



学分银行标准丛书

国家区块链创新应用试点
特色领域试点(“区块链+教育”)成果系列

Credit Bank
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学习成果框架

Learning Outcomes Framework

CB/JC 0001-2022

国家开放大学学分银行(学习成果认证中心) 著

 国家开放大学出版社

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学习成果框架

XUEXI CHENGGUO KUANGJIA

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《学分银行标准丛书》

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前言 Foreword

《学分银行标准丛书》主要内容是学分银行建设过程中形成的制度架构、工作规范和操作流程。

《学习成果框架》是《学分银行标准丛书》之一，是结合我国国情，立足主体需求和本土化创新，形成的具有国际上通行资历框架功能特点的学习成果框架，旨在为学习成果的认定、积累与转换提供基准。

鉴于学分银行工作的创新性，以及相关经验有所缺乏，本书中还有不足之处，恳请广大读者在实际应用过程中提出宝贵意见，以便使其更加科学合理。

编委会
2021年12月

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1 范围

本文件规定了学习成果框架等级划分、学习成果框架等级与各类型学习成果之间的相互关系及等级要求。

本文件适用于普通教育成果、职业教育成果、继续教育成果及非正式学习成果的认定、积累与转换。

2 术语和定义

下列术语和定义适用于本文件。

2.1 学习成果

个人通过学习、研究、实践或经历，完成预期目标后形成的知识、技能、能力和价值观等。

2.2 学习成果框架

基于知识、技能和能力构建的，对各类型学习成果进行分级的基准架构。

2.3 知识

通过学习、研究、实践或经历获得的，经过提升、总结与凝练的系统认知。



2.4 技能

在学习、研究、实践或经历中应用相应的知识、技术和方法完成任务和解决问题的能力。

2.5 能力

在应用知识和技能的过程中表现出来的综合素质。

2.6 普通教育

国家实施的不同教育阶段的学校教育，通常包括基础教育 and 高等教育。

2.7 职业教育

为了使受教育者具备从事某种职业或者职业发展所需要的职业道德、科学文化与专业知识、技术技能等综合素质而实施的教育活动。

注：职业教育包括职业学校教育和职业培训。

2.7.1 职业学校教育

在学校中实施的职业教育活动。

2.7.2 职业培训

职业培训机构、职业学校实施的就业前培训、学徒培训、在职培训、再就业培训、创业培训及其他职业性培训等。



2.8 继续教育

面向学校教育之后所有社会成员的教育活动。

2.9 非正式学习

非有组织的自主学习。

注：包括在家庭、工作场所、社区中心和日常生活中，基于自我导向、家庭导向或社会导向的学习活动。

2.10 业绩与成就

个人取得职业、学术或其他方面的成果。

注：业绩与成就包括工作经历、工作经验、工作技艺、技术成果、技术创新、技能竞赛、文化传承、文化休闲等。

3 学习成果框架

3.1 学习成果框架等级划分

根据各类型学习成果的复杂程度，学习成果框架划分为6个等级。

学习成果框架等级与普通教育、职业教育、继续教育和非正式学习成果之间的相互关系如图1所示。

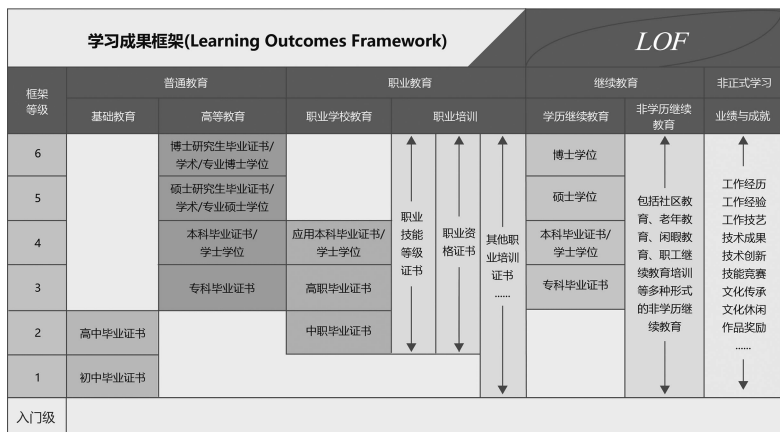


图 1 学习成果框架图

3.2 学习成果框架等级要求

学习成果框架等级采用知识、技能、能力三个维度进行描述，具体内容见表 1。

表 1 学习成果框架等级要求

等级	知识	技能	能力
入门级 ^a	—		
1	具备进一步学习或初始工作需要的知识	具有能够完成一个学习或工作领域常规工作的基本技能	在高度结构化的环境下，在他人指导下，完成学习或工作任务，展示有限自主性



续表

等级	知识	技能	能力
2	具备一个学习或工作领域必备的基础知识	具有能够完成一个学习或工作领域常规工作的基本技能；并在特定情况下能完成较为复杂的工作	在变化的但可预测的环境下，独立完成学习或工作任务；指导他人常规工作，承担评价和改进学习或工作的有限责任
3	具备一个学习或工作领域必备的基础理论和专门知识	具有一个学习或工作领域的基本技能和专门技能；并在特定情况下，能够运用专门技能完成较为复杂的工作	在不可预测的环境下，管理以及指导他人工作；检查以及提升自己及他人的工作表现
4	具备一个学习或工作领域全面的基础理论和专门知识，并对相关理论和原理进行批判性理解	具有一个学习或工作领域的专门技能和特殊技能；能够熟练运用基本技能和专门技能完成较为复杂的工作	在不可预测的环境下，管理复杂的技术或专业性活动/项目，并做出决策；能够管理自己及小组专业方面的发展
5	具备一个学习或工作领域坚实的基础理论和系统的专门知识，并对一个领域和交叉领域的知识形成批判性认识	具有一个或多个学习或工作领域的专门技能和特殊技能；能够熟练运用基本技能和专门技能完成较为复杂的、非常规性的工作；在技术技能方面有所创新	在复杂多变、不可预测以及需要新策略的环境下，管理和改变学习或工作环境；促进专门知识或实践的发展，并对团队整体工作表现负责



续表

等级	知识	技能	能力
6	具备一个学习或工作领域坚实宽广的基础理论、系统深入的专门知识，了解交叉领域最先进、前沿的知识	具有一个或多个学习或工作领域的关键技能；能够熟练运用基本技能和特殊技能、在本职业的各个领域完成高度复杂的、非常规性的工作；在技术攻关和工艺革新方面有创新	在崭新和不可预测的环境下，在学习或工作前沿，表现出高度的权威性、创新性、自主性、学术性和职业操守，并持续不断致力于新观念和过程的发展
*此等级设置为开放级，便于和其他类型的框架对接，对其知识、技能和能力不作具体描述。			



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1 Scope

This document specifies the classification of levels of the Learning Outcomes Framework, the relationship between the levels of the Learning Outcomes Framework and various types of learning outcomes, as well as the requirements for different levels.

This document is applicable to the accreditation, accumulation and transfer of the learning outcomes of general, vocational and continuing education, and informal learning as well.

2 Terms and Definitions

2.1 Learning Outcomes

Learning Outcomes refers to the knowledge, skills, abilities and values that an individual has obtained after successfully completing the expected objectives through learning, research, practice or experience.

2.2 Learning Outcomes Framework

Learning Outcomes Framework refers to a benchmark



framework constructed on the basis of knowledge , skills and abilities for grading different types of learning outcomes.

2.3 Knowledge

Knowledge refers to improved, summarized and condensed systematic understanding obtained through learning, research, practice or experience.

2.4 Skills

Skills refers to the abilities to apply corresponding knowledge, technology and methods to complete certain tasks and solve certain problems in learning, research, practice or experience.

2.5 Competence

Competence refers to comprehensive quality shown in the process of knowledge and skill application.

2.6 General Education

General Education refers to school education in different stages implemented by the state, usually including basic education and higher education.



2. 7 Vocational Education

Vocational Education refers to educational activities implemented to enable educatees to gain certain comprehensive qualities, such as professional ethics, scientific, cultural and professional knowledge, technical skills and so on, required for engaging in a certain occupation or career development.

Note: Vocational education consists of vocational school education and vocational training.

2. 7. 1 Vocational School Education

Vocational School Education refers to vocational education activities implemented in schools.

2. 7. 2 Vocational Training

Vocational Training refers to occupational training, including pre-employment, apprentice, on-the-job, reemployment and entrepreneurship training, etc., implemented by vocational training institutions and vocational schools.

2. 8 Continuing Education

Continuing Education refers to educational activities after formal schooling is completed, which is targeted at all members of society.



2.9 Informal Learning

Informal Learning refers to unorganized autonomous learning.

Note: It includes self-directed, family or social oriented learning activities carried out at home, workplaces, community centers and daily life.

2.10 Accomplishment

Accomplishment and achievement refers to occupational, academic or other learning results achieved by individuals.

Note: Accomplishment and achievement include work history, experience and skills, technological achievement and innovation, skill competition, cultural inheritance, culture and leisure, etc.

3 Learning Outcomes Framework

3.1 Classification of Levels of the Learning Outcomes Framework

According to the complexity of each type of learning outcomes, the Learning Outcomes Framework is classified into six levels.



The interrelationship between the levels of Learning Outcomes Framework and the learning outcomes of general, vocational, continuing education and informal learning is shown in Figure 1.

Learning Outcomes Framework					LOF		
Level	General education		Vocational education		Continuing education		Informal learning
	Basic education	Higher education	Vocational school education	Vocational training	Degree continuing education	Non degree continuing education	Accomplishment and achievement
6		PhD/degree/academic/ professional PhD degree			PhD		
5		Master's/degree/academic/ professional master's degree			Master's degree		
4		Undergraduate diploma/ Bachelor's degree	Applied undergraduate diploma/Bachelor's degree	Graded vocational skills certificates	Undergraduate diploma/ Bachelor's degree		
3		Junior college diploma	Higher vocational college diploma	Vocational Qualification certificates	Junior college diploma		
2	Senior high school diploma		Secondary vocational school diploma				
1	Junior high school diploma						
Beginner							

Figure 1 Learning Outcomes Framework

3.2 Level Requirements for Learning Outcomes Framework

The levels of the Learning Outcomes Framework are described by three dimensions: knowledge, skills and abilities (See Table 1 for details).

**Table 1 Level Requirements for Learning Outcomes Framework**

Level	Knowledge	Skills	Abilities
Beginner ^a			
1	Mastery of basic knowledge required for further learning or early-level job	Mastery of basic skills to complete routine work in a learning or work field	Being able to complete learning or work tasks and demonstrate limited autonomy in a highly structured environment under the guidance of others
2	Mastery of the necessary basic knowledge in a learning or work field	Mastery of basic skills to complete routine work in a learning or work field; being able to complete relatively complex work under specific circumstances	Being able to independently complete learning or work tasks in a changing but predictable environment to guide others in their routine work, and take limited responsibility for evaluating and improving their study or work
3	Mastery of basic theory and expertise necessary for a learning or work field	Mastery of basic skills and expertise for a learning or work field; being able to use expertise to complete relatively complex work under specific circumstances	Being able to manage and guide others' work in an unpredictable environment; to check and improve one's own work performance and that of others



Continued Table

Level	Knowledge	Skills	Abilities
4	Mastery of a comprehensive basic theory and expertise in a learning or work field, and establishing critical understanding of relevant theories and principles	Mastery of expertise and special skills in a learning or work field; being able to skilfully use basic skills and expertise to complete relatively complex work	Being able to manage complex technical or professional activities/projects and make decisions in an unpredictable environment; to manage one's own professional development and that of the team
5	Mastery of a solid basic theory and systematic expertise in a learning or work field, and forming critical understanding of the knowledge in a field and interdisciplinary fields	Mastery of expertise and special skills in one or more fields of learning or work; being able to skilfully use basic skills and expertise to complete relatively complex and unconventional work; be innovative in technical skills	Being able to manage and change the learning or working environment in a complex and unpredictable environment that requires new strategies; to promote the development of expertise or practices and be responsible for the overall team performance



Continued Table

Level	Knowledge	Skills	Abilities
6	Mastery of a solid and broad basic theory and systematic and in-depth expertise in a leaning or work field, and understanding the most advanced and cutting-edge knowledge in interdisciplinary fields	Mastery of key skills in one or more fields of learning or work; being able to skillfully use basic and special skills to complete highly complex and unconventional work in various fields relating to his/her occupation; be innovative in technological breakthrough and process reform	Being able to demonstrate a high degree of authority, innovativeness, autonomy, academic aptitude and professional ethics, and remain committed to the development of new concepts and processes in a new and unpredictable environment or at the forefront of learning or work
^a To facilitate connection with other types of frameworks, this level is set as an open level and the knowledge, skills and abilities at this level are not described in detail.			



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后 记

自 20 世纪 80 年代以来，依据世界教育大会提出的终身教育理念和计划，世界各国纷纷提出终身教育理念和建立终身教育体系的目标。许多国家把在国家层面上建立起科学合理的各级各类学习成果认证、积累与转换制度作为促进全民终身学习的有力抓手，开展了各种实践创新。

《国家中长期教育改革和发展规划纲要（2010—2020 年）》（以下简称《纲要》）提出“搭建终身学习‘立交桥’。促进各级各类教育纵向衔接、横向沟通，提供多次选择机会，满足个人多样化学习和发展的需要”，“建立继续教育学分积累与转换制度，实现不同类型学习成果的互认与衔接”，“建立‘学分银行’制度”等。为落实《纲要》要求，国家开放大学 2012 年承担了教育部委托的“国家继续教育学习成果认证、积累与转换制度的研究与实践”项目。经过几年努力，项目组对我国继续教育学习成果认证、积累与转换制度进行了顶层设计，提出了制度的总体架构，研定了以学习成果框架为引领的制度建设模式和“框架+标准”的技术路径，开发了开展学习成果认定、积累与转换工作的系列工具和方法，并通过“继续教育学习成果认证、积累与转换”试点、



“高等职业教育学习成果积累与转换”试点、职业教育国家学分银行和国家开放大学学分银行建设实践等工作，进行了验证性实践。

为支持学分银行业务开展，国家开放大学开发了以区块链、大数据、人工智能等新技术为支撑的学分银行信息平台。围绕教育数字身份、学习成果公共基础服务等核心功能进行了平台设计与开发。信息平台具有机构管理、框架管理、标准管理、成果管理、账户管理、档案管理、服务体系管理等功能，支持亿万级用户在线进行开户、积累、转换等操作。2021年，国家开放大学“学分银行区块链：创新研发与应用”入选国家区块链创新应用试点。国家开放大学依托开放教育、职业教育教学实践，探索了区块链在招生教学、学历认证、学分互认、求职就业、考核评价以及终身学习档案等方面的典型应用。

为固化前期研究与实践成果，加强知识产权保护，提升学分银行公信力，更好地服务于职业教育国家学分银行和国家开放大学学分银行建设，现将系列制度、手册、流程和管理办法等出版为《学分银行标准丛书》（以下简称《丛书》）。《丛书》主要包括《学习成果框架》《学分银行术语》《学分银行学习成果认定标准编制通用规范》《学分银行编码规则》等。《丛书》的出版是国家开放大学学分银行（学习成果认证中心）团队经过统筹规划、实践探索、交流讨论形成的共同成果。



《学习成果框架》是《丛书》之一，是在原有的《继续教育学习成果框架（10级）》的基础上修订和完善的。本书的内容框架设计和统稿由学分银行（学习成果认证中心）副主任卢玉梅完成，具体内容的编写由高洁、曲克晨、王丽娜、李静、曹旭、杜芊等完成。

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编委会
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