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

学分银行术语

国家开放大学学分银行部（学习成果认证中心） 著

（获取电子书）

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《学分银行标准丛书》

前 言 Foreword

《学分银行标准丛书》主体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。

《学分银行术语》是《学分银行标准丛书》之一，是基于学分银行的理论研究和工作实践成果，界定了资历框架、学习成果认证和学分银行等相关术语，旨在规范和指导各行业、领域开展学分银行相关工作。

鉴于学分银行工作的创新性，以及相关经验有所缺乏，丛书中还有不足之处，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

2023 年 12 月

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1　范围

本文件规定了资历框架、学习成果认证、学分银行相关术语及其定义。

本文件适用于资历框架、学习成果认证、学分银行相关领域术语应用。

2　规范性引用文件

《学习成果框架》（CB/JC 0001—2022）

《学分银行学习成果认定单元编制通用规范（CB/JC 0002—2022）

3　术语和定义

3.1　资历框架相关术语

3.1.1　资历

资历又称学习成果，是指学习者通过正规教育、非正规教育或者非正式学习掌握特定知识、技能和能力后，所得资格或经历的总和，是国家承认的学习成就证明，常见为文凭、学位或资格证书等形式。

3.1.2 资历框架

资历框架是对各类资历进行统一分级和管理的基准架构，由等级和等级所具备的知识、技能和能力描述组成。

3.1.3 学习成果框架

学习成果框架与国际上通行的国家资历框架在内涵上是一致的，是对国家资历框架先行先试的阶段性成果。

3.1.4 知识

知识是指通过学习、研究、实践或经历获得的，经过提升、总结与凝练的系统认识。

3.1.5 技能

技能是指在学习、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。

3.1.6 能力

能力是指在应用知识和技能的过程中表现出来的综合素质。

3.1.7 普通教育

普通教育是指国家实施的不同教育阶段的学校教育，通常包括基础教育和高等教育。

3.1.8 职业教育

职业教育是指为了学习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，通常包括职业学校教育和职业培训。

3.1.9　继续教育

继续教育是指面向学校教育之后所有社会成员的教育活动。

3.1.10　正规教育

正规教育是指由教育部门认可的教育机构（学校）所提供的有目的、有组织、有计划、由专职人员承担的，以影响入学者的身心发展为直接目标的、全面系统的训练和培养活动。

3.1.11　非正规教育

非正规教育是指由政府、企业、机构等各类主体对特定对象组织开展的教育活动，以特定对象获得各类资格证书和培训证书为主要目的。

3.1.12　非正式学习

非正式学习是指个人学习者在日常生活、工作和家庭等环境中，通过非组织的、碎片化的学习活动获得知识、技能和能力。

3.2　学习成果认证相关术语

3.2.1　学习成果认证

学习成果认证是指按照统一标准对学习成果进行评估、核算，并赋予学习者资历框架（学习成果框架）等级和学分银行学分的过程。

3.2.2　学习成果认证标准

学习成果认证标准是指对学习成果建设、运行、管

理、评价和应用进行评估、核算的准则与依据，包括资历框架（学习成果框架）、学分认证标准、行业认证单元等。

3.2.3　认证单元

认证单元是指具有连贯而明确的学习结果和评价标准的内容模块，是用于学习成果认证的最小单位。

3.3　学分银行相关术语

3.3.1　学分银行

学分银行是指借鉴和模拟银行的功能，以学分为计量单位，按照统一的标准，对学习者的各类学习成果进行认证与核算，实现各级各类学习成果的存储、积累与转换的学习激励制度和教育管理制度。

3.3.2　学分银行个人账户

学分银行个人账户是学分银行为全体社会成员开设的个人网络空间，主要用于办理学习成果认证、积累与转换业务。

3.3.3　终身学习档案

终身学习档案是对学习者个人终身学习过程中所获得的学习成果、经历、技能、荣誉等进行记录和管理的电子数据库。

3.3.4　学分银行机构账户

学分银行机构账户是指学分银行为政府部门、院校、行业企业等建立的账户，主要用于记录这些机构拥有的

学习成果信息、参与有关成果培训考核的人员信息、持有有关学习成果的人员信息以及相关转换信息等。

3.3.5　学习成果存储

学习成果存储是指将学分银行认证通过的学习成果记录到学分银行账户的过程，可分为两类：机构学习成果存储和个人学习成果存储。

3.3.6　学习成果积累

学习成果积累是指同一个学分银行账户多次存储不同学习成果的过程。

3.3.7　学习成果转换

学习成果转换是指个人学习者持有的一个颁证机构的学习成果得到另外一个机构的认可、接受，并实现学分、课程和资格豁免的过程。

3.3.8　学习成果名录

学习成果名录也称资历名册，是学分银行面向社会公开发布的、经过认证的学习成果目录清单。学习成果名录中的学习成果包含资历名称、颁证机构、资历框架（学习成果框架）等级、学分、所属行业（学科）、简介、有效期等。

3.3.9　学分

学分是指一种用于计算学习者学习量的计量单位。

3.3.10　学分银行学分

学分银行学分是指以学习成果认证标准为依据，对各类资历（学习成果）所体现的学习量、价值和水平的

量化表征。

3.3.11　转换规则

转换规则是指以学分为计量单位，实现不同学习成果之间转换的规定。

3.3.12　学分银行服务体系

学分银行服务体系是指面向用户开展学习成果认证、存储、积累与转换业务的多层级实体服务网络。

3.3.13　学分银行信息平台

学分银行信息平台是指基于大数据、云计算、移动互联网、人工智能、区块链等信息技术，提供学习成果认证、积累与转换等功能的综合集成系统，由门户网站、工作平台、服务平台与移动终端组成。

3.3.14　学分银行区块链

学分银行区块链是基于区块链技术，通过多方共建、共享，将学习成果的认证、积累与转换等学分银行相关数据上链存证，实现数据透明共享，可追溯，不可篡改，促进业务权威、公正、安全、可信、高效开展的技术应用模式。

1 Scope

This document stipulates the related terms and definitions of qualification framework, learning outcomes certification, and credit bank.

This document is applicable to the application of related terms in the fields of qualification framework, learning outcomes certification, and credit bank.

2 Normative References

Learning Outcomes Framework (CB/JC 0001-2022)

General Specification for Learning Outcomes Recognition Units of Credit Bank (CB/JC 0002-2022)

3 Terms and Definitions

3.1 Terms Related to Qualifications Framework

3.1.1 Qualifications

Qualifications are also known as learning outcomes, refers to the sum of qualifications or experiences gained by a learner after acquiring specific knowledge, skills and competencies through formal education, non-formal education or informal learning, and is a nationally recognized proof of learning achievement, commonly in the form of a diploma, degree or qualification certificate and so on.

3.1.2 Qualifications Framework

Qualifications Framework is a reference architecture for the consistent grading and management of various qualifications, consisting of levels and descriptions of the knowledge, skills and competencies required for the corresponding levels.

3.1.3 Learning Outcomes Framework

Learning Outcomes Framework (LOF) is consistent with the internationally recognized National Qualifications Framework (NQF) and is the outcome of the pilot testing of the NQF in the current stage.

3.1.4 Knowledge

Knowledge refers to a systematic understanding acquired through study, research, practice, or experience that is enhanced, summarized, and condensed.

3.1.5 Skill

Skill is the ability to apply appropriate knowledge, techniques and methods in study, research, practice or experience to complete tasks and solve problems.

3. 1. 6 Competence

Competence refers to the comprehensive quality revealed in the process of applying knowledge and skills.

3. 1. 7 General Education

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

3. 1. 8 Vocational Education

Vocational Education refers to the educational activities carried out with an aim to equip the learners with the professional ethics, science and culture and professional knowledge, technical skills and other comprehensive qualities needed for engaging in a certain occupation or career development, usually including vocational school education and vocational training.

3. 1. 9 Continuing Education

Continuing Education refers to the educational activities oriented towards all of the social members who have completed their academic schooling.

3. 1. 10 Formal Education

Formal Education refers to the comprehensive and systematic training and cultivation activities provided by educational institutions (schools) recognized by the education authorities, which are purposeful, organized, planned, and undertaken by specialized personnel with the direct aim of influencing the physical and mental development of the students enrolled into the schools.

3.1.11 Non-formal Education

Non-formal Education refers to the educational activities organized and carried out by the government, enterprises, institutions and other entities for specific targets, with the main purpose of obtaining various types of qualification certificates and training certificates.

3.1.12 Informal Learning

Informal Learning refers to the acquisition of knowledge, skills and competencies by individual learners through unorganized and fragmented learning activities in any setting, such as at work, at home, or during leisure activities.

3.2 Terms Related to Learning Outcomes Recognition

3.2.1 Learning Outcomes Recognition

Learning Outcomes Recognition is the process of making assessments and calculation of learning outcomes based on the unified standards, and granting learners with grades of qualifications framework (learning outcomes framework) and credits of the credit bank.

3.2.2 Learning Outcomes Recognition Standard

Learning Outcomes Recognition Standard is the guideline and criteria for assessing and calculating the construction, operation, management, evaluation and application of learning outcomes, including qualifications framework (learning outcomes framework), credit recognition standard, industry recognition unit, etc.

3.2.3 Recognition Unit

Recognition Unit is a content module with coherent and clear learning outcomes and evaluation criteria, which is the smallest unit for recognition of learning outcomes.

3.3 Terms Related to Credit Bank

3.3.1 Credit Bank

Credit Bank is a learning incentive system and education management system that takes the bank as the reference and simulates its functions, uses credits as the unit of measurement, certifies and calculates learners' various learning outcomes according to uniform standards, and realizes the storage, accumulation and transfer of learning outcomes at all levels and in various categories.

3.3.2 Credit Bank Personal Account

Credit Bank Personal Account is a personal cyberspace opened by the Credit Bank for all members of the society, mainly used to deal with the recognition, accumulation and transfer of learning outcomes.

3.3.3 Lifelong Learning File

Lifelong Learning File is an electronic database that records and manages learning outcomes, experiences, skills and honors of learners in the process of the individual's lifelong learning.

3.3.4 Credit Bank Institutional Account

Credit Bank Institutional Account is an account established for governmental departments, colleges and universities, industries and enterprises, etc. It is mainly used to record information on learning outcomes owned by the institution, information on the personnel participating in the training and assessment of the relevant outcomes, information on the personnel who have gained the relevant learning outcomes and relevant transfer information, etc.

3.3.5 Learning Outcomes Storage

Learning Outcomes Storage refers the process of recording learning outcomes that have been approved by the credit bank into the credit bank account. It can be divided into two categories: institutional learning outcomes storage and personal learning outcomes storage.

3.3.6 Learning Outcomes Accumulation

Learning Outcomes Accumulation refers to the process of storing different learning outcomes into the identical credit bank account for multiple times.

3.3.7 Learning Outcomes Transfer

Learning Outcomes Transfer refers to the process of credit, course, and qualification exemption whereby an individual learner's learning outcomes granted by one certificate-issuing institution are recognized and accepted by another institution.

3.3.8 Learning Outcomes List

Learning Outcomes List, also known as the "Qualifications List", is a catalogue of recognized learning outcomes published by the credit bank to the public. Each learning outcome in the list contains the name of the qualification, the granting institution, the level of qualifications framework (learning outcomes framework), credits, the industry (discipline) it belongs to, brief introduction, the period of validity, etc.

3.3.9 Credit

Credit is a unit of measurement used to calculate the amount of learning invested by the learner.

3.3.10 Credit Bank Credit

Credit Bank Credit is a quantitative representation of learning amount, value, and level embodied in various qualifications (learning outcomes) based on the learning outcomes recognition standards.

3.3.11 Transfer Rule

Transfer Rule refers to rules for realizing mutual transfer between different learning outcomes, with the credits as the measurement units.

3.3.12 Credit Bank Service System

Informal learning refers to individual learners acquiring knowledge, skills, and abilities through unstructured and fragmented learning activities in everyday life, work, and family environments.

3.3.13 Credit Bank Information Platform

Credit Bank Information Platform is a comprehensive integrated system that provides functions such as recognition, accumulation and transfer of learning outcomes, which is consisted of a web portal, a workbench platform, a service platform and a mobile terminal based on the information technology construction of big data, cloud computing, mobile network, artificial intelligence, blockchain.

3.3.14 Credit Bank Blockchain

Credit Bank Blockchain is a technological application model based on blockchain technology. Through multi-party co-construction and sharing, it stores and verifies on-chain the credit bank-related data such as recognition, accumulation and transfer of learning outcomes to realize transparent sharing of data, traceability and non-tampering of the data, and facilitate the business to be carried out in an authoritative, fair, secure, trustworthy and efficient way.

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，世界各国纷纷提出自己的终身教育理念和计划，以及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，满足个人多样化的学习和发展需要”“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和衔接”“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“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。

为固化前期研究和实践成果，加强知识产权保护，提升学分银行公信力，更好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。

《学分银行术语》是《丛书》之一。感谢国家开放大学副校长、学分银行部（学习成果认证中心）主任李松、常务副部长王然、副部长季欣的悉心指导。感谢副部长王丽娜、应用研究中心曲克晨、谢雷等老师的组织编写工作。感谢研讨专家和学分银行全体人员的倾情相助！

编委会

2023 年 12 月