

# Analysis of the superiority and innovativeness of the credit bank system from the perspective of the four new constructions

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Received: February 14, 2024, Revised: August 3, 2024, Accepted: August 4, 2024

## Abstract

This study summarizes the credit bank system's conceptual connotation, operation mode, essential elements, challenges, and improvement countermeasures. It analyzes the superiority and innovativeness of the credit bank system from the perspective of the four new constructions based on the conceptual connotation, operation mode, essential elements, challenges, and improvement countermeasures of the credit bank system. The study shows that the credit bank system in the perspective of the four new constructions, meets the needs of the national development of continuing education, satisfies the diversified needs of learners, helps to realize educational fairness, and is an important initiative to build a lifelong education system; compared with the current credit bank system, the credit bank system in the perspective of the four new constructions has a higher degree of inclusiveness and openness and offers the possibility of integrating different levels and types of educational resources. Based on the results of the analysis, a proposal is put forward. Based on the analysis results, suggestions are made to improve the credit bank system by supporting each learner, enhancing the capacity of learning providers, and utilizing the application of technology and cultural influence. This study provides

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theoretical references for the construction of the credit bank system from the perspective of the four new constructions in China.

**Keywords:** four new construction, credit bank, superiority, innovation

## introduction

China is in a critical period of transformation of its economic development mode, and a new development pattern characterized by an innovation drive has been formed. As a strategic force leading economic and social development, education has a critical position and role in promoting economic transformation, upgrading, and fostering innovative talents. 2021, General Secretary Xi Jinping emphasized during his visit to Tsinghua University that it is necessary to fully understand the requirements of the times for building a world power in science and technology and aim at the world's scientific and technological frontiers and the needs of the country's primary strategic needs, and promote the construction of new engineering disciplines, new medical disciplines, new agricultural disciplines, and new liberal arts, which are known as the "four new" construction. This is known as the "four new" construction. The core concept of the four new constructions is to break down the barriers of disciplines, promote cross-fertilization, realize complementary advantages and collaborative innovation, and cultivate structured and complex talents. This provides a new opportunity for China to build an open, shared, and continuously developing modern education system.

As an essential institutional innovation in education, the credit bank system can promote the effective use and sharing of different levels and types of educational resources, support personalized and independent learning, and is a critical hand segment in building a lifelong learning system. Although China has carried out the pilot practice of credit banks in many places, facing the problems of non-uniform authentication standards and unsmooth operation mechanisms, there is still a particular

gap with the requirements of the four new construction concepts. Therefore, it is necessary to analyze the dilemmas faced by the credit bank system from the perspective of the four new constructions and put forward targeted countermeasures to promote further improvement and development of the credit bank system.

The theoretical research on credit banking mainly focuses on three aspects: the conceptual connotation, theoretical basis, and value of credit banking. Based on summarizing the conceptual connotation and mode classification of credit banking, Wang Haidong et al. (Wang et al., 2019) proposed it as an essential path to building a lifelong education system. The primary function of credit banking is accumulating and converting credits (Juan, 2021), which several countries have implemented under different names, such as ECTS in Europe and CBSS in South Korea. The origin of credit banking has different views in the academic world, with some studies suggesting that it originated in the United States and others indicating that it originated in South Korea. Chinese scholars generally consider credit banking an educational system; some view it as an educational management model or a learning management organization (Li & Zhang, 2021; Zhou et al., 2022). Regarding theoretical foundation, the emergence of credit banks is based on profound theoretical roots and is not an accidental product (Li et al., 2019). Credit banks are closely linked to freedom of learning, aiming to provide learners with more choice and freedom in the form of learning.

In addition, credit banking is linked to the theory of market economy, which includes the efficiency of resource allocation and the principle of equivalence (Jaspers, 1991). Credit banking is also related to the theory of educational equity, which aims to provide equal educational opportunities and eliminate discrimination and inequality in education (Jan, 2011). Many scholars, such as Li Jing (2020), have also emphasized that credit banking helps connect different educational resources and integrate general and

vocational education. In terms of value, credit banks serve as a "tractor" to promote the productive output of learners' learning outcomes (Sook et al., 2016, pp. 31-38), as a "connector" to encourage the articulation between vocational and general education (Kuang et al., 2021), and as a "booster" of the lifelong education system (Ok-Jin, 2016, pp.317-322). At the same time, as an "enabler" of the lifelong education system, it supports the construction of the system (Se et al., 2014). Studies have shown that credit banks can meet the needs of adults for continued learning, enhance the professional competence of academic college students, and positively affect the construction of the lifelong education system (Se et al., 2014; Jinhyo & Yekyung, 2019). In summary, although the existing studies have elaborated the significance of credit banking from different perspectives, they are limited to traditional perspectives, less systematic interpretation from the perspective of the four new constructions, and the research on the superiority and innovativeness of credit banking system under the perspective of the four new constructions is not deep enough.

Based on the above research background, the core purpose of this study is to analyze the dilemmas faced by the construction of the credit banking system based on the perspective of the four new constructions, put forward the superiority and innovativeness of the credit banking system in the perspective of the four new constructions, and propose the improvement countermeasures based on this, to provide the optimization path of the credit banking system in support of the four new constructions, and to promote the in-depth fusion of educational resources of different levels and types and the synergistic innovation. This study has the following theoretical and practical significance: 1) to enrich the theory of the integration and development of the four new constructions and the credit bank system; 2) to enhance the supportive role of the credit bank to the four new constructions; and 3) to provide theoretical references for

the construction of the credit bank system under the perspective of the four new constructions in China.

### **Overview of the credit-banking system**

The credit bank system is regarded as a critical innovation for continuing education in Chinese higher education in the new era, which is not just a concept of education management but a comprehensive system covering the allocation of educational resources, optimization of learning paths, and support for lifelong learning. The system's core lies in the mechanism of mutual recognition and transfer of credits, which provides a platform through which educational achievements between different universities, different levels of education, and even between different countries can be recognized and transferred. This mechanism allows learners to choose the most appropriate learning paths and educational resources according to their own learning needs and aspirations, thereby realizing the goal of personalized learning.

The advantage of the credit bank system lies in its universal applicability and elasticity, adapting to the developmental needs of Chinese society and the diversification of individual learning needs in the new era, and at the same time, providing an essential channel for the fairness of China's education and the optimization of the allocation of educational resources. Under the perspective of the four new constructions, the operating institutions of the credit bank system are expected to support everyone to become lifelong learners, promote the construction of the national qualification framework, as well as optimize the 1+X certificate credit transfer pathway, which not only enhances the flexibility of the education system but also promotes educational equity and resource sharing (Yuanjing et al., 2020).

There have been many successful cases of credit bank systems in the international arena. Still, due to the differences in the education systems

of different countries, the global experience cannot be applied directly to China. Therefore, through an in-depth comparative analysis of the mechanisms of credit banks at home and abroad, this paper objectively sorts out and evaluates the international experience and domestic practice and puts forward a basic concept of a credit bank operation organization suitable for China's national conditions. This concept includes establishing an alliance of inclusive credit-banking schools, strengthening the collaborative management system of related entities, and innovating institutions and policies to stimulate the vitality of the credit-banking system.

Taken together, the credit bank system is regarded as an essential tool for promoting educational equity and building a lifelong education system in China, which helps to make an overpass to connect different educational resources and learning needs and ultimately realizes the effective allocation of academic resources and diversification of talent cultivation. Through research methods such as the literature method, history and country comparison method, and social survey method, this paper analyzes in depth the superiority and innovation of the credit bank system. It proposes constructing an operational institution of great significance to developing continuing education in Chinese higher education.

#### **Four New Construction Perspectives Credit Bank System Superiority Analysis**

1. Alignment with national needs for the development of continuing education The credit bank system is an innovative practice of continuing education in China in the new era, which aligns with the needs of the country's development of continuing education and shows remarkable superiority (Zhang & Tang, 2022). The system's core is to break the geographical and time constraints, provide flexible and diverse learning pathways, and promote the sharing and equity of educational

resources. In the Implementing Opinions of the Ministry of Education on Promoting the Reform of Academic Continuing Education in General Colleges of Higher Education in the New Era (Ministry of Education, 2022), new requirements for the internationalization of the development path of higher academic continuing education are explicitly stated, emphasizing the importance of the open sharing of high-quality educational resources, which is highly consistent with the goals of the credit bank system. The establishment of the credit bank not only responds to the "four new constructions" put forward by General Secretary Xi Jinping during his visit to Tsinghua University in 2021 but is also a concrete action to build a lifelong education system, as stated in the Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020). It allows for mutual recognition and transfer of credits between universities and domestic and foreign educational institutions, providing learners with a broader learning platform and a more comprehensive range of educational opportunities.

The credit banking system has been described as a system that is closely linked to the needs of the Chinese state in developing continuing education in the new era. The superiority of this system is manifested in several aspects: promotion of domestic and international cooperation and resource sharing: the credit bank system can promote domestic cooperation in Chinese higher education and, at the same time, provide a mechanism channel for Chinese higher education institutions to share with international high-quality educational resources; flexibility and diversity: the system breaks down the time and space limitations of continuing education, and prompts continuing education to be more flexible and diverse to meet better the needs of the construction and development of a learning society; educational equity and lifelong learning: the credit bank provides a platform for any group to learn through information technology and the Internet. The construction and development needs

of a learning society; educational equity and lifelong learning: The credit bank provides any group with access to learning centers based on learning needs at any time through information technology and the Internet, which effectively promotes educational equity and lifelong learning.

## 2. Meeting the needs of learners for high-quality, continuous learning

Continuing education in Chinese higher education institutions mainly takes academic supplementary education as the primary form and purpose. The mode and organization of continuing education are primarily based on the traditional mode of academic education. However, all kinds of institutions try hard to provide flexible and diversified ways of continuing education for continuing education learners, especially with the rapid development of information technology and the continuous maturity of distance education technology, which provides powerful support for enriching learning methods. Learners have more choices of learning modes. Especially with the rapid development of information technology and the continuous maturity of distance education technology, which provides strong support for enriching learning methods, learners have more choices. However, China's traditional academic education mode still has a profound influence; the training time for continuing education is relatively fixed, the teaching method is relatively single, the application of distance education and information technology is not deep enough, the recorded class has become the primary way of online teaching in continuing education, the arrangement of learning content is old and boring, and the teaching schedule of academic year system is adopted. The above mode does not satisfy the needs of adults for continuing education, especially the characteristics and learning requirements of working people, because working people have to take care of their work, study, and family and have little time to concentrate on learning. In addition, the teaching management of continuing education

in China at the current stage is characterized by problems such as a lack of process management, examination requirements, and lack of strict auditing for the issuance of diplomas, which reflects that the society and various types of continuing education providers do not attach importance to continuing education, do not objectively recognize the vast differences between general college education and continuing education, and do not deeply understand the significance of the development of continuing education, which has led to the investment of resources in the research and development of continuing education. As a result, the resources invested in research and development of continuing education are few, the curriculum design is poorly targeted, the teaching mode is not flexible enough, the effectiveness is weak, and it is not easy to achieve the win-win goal of maximizing the interests of learners in continuing education and maximizing the interests of the society.

The credit banking system's ability to meet the needs of learners for high-quality continuing education can be summarized as follows: It breaks through the limitations of traditional academic education. It provides more flexible and varied learning modes that meet working adults' and other learners' diversified learning characteristics and requirements. Specifically, the credit bank system takes "humanization" as the basic concept, emphasizes the flexibility and individualization of education, is closer to the actual needs of continuing education learners, and provides a broader range of educational resources and learning paths for individuals at different stages of learning. This system not only provides a platform for learners to choose the appropriate content and mode of learning according to their learning aspirations and needs but also emphasizes the subjectivity of the learner, that is, the learner's autonomy in choosing the subjects and methods of learning and in realizing personalized learning goals.

### 3. Promoting the fuller realization of equity in education

China is a vast country with significant differences in the levels of socioeconomic development of its various regions. Because of the external development environment and other factors, there are different philosophies, unbalanced resources, and significant gaps in educational levels among the areas, which are unfair. China needs to take positive measures to promote the fairness of education, make up for the gaps in education concepts, resources, and development levels between different regions, and provide a relatively fair education mechanism for learners in other areas. Based on information technology and the Internet, the credit bank, in the perspective of the four new constructions, enables any group to access learning centers at any time according to their own learning needs and builds equal, free, developmental, and constructive learning systems, which is an effective means to promote the full implementation of educational equity in China.

The implementation of the credit-banking system in promoting equity in education is reflected in the fact that it provides equal access to education for all people, wherever they are and whatever their economic conditions, by breaking down geographical, financial, and time constraints. The system is based on the use of information technology and the Internet, which makes distance education possible through online courses and virtual classrooms that allow learners to study at their own pace and on their timetable without the constraints of physical space, which is particularly important for working people, people living in remote areas or those who have difficulty in affording the costs of traditional forms of education.

By the guidelines for building an institutional environment for lifelong learning set out in China Education Modernization 2035, the credit-banking system is a concrete means of implementing this goal. It ensures that everyone can receive education of consistent quality by providing flexible learning modes and diversified educational resources, thus narrowing the inequality in the distribution of educational resources to some extent. In

the Opinions of the Ministry of Education on Accelerating Continuing Education, it is mentioned that the promotion of the credit-banking mechanism will facilitate the mutual recognition of credits between continuing education at different universities, which will help to raise the overall level of education and provide more possibilities for individuals who need to transfer, change their specialization or pursue lifelong learning.

#### 4. Important Initiatives for Building a Lifelong Education System

The emergence and development of the credit bank system are based on the concept of lifelong education, and relatively developed Western countries have paid great attention to the construction of lifelong education mechanisms and actively promoted the development of related construction practices. The credit bank system, under the perspective of the four new constructions, because of its openness, sharing, and other characteristics, can provide different types of learning groups with opportunities to continue learning. It is an important initiative to build a lifelong education system.

The credit-banking system is seen as an essential initiative to build a lifelong education system, with the core value of providing a flexible and open learning environment to accommodate lifelong learning. This system is essentially an educational innovation, and by enabling the certification, accumulation, and conversion of learning outcomes, it facilitates the seamless transition of learners between different stages of education and other types of education. In the document China Education Modernization 2035, the Chinese Government sets out the goal of building an institutional environment for lifelong learning for all, and the credit-banking system is one of the specific measures taken to achieve this goal.

We are in the era of the knowledge economy, and the recognition of lifelong learning is increasing in all countries and all walks of life. In China,

the knowledge economy has permeated all walks of life, and with the rapid development of information technology and the improvement of the quality of social and economic life, people's desire to learn has been stimulated, and the awareness of lifelong learning has gradually taken shape through subtle changes. To meet the diversified lifelong learning needs of Chinese society members, it is necessary to establish an open, shared, and flexible lifelong education and learning platform, improve the lifelong education system, and promote the realization of China's goal of building a solid human resources country. From the perspective of the four new constructions, the credit bank system is an essential channel for China to make a "bridge" for lifelong education. The concept of lifelong education has played an important guiding role in the birth and development of the credit bank. Integrating the idea of the four new constructions and the credit bank system better reflects the direction of the construction of the lifelong education system in the new era. The core of the credit bank system under the perspective of the four new constructions is to promote the scientific credit recognition, accumulation, and conversion system among various continuing education institutions, implement the concept of open, shared, and high-quality continuing education, set up a lifelong education learning platform that can benefit all the people, and promote the linkage between general and vocational education, and the communication between school education and continuing education, to form a "lifelong learning platform" that can meet people's lifelong learning needs. This is also an intrinsic requirement for China to build a learning society.

### **Innovative Analysis of the Credit Bank System in the Perspective of the Four New Constructions**

1. Provide channels for inter-school credit recognition and transfer in general universities

The credit banking system provides an essential channel for intercollegiate credit recognition and transfer in general colleges and universities. Such a system allows students to transfer credits between colleges and universities by establishing a standardized credit system, thus providing them with broader access to educational resources and learning opportunities. This practice meets the requirements of the Ministry of Education's Opinions on Accelerating Continuing Education to establish a system for certifying, accumulating, and transferring the learning outcomes of continuing education in different universities and realizes the mutual recognition and transfer of learning outcomes in continuing education. The system is specially adapted to the changing educational needs of learners and the trend of lifelong learning. It promotes the transfer of credits between ordinary universities and between higher vocational colleges and adult colleges and universities, thus broadening the pathway of lifelong learning. Through the credit bank, students can transfer and recognize the credits earned when participating in courses offered by different tertiary institutions among these institutions, which not only optimizes the distribution and utilization of educational resources but also promotes the balanced development of education.

Operationally, the credit banking system requires establishing cooperative relationships between universities to determine the credit transfer and accreditation criteria jointly. These standards are based on the quality of learning content and practical activities, ensuring the fairness and rationality of credit transfer. Through this system, students can choose courses freely between campuses and ensure their learning outcomes are recognized. This allows for greater flexibility and continuity in their educational pathways, whether transferring or participating in courses across campuses. In addition, the credit banking system supports the recording and management of credits through an information technology platform, providing students with clear and transparent proof of credit

tracking and accumulation. This systematic management helps students plan their learning pathways while providing universities with monitoring and quality assurance tools. In conclusion, by promoting mutual recognition and transfer of credits among general colleges and universities, the credit banking system strengthens the openness and interoperability of education, improves the efficiency of learning, meets the personalized and diversified learning needs of learners, and is an important initiative to promote the reform and development of higher education in China.

2. Provide channels for mutual recognition of learning outcomes in general and continuing education

The credit-banking system provides a channel for the mutual recognition of the learning outcomes of general higher education and continuing education in the following ways. First, the system establishes a unified platform for certifying and transferring credits for general college and continuing education learners. This means that credits can be recognized and converted between the two systems, regardless of whether learners earned them in general colleges and universities or continuing education institutions. This is reflected in several opinions of the Ministry of Education on accelerating continuing education (Ministry of Education, 2012), a draft that encourages establishing a credit accumulation and transfer system between different types of colleges and universities for continuing education. Second, the credit banking system realizes the traceability, searchability, and convertibility of learning outcomes by providing a scientific credit management and certification process, directly facilitating the articulation between general college education and continuing education. For example, suppose students of general higher education institutions wish to enroll in continuing education courses through the credit banking system. In that case, they can ensure their courses are recognized by their home institutions and reflected in their academic records. Again, the credit-banking system also promotes the

equitable distribution of educational resources. It breaks the limitations of geography and physical space by applying the Internet and information technology, enabling more people to enjoy quality academic resources. This open and shared education model has contributed to educational equity, especially in constructing a lifelong learning system environment for all people, as mentioned in China Education Modernization 2035. Finally, the credit bank system is also essential in response to national policies. The Chinese government has emphasized the importance of a lifelong learning system in several documents, such as the Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020). Launching the credit bank system aims to realize this strategic goal and ensure the continuity of education and the sustainable development of learners.

In summary, by providing a channel for the mutual recognition of learning outcomes between general higher education and continuing education, the credit bank system not only strengthens the motivation of learners and the attractiveness of continuing education but also promotes educational reform and development and improves the overall efficiency and quality of the education system.

3. Provide a channel for interregional mutual recognition of educational achievements

The credit-banking system is reflected in the mutual recognition of educational achievements between regions. First, it provides uniform standards and a mechanism for mutual recognition of academic achievements between different areas. This mechanism allows credits earned by learners in one region to be recognized by educational institutions in other places, thus facilitating the flow and sharing of academic resources across regions. This cross-regional transfer of credits enhances the mobility of learning outcomes. It strengthens the

complementarity of educational resources in the different areas and promotes the balanced development of regional education.

Under the credit bank system, learners can choose educational resources in different regions according to their development needs, making learning paths more flexible and diverse. This is reflected in constructing a lifelong learning system for all proposed in China Education Modernization 2035. Through the credit bank, mutual recognition of educational achievements in different regions can be realized, providing learners with more learning opportunities, especially for areas with considerable labor mobility; the credit bank system includes support for the reasonable mobility of talents.

In addition, the credit-banking system also provides a platform for interregional educational cooperation, based on which educational institutions in different regions can cooperate in the formulation of academic standards and the accreditation process, which not only promotes the improvement of the quality of education but also strengthens educational cooperation and exchanges. As emphasized in the Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020), the credit-banking system allows for better integration of regional educational resources and the formation of a synergistic development of education.

4. provides a platform for cross-boundary and cross-layer composite talent development

Under the perspective of the four new constructions, the credit bank system not only focuses on the in-depth study of a single discipline but also emphasizes the intersection and integration of the knowledge of different disciplines, promoting interdisciplinary research and cultivating innovation ability. In addition, the credit bank system strengthens the learner's subjective position, transforming the learner from a passive recipient of knowledge to a subject who actively chooses the learning

path. Learners can choose courses offered by different colleges and universities or educational institutions according to their interests and career plans, forming a personalized learning plan. This increased autonomy of choice is conducive to cultivating composite talents with creativity and self-learning ability. The credit bank system provides talent support for regional economic development and social needs. As the economic and social demand for diversified and compound talents increases, the credit bank system can promote the cultivation of various skills, meet the needs of talents in different industries and fields, and promote the coordinated development of the social economy.

### **Countermeasures to Improve the Credit Bank System in the Perspective of the Four New Constructions**

#### **1. Supporting everyone to become lifelong learners**

First, improving the credit banking system requires respecting the subjective position of learners and encouraging and supporting their participation in lifelong learning. This includes providing flexible learning opportunities and diversified learning resources and ensuring learners can choose their learning content and pathways independently according to their needs and interests. The system should enhance the service capacity of learning providers, including constructing national qualifications frameworks and optimizing certificate credit transfer pathways. These measures aim to ensure that learners' learning outcomes are effectively accredited and can be smoothly transferred between different educational stages and career paths to meet the needs of personal development and career planning. In addition, improving the credit banking system also requires strengthening the assessment of learning outcomes and credit management to ensure that the credit accumulation and transfer process is transparent, fair, and in line with education quality standards. To support lifelong learning, there is also a need to further

promote social recognition of the credit-banking system as an essential part of the social education and career development system so that learners, no matter at what stage of their careers, can obtain the necessary updating of knowledge and upgrading of skills through the credit-banking system.

## 2. Upgrading the capacity of learning providers

There is a need to move forward with the development of national qualifications frameworks, which will help to establish harmonized standards and requirements for learning outcomes to be recognized and transferable across different learning providers. Establishing qualification frameworks will help to ensure the quality of learning outcomes and enhance the authority and credibility of learning certificates while promoting the level of learners in their professional development. Second, improving the credit banking system also requires optimizing the 1+X certificate credit transfer mechanism, which means that the credit transfer process should be simplified; the flexibility and adaptability of the system should be enhanced so that learners can more conveniently accumulate and convert learning outcomes from different sources into recognized credits or certificates to adapt to changing career requirements. In addition, enhancing the capacity of learning providers should include improving the quality of education, expanding the diversity of learning resources and programs, and strengthening educational institutions' capacity to innovate in teaching methods and technology. These initiatives will not only enhance the responsiveness of learning providers to the needs of learners, but they will also facilitate learners' ability to better adapt to social and economic development needs. Finally, improving the credit banking system should focus on the interaction between learning providers and learners to enhance the quality of the learning experience, thereby stimulating learners' enthusiasm and motivation for continuous learning. Learning providers must continuously improve their service level,

including teaching content, teaching methods, technical support, and other aspects, to meet learners' diversified and personalized learning needs.

### 3. Harnessing the use of technology and cultural influence

At the technical level, the development of digital technology has provided strong support for the construction of credit banks, solved several difficulties in the operation of the electronic banking system, and positively promoted the construction of credit banks in the new era. In the future, credit bank construction needs to be deeply integrated with digital technology, strengthen system security, improve the intelligence of the information system, optimize the learning experience, and empower the development of the credit bank system with digital technology.

At the cultural level, a good learning culture plays a vital role in mobilizing learners' motivation and conscientiousness and can enhance social recognition of the learning achievements of credit banks. Therefore, in the context of the four new constructions, the construction and improvement of the credit bank system should focus on creating a broad learning culture. Culture subtly influences individuals and often influences individual behavior more than mandatory regulations. In the context of the development of the new era, China's credit bank system needs to create a cultural atmosphere of lifelong learning within the community, which not only enhances the individual's awareness of learning but also helps to form a suitable environment for the whole society to support learning and lifelong learning.

### 4. Innovative Institutions and Policies to Stimulate Dynamism

Improving the credit banking system requires innovative institutions and policies to stimulate vitality. Details of the implementation of this response include strengthening the policy guidance and support

for the credit banking system, which can be achieved through establishing an independent organization to operate credit banks and strengthening the collaborative management system of related entities. Such institutional innovations can help provide a transparent management and operational framework to ensure that the credit banking system can serve the public efficiently and fairly while providing learners with broader and more convenient learning opportunities. At the policy level, regulations, and norms aimed at optimizing the operation of credit banks need to be formulated and enforced to guide their direction and provide for their stable operation. Policy support may include financial assistance, tax incentives, and the formulation and revision of laws and regulations, all of which are critical factors in ensuring that the credit-banking system can adapt to society's changing needs.

In addition, innovative institutions and policies are also aimed at building an all-inclusive consortium of credit-banking schools. Such a consortium will promote cooperation and mutual recognition of credits among different educational institutions and provide learners with more diversified learning paths and a more comprehensive range of learning resources. In this way, the credit banking system will better serve the public, especially those learners who wish to upgrade their skills and knowledge through continuing education. In summary, institutional and policy innovation is the key to promoting the development of the credit-banking system. Only in a stable, open, and dynamic institutional and policy environment can the credit banking system truly realize its goals of providing lifelong learning opportunities and supporting individual development.

## **Conclusion**

To sum up, this paper analyzes the superiority and innovation of the credit bank system from the perspective of the four new constructions

and puts forward the improvement countermeasures. The main conclusions are as follows: Firstly, the credit bank system is highly compatible with the national demand for the development of continuing education, meets the diversified needs of learners, contributes to the realization of educational equity, and is an essential measure for the construction of a lifelong education system. Secondly, compared with the current system, the credit bank system under the perspective of the four new constructions has a higher degree of inclusiveness and openness, which allows for the integration of different levels and types of educational resources. It realizes mutual recognition of academic achievements through inter-school and school-enterprise cooperation and broadens learning. Thirdly, the measures for improvement include supporting each learner, enhancing the capacity of learning providers, utilizing the application of technology and cultural influence, innovating institutions and policies, etc. This will help to stimulate the credit banking system further. This helps further to boost the vitality of the credit banking system. Fourthly, the four new constructions provide new opportunities for developing the credit banking system. In the future, we should continue to deepen theoretical research, strengthen top-level design, and promote reform and innovation to better utilize the critical role of the credit banking system in connecting educational resources and promoting educational equity.

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