Tallinn University of Technology
Decision on Institutional Accreditation

07.01.2022

The Higher Education Assessment Council of the Estonian Quality Agency for Higher and Vocational Education decided to accredit Tallinn University of Technology for seven years.

Pursuant to clause 43.1 of the document "Guidelines for Institutional Accreditation" established on the basis of the authorization contained in § 38 (3) of the University Act and in § 24 (5) of the Statutes of the Education and Youth Board, the Higher Education Assessment Council of the Estonian Quality Agency for Higher and Vocational Education (hereinafter the Council) states the following:

1. Tallinn University of Technology (TalTech) coordinated the time of institutional accreditation with EKKA on 22.01.2020.
2. On the basis of point 8 of the document "Guidelines for Institutional Accreditation," the following study programmes were also assessed within the framework of institutional accreditation:

   Telematics and Smart Systems (applied higher education)

   Business Information Technology (Master's programme)

   Applied Chemistry, Food and Gene Technology (Bachelor's programme)

   Product Development and Robotics (Bachelor's programme)

   International Business Administration (Bachelor's programme)

   IT Systems Administration (Bachelor's programme)

   Industrial Ecology (Master's programme)

   Industrial Engineering and Management (Master's programme)
3. By order of 18.08.2021, the Director of EKKA approved the institutional accreditation committee (hereinafter committee) in the following composition:

Robert William Munn (Chairman)	Professor Emeritus of Chemical Physics, University of Manchester (United Kingdom)

Karen Kear (Secretary)	Senior Lecturer (Faculty of STEM), Open University (United Kingdom)
Matthew Kitching	student member of the Committee; Edinburgh Business School, Heriot-Watt University, Edinburgh (United Kingdom)
Anthony John Vickers	Professor and Head of the Institute, School of Computer Science and Electronic Engineering, University of Essex (United Kingdom)
Jaakko Kurhila	Chief Digital Officer, University of Helsinki (Finland)
Laurent Counillon	Head, University Côte d'Azur Graduate School in LIFE and Health Sciences (France)
Luis Carvalho	professor, School of Economics and Business, University of Porto (Portugal)
Paul Rullmann	former Vice President, Delft University of Technology (Netherlands)
Rik Leemans	professor, Department of Environmental Sciences, Wageningen University (Netherlands)
Tanja Dmitrović	Professor and Vice-Rector, University of Ljubljana (Slovenia)
Tõnu Pekk	non-university member of the Committee, Founder and Member of the Management Board of Tuleva (Estonia)
Martin Tunér	Professor and Vice Dean of the Faculty of Engineering, LTH, Lund University (Sweden)
Andreas Mehrle	Department of Mechatronics, Head of Department & Studies Management Center Innsbruck (Austria)

4. The University submitted the self-analysis report to the EKKA office on 07.07.2021, the EKKA assessment coordinator sent the self-analysis report to the Committee on 04.08.2021.
5. The hybrid assessment visit took place at the University on 04-08 October 2021.
6. The Committee sent the draft assessment report to the EKKA office on 24.11.2021, EKKA forwarded the draft assessment report to the University for comment on 07.12.2021, and the University submitted its comments on 21.12.2021.
7. The Committee submitted the final assessment report to the EKKA office on 01.01.2022. The assessment report is an integral part of the decision. The report is available on the EKKA website.
8. The Secretary of the Assessment Council forwarded the final assessment report and self-analysis report to the members of the Assessment Council on 03.01.2022.

9. The assessment of the assessment committee were as follows:

Standard	Assessment
Strategic management	Meets the requirements
Resources	Meets the requirements
Quality culture	Meets the requirements
Academic ethics	Meets the requirements
Internationalization	Meets the requirements
Teaching staff	Meets the requirements
Study programme	Meets the requirements
Learning and teaching	Meets the requirements
Assessment of students	Meets the requirements
Learning support systems	Meets the requirements
Research, development, and/or other creative activities	Meets the requirements
Serving the society	Meets the requirements

Worthy of recognition:

The University has demonstrated its ability to successfully implement a thorough and comprehensive reform of the organizational structure, study programme, and research groups, while effectively responding to the recommendations of the previous institutional accreditation and the changing external environment.

10. The Council discussed the received documents at the meeting on 07.01.2022 with the participation of 11 members and decided to point out the following strengths[1] of the University, areas for improvement and recommendations,[2] as well as proposals for further developments[3].

10.1. STRATEGIC MANAGEMENT

Strengths

[1] Achievements that exceed the level of the standard (not compliance with the standard) are presented as strengths.

[2] Areas for improvement and recommendations point to shortcomings in meeting the requirements of the institutional accreditation standard and affect the formation of the final decision of the Council.

[3] Proposals for further developments are proposals for improvement that do not contain a reference to non-compliance with the standard and the inclusion or exclusion of which is at the discretion of the institution of higher education. Proposals for further developments will not affect the final decision of the Council.

1. The University has an effective system for involving all stakeholders in the development of the development plan.
2. The University's web-based SMART system helps the management to constantly monitor the University's progress in achieving its goals, thereby ensuring that the management is informed and able to effectively manage performance.
3. Both Virumaa and Tartu colleges have strong cooperation ties with local companies and they support technological developments in the regions.

Areas for improvement and recommendations

1. It is not clear whether and how management monitors the implementation of the central principles at the unit level. The University should monitor how its central regulatory principles are applied at the unit level, such as in different faculties, to ensure that differences in principles do not harm the students and staff it affects.

Proposals for further developments

1. The University management could stipulate more clearly the extent to which academic units must comply with University-wide agreements, in order to ensure, on the one hand, flexibility that takes into account the specifics of each field, and, on the other hand, to ensure equal treatment for all parties.
2. The University could consider renaming its *Academic Development Plan* to Research and Development Strategy as it does not cover the area of learning and teaching. The University could also continue the dialogue with the academic community on how each field could link itself to the priority goals and contribute to their achievement.
3. The Rector's new strategy office could play an important role in the future systematization and consolidation of the University's strategic management processes.

10.2. RESOURCES

Strengths

1. In terms of resources, noticeable is a very ambitious and targeted focus on important aspects: teaching and learning, research, staff development, digitization, and support infrastructure:
   - a well-developed tenure system and an approach to recruitment supporting it;
   - strong and clear salary policy;
   - business activity based on the successful acquisition of funds;
   - up-to-date infrastructure and equipment;
   - a comprehensive digital monitoring system.

Areas for improvement and recommendations

1. The employees who obtain additional funding may receive additional pay. Making clear when and to what extent the system of additional remuneration it is applied would contribute to the transparency of the system.

Proposals for further developments

1. The University wants to become one of the best technical universities in Europe and is making plans accordingly. The new development plan is an opportunity to set further unified and innovative steps in this direction. It is recommended to continue developing the relevant procedures and looking for additional funding.
2. At the termination of the funding by European Structural Funds, sustainability for further developments must be ensured.
3. The University wants to become climate neutral by 2035. Recently, Tallinn was chosen as the European Green Capital of 2023. Here, there is a clear opportunity for closer cooperation between the city and the University.

10.3. QUALITY CULTURE

Strengths

1. The University has developed a comprehensive quality concept, including internal evaluation, which addresses the key issues of quality management: setting quality improvement goals and planning measures, monitoring results and measuring the effectiveness of implemented measures, and managing quality improvement activities.

Areas for improvement and recommendations

1. In a quality management system, the emphasis is largely on facts, monitoring, and control. The University should introduce alternative quality-promoting measures aimed at community building, mutual learning, and sharing of good practice, rather than focusing primarily on fostering internal competition.

Proposals for further developments

1. The quality assessment system appears to be very complex and burdensome. It is important that the University continues to develop IT solutions and integrate/link processes to ease the administrative burden on all parties.
2. Mandatory student feedback questionnaires can also be counterproductive and unreliable, and raise ethical concerns if students cannot register for the next semester's courses without providing feedback. Student council working groups are already preparing mandatory feedback summaries for

programme managers. It is recommended to continue working with students to create additional opportunities for meaningful feedback.

10.4. ACADEMIC ETHICS

Strengths

1. The activities of the new Academic Ethics Committee significantly support the dissemination of relevant information throughout the University.

Areas for improvement and recommendations

1. According to some Master's students, lecturers expect that they should already be familiar with all issues of academic ethics in their Bachelor's studies. It must be ensured that all students always receive the same basic information about academic ethics at the beginning of their studies.
2. According to the Committee, there is no analytical overview of how violations are handled in different units of the University. Uniformity of procedures across faculties must be ensured so that all staff and students have a comparable experience.

Proposals for further developments

1. It is recommended to improve the monitoring and analysis of academic misconduct trends across the University.
2. It is recommended to increase attention to new forms of academic misconduct, such as paper mills and collusion.
3. Staff should be encouraged to report incidents of academic misconduct.

10.5. INTERNATIONALIZATION

Strengths

1. Membership in the EuroTeQ alliance and other international partnerships that increase the University's visibility and create additional opportunities.
2. The indicators regarding internationalization are very good (for example, the proportion of international students, the proportion of foreign teaching staff).
3. The University has a very clear and effective language policy, which is also reflected in the large proportion of subject courses in English.
4. The tenure system makes it possible to recruit talented young foreign researchers.

Areas for improvement and recommendations

1. The level of outgoing long-term international mobility in Bachelor's and Master's studies is too low. Making credit transfers more flexible would help improve the situation.
2. The added value of the internationalization strategy could be increased if more funds were directed to strategically important activities, such as the EuroTeQ alliance, and also support long-term foreign mobility.
   The student population of the International Business Organization study programme is almost entirely international, and the lack of Estonian students may cause foreign students to be isolated from the local environment, which should be an important part of their learning experience. At the same time, domestic students lose the opportunity to "internationalize at home." Providing additional incentives (e.g., through tuition fee exemption) to Estonian students to participate in the study programme would increase the interest of local students in this study programme (not its Estonian language version). Support services have been created for foreign students, but the University should find ways to support foreign students more, for example, provide a pastoral care service and implementing tutoring.

Proposals for further developments

1. Possibilities for further development depend mainly on additional funding: to supplement long-term mobility activities, recruit tenure applicants from foreign countries with attractive packages, or add funds to the activities of the EuroTeQ alliance. Therefore, the University could seek additional external funding from agencies that wish to encourage internationalization.
2. Attractive tenured professorships should be advertised internationally.

10.6. TEACHING STAFF

Strengths

1. Five new instructional designer positions have been created to contribute to the pedagogical development of teaching staff. Instructional designers provide teaching staff with both pedagogical and technical support.
2. With very high qualifications and results of active research, the lecturers of Applied Chemistry, Food and Gene Technology, and Industrial Engineering and Management study programmes stood out among the sample study programmes.

Areas for improvement and recommendations

1. Currently, obtaining the position of full professor requires a strong research profile, while the University needs academic leaders in teaching and practice as well. The University should create an opportunity to become a full professor also for teaching staff with a strong applied and pedagogical profile.

2. An appropriate balance between teaching, research, and administrative work should be ensured for all academic staff in order to create opportunities for everyone to participate in international research.
3. The teaching staff lacks a unified understanding of student-centered teaching, planned learning outcomes, and the principle of constructive coherence. The University must ensure that the offered pedagogical training meets all the requirements of student-centered learning and adheres to the principle of coherence.
   University-wide metrics must be established to monitor faculty participation in pedagogical training and the impact of these training on faculty teaching skills and student-centered learning.
4. Both Virumaa College and Tartu College need more lecturers with Doctoral degrees. It is necessary to intensify the Doctoral studies of the teaching staff of the colleges and to increase the publishing activity of the teaching staff.
5. As for the study programmes in the sample, the level of international mobility of teaching staff is low among the study programmes of Business Information Technology, Applied Chemistry, Food and Gene Technology, IT Systems Administration, and Industrial Engineering and Management. In order to increase mobility, it is necessary to take additional measures.
6. The number of professors in the IT Systems Administration study programme is small and causes the existing ones to be overloaded. The study programme relies heavily on guest lecturers. It is necessary to recruit more professors.
7. The research areas of several Industrial Ecology study programme lecturers are not related to the field of Industrial Ecology. This jeopardizes the desired harmony between teaching and research and development. Lecturers with a Master's degree in the Industrial Ecology study programme should be motivated to pursue Doctoral degree.
8. The Industrial Engineering and Management study programme must also increase the motivation of teaching staff to participate in pedagogical trainings.

Proposals for further developments

1. It is advisable to further develop the pedagogical training centers of the faculties and to offer the trainings of these centers to the entire membership of the University.
2. The University could consider making the "Good Lecturer's Development Program" mandatory at different levels of the career ladder.
   In order to better understand the development and satisfaction of the employees, all collected data could be discussed with the employees.
3. Practitioner-guest lecturers should also be directed to participate in pedagogical training.
4. Attestation of teaching staff could have a stronger focus on teaching and pedagogical self-improvement.

10.7. STUDY PROGRAMME

Strengths

1. The University has, after an impressive organizational and study programme reform, developed a well-functioning structure of study programmes.
2. Cooperation ties with companies and society as a whole are good. Non-University partners participate in the work of programme councils and in conducting subject courses.
3. Cooperation networks of programme managers are useful, helping to reduce duplication in subject courses, among other things.
4. The Telematics and Smart Systems Study Programme focuses heavily on the practical aspects of technology and is highly valued by potential employers.
5. The Business Information Technology Study Programme is highly reputed for producing high-quality and in-demand software engineers. The Study Programme is flexible, allowing students to create their own study paths. The program manager is prone to respond to stakeholder feedback and is open to cooperation with companies.
6. The Applied Chemistry, Food and Gene Technology Study Programme has high-quality research and infrastructure. Students are satisfied with the study organization, which is clear and also gives them freedom of choice. The involvement of employers in the programme board is good.
7. The Product Development and Robotics Study Programme has a very good balance of theoretical and practical learning, with a strong emphasis on practical training. The internship course is well developed and offers students opportunities to apply for a job.
8. The International Business Management Study Programme has been redesigned based on input from various stakeholders. The Study Programme provides opportunities for students to interact with practitioners and builds links with real business problems.
9. Internships have a significant share in the IT Systems Administration Study Programme (24 ECTS). The internships are well organized and include an internship blog and a learning portfolio.
10. The Industrial Engineering and Management Study Programme is included in the BALTECH network of Universities, which opens up new opportunities for both students and employees and forms a strong international profile thanks to a large number of foreign students. The international dimension of the Study Programme is a valuable example for other study programmes of the University. The Study Programme has strong collaborative relationships with employers and manufacturing companies, and specialists from these companies are used to enrich the content of the Study Programme.

Areas for improvement and recommendations

1. In order to achieve better alignment with the Quality Assurance Standards and Guidelines (ESG) of the European Higher Education Area, the University

should develop and implement a procedure that ensures that all study programmes and their components take into account the following:
    1) the planned learning outcomes are formulated through active verbs and they correspond to the level of a specific course and study programme;
    2) students are offered learning opportunities that enable them to achieve the planned learning outcomes;
    3) assessment methods are used that are clearly related to the planned learning outcomes;
    4) it is described in detail how the learning outcomes of the courses ensure the achievement of the learning outcomes of the study programme as a whole in the individual study plan of each student.
2. The high dropout rate is a problem that is largely related to the very high workload of students outside the University. It is therefore advisable to involve external stakeholders in order to develop a so-called social contract to support students both in work and study and to significantly improve students' chances of completing their university studies.
3. The trend toward increasing the number of study programmes may threaten the positive results of the implemented reform and reduce the University's ability to become a more research-intensive university. The study programme structure that has been in place for a few years is ready for further consolidation and developments in some weaker areas.
4. The Telematics and Smart Systems Study Programme must make better use of the synergy between the two colleges (Virumaa College and Tartu College), for example, not offering the same course by two different lecturers. Synchronization of teaching between colleges is required, including in terms of (but not limited to) module content and similar subject course titles and content. Another option would be to make one study programme into two separate study programmes based on the specializations offered by the colleges.

Proposals for further developments

1. Study Programmes would benefit from a more structured and coordinated approach to internationalization.
2. It is recommended to review the role of the program manager. For example, the program manager is responsible for the development and implementation of the study programme. However, the implementation of the changes depends on cooperation with the directors and vice-deans/deans of the schools. A clearer delineation of management tasks at the department/school/study programme level should be considered in order to create a suitable and sustainable balance between the responsibilities and the powers to implement the necessary measures.
3. The Industrial Ecology Study Programme has a clear direction for employment in companies, but opportunities in governmental and non-governmental organizations should also be clearly recognized. Alumni and other stakeholders should be more involved in study programme development. It would also enrich the opportunities for employment.

4. The number of students in the Industrial Engineering and Management Study Programme is quite small. It is likely that with wider marketing, this attractive Study Programme could receive even more applications from highly qualified international students. The large number of electives makes the Study Programme too flexible. A clearer connection with the general objectives of the Study Programme would be useful to ensure that the principle of constructive coherence is adhered to.

10.8. LEARNING AND TEACHING

Strengths

1. Year-round admission of students and transparent and objective admission criteria make it possible to select the most academically capable and motivated students.
2. E-learning courses are offered, many of which have received the e-course quality mark from EKKA.
3. Problem- and project-based learning and learner-centered teaching methods combined with practical and theoretical learning are implemented and stimulated.
4. Quality of research and successful supervision of Doctoral theses is also stimulated.
5. University graduates are successful and competitive.
6. In the Telematics and Smart Systems Study Programme, an interview is applied upon admission, and a mentor is assigned to each student.
7. The high quality of Applied Chemistry, Food and Gene Technology Study Programme research supports students' learning motivation and creates excellent conditions for internships.

Areas for improvement and recommendations

1. One of the goals of admissions criteria is to reduce dropout rates, but it excludes some students who could be successful but whose chances of getting into University are hampered by factors such as poor teaching in secondary school; therefore, the context should also be taken into account upon admission. Solutions should also be sought to help reduce post-admission dropouts.
2. The Industrial Engineering and Management Study Programme needs to improve the quality of communication and coordination between the two organizing departments, especially in terms of faculty involvement. Study programme management is aware of this issue and must ensure that it is resolved after the scheduled seminars and meetings. The high workload of students in the study programme is one aspect that causes high dropout rates. It needs clear attention.

Proposals for further developments

1. Indicators of the effectiveness of e-learning and other modern teaching methods should be further developed.
2. The Business Information Technology Study Programme could consider introducing stricter and/or more inclusive admission requirements to increase the commitment of admitted students to graduate.
3. An internship portal was created for the International Business Management Study Programme to alleviate problems related to finding internships. Additional efforts should be made to make the portal work effectively for students.
4. Industrial Engineering and Management would benefit from deepening cooperation with other universities, including creating opportunities for obtaining double diplomas.

10.9. ASSESSMENT OF STUDENTS

Strengths

1. Study organization and RPL are clearly stipulated and disclosed on the websites of the departments.

Areas for improvement and recommendations

1. The University must demand from teaching staff evidence of how the assessment methods used by them measure the achievement of the learning outcomes.
2. The University must ensure that students receive continuous feedback on their study results and advice on how to develop themselves in the future.
3. The academic coherence of the Business Information Technology Study Programme must be strengthened by developing the learning outcomes of the Study Programme and ensuring that the elective courses chosen by students enable them to achieve the learning outcomes of the Study Programme.
4. The Product Development and Robotics Study Programme needs mapping of the relationship between the learning outcomes of the subject courses and the learning outcomes of the Study Programme. The learning outcomes of the Study Programme should be aligned with industry-standard competencies. All assessments should be constructively aligned with learning outcomes.

Proposals for further developments

1. The publication requirements for articles related to the submission of a Doctoral thesis are high and may unfairly prolong the completion time of the Doctoral thesis. The University could explore the possibility of agreeing to a more predictable grading system that could be based solely on internal university review but still include the opinion of external experts on whether the research is publishable.

10.10. LEARNING SUPPORT SYSTEMS

Strengths

1. The University has a unified approach to consulting services with a clear strategic goal and clear metrics. The Student Counseling Center is small, but its work is efficiently organized and well communicated through various channels. The work of the central Counseling Center is well connected with the academic counseling of study programmes.
2. Feedback is collected and processed in a targeted manner. Giving and analyzing feedback has had a proven impact on learning.

Areas for improvement and recommendations

1. The attitude of the lecturers towards the high dropout rate and low outbound international mobility is passive. If the University wants to reduce the dropout rate and increase international mobility, these should be clearly prioritized.
2. Many study programmes of the University have alarming dropout rates and low rates of graduation within a nominal time. A more comprehensive analysis and an action plan are needed for this. Structured exit interviews should be considered to collect data for implementing preventive measures. One of the reasons for the dropout rate is that students start working before completing their studies. It could be useful to cooperate with companies to help students complete their studies.

Proposals for further developments

1. Learning analytics tools, which are currently in limited use, should be further developed at the University. During the interviews, the main reason why they were not used more widely was the "absence of mid-term assessments in subject courses." Since the lack of feedback to students is also a problem, learning analytics tools could help motivate the improvement of study organization and provide more feedback to students by increasing the proportion of midterm assessments in subject courses.
2. The University's mobile application is not systematically used in the development of the learning environment as a whole. It's more like a "cool thing" offered to students because nowadays, many universities have their own apps. By systematically linking the app to all activities, the sense of community could be increased.

10.11. RESEARCH, DEVELOPMENT, AND/OR OTHER CREATIVE ACTIVITIES

Strengths

1. A strong focus is on research and development at all management levels of the University.

2. A broad package of formal and informal incentives is used to support research and development.
3. The development plan links well-articulated goals with specific and up-to-date measures to manage and support R&D activities throughout the University, focusing on the development of research and its commercialization.
4. Power BI environment reports and research group atlas provide up-to-date and transparent information about the profile and achievements of the University's R&D activities.
5. The University is socially inclusive, actively contributing to several professional organizations and sectoral action plans in Estonia and elsewhere and increasing the volume of contractual research with various types of organizations.
6. Doctoral students also conduct teaching. The connection between teaching and research is also close in Bachelor's and Master's studies.
7. R&D support services are developed and targeted, and staffed by dedicated and specialized professionals.
8. The links between the Applied Chemistry, Food and Gene Technology Study Programme with research are strong: many lecturers are also active researchers in their field, and Bachelor's theses are related to ongoing projects in research groups.

Areas for improvement and recommendations

1. The University's five strategic research areas are not yet fully operational, and the University should develop mechanisms to manage, coordinate and monitor them.
2. In the Study Programme of International Business Administration, the link between research and teaching is weak and takes place on an ad hoc basis. This link could be strengthened by encouraging faculty to involve students in applied research projects whenever possible and/or by presenting relevant research findings as structured business cases in subject programmes. The research-based approach is one of the University's strategic goals, so strengthening the link between research and teaching should be one of the goals of the study programme.

Proposals for further developments

1. It should be ensured that successful leading researchers are also involved in teaching and thus contribute to the up-to-dateness of the study programme.
2. It is advisable to continue signing longer-term research contracts with companies and other organizations in order to stabilize research budgets and to move from short-term research contracts to strategic cooperation plans.
3. It is advisable to find ways to better monitor the social impact of the University's research and to consider other forms of social involvement in addition to the commercialization of knowledge.

4. It is advisable to develop new management models so that laboratories can cope with the rapid growth of basic research and R&D contracts.

10.12. SERVING THE SOCIETY

Strengths

1. The Mektory Business Center is an important initiative that offers space and know-how to Estonian start-ups in the field of technology.

Areas for improvement and recommendations

1. The University Council has prioritized supporting society in the green and digital revolution, and several research and educational initiatives support this priority. At the same time, this should be more clearly reflected in the University's new development plan and key indicators.

Proposals for further developments

1. In activities related to service to society, the University's own interests and image building are the focus. At the same time, one could also look for opportunities to contribute to the community through various charitable, voluntary, and social activities, including, for example, supporting the green revolution.

11. If all standards are assessed as "compliant", the Assessment Council assesses that the University's management, work organization, teaching and research activities, and the learning and research environment meet the requirements and makes a decision to accredit the University for seven years.

12. In view of the above, the Council

DECIDED

1) To accredit Tallinn University of Technology for seven years;
2) According to the statute of the EKKA quality mark, Tallinn University of Technology should be awarded the EKKA quality mark.

The decision was adopted by 11 votes in favor. None opposed.

13. Accreditation is valid until 07.01.2029. The time of the next institutional accreditation will be coordinated by the EKKA office with Tallinn University of Technology no later than 07.01.2028.
14. The Council proposes to Tallinn University of Technology to submit an overview of the University's activities regarding the consideration of the improvement areas and recommendations outlined in the Council's decision no later than 07.01.2023.
15. A person who considers that the decision has violated his or her rights or restricted his or her freedoms may file a challenge with the Assessment Council of EKKA within thirty (30) days after the appellant became aware of or should have become aware of the contested act. The Council will forward the challenge to the EKKA Challenge Committee, which, within five (5) days of receiving the challenge, will submit a written impartial opinion to the Council regarding the justification of the challenge. The Assessment Council shall resolve the challenge within ten (10) days of receipt, taking into account the reasoned position of the appeal committee. If the challenge needs to be further investigated, the Assessment Council may extend the term for reviewing the challenge by up to 30 days. Contestation of a decision in court is possible within thirty (30) days as of its service by submitting an appeal to the Tallinn Courthouse of the Tallinn Administrative Court pursuant to the procedure provided for in the Administrative Court Procedure Act.

Hillar Bauman
Secretary of the Council