

Research on the Path of Constructing National Credit Bank for Vocational Education

Yuqian Li, Jingmin Zhang ^{Corresponding author}

School of History, Culture and Tourism, Liaoning Normal University, Dalian, Liaoning 116081, China

Abstract: The National Credit Bank for Vocational Education can effectively guarantee the certification, accumulation and transformation of learners' learning achievements, so as to meet the needs of learners for lifelong learning. In order to better build the National Credit Bank for Vocational Education, this paper reviews the development status of credit banks represented by universities, vocational colleges and their alliance credit banks, citizen and corporate credit banks, and lifelong education credit banks, discovered the existing problems in the construction of credit banks, such as imperfect policies and regulations, undefined certification and transformation standards, the lack of independent certification agencies and low demand for transformation. Based on the above problems, this paper proposes four specific paths of improving the top-level design, setting up independent specialized agencies, building a National Qualifications Framework and using modern information technology to promote the high-quality development of the National Credit Bank for Vocational Education.

Keywords: Vocational education; National credit bank; Positioning; Problem; Path

1. Introduction

Nowadays, the country's demand for vocational and technical talents is becoming more and more urgent, and corresponding vocational education issues have been received extensive attention by the education sector. It is difficult for traditional vocational education to be divided into many sections and multiple management modes to meet the cross-industry needs of modern vocational education. Therefore, the construction of the national credit bank can break the limitations of the school's overall management of student learning achievements, and truly realize the cross-industry needs of vocational education. From a policy point of view, the construction of credit accumulation and transformation system in credit banks has been mentioned for many times by the education department, which requires to strengthen the connection with various types of education, and promote the learners to receive education conveniently in time and space.

2. Analysis on the Positioning of Credit Bank Model in China

The first is the evaluation and analysis of the positioning of universities, vocational colleges and their alliance credit banks. The implementation of credit banks in various colleges and universities is to meet the mutual certification of credits between the public elective courses of various departments^[1]. This kind of college and college alliance credit bank only plays a role in the accumulation of credits, which embodies the function of the credit system. It does not involve the function of credit transformation and has certain defects. The college alliance credit bank only exists between the colleges and universities of the same level, which makes the participants and objects have greater limitations, also makes the vertical flow of students between different levels of colleges and universities becomes impossible. The college alliance credit bank will create a situation where there is no need for college students to exchange credits, and people with work experience who want to exchange bank credits are not qualified. Therefore, such credit banks only benefit from the students of the same level of colleges and universities. For most students, they do not benefit from this type of credit bank, which makes it difficult to promote in the society.

The second is the evaluation and analysis of the positioning of citizen and corporate credit banks. With the continuous deepening of the concept of lifelong learning and the construction of a learning society, some citizen credit banks and corporate credit banks established by local governments and enterprises have gradually emerged, with the purpose of promoting lifelong learning for citizens and employees. However, such credit banks currently have the problem of insufficient credit accumulation ability and credit transformation demand. On the one hand, because the credits of such credit banks come from less standardized courses developed by local governments and enterprises, which leads to the fact that other informal learning achievements of citizens or employees cannot be recognized; on the other hand, the main body of such credit banks is mainly concentrated in regional governments and enterprises, and the credit versatility is poor, and there are regional restrictions, so that the overall social recognition is not high, which makes it difficult to promote in the society.

3. The Problem Analysis of the Construction of Chinese Creditbank

Although the scale and implementation methods of credit banks construction by vocational colleges and enterprises are different, it has also accumulated valuable experience and practices for our country to explore and build a sound credit bank system. Generally speaking, credit banks lack overall design and overall planning. Credit banks are regional and fragmented. Credit banks have a low overall level and low social recognition.

3.1 Imperfect National Policies and Regulations

Since the establishment and construction of the credit bank in our country, most of the policy formulations have been carried out in one stroke, without detailed explicit regulations, and the implementation has remained at the level of advocacy and appeal. From the perspective of the National Credit Bank for Vocational Education, the credit bank should have a comprehensive, unified, scientific and objective feature and a more comprehensive credit certification, accumulation and transformation system covering industry positions. However, at present, the credit system in vocational colleges is limited to vocational colleges, which are not closely connected with vocational training institutions. The reason is that there is no sharing of course resources between vocational colleges and vocational training institutions. This makes it impossible for students to choose courses between these two institutions and accumulate corresponding learning results, so that the transformation of learning results is out of reach. The essence is that the sharing of high-quality course resources will undoubtedly harm the interests of both parties. Therefore, the state must introduce corresponding laws and policies to ensure the sharing of high-quality resources, strengthen close cooperation between schools and institutions, give play to their own characteristics, create quality courses, and provide a better basic platform for resource sharing.

3.2 The Standard for Credit Certification and Transformation has not been Determined.

At present, the national unified credit certification and transformation standards have not yet been established. The credit certification standards of various vocational colleges are mostly based on the curriculum standards of various colleges and universities. However, the quality of school running level, majors, and curriculum standard setting of various vocational colleges are uneven, and naturally there are difficulties in credit certification and transformation. On the other hand, the learning outcomes certified by credit banks are mostly course credits obtained from formal education and some certificates recognized by the society, etc. so the acceptance of informal and informal learning outcomes is relatively low. However, the contents, forms and differences of informal learning outcomes are rich, which makes it difficult for vocational colleges to reach an agreement on the certification of these informal learning outcomes, and it is inevitable that there will be difficulties in the certification and transformation of corresponding informal learning outcomes. Therefore, the establishment of a unified educational evaluation method among vocational colleges can promote the smooth implementation of National Credit Bank for Vocational Education.

4. The Path Selection of National Credltdbank Constructlon For Vocatlonal Education in China

At present, our country's credit bank has problems such as imperfect top-level design, chaotic certification system, insufficient institutional independence, and low social recognition. Therefore, it is necessary to fully learn from the successful experience of foreign bottom-up credit bank construction, including doing a good job in top-level design, setting up a National Qualifications Framework, establishing an independent operation of specialized institutions.

4.1 Do a Top-level Design to Ensure the Implementation of the National Credit Bank for Vocational Education

Judging from the successful experience in the construction of foreign national credit banks, in order to ensure the efficient operation of national credit banks, most countries have adopted the form of authorization or legislation on related matters in advance to ensure the certification, accumulation and transformation of the learning results of national credit banks^[3]. The construction of credit banks in our country has only issued the outline of the education plan, and the relevant specific laws (such as the learning achievement certification law, the learning achievement transformation law, etc.) have not been promulgated. However, the construction of the national credit bank involves many different types of education systems and stakeholders. Without relevant specific laws as a guarantee, the cross-regional and cross-organizational financing of the national credit bank will obviously not work. Therefore, in terms of top-level design, the state must actively promote the relevant legislative work of the national credit bank, and fully authorize the national credit bank after a strict review of its qualifications and status to ensure its authority.

4.2 Establish an Independently Operated Specialized Institution to Ensure the Credibility of the National Credit Bank for Vocational Education.

The authority and credibility of the National Credit Bank for Vocational Education not only come from the power granted by the state, but also from its own independence. Most of the national credit banks in the world have specialized agencies or independent related institutions. These institutions representing the government carry out relevant business work with institutions such as universities and enterprises, such as the Korean Credit Bank set up an independent institution to be responsible for the operation of the credit bank. In theory, there should be no administrative subordination or interest relationship between these institutions to avoid disputes. Scholars Huang Qingping believes that the current thinking on the construction of a national credit bank should be led by the State Council, and the Ministry of Education should establish a special institution or set up a number of related independent institutions to certify, accumulate and transform learning results, so as to ensure the fairness and justice of the results^[3].

4.3 Establish a National Qualifications Framework to Ensure Uniform Standards for Certification of Learning Outcomes

The construction of the National Qualifications Framework involves the certification of learning achievement levels between institutions of all levels and in various fields, which is sufficient to show that the construction of the National Qualifications Framework is a complex and systematic project. Judging from international experience, countries generally establish a National Qualifications

Framework to link general education, vocational education and continuing education. The establishment of National Qualifications Framework can solve the bottleneck in the education system and has formed a recognized trend in the world. The purpose of establishing a National Qualifications Framework is to unify the measurement standards among various learning outcomes. When building a National Qualifications Framework, one is to ensure that it obtains legal support in the form of national legislation to make it enforceable, and the other is to establish a series of supporting systems, such as learning achievement certification, qualification accumulation and transformation, etc.. These measures can ensure the operability of the National Qualifications Framework^[4].

5. Conclusion

The construction of a National Credit Bank for Vocational Education is of great significance for improving the modernization of vocational education and building a life-long learning society. This article is based on the problems of imperfect national policies and regulations, inconsistent certification and transformation standards, lack of third-party independent certification institutions, and low demand for learner transformation during the construction of various regions and types of credit banks. The author puts forward avoidable suggestions on the construction of the National Credit Bank for Vocational Education, and hopes that the National Credit Bank for Vocational Education can learn from the effective experience of various types of credit banks in the construction process to build a perfect National Credit Bank for Vocational Education. With the development of modern information technology in the future, the construction of the National Credit Bank for Vocational Education will develop in a modern, humane, more convenient and complete direction, and the value chain oriented by professional needs will also be adjusted.

References:

- [1] Huang Qingping, Gong Lifang. "Originality and future: based on the transition of lifelong education credit bank to the national credit bank," J. Vocational and Technical Education, 2018, 39(28):58-63. in press. DOI:10.3969/j.issn.1008-3219.2018.28.012 (In Chinese).
- [2] Hu Yanfang, Wu Nanzhong. "Research on internal structure of regional lifelong learning credit bank," J. Vocational and Technical Education, 2019, 40(09):50-54. in press. DOI:10.3969/j.issn.1008-3219.2019.09.011 (In Chinese).
- [3] Huang Qingping, Chen Aixia, Gong Lifang, Fan Qin. "On construction subject and promotion strategy of National Credit Bank of Vocational Education," J. Vocational and Technical Education, 2020, 41(18):19-23. in press. DOI:10.3969/j.issn.1008-3219.2020.18.005 (In Chinese).
- [4] Jin Bingxiong. "The enlightenment of European Qualifications Framework on the construction of China's National Qualifications Framework," J. Chinese Vocational and Technical Education, 2019(22):76-82. in press. (In Chinese).