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**DECREE
of 19 June 2025**

on the Qualifications Framework for Higher Education

The Ministry of Education, Youth and Sports, pursuant to Section 87(1)(g)(1) of Act No. 111/1998 Sb., on Higher Education Institutions and on Amendments and Supplements to Some Other Acts (the Higher Education Act), as amended by Act No. 137/2016 Sb. and Act No. 52/2025 Sb., lays down the following provisions:

Section 1

Qualifications Framework for Higher Education

The Qualifications Framework for Higher Education is set out in the Annex to this Decree.

Section 2

Entry into Effect

This Decree shall enter into effect on the day following its publication.

Minister of Education, Youth and Sports:
doc. PhDr. Bek, Ph.D., signed

Annex

Qualifications Framework for Higher Education

Designation of Qualification Level		I.	II.	III.
Type of Degree Programme		Bachelor's Degree Programme	Master's Degree Programme	Doctoral Degree Programme
Relation to Overarching Qualifications Frameworks – corresponding qualification level	EQF	6	7	8
	QF-EHEA	first cycle	second cycle	third cycle
Credit Value (ECTS)		180–240 credits	60–180 credits (for a programme following on from a Bachelor's degree programme) 240–360 credits (for a programme not following on from a Bachelor's degree programme)	180–240 credits (credit value applies only if a credit system is used for programme assessment)

Subject Knowledge	Graduates of degree programmes shall have:				
	a) Bachelor's degree programme:		b) Master's degree programme:		c) Doctoral degree programme:
	advanced knowledge and understanding of the subject matter and scope of the discipline	advanced and in-depth knowledge and understanding of the subject matter and scope of the discipline corresponding to the current state of knowledge	profound and systematic knowledge and understanding of the subject matter and scope of the discipline corresponding to the current state of knowledge		

	advanced knowledge of theories, concepts and methods of the discipline		advanced and in-depth knowledge and understanding of theories, concepts and methods corresponding to the current state of knowledge in the discipline		profound and systematic knowledge and understanding of theories, concepts and methods at the forefront of the discipline at an international level
	understanding of the possibilities, conditions and limitations of applying the theories, concepts and methods of the discipline in practice		understanding of the possibilities, conditions and limitations of applying knowledge from related disciplines		understanding of the system of sciences and of research or artistic issues at the interface of disciplines
Professional Skills	Graduates of degree programmes shall be able to:				
	a) Bachelor's degree programme:		b) Master's degree programme:		c) Doctoral degree programme:
	use their subject knowledge to solve problems in the discipline on the basis of a broadly defined task		independently define and creatively solve theoretical and practical problems in the discipline using subject knowledge		design and apply advanced research or artistic methods in the discipline in a manner enabling the extension of knowledge in the field through original research
	locate, organise and interpret information relevant to the solution of a defined problem		independently and creatively solve complex problems using selected theories, concepts and methods of the discipline		develop and evaluate theories, concepts and methods of the discipline, including the

	use certain basic research or artistic methods of the discipline to the extent necessary for problem-solving within the field	apply some of the advanced research or artistic methods in the discipline in a way that allows the acquisition of new, original information	definition of new fields or their integration into broader domains	
General Competences	Graduates of degree programmes shall be capable of:			
	a) Bachelor's degree programme:	b) Master's degree programme:		c) Doctoral degree programme:
	acting independently and responsibly when making decisions in partly known contexts on the basis of broadly defined assignments	acting independently and responsibly when making decisions in new or changing contexts or in an environment undergoing fundamental development, with consideration of the wider social implications of such decisions	evaluating new knowledge and ideas with regard to the long-term social implications of their use	
	coordinating team activities according to a general brief and allocated resources, and assuming responsibility for the team's outcomes	defining assignments for professional activities in response to evolving contexts and available resources, coordinating such activities and assuming ultimate responsibility for their outcomes	planning extensive creative activities and obtaining and allocating resources for their implementation	

	considering the ethical dimension of problem-solving			independently resolving complex ethical issues in creative work or in the use of its results
	communicating clearly and convincingly with both specialists and lay audiences about the nature of professional issues and their own views on their solutions	independently resolving ethical issues		communicating clearly and convincingly their own findings in the discipline to other members of the international academic community and to the wider public
	summarising clearly the views of other team members;	communicating clearly and convincingly their professional views to both experts and the general public		
	operating within their professional knowledge, skills and competences in at least one foreign language	operating within their professional knowledge, skills and competences in at least one foreign language		acting within their professional knowledge, skills and competences in at least one foreign language, including oral and written presentation of creative work outcomes
	independently acquiring further professional knowledge, skills and competences based primarily on practical experience and its evaluation, as well as through	planning, supporting and managing, while making use of theoretical knowledge in the discipline, the acquisition of further professional knowledge, skills and competences of other team members		acquiring new professional knowledge, skills and competences through their own creative activity, and influencing the conditions and context of education of others

		independent study of theoretical knowledge in the discipline			
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Explanatory Notes to Abbreviations in the Table

EQF – European Qualifications Framework for lifelong learning

QF-EHEA – Qualifications Framework for the European Higher Education Area

ECTS – European Credit Transfer and Accumulation System