



EAB MARKET INSIGHTS

Feasibility of a BSc Business Psychology Course

Course Feasibility Study Completed for the
Requesting Institution
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Report Introduction and Table of Contents

This report assesses a new course’s potential to attract students successfully, based on market demand. Further, it addresses how to position the course to achieve that potential and serve prospective students.

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Executive Overview

This assessment found that a low and declining number of relevant job postings, combined with market saturation in psychology-related courses and limited student demand for business-adjacent courses, is likely to present challenges to course launch. To help attract students, consider highlighting graduate outcomes, developing applied and experiential learning opportunities, and promoting course-specific facilities.

1. Labour Market and Competitive Landscape



Employer demand trends point to a small and declining job market for course graduates. Between February 2024 and January 2025, regional and United Kingdom employers advertised a low-to-moderate number of job postings for relevant professionals (9,920 and 12,295, respectively). From February 2022 to January 2025, demand for business psychology professionals decreased in both regions (average monthly 0.66% regionally and 1.03% in the United Kingdom). Overall, graduates should anticipate entering a competitive labour market with fewer available positions than in recent years.

Market saturation for psychology-related courses and limited student demand for business-adjacent courses may pose challenges for launching a new business psychology course. Between the 2020–2021 and 2022–2023 academic years, the number of institutions reporting psychology-related enrolments (i.e., CAH codes 04-01-01 and 04-01-05) grew at a faster rate than student demand, both regionally and in the United Kingdom (1.74% vs. 0.60% and 1.20% vs. 0.56% average annual growth, respectively). Meanwhile, student demand for courses classified under CAH code 17-01-09 (Others in Business and Administrative Studies) remained limited, with only the University of Edinburgh and Swansea University reporting relevant enrolments. Taken together, these trends suggest a challenging landscape for launching a new business psychology course.

2. Comparator Course Analysis



Prominently market career outcomes to demonstrate the proposed course's return-on-investment and to attract career-focused students. Profiled courses demonstrate course value by including details like sample job roles and industries where graduates may find employment, course rankings, student testimonials and employment statistics (e.g., [90% of graduates are employed or in further study within 15 months at Bath Spa University](#)). In the absence of outcomes data, use labour market data to highlight relevant job titles, employers, and in-demand skills.

Integrate experiential and applied learning opportunities to enhance employability and align with comparator institutions. All profiled courses highlight opportunities for students to apply the concepts learned in the classroom through experiential and applied learning. Offering practical experiences, such as research projects or work placements, will help students gain valuable skills and improve career outcomes. [Experiential and applied learning is consistently linked to greater career clarity, stronger workplace skills and improved employment outcomes post-graduation.](#)

Feature course facilities and equipment with detailed descriptions and visuals to help students envision themselves in the course. All profiled courses, except Birkbeck University of London, promote course-specific facilities and equipment on their webpages. Notably, the University of Kent advertises a [photo gallery](#) to illustrate its extensive facilities. Incorporating similar visual elements, along with detailed descriptions of available facilities and how they support student learning, would strengthen the course's appeal and attract prospective students.

Action Items

Detailed next steps and supporting EAB resources and services appear on [page 48](#).



Within the Requesting Institution

- Streamline your webpage to ensure prospects have easy access to decision-supporting details.
- Develop resources that encourage alumni, current students and others associated with your course to serve as informal ambassadors and promote the course through their individual networks.
- Highlight expected outcomes for course graduates in marketing materials and on the course webpage.



In Partnership with EAB

- Request a call with the EAB subject matter experts to review the report and discuss how EAB's best practice research can aid you in further differentiating your degree from competitors and increase its alignment with student and employer needs.
- If your team is interested in pursuing additional research on a new topic, consider the following options:
 - Request a [Market Opportunity Scan](#) to evaluate your regional labour market and competitive landscape and identify new course opportunities with high growth potential.
 - Request a [Portfolio Health Check](#) to identify further growth opportunities within your existing portfolio using labour market and competitive opportunity data.
 - Request further validation of desired new opportunities via a [Course Feasibility Study](#).



Market Pulsecheck



1



An evaluation of regional and United Kingdom employer demand for graduates from the proposed BSc in Business Psychology and student demand for similar courses.

Analysis Includes:

- Job Posting Trends
- Top Occupations
- Top Titles
- Top Skills
- Top Employers
- Top Cities
- Experience Levels
- Degree Enrolment Trends

This analysis considered demand in:

- England and Scotland (regional)
- The United Kingdom

A Competitive Job Market and Increasingly Saturated Competitive Landscapes for General Psychology- and Business-Related Courses May Inhibit Course Development

Preliminary Course Outlook

Course graduates can expect to enter a limited and increasingly competitive job market. Between February 2024 and January 2025, employers in the regional and United Kingdom markets demonstrated low-to-moderate demand for business psychology professionals, advertising 9,920 and 12,295 relevant job postings, respectively. Employer demand for business psychology professionals decreased in both regions between February 2022 and January 2025 (average monthly 0.66% regionally and 1.03% in the United Kingdom). This indicates an increasingly challenging labour market for course graduates. However, recent stabilisation in the United Kingdom market and faster-than-average projected occupational growth in both regions may indicate a reversal in the overall downward trends.

As the Common Aggregation Hierarchy (CAH) does not include a code for business psychology, we evaluated enrolments reported under the CAH codes 04-01-01 (Psychology (non-specific)), 04-01-05 (Others in Psychology), and 17-01-09 (Others in Business and Management) as the best-available indicator of related student demand. However, the data does not specifically predict student demand trends for the proposed course.

Competition growth outpacing student demand growth for psychology-related CAH Codes (04-01-01, 04-01-05) indicates an increasingly saturated competitive landscape, which may challenge related courses. Between the 2020-2021 and 2022-2023 academic years, the number of institutions reporting relevant enrolments grew at a faster rate than student demand, both regionally and in the United Kingdom (1.74% vs. 0.60% and 1.20% vs. 0.56% average annual growth, respectively). Competition growth outpacing enrolment growth indicates market saturation for psychology courses. Additionally, the Open University stands out as a market leader, holding 20.28% market share regionally and 21.58% market share in the United Kingdom. This alongside market saturation may challenge related courses, despite increasing student demand.

The limited market for business-adjacent courses (CAH 17-01-09) creates an unclear competitive landscape for related courses. Only the University of Edinburgh and Swansea University reported relevant enrolments in the recorded timeframe. Due to the lack of data, we cannot make any conclusive claims about the market viability of related courses within either region.

Labour Market Intelligence

Regional Analysis of Job Postings for Business Psychology Professionals

Between February 2024 and January 2025, regional employers demonstrated low-to-moderate demand for business psychology professionals, advertising 9,920 relevant job postings. Employer demand decreased an average monthly 0.66% between February 2022 and January 2025, translating to a monthly decline of 18 job postings. During the same period, demand for all professionals increased an average monthly 0.23%, suggesting that while the overall job market expanded, hiring for business psychology professionals declined. Taken together, course graduates can expect to enter a limited and increasingly competitive labour market.

-0.66%

Average Monthly Demand Decline

February 2022 – January 2025, Regional Data

- Average monthly decline of 18 job postings.
- During the same period, demand for all professionals grew an average monthly 0.23%.

2,056 job postings

Average Monthly Demand

February 2022 – January 2025, Regional Data

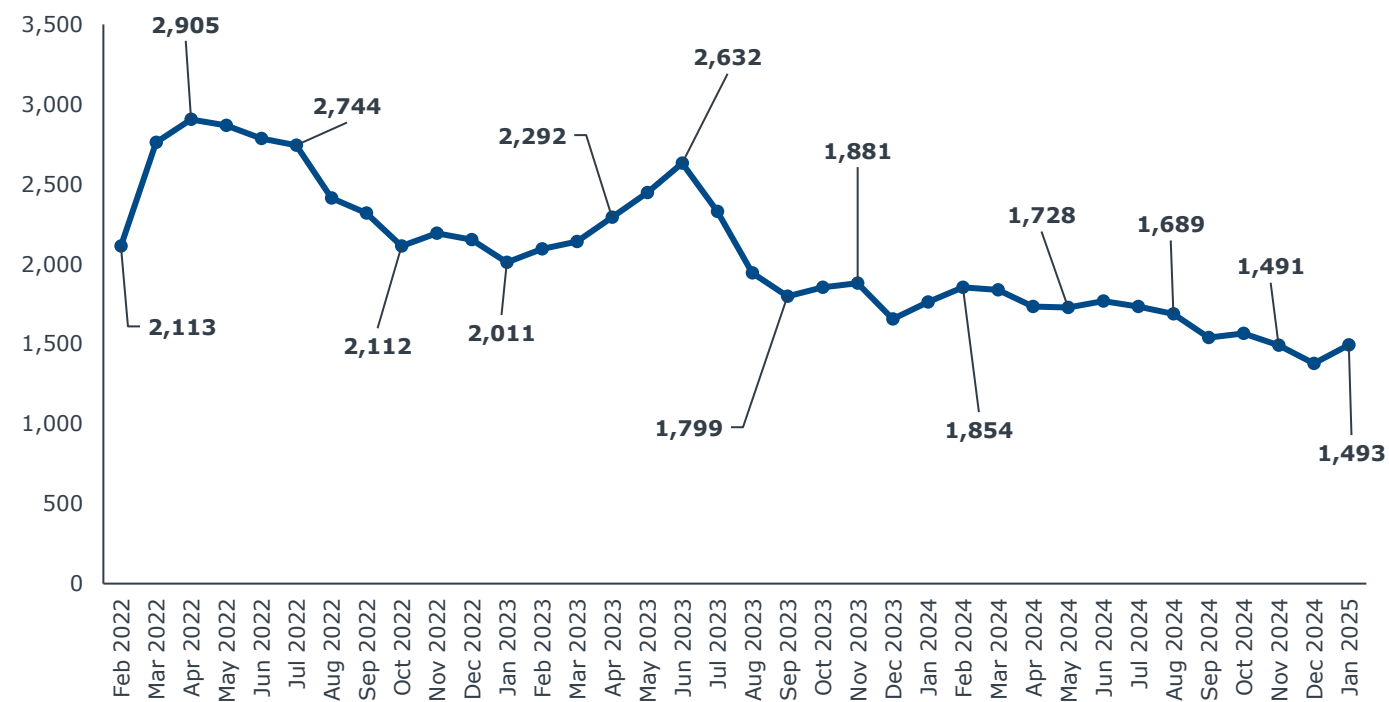
9,920 job postings

Relevant Jobs Posted in the Past Year

February 2024 – January 2025, Regional Data

Job Postings for Business Psychology Professionals

February 2022 – January 2025, Regional Data



Source: EAB analysis. Lightcast.

United Kingdom Analysis of Job Postings for Business Psychology Professionals

Like the regional market, United Kingdom employers posted a low-to-moderate number of business psychology job postings between February 2024 and January 2025 (12,295). Relevant employer demand declined an average monthly 1.03% between February 2022 and January 2025, with an average monthly decline of 32 postings. Notably, the decline in demand slowed starting in December 2023, indicating the market may be starting to stabilise. However, course graduates can still expect to enter a relatively challenging labour market, with a small and diminishing number of available opportunities.

-1.03%

Average Monthly Demand Decline

February 2022 – January 2025, United Kingdom Data

- Average monthly decline of 32 job postings.
- During the same period, demand for all professionals declined an average monthly 0.06%.

2,619 job postings

Average Monthly Demand

February 2022 – January 2025, United Kingdom Data

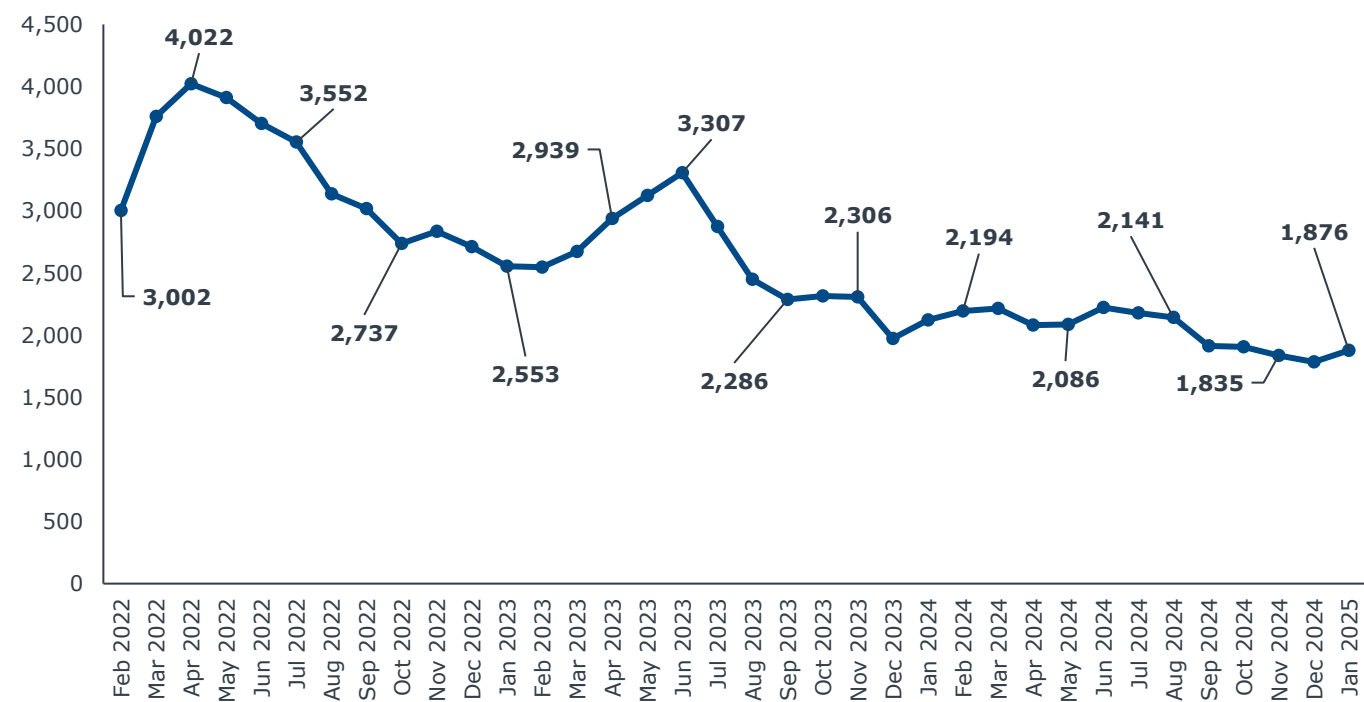
12,295 job postings

Relevant Jobs Posted in the Past Year

February 2024 – January 2025, United Kingdom Data

Job Postings for Business Psychology Professionals

February 2022 – January 2025, United Kingdom Data



Source: EAB analysis. Lightcast.

Regional Analysis of Job Postings and Future Employment for Business Psychology Professionals

Regionally, employment in each of the top five relevant occupations is expected to grow faster than average between 2023 and 2033. This indicates that job opportunities for course graduates may increase in the coming years. Job titles included within the Data Analysts occupation include Marketing Analysts and Insights Analysts and incorporate skills such as consumer behaviour and behavioural science.

These occupations represent the most common occupations aligning with job postings for professionals with skills related to business psychology. Administrators should note, the projections for occupational categories such as Advertising and Marketing Associate Professionals are not necessarily for jobs specifically seeking business psychology professionals. Instead, projections provide insight into expected growth for occupational categories where graduates with relevant skills may find employment.

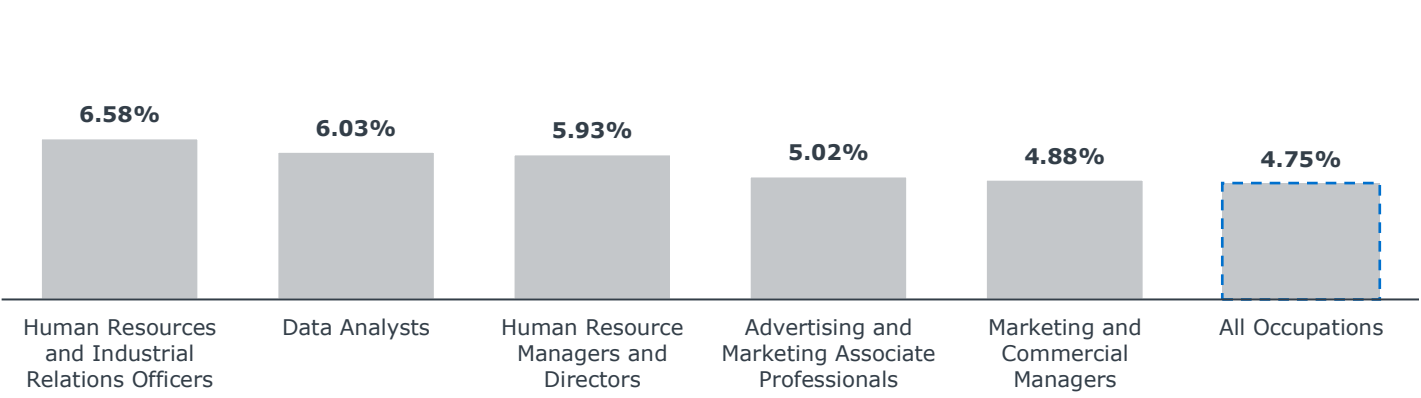
Top Occupations Across Job Postings for Business Psychology Professionals

February 2024 – January 2025, Regional Data
n = 9,920 job postings

Occupation	Per Cent of Relevant Job Postings within Occupation	Number of Relevant Job Postings within Occupation
Advertising and Marketing Associate Professionals	10.92%	1,083
Human Resources and Industrial Relations Officers	10.48%	1,040
Human Resource Managers and Directors	9.73%	965
Marketing and Commercial Managers	6.74%	669
Data Analysts	4.02%	399
Sales Accounts and Business Development Managers	3.64%	361
Marketing, Sales and Advertising Directors	3.32%	329
Managers and Proprietors in Other Services n.e.c.	3.24%	321
Management Consultants and Business Analysts	3.23%	320
Educational Support Assistants	2.51%	249

Projected Employment in Top Occupations¹

2023-2033, Regional Data



United Kingdom Analysis of Job Postings and Future Employment for Business Psychology Professionals

Similar to regional trends, employment in each of the top five relevant United Kingdom occupations is expected to grow faster than average over the next decade, suggesting increasing opportunities for course graduates. The Human Resources and Industrial Relations Officers occupation is expected to grow the most (6.46%) and includes job titles such as Human Resources Advisors and People Analysts.

These occupations represent the most common occupations aligning with job postings for professionals with skills related to business psychology. Administrators should note, the projections for occupational categories such as Advertising and Marketing Associate Professionals are not necessarily for jobs specifically seeking business psychology professionals. Instead, projections provide insight into expected growth for occupational categories where graduates with relevant skills may find employment.

Top Occupations Across Job Postings for Business Psychology Professionals

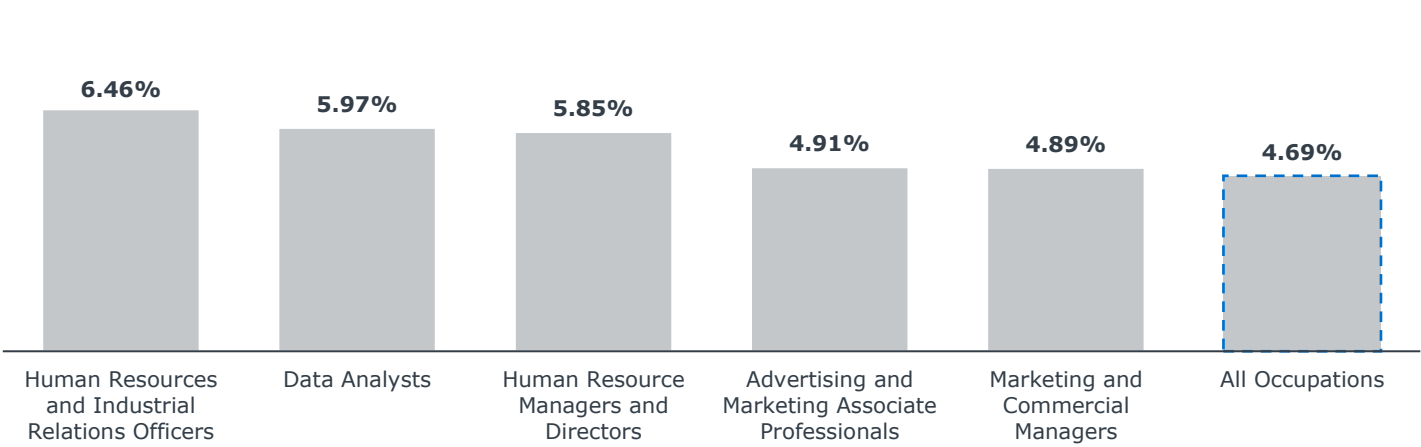
February 2024 – January 2025, United Kingdom Data

n = 12,295 job postings

Occupation	Per Cent of Relevant Job Postings within Occupation	Number of Relevant Job Postings within Occupation
Advertising and Marketing Associate Professionals	11.12%	1,367
Human Resources and Industrial Relations Officers	10.16%	1,249
Human Resource Managers and Directors	9.60%	1,180
Marketing and Commercial Managers	7.30%	897
Data Analysts	4.19%	515
Sales Accounts and Business Development Managers	3.71%	456
Managers and Proprietors in Other Services n.e.c.	3.45%	424
Marketing, Sales and Advertising Directors	3.41%	419
Management Consultants and Business Analysts	3.16%	389
Educational Support Assistants	2.37%	291

Projected Employment in Top Occupations¹

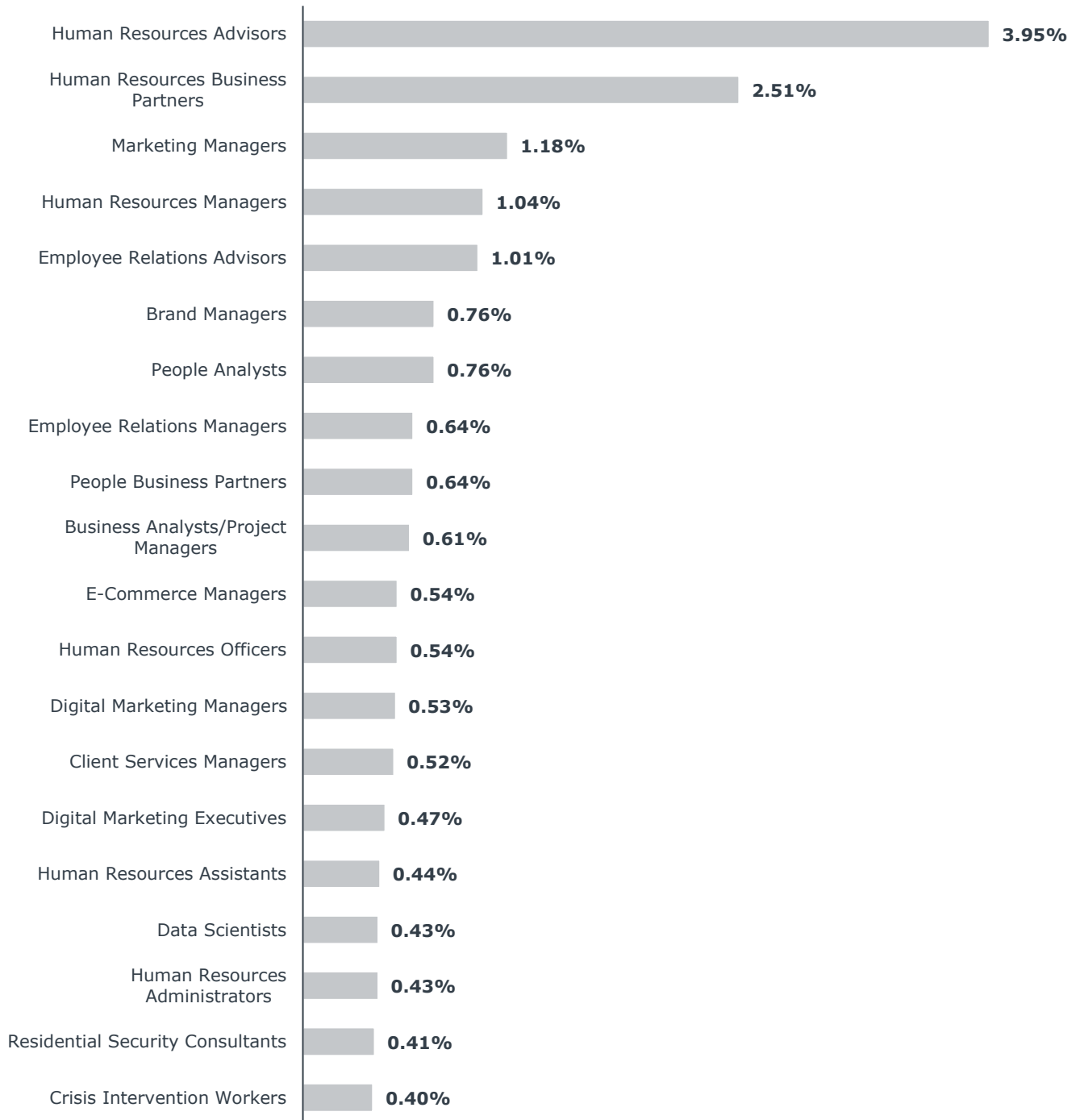
2023-2033, United Kingdom Data



Top Titles in Job Postings for Business Psychology Professionals

February 2024 – January 2025, Regional Data

n = 9,920 job postings

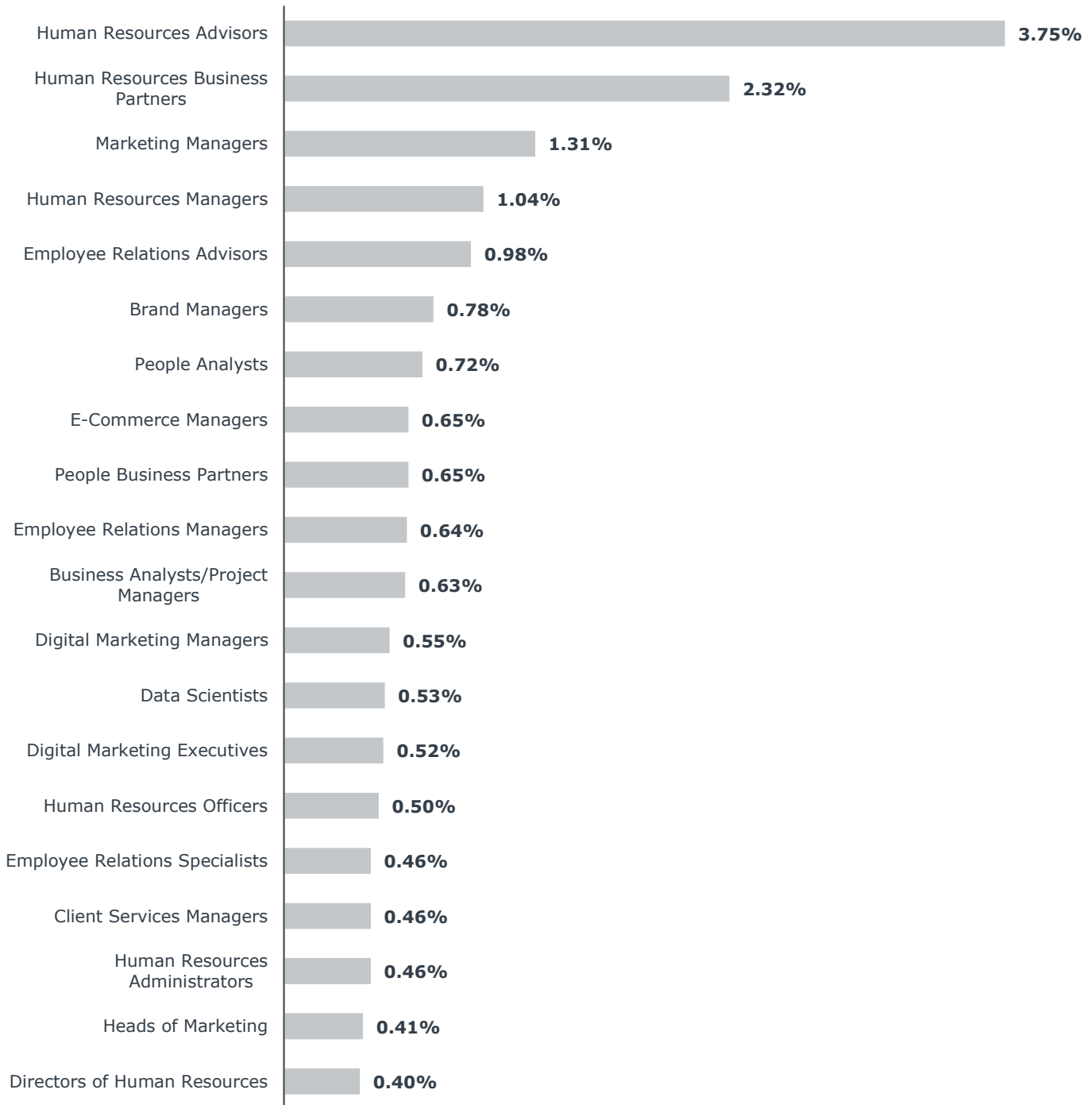


Source: EAB analysis. Lightcast.

Top Titles in Job Postings for Business Psychology Professionals

February 2024 – January 2025, United Kingdom Data

n = 12,295 job postings

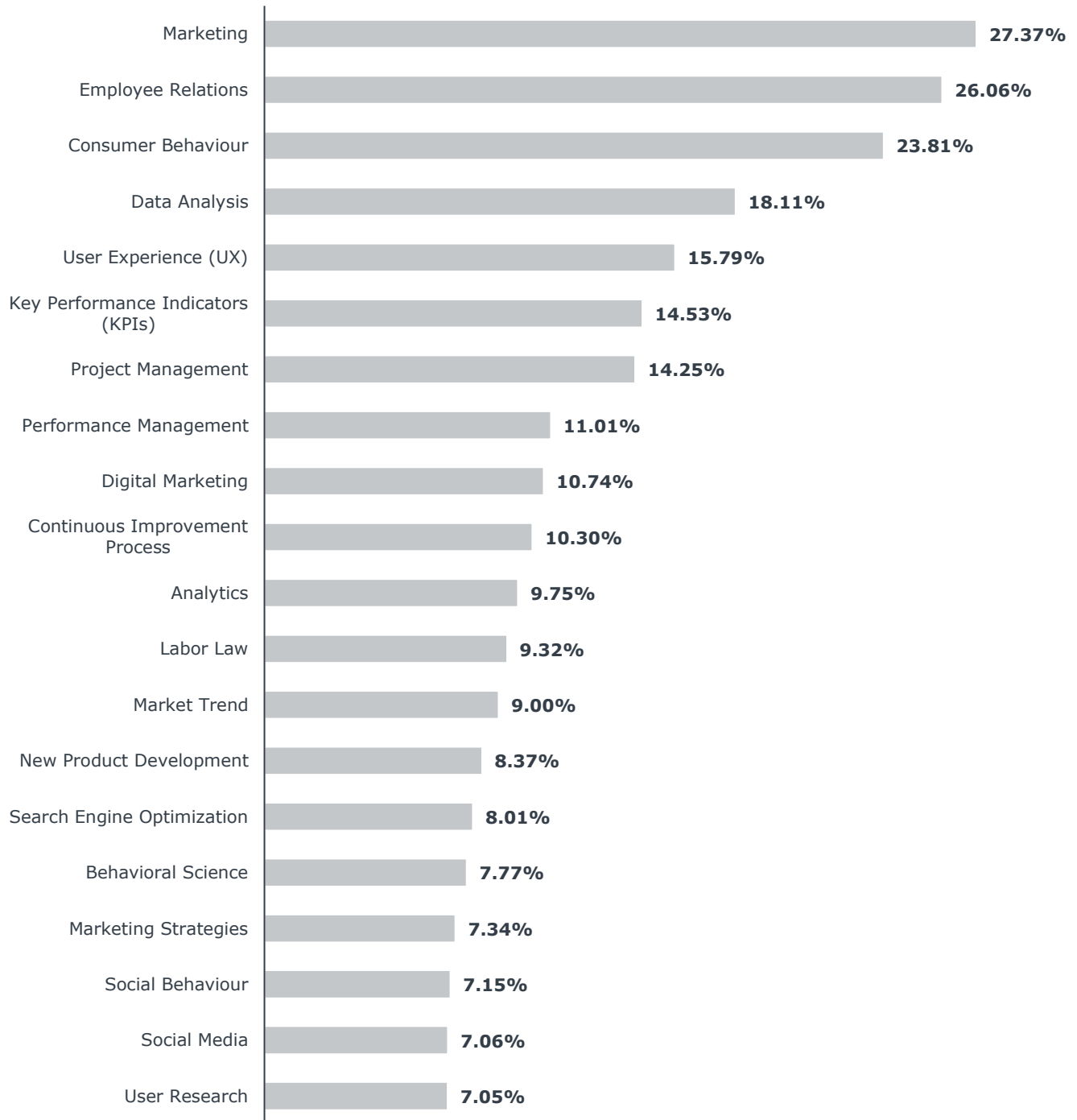


Source: EAB analysis. Lightcast.

Top Skills in Job Postings for Business Psychology Professionals

February 2024 – January 2025, Regional Data

n = 9,920 job postings

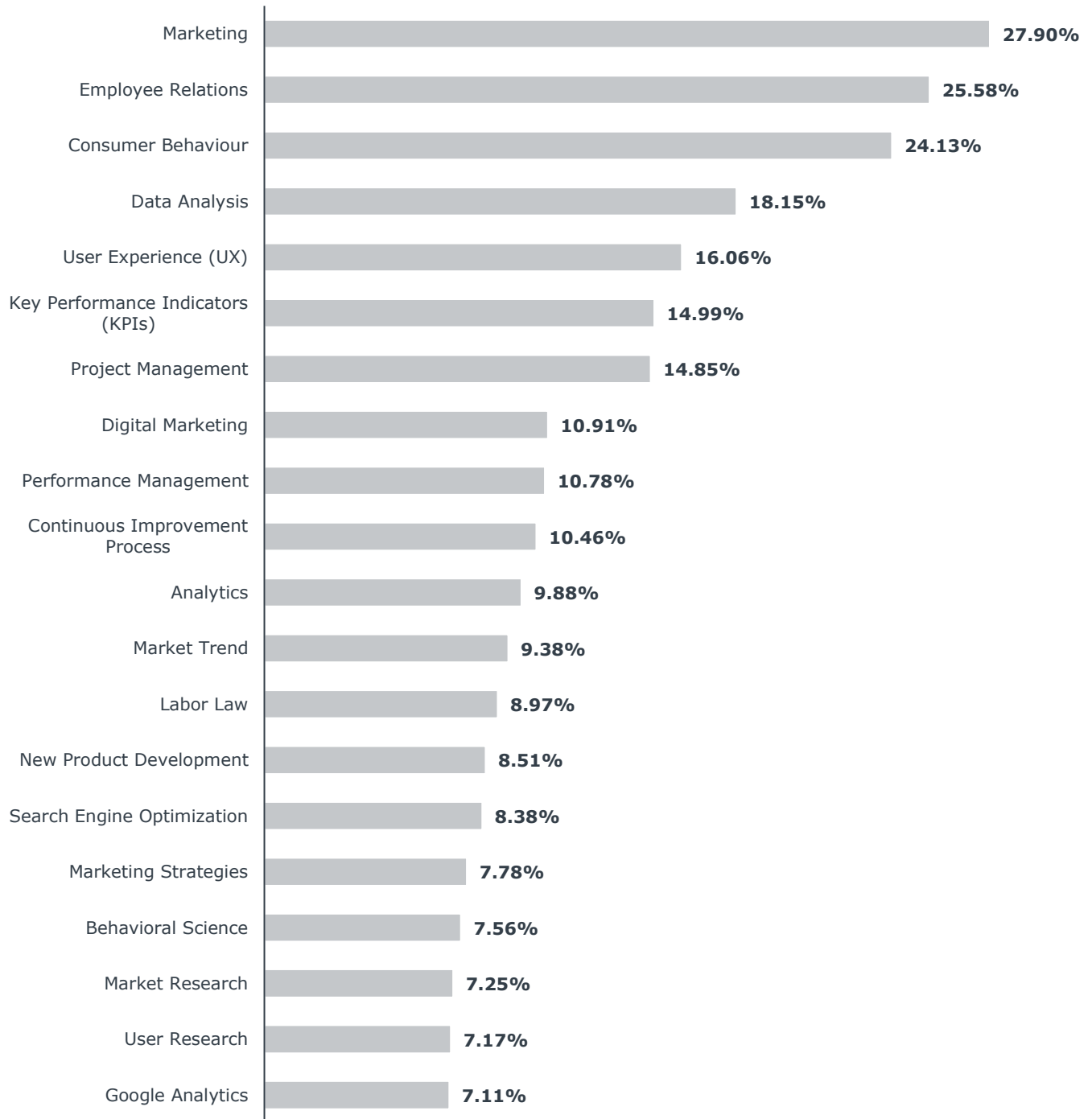


Source: EAB analysis. Lightcast.

Top Skills in Job Postings for Business Psychology Professionals

February 2024 – January 2025, United Kingdom Data

n = 12,295 job postings

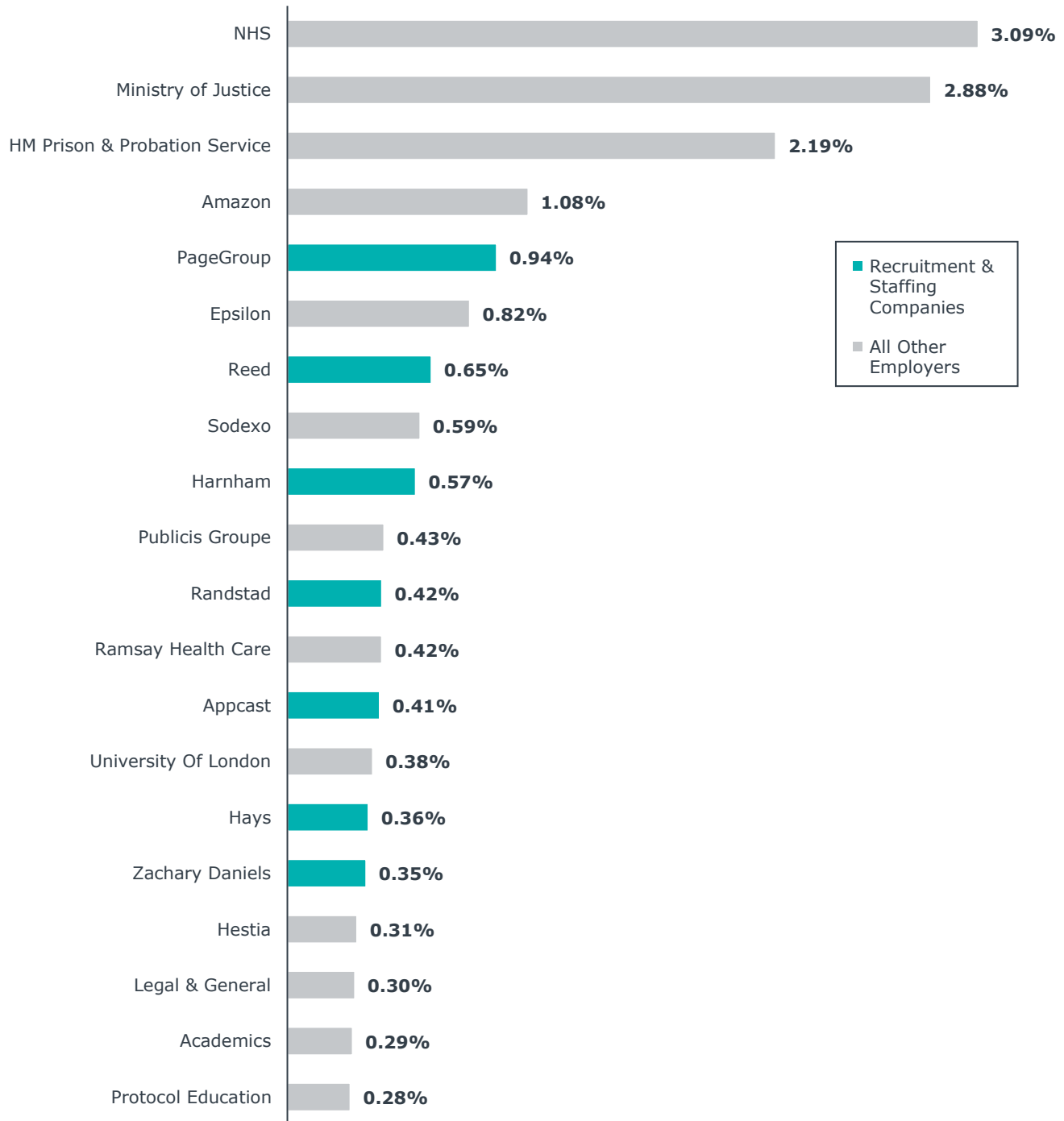


Source: EAB analysis. Lightcast.

Top Employers in Job Postings for Business Psychology Professionals

February 2024 – January 2025, Regional Data

n = 9,920 job postings

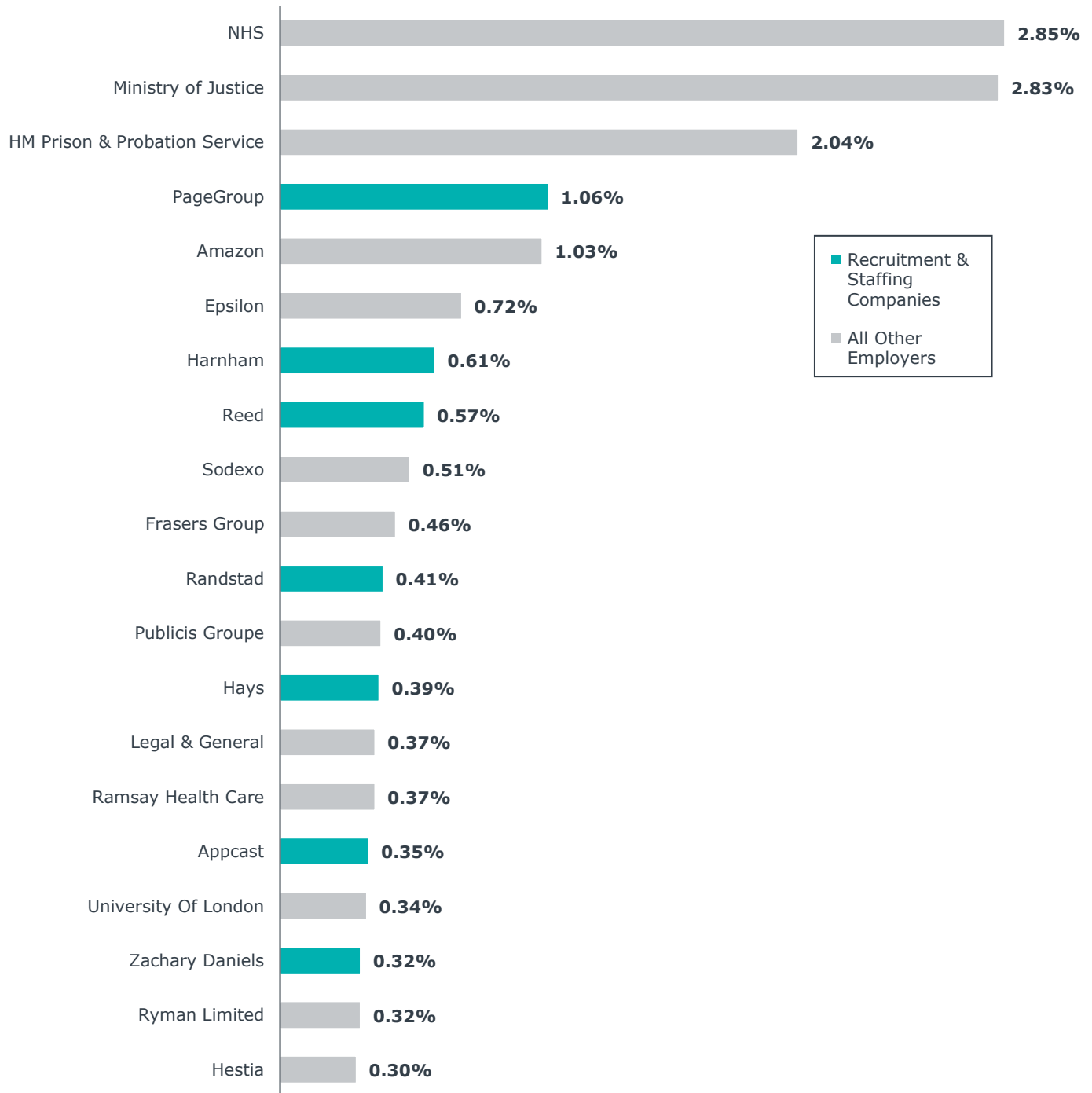


Source: EAB analysis. Lightcast.

Top Employers in Job Postings for Business Psychology Professionals

February 2024 – January 2025, United Kingdom Data

n = 12,295 job postings

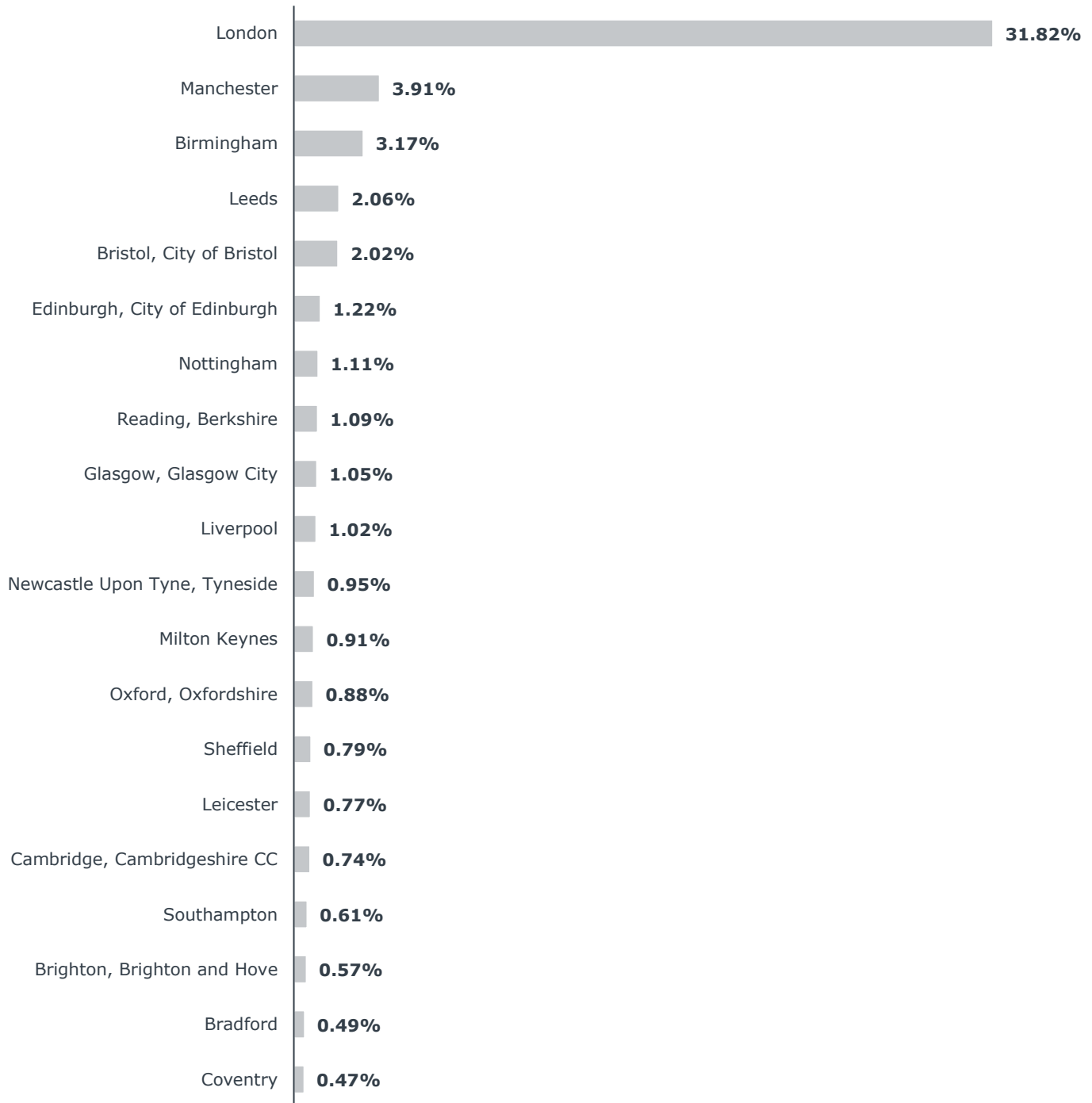


Source: EAB analysis. Lightcast.

Top Cities Seeking for Business Psychology Applicants

February 2024 – January 2025, Regional Data

n = 9,920 job postings

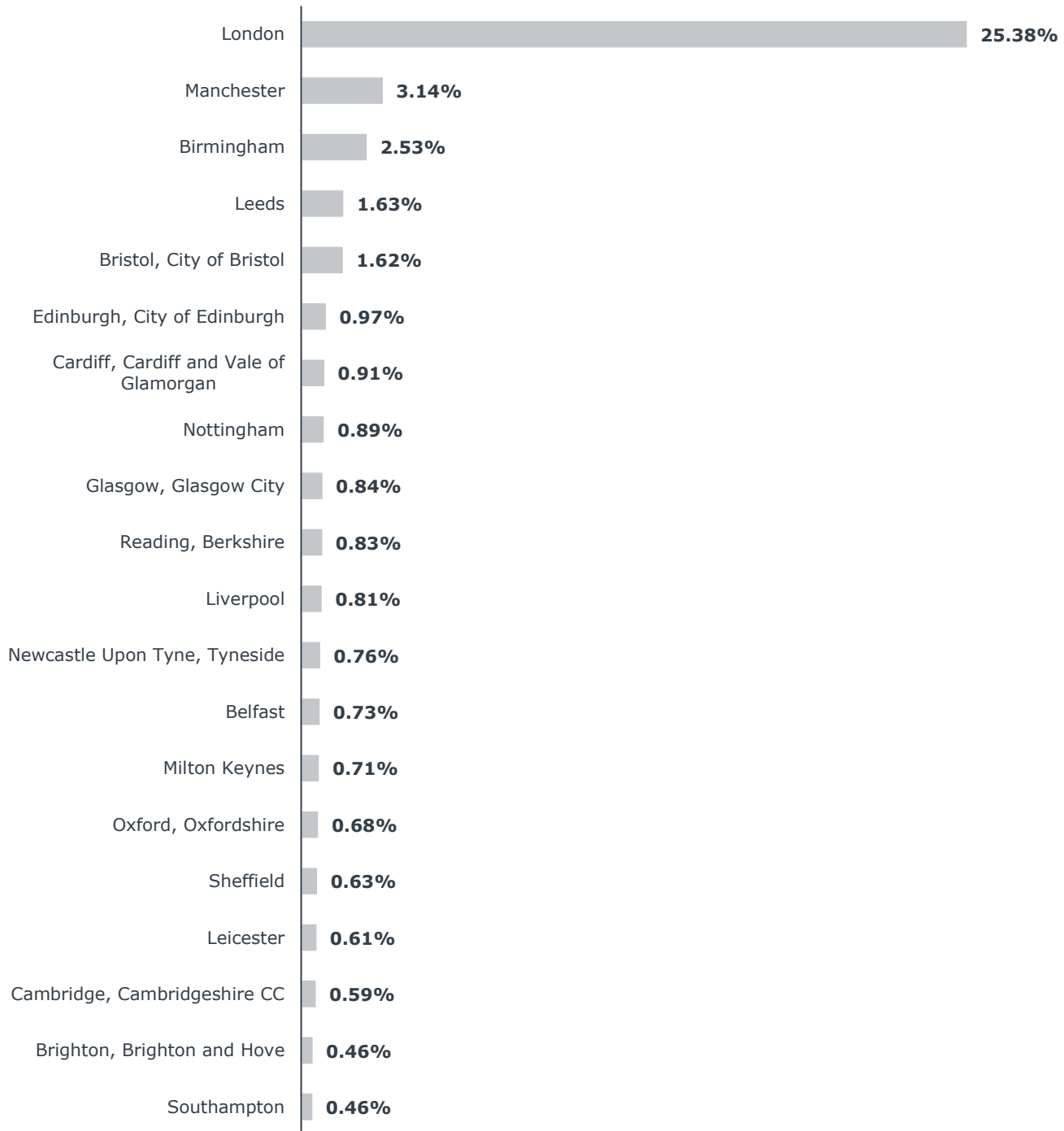


Source: EAB analysis. Lightcast.

Top Cities Seeking for Business Psychology Applicants

February 2024 – January 2025, United Kingdom Data

n = 12,295 job postings

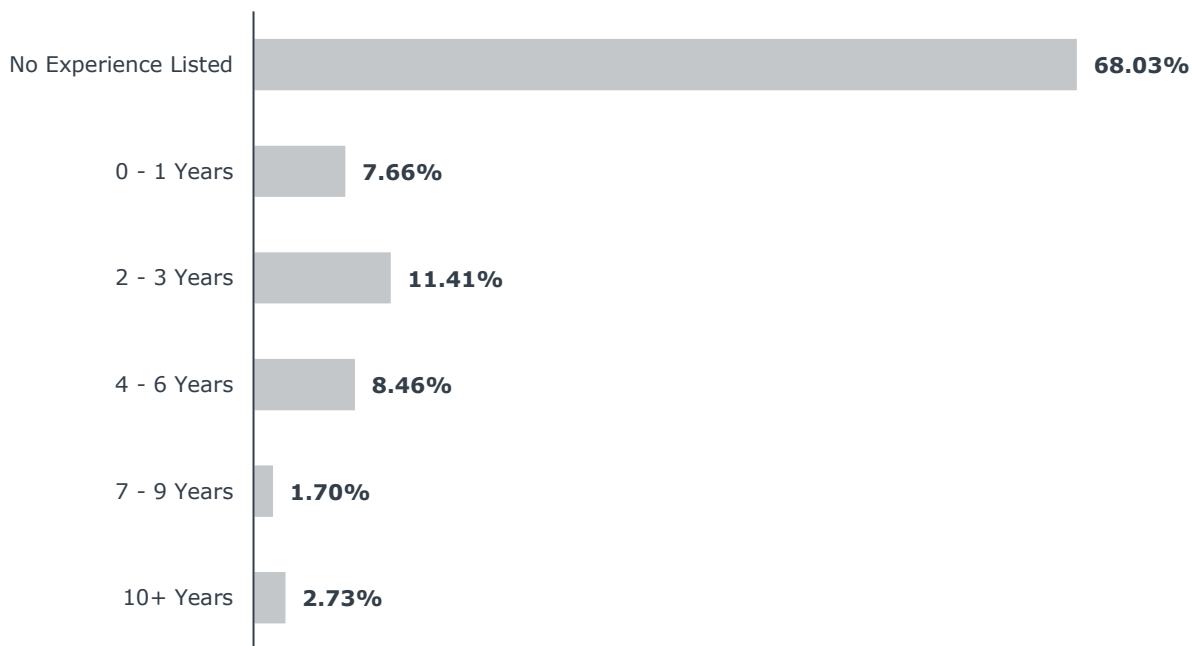


Source: EAB analysis. Lightcast.

Experience Levels Requested of Business Psychology Applicants

February 2024 – January 2025, Regional Data

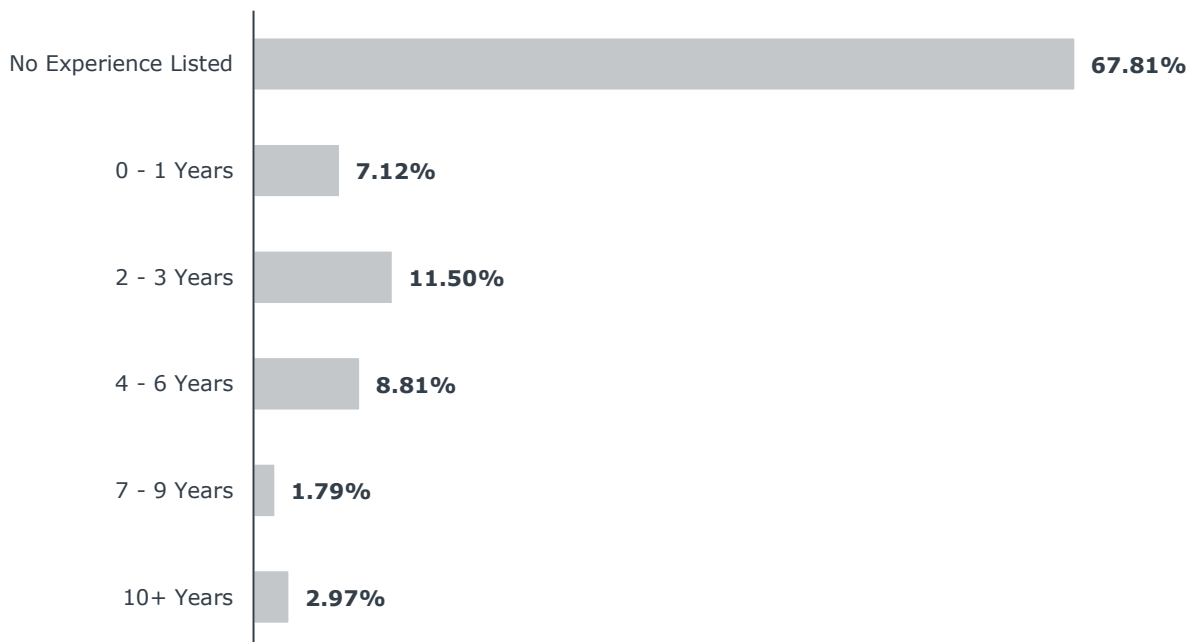
n = 9,920 job postings



Experience Levels Requested of Business Psychology Applicants

February 2024 – January 2025, United Kingdom Data

n = 12,295 job postings



Competitive Intelligence

Regional Analysis of Undergraduate Enrolments Reported Under Relevant Psychology CAH Codes¹

Relevant enrolments increased an average annual 0.60% between the 2020-2021 and 2022-2023 academic year, indicating increasing student demand. During the same time, the number of competitors increased an average annual 1.74%, outpacing growth in student demand. This indicates an increasingly saturated market which may inhibit psychology-related course growth potential.

Enrolments Reported Over Time

2020-2021 to 2022-2023 Academic Years, Regional Data

+0.60%

Average Annual Enrolments Growth

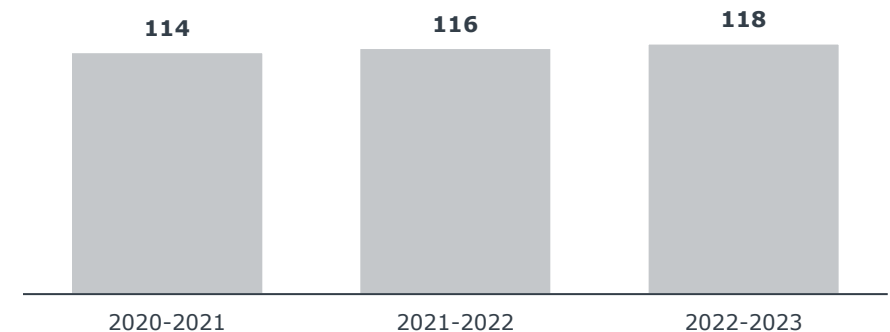
2020-2021 to 2022-2023 Academic Years, Regional Data

- Average annual 1.74% growth in number of institutions in the same period.

As the Common Aggregation Hierarchy (CAH) does not include a code for business psychology, we evaluated enrolments reported under the CAH codes 04-01-01 (Psychology (non-specific)) and 04-01-05 (Others in Psychology) as the best-available indicator of related student demand. However, the data does not specifically predict student demand trends for the proposed course.

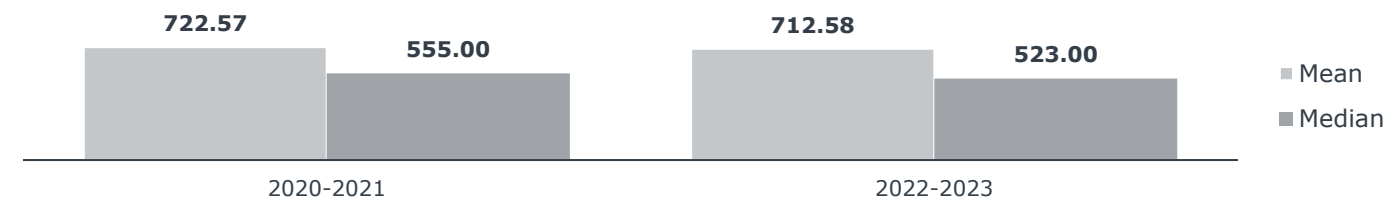
Institutions Reporting Enrolments Over Time

2020-2021 to 2022-2023 Academic Years, Regional Data



Enrolments Per Institution Reporting

2020-2021 to 2022-2023 Academic Years, Regional Data



1) CAH Codes 04-01-01 (Psychology (non-specific)) and 04-01-05 (Others in Psychology).

Source: EAB analysis. National Center for Education Statistics.

Regional Analysis of Undergraduate Enrolments Reported Under Relevant Psychology CAH Codes¹

Seven of the top 10 regional institutions reported increased enrolments and market share in the analysed period, demonstrating that top institutions found success alongside the increasing student demand. In the 2022-2023 academic year, the top 20% of institutions reported 50.94% of total enrolments. The Open University (England and Scotland) stands out as a strong market leader, reporting 20.28% market share in the 2022-2023 academic year. All other institutions below the Open University held less than 3.00% market share. The increasingly saturated nature of the market alongside a market leader warrants caution.

Institutions with Most Reported Enrolments

2020-2021 to 2022-2023 Academic Years, Regional Data

Institution	Reported Enrolments, 2020-2021 Academic Year	Market Share, 2020-2021 Academic Year	Reported Enrolments, 2022-2023 Academic Year	Market Share, 2022-2023 Academic Year
The Open University (England)	16,645	20.03%	14,900	17.72%
Arden University	1,210	1.46%	2,365	2.81%
The Open University (Scotland)	2,365	2.85%	2,145	2.56%
The Nottingham Trent University	2,010	2.42%	1,725	2.05%
The University of Sussex	1,515	1.82%	1,610	1.91%
University of Northumbria at Newcastle	1,390	1.67%	1,440	1.71%
The University of Liverpool	1,075	1.29%	1,425	1.69%
The University of Manchester	945	1.14%	1,305	1.55%
The University of Westminster	995	1.20%	1,160	1.38%
Birmingham City University	860	1.03%	1,155	1.37%

50.94%

Enrolments by top 20% of institutions

2022-2023 Academic Year,
Regional Data

1) CAH Codes 04-01-01 (Psychology (non-specific)) and 04-01-05 (Others in Psychology).

United Kingdom Analysis of Undergraduate Enrolments Reported Under Relevant Psychology CAH Codes¹

Like the regional landscape, the number of institutions reporting relevant enrolments grew faster than the number of total enrolments between the 2020-2021 and 2022-2023 academic years (1.20% vs. 0.56% on average annually, respectively). While the large number of relevant enrolments indicates high student demand for relevant courses, competition growth outpacing student demand growth may pose challenges to psychology courses.

Enrolments Reported Over Time

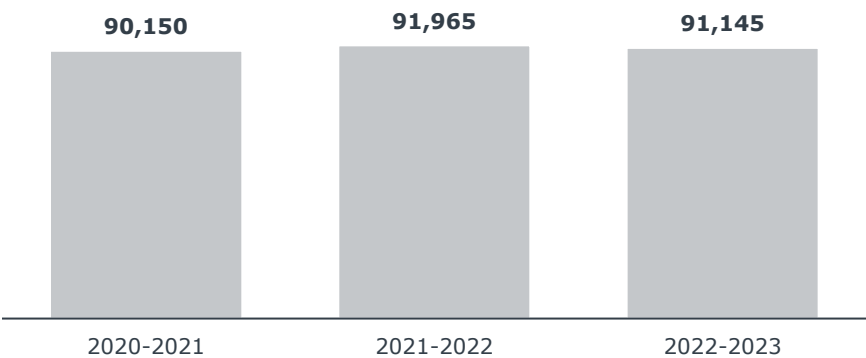
2020-2021 to 2022-2023 Academic Years, United Kingdom Data

+0.56%

Average Annual Enrolments Growth

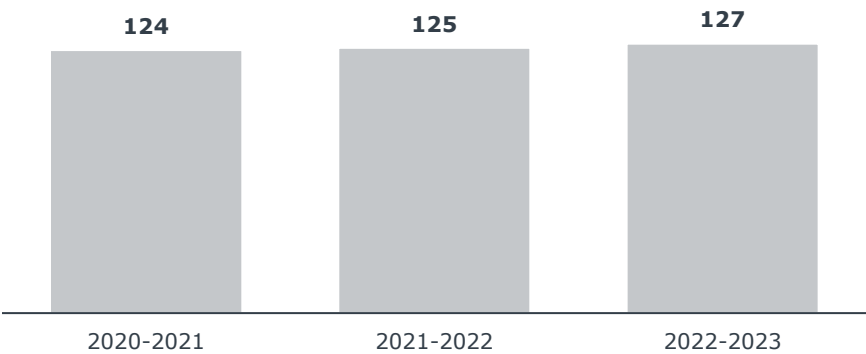
2020-2021 to 2022-2023 Academic Years, United Kingdom Data

- Average annual 1.20% growth in number of institutions in the same period.



Institutions Reporting Enrolments Over Time

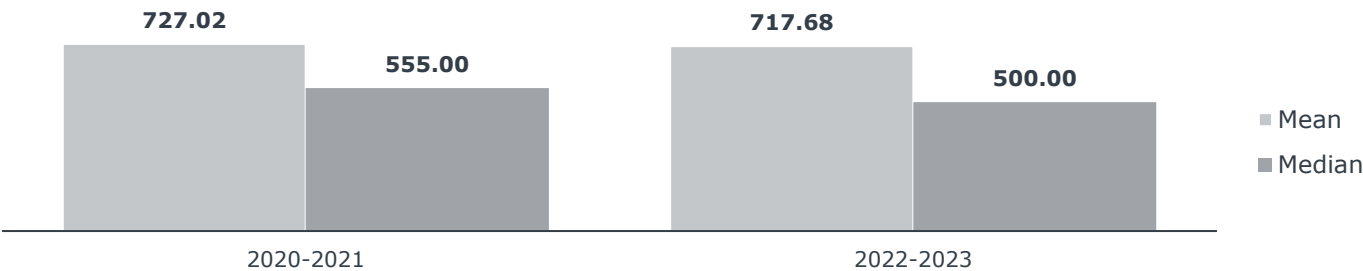
2020-2021 to 2022-2023 Academic Years, United Kingdom Data



As the Common Aggregation Hierarchy (CAH) does not include a code for business psychology, we evaluated enrolments reported under the CAH codes 04-01-01 (Psychology (non-specific)) and 04-01-05 (Others in Psychology) as the best-available indicator of related student demand. However, the data does not specifically predict student demand trends for the proposed course.

Enrolments Per Institution Reporting

2020-2021 to 2022-2023 Academic Years, United Kingdom Data



1) CAH Codes 04-01-01 (Psychology (non-specific)) and 04-01-05 (Others in Psychology).

Source: EAB analysis. National Center for Education Statistics.

United Kingdom Analysis of Undergraduate Enrolments Reported Under Relevant Psychology CAH Codes¹

Between the 2020-2021 and 2022-2023 academic years, eight of the top 10 United Kingdom institutions reported increased enrolments and market share. Outside of the Open University (which captured 21.58% of the market in the analysed period), the remaining top 20% of institutions captured a total 30.22% market share. An increasingly saturated market may challenge a new psychology-related course.

Institutions with Most Reported Enrolments

2020-2021 to 2022-2023 Academic Years, United Kingdom Data

Institution	Reported Enrolments, 2020-2021 Academic Year	Market Share, 2020-2021 Academic Year	Reported Enrolments, 2022-2023 Academic Year	Market Share, 2022-2023 Academic Year
The Open University	21,535	23.89%	19,665	21.58%
Arden University	1,210	1.34%	2,365	2.59%
The Nottingham Trent University	2,010	2.23%	1,725	1.89%
The University of Sussex	1,515	1.68%	1,610	1.77%
University of Northumbria at Newcastle	1,390	1.54%	1,440	1.58%
The University of Liverpool	1,075	1.19%	1,425	1.56%
The University of Manchester	945	1.05%	1,305	1.43%
The University of Westminster	995	1.10%	1,160	1.27%
Birmingham City University	860	0.95%	1,155	1.27%
University of Nottingham	750	0.83%	1,115	1.22%

51.80%

Conferrals by top 20% of institutions

2022-2023 Academic Year,
United Kingdom Data

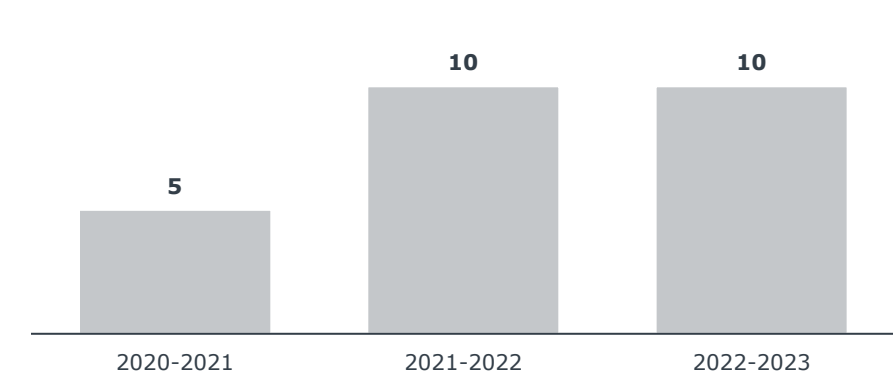
1) CAH Codes 04-01-01 (Psychology (non-specific)) and 04-01-05 (Others in Psychology).

Source: EAB analysis. National Center for Education Statistics.

Regional Analysis of Undergraduate Enrolments Reported Under CAH Code 17-01-09 (Others in Business and Management)

Only the University of Edinburgh reported relevant enrolments within this region, successfully doubling its number of enrolments within the recorded timeframe. Due to the limited nature of this competitive landscape, we cannot determine the viability of related courses within this region.

Enrolments Reported Over Time
2020-2021 to 2022-2023 Academic Years, Regional Data

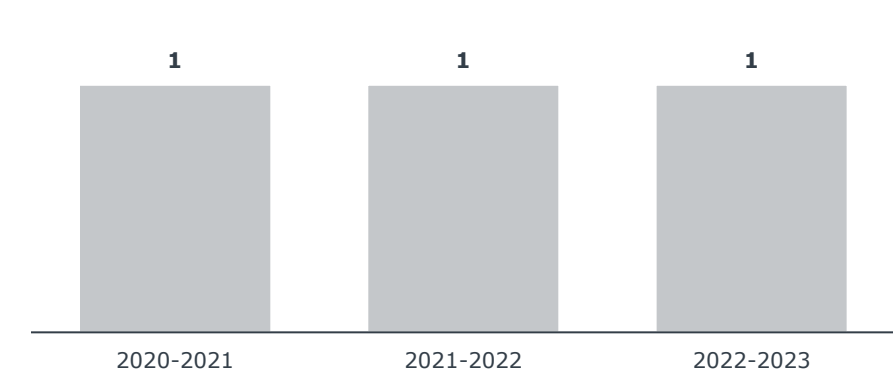


+50.00%

Average Annual Enrolments Growth
2020-2021 to 2022-2023 Academic Years, Regional Data

- No change in the number of reporting institutions within the recorded period (one institution).

Institutions Reporting Enrolments Over Time
2020-2021 to 2022-2023 Academic Years, Regional Data



As the Common Aggregation Hierarchy (CAH) does not include a code for business psychology within the level of access EAB has, we evaluated enrolments reported under the CAH code 17-01-09 (Others in Business and Management) as the best-available indicator of related student demand. However, the data does not specifically predict student demand trends for the proposed course.

Institutions Reporting Enrolments
2020-2021 to 2022-2023 Academic Years, Regional Data

Institution	Reported Enrolments, 2020-2021 Academic Year	Market Share, 2020-2021 Academic Year	Reported Enrolments, 2022-2023 Academic Year	Market Share, 2022-2023 Academic Year
The University of Edinburgh	5	100.00%	10	100.00%

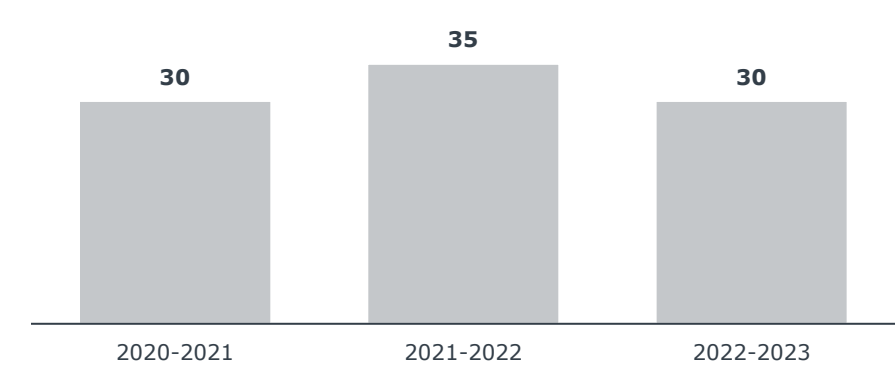
United Kingdom

Analysis of Undergraduate Enrolments Reported Under CAH Code 17-01-09 (Others in Business and Management)

Swansea University and the University of Edinburgh were the only United Kingdom institutions to report relevant enrolments between the 2020-2021 and 2022-2023 academic years. Due to the limited nature of this competitive landscape, we cannot effectively conclude the market viability of related courses.

Enrolments Reported Over Time

2020-2021 to 2022-2023 Academic Years, United Kingdom Data



+1.19%

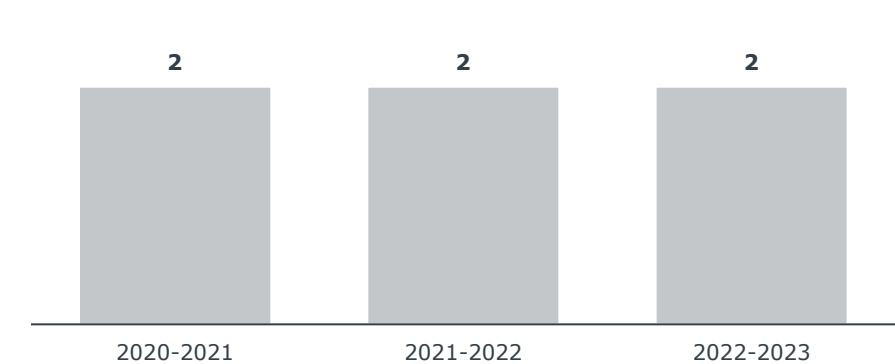
Average Annual Enrolments Growth

2020-2021 to 2022-2023 Academic Years, United Kingdom Data

- No change in the number of reporting institutions within the recorded period (two institutions).

Institutions Reporting Enrolments Over Time

2020-2021 to 2022-2023 Academic Years, United Kingdom Data



As the Common Aggregation Hierarchy (CAH) does not include a code for business psychology within the level of access EAB has, we evaluated enrolments reported under the CAH code 17-01-09 (Others in Business and Management) as the best-available indicator of related student demand. However, the data does not specifically predict student demand trends for the proposed course.

Institutions Reporting Enrolments

2020-2021 to 2022-2023 Academic Years, Regional Data

Institution	Reported Enrolments, 2020-2021 Academic Year	Market Share, 2020-2021 Academic Year	Reported Enrolments, 2022-2023 Academic Year	Market Share, 2022-2023 Academic Year
Swansea University	25	83.33%	20	66.67%
The University of Edinburgh	5	16.67%	10	33.33%



Credential Design and Curriculum Analysis



2

Credential Design and Curriculum Analysis Overview

Section Includes:

- Profiled Course Review
- Fundamental and Emerging Skills
- Curriculum Analysis

Graduate Outcomes

Prominently highlight tangible career benefits and a strong return-on-investment by advertising expected graduate outcomes. Profiled courses highlight tangible career outcomes by advertising sample roles and industries where graduates may find employment and by featuring course rankings, student testimonials and employment statistics to demonstrate course value (e.g., [90% of graduates are employed or in further study within 15 months at Bath Spa University](#)). For example, Heriot-Watt University details specific [job titles](#) graduates will be prepared to assume (e.g., business and public service associate professionals), features a [student testimonial](#) that shares how the course aligns with their career aspirations, and provides information on the [average salary](#) of graduates, demonstrating the tangible career benefits of the course. By incorporating similar content, the requesting institution can illustrate the course's potential to lead to high-demand careers. Until outcomes data becomes available, use [labour market data](#) to showcase top job titles, employers, and most requested skills in relevant job postings.

Experiential and Applied Learning

Offer experiential and applied learning opportunities to provide graduates with practical skills, increase employment opportunities and align with profiled courses. All profiled courses highlight opportunities for students to apply the concepts learned in the classroom through experiential and applied learning opportunities. For example, all profiled courses include a final applied research project or dissertation where students deepen their expertise in a particular area of business psychology. Among the profiled institutions, [Heriot-Watt University](#), [Bath Spa University](#) and [the University of Kent](#) offer additional experiential learning opportunities such as year-long work placements or voluntary research schemes, helping students develop workforce-ready skills. Introducing similar opportunities within the proposed course could enhance its appeal, particularly to students interested in gaining practical experience alongside academic study. [Experiential and applied learning is consistently linked to greater career clarity, stronger workplace skills and improved employment outcomes post-graduation.](#)

Facilities

Feature facilities and equipment on the course webpage with detailed descriptions and imagery to help students envision themselves in the programme. All profiled courses, except Birkbeck University of London, promote course-specific facilities and equipment on their webpages. The requesting institution should consider providing detailed information about the resources available to students, highlighting how these facilities support learning and practical experience. The University of Kent, for example, enhances its appeal by showcasing facilities through a [photo gallery](#), visually representing the extensive resources available. Incorporating similar visual elements could boost the perceived value of the course and demonstrate how these resources contribute to student success. Additionally, the requesting institution could spotlight the [OMU Startup Studio](#) to showcase hands-on learning opportunities and real-world application for prospective students.

Curriculum

To strengthen the course's alignment with in-demand skills, consider incorporating modules that cover foundational areas such as organisational behaviour and consumer psychology. From February 2022 to January 2025, United Kingdom employers demonstrated sustained demand for graduates with skills such as employee relations and consumer behaviour. Profiled courses confer these skills through modules such as [Managing Employment Law at University of Edinburgh](#) and [Understanding People and Groups at the University of Kent](#). Embedding similar content into the proposed new course will prepare graduates for employment in an increasingly competitive job market.

Credential Design Analysis

Profiled courses require students to complete between 13 and 26 compulsory modules, with three also offering optional modules. All profiled courses are offered on-campus, and three include a part-time study option. Four profiled courses advertise accreditation from the British Psychological Society (BPS), while the University of Edinburgh and Birkbeck University of London advertise accreditation from the Association for Business Psychology (ABP). On average, full-time tuition per year for international students is £22,855.

Profiled Course Characteristics

Profiled Undergraduate Business Psychology Courses

	The University of Edinburgh	Heriot-Watt University	Bath Spa University	Birkbeck University of London	The University of Kent
Title	MA Psychology and Business	BSc (Hons) Psychology with Management	BSc (Hons) Business Psychology	BSc (Hons) Business Psychology	BSc (Hons) Psychology with Business Psychology
Modality	On-campus	On-campus	On-campus	On-campus	On-campus
Duration	Four years (full-time)	Four years (full-time)	Three years (full-time) Four years (full-time with professional placement) Six years (part-time)	Three years (full-time) Four years (part-time)	Three years (full-time) Six years (part-time)
Modules	13-14 compulsory modules Optional modules	21 compulsory modules Optional modules	26 compulsory modules	21 compulsory modules	13 compulsory modules Optional modules
Cost Per Advertised Unit ¹	- Scotland: £1,820 per year - UK: £9,535 per year - Int'l: £36,800 per year	- Scotland: SAAS funded - UK: £9,535 per year - Int'l: £19,456 per year	- UK (full-time): £9,535 per year - UK (part-time): £4,768 per year - Int'l (full-time): £16,460 per year	- UK (full-time): £9,535 per year - UK (part time): £7,145 per year - Int'l (full-time): £18,060 per year - Int'l (part-time): £13,545 per year	- UK (full-time): £9,535 per year - UK (part time): £4,765 per year - EU & Int'l (full-time): £23,500 per year - EU & Int'l (part-time): £11,750 per year
Total Course Tuition ²	- Scotland: £7,280 - UK: £38,140 - Int'l: £147,200	- Scotland: SAAS funded - UK: £38,140 - Int'l: £77,824	- UK (full-time): £28,605 - UK (part-time): £28,608 - Int'l (full-time): £49,380	- UK (full-time): £28,605 - UK (part time): £28,580 - Int'l (full and part-time): £54,180	- UK (full-time): £28,605 - UK (part time): £28,590 - EU & Int'l (full-and part-time): £70,500
Accreditation	British Psychological Society (BPS) and Association for Business Psychology (ABP)	British Psychological Society (BPS)	British Psychological Society (BPS)	Association for Business Psychology (ABP)	British Psychological Society (BPS)

1) Advertised tuition indicates the tuition cost as presented on the course website. Course fees are not included given the significant variance in institutional fees.

2) Estimated total course tuition calculates the tuition for full course completion (e.g., total credits awarded, total length of course time) depending on tuition unit.

Source: EAB analysis. Comparator Course Websites.

Career Outcomes

Prospective students are increasingly interested in course marketing that emphasises return on investment through graduate outcomes. To attract students and communicate course value, highlight sample roles and industries where graduates may find employment, course rankings, student testimonials and employment statistics. Until outcomes data becomes available, use [labour market data](#) to showcase top job titles, employers, and most requested skills in relevant job postings. Each profiled course includes a link to its corresponding Discover Uni page, where prospective students can explore comprehensive outcomes statistics and other course-specific data.

Sample Roles and Industries



- The University of Edinburgh advertises a careers tab that highlights skills acquired through the course (e.g., [research, statistics](#)), which are highly valued by employers. Graduates often pursue careers across a variety of industries (e.g., [healthcare, social services, business, consulting](#)), with some continuing their studies to train as a professional psychologist.
- Heriot-Watt University advertises sample job titles (e.g., [business and public service associate professionals](#)) and highlights that upon completion students will gain the knowledge and skills necessary to pursue a career in [psychology or business management](#).
- Birkbeck University of London advertises that graduates are prepared for a range of roles (e.g., [business psychologist, HR officer, management consultant](#)).
- The University of Kent advertises that graduates have excellent employment prospects across a variety of fields (e.g., [clinical psychology, marketing, public relations](#)).

Course Rankings and Prestige



- The University of Edinburgh Business School promotes a [dedicated rankings page](#), showcasing strong performance in global business school rankings.
- Heriot-Watt University advertises its [ranking as 5th in the United Kingdom and the top university in Scotland](#) for graduate outcomes.
- Birkbeck University of London advertises itself as the [first department in the United Kingdom](#) for research and instruction in organizational psychology.
- The University of Kent [ranked among the world's top 100](#) in the 2025 Times Higher Education World University Subject Rankings for Psychology and [moved up 12 places into the top 40 institutions](#), according to The Complete University Guide 2023.

Student Testimonials



- Heriot-Watt University features a student testimonial [highlighting how the course allowed her to explore her interests in neuropsychology and mental health](#), which inspired her to pursue an MSc in Clinical Health Psychology and a career as a clinical psychologist.
- Bath Spa University features two student testimonials—one [highlighting the close-knit community fostered by the course's smaller size](#) and another [praising the diverse subject offerings in the second and third years of the course](#).
- The University of Kent features two testimonials: one alumna spotlight [highlighting how a graduate's degree prepared her for a career as an assistant psychologist](#), and another [reflecting on how the institution provided an all-rounded experience that shaped the graduate's career](#).

Employment Statistics



- Heriot-Watt University advertises [employment and continuing education rates](#), along with the [average salary](#) of £22,000 for course graduates 15 months after completing the course.
- Bath Spa University highlights that [90% of graduates are employed or in further study within 15 months](#), based on the Graduate Outcomes Survey 2021-2022.

Experiential and Applied Learning

All profiled courses offer experiential and applied learning opportunities (e.g., study abroads, research projects, work placements). Each course incorporates a culminating project, allowing students to specialise in chosen areas and gain hands-on experience. [Heriot-Watt University](#), [Bath Spa University](#) and [the University of Kent](#) are the only three profiled institutions that provide students access to professional work placements or voluntary research assistant schemes, fostering practical skills in their field of study. Students who participate in experiential and applied learning [report that the experience aids in academic and career exploration, develops workplace-ready skills and helps in securing employment post-graduation](#).

The University of Edinburgh	Students have the option to study abroad and can join business societies, events and peer-support schemes . In their final year, they complete a research dissertation , either individually or in pairs, producing a 6,000-word thesis.
Heriot-Watt University	Students can participate in hands-on research opportunities through a voluntary research assistant scheme and hear about cutting-edge developments in a research seminar series . Additionally, there are several student-led societies , and the course culminates in an independent research project where students specialise in a chosen area and present their findings.
Bath Spa University	Students have the option to study abroad . Professional goals are refined through independent learning, research and reflection with flexible work placements . In the final year, students complete a research project and apply psychological science in group work to solve real-world problems. The student-run psychological society supports academic and social engagement through talks, workshops and study events. Additionally, the professional placement year offers 9+ months of experience across up to three placements, boosting graduate employability.
Birkbeck University of London	In the final year, students complete a research dissertation , leading a project with surveys, interviews or experimental designs under a supervisor's guidance.
The University of Kent	Students may choose to spend a year in professional practice to gain business-relevant experience (e.g., past opportunities to work with professional psychologists in the Prison Service and NHS), study abroad for international exposure or take a foundation year to build essential skills and knowledge for degree-level study. In their final year, all students undertake a research project , presenting their findings in a report.

Marketing: Course-Specific Facilities and Equipment

Four profiled institutions highlight course-specific facilities, including specialised research labs for eye-tracking, EEG and neuropsychology, along with dedicated teaching labs for business analytics and finance. [The University of Kent](#) stands out by showcasing these facilities through a photo gallery, visually representing the extensive resources available to students. Highlighting specialised facilities demonstrates a course's commitment to hands-on learning and enhances its appeal by providing tangible proof of available resources. When launching the proposed new course, consider including details of all course-specific facilities on the programme webpage and enhance this advertising with photo or video tours of facilities.

<u>The University of Edinburgh</u>	→	Students have access to specialised laboratories, a dedicated psychology library and computer facilities. The Business School provides teaching labs for business analytics and finance courses and dedicated student support services.
<u>Heriot-Watt University</u>	→	Advertises that students have access to specialist research labs; however, no specific equipment is mentioned.
<u>Bath Spa University</u>	→	The course highlights access to specialised facilities, including labs for eye-tracking, EEG and neuropsychology, alongside key psychology databases, data analysis software and psychometric tests.
<u>The University of Kent</u>	→	The course offers a range of specialised laboratories, including those for electrophysiology (ERP/EEG), eye-tracking, brain stimulation and virtual reality. Additionally, students have access to a large selection of social psychology books, digital materials and a psychometric test library. The course webpage also features a photo gallery and virtual tour showcasing these facilities.

Curriculum Analysis

Regional Analysis of Job Postings' Skill Requirements for Business Psychology Professionals

Across February 2022 to January 2025, employers demonstrated sustained demand for skills such as employee relations and consumer behaviour. Emerging skills include data modeling, business objectives, and behaviour management; developing these skills will prepare graduates to meet today's employer needs.

Fundamental and Emerging Skills for Business Psychology Professionals

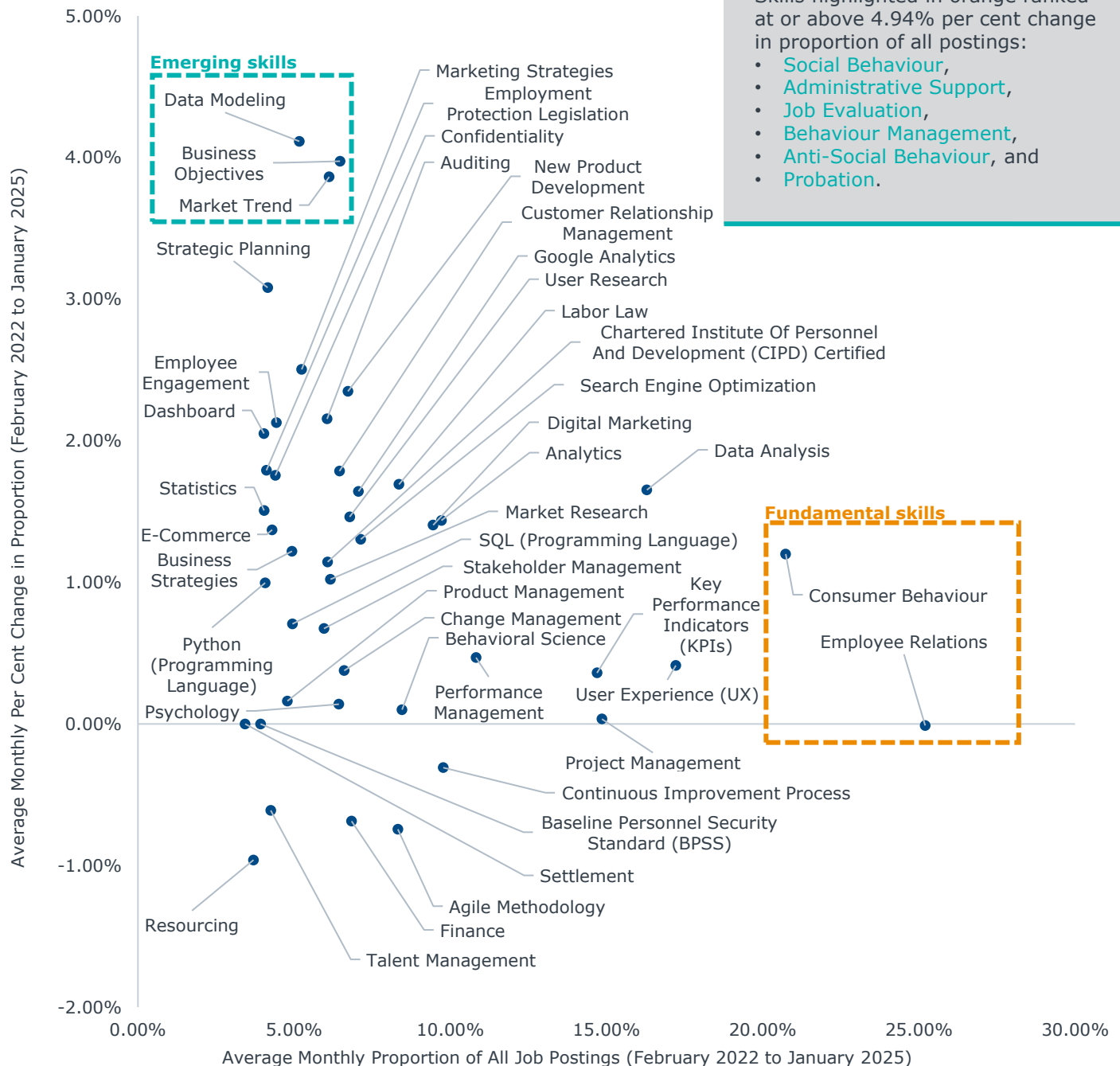
February 2022 - January 2025, Regional Data

n = 31,143 job postings

We excluded the following skills from the plot to improve readability.

Skills highlighted in orange ranked at or above 4.94% per cent change in proportion of all postings:

- Social Behaviour,
- Administrative Support,
- Job Evaluation,
- Behaviour Management,
- Anti-Social Behaviour, and
- Probation.



Source: EAB analysis. Lightcast Analyst.

Curriculum Analysis

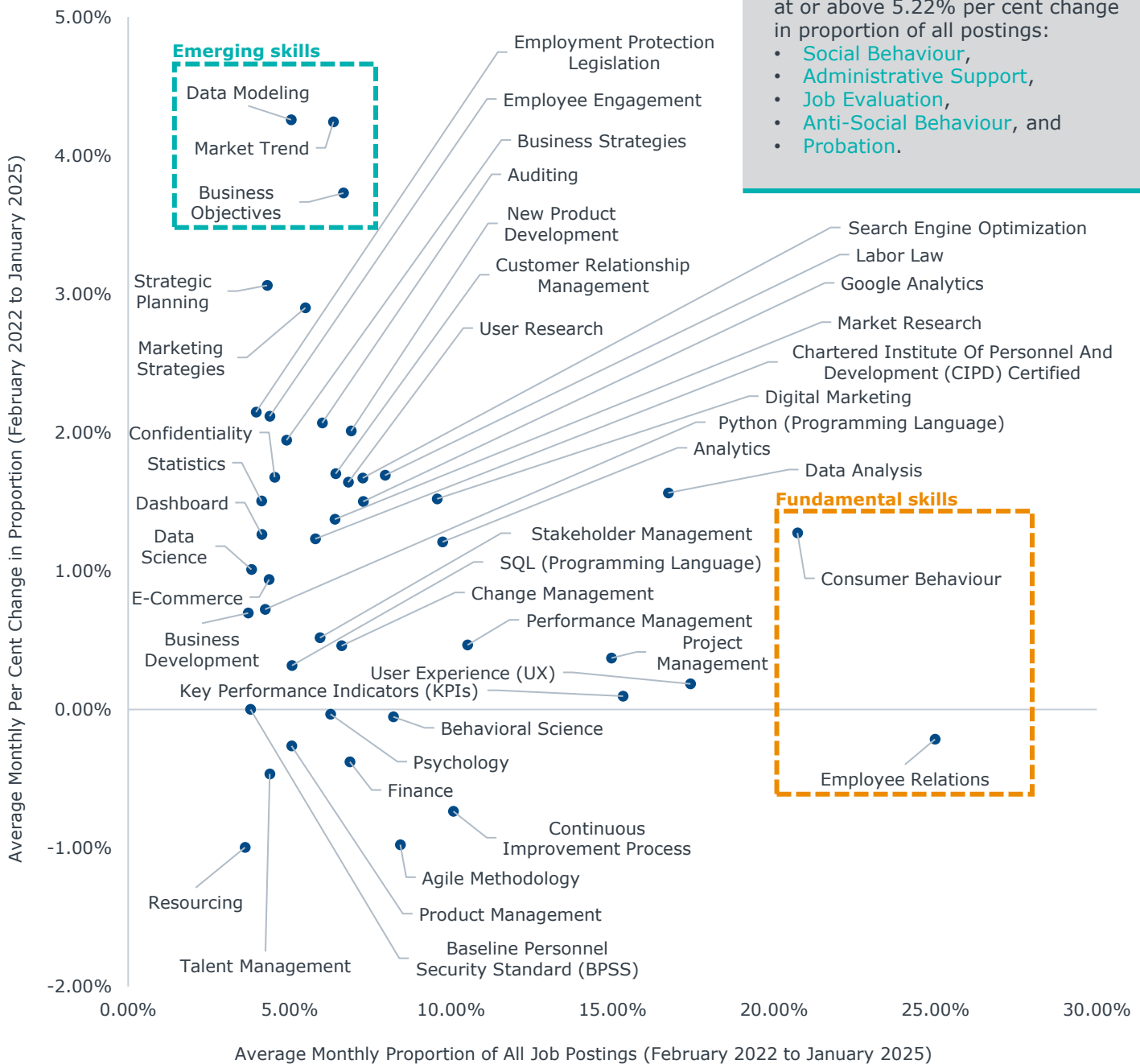
United Kingdom Analysis of Job Postings' Skill Requirements for Business Psychology Professionals

Across February 2022 to January 2025, employers demonstrated sustained demand for skills such as employee relations and consumer behaviour. Emerging skills include data modeling, business objectives, and market trend; developing these skills will prepare graduates to meet today's employer needs.

Fundamental and Emerging Skills for Business Psychology Professionals

February 2022 - January 2025, United Kingdom Data

n = 40,115 job postings



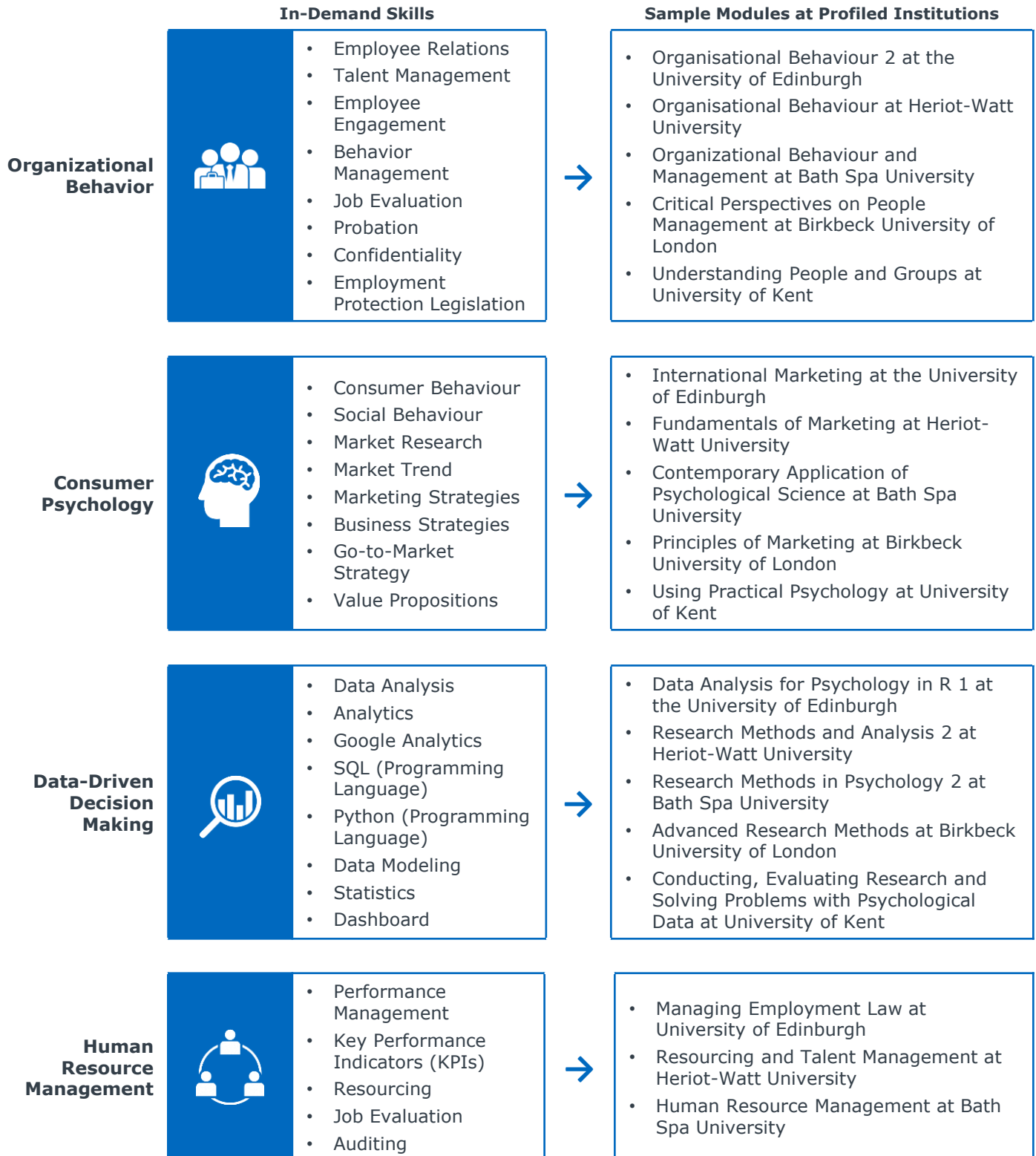
We excluded the following skills from the plot to improve readability. Skills highlighted in orange ranked at or above 5.22% per cent change in proportion of all postings:

- Social Behaviour,
- Administrative Support,
- Job Evaluation,
- Anti-Social Behaviour, and
- Probation.

Source: EAB analysis. Lightcast Analyst.

Alignment of In-Demand Skills to Profiled Courses' Curricula

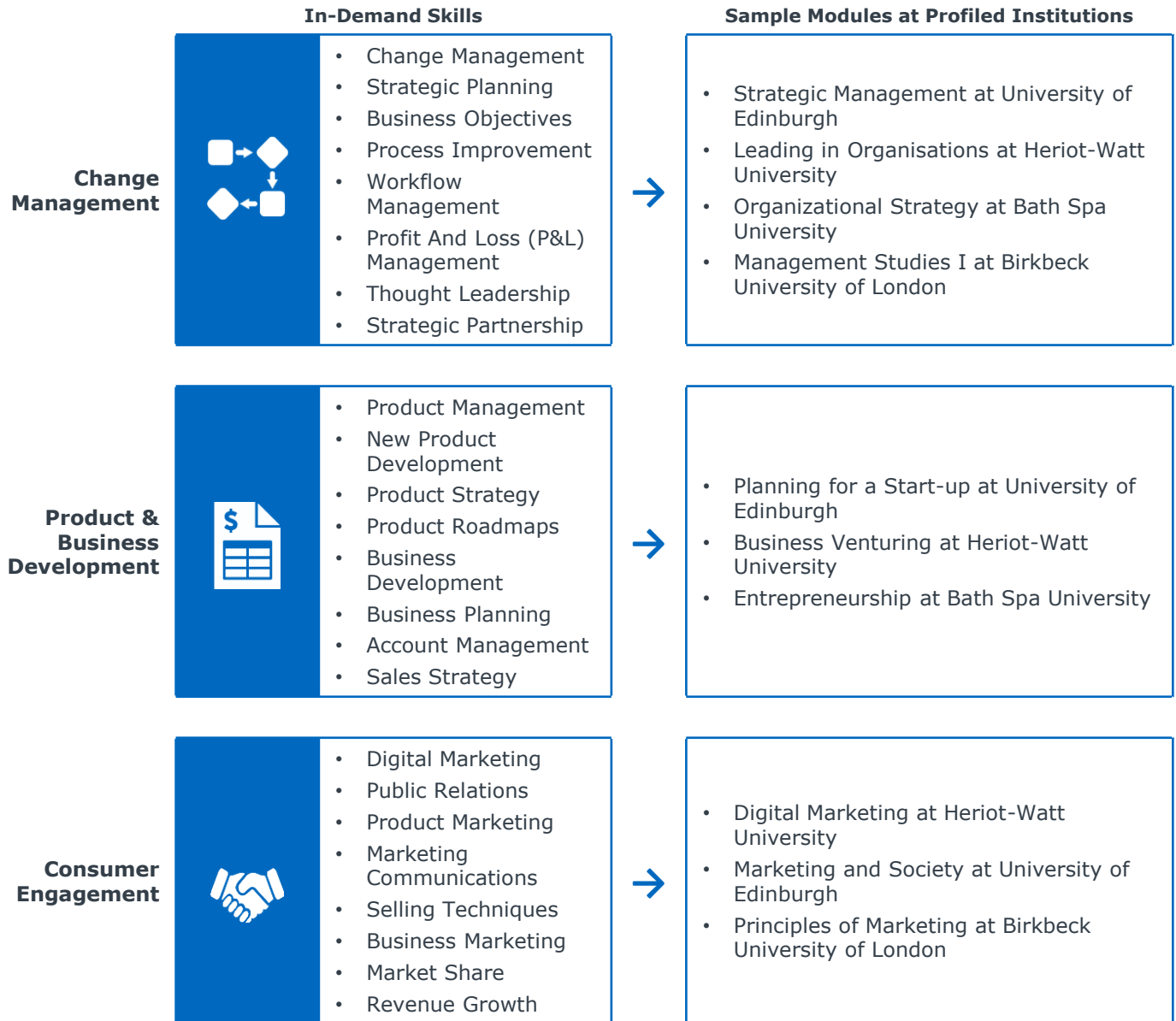
Regional and United Kingdom Data



Source: EAB analysis. Comparator Course Websites.

Alignment of In-Demand Skills to Profiled Courses' Curricula (Cont.)

Regional and United Kingdom Data





Appendix



3

Appendix A: Sample Undergraduate Business Psychology Curricula

The University of Edinburgh, [MA Psychology and Business](#)

Compulsory modules (all required)

- Psychology 1A
- Psychology 1B
- Global Challenges for Business
- The Business of Edinburgh
- Accounting for Business 1
- Data Analysis for Psychology in R 1
- Psychology 2A
- Psychology 2B
- Data Analysis for Psychology in R 2
- Data Analysis for Psychology in R 3
- Qualitative Methods in Psychology
- Strategic Management
- Dissertation in Psychology OR Preparing for your Dissertation AND Business Honours Dissertation

Optional modules (select three)

- Principles of Finance
- Marketing
- Business Economics
- International Business: Globalisation and Trade 2A
- International Business and the Multinational Enterprise 2B
- Human Resource Management 2
- Organisational Behaviour 2
- Business Simulation
- Business Analytics and Information Systems

- Fundamentals of Programming for Business Applications
- Understanding and Delivering Public Services
- Planning for a Start-up
- Innovation and Enterprise
- Business and Sustainability

Psychology modules (select four)

- Developmental Cognitive Neuroscience: Childhood
- Thinking and Reasoning
- Social Psychology of Groups
- Science of Close Relationships
- Perception, Action, Cognition
- Developmental Psychopathology
- Human Personality
- Causal Cognition
- Behavioural Genetics
- History and Theory of Psychology
- The Functional Organisation of Visual Cortex - A Cognitive Neuroscience Approach
- The Psychology of Conversation
- Induction: Analogy, Learning, and Generalisation in Humans and Machines
- Moral Psychology in the Real World
- Big Data and Psychological Science
- Gender and Psychology
- Human Speech: Beyond Written Language

- Towards A Decolonised Approach to Psychology & Language
- Active Vision
- Clinical Psychology in Action
- Emotions: Social and Neuroscience Perspectives

Business modules (select four)

- Behavioural Finance and Market Efficiency
- Business Ethics
- Corporate Finance
- International Business in Emerging Markets
- The Economics of Corporate Strategy
- Futures and Options
- Quality Management
- Managing Employment Law
- Financial Services Marketing
- International Marketing
- Operations Strategy
- International Strategic Management in Practice
- Managing Change
- Marketing and Society
- The Entrepreneurial Manager
- Economic Aspects of Competition Policy
- Applications of Human Resource Management
- Decision Analytics
- Mathematical Programming in Advanced Analytics
- Management Science and Operations Analytics

- Service Management in an International Context
- Digital Business
- The Future of Work
- Global Business and the Sustainable Development Goals
- Mergers, Acquisitions, and Corporate Restructuring
- Interactive Retailing
- Theories and Techniques of Persuasion
- Eco-Innovation for a Circular Economy
- Fixed Income Analysis
- Global Macro Investing
- The Strategy of Digital Transformation
- Marketing & Climate Change
- Crisis Management for Organisations
- Entrepreneurship and Business Growth
- Managing in the Third Sector
- Strategy, Power and Politics: The Art of Government
- Sustainable Finance
- Strategic Management

Heriot-Watt University, **BSc (Hons) Psychology with Management**

Compulsory modules (all required)

- Management in a Global Context
- Introduction to Psychology 1
- Research Methods and Analysis 1
- Academic Skills in Psychology
- Introduction to Psychology 2
- Research Methods and Analysis 2
- Becoming a Professional
- Philosophy and History of Psychology
- Developmental Psychology
- Research Methods and Analysis 3
- Cognitive Psychology
- Research Methods and Analysis 4
- Social Psychology
- Cognition Across the Lifespan
- Cross-Cultural Psychology
- Research Methods and Analysis 5
- Biological Psychology
- Research Methods and Analysis 6
- Social Cognition and Personality
- Research Project 1
- Research Project 2

Psychology modules (select four)

- Psychology of Education
- Leisure Marketing
- Neuropsychology
- Retail Marketing
- Neurodiversity
- Global Business Analysis
- Cognitive Rehabilitation
- Diversity Management
- Digital Marketing
- Advanced Social Psychology
- Global Business Analysis 2: Global Trends and Risks
- Changing Trends in Employment
- Counselling Psychology
- Applied Sport and Exercise Psychology
- Psychology and Mental Health

Management modules (select six)

- Sustainable Business
- Fundamentals of Marketing
- Human Resource Management
- Organisational Behaviour
- Business Skills for the Second Machine Age
- Business Venturing
- Employment Law
- Project Management
- Resourcing and Talent Management
- Leading in Organisations
- Innovation Management
- Integrated Marketing Communications

Bath Spa University, [BSc \(Hons\) Business Psychology](#)
Compulsory modules (all required)

- Introduction to Psychology (BPS)
- Individual Differences: Personality and Intelligence (BPS)
- Research Methods in Psychology 1 (BPS)
- Introduction to Business Psychology
- Organizational Behaviour and Management
- Design Thinking for Enterprise
- Research Methods in Psychology 2 (BPS)
- Cognitive and Developmental Psychology (BPS)
- Biological and Social Psychology (BPS)
- Contemporary Applications of Business Psychology
- Human Resource Management
- Creativity for Business
- Entrepreneurship
- Innovation Management
- Work Placement
- Operations and Project Management
- International Business
- Contemporary Application of Psychological Science (BPS)
- Work interventions: Health and Wellbeing
- Managing Sustainability
- Cross Cultural Management in International Business
- Strategic Human Resource Management
- Leadership and Management
- Organizational Strategy
- New Trends in Management
- Dissertation (BPS)

Birkbeck University of London, [BSc \(Hons\) Business Psychology](#)

Compulsory modules (all required)

- Business Information Systems
- Introduction to Accounting
- Management Studies I
- Management Studies II
- Microeconomics for Business
- Personal and Academic Skills for Success
- Principles of Marketing (Undergraduate)
- Quantitative Methods
- Critical Perspectives on People Management
- Individual Differences and Psychometrics
- Introduction to Organizational Psychology
- Motivation, Engagement and Job Design
- Occupational Health
- Organizational Behaviour
- Organizational Change
- Research Methods in Management (Undergraduate)
- Advanced Research Methods
- Careers and Counselling at Work
- Group Processes in Organizations
- Occupational Mental Health
- Research Project: Management

The University of Kent, [BSc \(Hons\) Psychology with Business Psychology](#)

Compulsory modules (all required)

- Succeeding at University and Beyond
- Business Psychology in Context
- The Science of Psychology: Past and Future
- Biological Cognitive Psychology
- Making Sense of Psychological Data
- Understanding People and Groups
- Developmental Psychology
- Topics in Business Psychology
- Conducting, Evaluating Research and Solving Problems with Psychological Data
- Brain and Cognition
- Personality and Social Psychology
- Using Practical Psychology
- Business Psychology Project

Optional modules

- Forensic Psychology: Real-World Applications
- Cognition in Action
- Challenging and Diversifying Perspectives on Distress
- Study Design and Data Collection

Research Process and Sources

EAB conducted an analysis to determine how a proposed new course should be structured and marketed.

All workforce demand data was collected from Lightcast, EAB's labour market intelligence partner. Competitive data was collected from the Higher Education Statistics Agency.

1

Step One: Labour Market Analysis

This report includes an analysis of external labour market needs to determine demand for course graduates. Researchers evaluate historical job postings and future employment projections to determine if the labour market supports course launch.

2

Step Two: Competitive Landscape Analysis

The volume and growth of degree enrolments serves as an indicator of student demand for the course being evaluated. Researchers use enrolment data to determine if the selected course is facing a crowded market or if it may struggle to attract students due to declining student interest.

3

Step Three: Comparator Course Analysis

Researchers analyse how the design and curricula of similar courses should inform the structure and format of the existing course. The researchers collect information publicly available on profiled courses' webpages.

Research Methodology

EAB's market insights research guides strategic programmatic decisions at partner institutions. The Market Insights Service combines qualitative and quantitative data to help administrators identify opportunities for new course development, assess job market trends, and align curriculum with employer and student demand.

Unless stated otherwise, this report includes data from online job postings from February 2024 to January 2025. To best estimate employer demand for business psychology professionals, we analysed job postings for professionals with relevant skills (e.g., personnel psychology).

Research Questions

The requesting partner asked:

- How has demand for graduates of my course evolved over time?
- Which employers demonstrate the greatest demand for potential graduates?
- In what positions do employers demonstrate the greatest need for graduates?
- What skills should the course teach to prepare students to meet employer demand?
- In which cities do employers demonstrate the greatest demand for potential graduates?
- What experience level do employers most frequently request from course graduates?
- How many students graduate from similar courses regionally and in the United Kingdom, and how has this changed over time?
- How are similar courses structured?
- How are similar courses delivered?
- What experiential or practical learning do similar courses offer?
- What modules are offered in the curricula of similar courses?
- What accreditation do similar courses hold?

Research Limitations

Administrators should note United Kingdom employers do not often specify degree level in jobs postings, therefore the labour market data for the United Kingdom presented in this report does not just consider undergraduate business psychology job postings but business psychology postings at all degree levels.

CAH codes are set by the Higher Education Statistics Agency (HESA) and individual institutions select which codes they report enrolments under for each course. EAB chose the best-fitting CAH codes to assess the competitive outlook for this course (CAH 04-01-01, CAH 04-01-05, CAH 17-01-09).

Curricular and tuition information is collected from publicly available information and may not be comprehensive.

Definitions

CAH code refers to the Common Aggregation Hierarchy.

Project Sources

EAB consulted the following sources for this report:

- EAB's internal and online research libraries
- Lightcast Analyst, described below
- Higher Education Statistics Agency
- Profiled course webpages
 - The University of Edinburgh, MA Psychology and Business, accessed April 2025:
<https://undergraduate.degrees.ed.ac.uk/?code=CN81&action=view>
 - Heriot-Watt University, BSc (Hons) Psychology with Management, accessed April 2025:
<https://www.hw.ac.uk/study/undergraduate/psychology-with-management>
 - Bath Spa University, BSc (Hons) Business Psychology, accessed April 2025:
<https://www.bathspa.ac.uk/courses/ug-business-psychology/>
 - Birkbeck University of London, BSc (Hons) Business Psychology, accessed April 2025:
<https://www.bbk.ac.uk/courses/undergraduate/business-psychology>
 - The University of Kent, BSc (Hons) Psychology with Business Psychology, accessed April 2025:
<https://www.kent.ac.uk/courses/undergraduate/6521/psychology-with-business-psychology>



This report includes data made available through EAB's partnership with Lightcast (formerly known as Emsi Burning Glass), a labour market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada, and the United Kingdom.

Lightcast curates and maintains the most comprehensive labour market data sets available for academic course planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data. Under this partnership, EAB may use Lightcast proprietary Analyst™ and Alumni Insight™ tools to answer partner questions about employer demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce. The Lightcast tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, courses, and demographics. For more complete descriptions of the Lightcast tools, visit:

- <https://lightcast.io/solutions/education/analyst>
- <https://lightcast.io/solutions/education/alumni-pathways>

To learn more about Lightcast and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@lightcast.io.



Profiled Institutions

We profiled courses via secondary research at the following institutions. We profiled courses with a similar curricular focus as the proposed undergraduate business psychology course at the requesting institution.

A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Institutional Enrolment (Undergraduate / Total)
The University of Edinburgh	Scotland	25,600 / 39,100
Heriot-Watt University	Scotland	7,200 / 11,600
Bath Spa University	South West England	14,800 / 17,300
Birkbeck University of London	London	5,500 / 10,200
The University of Kent	South East England	14,000 / 17,900

Next Steps from this Course Analysis

Follow These Steps to Begin Revitalising Your Course

Internal

Share the report with relevant leadership and faculty on campus. Use the recommended EAB resources below to guide conversations with stakeholders and make informed decisions.



Streamline your webpage to ensure prospects have easy access to decision-supporting course details. Drawing upon industry best practices from across the public and private sectors, EAB's [Web Presence Optimization Toolkit](#) features a suite of tools focused on actionable strategies for institutional leaders to use in assessing the current performance of their site, recognising gaps in functionality, creating content that is appealing and identifying opportunities for targeted investments.



Refine your communication strategy for course prospects to increase the impact of prospects' interactions with recruitment staff. Refer to EAB's [Lead and Inquiry Management Software Toolkit](#) for guidance on developing and implementing an effective communications plan to field prospect inquiries. This toolkit is also designed to help partners understand the capabilities of the most prominent software options, assess which solution is best suited to meet their needs and prepare institutions to accelerate implementation.



Develop resources that encourage alumni, current students and others associated with your course to serve as informal course ambassadors and promote the course through their individual networks. Among the various marketing and recruitment strategies best suited for schools, word of mouth marketing remains one of the most effective, affordable techniques available. Campus admissions teams can use EAB's [Word-of-Mouth Marketing Toolkit](#) to develop a structured approach to word-of-mouth marketing in an effort to maximise its impact on recruitment.



Highlight expected outcomes for course graduates in marketing materials and the course webpage. To better attract adult learners, recruitment staff need to understand adult learners' evolving expectations as consumers and unique focus on course outcomes. EAB's [Outcomes Marketing Toolkit](#) helps you audit your current course advertisements, course webpages and unit or institutional homepage to ensure that you are communicating course outcomes clearly.



Align programming to fit the needs of the adult student market. Today's workforce requires short-format courses more than ever. However, too often campus stakeholders chase innovative-sounding credentials like badges or micro-degrees, rather than focusing their courses on the skills these courses will confer. Use EAB's Designing Credentials to Meet Adult Student Needs Roadmap to determine the audience for your course and how to best serve that market.

In Partnership with EAB



Request a project debrief call with EAB research team to review the report. Meet with members of our research team to discuss the findings of the report and potential next steps.



Evaluate the labour market and competitive landscape to identify new course opportunities with high growth potential. Request a Market Opportunity Scan to guide decision-making for new course development.



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95%+ of our partners return to us year after year because of results we achieve, together.

Project Sources

EAB consulted the following sources for this report:

- EAB's internal and online research libraries
- Lightcast Analyst, described below
- UK Working Futures Report
- Higher Education Statistics Agency

Labour Market Intelligence Partner: Lightcast

This report includes data made available through EAB's partnership with Lightcast (formerly Economic Modeling Specialists International), a labour market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada and the United Kingdom.

Lightcast curates and maintains the most comprehensive labour market data sets available for academic course planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data. Under this partnership, EAB may use Lightcast's proprietary Analyst™ and Alumni Insight™ tools to answer partner questions about employer demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce. The Lightcast tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, courses, and demographics. For more complete descriptions of the Lightcast tools, visit:

- <https://lightcast.io/solutions/education/analyst>
- <https://lightcast.io/solutions/education/alumni-pathways>

To learn more about Lightcast and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@lightcast.io.



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ABOUT EAB

At EAB, our mission is to make education smarter and our communities stronger. We work with thousands of institutions to drive transformative change through data-driven insights and best-in-class capabilities. From kindergarten to college to career, EAB partners with leaders and practitioners to accelerate progress and drive results across five major areas: enrollment, student success, institutional strategy, data analytics, and diversity, equity, and inclusion (DEI). We work with each partner differently, tailoring our portfolio of research, technology, and marketing and enrollment solutions to meet the unique needs of every leadership team, as well as the students and employees they serve. Learn more at eab.com.