



This review method
is ESG-compliant

Annual Monitoring for Educational Oversight

Verto Education Ltd

October 2025



Educational Oversight: report of the monitoring visit of Verto Education Ltd, October 2025

Outcome of the monitoring visit

1 From the evidence provided in the annual return and at the monitoring visit, the review team concludes that Verto Education UK Ltd (Verto) is making acceptable progress since the April 2024 review in its continuing management of its responsibilities for academic standards and the management/improvement of the quality of learning opportunities.

2 The onsite monitoring visit was carried out by Alan Howard, Reviewer, and Chris McIntyre, QAA Officer, on 3 October 2025.

Changes since the last QAA review

3 In October 2025 Verto had 297 level 6 Study Abroad students enrolled under University of New Haven accreditation, an increase of 84 (39.5%) on the Fall 2024 cohort. Staff numbers in October 2025 totalled 50, including 35 Lecturers on contracts ranging from 10 - 100% (amounting to 17.2 FTE), 6 Managers, including a Programme Director, a Regional Academic Director, and 8 Full time student success managers. There have been changes to the leadership team, notably the appointment of Angela Ellermeier as Program Director commencing for academic year 2025 –26 following a period of interim management arrangements.

4 Verto continues to operate from its base in Bloomsbury Square which has 8 teaching rooms, meeting rooms for small groups, student leisure space and staff and management offices with appropriate learning and teaching resource support. Verto also has access to additional academic space nearby and has contracted for the use of laboratories for Biology, Chemistry and Physics classes in Canary Wharf Canary with Kadans Science Partner at 20 Water Street, London, E14 5GX.

5 There are no changes to the awarding arrangements with the University of New Haven which has continued to support review and academic quality enhancement activities.

Findings from the monitoring visit

6 The review team concludes that Verto Education UK Limited has made acceptable progress in addressing the 2024 review recommendations, with the complaints procedure embedded and the extenuating circumstances policy articulated in line with University of New Haven practice. Advisable and desirable recommendations on partner visits, student feedback, peer review of teaching, and learning resources have also been implemented. The provider has managed material changes effectively, including substantial growth in student

numbers and staff, changes in senior leadership, and the addition of a new teaching site, while maintaining academic standards and the quality of the student experience. Verto has a detailed action plan first published in July 2024, provided to QAA in October 2024 and updated October 2025 after the rescheduling of the annual monitoring visit. The action plan tracks the intended actions, intended outcomes and monitoring processes relating to all essential, advisable, and desirable recommendations and provides an evaluation of progress against each action. There are detailed updates for 2025 that make clear the current position and future actions to further respond to the recommendations are listed. The review team found that all recommendations have been responded to as detailed in paragraphs 7 -12 below and that the leadership team at Verto are using the action plan effectively to monitor activity and note potential future developments.

Essential recommendations

7 In response to the recommendation to formalise the complaints process and make it easily available to students, Verto has now established a formalised student complaints procedure which is accessible via multiple routes. The Incident Reporting Form allows students to submit concerns directly to the Dean of Students, feeding into the case management system for timely review. Grade-related complaints and appeals are managed through the University of New Haven's procedures. The complaints form is publicised via the weekly *Verto View* newsletter, and the Campus Groups platform. In addition, students provide structured feedback three times per semester through programme surveys and twice per semester through course and faculty surveys. Staff confirmed that these mechanisms allow issues to be identified and resolved before escalation. Students reported that they were confident issues would be picked up informally through Student Success Mentors or staff, though fewer were familiar with the formal written procedure and the review team took the view that follow-up activity with staff to increase awareness of the student complaints procedures and processes would be beneficial.

8 In response to the recommendation to create a document that details the process for managing mitigating circumstances, is easily accessible by all students and ensures it appropriately supports students' success, Verto has introduced a written policy that has been approved by Verto Education and the University of New Haven, which sets out the circumstances in which students may seek support for issues such as short-term illness or family emergencies. This document is high-level and does not prescribe a detailed submission and decision-making process of the type common in UK higher education. In practice, consistent with University of New Haven protocols, students are expected to raise issues directly with their class professors, who decide how best to accommodate them. Staff confirmed that where additional support is required, students may also access the Dean of Students or local staff. This approach differs from UK sector practice, but it is acceptable in the context of Verto's awarding body arrangements. Students were broadly aware of the policy, noted that expectations on attendance and submission were firm, and considered that staff would be responsive if they encountered difficulties.

9 Both essential recommendations have therefore been addressed, though the extenuating circumstances process reflects US awarding body practice rather than UK sector norms.

Advisable and desirable recommendations

10 In relation to the advisable and desirable recommendations, procedures for managing partner visits have been formalised and implemented, including visits from Franklin University Switzerland, Sewanee University of the South, and the University of Vermont, as well as a multi-institution mini partner visit in November 2024.

11 Student feedback is now systematically analysed and used to inform documented changes in faculty training and student support. For example, themes from qualitative feedback - such as the need for clearer assignment instructions, faster grading, and reduced reading workload - were addressed through targeted staff training during Fall 2024. In addition, student surveys now include questions relating to learning resources, with results used to inform enhancement actions.

12 Peer review of teaching has also advanced since the 2024 review. Following circulation of an initial draft framework in June 2024, revised academic protocols were jointly approved with the University of New Haven later that year, clarifying the role of peer reviewers. In Spring 2025, the London Academic Director and Verto Headquarters developed a structured process for peer observations, supported by draft calibration rubrics for Canvas LMS sites and in-class teaching and associated training materials. Peer review is now embedded within Verto's quality assurance processes and provides a framework for sharing good practice and supporting enhancement.

Material changes

Growth in student numbers and staffing

13 Enrolments rose from 93 to 247 in AY 2024–25 (+166%) and to 297 in 2025–26 (+39%). Staff explained that this growth was managed through significant expansion of faculty and support staff, investment in data systems, and the appointment of a dedicated planning lead. Data presented to the team indicated the employment of 17.2 FTE academic staff (35 headcount) for Semester 1 2025–26, alongside two Student Success Managers and several Student Success Advisors. The team concluded that the provider has sufficient staffing resources for the current number of enrolled students. Induction and training for new staff are held prior to the start of the semester and reinforced through ongoing monthly training sessions. Students reported that, although some teaching rooms at Bloomsbury were described by students as “tight,” teaching quality and staff responsiveness had been maintained. They also valued the orientation activities and the support provided by Student Success Advisors, which helped them to settle and integrate.

Senior leadership changes

14 The departure of the Programme Director in January 2025 was managed by the Regional Academic Director, supported by headquarters, who ensured continuity through regular team meetings and a forward-planning summit. Faculty reported no break in continuity, and the new Programme Director has since been appointed, bringing relevant experience. Students described the leadership transition as smooth and said they knew who the Programme Director was and felt able to approach them if needed.

Expansion of teaching sites

15 A new science facility at Canary Wharf (Kadans Science Partner, 20 Water Street, London) has been integrated into programme delivery. Staff explained that Biology, Chemistry and Physics are taught there, with lab management and safety overseen by site staff. A Verto-appointed laboratory manager coordinates with faculty, and regular meetings ensure operational consistency. Students reported that the site was purpose-built and well resourced, with small class sizes (12–15 students) supporting access to instructors. They confirmed that teaching quality, technology, and support were consistent with the Bloomsbury site and that travel was manageable.

Facilities and accessibility

16 The University of New Haven Academic Performance Review (November 2024) judged programme facilities as conditionally meeting expectations due to accessibility concerns. The review team confirmed that the main premises at Bloomsbury are not fully accessible, particularly the eight classrooms and student study/social space located in the basement, which would present challenges for students with mobility issues. Senior staff explained that accessible teaching space is rented at nearby Anglo Education Services, and that if a student requires such accommodations, classes for the student's whole cohort can be scheduled in this location. Staff also noted that social and integration events take place in a variety of nearby spaces around Bloomsbury, although these arrangements are made on a more ad hoc basis.

17 To support students with disabilities or long-term learning support needs, the provider has an Accessibility and Accommodations Policy that enables students to apply for reasonable adjustments or accommodations. In the medium term, the provider is seeking to secure additional space both to accommodate rising student numbers and to improve accessibility. The team therefore concludes that while interim measures are in place, the accessibility of the provider's current main premises remains limited, and further work will be required to ensure an inclusive experience for all students.

18 As noted above, Verto has a detailed action plan that tracks actions, outcomes and monitoring processes and also notes target dates, responsible officers, reporting lines and evaluation lines and evidence. recommendations and provides an evaluation of progress against each action.

19 Verto has also produced a Student Evaluation Action Plan which highlights three themes (Clearer instructions on assignments, Quicker feedback on assignment and Too much reading) as areas of improvement. These themes were addressed through specific faculty training sessions in autumn 2024 and faculty were encouraged to use the rubric function in Canvas as it provides clearer instructions on assignments and makes grading easier and faster to grade using. The themes were also explained to students during orientation week, and expectations have been set on the structure of college level classes and the amount of work needed to successfully complete them so that students understand what is expected of them prior to the start of classes. Training materials and student orientation materials have been produced.

Student data return

20 Verto provided data pertinent to student enrolment and progression in the annual monitoring return (first provided in March 2025 and updated in October 2025), in internal grade point average documentation and in a summary of outcomes for the years since the last review. The review team found that since the April 2024 review, student progression was as follows:

Spring 2024 - 16 students enrolled, 0 withdrew, 15 passed and 1 failed, giving a 100% pass rate.

Fall 2024 - 213 students enrolled, 3 withdrew, 210 passed and none failed, giving a 94% pass rate.

Spring 2025 - 36 students enrolled, 0 withdrew, 34 passed and 2 failed, giving a 94% pass rate.

Fall 2025 - 297 students enrolled, but assessment data was not available at the time of the mid-cycle review.

Grade point averages are monitored in conjunction with the accrediting body and demonstrate average for the period as follows:

Students from partner programs (known as Channel students)		International recruits, not from partners (known as Traditional students)
Spring 2024	3.53/4	2.84/4
Fall 2024	3.4/4	2.9/4
Spring 2025	3.1/4	2.7/4

21 The differences between the achievement level of the Channel and Traditional stream students were explained as relating to the onward pathways of the two groups. Channel students are registered to proceed to US programmes and achieve credit towards those programmes whilst traditional students are undertaking a 'year abroad' experience, are unregistered and less concerned with achievement and credit.

Progress in working with the external reference points to meet UK expectations for higher education

22 As a short-term study abroad provider, Verto Education UK is not required to use the UK Quality Code (UKQC) directly in managing its provision at this point, though it will be required to engage with the UKQC in future reviews. Currently, the provider operates within the regulatory framework of its US credit-awarding body, the University of New Haven, and is reviewed against its academic protocols and accreditation requirements. Since the April 2024 QAA review, Verto has undertaken several major projects in this regard: revision of the global Academic Protocols (approved October 2024); submission of the annual report to the University of New Haven in November 2024, with formal feedback in December 2024; and completion of the Verto UK Academic Performance Review in November 2024, which confirmed that course approvals and teaching met or exceeded expectations, with a conditional judgement relating to facilities accessibility. These activities ensure alignment with the expectations of the University of New Haven and its US accreditor NECHE.

23 The provider therefore demonstrates use of appropriate external reference points - those of its awarding body and regulator - to maintain academic standards and the quality of learning opportunities.

Background to the monitoring visit

24 The monitoring visit serves as a short check on the provider's continuing management of academic standards and quality of provision. It focuses on progress since the previous review. In addition, it provides an opportunity for QAA to advise the provider of any matters that have the potential to be of particular interest in the next monitoring visit or review.

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