

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	BUS7G1
Module Title	Critical Perspectives in Sports Business Management
Level	7
Credit value	30
Faculty	FSLS/Wrexham Business School
HECoS Code	100097
Cost Code	GABP
Pre-requisite module	NA

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MSc Sports Business Management	Core
MSc Sports Business Management with Advanced Practice	Core

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	270 hrs
Module duration (Total hours)	300 hrs

Module aims

Developed using the Harvard Case Method this module is designed to immerse learners in a complex, real-world organisational scenario that unfolds across the entire module. Through structured analysis, facilitated debate, and reflective synthesis, learners develop the judgement, strategic insight, and leadership capability required to navigate ambiguity in Sports Business practice. This module positions learners as decision-makers, requiring them to interrogate evidence, consider multiple perspectives, and justify their chosen course of action. It is designed to build critical thinking, and leadership presence in sports business environment characterised by complexity, uncertainty, and competing priorities.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Integrate evidence-based arguments for a given position.
2	Justify strategic decisions in relation to a sports business context.
3	Demonstrate ethical reasoning during case discussions.
4	Articulate well-reasoned recommendations to facilitate the resolution of the argument.
5	Critically reflect on the challenge.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Portfolio

Written Assessment. Preparing a debate.

Word count 1,000 words.

Working in teams/groups, learners will present a written debate on a selected case study within the sports business sector. Adopting various roles and using academic sources and contemporary practice, learners will present a clear, evidence-based debate, arguing in support of their position (either proposition or opposition).

Verbal Presentation

1,000 words / 30 minutes

In teams/groups, learners will deliver verbally to an audience – presenting clear, evidence-based arguments and counterarguments. The presentation should be persuasive and delivered in a formal debate format.

This assessment simulates the high pressure, ambiguous decision-making environments common to contemporary sports leadership. Participants should be prepared to defend their position with judgement, clarity and strategic foresight, making well-reasoned judgements and points.

Part 2 – Individual Reflective Analysis

1,000 words

Applying insights from previous assessments and using a reflective model, learners are to present a written, structured reflection on their role, contribution and application of skills to the debate and its outcomes within this style of sports business environment. They will examine their individual role and contributions within the debate, the skills they demonstrated and developed, as well as identifying gaps for improvement. The analysis should consider how effectively the skills were applied, within the dynamic context of sports business environment, and how their actions influenced both the debate process and its final outcomes.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3, 5	Portfolio	3,000	100%	N/A

Derogations

N/A

Learning and Teaching Strategies

The teaching and learning for this module will focus on a scaffold approach, and will include action learning sets, industry integration and applied workshops.

Students will learn through a variety of formats including lectures, seminars, tutorials, group work, focus groups, group, peer and individual work, facilitated learning (e.g. scale-up), as well as independent directed study. The university's Active Learning Framework (ALF) will be learner-centred and integral to this strategy, enhancing student engagement, participation and interaction. The ALF framework will focus on the construction of knowledge through activities, to develop thinking, problem-solving and collaboration.

This module will be delivered through block teaching, to deepen learning, focus, and knowledge retention. Integrated learning, including where possible simulation and the use of immersive learning spaces will underpin formative and summative assessment, and allow for integrative peer collaboration. Modes of delivery may include flexible synchronous and asynchronous teaching and support, including face to face, hybrid, blended, hyflex, simultaneous broadcast, or multi-room teaching.

As the summative assessment builds throughout the module, it will create opportunities to conceptualise learning, critical thinking, networking, and applied knowledge.

Welsh Elements

Every student has the right to submit written work or examinations in Welsh. All Welsh speaking students have the right to a Welsh speaking tutor. Elements of the Welsh language and culture will be embedded throughout the module where possible.

Indicative Syllabus Outline

- Introduction to the Harvard Case Method
- Understanding organisational context

- Leadership behaviours in complex environments
- Evidence-informed decision-making
- Strategic options and scenario planning
- Communication, influence and stakeholder engagement
- Synthesis and case review
- Leading through change
- Personal leadership practice
- Case decision and justification
- Reflection, integration and professional application

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Hague, P. (2023), *The Business Model's Handbook, The Tools, Techniques and Frameworks every Business Professional Needs to Succeed*. 2nd ed. Kogan Page: London.

Other indicative reading:

Blundel, R., Lockett, N., Wang, C.L., Mawson, S. and Blundel, R. (2021), *Exploring Entrepreneurship*. 3rd ed. Los Angeles: SAGE.

Administrative Information

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Initial approval date	12/06/26
With effect from date	01/09/26
Date and details of revision	
Version number	01