn (chủ biên), (2021). *Kỹ năng tìm kiếm, đánh giá và xử lý thông tin trong môi trường số*. Nhà xuất bản Đại học Quốc gia Hà Nội. 4. Bộ Thông tin và Truyền thông (MIC). (2022). *Khung kỹ năng số cơ bản cho công dân số Việt Nam*. Nhà xuất bản Thông tin và Truyền thông. 5. Nguyễn Sơn Hải (Chủ biên). (2021). *Giáo trình Tin học văn phòng*. Nhà xuất bản Thông tin và Truyền thông. 6. Nguyễn Văn Ba. (2023). *Giáo trình Kỹ năng sử dụng công nghệ thông tin cơ bản*. Nhà xuất bản Đại học Quốc gia Hà Nội 7. Lê Minh Hoàng. (2022). *Kỹ năng số và ứng dụng công nghệ thông tin*. Nhà xuất bản Giáo dục Việt Nam.
UNIT 2. USE OF SOFTWARE, DIGITAL DEVICES, AND DIGITAL SAFETY **Duration: 6 hours (Theory: 2 hours; Practice: 4 hours)**			
1. Use of Devices and Software Applications 1.1. Concepts and classification	Bài 2 - Video	- Bài 2 - Slide trên lớp - Bài 2 - Lab 2.1 - Bài tập lớn	https://support.microsoft.com/vi-vn

1.2. Operating systems, device drivers, and firmware	- Inforgraphic - Quiz		Xem thêm http://www.youtube.com/watch?v=-_1IJZ2vvgQ
1.3. Use of selected application software			
2. Device and Software Administration			Andy Rathbone.(2022). *Windows 11 For Dummies.* John Wiley & Sons
2.1. Device administration			
2.2. Software administration			Xem thêm http://www.youtube.com/watch?v=7qER4_pkjO0 http://www.youtube.com/watch?v=XfuqGGA1Ibc
3. Troubleshooting Devices and Software			
3.1. Troubleshooting device issues			Xem thêm http://www.youtube.com/watch?v=N9UcvYp3Omg
3.2. Troubleshooting software issues			
4. Digital Safety			Xem thêm http://www.youtube.com/watch?v=cYjvwm3NmQY http://www.youtube.com/watch?v=2HAXm0o06D0
4.1. Security for devices and software			
4.2. Use of antivirus software			
4.3. Safe sharing and use of information			1. Cục an toàn thông tin, Bộ Thông tin và Truyền thông. (2024). *Cẩm nang An toàn trực tuyến.*

4.4. Information security in the era of rapid AI development			*2.* Cục an toàn thông tin, Bộ Thông tin và Truyền thông. (2024). *Kỹ năng nhận diện và phòng chống lừa đảo trực tuyến* 3. CFC Việt Nam (2022). *Cẩm nang Công dân số văn minh*. Nhà xuất bản Thanh niên.
4.5. Prevention of cybercrime			
5. Digital Identity and Copyright			Xem thêm http://www.youtube.com/watch?v=7I-USHUcris http://www.youtube.com/watch?v=RF7GJYnP3IE 1. Quốc hội. (2023). Luật Giao dịch điện tử 2023 2. Quốc hội. (2023). Luật căn cước 2023 3. Chính phủ. (2023). *Nghị định 17/2023/NĐ-CP Quy định chi tiết một số điều và biện pháp thi hành Luật Sở hữu trí tuệ về quyền tác giả, quyền liên quan*
5.1. Creating and managing digital identity and digital presence			
5.2. Personal data and privacy			
5.3. Digital copyright			
6. Environmental Protection and Digital Well-being			
6.1. Environmental protection			
6.2. Digital well-being protection			
UNIT 3. COMMUNICATION AND COLLABORATION IN DIGITAL ENVIRONMENTS **Duration: 16 hours (Theory: 3 hours; Practice: 13 hours)**			
1. Interaction in Digital Environments	Bài 3 - Video - Inforgraphic - Quiz 1, 2, 3	- Bài 3 - Slide trên lớp 1 - Bài 3 - Lab 3.1.1-3.1.3 - Bài tập lớn	1. Bộ Giáo dục và Đào tạo. (2025). T*hông tư số 02/2025/TT-BGDĐT: Quy định khung năng lực số cho người học*. 2. European Commission. (2022). *DigComp 2.2: The Digital Competence Framework for Citizens – With new examples of knowledge, skills and attitudes. Publications Office of the European Union*. https://doi.org/10.2760/115376 3. Chính phủ. (2024). *Nghị định số 147/2024/NĐ-CP về quản lý, cung*
1.1. Interaction through digital technology			
1.2. Digital etiquette			

2. Sharing Information and Content in Digital Environments			*cấp, sử dụng dịch vụ Internet và thông tin trên mạng*. 4. UNESCO Institute for Statistics. (2018). *A global framework of reference on digital literacy skills for indicator 4.4.2*. UNESCO. 5. Quốc hội. (2018). *Luật số 24/2018/QH14: Luật An ninh mạng*. 6. Bộ Thông tin và Truyền thông. (2021). Q*uyết định số 874/QĐ-BTTTT: Bộ Quy tắc ứng xử trên mạng xã hội.* 7. Chính phủ. (2023). *Nghị định số 13/2023/NĐ-CP về bảo vệ dữ liệu cá nhân*. 8. Thủ tướng Chính phủ. (2021). *Quyết định số 942/QĐ-TTg: Chiến lược phát triển Chính phủ số giai đoạn 2021–2025, định hướng đến năm 2030*. 9. Google. (2025). *Gemini 3 [Mô hình trí tuệ nhân tạo]*. https://gemini.google.com/ 10. AVNUC – Giáo dục mở. (n.d.). *DigComp 3.0 – Khung năng lực số châu Âu: Giới thiệu, áp dụng và sử dụng DigComp*. https://giaoducmo.avnuc.vn/index.php/nang-luc-so/digcomp-3-0-khung-nang-luc-so-chau-au-gioi-thieu-ap-dung-va-su-dung-digcomp-1637.html 11.
2.1. Introduction to sharing information and content in digital environments		- Bài 3 - Slide trên lớp 2 - Bài 3 - Lab 3.2.1-3.2.5 - Bài tập lớn	
2.2. Sharing information and content in digital environments			
2.3. Citation and source attribution			
2.4. Using digital technology to fulfill civic responsibilities			
3. Collaboration in Digital Environments		- Bài 3 - Slide trên lớp 3 - Bài 3 - Lab 3.3.1-3.3.5 - Bài tập lớn	
3.1. General introduction			
3.2. Using personal email			
3.3. Using calendars and reminder tools			
3.4. Using online meeting tools			

3.5. Collaborative digital content creation			- Microsoft 365: https://www.microsoft.com/microsoft-365 - Google Workspace: https://workspace.google.com - Zoho Office Suite: https://www.zoho.com/vi/workplace/ - OnlyOffice: https://www.onlyoffice.com 12. - Gmail Help. https://support.google.com/mail#topic=7065107 - Google Calendar Help. https://support.google.com/calendar#topic=10509740 - Google Meet Help. https://support.google.com/meet#topic=14074839 - Google Docs Editors Help. https://support.google.com/docs#topic=1382883 - Google Sites Help. https://support.google.com/sites#topic=7184580
PERIODIC ASSESSMENT 1 (01 hour)	**- Question Bank - Test Blueprint 1 - Test 1**		
UNIT 4. APPLICATIONS OF ARTIFICIAL INTELLIGENCE Duration: 10 hours (Theory: 2 hours; Practice: 8 hours)			
1. Overview of AI 1.1. Concepts 1.2. Classification	Bài 4 - Video	- Bài 4 - Slide trên lớp 1 - Bài 4- Lab 4.1 - Bài tập lớn	1. Hồ Tú Bảo. (2025). *AI và con người*. Bộ Thông tin và Truyền thông 2. Vũ Xuân Hùng (2026). *Làm chủ AI trong giáo dục: từ lý thuyết đến thực hành*. Nhà xuất bản Công Thương.

1.3. Operating principles of Generative AI	- Inforgraphic - Quiz		3. Bộ Giáo dục và Đào tạo. (2025). *Thông tư 02/2025/TT-BGDĐT ngày 24/01/2025 Quy định Khung năng lực số cho người học*.
1.4. The role of AI in daily life			
1.5. SWOT analysis of Generative AI			
1.6. Humans and AI			
2. AI, Responsibility, Ethics, and Risks			
2.1. Responsibility and legal compliance in the AI era			
2.2. Ethics and privacy			
2.3. Technical and security risks			
3. Using Generative AI			
3.1. Setup and installation			
3.2. Creating effective prompts			
3.3. Using selected Generative AI tools			
3.4. AI personalization			
4. Evaluating AI-Generated Outputs		- Bài 4 - Slide trên lớp 2 - Bài 4- Lab 4.2 - Bài tập lớn	
4.1. Content Verification			
4.2. Misinformation Detection			
4.3. Safety Principles			

4.4. Misuse Risk Assessment			
UNIT 5. DIGITAL CONTENT CREATION **Duration: 31 hours (Theory: 5 hours; Practice: 26 hours)**			
1. Development of Digital Text Content	Bài 5 - Video - Inforgraphic - Quiz	- Bài 5 - Slide trên lớp 1 - Bài tập lớn - Bài 5 - Lab 5.1	Nguyễn Quang Vinh. (2025). *Word ứng dụng văn phòng – Từ cơ bản đến nâng cao.* Nhà xuất bản Thông tin và Truyền thông. Nguyễn Quang Vinh. (2026). *Excel ứng dụng văn phòng – Từ cơ bản đến nâng cao*. Nhà xuất bản Thông tin và Truyền thông. Nguyễn Quang Vinh, & Nguyễn Thế Thành. (2024). *PowerPoint ứng dụng văn phòng – Quy trình thiết kế slide chuyên nghiệp từ A–X*. Nhà xuất bản Thông tin và Truyền thông. Nguyễn Quang Vinh. (2025). *Ứng dụng AI trong văn phòng – Tăng tốc hiệu quả công việc*. Nhà xuất bản Thông tin và Truyền thông. Nguyễn Hữu Phát. (2024). *Kỹ thuật đa phương tiện (Quyển 1)*. Nhà xuất bản Bách khoa Hà Nội. Đỗ Thị Bắc (Chủ biên), & Đỗ Thị Chi. (2025). *Giáo trình nhập môn đa phương tiện*. Nhà xuất bản Đại học Thái Nguyên. Học viện Văn hóa AIGC (Biên soạn). (2025). *Kiếm tiền cùng ChatGPT viết và sáng tạo nội dung* (Lê Tiến Thành, Dịch; George Nguyễn, Hiệu đính). Văn Lang Books.
1.1. Formatting digital documents		- Bài 5 - Lab 5.1.1	
1.2. Inserting objects into documents		- Bài 5 - Lab 5.1.2	
1.3. References and citations in documents		- Bài 5 - Lab 5.1.3	
1.4. Mail merge and document distribution		- Bài 5 - Lab 5.1.4	
1.5. Applications of AI in document drafting		- Bài 5 - Lab 5.1.4	
2. Creating and Processing Spreadsheet Data		- Bài 5 - Slide trên lớp 2 - Bài tập lớn - Bài 5 - Lab 5.2	
2.1. Data entry and editing		- Bài 5 - Lab 5.2.1	
2.2. Spreadsheet data formatting		- Bài 5 - Lab 5.2.2	
2.3. Data processing and analysis		- Bài 5 - Lab 5.2.3	
2.4. Spreadsheet distribution and security		- Bài 5 - Lab 5.2.4	

2.5. Applications of AI in spreadsheet data processing		- Bài 5 - Lab 5.2.5	
3. Designing Digital Presentations		- Bài 5 - Slide trên lớp 3 - Bài tập lớn - Bài 5 - Lab 5.3	
3.1. Principles of presentation design		- Bài 5 - Lab 5.3.1	
3.2. Creating basic presentations		- Bài 5 - Lab 5.3.2	
3.3. Presentation effects and slideshow delivery		- Bài 5 - Lab 5.3.3	
3.4. Presentation distribution		- Bài 5 - Lab 5.3.4	
3.5. Applications of AI in presentation design		- Bài 5 - Lab 5.3.5	
4. Creating Multimedia Content		- Bài 5 - Slide trên lớp 4 - Bài tập lớn - Bài 5 - Lab 5.4	
4.1. Creating digital images			
4.2. Creating audio content			
4.3. Creating video content			
4.4. Applications of AI in multimedia content creation			
PERIODIC ASSESSMENT 2 (01 hour)		**- Test 2**	
FINAL SUBJECT EXAM / CAPSTONE PROJECT	Completed Student e-Portfolio		

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