Quality policy for KTH

Quality through continuous improvement

KTH is to be a prominent Swedish and international technical university and maintain the highest quality in all its activities.

KTH operates in a changing university policy landscape. The trend is towards reduced government micro-management and increased autonomy for universities. At the same time, global competition is intensifying. Students, employers and the research community are placing ever-increasing demands on quality. The education and research system has to respond to increasingly complex social challenges with respect to the environment, health and quality of life.

To meet this combination of high ambitions, greater freedom and growing demands, KTH needs a strong internal quality structure. In this, KTH will build on previous knowledge and experience, but will also have a high renewal rate based on new research and good business intelligence.

The quality policy aims to provide guidance in quality work. Along with the other KTH policies (related to the areas of ethics, sustainable development, human resources, security, and financial investments regarding donations), the quality policy is updated annually.

Overall quality work

All activities at KTH are to be characterised by quality. Responsibility for quality is to be carried by the individual student, teacher and employee in their daily actions. Common values in terms of social responsibility, respect for the individual and the natural environment as well as a culture of quality are driving forces.

Systematic quality work carried out at KTH is to be characterised by proactivity, participation, engagement and visibility. All groups at the university, including undergraduate and postgraduate students, have a collegiate responsibility for and are assumed to participate in quality work, which is to be integrated into daily activities at all levels. The Faculty Council has overall responsibility for issues relating to the quality of education, research and community interaction.

The quality process at KTH is to be based on the principle of continuous improvement. This means that quality work will be ongoing and close to daily activities, and that the positions will always move forward.

Quality development will be monitored regularly. Monitoring will aim to increase quality but also to identify and correct shortcomings, and to provide input to the incentive structure. In addition, internal monitoring will provide KTH with readiness for external reviews of different kinds.

KTH quality work is to be based on four areas:

1. education
2. research
3. supply of skills
4. collaboration
1. Education

KTH is to provide high quality education. KTH is to educate engineers, architects and researchers who can lead technical development in society and operate in a global labour market.

KTH programmes will be planned and implemented with the aim of undergraduate and postgraduate students achieving the learning outcomes that apply to each professional degree or general degree. This is the starting point in the design and quality development of educational programmes and courses.

KTH programmes will give good results from several perspectives. Those who graduate from KTH will possess knowledge and understanding in their specific areas, as well as personal and professional abilities in accordance with learning outcomes, which include critical thinking, independence, problem-solving and communication. Thus, graduates will have all the tools necessary to meet the demands of a changing labour market. KTH will also meet the quantitative performance requirements of awarding degrees to a sufficient number of engineers, architects and doctors. In addition, programmes are to meet undergraduate and postgraduate students’ expectations and needs for their future establishment in the labour market.

2. Research

KTH is to conduct high quality research. As a technical university, KTH will contribute to scientific development and social development, both in the technical field and in other fields. This requires continuous interaction between engineering science, other scientific disciplines, working life and society.

Total research activities at KTH will achieve a well-considered balance between basic and applied research. KTH will conduct internationally oriented, competitive research with a focus on moving the global research front forward. In addition, KTH will conduct research that will be of societal relevance and/or bring about commercial benefits to Sweden.

KTH research also has an important internal role in safeguarding the scientific basis of education programmes. Research is to be integrated into teaching, for example through researchers teaching and teaching staff conducting research.

3. Supply of skills

Staff are a key resource in the ambition of KTH to be a prominent Swedish and international university, both in terms of research and education. Skills supply, comprising recruitment as well as professional development, is a process that underpins this in all its aspects. KTH is to attract leading researchers and teachers and provide an environment that allows them to develop and contribute to the highest possible quality of research and teaching.

The KTH faculty is to be characterised by competence, curiosity and diversity. The faculty will work towards and be jointly responsible for nurturing and developing a culture that is characterised by support, encouragement, responsiveness, tolerance and enterprise.

4. Collaboration

Collaboration with external stakeholders in industry and other sectors of society is a prerequisite for KTH to maintain the highest quality in internal activities, and for KTH to carry out its role in society.
Through such collaboration, KTH will engage in a dialogue and share knowledge and generate interest in its research and educational activities in a broad social context. KTH will collaborate with industry and other sectors of society to contribute jointly to innovation, growth and the development of knowledge. Collaboration with the surrounding community is essential in the process of developing the structure of educational programmes and to guarantee undergraduate and postgraduate students' engagement and employability.