



Assessment of the Master's-Level Mechanical Engineering Degree Course

Course Assessment Completed For a Partner
Institution

April 2022

Market Insights Brief

Credential Design and Curriculum Analysis

- Knowledge and Skills Heatmap
- Profiled Course Review
- Prospective Student Webpage Audit

Market Pulsecheck

- Labour Market Intelligence
- Competitive Intelligence

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Executive Overview

This assessment determined declining student demand and established regional competitors could hinder potential for course growth, despite a robust but slowly growing labour market. Although the existing course aligns well with comparator courses, offering modules conferring business-related skills and requiring a group project could help the course stand out and better prepare course graduates to meet employer demand. Further, including faculty and/or student testimonials on the course webpage will not only demonstrate course value, but also help prospective students envision themselves in the course. Finally, including more actionable calls to action on the webpage can encourage more direct interaction with prospective students.



1. Labour Market and Competitive Landscape

Despite a robust labour market, declining student demand and established competitors in the regional landscape could challenge course growth. In the past 12 months, regional and United Kingdom employers advertised a high number of relevant job postings. However, between February 2019 and January 2022, employer demand for mechanical engineering professionals grew slower on average monthly than employer demand for all professionals in both regions. Regional employment is projected to increase faster than average in four of the five top relevant occupations, while employment in the United Kingdom is projected to grow faster than average in all five top relevant occupations over the next decade. These trends suggest that mechanical engineering professionals will likely enter a robust labour market.

However, although relevant enrolments increased between the 2014-2015 and 2018-2019 academic years in the United Kingdom, they declined regionally, indicating a regional decline in student demand. Additionally, the top four regional institutions reporting relevant enrolments held 60% of the market share in the 2018-2019 academic year and were among the top 10 institutions reporting in the United Kingdom. This suggests these four institutions are established competitors in both regions that could pose significant challenges to the growth of the partner institution's course.

2. Comparator Course Analysis

Offer a business focused module to differentiate from competitors and prepare graduates to meet employer demand. Over the profiled period, employers demonstrated sustained demand for business-related skills such as 'project management' and 'supply chain' in job postings for mechanical engineering professionals. Only one profiled course offers a module that confers business skills. Incorporating a business-related module into the existing curriculum would better prepare graduates of the partner institution's course for the labour market.

Offer a group design project in addition to the individual research project to build collaboration skills while providing students more industry-specific hands-on experience. Two profiled courses require students to participate in a group design project while in the course. Students are required to work in small groups to design a solution to a given mechanical engineering problem and must consider design elements such as cost, viability and impact. Requiring a group project in addition to the individual project would give students more experience in both design application and team collaboration.

3. Web and Mobile Optimisation

Strengthen calls to action to encourage interaction. Although the course webpage already features some calls to action (e.g., 'Make an enquiry'), consider adding some with more actionable language (e.g., 'Apply Now', 'Schedule a Visit') to prompt more direct engagement. Ensure the calls to action are clearly visible on the top one-third of the webpage.

Include student or faculty testimonials on the course webpage to engage prospective students and help them envision themselves in the course. Only one profiled course features a faculty testimonial, while none feature a student or alumni testimonial. Including faculty and/or student testimonials will differentiate the partner institution's course and can help provide different value perspectives to prospective students.

Create a course-specific FAQ page to create a more informative prospective student experience. Ensure the FAQ page is easy to locate and links back to the main webpage.

Executive Overview (cont.)

Action Items

Detailed next steps and supporting EAB resources and services appear on page 45



Within the Partner Institution

- Streamline your webpage to ensure prospects have easy access to decision-supporting course details.
- 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.
- Highlight expected outcomes for course graduates in marketing materials and the course webpage.
- Align programming to fit the needs of the adult student market.



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 course 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 course opportunities via a [Course Feasibility Study](#).



An evaluation of employer demand for graduates from the existing postgraduate-taught Mechanical Engineering course in the regional market and the United Kingdom and demand for similar courses.

Analysis Includes:

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

Analysis Considered Demand in:

- East Midlands, East of England and West Midlands and
- The United Kingdom

Research Limitations

Administrators should note that UK Data labour market data cannot be differentiated by degree level as employers do not typically ask for a specific degree in job postings. Growth in demand for all professionals indicates demand for all professionals at degree levels.

Despite a Steady Recent Increase in Employer Demand, Established Regional Competitors Could Challenge Course Growth

Preliminary Course Outlook

Employer demand trends in both analysed regions suggest a strong but slowly growing labour market for mechanical engineering professionals.

In the past 12 months, employers advertised a high number of relevant job postings (i.e., 24,777 regionally and 132,515 in the UK). In contrast, the average monthly growth in employer demand for relevant professionals was outpaced by the average monthly growth in employer demand for all professionals between February 2019 and January 2022 in both regions (i.e., 0.89% compared to 1.19% regionally and 0.56% compared to 1.30% in the UK). Although the number of relevant job postings fluctuated over the analysed period in both regions, they have increased gradually but slowly since July 2020. Additionally, regional employment is projected to increase faster than average in four of the five top relevant occupations over the next 10 years, and employment in all five of the top relevant occupations in the United Kingdom is projected to grow faster than average across the next decade. These trends indicate relevant professionals will likely enter a robust labour market with steadily increasing employment opportunities.

Regional enrolment trends indicate declining student demand. Between the 2014-2015 and 2018-2019 academic years, the number of relevant enrolments fluctuated, resulting in an average annual decline of 0.21%. Over the same period, the number of institutions reporting relevant enrolments increased 1.79% on average annually (i.e., a net of one). This indicates competition grew faster than student demand regionally, which could challenge the growth of the partner institution's course.

In contrast, enrolment trends in the United Kingdom suggest some room for course growth. Over the profiled academic period, relevant enrolments increased 2.24% on average annually in the United Kingdom, outpacing the average annual growth in the number of institutions reporting relevant enrolments (i.e., 1.60%). This indicates student demand grew faster than competition and could indicate room for course growth in the United Kingdom.

Although competitive landscape analysis suggests a well-distributed market in the United Kingdom, established regional competitors could challenge course growth. In the 2018-2019 academic year, none of the top 10 institutions reporting relevant enrolments in the United Kingdom held over 10% of the market, indicating there were no market dominators. However, regionally, the top four institutions reporting held a combined 60% of the market in the 2018-2019 academic year. Additionally, these four institutions were among the top 10 institutions reporting in the United Kingdom. These trends indicate these four institutions are established competitors both regionally and in the United Kingdom and could pose significant competition to the growth of the partner institution's course.

Regional Analysis of Job Postings for Mechanical Engineering Professionals

Regional job postings trends indicate a robust need for mechanical engineering professionals. In the past 12 months, employers advertised a high number of relevant job postings (i.e., 24,777 job postings). However, between February 2019 and January 2022, employer demand for relevant professionals grew slower than demand for all professionals regionally (i.e., 0.89% on average monthly compared to 1.19% on average monthly). Although the number of relevant job postings dropped significantly around the onset of the COVID-19 pandemic, they recovered steadily across June 2020 through January 2022. These trends indicate that course graduates will likely face a strong but slow growing labour market.

+0.89%

Average Monthly Demand Growth

February 2019-January 2022, Regional Data

- Average monthly growth of eight job postings.
- During the same period, demand for all professionals grew 1.19%.

4,696 job postings

Average Monthly Demand

February 2019-January 2022, Regional Data

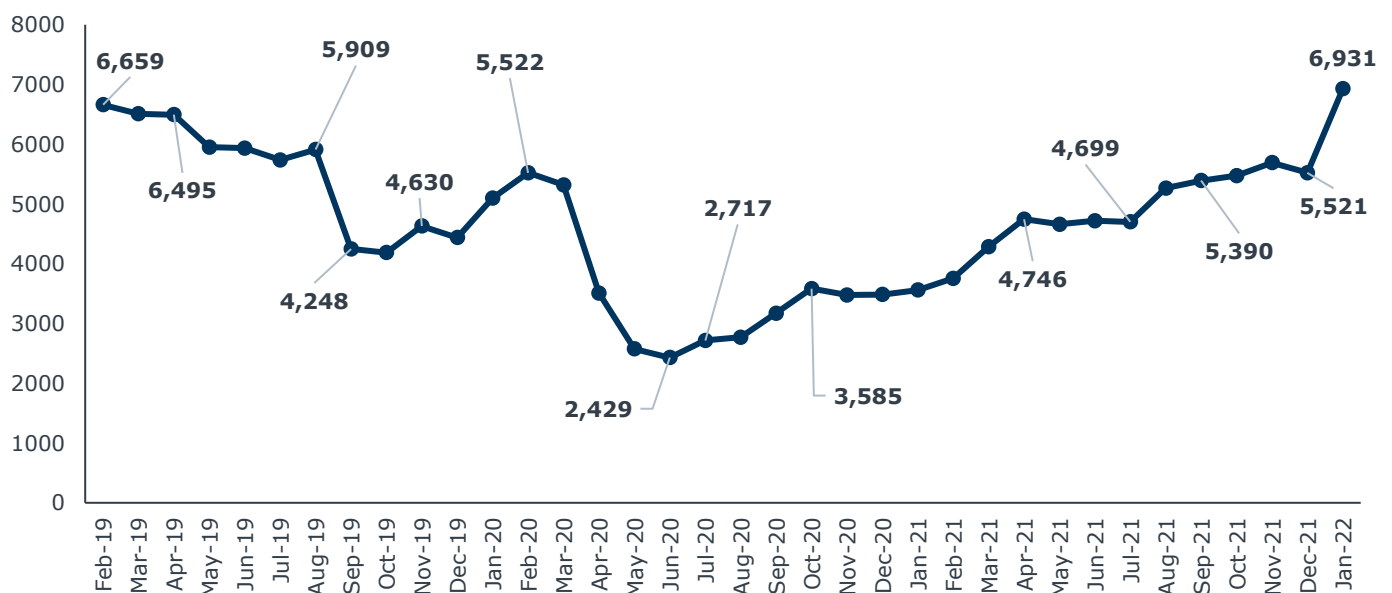
24,777 job postings

Relevant Jobs Posted in the Past Year

February 2021-January 2022, Regional Data

Job Postings for Mechanical Engineering Professionals over Time

February 2019-January 2022, Regional Data



Source: EAB analysis. Emsi Analyst.

Analysis of Job Postings for Mechanical Engineering Professionals in the United Kingdom

Similar to regional demand, job postings trends in the United Kingdom suggest a growing need for mechanical engineering professionals. Between February 2021 and January 2022, employers advertised a high number of relevant job postings (i.e., 132,515 job postings). However, between February 2019 and January 2022, relevant employer demand increased an average 0.56% per month, trailing behind the average monthly growth in employer demand for all professionals (i.e., 1.30%). Like regional trends, the number of relevant job postings dropped significantly around the onset of the COVID-19 pandemic, likely contributing to the average monthly decline of 47 job postings over the profiled period. However, they steadily recovered between July 2020 and January 2022. These trends suggest course graduates will likely enter a strong but slowly growing labour market.

+0.56%

Average Monthly Demand Growth

February 2019-January 2022, UK Data

- Average monthly decline of 47 job postings.
- During the same period, demand for all professionals grew 1.30%.

23,494 job postings

Average Monthly Demand

February 2019-January 2022, UK Data

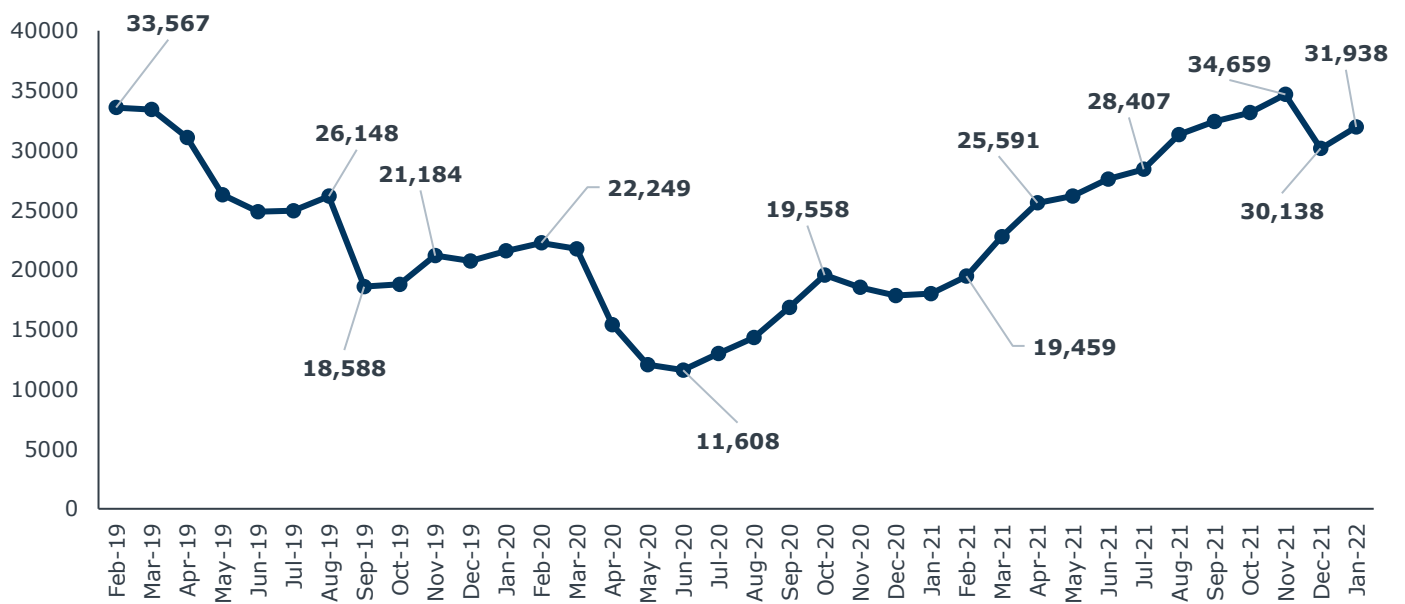
132,515 job postings

Relevant Jobs Posted in the Past Year

February 2021-January 2022, UK Data

Job Postings for Mechanical Engineering Professionals over Time

February 2019-January 2022, UK Data



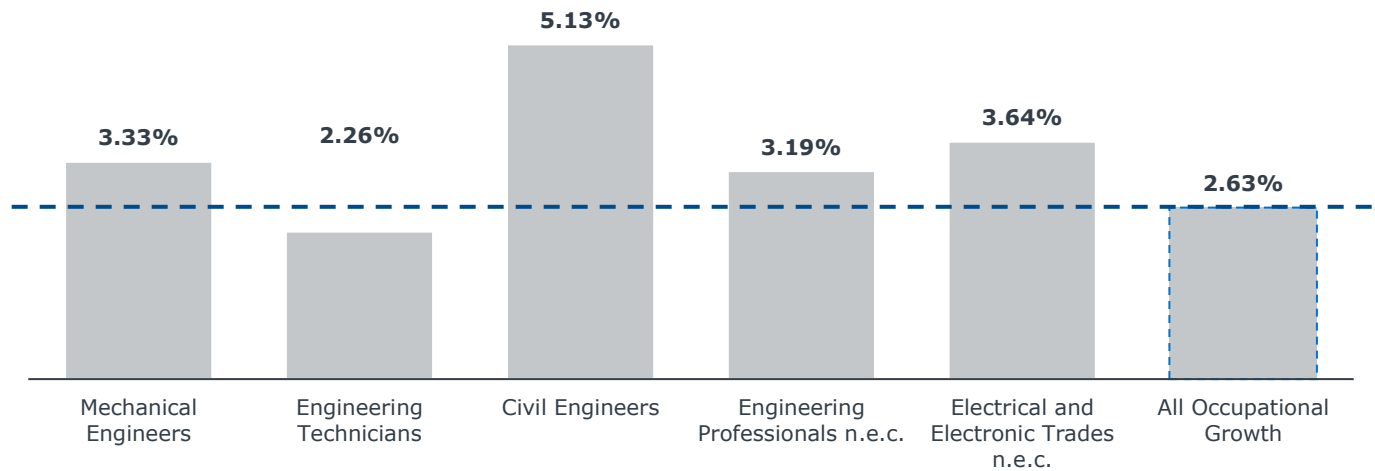
Analysis of Employment for Mechanical Engineering Professionals

Regionally, employment in four of the five most relevant occupations is projected to grow faster than average across 2021 to 2031. In the United Kingdom, employment in all five most relevant occupations is projected to grow faster than average over the same period. Specifically, the most relevant occupation, 'mechanical engineers', is projected to grow faster than average in both regions. These trends suggest employment opportunities for mechanical engineering professionals will likely increase across the next decade.

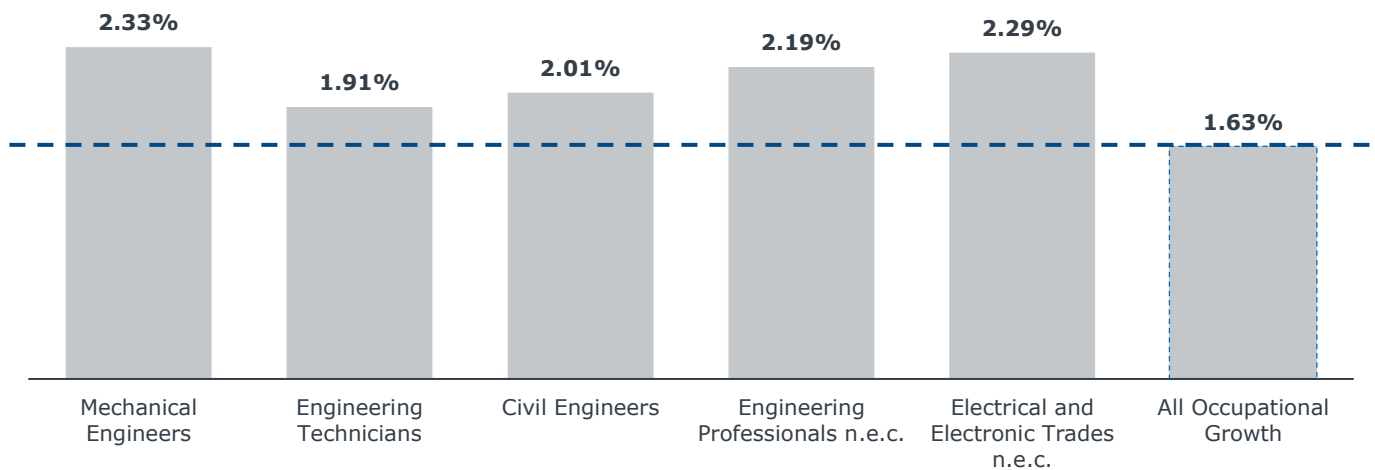
These occupations represent the most common occupations appearing in job postings for professionals with mechanical engineering skills regionally and in the United Kingdom. Administrators should note, the projections for occupational categories such as 'engineering technician' and 'engineering professionals' are not necessarily for jobs directly requiring mechanical engineering skills. Instead, projections provide insight into expected growth for occupational categories where graduates with mechanical engineering skills may find employment.

Projected Employment in Top Occupations¹

2021-2031, Regional Data



2021-2031, UK Data



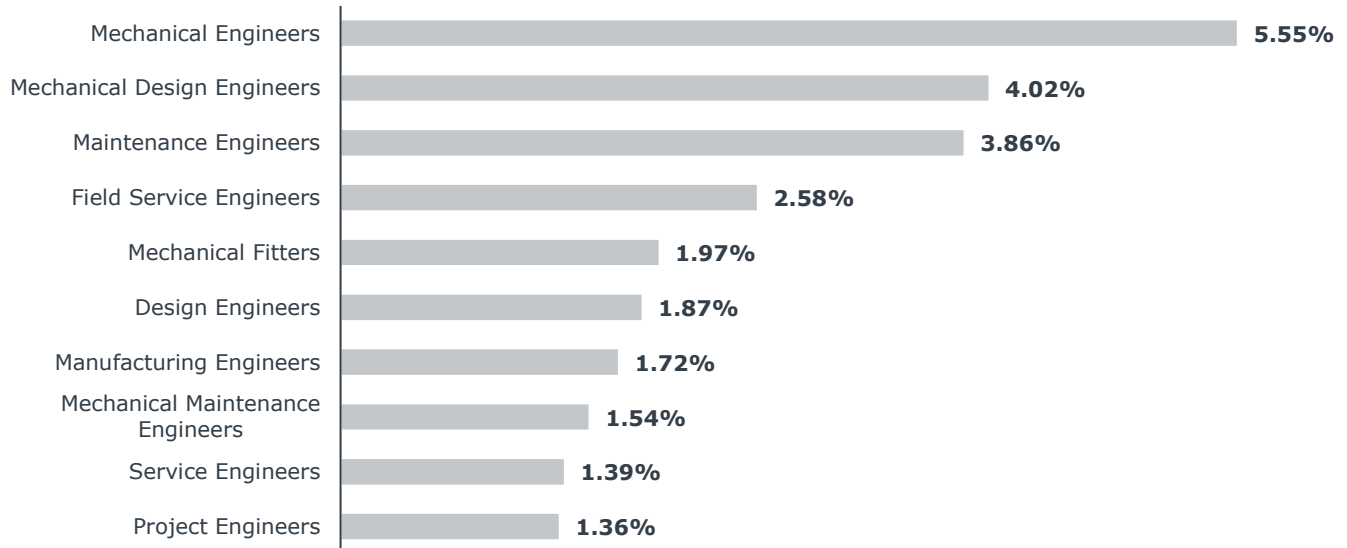
--- The dashed blue line represents the projected employment growth across all occupations from 2021 to 2031.

1) Top occupations refer to the occupations in which employers most often seek relevant professionals.

Top Titles in Job Postings for Mechanical Engineering Professionals

February 2021-January 2022, Regional Data

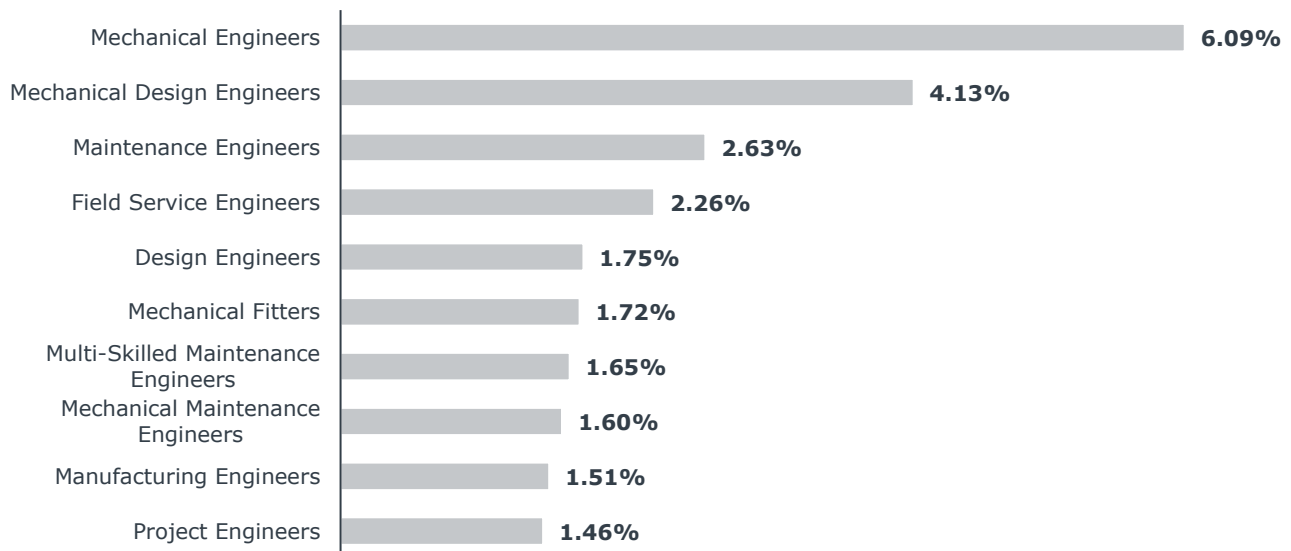
n=24,777 job postings



Top Titles in Job Postings for Mechanical Engineering Professionals

February 2021-January 2022, UK Data

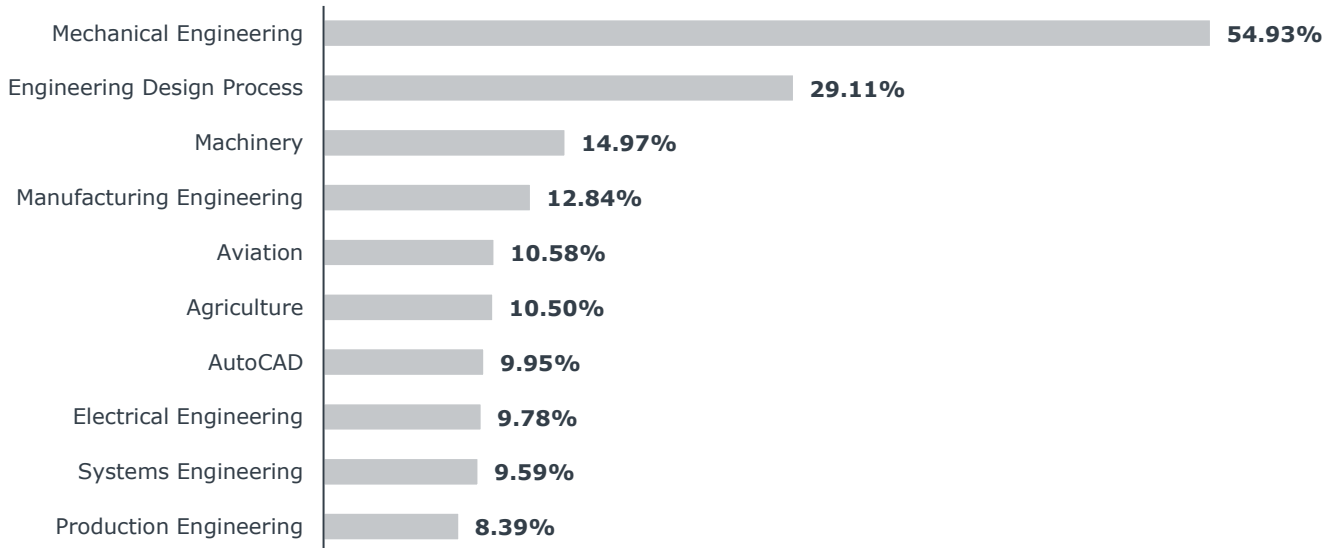
n= 132,515 job postings



Top Skills Requested of Mechanical Engineering Applicants

February 2021-January 2022, Regional Data

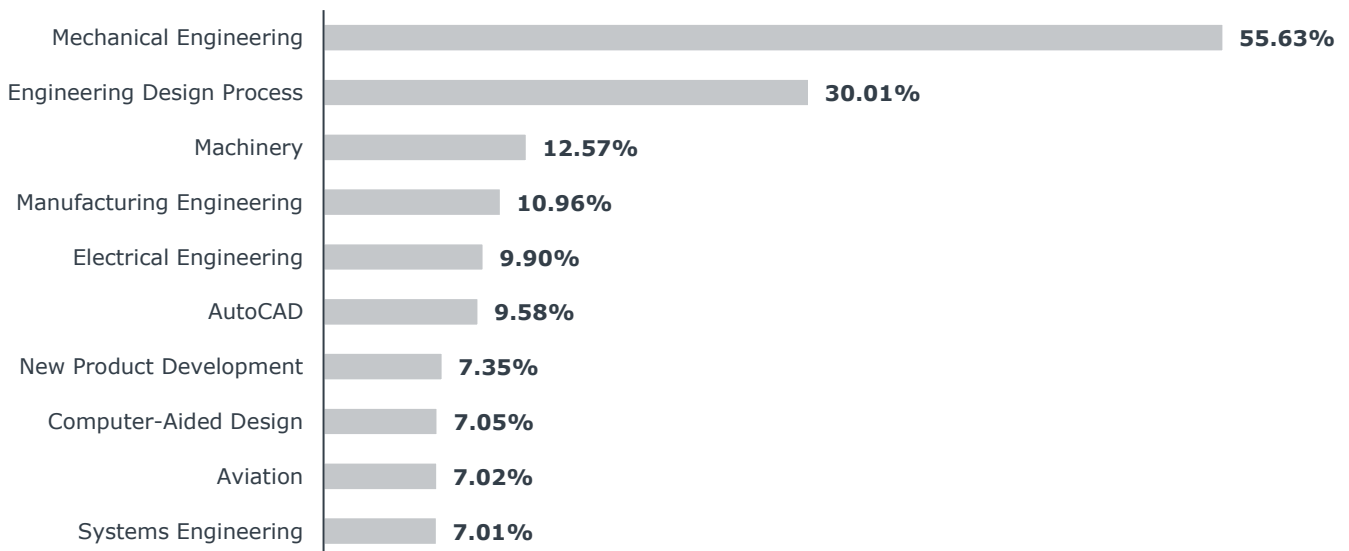
n=24,777 job postings



Top Skills Requested of Mechanical Engineering Applicants

February 2021-January 2022, UK Data

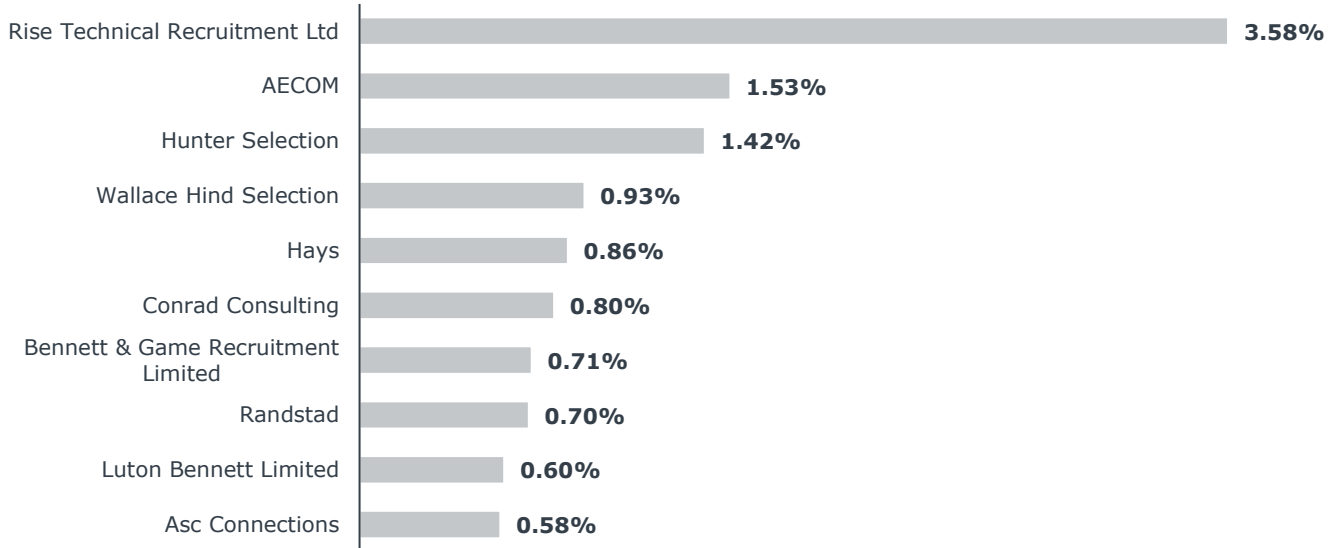
n= 132,515 job postings



Top Employers Seeking Mechanical Engineering Applicants

February 2021-January 2022, Regional Data

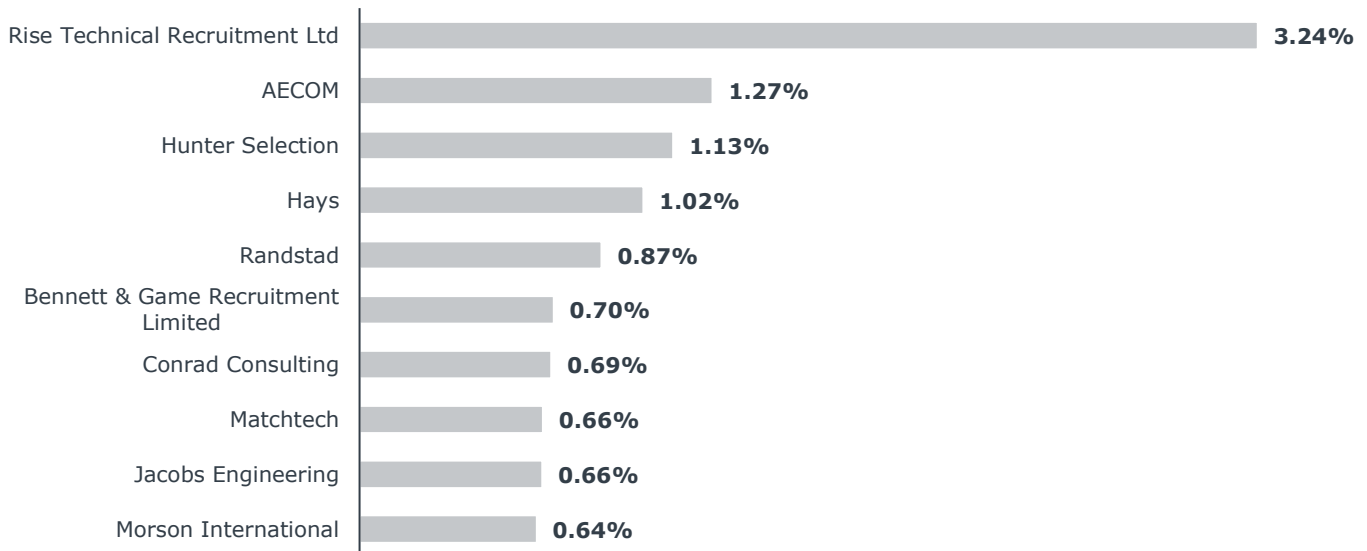
n=24,777 job postings



Top Employers Seeking Mechanical Engineering Applicants

February 2021-January 2022, UK Data

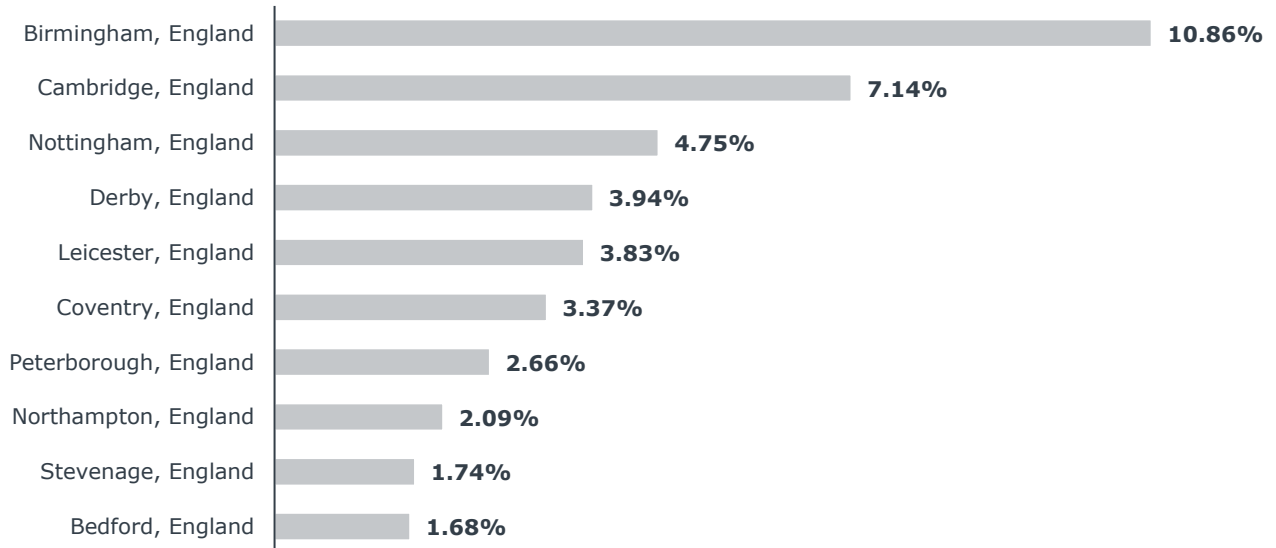
n= 132,515 job postings



Top Cities Seeking Mechanical Engineering Applicants

February 2021-January 2022, Regional Data

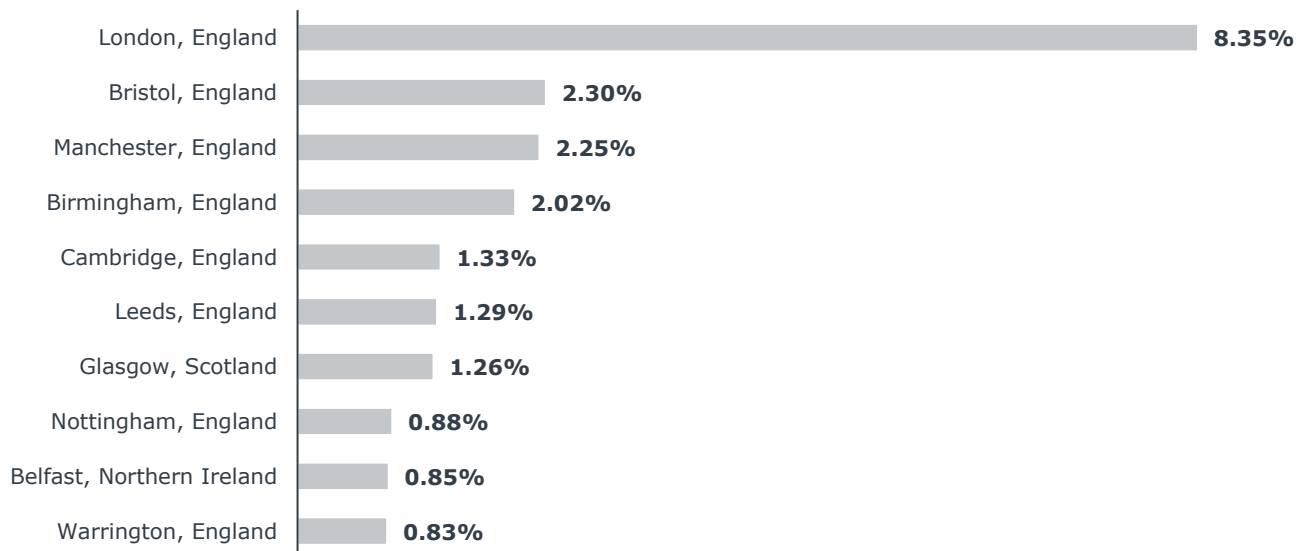
n=24,777 job postings



Top Cities Seeking Mechanical Engineering Applicants

February 2021-January 2022, UK Data

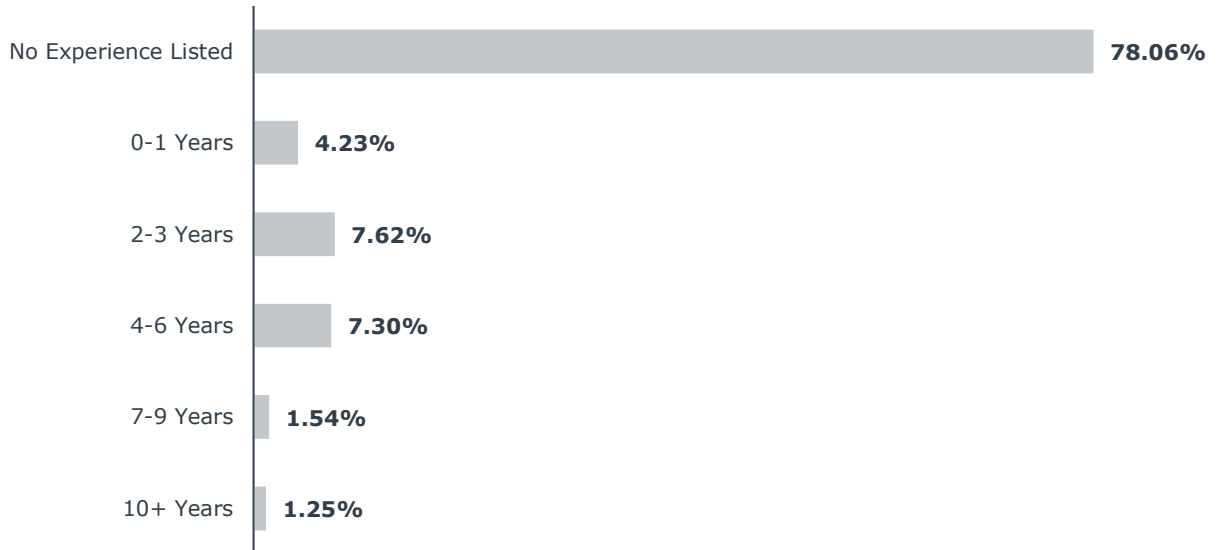
n= 132,515 job postings



Experience Levels Requested of Mechanical Engineering Applicants

February 2021-January 2022, Regional Data

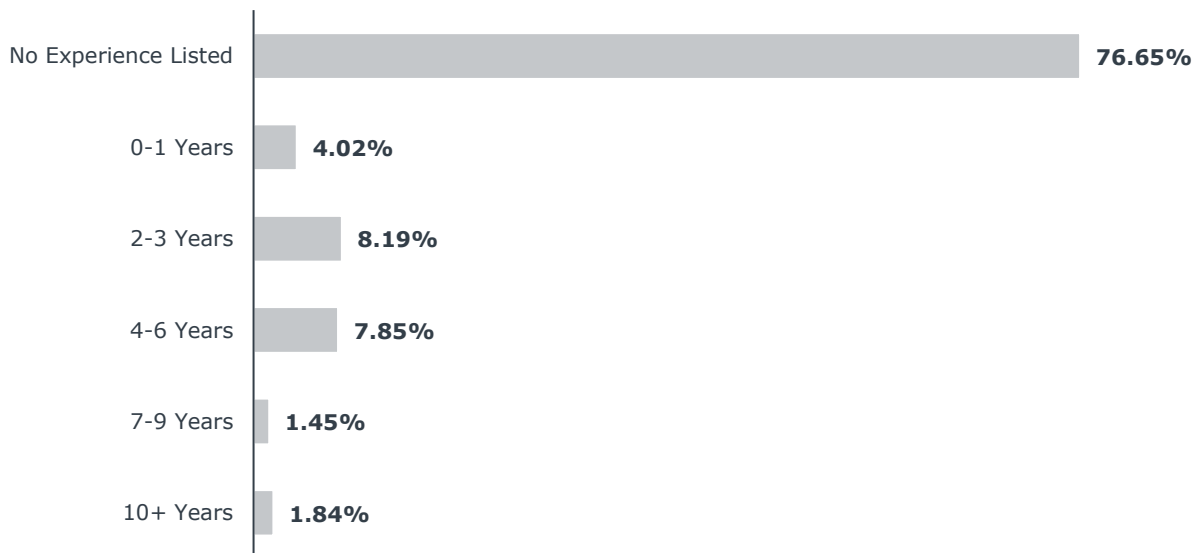
n=24,777 job postings



Experience Levels Requested of Mechanical Engineering Applicants

February 2021-January 2022, UK Data

n= 132,515 job postings

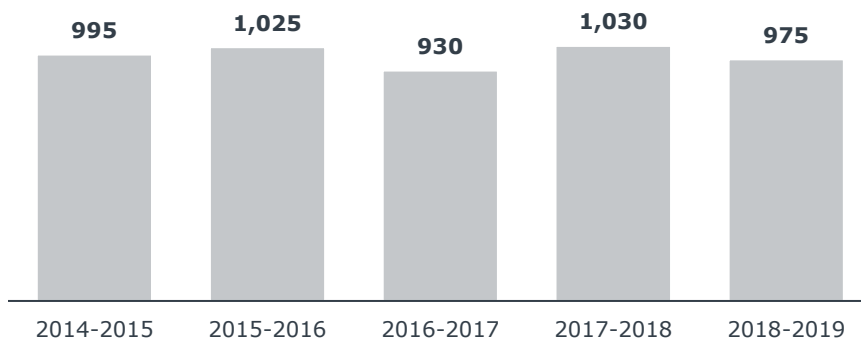


Regional Analysis of JACS Code H3 ('Mechanical Engineering') for Postgraduate-Taught Enrolments

Between the 2014-2015 and 2018-2019 academic years, relevant enrolments fluctuated, resulting in an average annual decline of 0.21%. Over the same period, the number of institutions reporting relevant enrolments increased by 1.79% on average annually (i.e., a net increase of one). This indicates competition grew while student demand declined, which could indicate a challenging landscape for course growth. The median number of enrolments per institution reporting increased while the mean number of enrolments per institution reporting decreased over the profiled period, suggesting that course sizes became more equal.

Enrolments Reported over Time

2014-2015 to 2018-2019 Academic Years, Regional Data



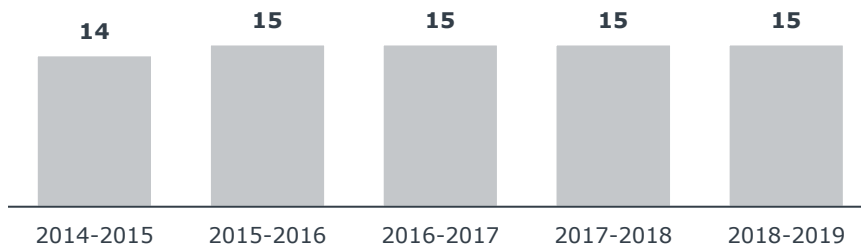
-0.21%

Average Annual Enrolments Decline

2014-2015 to 2018-2019 Academic Years, Regional Data

Institutions Reporting Enrolments over Time

2014-2015 to 2018-2019 Academic Years, Regional Data



+1.79%

Average Annual Growth in Number of Institutions

2014-2015 to 2018-2019 Academic Years, Regional Data

65.00

Mean Enrolments per Institution Reporting

2018-2019 Academic Year, Regional Data

- A decrease from the 71.01 mean enrolments reported in 2014-2015 academic year.

50.00

Median Enrolments per Institution Reporting

2018-2019 Academic Year, Regional Data

- An increase from the 27.50 median enrolments reported in 2014-2015 academic year.

1) Reported enrolments continued to decrease in the 2019-2020 academic year; however, as these enrolments were reported under a new code system, the Forum did not include them in this trend analysis. Enrolments for the 2019-2020 academic year can be found on page 39-40.

Regional Analysis of JACS Code H3 ('Mechanical Engineering') for Postgraduate-Taught Enrolments

Between the 2014-2015 and 2018-2019 academic year, eight of the top 10 institutions reporting relevant enrolments increased the number of enrolments reported and their market share. Although the market became more evenly distributed over the profiled period, the top four reporting institutions held a combined 60% of the market in the 2018-2019 academic year, indicating these established competitors may challenge the potential for continued course growth at the partner institution.

Institutions with Most Reported Enrolments

2014-2015 and 2018-2019 Academic Years, Regional Data

Institution	Reported Enrolments, 2014-2015 Academic Year	Market Share, 2014-2015 Academic Year	Reported Enrolments, 2018-2019 Academic Year	Market Share, 2018-2019 Academic Year
Cranfield University	370	37.19%	200	20.51%
Coventry University	295	29.65%	175	17.95%
De Montfort University	35	3.52%	105	10.77%
Loughborough University	50	5.03%	105	10.77%
The University of Birmingham	50	5.03%	75	7.69%
The University of Warwick	20	2.01%	70	7.18%
University of Hertfordshire	30	3.02%	65	6.67%
Birmingham City University	10	1.01%	50	5.13%
University of Nottingham	25	2.51%	40	4.10%
University of Derby	10	1.01%	30	3.08%

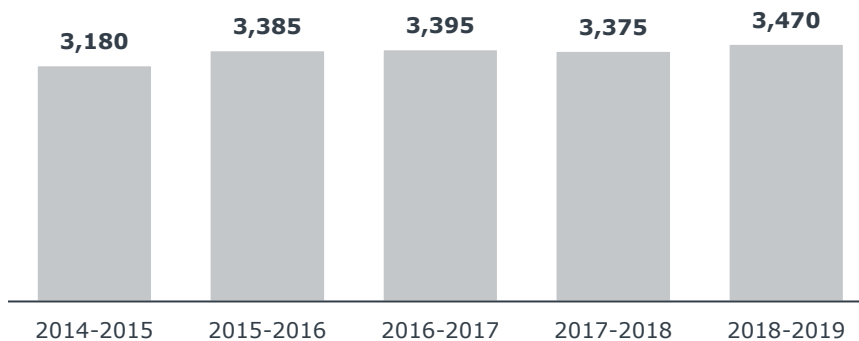
Analysis of JACS Code H3 ('Mechanical Engineering') for Postgraduate-Taught Enrolments in the **United Kingdom**

Between the 2014-2015 and 2018-2019 academic years, relevant enrolments grew 2.24% on average annually, outpacing the average annual growth in the number of institutions reporting relevant enrolments over the same period (i.e., 1.60%). This indicates student demand grew faster than competition and suggests potential for course growth in the United Kingdom.

Enrolments Reported over Time

2014-2015 to 2018-2019 Academic Years, UK Data

+2.24%



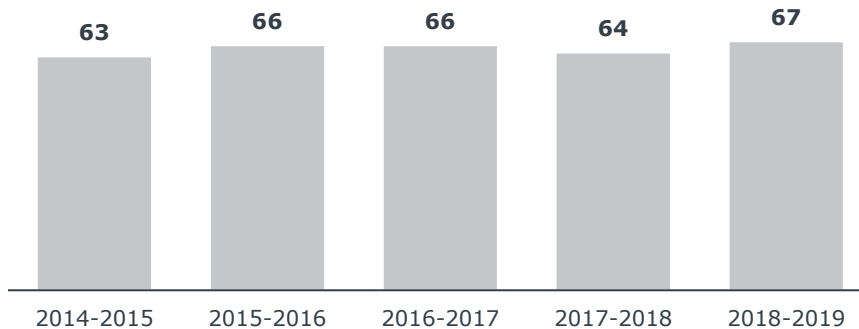
Average Annual Enrolments Growth

2014-2015 to 2018-2019 Academic Years, UK Data

Institutions Reporting Enrolments over Time

2014-2015 to 2018-2019 Academic Years, UK Data

1.60%



Average Annual Growth in Number of Institutions

2014-2015 to 2018-2019 Academic Years, UK Data

51.57

Mean Enrolments per Institution Reporting

2018-2019 Academic Year, UK Data

- An increase from the 50.48 mean enrolments reported in 2014-2015 academic year.

30.00

Median Enrolments per Institution Reporting

2018-2019 Academic Year, UK Data

- An increase from the 20 median enrolments reported in 2014-2015 academic year.

1) Reported enrolments decreased in the 2019-2020 academic year; however, as these enrolments were reported under a new code system, the Forum did not include them in this trend analysis. Enrolments for the 2019-2020 academic year can be found on page 39-40.

Analysis of JACS Code H3 ('Mechanical Engineering') for Postgraduate-Taught Enrolments the **United Kingdom**

Between the 2014-2015 and 2018-2019 academic years, seven of the top 10 institutions reporting in the United Kingdom increased the number relevant enrolments reported, while five increased their market share. In the 2018-2019 academic year, no one institution held over 10% of the market share, indicating no institution dominated the market. Administrators should note, however, that while these trends suggest an overall favourable competitive landscape in the United Kingdom, the top four institutions reporting regionally were also among the top 10 institutions reporting in the United Kingdom. This indicates these four institutions are established competitors in both regions and could pose significant competition to the growth of the partner institution's course.

Institutions with Most Reported Enrolments

2014-2015 and 2018-2019 Academic Years, UK Data

Institution	Reported Enrolments, 2014-2015 Academic Year	Market Share, 2014-2015 Academic Year	Reported Enrolments, 2018-2019 Academic Year	Market Share, 2018-2019 Academic Year
Brunel University London	310	9.75%	330	9.51%
Cranfield University	370	11.64%	200	5.76%
University College London	175	5.50%	180	5.19%
Coventry University	295	9.28%	175	5.04%
University of Northumbria at Newcastle	85	2.67%	130	3.75%
Newcastle University	200	6.29%	115	3.31%
The University of Leeds	35	1.10%	110	3.17%
De Montfort University	35	1.10%	105	3.03%
Loughborough University	50	1.57%	105	3.03%
The University of Bath	55	1.73%	100	2.88%

II. Credential Design and Curriculum Analysis

Section Includes:

- Profiled Course Review
- Knowledge and Skills Heatmap
- Curriculum Analysis

Credential Design

The partner institution's postgraduate-taught mechanical engineering course aligns well with profiled competitors. Like the existing course at the partner institution, all profiled courses are delivered face-to-face, are accredited by the Institution of Mechanical Engineers and can be completed in 12 months full-time.

Continue to offer specialisation areas to differentiate from competitors. Newcastle University is the only profiled competitor that offers specialisations. [EAB research](#) finds students seek courses with opportunities for personalisation that help them achieve their specific career goals. The partner institution's specialisation options align with employer demand (e.g., the 'aerospace' specialisation confers employer-sought aviation skills), and they allow students more opportunities for degree customisation.

Curriculum

The partner institution's current curriculum aligns with profiled competitors and confers employer-sought skills. The current mechanical engineering curriculum confers [in-demand skill clusters](#) such as manufacturing, mechanics and engineering software and design.

Incorporate a business-related module into the curriculum to stand out from competitors and better prepare course graduates to meet employer demand. Between February 2019 and January 2022, employers requested business skills such as 'project management' and 'auditing' in job postings for relevant professionals. Only the University of Sheffield offers a module conferring related skills (i.e., 'Strategic Engineering Management and Business Practices'). Adding a business focused module to the curriculum will better prepare course graduates for the workforce.

Offer a module on energy systems to further align with profiled courses. Newcastle University, the University of Sheffield and the University of Leeds offer modules focused on energy systems or power (e.g., 'Energy Sources and Storage' at Newcastle University).

Potential Graduate Outcomes

Enhance the career outcomes tab by including potential job titles of course graduates. The University of Manchester is the only profiled course that lists potential job titles for course graduates on the course webpage. Although the partner institution already advertises potential employers and starting salary ranges for graduates, consider adding job titles held by course alumni to further demonstrate return-on-investment and appeal to career-outcomes motivated students. Additionally, [EAB research](#) suggests strategically marketing career outcomes can turn passive interest into course enrolments.

II. Credential Design and Curriculum Analysis

Incoming Students

Advertise any lab facilities available to students during the course to align with profiled courses and demonstrate course value.

Newcastle University and the University of Leeds advertise the various facilities students can use during their study (e.g., CNC workshop facilities and robotics labs at Newcastle University; CAD design facilities and 3D printing facilities at the University of Leeds). Emphasising unique and industry-specific facilities available to students will help highlight the value and return-on-investment of the partner institution's course.

Highlight faculty expertise to indicate course value and rigor.

Newcastle University is the only profiled course that advertises the course faculty and their specific areas of industry expertise. Although the course webpage already notes the ranking of its faculty, providing further details about course faculty such as their areas of study would set the partner institution apart from profiled competitors and appeal to return-on-investment focused students.

Experiential Learning and Culminating Project Requirements

Consider offering a group design project to provide students a more collaborative hands-on experience. Like the partner institution's course, all profiled courses require students to complete a final research project. However, the University of Leeds and the University of Manchester also require students to take part in a group design project, in which students must work together to create an industry-specific design based off an assigned brief or problem, taking into consideration cost, analysis, viability and more. Including a team design project in addition to the required individual research project would allow students more industry-specific hands-on experience while allowing them to build teamwork skills with their peers.

Advertise past or current research project topics to help prospective students envision themselves in the course.

The University of Leeds and Newcastle University give examples of past student research topics on their course webpages. Providing examples of past research topics helps students envision themselves completing the course and demonstrates course rigor. For more information on final research project requirements for each profiled course, see page 23.

Analysis of Profiled Course Design

All profiled courses are delivered face-to-face and take 12 months to complete full-time. The partner institution is the only profiled course that advertises a part-time option. On average, courses cost £12,150 for students in the United Kingdom and £26,270 for international students. All profiled courses advertise accreditation by the [Institution of Mechanical Engineers](#). Newcastle University is the only profiled course that advertises faculty makeup and areas expertise.

Profiled Course Characteristics

Courses similar to the partner institution's course

	Newcastle University	University of Sheffield	University of Manchester	University of Leeds	Partner Institution
<i>Title</i>	Mechanical Engineering MSc	Advanced Mechanical Engineering MSc	Mechanical Engineering Design MSc	Advanced Mechanical Engineering MSc	Master's-Level Mechanical Engineering Degree
<i>Modality</i>	Face-to-face	Face-to-face	Face-to-face	Face-to-face	Face-to-face
<i>Time to Completion</i>	12 months	12 months	12 months	12 months	<ul style="list-style-type: none"> • Full-time: 12 months • Part-time: up to 36 months
<i>Home Tuition¹</i>	£11,700 total	£13,000 total	£13,500 total	£11,500 total	Removed for anonymity
<i>International Tuition</i>	£26,400 total	£26,200 total	£27,000 total	£25,750 total	Removed for anonymity
<i>Accreditation</i>	Institution of Mechanical Engineers	Institution of Mechanical Engineers	Institution of Mechanical Engineers	Institution of Mechanical Engineers	Institution of Mechanical Engineers

Faculty Makeup and Expertise

Newcastle University is the only profiled course that advertises their course faculty make-up and areas of expertise. Advertising course faculty will demonstrate course rigor and appeal to return-on-investment focused students.



Makeup

- Two professors
- Two senior lectures
- Three lectures

Areas of Expertise


- Computer modeling
- Mechanical power transmissions
- Microelectromechanical systems (MEMS)
- Precision machine design
- Corrosion
- Carbon capture
- [Others](#)

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.

Source: EAB analysis. Comparator Course Websites.

Potential Graduate Outcomes¹

All profiled courses besides the University of Sheffield advertise potential graduate outcomes on their course webpage through potential industries, employers, salaries or job titles. To enhance the current career prospects on the webpage, consider adding potential job titles. Highlighting career outcomes helps demonstrate course value and return-on-investment.



Potential Industries

- Manufacturing
- Renewable energy
- Transportation
- Logistics
- Defense
- Health

Sample Employers

- BP
- Rolls Royce
- GE Aviation
- Airbus
- Siemens
- Jaguar Land Rover
- Bentley Motors
- Nissan Motor Company
- Bombardier Transportation
- GE Healthcare
- Apple
- Sellafeld
- DePuy International
- EDF

Sample Job Titles


- Design Engineer
- Drilling Engineer
- Mechanical Design Engineer
- Oil and Gas Operator
- Design and Development Engineer

Other advertised outcomes

- Courses advertise students will be prepared to pursue further study in the form of a PhD.
- The partner institution is the only course that advertises a graduation employment rate and starting salary ranges.

Advertised Facilities and Features

Newcastle University and the University of Leeds highlight their industry-specific lab facilities and their features on their course webpages. Advertising unique and industry-specific facilities available to students at the partner institution can help demonstrate course value.



Newcastle University

- CNC Workshop Facilities
- MATLAB, Python, CAD and FEA software
- 3D Motion
- Robotics
- X-Ray Diffraction
- Micro-electromechanical Systems
- Design, Manufacture and Materials facilities
- Fluid Dynamics and Thermal Systems facilities

University of Leeds

- CAD Facility for Design Work
- CNC Machinery
- 3-D Printing facilities
- Wire EDM
- Computational Fluid Dynamics software
- Finite Element Modeling software
- Other facilities for: solid and fluid dynamics, erosion, corrosion, tribology, combustion, control and dynamics, robotics and optical measurement

¹) The examples listed in the graphic below are a selection from all profiled courses including the partner institution's course; not all listed examples appear on one singular course webpage.

Entry Requirements

Newcastle University is the only profiled course that accepts a 2:2 honours degree for entry, but all profiled courses prefer a degree in mechanical engineering or a related subject.

Newcastle University	University of Sheffield	University of Manchester	University of Leeds
<ul style="list-style-type: none"> 2:2 honours degree in: mechanical or mechanical related engineering, math or physics or any other closely related discipline Relevant professional experience preferred 	<ul style="list-style-type: none"> 2:1 honours degree in mechanical engineering or related subject 	<ul style="list-style-type: none"> 2:1 honours degree in a relevant science or engineering discipline Official transcripts One reference CV if graduated more than three years ago 	<ul style="list-style-type: none"> 2:1 honours in related engineering discipline

Culminating Projects and Experiential Learning

Like the course at the partner institution, all profiled courses require a research project for course completion. However, the University of Sheffield requires students to create a professional portfolio in addition to the final research project, while the University of Leeds and the University of Manchester also require group design projects.

Newcastle University	University of Sheffield	University of Leeds	University of Manchester
<p>Students are required to complete a Mechanical Systems and Engineering project in relation to their chosen specialisation. The project must be an extended, in-depth study that incorporates elements of design, scientific investigation, industrial applications, problem analysis and implementation.</p>	<p>Requires two modules focused on a final research project:</p> <ul style="list-style-type: none"> Masters Research Mini Project: student initiate their research projects by identifying a topic and preparing a research proposal and preliminary research plan. MSc Individual Research Project: students complete their industry focused research project with supervision from an academic member of staff. Students must present their study, conduct it and write a final report. <p>Students are also required to take a 'Professional Development Portfolio' module, in which they develop a portfolio and learn professional development skills such as communication, collaboration and professional responsibilities.</p>	<p>Requires the completion of a 'Professional Project', in which students create an independent piece of research on a topic within mechanical engineering.</p> <ul style="list-style-type: none"> First Semester: the student creates their literature review and plans the project. Semester Two/Summer: the student completes the design, analysis, computation, experimentation and project write-up. <p>Students are also required to take a 'Team Design' module, in which students work together to create a specific industry-related design. Students must consider cost, environmental impact and more.</p>	<ul style="list-style-type: none"> Dissertation: students are required to complete a substantial piece of research work in a specific technological area. Group Design Project: students are required to design a project around an idea submitted by internal or industrial sponsors. Students work in groups of 4-5 and must include concepts, viability, analysis, manufacturability, cost, opportunity and a prototype in their final product.

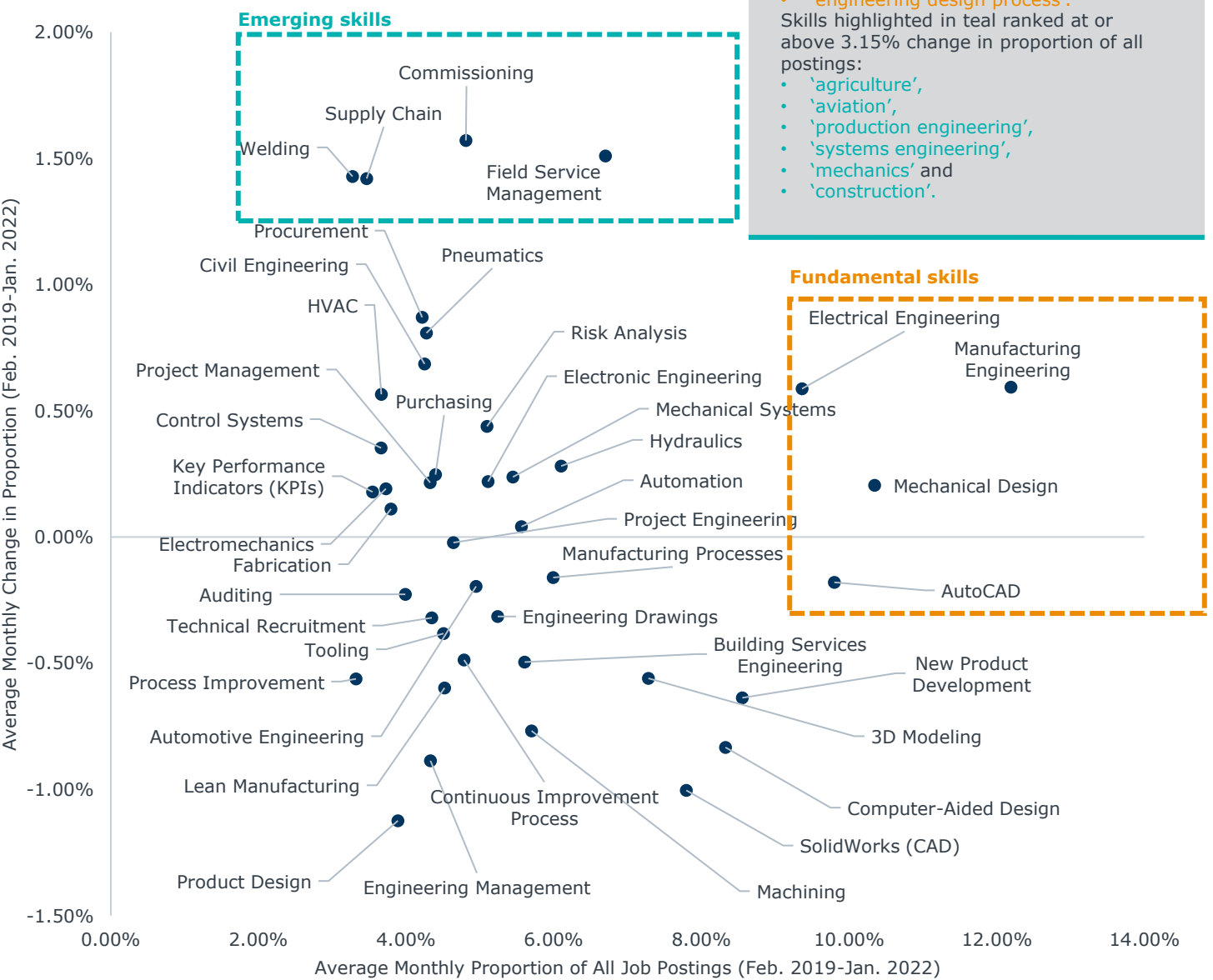
Regional Analysis of Job Postings' Skill Requirements for Mechanical Engineering Professionals

Across February 2019 to January 2022, employers demonstrated sustained demand for skills such as 'mechanical engineering' and 'engineering design process'. Emerging skills include 'production engineering' and 'supply chain'; developing these skills will prepare graduates to meet today's employer needs.

Knowledge and Skills Heatmap for Mechanical Engineering Professionals

February 2019-January 2022, Regional Data

n=65,079 unique postings



The Forum excluded the following skills from the heat map to improve readability. Skills highlighted in orange ranked at or above 22.38% proportion of all postings:

- 'mechanical engineering' and
- 'engineering design process'.

Skills highlighted in teal ranked at or above 3.15% change in proportion of all postings:

- 'agriculture',
- 'aviation',
- 'production engineering',
- 'systems engineering',
- 'mechanics' and
- 'construction'.

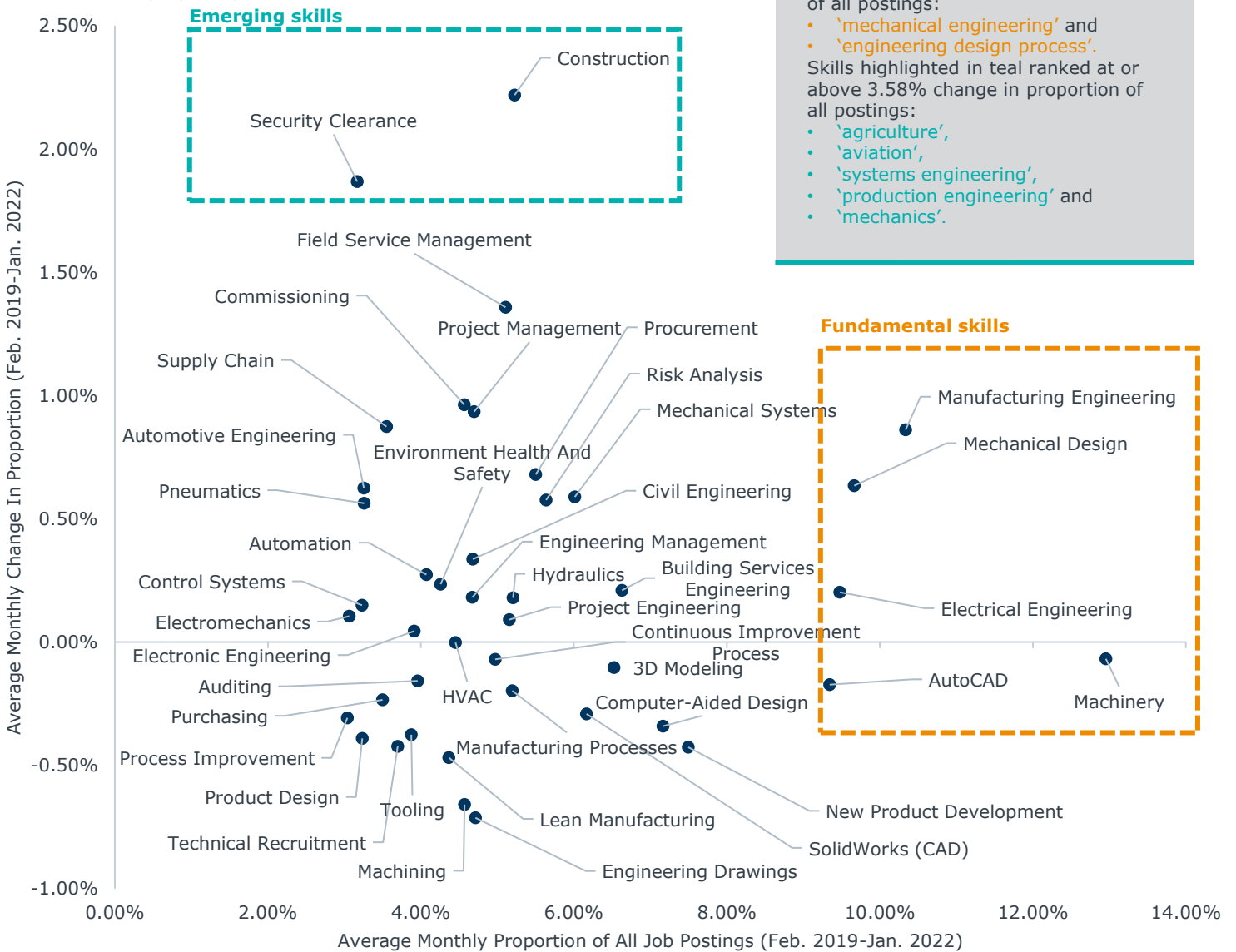
Analysis of Job Postings' Skill Requirements for Mechanical Engineering Professionals in the United Kingdom

Across February 2019 to January 2022, employers demonstrated sustained demand for skills such as 'mechanical engineering' and 'manufacturing engineering'. Emerging skills include 'mechanics' and 'production engineering'; developing these skills will prepare graduates to meet today's employer needs.

Knowledge and Skills Heatmap for Mechanical Engineering Professionals

February 2019-January 2022, UK Data

n=320,668 unique postings



The Forum excluded the following skills from the heat map to improve readability. Skills highlighted in orange ranked at or above 10.95% proportion of all postings:

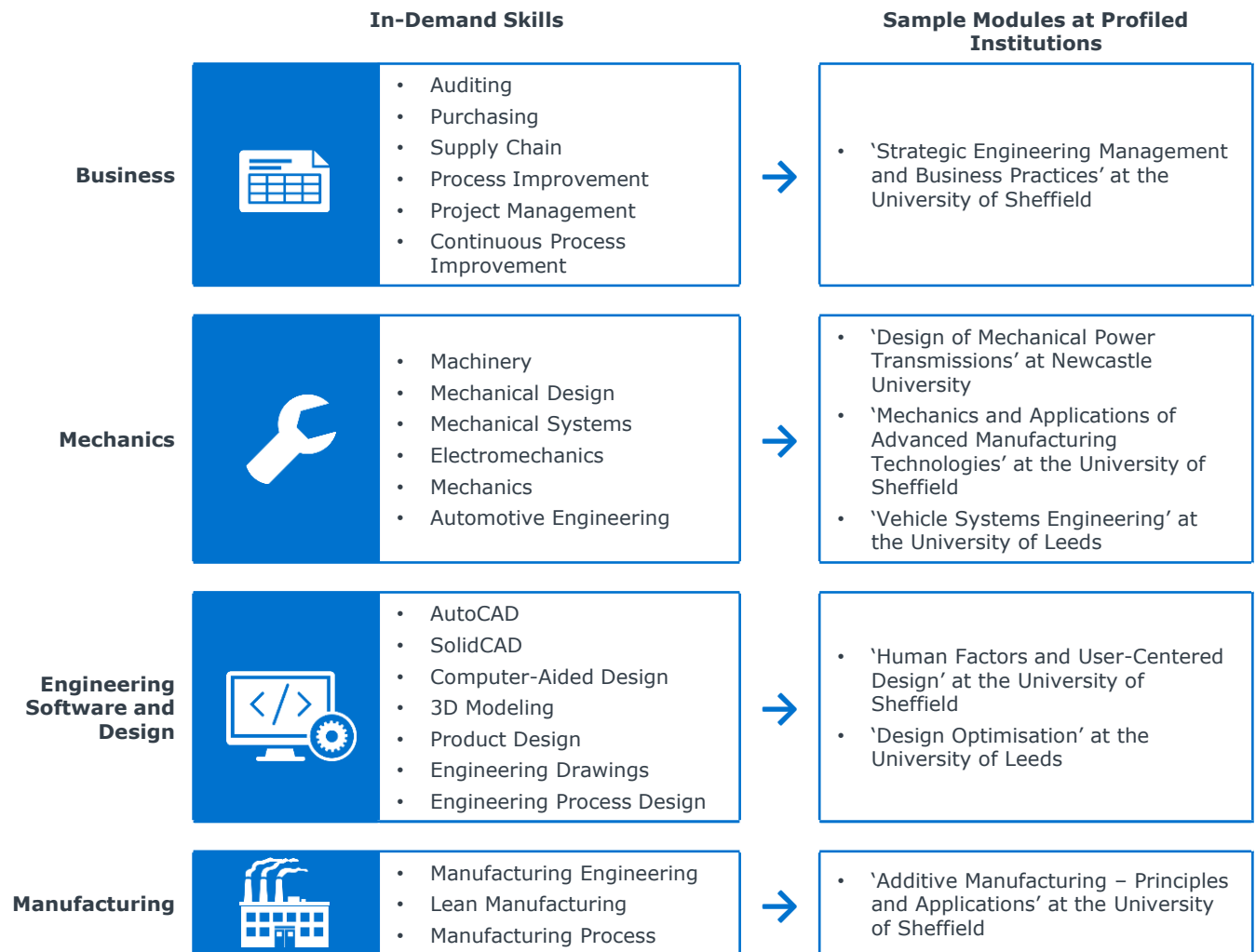
- 'mechanical engineering' and
- 'engineering design process'.

Skills highlighted in teal ranked at or above 3.58% change in proportion of all postings:

- 'agriculture',
- 'aviation',
- 'systems engineering',
- 'production engineering' and
- 'mechanics'.

Alignment of In-Demand Skills to Profiled Courses' Curricula

Regional and UK Data



Profiled courses' full curricula can be found in Appendix A on page 34.

Trends in Profiled Courses' Curricula

Three profiled courses offer modules focusing on energy systems. Incorporating a similar module will help further align the partner institution course with profiled competitors.

Finite Elements	Energy Systems
<ul style="list-style-type: none">• 'Industrial Applications of Finite Element Analysis' at the University of Sheffield• 'Finite Elements' at the University of Manchester• 'Advanced Finite Element Analysis' at the University of Leeds	<ul style="list-style-type: none">• 'Energy Sources and Storage' and 'Advanced Materials for Energy Applications' at Newcastle University• 'Materials of Energy Application' and 'Advanced Energy and Power' at the University of Sheffield• 'Energy Systems, Policy, and Economics for Engineering' at the University of Leeds

Specialisations

Newcastle University is the only profiled course that offers specialisations. Continue to offer specialisations to create a customisable experience for students and stand out from competitors.

Newcastle University	Partner Institution
<ul style="list-style-type: none">• Mechatronics• Mechanical• Material	Partner institution offers four concentrations.

III. Prospective Student Experience Audit

Analysis Includes:

- Web Audit

Analysis Finds Opportunities to Improve a Detailed-Oriented Webpage through Strengthening Calls to Action and Including Course-Specific Testimonials



Audited Web and Mobile Presence

Recommended next steps include:

- Strengthen calls to action with more active language to encourage prospective student engagement.
- Include student and/or faculty testimonials to help prospective students envision themselves in the course and demonstrate course value.
- Create a course-specific FAQ page to provide a more informative prospective student experience.
- Add interactive phone numbers or emails of relevant admissions staff so prospective students can easily and quickly interact and ask questions about the course.

Web and Mobile Presence Audit Findings

The partner institution's webpage for the postgraduate Mechanical Engineering course is easy to navigate and provides important, course-specific details immediately. However, to improve student engagement, consider adding stronger calls to action such as 'Apply Now' or 'Schedule a Visit' at the top of the webpage with the existing calls to action (i.e., 'Make an Enquiry' and 'How to Apply'). Further, include interactive phone numbers or emails of relevant admissions staff on the webpage so prospective students can easily and immediately reach out to course-specific admissions officers with questions.

Additionally, include faculty, student and/or alumni testimonials and photos of current or past students to help prospective students envision themselves in the course. See EAB's [Testimonial Builder](#) for more details on how to solicit and display effective testimonials.





Finally, develop a course-specific FAQ page and link it to the course drop down menu (i.e., 'Navigate this course') so students can quickly and easily find answers to questions about course structure, course options and other decision-making information. Use the [Sample Motivation-Based Content Organizer](#) to help develop an informative FAQ page.

Evaluation of the Master's-Level Mechanical Engineering Program's Web Presence

The course webpage is easy to navigate and clearly displays important course information at the top of the page, such as tuition, time to completion and curriculum. Additionally, students can easily find information on final project information and accreditation. Add a course-specific FAQ page to create a more informative and navigable experience for prospective students and include information on areas of faculty expertise to demonstrate course value and rigor.

Web Presence Performance

Website URL: Removed for anonymity




Best Practice Behavior	Evaluation	Audited Behavior	Recommended Action
Visitors can easily find information on: <ul style="list-style-type: none"> Tuition and financial aid Number of credits Curriculum Modality Application deadline(s) and start date(s), or schedule Student profile Career outcomes 		Course website successfully presents: <ul style="list-style-type: none"> Tuition and financial aid Entry requirements Curriculum Career outcomes Application resources Start dates Time to completion Visitors cannot easily find information on: <ul style="list-style-type: none"> Application deadlines 	Ensure the application deadline for the course is at the top of the webpage with the other important course logistical information (e.g., time to completion, tuition).
Visitors encounter course differentiators, including: <ul style="list-style-type: none"> Course description and course value proposition Modules and tracks Specialisations Thesis, capstone, or other experiential learning options Expected time requirement Academic success rate Instructors Accreditation or references to industry organizations 		Audited webpage includes the following course differentiators: <ul style="list-style-type: none"> Course description and course value proposition Modules and tracks Specialisations Research project requirements Expected time requirements Academic success rate Accreditation Faculty information 	Include more detailed information about course faculty on the course webpage to demonstrate course value and rigor. While there is currently one bullet point near the top of the webpage that highlights the faculty ranking, including more detailed information such as faculty backgrounds or areas of expertise would strengthen the course differentiators. Use EAB's Usability Auditing, User Testing and Design Guidelines to further improve the webpage.
Course webpage appeals to visitors with a case to "people like me" via text and images.		The webpage does not include any photos or testimonials from students.	Include images or current student profiles to help prospective students envision themselves in the course.
Webpage includes course-specific FAQs.		The course webpage does not have course-specific FAQs.	Add course-specific FAQs to the webpage to better serve prospective students. Use the Sample Motivation-Based Content Organiser to develop general and course-specific FAQs.

Evaluation of the Master’s-Level Mechanical Engineering Program’s Web Presence (continued)

Although two calls to action are clearly visible at the top of the webpage, consider including stronger calls to action such as ‘Apply Now’ to encourage more direct engagement. Consider adding an interactive tool such as a tuition calculator as well. Finally, add student and/or faculty testimonials to demonstrate course value and help prospective students envision themselves in the course.

Web Presence Performance¹

Website URL: Removed for anonymity

Best Practice Behavior	Evaluation	Audited Behavior	Recommended Action
Webpage features interactive tools (e.g., tuition calculator, module demo) to engage visitors.		The webpage contains videos about the University’s campus, but no course-specific interactive tools.	Consider including a course-specific interactive tool such as a tuition calculator to engage prospective students.
Course web presence includes strong calls to action.		The course webpage includes a ‘Make an Enquiry’ call to action and a ‘How to Apply’ call to action. Both are clearly visible at the top of the webpage.	Consider adding stronger calls to action such as ‘Apply Now’ and ‘Schedule a Visit’ to encourage more actionable engagement from prospective students.
Visitors see course-specific testimonials to simulate word of mouth recruitment.		Webpage does not feature any student, alumni or faculty testimonials.	Add testimonials from current or past students and/or faculty to provide different value perspectives to prospective students. Use the Testimonial Builder and the Video Testimonial Prep Guide .



Consider Using Outcomes Focused Marketing Messages to Attract Career-Oriented Students

With the COVID-19 pandemic’s impact on the economy, adult learners place more importance on the return on their education and may demonstrate hesitation to pursue a degree with uncertain job prospects. Ensure marketing materials emphasise potential career outcomes to convey the course’s professional value. For example, consider including course graduates’ employers or average salaries on the course webpage. See EAB research [Competing on Student Outcome to Attract Today’s Career Changer](#) and [Understanding the Impact of COVID-19 on the Adult Learner Mindset](#) for more information.

1) A teal circle indicates room for improvement in an already occurring webpage behavior.

Evaluation of the Master's-Level Mechanical Engineering Program's Mobile Presence

The mobile webpage is optimised for mobile viewing and features key course differentiators at the top of the webpage. However, to encourage prospective student engagement, include additional calls to action throughout the page as well as interactive phone numbers and emails of relevant admissions staff so students can easily reach out with questions.

Mobile Presence Performance

Website URL: Removed for anonymity

Best Practice Behavior	Evaluation	Audited Behavior	Recommended Action
Mobile course webpage is geared to serve prospective students.		Mobile webpage is optimised for mobile viewing.	None.
Course webpage can be viewed without zooming.		Text is large enough to see without zooming.	None.
Every page offers a link at the top back to the homepage.		While most of the course specific information is contained to one webpage, there are not links back from tabs such as 'How to Apply'.	Ensure all links on the course webpage (e.g., 'How to Apply', 'Postgraduate Funding') link back to the course-specific homepage.
Within 20 seconds of viewing the site, prospective students can find: <ul style="list-style-type: none"> • Search • Course differentiators • Calls to action 		Students can see important course information such as time to completion, start dates, calls to action and search within 20 seconds of viewing the webpage. Other course differentiators, such as accreditation, are also visible within 20 seconds but are slightly further down the page.	Include additional course differentiators in the top one third of the webpage (e.g., accreditation, specialisations). Use EAB's Mobile Strategy Selection Worksheet to identify which mobile strategy is more effective for the partner institution.
Calls to action seen without scrolling include: apply, click to call/email, request information.		'How to Apply' and 'Make an Enquiry' are at the top of the webpage and can be seen without scrolling.	Incorporate stronger calls to action such as 'Apply Now' or 'Make an Appointment' to further engage prospective students.
Webpage offers more than three calls to action, framed in active language, such as: <ul style="list-style-type: none"> • Apply/enroll • Request information, connect, etc. • Call • Email • Register for/attend an event • Make an appointment • Browse career resources • Explore commitment details (e.g., price, time to completion) • Find a location 		Webpage only features the calls to action 'How to Apply' and 'Make an Enquiry'.	Include more calls to action throughout the course webpage such as 'browse career resources' under the 'Careers' tab or 'find a location' or 'schedule a visit' next to the 'where you will learn' videos to encourage further engagement from prospective students.
Contact information (i.e., phone numbers, email addresses) is interactive so students can click to email or call.		There are no visible phone numbers or emails on the webpage.	Include clickable contact information (e.g., phone numbers, emails) so students can easily contact relevant admissions staff when looking through the website.

Source: EAB analysis.

Screenshots of the Masters-Level Mechanical Engineering Web and Mobile Presence

Web Presence Screen Capture

From 21st March 2022

Content removed for anonymity.

Screenshots of the Masters-Level Mechanical Engineering Web and Mobile Presence

Web Presence Screen Capture

From 21st March 2022

Content removed for anonymity.

Appendix A: Sample Mechanical Engineering Curricula

Mechanical Engineering MSc, Newcastle University

Required Modules:

- Instrumentation and Drive Systems OR Real-Time Embedded Systems¹
- Core Skills OR Control of Electric Drives OR Modelling Material and Processes²
- MSc Project: Mechanical and Systems Engineering

Mechatronics Specialty:

- Industrial Automation, PLCs and Robotics
- Distributed Control Systems
- Mechatronics and Mobile Robotics
- Vehicle Dynamics

Mechanical Specialty:

- Design of Mechanical Power Transmissions
- Energy Sources and Storage
- Human Centered Design and Engineering
- Vehicle Dynamics

Material Specialty:

- Design of Mechanical Power Transmissions
- Lifetime Prediction and Design for Reliability
- Advanced Materials for Energy Applications
- Joining Technology

1) If students hold a BEng from Newcastle University, they take the latter two core modules.

2) Only for students in the Material specialty.

[Advanced Mechanical Engineering](#), The University of Sheffield

Core Modules:

- Technical Communication for Mechanical Engineers
- Experiments and Valid Computer Models
- Strategic Engineering Management and Business Practices
- Masters Research Mini Project
- MSc Individual Research Project
- Professional Development Portfolio

Choose two of:

- Industrial Applications of Finite Element Analysis
- Fundamentals and Applications of Tribology
- Advanced Engineering Fluid Dynamics
- Additive Manufacturing – Principles and Applications
- Mechanics and Applications of Advanced Manufacturing Technologies
- Computational Biomechanics of the Musculoskeletal Systems
- Engineering Commercial Success
- Railway Engineering and Sustainable Transport
- Advanced Dynamics

Choose two of:

- Applied Modelling Skills and Virtual Reality
- Design and Manufacture of Composites
- Materials for Energy Applications
- Automotive Powertrain
- Advanced Energy and Power
- Cardiovascular Biomechanics
- Aviation Safety and Aeroelasticity
- Railway Engineering and Sustainable Transport
- Human Factors and User-Centered Design

[Mechanical Engineering Design MSc](#), The University of Manchester

Required:

- Research Methods
- Finite Elements
- Mechanical Engineering Group Design
- Dissertation
- Experimental Methods

Optional

- Composites and Polymers
- Acoustics & Advanced Vibrations
- Robotics, Metrology and Bioengineering
- Structural Integrity

[Advanced Mechanical Engineering MSc](#), The University of Leeds

Required:

- Professional Project
- Team Design Project

Optional:

- Design Optimisation
- Engineering Computational Methods
- Energy Systems, Policy and Economics for Engineers
- Tribology and Surface Engineering
- Experimental Methods and Analysis
- Biomaterials
- Engineering Psychology and Human Factors
- Advanced Finite Element Analysis
- Vehicle Systems Engineering
- Computational Fluid Dynamics Analysis
- Spacecraft Dynamics and Control

Master's-Level Mechanical Engineering, Partner Institution

Removed for anonymity

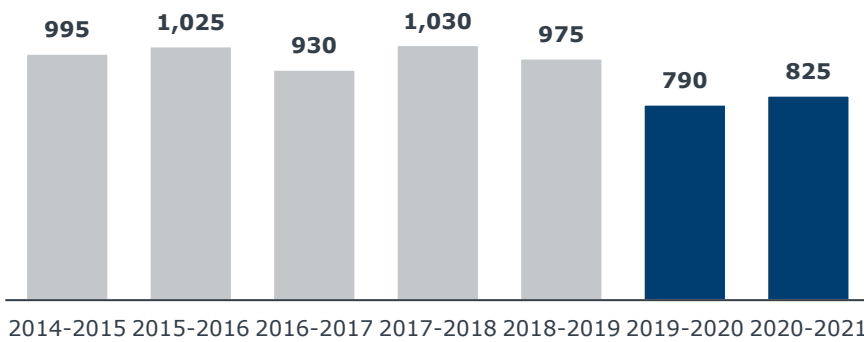
Appendix B: Additional Enrolment Data

Regional Postgraduate Taught-Level Enrolments Including CAH Code 10-01-02 ('Mechanical Engineering')

As HESA updated the enrolment classification system in the 2019-2020 academic year, the decrease in enrolments may not actually be reflective of a comparable decrease in student demand.

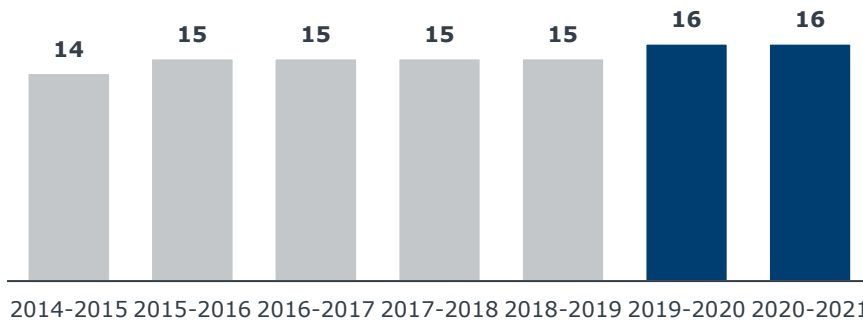
Enrolments Reported over Time

2014-2015 to 2020-2021 Academic Years, Regional Data



Institutions Reporting Enrolments over Time

2014-2015 to 2020-2021 Academic Years, Regional Data



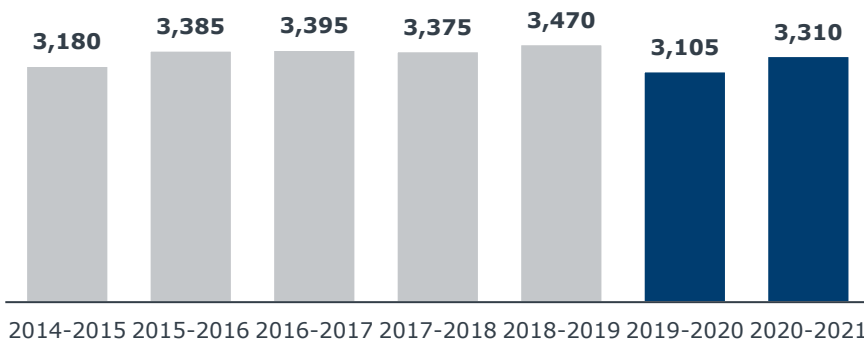
■ Mechanical Engineering courses began reporting under CAH code, 2019-2020 and 2020-2021

Postgraduate Taught-Level Enrolments Including CAH Code 10-01-02 ('Mechanical Engineering') in the United Kingdom

As HESA updated the enrolment classification system in the 2019-2020 academic year, the decrease in overall enrolments may not actually be reflective of a comparable decrease in student demand.

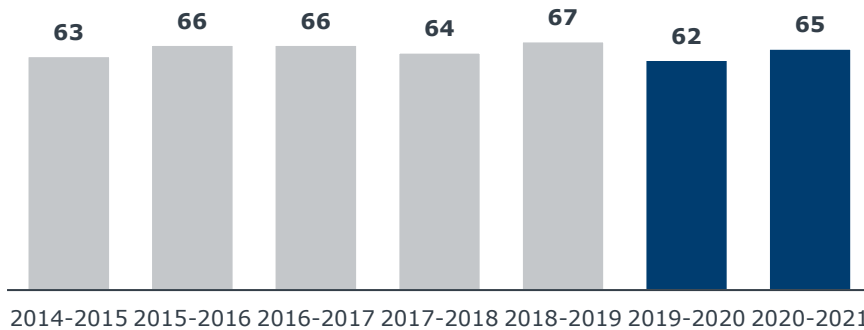
Enrolments Reported over Time

2014-2015 to 2020-2021 Academic Years, UK Data



Institutions Reporting Enrolments over Time

2014-2015 to 2020-2021 Academic Years, UK Data



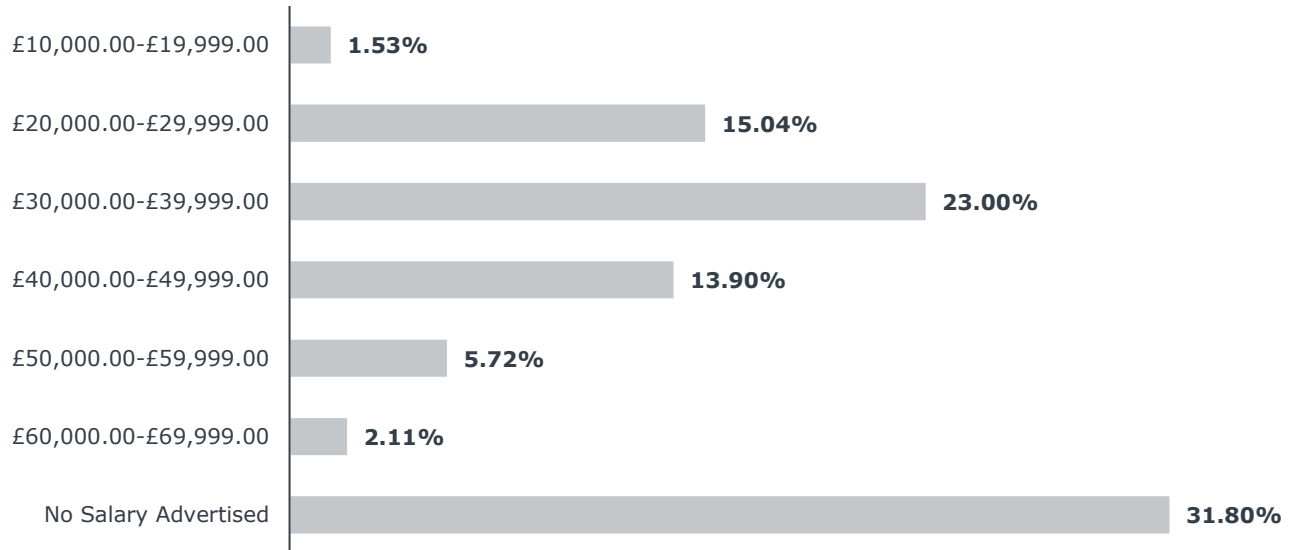
■ Mechanical Engineering courses began reporting under CAH code, 2019-2020 and 2020-2021

Appendix C: Advertised Salary

Advertised Salary for Mechanical Engineering Professionals

February 2021-January 2022, Regional Data

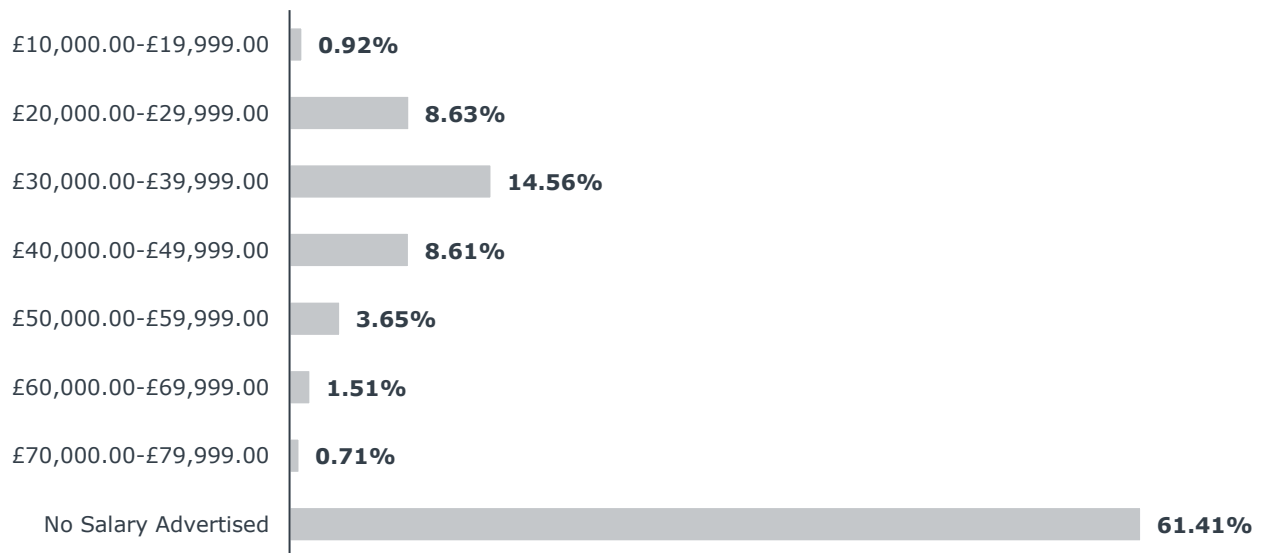
n=24,777 job postings



Advertised Salary for Mechanical Engineering Professionals

February 2021-January 2022, UK Data

n=132,515 job postings



Appendix D: Research Parameters and Sources

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 2021 to January 2022. To best estimate employer demand for mechanical engineering professionals, the Forum analysed job postings for professionals with relevant skills (e.g., 'mechanical engineering', 'mechanical engineering technology').

JACS refers to the Joint Academic Coding System (2014-2015 to 2018-2019).

CAH refers to the Common Aggregation Hierarchy (2019-2020).

"Region" and "regional" refer to: East Midlands, West Midlands and East of England.

Research Questions

The requesting partner asked:

- How has demand for course graduates evolved over time?
- Which employers demonstrate the greatest demand for graduates?
- What skills should the course teach to prepare students to meet employer demand?
- In what positions do employers demonstrate the greatest need for graduates?
- In which cities for employers demonstrate the greatest demand for potential graduates?
- What experience level do employers most frequently request of graduates?
- How many students enrol in similar courses regionally, 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 accreditation do similar courses hold?
- Does the course webpage align with best practices in marketing and web presence? How can the course landing page be improved?

Research Limitations

Administrators should note that UK Data labour market data cannot be differentiated by degree level as employers do not typically ask for a specific degree in job postings. Growth in demand for all professionals indicates demand for all professionals at degree levels.

Project Sources

The Forum consulted the following sources for this report:

- EAB’s internal and online research libraries
- Emsi Analyst, described below
- UK Working Futures Report
- Higher Education Statistics Agency
- Profiled course webpages
 - The University of Leeds, Advanced Mechanical Engineering MSc, Accessed March 2022: <https://courses.leeds.ac.uk/f360/advanced-mechanical-engineering-msc-eng->
 - The University of Manchester, Mechanical Engineering Design MSc, Accessed March 2022: <https://www.manchester.ac.uk/study/masters/courses/list/04342/msc-mechanical-engineering-design/>.
 - Newcastle University, Mechanical Engineering MSc, Accessed March 2022: <https://www.ncl.ac.uk/postgraduate/degrees/5120f/>.
 - The University of Sheffield, Advanced Mechanical Engineering MSc, Accessed March 2022: <https://www.sheffield.ac.uk/postgraduate/taught/courses/2022/advanced-mechanical-engineering-msc>.

Labour Market Intelligence Partner: Emsi

This report includes data made available through EAB’s partnership with Emsi (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.

Emsi 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 Emsi’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 Emsi 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 Emsi tools, visit:

- <http://www.economicmodeling.com/analyst/>
- <https://www.economicmodeling.com/alumni-insight/>

To learn more about Emsi and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@economicmodeling.com or (208) 883-3500.

Profiled Institutions

The Forum profiled courses via secondary research at the following institutions for the master's-level mechanical engineering course analysis. The Forum profiled courses with a similar curricular focus as the existing course at the partner institution.

A Guide to Institutions Profiled in this Brief

Partner Selected Comparators

Institution	Location	Approximate Institutional Enrolment
University of Leeds	West Yorkshire	31,900
University of Manchester	North West England	40,250
Newcastle University	North East England	23,864
University of Sheffield	South Yorkshire	30,055

Appendix E: Next Steps from this Course Analysis

Follow These Steps to Begin Revitalizing 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 Optimisation Toolkit](#) features a suite of tools focused on actionable strategies for institutional leaders to use in assessing the current performance of their site, recognizing 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 programme 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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