

Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details					
1.1	Awarding body	Wrexham University			
1.2	Teaching institution	Wrexham University			
1.3	Final award and programme title (Welsh and English)	MSc Rheoli Busnes Chwaraeon MSc Sports Business Management			
1.4	Exit awards and titles	Postgraduate Diploma in in Sports Business Management Postgraduate Certificate in Sports Business Management			
1.5	Credit requirements	MSc – 180 credits PG Dip – 120 credits PG Cert – 60 credits			
1.6	Intake points	September and January			
1.7	Mode of study	Full & part time			
1.8	Length of delivery	FT – 1 year PT – 2 years			
1.9	Location of delivery	Plas Coch Campus			
1.10	Mode of delivery	Full time	In person		
		Full time	Hybrid/Hyflex		
		Part time	In person		
		Part time	Hybrid/Hyflex		
1.11	Language of delivery	English			
1.12	Faculty	Business School			
1.13	Subject area	Sport and Business			
1.14	HECoS Code	100097			
1.15	Suitable for applicants requiring a student visa?	Full time	In person	Yes	
		Full time	Hybrid/Hyflex	No	
		Part time	In person	No	
		Part time	Hybrid/Hyflex	No	
1.16	Is DBS check required on entry?	No			
1.17	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A			
1.18	Welsh Medium Provision	The programmes will be delivered through the medium of English. Learners are entitled to submit assessments in the medium of Welsh.			
1.19	External reference points	QAA Subject benchmark statements: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881_11			

Section 1 – regulatory details		
		https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-business-and-management
1.20	Derogation to Academic Regulations	N/A
1.21	Foundation Year route	N/A
1.22	Placement / Work based learning	N/A
1.23	Length and level of the placement	N/A
1.24	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme	
1. Develop advanced business expertise in sports industry environment. 2. Develop confident and independent graduates who contribute effectively in professional settings. 3. Cultivate strategic and analytical thinking. 4. Enhance leadership and management capabilities. 5. Build industry-specific knowledge. 6. Promote ethical, sustainable, and inclusive practice. 7. Develop research and innovation skills. 8. Strengthen global and cultural awareness.	

2.2 Programme structure and diagram, including delivery schedule

Full-time Programme Structure – September Intake					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
7	BUS7G3	Sports Business Environment	30	Core	1
7	BUS7G4	Sports Business Ventures and Entrepreneurship	30	Core	1
7	BUS7G1	Critical Perspectives in Sports Business Management	30	Core	2
7	BUS7G2	Innovation in Sports Business Management	30	Core	2
7	BUS7E4	Capstone Project	60	Core	1 and 2

Full-time Programme Structure – January Intake					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
7	BUS7G3	Sports Business Environment	30	Core	2
7	BUS7G4	Sports Business Ventures and Entrepreneurship	30	Core	2
7	BUS7G1	Critical Perspectives in Sports Business Management	30	Core	1
7	BUS7G2	Innovation in Sports Business Management	30	Core	1
7	BUS7E4	Capstone Project	60	Core	2 and 1

Part-time Programme Structure – September Intake						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	BUS7G3	Sports Business Environment	30	Core	2	1
7	BUS7G1	Critical Perspectives in Sports Business Management	30	Core	1	1
7	BUS7G4	Sports Business Ventures and Entrepreneurship	30	Core	2	2
7	BUS7G2	Innovation in Sports Business Management	30	Core	1	2
7	BUS7E4	Capstone Project	60	Core	1 and 2	1 and 2 (submission Sem 3)

Part-time Programme Structure – January Intake						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	BUS7G3	Sports Business Environment	30	Core	2	1
7	BUS7G3	Critical Perspectives in Sports Business	30	Core	1	1
7	BUS7G4	Sports Business Ventures and Entrepreneurship	30	Core	2	2
7	BUS7G2	Innovation in Sports Business Management	30	Core	1	2
7	BUS7E4	Capstone Project	60	Core	2 and 1	1 and 2 (submission Sem 3)

No.	Learning Outcome	K	I	S	P	Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
1	Critically evaluate the key theories, principles, and contemporary practices that shape global sport business and governance.	☒	☐	☐	☐	☒	☒	☒	
2	Demonstrate comprehensive knowledge of the sports business ecosystems.	☒	☐	☐	☐	☒	☒	☒	
3	Analyse the socio-cultural, ethical, legal, and political factors influencing sport business decision-making.	☒	☐	☐	☐	☒	☒	☒	
4	Appraise current research and evidence underpinning innovation and professional practice within the sport industry.	☒	☐	☐	☐	☒	☒	☒	
5	Apply advanced analytical and strategic thinking to diagnose complex problems faced by sports organisations.	☐	☒	☐	☐	☐	☒	☒	
6	Critically challenge existing assumptions and apply innovative, original thinking to generate creative solutions.	☐	☒	☐	☐	☐	☐	☒	
7	Synthesize and evaluate competing viewpoints to generate informed judgements and solutions.	☐	☒	☐	☐	☐	☒	☒	
8	Design and justify innovative approaches to enhancing organisational performance, sustainability, and stakeholder value in sport.	☐	☒	☐	☐	☒	☒	☒	
9	Apply specialist tools and techniques for sport business analysis, such as financial modelling, market analysis, or event planning frameworks.	☐	☐	☒	☐	☒	☒	☒	
10	Conduct independent research, using appropriate methodologies, to investigate contemporary issues in sport business.	☐	☐	☒	☐	☐	☒	☒	
11	Demonstrate effective leadership and management competencies relevant to sport organisations, including communication, negotiation, and stakeholder management.	☐	☐	☒	☐	☒	☒	☒	

No.	Learning Outcome	K	I	S	P	Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
12	Implement ethical and responsible business practices, recognising issues of inclusion, integrity, welfare, and sustainability.	☐	☐	☒	☐	☒	☒	☒	
13	Communicate complex information clearly and professionally to a range of audiences.	☐	☐	☐	☒	☒	☒	☒	
14	Work effectively both independently and collaboratively, demonstrating initiative, adaptability, and reflective practice.	☐	☐	☐	☒	☒	☒	☒	
15	Manage projects and time efficiently, planning, organising, and delivering work to professional standards.	☐	☐	☐	☒	☐	☐	☒	
16	Use digital and analytical technologies to support problem-solving, decision-making, and innovation in sport business contexts.	☐	☐	☐	☒	☒	☒	☒	

2.4 Learning and teaching strategy

The teaching and learning strategy for this programme underpins Wrexham University's commitment to Universal Design for Learning (UDL); the key principle of which holds that learners are encouraged to participate in higher education when they are exposed to flexible ways of learning by staff that engage them in different ways using innovative and creative approaches. This programme applies the University's Active Learning Framework (ALF) supporting accessible, and flexible learning. The faculty implements the standards laid down in the University's Academic Regulations, Policies and Procedures and provides each module with a module handbook, providing full details of the aims and learning outcomes relevant to the module and how teaching will be processed. The module handbook also provides information on the assessments, hand in dates, tutor support arrangements and a reading list. This programme is delivered by a team of experienced, academics who are specialists in their field, with pedagogical approaches that support a range of delivery modes, including face to face, hybrid, blended, hyflex, simultaneous broadcast, and/or multi-room teaching. In accordance with sound educational research and current best practice, the programme will be delivered and assessed through a broad range of methods, reflecting the distinctive features of the programme, providing learning opportunities in a supportive environment to ensure learners receive an excellent learning experience. Learners have access to a variety of opportunities.

Teaching of the full-time programme will be on campus for international students. Part time provision is open to home or non-visa students only. Types of learning may include seminars, tutorials, symposiums, conferences group or team work. Learners will have access to pre-recorded materials and online/Moodle activities; all of which are designed to support and scaffold your learning, and develop your critical thinking, judgement and problem-solving skills.

Learners will be expected to engage with key issues by drawing on case studies and practical knowledge and experiences in the world of business and the sports industry. During lectures learners will be expected to participate in group and individual work, discussions, debates, role play, and projects. Learners will have access to a personal tutor. The programme has a strong focus on the university's employability framework. This and other aspects of learner support, assessment and learning are embedded in the university's enabling plan for Supporting Student Learning and Assessment (SSLA). This programme is aligned to the University's Vision and Strategy 2030, focussing upon the domain of outstanding teaching and learning experience which is compassionate, inclusive and supports learner's wellbeing, confidence and achievement.

Cross-departmental collaboration:

A flagship feature of the programme is the close collaboration between the Business School and the Sport and Exercise Science department. This partnership enriches the curriculum and ensures learners have direct exposure to the realities and experiences of the sport business environment. Through the Sport and Exercise Science department's extensive professional network, learners gain access to sport industry partners, organisations, events, and potential placement opportunities. The dept has collaborations with the Football Association of Wales, Wrexham Athletic Football Club and Achieve More Training. Students can observe and engage with sport businesses, governing bodies, and performance environments, applying business theory to real sport industry challenges. Learners are also able to utilise first class facilities such as Colliers Park, providing a unique environment to learn in a professional sport performance setting. Equally, Wrexham Business School can offer a broad range of innovative teaching spaces that enhance learning by bridging theory and practice. Learners can participate, analyse and reflect on sports business scenarios, preparing them for uncertainty and complexity. This builds confidence and enables learners to make informed decisions through problem-solving and navigating challenges for successful outcomes.

2.5 Assessment strategy

Formative assessment plays a key role in supporting learning and preparing learners for the summative requirements of the MSc Sport Business Management. The specific format and timing of formative tasks may vary from year to year, as the programme team actively responds to learner feedback gathered through Student Evaluation Module Surveys (SEMS), Student Voice Forums, and informal feedback opportunities. This responsive approach ensures that formative activities remain relevant, meaningful, and aligned to current cohort needs.

Examples of formative activities may include draft submissions, workshop-based tasks, group presentations, problem-solving exercises, case study discussions, or short reflective pieces. These activities are designed to provide learners with early opportunities to practise key skills, engage with programme content, and receive constructive academic guidance before completing their summative assessments.

Summative feedback on assessments within the MSc Sport Business Management is designed to be clear, developmental, and closely aligned with the programme's learning outcomes. All assessed work is marked explicitly against the relevant learning outcomes for each module, ensuring that learners receive transparent guidance on how they meet the expected Level 7 standards. Markers provide detailed commentary that highlights strengths, identifies areas for improvement, and offers specific direction on how learners can enhance future work.

Examples of assessment can include written submissions (e.g. reports, essays, executive summaries), in-person, video, PowerPoint, or voice presentations, portfolios, group projects, written or voice reflections or reflective practice. Some assignments may require group or team participation.

To create a more personalised and supportive feedback experience, the programme can offer where able a blended feedback model. This can include academic staff providing verbal voice-note feedback, offering a concise overview of key themes in the learner's performance. Audio summaries allow markers to communicate tone, emphasis, and nuanced guidance, supporting deeper learner understanding of their feedback.

Staff may also provide written comments directly on the submitted work. Text-based notes offer targeted, actionable observations relating to structure, argument, use of evidence, academic writing, and application of theory to practice. Where able, a combination of voice-note and written feedback provides learners with both a high-level perspective and detailed, point-by-point guidance.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)		
3.1	Framework	FRAME078_SEP FRAME078_JAN
3.2	Cost centre	GABP
3.3	Course type (HESA)	N/A
3.4	Fee model	PGT: Fee Band A FT/PT (Fee as specified on website)Standard International Fees as specified on website
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Yes
3.6	Student funding model	SLC/Self-Financed
3.7	Mode of Attendance (Funding)	In person attendance Or Distance Learning
3.8	Does the Suitability for Practice Procedure apply to the programme?	No
3.9	Programme Leader	Anthony Thomas
3.10	Date of Approval	12/6/26
3.11	Date and type of Revision	05.08.2026: CMAP approval of additional January intake (AM2 modification).