

**POLICY****Decisionmaker**
President**Valid from**
2026-06-01**Changed from**
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HS-2026-0622.**Responsible for review and questions**
Faculty Council and University Management Office (ledningskansliet)

This document is a translation. In case of a discrepancy between the Swedish original and the English version of the decision, the Swedish original will prevail.

Language Policy

This governing document has been decided by the President (HS-2026-0622) and enters into force on 1 June 2026. The purpose of the document is to promote language awareness and linguistic diversity among students and staff at KTH, and to serve as support in KTH's ambition to develop as a multilingual university. Responsibility for review and questions about the document lies with the Faculty Council together with the University Management Office.

KTH, Sweden's largest technical university, has deep and active engagement with Swedish society. KTH is also an international university, with activities spanning the globe. In its role as a leading national and international university, where Swedish and English are used in parallel, KTH requires principles governing language and language use.

1 High Language Quality

The language used in KTH's communication with students, employees, and society must be clear, accessible, and inclusive, and must also be of high quality in all other respects.

2 High Language Proficiency Among Students

Students at all levels of education need, and should therefore be given opportunities, to develop strong language skills in order to communicate their subject in dialogue with different target groups. KTH should offer a balanced range of courses and programmes taught in Swedish and English.

2.1 First-Cycle Studies

Students in bachelor's and 3-year engineering programmes who have been admitted with Swedish as a general entry requirement should develop Swedish technical and academic language skills and passive English technical and academic language skills. Students in first-cycle programmes admitted without this entry requirement should develop English technical and academic language skills and be given the opportunity to develop Swedish technical and academic language skills.

2.2 Second-Cycle Studies

Students in master's programmes should develop English technical and academic language skills and be given the opportunity to develop Swedish technical and academic language skills. Students in 5-year engineering and architecture programmes should develop both Swedish and English technical and academic language skills, meaning they should become functionally bilingual.

2.3 Third-Cycle Studies

Doctoral students should develop English technical and academic language skills and be given the opportunity to develop Swedish technical and academic language skills. Doctoral students should also develop the ability to communicate their subject to both the academic community and society in general.

3 High Language Proficiency Among Employees

All permanent employees must be able to understand spoken and written Swedish and English well enough to participate in internal work. Different roles require different levels of language proficiency.

4 Multilingualism and Linguistic Diversity

The linguistic diversity among students and staff at KTH is an asset that should be promoted and utilised. In addition to the proficiency that students develop in Swedish and English for academic and professional purposes, students should be given opportunities to develop and use competence in additional languages.

5 Both Swedish and English Discipline-Specific Language

In parallel with the English discipline-specific terminology, Swedish discipline-specific terminology should be developed and maintained within all of KTH's research and educational areas.