

Pearson BTEC Level 2 Award/Certificate/Diploma in Esports



Specification

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Issue 2

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Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2 qualifications, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge.

The development of these skills is key for learners to progress to work or to an Apprenticeship.

When creating these qualifications, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

These BTEC Level 2 qualifications meet these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments chosen to help learners progress to the next stage. This means that all assessments are set by the centre to meet local needs. This ensures that there is a core of skills and understanding common to all learners.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 10 Resources and support* for details of the support we offer.

A word to learners...

This qualification will demand a lot of practical work from you. You will need to:

- complete a range of units
- be organised
- take other assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC Level 2 in Esports will be aiming to go on to further study, employment or to an apprenticeship. It was essential, therefore, that we developed these qualifications in close collaboration with experts from professional bodies and businesses, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and further education providers that have worked with us include:

- *British Association of Esports*
- *North America Scholastic Esports Federation (NASEF)*.
- *Barnsley College*

In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

Summary of Pearson BTEC Level 2 Award, Certificate and Diploma in Esports specification Issue 4 changes

Summary of changes made between Issue 1 and Issue 2	Page number
<p>Synoptic internal assessment Unit 5 title corrected to <i>Start an Enterprise in Esports</i></p>	Page 9
Removal of section on <i>Employer Involvement</i>	Page 10
Unit 1: Learning aim C – criteria numbering corrected from B.P4 to C.P4, from B.P5 to C.P5	Page 19
Unit 2: Unit type corrected to Mandatory; Assessment Type corrected to Internal Synoptic	Page 25
Unit 2: Learning aim D – criteria numbering corrected from C.P7 to D.P7, C.P8 to D.P8, C.M4 to D.M4 and C.D3 to D.D3	Page 31
Unit 2: Essential information for assessment decisions Learning aims B and C. For the merit standard , the word 'examination' has been replaced with 'examine'	Page 32
Unit 3: Unit summary, Summary of suggested assessment evidence , the wording has been changed to read 'A video stream with commentary and evaluation of the live stream.'	Page 40
Unit 3: Learning aim C – criteria numbering corrected from CD.2 to C.D2	Page 46
<p>Unit 3: Essential information for assessment decisions Learning aims A and B, for merit standard, the first bullet point, the sentence has been changed to:</p> <ul style="list-style-type: none"> effectively explain and explore the strengths and areas of improvement for one any of the chosen esports games. <p>Learning aims A and B, for pass standard, the second bullet point, the sentence has been changed to:</p> <ul style="list-style-type: none"> use some skills and strategies, they have learnt to an acceptable standard in esports games. <p>Learning aim C, for distinction standard, first and second bullet point has changed to read:</p> <ul style="list-style-type: none"> identify the areas of the live-stream that could be improved, showing solutions and justifications of future improvement. They will discuss the game they stream and fully assess its success on the live-stream with commentary or annotations. fully assess with clear examples how the live-stream was carried out, showing technologies used and reasoning to why it used over other technologies on the market. <p>Learning aim C, for merit standard, the first bullet point, the sentence has changed to:</p> <ul style="list-style-type: none"> work to a plan using most of the skills and techniques to produce a live stream of relevant games. demonstrate confidence when streaming and reviewing their stream, giving pointers to success and areas of improvement. The skills and techniques chosen will be evident through-out the live stream and will be discussed by the learner. 	Page 47

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Pearson BTEC Level 2 in Esports

Introduction

The BTEC Level 2 in Esports is an intermediate qualification for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. It prepares learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualification also provides progression to Level 3 qualifications.

Developed in close conjunction with leading employers, the BTEC Level 2 in Esports develops transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of this qualification is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

This qualification is designed to be used flexibly, depending on its size and scope:

- as part of a full-time study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the technical qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an apprenticeship or employment.

This specification contains the information you need to deliver the

- Pearson BTEC Level 2 Award in Esports (QN 603/5803/8).
- Pearson BTEC Level 2 Certificate in Esports (QN 603/5804/X).
- Pearson BTEC Level 2 Diploma in Esports (QN 603/5805/1).

The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

The Esports industry

The esports industry is a fast-growing global industry. Esports is defined as organised competitive gaming, which is human versus human, either as individuals or in teams. This suite of qualifications includes a breadth of transferrable skills that enable learners to experience esports in different areas to aid their progression to employment, directly or via further study. Esports offers a unique opportunity to deliver a curriculum that teaches concepts in the context of multiple skills and subject areas at once. It provides an opportunity for alignment of social, physical, mental and financial skills into one qualification to deepen and expand learning, skills which are highly valued in the changing and fluid workplace. Learners must apply strategy, skill and teamwork to be successful.

In this section, you will find information on the purpose of the qualification suite and how its design meets that purpose through the objective and structure of each qualification. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

1 Pearson BTEC Level 2 Award/Certificate/Diploma in Esports

Pearson BTEC Level 2 Award in Esports

The Pearson BTEC Level 2 Award in Esports is 120 GLH and is designed for learners working at that level. It is aimed at students who are taking a study programme which includes a number of different subjects, who are interested in including a BTEC in esports as an engaging and stimulating qualification which will prepare them for successful performance in working life and progression into employment or further study, by developing a range of essential skills, techniques and attitudes.

Who is this qualification for?

The qualification is aimed at learners who are looking to progress to further education. It offers learners the opportunity to study esports alongside a broad range of L2 qualifications, such as English, Mathematics, media, IT, sports, business or enterprise.

The qualification is endorsed by *The British Esports Association* as being suitable for learners as an introduction to esports.

What does this qualification cover?

The content of this qualification has been developed in consultation with key stakeholders. This ensures that the content is appropriate and consistent with current industry practice to enable learners to enter further study.

Learners taking this qualification will study two mandatory units:

- Unit 1: Esports Games, Teams and Tournaments
- Unit 2: Establishing an Esports Organisation.

The mandatory content allows learners to develop their technical skills across range of assessment within the units, supported by underpinning knowledge. All assessment relates to the esports industry.

Communication skills are developed throughout the units, and students can also enhance their broader skills in ICT, while literacy and numeracy skills are also developed throughout. If the qualification is studied alongside a level 2 qualification in English and/or Mathematics, it will provide numerous opportunities to develop relevant skills and knowledge.

What could this qualification lead to?

The Pearson BTEC Level 2 Award in Esports has a primary focus on progressing to further education when taken with other qualifications at L2. Learners taking this qualification may want to progress to further study such as Pearson BTEC Level 3 Nationals in Esports, Information Technology, Creative Media, Sport, Enterprise and Entrepreneurship or Business.

Pearson BTEC Level 2 Certificate in Esports

The Pearson BTEC Level 2 Certificate in Esports is 240 GLH and is designed for students working at that level. It is aimed at students who have chosen to focus their learning and career development within the world of esports and who are looking for an engaging and stimulating qualification which will prepare them for successful performance in working life and progression into employment by developing a range of essential skills, techniques and attitudes.

Who is this qualification for?

The qualification is aimed at learners who are looking to progress to employment in the esports industry, possibly via an apprenticeship in a related industry, or whose aspirations may also be to progress to further education. The qualification is endorsed by The British Esports Association as being suitable for learners wanting to work in this industry. This means that it will be recognised

What does this qualification cover?

The content of this qualification has been developed in consultation with key stakeholders. This ensures that the content is appropriate and consistent with current industry practice to enable learners to enter employment or further study.

This is a career-focused qualification with industry endorsement enabling learners to develop underpinning knowledge and technical and transferable skills that gain experience in a variety of different sections of the esports industry.

Learners taking this qualification will study four mandatory units:

- Unit 1: Esports Games, Teams and Tournaments
- Unit 2: Establishing an Esports Organisation
- Unit 3: Streaming for Esports
- Unit 4: Plan an Esports Event.

The mandatory content allows learners to develop their technical skills across the different unit areas, supported by underpinning knowledge. All assessment relates to the esports industry.

Communication skills are developed throughout the units, and students can also enhance their broader skills in ICT, while literacy and numeracy skills are also developed throughout.

What could this qualification lead to?

Learners taking this qualification may also want to progress to further study such as Pearson BTEC Level 3 Nationals in Esports, Information Technology, Creative Media, Sport, Enterprise and Entrepreneurship or Business.

The qualification is endorsed by The British Esports Association as being suitable for learners wanting to work in this industry. This means that it will be recognised by employers in a range of roles.

Successful completion of this qualification could also lead to being fully prepared to progress to an apprenticeship in the related sector, for example, in events, digital marketing or creative media for example.

Pearson BTEC Level 2 Diploma in Esports

The Pearson BTEC Level 2 Diploma in Esports is 360 GLH and is designed for students working at that level. It is aimed at students who have chosen to focus their learning and career development within the world of esports and who are looking for an engaging and stimulating qualification which will prepare them for successful performance in working life and progression into employment by developing a range of essential skills, techniques and attitudes.

Who is this qualification for?

The qualification is aimed at learners who are looking to progress to employment in the esports industry, possibly via an apprenticeship in a related industry, or whose aspirations may also be to progress to further education. The qualification is endorsed by The British Esports Association as being suitable for learners wanting to work in this industry. This means that it will be recognised by employers in a range of roles.

What does this qualification cover?

The content of this qualification has been developed in consultation with key stakeholders. This ensures that the content is appropriate and consistent with current industry practice to enable learners to enter employment or further study.

This is a career-focused qualification with industry endorsement enabling learners to develop underpinning knowledge and technical and transferable skills that gain experience in a variety of different sections of the esports industry.

Learners taking this qualification will study 5 mandatory units:

- Unit 1: Esports Games, Teams and Tournaments
- Unit 2: Establishing an Esports Organisation
- Unit 3: Streaming for Esports
- Unit 4: Plan an Esports Event
- Unit 5: Start an Enterprise in Esports

and one optional unit from the following:

- Unit 6: Design an Esports Game
- Unit 7: Positive Health and Well-being in Esports.

The mandatory content allows learners to develop their technical skills across the different unit areas, supported by underpinning knowledge, providing the opportunity for learners to extend their skills through a range of esports areas. There are two optional units which allow the learners to choose a more specialist additional unit to align with their area of interest potentially for progression routes. All assessment relates to the esports industry.

Communication skills are developed throughout the units, and students can also enhance their broader skills in ICT, while literacy and numeracy skills are also developed throughout.

What could this qualification lead to?

Learners taking this qualification may also want to progress to further study such as Pearson BTEC Level 3 Nationals in esports, Information Technology, Creative Media, Sport, Enterprise and Entrepreneurship or Business.

Successful completion of this qualification could also lead to being fully prepared to progress to an apprenticeship in the related sector, for example, in events, digital marketing or creative media for example.

2 Structure

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 2 Award in Esports

- Total Qualification Time: 145 hours
- Guided Learning: 120 hours

The Pearson BTEC Level 2 Certificate in Esports

- Total Qualification Time: 290 hours
- Guided Learning: 240 hours

The Pearson BTEC Level 2 Diploma in Esports

- Total Qualification Time: 430 hours
- Guided Learning: 360 hours

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification structure

Learners are required to complete and achieve all the units included in this qualification.

Pearson BTEC Level 2 Award in Esports				
Unit number	Unit title	GLH	Type	How assessed
1	Esports Games, Teams and Tournaments	30	Mandatory	Internal
2	Establishing an Esports Organisation	90	Mandatory	Internal Synoptic

This qualification has 100% mandatory content.

Learners are required to complete and achieve all the units included in this qualification.

Pearson BTEC Level 2 Certificate in Esports				
Unit number	Unit title	GLH	Type	How assessed
1	Esports Games, Teams and Tournaments	30	Mandatory	Internal
2	Establishing an Esports Organisation	90	Mandatory	Internal
3	Streaming for Esports	60	Mandatory	Internal
4	Plan for an Esports Event	60	Mandatory	Internal Synoptic

This qualification has 100% mandatory content.

Learners are required to complete and achieve all mandatory units and one optional unit in the qualification.

Pearson BTEC Level 2 Diploma in Esports				
Unit number	Unit title	GLH	Type	How assessed
1	Esports Games, Teams and Tournaments	30	Mandatory	Internal
2	Establishing an Esports Organisation	90	Mandatory	Internal
3	Streaming for Esports	60	Mandatory	Internal
4	Plan for an Esports Event	60	Mandatory	Internal
5	Start an Enterprise in Esports	60	Mandatory	Internal Synoptic
6	Design an Esports Game	60	Optional	Internal
7	Positive Health and Well-being in Esports	60	Optional	Internal

This qualification has five mandatory units.

Qualification and unit content

Pearson has developed the content of these qualifications in collaboration with employers and representatives from relevant professional bodies and further education providers. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

All units in these qualifications are mandatory except in the Diploma where 84% of the content in this qualification is mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then given the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery, and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork and planning, and completing tasks to high standards, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

Internal assessment

All units are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for each qualification. This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic assessment for the Award qualification is based on *Unit 2: Establishing an Esports Organisation* and takes the form of a vocational activity in which learners must develop an esports brand. In completing this synoptic unit learners will investigate different types of global sports organisations; they will create a brand for an esports organisation as well as a plan to promote their chosen brand.

The synoptic assessment for the Certificate qualification is based on *Unit 4: Plan for an Esports Event* and takes the form of a vocational activity in which learners present a plan for an esports event. In completing this synoptic unit learners will study how to develop a plan for an esports event, pitch the plan to an audience and use feedback to revise their plan.

The synoptic assessment for the Diploma qualification is based on *Unit 5: Start an Enterprise in Esports* and takes the form of a vocational activity in which learners plan an esports enterprise idea. In completing this synoptic unit learners will study how to develop and plan for an enterprise within the esports industry, pitch the plan to an audience and use feedback to review their plan.

In delivering the synoptic units you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

Language of assessment

Assessment of the internally-assessed units for this qualification will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7 Administrative arrangements*.

Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of P to D **or** PP to DD. Please see *Section 9 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way.

- internally-assessed units

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Internally-assessed units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the unit and appears on certificates.
Level	All units are at Level 2 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
Assessment type	This says how the unit is assessed – i.e. whether it is internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
GLH	Units have a GLH value of 30, 60 and 90. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
Unit summary	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
Assessment activity	This section provides information, suggested scenarios and tasks for summative assessment activities.
Further information for tutors and assessors	The section gives you information to support the delivery and assessment of the unit.
Delivery guidance	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
Essential resources	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10 Resources and support</i> .
Links to other units	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

Units

This section contains all the units developed for this qualification.

Unit 1: Esports Games, Teams and Tournaments	15
Unit 2: Establishing an Esports Organisation	25
Unit 3: Streaming for Esports	39
Unit 4: Plan for an Esports Event	51
Unit 5: Start an Enterprise in Esports	63
Unit 6: Design an Esports Game	75
Unit 7: Positive Health and Well-being in Esports	87

Unit 1: Esports Games, Teams and Tournaments

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners investigate different genres of esports games and the professional teams that play them. They will study the online and live tournaments and leagues in which these esports team compete.

Unit introduction

Esports is organised, competitive, human versus human video gaming where people play against each other online and at live spectator events. It is played by both amateurs and professionals and is open and inclusive to all. The esports industry is growing exponentially around the world. At the professional level, leading global teams and players can earn significant sums in wages and prize money each year.

In this unit you will investigate the different types of esports games giving examples of specific games in each genre. You will explore the professional esports teams that play these games and how they focus on physical and mental health as well as their game play. You will also explore the national and international tournaments and leagues in which they compete.

This unit will provide you with the foundation knowledge and understanding of esports games and their competitive structure and organisation that will allow you to progress on to further study linked to esports or into roles within the esports industry.

Learning aims

In this unit you will:

- A** Investigate different genres of esports games
- B** Explore different professional esports teams
- C** Examine esports tournaments and leagues.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate different genres of esports games	A1 Genres of esports games A2 Individual esports games	An article on the genres of esports games.
B Explore different professional esports teams	B1 Features of successful, high performing teams B2 UK teams B3 Global teams	A written report with case studies on the success of UK and global esports teams in live tournaments and leagues.
C Examine esports tournaments and leagues	C1 Local Area Network (LAN) and online tournaments C2 Live tournaments and leagues	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Research skills • Analysis • Report writing • Interpreting and summarising complex information 	<ul style="list-style-type: none"> • Organising and structuring content • Effective written presentation • Understanding and use of industry specific language and terminology 	<ul style="list-style-type: none"> • Communication • Management of information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Investigate different genres of esports games.

A1 Genres of esports games

- Genres of esports games:
 - Multiplayer Online Battle Arena (MOBA)
 - First Person Shooter (FPS)
 - Battle Royale
 - Real Time Strategy (RTS)
 - Fighting games
 - Sports based games.

A2 Individual esports games

- Specific esports games linked to the genres:
 - MOBA games e.g.: League of Legends, DOTA2
 - FPS games e.g.: Overwatch, CS:GO, Call of Duty
 - Battle Royale games e.g: Fortnite, PUBG
 - RTS games e.g.: Starcraft II, Warcraft III
 - Fighting games e.g.: Street Fighter, Super Smash Bros
 - Sports based games e.g.: FIFA, NBA 2K, Rocket League.

Learning aim B: Explore different professional esports teams.

B1 Features of successful, high performing teams

- Characteristics of the player.
- Characteristics of the team.
- Positive physical health.
- Positive mental health.

B2 UK teams

- Professional British esports teams or teams who are based in the UK e.g.: Excel, London Spitfire, London Royal Ravens, Fnatic.

B3 Global teams

- Professional esports teams that compete in tournaments globally e.g.: Fnatic, Team Liquid, Cloud9, Team Dignitas, Astralis, Invictus Gaming, FaZe Clan.

Learning aim C: Examine esports tournaments and leagues

C1 Local Area Network (LAN) and online tournaments

- LAN tournaments and events e.g.: Epic LAN, Insomina, Blizzcon, Gamescon.
- Online tournaments e.g.: Gamessaloon.com, Battlefy, XYgaming.

C2 Live tournaments and leagues

- Tournaments e.g.:
 - Fortnite World Cup
 - League of Legends World Championships
 - Dota2 'The International'.
- Leagues e.g.:
 - Overwatch League
 - Call of Duty League.

Transferable skills

Communication

- Developing written communication skills and using correct spelling, grammar and punctuation as well as industry specific language and terminology.
- Reviewing and editing skills to restructure content and layout.

Managing information

- Structuring and storing research and proposed content.
- Managing materials for content through analysis, selection and deselection.

Self-management and development

- Using preparation and organisational skills to research, plan and summarise content.
- Manage time effectively and meet deadlines.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate different genres of esports games.		
A.P1 Describe a range of genres of esports games	A.M1 Analyse the similarities and differences between the genres of esports games	A.D1 Evaluate the success and popularity of different genres of esports games.
Learning aim B: Explore different professional esports teams.		
B.P2 Describe a range of UK esports teams	B.M2 Analyse the features of one successful UK team and one successful global esports team	BC.D2 Evaluate the success of UK and global esports teams in live tournaments and leagues.
B.P3 Describe a range of global esports teams		
Learning aim C: Examine esports tournaments and leagues.		
C.P4 Describe the features of LAN and online tournaments	C.M3 Analyse the differences between online and live esports events	
C.P5 Describe the features of live tournaments and leagues		

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- write an article which clearly evaluates the success of the different genres of esports games. All six of the different genres will need to be looked at to be able to draw out different success factors and the features which make the games popular. Examples should be included to underpin comments and a clear evaluation will be developed. The article will clearly evaluate the popularity of different genres of esports games again giving examples. A well-reasoned conclusion will be reached.

For merit standard, learners will:

- analyse the similarities and differences between a range of games. The learner should analyse at least four games to show that a range of games have been researched to be able to identify these similarities and differences. They will evidence this in their article including examples

For pass standard, learners will:

- research a range of genres of esports games and describe their key features. This description will include evidence that least three different games have been fully studied. Learners will use examples in their article to support the descriptions.

Learning aims B and C

For distinction standard, learners will:

- use the research they have carried out to evaluate the success of a range of UK and global esports team in live tournaments. Evidence from at least four different teams across different games and tournaments should be included in the report to support this evaluation.

For merit standard, learners will:

- analyse the features of one UK and one global esports team. The strengths and weaknesses of the professional teams will be considered, including how the teams support the physical and mental health of their players. The report will also include an analysis of the differences between online games and live esports events. Learners will include examples to support their analysis throughout the report and these will be clearly referenced.

For pass standard, learners will:

- investigate different UK esports teams and global esports teams and describe their key features. To allow a range to be focused on at least two UK and two global will have to be described. They will also research the key features of LAN and online tournaments and live tournaments and leagues. Their report will include evidence of research and the clear description will include examples to show that different esports teams and esports leagues and tournaments have been clearly explored.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

You have been recruited to the writing staff of a new website that focuses on digital-based activities and events. Whilst it is UK based, the website also has a global readership. The website has already run articles about the wider video game industry, but now they want to introduce their readers to esports and the professional esports industry.

The article is aimed at people, both in the UK and around the world, who have very little understanding of esports, so it must address the following questions using case studies of different esports games, teams, tournaments and leagues to provide specific detail.

- What is esports?
- What are the different genres of esports games?
- Who are the most successful professional esports teams at the moment?
- What different tournaments or leagues can these esports teams compete in?

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You have been recruited to the writing team of a magazine aimed at parents with children under the age of 18. The magazine is designed to help keep parents informed about all the latest online or digital activities that their children might be interested in.

The magazine has decided to run an article on esports because they know how popular it is with young people, but they also realise how little most parents know about it. As such, the article you write must address the following questions using case studies of different esports games, teams, tournaments and leagues to provide specific detail.

- What is esports?
- What are the different genres of esports games?
- Who are the most successful professional esports teams at the moment?
- What different tournaments or leagues can these esports teams compete in?

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Initial stimulus using segments of esports tournaments or games from YouTube or Twitch.

Teacher led discussions:

- Definition and classification of esports including its links to the wider video game industry.
- Similarities and differences between esports and traditional sports.
- Benefits of playing esports.
- Misconceptions or preconceptions around esports.
- The importance of balance, moderation and maintaining a healthy lifestyle.

Suggested time: about 2 hours.

Activity: Genres and games

Teacher led activities about developing and utilising research skills.

Learners research, discuss and play different genres of esports games, highlighting the similarities and differences between the different types of games. Learners research the success and popularity of different genres of games, including use of appropriate data and statistics.

Suggested time: about 10 hours.

Activity: Esports teams

Teacher led discussions:

- How do we measure 'the best' or 'most successful' team?
- What makes a successful team?
- Why do supporters choose to follow one team over another?
- How do professional teams engage with their supporters?
- How do teams promote the development of physical and mental health as well as game play?

Learners use web-based information to research different esports teams.

Suggested time: about 4 hours.

Activity: Tournaments and Leagues

Learners use web-based information to research different tournaments and leagues.

Opportunities to visit a live tournament or event where tournaments are happening e.g.: Insomnia or EGX or to watch tournaments or matches via streaming platforms e.g.: Twitch or YouTube.

Suggested time: about 4 hours.

Activity: Producing written content and publishing completed copy

Learners analyse their research and use it to develop their final assessment.

Suggested time: about 10 hours.

Essential resources

For this unit, learners will need access to

- Streaming platforms e.g.: Twitch and YouTube.
- Specific websites linked to esports.
- Play different esports games via the school/college network.

Links to other units

This unit has strong links to:

- Unit 2: Establishing an Esports Organisation
- Unit 6: Design an Esports Game
- Unit 7: Positive Health and Well-being in Esports.

Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

Unit 2: Establishing an Esports Organisation

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **90**

Unit in brief

Learners will investigate different types of global sports organisations; they will create a brand for an esports organisation as well as a plan to promote their chosen brand.

Unit introduction

Organisations are the foundations and cornerstones of the esports industry with teams and players that are known and idolised worldwide. These organisations are made up of teams, players, managers, analysis and fans who all come together to promote and celebrate their image across the world. The passion and hard work of these esports organisations can be seen through their brand.

In this unit, you will investigate global organisations and the ways they use their brands to achieve their objectives worldwide. You will develop and create your own brand and merchandise, as well as establishing your very own esports organisation. You will also design a logo that will be used as the face of the brand and organisation.

This unit will help develop the essential skills needed to create, design and promote a brand to an audience. These transferrable skills are suitable for employment in the esports industry or progression to further study.

Learning aims

In this unit you will:

- A** Investigate a global sporting organisation
- B** Develop a brand for an esports organisation
- C** Design a logo and merchandise for an esports organisation
- D** Create a plan to promote the brand.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate a global sporting organisation	A1 Types of global sporting organisations A2 Features of successful global sporting organisations	A written report with case studies of different global sporting organisations, the report will evaluate the success of the organisations.
B Develop a brand for an esports organisation	B1 Researching a brand B2 Designing a brand B3 Media and materials	A digital portfolio including all the research, designs, logo, merchandise, and final products.
C Design a logo and merchandise for an esports organisation	C1 Design a logo C2 Design a range of merchandise	
D Create a plan to promote the brand	D1 Develop a successful plan D2 Promoting a brand	A plan to promote the brand.
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Research skills • Communication skills • Analysis • Report writing • Interpreting and summarising complex information. • Presentation skills • Entrepreneurial aptitude 	<ul style="list-style-type: none"> • Organising and structuring content • Effective written presentation • Understanding and use of industry specific language and terminology • Creating a brand • Business planning 	<ul style="list-style-type: none"> • Preparation for work • Developing practical and technical skills • Thinking skills/adaptability • Management of information

Unit content

Knowledge and sector skills

Learning aim A: Investigate a global sporting organisation

A1 Types of global sporting organisations

- Definition of an organisation.
- Different types of global organisations.
- Esports:
 - amateur
 - semi-professional
 - professional.
- Organisations: sports participation and esports participation, funding, grass roots development, professional sports/esports performers' participation.
- Structure of sports/esports in the world.

A2 Features of successful global sporting organisations

- Features, e.g.:
 - marketing
 - events
 - social media
 - meeting market needs
 - meeting needs of the business environment
 - increased turnover
 - increased brand awareness
 - meeting business objectives
 - meeting customer needs
 - filling a gap in the market
 - meeting social aims
 - meeting charitable aims.

Learning aim B: Develop a brand for an esports organisation

B1 Researching a brand

- A brand, e.g.: a strategy, perception of a customer, a logo, a legal instrument, a company, a personality, a vision, an identity, an image.
- Use of a brand:
 - new brands
 - brand extensions
 - sub brands.
- Targeted audiences.
- Types of brands.
- Brand: a characteristic name, symbol or shape that distinguishes a product or service from that of another esports organisation.

- Types of brand:
 - esports team name and logo and variants of these for different applications and digital content, e.g. image-based, text-based or image and text based
 - product and product ranges, such as associated merchandise
 - sub brands.
- Esports teams, e.g.:
 - Fnatic
 - Excel
 - TSM
 - Dignitas
 - SKT 1.

B2 Designing a brand

- Brand processes:
 - modelling of products
 - prototyping.
- Testing.
- Feedback.
- Idea generation:
 - logo
 - logo placement
 - positioning.
- Production.
- Design associated branded merchandise:
 - appeal
 - target market.

B3 Materials and processes

- Aspects:
 - the message – What the communication needs to say
 - the medium – How to get the materials across.
- Promotion of the brand.
- Materials:
 - digital: images, colours, typography, video, graphics, sound
 - physical: card, plastic, fabric, paper, metal, readymade objects.
- Software:
 - Photoshop, Illustrator, Raptor, After effects, Premiere pro.

Learning aim C: Design a logo and merchandise for an esports organisation

C1 Design a logo

- Represent the brand.
- Logo: a symbol or other small design adopted by an organization to identify its products.
- Design:
 - colour
 - shape
 - size.

- Meaning of the logo.
- Reasoning.
- Software.
- Feedback:
 - peer to peer
 - tutor.

C2 Design a range of merchandise

- Merchandise: branded products used to promote.
- Types of merchandise, e.g. jerseys, badges, key chains, caps, keyboards, mice, bags.
- Target Audience.

Learning aim D: Create a plan to promote the brand

D1 Develop a success plan

- Non-visual communication, e.g.:
 - sound and music
 - atmosphere and interaction.
- Ethical considerations, e.g. inclusivity, accessibility, age, vulnerable people, consent.
- Researching an idea for a product or service, benefits and features, reasons for selection.
- Resources required: human, financial, physical.
- Plan and vision:
 - customers – their age, location, interests, concerns
 - ideas for financing
 - ideas for implementation.
- Mind maps.
- Questionnaires.
- Surveys.
- Market Research.
- Feedback:
 - peer to peer
 - tutor.

D2 Launching a brand

- Advertising methods:
 - print, e.g.: newspapers, magazines, billboard posters, direct mail, press releases
 - ambient, e.g.: bus and taxi sides, desktop items such as pens
 - digital, e.g.: SMS texts, podcasts, blogs, pop-ups, banners, social networking
 - audio, e.g.: radio, podcasts, public address systems.
- Promotion of the brand.
- Marketing.
- Funding.

Transferable skills

Preparing for work

- Presentation skills: personal skills and technical skills using industry standard software and equipment.
- Research skills: finding out information and collating data to inform future decisions.

Developing practical and technical skills

- Use of industry standard software to create merchandise.

Thinking skills/adaptability

- Generating creative ideas for purpose.
- Changing ideas based on feedback and research.

Managing information

- Researching: collection, analysis, interpretation.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate a global sporting organisation		
A.P1 Explore the features of two different global sporting organisations	A.M1 Analyse two different global sporting organisations	A.D1 Evaluate the success of one of the global sporting organisations
A.P2 Explain the features of a successful global sporting organisation		
Learning aim B: Create a brand for an esports organisation		
B.P3 Explore existing esports brands	B.M2 Analyse the developed brand with an existing brand	BC.D2 Justify the promotional methods for the selected brand
B.P4 Develop an esports brand for an organisation		
Learning Aim C: Design a logo and merchandise for an esports organisation		
C.P5 Design a logo for an esports organisation	C.M3 Analyse the choice of merchandise and how it will be promoted	
C.P6 Design a range of merchandise for an esports organisation		
Learning aim D: Create a plan to promote the brand		
D.P7 Develop a plan to promote the chosen brand	D.M4 Develop a detailed plan to promote the chosen brand and review feedback	D.D3 Evaluate the plan with recommendations based on feedback
D.P8 Review the success of the plan		

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- draw on varied information related to global sporting organisations and structure in the UK and in a wide range of different countries comparing the similarities and differences between global sporting organisations. Research will be evident from a range of sources and will show a full understanding of what an organisation is, developing this further when talking about sporting organisations.
- use their research, to justify a range of learning opportunities that are available and define what makes a successful sporting organisation.
- draw on varied information from a wide range of different global sporting organisations. Using a range of examples, they will justify what makes a successful sporting organisation justifying their evaluation.

For merit standard, learners will:

- present the outcome of a detailed analysis of two global sporting organisations and the structure of these organisations in different countries, commenting on the relevance or significance of the successfulness of these organisations to one another.
- explain all the features that make an organisation successful, then they will use examples of successful sporting organisations before deciding which two global sporting organisations to analyse and compare.

For pass standard, learners will:

- show clear details of the features and structure of two global sporting organisations, evidence of research will be limited.
- describe the similarities and differences between the global sporting organisations.
- carry out research that allows them to give details on the features of successful global sporting organisation.

Learning aims B and C

For distinction standard, learners will:

- draw on varied information considering the relevance or significance of the brand and how it will be promoted in the esports industry. They will use their results to make reasoned judgements. They will come to a supported conclusion on the impact of their branding, considering the targeted audience and the design of the brand. They will justify their reasoning behind the methods used when promoting their developed brand and merchandise.

For merit standard, learners will:

- present a detailed analysis of the developed brand and the brand of an already successful organisation. They will examine the branding and its application used by an esports team. They will present the outcome of their analysis by detailing the advantages and disadvantages of branding to the esports team, including an explanation of how brands can be an asset. In addition, they will show clear and relevant details of how their merchandise will be developed and promoted to a greater audience, giving a clear account on why they have chosen the merchandise to be developed and promoted.

For pass standard, learners will:

- show clear details of at least three existing esports brands and give reasons as to why brands can be an asset. Learners will start developing a brand for an esports organisation using research to develop this.
- create a logo for their brand, reflecting back mood boards and research to changing it depending on peer to peer and tutor feedback.
- gain some collection of feedback, which will have a limited impact on the development process and will plan and create appropriate associated merchandise for their brand.

Learning aim D

For distinction standard, learners will:

- confidently produce an accomplished and in-depth plan to promote the brand. The plan will include a strategic executive summary, with confident and accurate values with the recommendations based on peer to peer feedback. They will provide justified and pertinent reasoning for the choice of promotion of the plan. The evaluation will be informed by the critical assessment and the developments of the brand.

For merit standard, learners will:

- produce an effective plan to develop and promote the brand. The plan will include an effective summary of the work that will be developed. They will provide effective reasoning for the rationale for the choice of promotion. They will collect and assess feedback from peers and tutors and use this to support the quality of the plan, giving relevant suggestions for improvement.

For pass standard, learners will:

- produce an appropriate plan to promote their brand. The plan will include an appropriate summary of the brand and the information will be generally adequate. They will give some reasoning for the choice of brand promotion. They will collect and review general feedback from peers and tutors and make some suggestions for improvements.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Suggested scenario

An investor has approached the college and asked them to create a new esports organisation to represent them in the up and coming market. Funding is available to build the organisation from ground up, with resources to create a name, logo, merchandise and an overall brand. This brand will be the face of the new esports organisation. The students will create a high-quality plan for the investor to see, this plan will show how the brand will be promoted to a larger audience. The investor will hold meetings with the students and give feedback on the organisation and the brand.

Following the feedback students will be able to make amendments and improvements to their promotional plans.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

As part of your placement at a new organisation, you have been asked to research and develop a new esports organisation and brand as part of the new branch you work for. Due to popular demand of the esports industry you will create a plan to develop and promote a new brand to the leadership team. This brand will be the face of the esports division, looking into names, logos and merchandise you will decide the best way to develop and promote all these aspects.

Meetings will be held where you will show your promotion plan to management and receive feedback, given you the chance to go back and make changes to your plan.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Initial stimulus using examples of successful and recognisable global sporting organisations and their brands. These could be provided by the tutor or researched by the class and discussed.

Discussions around what a brand is and how it can be promoted to an audience. Discussions around what it takes for a global sporting organisation to be successful and how the brand helps promote the image of the organisation. Comparisons should be made between the global sporting organisations.

Supporting documents can be drawn from real sporting organisations, both from sports and esports. Looking into the brands how they differ from organisation to organisation.

Suggested time: about 12 hours.

Activity: Global sporting organisations and factors of successful global sporting organisations

Tutor led sessions on the importance of organisations and what makes a successful organisation.

The source of successful ideas needs to be explored and discussed to stimulate the thoughts and ideas for the students. Group discussions and case study examples from other global sporting organisations would be beneficial here. Investigatory sessions should be held for the students to understand how an organisation runs and what makes successful global sporting organisations.

Suggested time: about 18 hours.

Activity: Creating a brand for your organisation

Tutors should aim to provide examples of what a brand are, defining it and what it represents in the larger scale of an organisation.

Learners will use web-based research to inform them further. Opportunities to visit organisations and talk about their brand and how is started would help here.

Group discussions and case studies will be needed to help the students develop and create their brand, using peer to peer feedback for improvements.

Suggested time: about 20 hours.

Activity: Developing a logo and designing merchandise

This could be introduced by the tutor as a description of main content to include. Learners could then work in groups or individually to start constructing their plans for their designs.

Teacher led discussions:

- What is a logo?
- What does it represent?
- Why do you need merchandise?
- How can these help your brand?

Learners use web-based information to research different logos and merchandise; they will also practice using software and resources to create their products.

Tutor lead demonstrations of the software needed and how to use certain tools to plan, develop and create the logo.

They work on developing new ideas for their logo and merchandise, using some of the creativity techniques listed. Learners should be encouraged to share their ideas.

Suggested time: about 20 hours.

Activity: How to promote the brand

Learners carry out research into what a brand is.

The tutor could support learners to develop a template or give guidance for how best to promote their brand, learners should then work to develop their brand promotion, working with others to test out best practices and using feedback to develop their work further.

Learner will analyse their logo and merchandise and use it to best promote their brand. Learners should also be encouraged to develop skills in self-reflection.

Learners carry out research into what a brand is.

Suggested time: about 20 hours.

Links to other units

This unit draws on the knowledge and skills taught in:

- Unit 1: Introduction to Esports.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- design/ideas to contribute to unit assignment/case study/project materials.

Unit 3: Streaming for Esports

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop the knowledge, understanding and practical skills to produce and edit live-streams.

Unit introduction

Streaming is one of the fastest growing sectors in the esports industry, streamers can now make a career playing games to an audience or they can just stream for fun. Live-streaming technologies are accessible to all in the video game and esports industries, from individual gamers to arena-based tournament organisers.

In this unit you will investigate streaming and the different skills and strategies that are used in esports games. You will then go on to plan your own live-stream, developing your technical streaming skills and reviewing your live streams for future improvement.

This unit will help you develop the essential knowledge to set up, plan and run your own live stream, giving you the foundation knowledge, skills and strategies that will allow you to progress linked to esports or into roles within the esports industry.

Learning aims

In this unit you will:

- A** Investigate different methods of streaming esports
- B** Demonstrate the skills and strategies used in esports games
- C** Produce and review a live-stream.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate different methods of streaming esports	A1 Different platforms for streaming A2 Different streaming software A3 Characteristics of streamers	A digital portfolio demonstrating research into streaming.
B Demonstrate the skills and strategies used in esports games	B1 Different strategies in esports B2 Planning for an individual performance B3 In-game skills and strategies used in different genres of games	A video of a stream with commentary and an evaluation of the live-stream.
C Produce and review a live-stream	C1 Live-Streaming C2 Shoutcasting/ Commentating for a game C3 Review the streamed game C4 Evaluation of personal skills	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Research skills • Investigation skills • Multi-media skills 	<ul style="list-style-type: none"> • Methods of streaming • Esports skills and strategies • In-game skills and strategies • How to live-stream 	<ul style="list-style-type: none"> • Communication • Working with others • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Investigate different methods of streaming esports

A1 Different platforms for streaming

- Twitch.
- Mixer.
- YouTube.
- Hitbox.
- Discord.
- Steam.
- Azubu.

A2 Different streaming software

- Software:
 - OBS
 - Raptr
 - FFSPLIT
 - Discord
 - Xsplit.
- Terms and conditions.
- Streaming management software, e.g. stream chat, emotes, direct address, alerts, followers.

A3 Characteristics of streamers

- Schedule.
- Channel branding.
- Audio and Visual features.
- Broadcast content. e.g. tournaments, casual.
- Broadcast purpose, e.g. entertain, inform, promote, educate.
- Type of streamer:
 - amateur
 - semi-pro
 - professional
 - team
 - organisation
 - charismatic
 - funny
 - charming
 - serious.
- Interaction with audience, e.g. stream chat, emotes, direct address, alerts, followers, subscribers, competitions/giveaways, social media.

Learning aim B: Demonstrate the skills and strategies used in esports games

B1 Different strategies in esports

- Strategies used in esports, e.g.:
 - blitz
 - funnel
 - split push
 - rush
 - rotations
 - nuke
 - turtle.
- Statistical analysis.
- Methods of specific game strategies.
- Prior knowledge, e.g.:
 - player/team records
 - accuracy
 - win/lose ratio.

B2 Planning for an individual performance

- Games and equipment.
- Skills and activities to develop techniques.
- Performance analysis.
- Feedback.
- Quality of player performance.
- Individual performance, e.g.:
 - plans to improve individual performance
 - understanding of player limits
 - clear aims and objectives
 - personal strengths: learning, personal development, reflection.
- Streaming platform to use.
- Game to stream, e.g. Rocket League, League of Legends, Overwatch, Fortnite.

B3 In-game skills and strategies used in different genres of games

- Strategies that take place in different gaming genres.
- Innovative thinking and evaluation of in-game skills and strategies.
- Identifying and developing successful strategies within games.
- Opposition strategies and counter play strategy.
- Macro play.
- Micro play.

Learning aim C: Produce and review a live-stream

C1 Live-Streaming

- Background research.
- Planning.
- Schedule.
- Pre-production with testing, feedback and review.
- Target Audience.
- Content.
- Game.
- Equipment.
- Streaming platform:
 - Twitch
 - Mixer
 - YouTube.

C2 Shoutcasting/Commentating for a game

- Types of shoutcast/commentator, e.g. play by play, colour, hybrid, solo/collaborative.
- Purpose, e.g. information, fun, context, structured.
- Communication information:
 - player
 - in-depth game
 - skills
 - strategies
 - tactics
 - story
 - narrative
 - reason.
- Preparing information:
 - player
 - game
 - notes
 - what is happening
 - why it is happening
 - answering questions.
- Voice:
 - tempo
 - quality
 - volume.
- Communication:
 - tone, accent, articulation
 - knowledgeable
 - technical terms.

- Shoutcasting/Commentating:
 - knowledge of personal actions
 - knowledge of gameplay
 - knowledge of tactics and strategies
 - pace and energy
 - capturing an audience
 - use of audio
 - maintaining stream quality
 - capturing key events.

C3 Review the streamed game

- Demonstration of:
 - skills
 - strategies
 - in-game knowledge
 - game mechanics: macro play and micro play.
- Methods of gaining feedback.
- Improving gameplay.
- Improving skills.
- Impact of personal performance.
- Methods of improvement.
- Strengths and weaknesses:
 - stream
 - voice
 - talent
 - technology
 - personal skills.
- Skill building:
 - stream
 - watching footage
 - understanding strengths and weaknesses
 - constructive criticisms
 - feedback.

C4 Evaluation of personal skills

- Critical evaluation of the stream.
- Critical evaluation of personal skills.
- Impact of stream.
- Revise the stream success:
 - player
 - stream
 - vocal performance
 - quality.
- Personal development recommendations based on the review of the stream:
 - skills and knowledge for the streaming performance
 - qualities of the streaming performance
 - best practices
 - appropriateness of the stream
 - development for future improvements.

Transferable skills

Developing practical and technical skills

- Demonstrating methods of skills and strategies.
- Using skills and strategies to carry out objectives and assignments.

Managing information

- Structuring and storing research and content.
- Managing information through analysis, selection and evaluation.

Thinking skills/adaptability

- Generating ideas for purpose.
- Changing ideas based on research and feedback.

Assessment criteria

Pass	Merit	Distinction	
Learning aim A: Investigate different methods of streaming esports			
A.P1 Explore different technologies used in streaming for esports	A.M1 Analyse the differences between the different streaming technologies and the characteristics of streamers	AB.D1 Evaluate different live-stream technologies and strategies across a range of esports/games and how they deliver content for their audiences.	
A.P2 Explore the different characteristics of streamers and their streams			
Learning aim B: Demonstrate the skills and strategies used in esports games			
B.P3 Describe the skills and strategies of two esports games	B.M2 Explain the strengths and areas of improvement for a selected game including recommended activities to improve own performance		
B.P4 Use relevant skills and strategies effectively in two different esports games			
Learning aim C: Produce and review a live-stream			
C.P5 Use appropriate skills and techniques to produce a live-stream	C.M3 Use effective skills and techniques to produce and review a high quality live-stream	C.D2 Evaluate the live-streamed game with the different techniques used, showing development for future improvements.	
C.P6 Review the live-streamed game			

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will:

- research accurate information about the different streaming technologies that are available to the industry, these will be based on in depth analyse of conventions and the suitability of the technologies.
- identify the different characteristics of streamers and what makes them popular or relevant and how these streamers deliver their content to the wider audience.

For merit standard, learners will:

- effectively explain and explore the strengths and areas of improvement for any one of the chosen esports games
- then use this to make the relevant comparisons between the skills and strategies from different esports genres. They will analyse the importance of skills and strategies and how these change from game to game.

For pass standard, learners will:

- explore the different technologies and the characteristics of streamers and their streams. They will thoroughly describe different skills and strategies that are used in two different esports games, showing clear differences between these games.
- use some skills and strategies they have learnt to an acceptable standard in the esports games.

Learning aim C

For distinction standard, learners will:

- identify the areas of the live-stream that could be improved, showing solutions and justifications of future improvement. They will discuss the game they stream and fully assess its success on the live-stream with commentary or annotations.
- fully assess with clear examples how the live-stream was carried out, showing technologies used and reasoning to why it used over other technologies on the market.

For merit standard, learners will:

- work to a plan using most of the skills and techniques to produce a live stream of relevant games. Demonstrate confidence when streaming and reviewing their stream, giving pointers to success and areas of improvement. The skills and techniques chosen will be evident through-out the live stream and will be discussed by the learner.

For pass standard, learners will:

- use basic skills and techniques in the production of a live-stream with relevant games of their choice. They stream will be confidently produced and basic knowledge of the game will be shown through-out the live-stream. They will assess their live-stream, giving good feedback on their successes and areas for improvement.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Suggested scenario

You have been recruited by a new streaming organisation who wants fresh and new streamers to create fun and engaging content for their new platform. Whilst it is based in the UK, the streaming platform has global viewership. They want you to produce a test live-stream for them so they can see how you perform as a streamer, they are looking at your technical skills with streaming software, gaming skills, persona and how you present and speak when streaming.

They will give feedback to your streams from the videos and streams you present to them, with this feedback you will go and make changes to improve your gameplay or stream.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

As well as being on the college esports team you are also an up and coming streamer who is looking for a break into the industry. A new company has approached the college team and has asked for streamers to stream their own content as well as their college esports games. You will work with this new company developing your knowledge of streaming software, streaming skills as well as your skills and strategies within the game. Research into streaming, skills, strategies, producing a stream and reviewing a stream is essential here, as this is what the company wants to see.

You are to produce a mock stream for them so they can see how well you do, giving feedback for future improvements and areas where you can develop further.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

A different organisation should be used by the learners.

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Initial stimulus by the tutor on what live-streaming is and how it is used, including the different skills, strategies and technologies that are used to stream.

Teacher led discussions:

- Definition and classification of live-streaming.
- Different technologies that are used to stream esports games.
- Benefits of playing esports.
- Skills and strategies that professional players used in different genres of esports games.
- How to set-up, stream and manage a live-stream.

Suggested time: about 8 hours.

Activity: Different streaming methods

Teacher led activity on what streaming is and the different methods and software's that are available on the market. Discussing what makes a good stream and the characteristics that come with streaming to an audience

Learners will research streams and streamers, play different genres of esports games and learn what software to use when live-streaming. Recording the streams and storing them is essential when looking to give feedback to their own streams or to that of their peers.

Suggested time: about 12 hours.

Activity: Skills and strategies and how they can be used in esports games

Teacher led discussions:

- Different skills used in esports.
- Different strategies used in esports.
- Why they are used?
- The benefits of learning skills and strategies
- Improving as a player and streamer

Suggested time: about 16 hours.

Activity: Producing a live-stream

Learners will watch and research their favourite streamers and also lesser known streamers. Looking at their characteristics and etiquette of the streamer and stream.

Possible opportunities to reach out to streamers and ask for help and tips, this will be included in the research and can be look back on to develop their own stream.

Learners will practice using their chosen software and technology, e.g. Streamlabs, Twitch, Youtube to stream and explore ways of carrying out a positive and fun stream.

Suggested time: about 16 hours.

Activity: Reviewing the live-stream

Learners will analyse and review their stream, taking notes and how to develop and improve on their streaming capabilities, as well as their showmanship whilst on stream. Learners can compare their stream to that of an amateur, semi-pro and professional streamers, looking for how their streams can be improved.

Suggested time: about 10 hours.

Essential resources

For this unit, learners will need access to

- Streaming platforms e.g. Twitch and YouTube
- Specific websites linked to esports
- Play different esports games via the school / college network
- The venue, hardware and games to be able to practice and deliver esports live-streams.

Links to other units

This unit has strong links to:

- Unit 2: Establishing an Esports Organisation
- Unit 5: Start an Enterprise in Esports
- Unit 6: Design an Esports Game.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- design/ideas to contribute to unit assignment/case study/project materials.

Unit 4: Plan for an Esports Event

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **60**

Unit in brief

Learners will develop a plan for an esports event and then pitch it to an audience who will provide feedback. Learners will use this feedback to revise their plan.

Unit introduction

Working events in esports is one of the most exciting career pathways in the esports industry. In this unit you will investigate successful events and use this research to create a plan for an esports event of your choice.

Your selected esports event will be carefully planned, demonstrating your ability to consider the factors which make an esports event successful and draw these together into a plan for the event. You will use presentation skills to pitch the plan to an audience and use the feedback you are given to review and revise the plan where necessary. To complete the assessment tasks within this unit, you will need to draw on your learning from across your programme of study.

This unit will help you to develop the essential research skills and knowledge required when planning events, as well as the personal and presentation skills expected when pitching an idea to an informed audience. These transferrable skills are suitable for employment in the esports, sports or business industries and can support your progression to further levels of study.

Learning aims

In this unit you will:

- A** Investigate the success of different types of esports events
- B** Plan and deliver a pitch for an esports event
- C** Review the plan for the esports event.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate the success of different types of esports events	A1 Research different types of esports events A2 Factors to be considered when planning an esports event	A report which investigates the key factors of successful esports events. Esports event planning documentation that enables the pitch to be prepared. A professional pitch with supporting documentation to stimulate feedback, from which modifications to the plan of the event can be made. A revised plan for the event based on feedback, clearly showing proposed changes and targets as a result of acting on feedback.
B Plan and deliver a pitch for an esports event	B1 Planning an esports event B2 Documentation and materials for pitching to an audience B3 Presentation skills for pitching to an audience	
C Review the plan for the esports event	C1 Receive feedback on the content and the presentation of the pitch C2 Review the esports event plan	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Presentation skills • Communication skills • Commercial acumen 	<ul style="list-style-type: none"> • How to prepare presentations • Esports events management 	<ul style="list-style-type: none"> • Communication • Thinking skills/adaptability • Problem solving and target setting • Management of information • Self-management and development • Responding to feedback

Unit content

Knowledge and sector skills

Learning aim A: Investigate the success of different types of esports events

A1 Different types of esports events

- Large scale, e.g. national, international.
- Small scale, e.g. regional, local and internal, inter-school / college, intramural.
- Tournaments e.g. LAN, online.
- Event formats e.g. Round Robin, League, Knockout, League and Knockout, one-off, charity.

A2 Factors to be considered when planning an esports event

- Purpose of the event.
- Aims and objectives.
- Budget, health and safety, venue hire, marketing and advertising, resources; human, technological and physical.
- Success factors: setting and achievement of goals and targets e.g. participation numbers, interactions, ticket sales, attendees, views, income / money raised, enjoyment.

Learning aim B: Plan and deliver a pitch for an esports event

B1 Planning an esports event

- Aims and objectives.
- Event type and format.
- Budget e.g. cost of resources, equipment and venue hire.
- Health and safety e.g. risk assessment, first aid.
- Venue e.g. size, facilities including access, parking, location, transport links.
- Marketing and advertising, e.g. posters, flyers, billboards, social media, adverts, merchandise.
- Resources; human, technological and physical.
- Contingency planning 'What if' scenarios e.g. 'what if players or teams don't turn up on the day?', 'what if I have an odd number of players or teams?', 'what if the weather is bad on that day?', 'what if I have to change the venue?'.
- Plans to measure the success of the event e.g. obtaining and collecting data and statistics from the event, questionnaires, surveys, interviews, fan pages/forums.

B2 Documentation and materials for pitching to an audience

- Presentation format and planning documentation e.g. PowerPoint presentation, Prezi, vlog, blog, ideas board, event page, website, promotional video, folder of evidence, e-portfolio, portfolio.
- Marketing and advertising e.g. examples of posters, flyers, billboards, social media posts/pages, adverts, inclusion of branding.
- Handouts and visual aids.

B3 Presentation skills for pitching to an audience

- Pitching the plan to a suitable audience using presentation skills:
 - structure of presentation delivery, e.g. tone, pace, gestures, body language, eye contact, use of visual aids, use of graphics/branding and appropriate images, handouts, correct terminology, attire, professional approach
 - answering questions and feedback politely and appropriately.

Learning Aim C: Review the plan for the esports event

C1 Receive feedback on the content and the presentation of the pitch

- Methods of gathering feedback e.g. handouts, worksheets, questionnaires, surveys, focus groups, response systems, voice recordings/videos.

C2 Review the esports event plan

- Review the feedback from the pitch audience on the content, perceived success and presentation skills.
- Utilising feedback from the pitch audience to:
 - review the content of your plan and make any required changes
 - reflect on own performance
 - reflect on the potential success of your event
 - action plans and target setting to develop your presentation skills e.g. skills audit, S.W.O.T. (Strengths, Weaknesses, Opportunities and Threats) analysis and S.M.A.R.T. (Specific, Measured, Achievable, Realistic and Timed) targets.

Transferable skills

Problem solving, communication and target setting

- Research skills; researching types of events and finding out information on costs, venues, facilities, revenue and market data.
- Presentation skills; personal skills and technical skills using business software and equipment.
- Presenting documentation using professional practices and conventions.
- Creating aims and objectives, action plans and S.M.A.R.T. targets.

Managing information

- Analysing information and feedback to identify required actions.
- Money management; budgeting, calculating costs and potential revenue.

Thinking skills and adaptability

- Thinking on your feet, responding to 'what if?' scenarios and contingency planning.
- Answering questions courteously and professionally.
- Adapting initial plans based on feedback.

Self-management and development

- Reflecting on own performance.
- Reviewing own performance based on constructive feedback from others.
- Setting and managing personal development and improvement targets.

Assessment criteria

Pass	Merit	Distinction	
Learning aim A: Investigate the success of different types of esports events			
A.P1 Explore the different types of esports events	A.M1 Explain factors to be considered for different types of successful esports events	AB.D1 Produce and confidently pitch a structured and well organised plan with justification for the type and format of the esports event, responding to questions from the audience.	
A.P2 Describe factors that contribute to the success of esports events			
Learning aim B: Plan and deliver a pitch for an esports event			
B.P3 Create a clear plan and pitch for a selected esports event supported by relevant materials	B.M2 Deliver a clear and structured pitch for the esports event, responding to audience questions appropriately		
B.P4 Deliver a clear pitch to an audience for an esports event plan supported by relevant materials			
Learning aim C: Review the plan for the esports event			
C.P5 Use pitch feedback to make changes to the esports event plan	C.M3 Reflect on pitch feedback, and own performance, to explain improvements to the esports event plan	C.D2 Evaluate the original plan for the esports event based on pitch feedback and own performance and justify a set of recommendations.	

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will:

- produce a plan that has well detailed sections, that flows from one section to another, so that the whole plan is well-thought through, accurately, clearly and coherently expressed. This will be evidenced through relevant and logical explanations that support the justification of the type and format of the plan and that overall, contributes to the success of the event and how this will be measured.
- learners will prepare and confidently deliver a professional pitch that has a business-like approach on the key elements of their event plan. Learners will demonstrate a range of professional presentation skills in their pitch and will be able to answer questions politely and appropriately.

For merit standard, learners will:

- explain why three types of esports events were successful. In doing so, they will be able to provide examples of the factors that would have been considered in order for the esports events to be successful.
- they will produce a well-structured and logically organised esports event plan that is appropriately presented in a professional format, such as a portfolio, e-portfolio, vlog or folder. Each section of the plan should be related to the event. There will be evidence that the plan has been well thought through and that the type and format of the event have been considered and explained.
- they will pitch the key elements of the event plan to an audience. The pitch will be professionally prepared and delivered. The pitch will be clear and structured, but learners may not always have confident delivery. They will invite and appropriately respond to questions from their audience.

For pass standard, learners will:

- provide evidence of their research into the three different types of esports events, clearly recognising the format of each event and describe the factors that need to be considered when planning a successful esports event.
- create a clear plan for their own esports event that is logically organised to include consideration of:
 - aims and objectives.
 - event type and format
 - budget
 - health and safety
 - venue
 - marketing and advertising
 - resources
 - contingency planning
 - plans to measure the success of the event.
- plan and deliver a pitch to an audience. Learners could take the option to deliver as a traditional presentation, or if less confident, could create a promotional video, vlog or other interactive method to pitch to their audience. The pitch will cover key areas of their event plan and learners will provide supporting documentation. This could be in the form of presentation slides, an example of a marketing idea, a handout or a visual aid.
- to support learning aim C, learners should receive feedback from the audience following their pitch. This could be in the form of gapped handouts, worksheets, questionnaires, surveys, focus groups, response systems, a voice recording/video.

Learning aim C

For distinction standard, learners will:

- undertake an evaluation detailing the strengths and areas for development of both the event plan and their own performance when pitching the event plan, based on feedback from the pitch audience.
- Based on this evaluation, learners will provide justified recommendations for their event and will create a personal action plan, setting personal targets for the future which are also justified. At this standard, the key consideration is the responsiveness of learners to the feedback they received and their appreciation of how improving in these areas will positively impact the success of their event and their own presentation skills.

For merit standard, learners will:

- review their pitch feedback and explain a series of recommendations for improvements that they would like to make within their event plan.
- they will also reflect on their own performance in the pitch, suggesting areas where they could improve their skills to be able to pitch more convincingly and effectively in the future.

For pass standard, learners will:

- comment on their esports event plan based on feedback they receive from the pitch audience. This will contain examples of the feedback they received and the changes that learners have made to their event plan as a result of their feedback.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

The sports department in your college would like to start an esports society to be able to enter a team into the British Esports Association Championships. The college have asked for student volunteers to support with the organisation and running of their esports society, events and recruitment of players. In order to gain a position in the student workforce, they are holding interviews in which students will need to pitch an event idea to be able to organise the first player recruitment event.

You will receive feedback in the interview, and you will be measured on your ability to be able to adapt to feedback, make changes to your event plan and self-assess, creating a realistic and honest personal action plan.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

As part of your work placement in a secondary school, you have been asked by your placement supervisor to plan an esports event for Year 9 pupils who traditionally don't take part in team sports. The school is considering whether to introduce a new esports club or a more traditional sports club to engage these pupils; in order to decide this, they would like to run an esports event to receive feedback from the pupils. You will need to pitch your event idea against another student who is also on work placement so that your placement supervisor can decide which event will be the most beneficial for the pupils in the school.

Following feedback, you will have an opportunity to make amendments to your event plan and to create a personal action plan.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to the unit

Initial stimulus using examples of esports events, tournaments or games from documentaries, YouTube or Twitch to demonstrate the variety in size and scale of esports events.

Discussions around the importance of event planning and what student opinions are of what it takes for an event to be successful and the job roles associated. Comparisons could be made between traditional sports and esports events.

This could be supported with examples of personnel who work in the esports industry and key stakeholders at events. A review of successful and unsuccessful pitches could also be valuable.

Suggested time: 4-6 hours.

Activity: Types of esports events

Tutors should aim to provide examples or allow students to research examples of events that fall into the three different categories of events; including the most common, popular and appropriate for different types/levels of competition.

Learners should then experience the different formats of events within the class and discuss the advantages and disadvantages of each and how to organise and manage each format.

This may provide an additional opportunity to set up inter/intra college/school events & for students to experience regional and national competition in the British Esports Association championships.

Centres may also wish to organise one off events or charity events in esports where students could gain additional leadership experience.

Suggested time: about 10-12 hours.

Activity: Factors to be considered and planning an esports event

Tutor led sessions on the importance of professionalism and key presentation skills required for industry and employment. Interview skills and techniques could also be discussed and practiced.

The key factors for esports events need to be explored and discussed. Group discussions and case study examples from events would be beneficial here along with learners collaborating and working in groups to produce their event plans/portfolios. Peer assessment and feedback can be used to support the development of the event plans.

Exploring the importance of the job roles associated with events and the key planning considerations of events would provide excellent opportunities to visit a live tournament or event e.g.: Insomnia or EGX or to watch tournaments or matches via streaming platforms e.g.: Twitch or YouTube.

Suggested time: about 12-14 hours.

Activity: Creating and delivering a pitch for an esports event and receiving feedback

Learners review case studies for successful pitches with possible review of videos. The tutor could support learners to develop a template for the pitch, which is then adapted by learners. Learners should then work to develop their pitches, working with others to test out sections.

Learners deliver their pitches back to the class, whilst the class and the tutors act as the panel, providing constructive and developmental feedback. The feedback will need to cover the content of the pitch (this could be from the learners) and the presentation skills (this could be from the tutor).

Suggested time: 12-14 hours.

Activity: Reviewing feedback and creating action plans and targets

Learners would discuss the feedback they have received, in groups, based on the content of their plan, how they have presented this, and their own contribution to the delivery of the pitch.

Learners can undertake a goal setting exercise for their plans and for their own personal development, linked to their career aspirations.

Suggested time: 3-4 hours.

Essential resources

For this unit, learners will need access to

- Streaming platforms e.g.: Twitch and YouTube
- Specific websites linked to esports
- Play different esports games via the school/college network
- The venue, hardware and games to be able to practice and deliver esports events.

Links to other units

This unit draws on the knowledge and skills taught in

- Unit 1: Introduction to Esports
- Unit 2: Establishing an Esports Organisation
- Unit 5: Starting an Enterprise in Esports
- Unit 6: Design an Esports Game
- Unit 7: Positive Health and Well-being in Esports.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- gaining experience of viewing, attending taking part and organising events of different sizes, types and formats.

Unit 5: Start an Enterprise in Esports

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **60**

Unit in brief

Learners will develop a plan for an enterprise within the esports industry, and pitch this to an audience. They will review their plan using feedback they receive.

Unit introduction

The esports industry is growing exponentially around the world. As a result, there are lots of opportunities to create new enterprises to support this growth. Creating an enterprise takes a lot of hard work and effort but is both rewarding and exciting.

In this unit you will investigate successful enterprises and use this research to create a plan for your very own enterprise. A successful enterprise or business of any size is one that manages to satisfy its customers by selling products and/or providing services. In this unit you will demonstrate your ability to consider the factors which make an enterprise successful. You will be able to draw these together into a plan for enterprise. You will then use presentation skills to pitch the enterprise plan to an audience and use the feedback you are given to review and revise the plan where necessary. To complete the assessment tasks within this unit, you will need to draw on your learning from across your programme of study.

This unit will help you to develop the essential research skills and knowledge required when planning an enterprise, as well as the personal and presentation skills expected when pitching an idea to an informed audience. These transferrable skills are suitable for employment in the esports, sports or business industries and can support your progression to further levels of study or into starting your own enterprise.

Learning aims

In this unit you will:

- A** Investigate the factors that make an enterprise successful
- B** Develop a plan and pitch for your esports enterprise
- C** Review your esports enterprise idea.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate the factors that make an enterprise successful	A1 What is an enterprise A2 Investigate successful enterprises A3 Success factors for enterprises A4 Generating esports enterprise ideas	Research into successful enterprises that supports the generation of a new enterprise.
B Develop a plan and pitch for your esports enterprise	B1 Developing an appropriate esports enterprise idea B2 Planning a suitable enterprise idea B3 Presentation skills for pitching to an audience	A professional pitch with supporting documentation to stimulate feedback.
C Review your esports enterprise idea	C1 Receive feedback on the content and the presentation of the pitch C2 Review the enterprise idea	Receive feedback, on the pitch so that you can discuss amendments to the pitch and the plan, clearly showing proposed changes and targets as a result of acting on feedback.
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Presentation skills • Communication skills • Commercial acumen • Developing a plan 	<ul style="list-style-type: none"> • Enterprise ideas • How to prepare presentations 	<ul style="list-style-type: none"> • Communication • Thinking skills/adaptability • Problem solving and target setting • Management of information • Self-management and development • Responding to feedback

Unit content

Knowledge and sector skills

Learning aim A: Investigate the factors that make an enterprise successful

A1 What is an enterprise?

- Define an enterprise:
 - business
 - company
 - organisation
 - project.
- Identifying and creating a market need for a product or service.
- Identifying gaps in the market for existing products and services.
- Adapting techniques to use products/services to increase business efficiency and improve profitability.
- Adding value to products and services to differentiate the business from the competitors.
- Developing new products or services.
- Identifying new ways to increase business efficiency or improve profitability.

A2 Investigate successful enterprises

- Types of enterprise: start-up, lifestyle, social enterprise, franchise, internet only.
- Purpose, e.g. to make a profit, survive, expand, maximise sales, provide a service, being ethical, to increase followers/ users, to increase brand awareness.
- Different types of esports enterprises, including:
 - playing: individual gamers, teams, shoutcaster, host, coaches, admin and referees
 - product: managers, developers, broadcasters and producers
 - analytics: analysts, coaches
 - marketing: PR executives, sales and partnership managers, social media managers, community managers, event managers
 - management: agents, team, individuals
 - content: creators, publishers, journalists, streamers, distributors
 - support: solicitors, statisticians, finance, player ancillary services, team logistics.

A3 Success for enterprises

- Features, e.g.:
 - meeting market needs
 - meeting needs of the business environment
 - increased turnover
 - increased brand awareness
 - meeting business objectives
 - meeting customer needs
 - filling a gap in the market
 - meeting social aims
 - meeting charitable aims.

- Measures of success, e.g.:
 - audience figures
 - profit
 - sales and revenue
 - impact of branding, advertising and sponsorship
 - influence in the gaming space
 - consumer appeal
 - engagement of fans
 - event attendance.

A4 Generating esports enterprise ideas

- Sources of enterprise ideas:
 - hobbies and interests
 - necessity
 - competitors
 - gaps in the market
 - access to a niche market
 - changing of industries
 - solutions to a problem.

Learning aim B: Develop a plan and pitch for your esports enterprise

B1 Developing an appropriate esports enterprise idea

- The importance of researching and selecting a suitable business idea.
- Researching an idea for a product or service, benefits and features, reasons for selection.
- Resources required: human, financial, physical.
- Likelihood of success or failure.

B2 Planning a suitable enterprise idea

- Plan and vision:
 - core values
 - place of business and distribution
 - potential customers – their age, location, interests, hobbies, concerns
 - strategy for dealing with competitors
 - branding and brand personality
 - unique selling point (USP) and difference from others' ideas
 - barriers to enterprise: high start-up cost, cash flow issues, licences required, skills required, personal commitment required.
- Availability of sources of advice and finance.
 - sources of finance: owner's funds, government funding, grants, loans, selling shares,
 - crowdfunding, venture capitalists/business angels, trade credit, hiring and leasing
 - sources of advice: support networks, trusted others, other entrepreneurs ideas, trade associations, professional bodies, enterprise programmes, charities, government and voluntary organisations.

B3 Presentation skills for pitching to an audience

- Pitching the plan to an audience using presentation skills in a suitable format:
 - structure of presentation delivery, e.g. tone, pace, gestures, body language, eye contact, use of visual aids, use of graphics/branding and appropriate images, handouts, correct terminology, attire, professional approach
 - presentation format and planning documentation e.g. PowerPoint presentation, Prezi, vlog, blog, ideas board, event page, website, promotional video, folder of evidence, eportfolio, portfolio, handouts, visual aids
 - marketing and advertising e.g. examples of posters, flyers, billboards, social media posts/pages, adverts, inclusion of branding
 - answering questions and feedback politely and appropriately.

Learning Aim C Review your esports enterprise idea

C1 Receive feedback on the content and the presentation of the pitch

- Methods of gathering feedback e.g. gapped handouts, worksheets, questionnaires, surveys, focus groups, response systems, voice recordings/videos.

C2 Review and revise the enterprise idea

- Review the feedback from the pitch audience on the content, perceived success and presentation skills.
- Utilising feedback from the pitch audience to:
 - review the content of your plan and discuss any required changes
 - reflect on own performance
 - reflect on the potential success of your event
 - action plans and target setting to develop your presentation skills e.g. skills audit, S.W.O.T. (Strengths, Weaknesses, Opportunities and Threats), analysis and S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, Timed) targets.

Transferable skills

Problem solving, communication and target setting

Research skills; researching types of events and finding out information on costs, venues, facilities, revenue and market data.

- Presentation skills; personal skills and technical skills using business software and equipment.
- Presenting documents using professional practices and conventions.
- Creating aims and objectives, action plans and S.M.A.R.T. targets.

Managing information

- Analysing information and feedback to identify required actions.
- Money management; budgeting, calculating costs and potential revenue.

Thinking skills and adaptability

- Thinking on your feet, responding to 'what if?' scenarios and contingency planning.
- Answering questions courteously and professionally.
- Adapting initial enterprise plans based on feedback.

Self-management and development

- Reflecting on own performance.
- Reviewing own performance based on constructive feedback from others.
- Setting and managing personal development and improvement targets.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the factors that make an enterprise successful		
A.P1 Explain successful enterprises and identify the reasons for success	A.M1 Analyse why different types of enterprise have been successful	A.D1 Evaluate the success factors for a range of different enterprises
A.P2 Describe three potential ideas for an esports enterprise		
Learning aim B: Develop a plan and pitch for your esports enterprise		
B.P3 Create a clear plan for a suitable enterprise idea	B.M2 Deliver a clear and structured pitch for your esports enterprise, responding to audience questions appropriately	BC.D2 Produce and professionally pitch a structured and well organised esports enterprise plan, evaluate the pitch and own performance and justify a set of improvements from feedback
B.P4 Prepare and deliver a clear pitch to an audience for your esports enterprise supported by relevant materials		
Learning aim C: Review your esports enterprise idea		
C.P5 Use pitch feedback to make changes to your esports enterprise idea	C.M3 Reflect on pitch feedback, and own performance, to explain improvements to the esports enterprise idea	

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- evaluate the success factors for three enterprises in esports they will focus on the strengths and areas for development for each enterprise. Relevant and logical evaluations based on their initial research examples should be made between their enterprise ideas, successful enterprises and the success features and measures of these enterprises.

For merit standard, learners will:

- analyse with examples, the reasons why three different types of enterprise have been successful in relation to the features and measures of success for enterprises. They will relate these ideas to their own, drawing comparisons between the two.

For pass standard, learners will:

- provide evidence of their research into at least three different types of enterprise, clearly explaining the reasons for the success of the enterprises in relation to the features and measures of success for enterprises. This research should then allow them to produce three examples of potential ideas of their own for an esports enterprise, describing why they believe it would be successful.

Learning aims B and C

For distinction standard, learners will:

- produce an esports enterprise plan that has well detailed sections, that flow from one section to another, so that the whole plan is well-thought through, accurately, clearly and coherently expressed.
- they will prepare and deliver a professional pitch that has a business-like approach on the key elements of their enterprise idea. Learners will demonstrate a range of professional presentation skills in their pitch and will be able to answer questions politely and appropriately.
- undertake an evaluation detailing the strengths and areas for development of both the esports enterprise plan and their own performance when pitching the enterprise idea, based on feedback from the pitch audience.
- based on this evaluation, learners will provide justified recommendations for their esports enterprise and will create a personal action plan, setting personal targets for the future which are also justified. At this standard, the key consideration is the responsiveness of learners to the feedback they received and their appreciation of how improving in these areas will positively impact the success of their esports enterprise and their own presentation skills.

For merit standard, learners will:

- produce a well-structured and logically organised plan for an esports enterprise that is appropriately presented in a professional format, such as a portfolio, eportfolio, vlog or folder. Each section of the plan should be related to the esports enterprise idea. There will be evidence that the plan has been well thought through and that the type and format of the event have been considered and explained.
- Learners will pitch the key elements of the event plan to an audience. The pitch will be professionally prepared and delivered. The pitch will be clear and structured, but learners may not always have confident delivery and may not at this standard be able to relate their own idea to other successful enterprises and the success features and measures of these enterprises. Learners will invite and appropriately respond to questions from their audience.
- review their pitch feedback and explain a series of recommendations for improvements that they would like to make within their esports enterprise idea.
- learners will also reflect on their own performance in the pitch, suggesting areas where they could improve their skills to be able to pitch more convincingly and effectively in the future.

For pass standard, learners will:

- create a clear plan for their own esports enterprise idea that is logically organised to include consideration of:
 - resources required,
 - likelihood of success or failure
 - plan and vision
 - availability of sources of advice and finance.
- plan and deliver a pitch to an audience. Learners could take the option to deliver as a traditional presentation, or if less confident, create a promotional video, vlog or other interactive method to pitch to their audience. The pitch will cover key areas of their esports enterprise idea and learners will provide supporting documentation. This could be in the form of presentation slides, an example of a marketing idea, a handout or a visual aid.
- in support or learning aim C, receive feedback from the audience following their pitch. This could be in the form of gapped handouts, worksheets, questionnaires, surveys, focus groups, response systems, a voice recording/video.
- comment on their esports enterprise plan based on feedback they receive from the pitch audience. This will contain examples of the feedback they received and the changes that learners have made to their enterprise idea as a result of their feedback.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

The enterprise department in your college has funding available for students to set up their own enterprise idea. The college is looking for entrepreneurial students with the skills and motivation to be able to run their own enterprise. Successful candidates will receive funding and support from the college to be able to set up and run their enterprise. Successful enterprise students will then be recommended for an interview with local enterprising start-up companies. In order to determine successful candidates, they are holding interviews in which students will need to pitch their enterprise idea. Your esports course tutor has asked for you to submit a pitch to run your own esports enterprise.

You will receive feedback in the interview, and you will be measured on your ability to be able to adapt to feedback, make changes to your esports enterprise idea and self-assess, creating a realistic and honest personal action plan.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

As part of your work placement in a local enterprise start-up company, you have been asked by your placement supervisor to plan an esports enterprise in your local area. Due to popular demand, the enterprise company is considering whether to employ an esports advisor or continue to outsource their esports work. You will need to pitch your enterprise idea against another student who is also on work placement so that your placement supervisor can decide which idea and which candidate may be suitable for this position.

Following feedback, you will have an opportunity to make amendments to your enterprise plan and to create a personal action plan.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to the unit

Initial stimulus using examples of successful and recognisable entrepreneurs and their enterprises. These could be provided by the tutor or researched by the class and discussed.

Discussions around what is meant by enterprise and the purpose of an enterprise. Discussions around what it takes for an enterprise to be successful & the job roles associated within different enterprises. Comparisons could be made between enterprises and esports enterprises.

This could be supported with examples of personnel who work in or have set up their own enterprises. A review of successful and unsuccessful pitches could also be valuable.

Suggested time: 4-6 hours.

Activity: Successful enterprises and success for enterprises

Tutors should aim to provide examples or allow students to research examples of enterprises that fall into the different categories of types of enterprise, including the most common, popular and appropriate for the esports industry.

The different types of esports enterprises can then be explored further along with examples of esports enterprises.

Learners can discuss their experiences of the different types of esports enterprise as a customer, viewer, consumer and the benefits or negative experiences of each.

This may provide an additional opportunity to invite guest speakers and set up employer links or work experience opportunities in the local area.

The features and measures of success should be explored along with examples of enterprises who relate to these and learners generating and discussing their own enterprise ideas.

Suggested time: about 10-12 hours.

Activity: Factors to be considered and planning an esports enterprise

Tutor led sessions on the importance of professionalism and key presentation skills required for industry and employment. Interview skills and techniques could also be discussed and practiced.

The source of enterprise ideas needs to be explored and discussed to stimulate thought and ideas for the students. Group discussions and case study examples from other esports enterprises would be beneficial here along with learners collaborating and working in groups to produce their esports enterprise plans / portfolios. Peer assessment and feedback can be used to support the development of the plans.

Suggested time: about 12-14 hours.

Activity: Creating and delivering a pitch for an esports enterprise and receiving feedback

Learners review case studies for successful pitches with possible review of videos. The tutor could support learners to develop a template for the pitch, which is then adapted by learners. Learners should then work to develop their pitches, working with others to test out sections.

Learners deliver their pitches back to the class, whilst the class and the tutors act as the panel, providing constructive and developmental feedback. The feedback will need to cover the content of the pitch (this could be from the learners) and the presentation skills (this could be from the tutor).

Suggested time: 12-14 hours.

Activity: Reviewing feedback and creating action plans and targets

Learners would discuss the feedback they have received, in groups, based on the content of their enterprise plan, how they have presented this, and their own contribution to the delivery of the pitch.

Learners can undertake a goal setting exercise for their plans and for their own personal development, linked to their presentation skills and career aspirations.

Suggested time: 3-4 hours.

Essential resources

For this unit, learners will need access to

- Specific websites linked to esports.

Links to other units

This unit has strong links to:

- Unit 1: Introduction to Esports
- Unit 2: Establishing an Esports Organisation
- Unit 4: Plan and Pitch an Esports Event.
- Unit 6: Design an Esports Game
- Unit 7: Positive Health and Well-being in Esports.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- work experience
- local businesses or business start-up advisors.

Unit 6: Design an Esports Game

Level: **2**

Unit type: **Optional**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will examine different games and gaming principles. They will develop their skills in planning and concepting, as well as creating an esports game design document.

Unit introduction

Have you ever wondered how games are made? How a good esports game develops? Games are made for many reasons: fun, entertainment, research, education and competitions. With such a wide variety of applications, it can enable you to develop expressions and creativity that meet the needs of the games industry.

In this unit, you will learn the skills and techniques required to design and produce a games design document. You will gain an understanding of the principles of games design and how to design your very own esports game and character. Video games design is a global industry. Major publishers, indie companies and freelancers create games of all types all around the world. The industry requires people to work in highly skilled and specialised roles to help bring a variety of games to people for a range of purposes and audiences.

This unit will enable you to develop skills that can be applied to developing a games design document for an esports game. You will learn the foundation knowledge on how games are made; this will enable you to grasp the necessary skills to progress directly into the games industry or progress to a higher-level qualification.

Learning aims

In this unit you will:

- A** Investigate principles of games design
- B** Design a character for an existing esports title
- C** Develop a games design document for an esports game.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate principles of games design	A1 Principles of games design A2 Elements of an esports game	A report investigating the different principles of games design and their role in esports games.
B Design a character for an existing esports title	B1 Idea Generation B2 Producing a character for an esports game	A digital portfolio of the game character concept, showing off idea generation, feedback, refined ideas and final concept for the character.
C Develop a games design document for an esports game	C1 Purpose of a games design document C2 Document Production	A game design document of a computer game that could be used within esports.
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Visualising concept art • Pre-production skills, including generating a games design document • Generating visual assets 	<ul style="list-style-type: none"> • Considerations of games design • Industry standard software 	<ul style="list-style-type: none"> • Thinking skills/adaptability • Problem solving • Management of information

Unit content

Knowledge and sector skills

Learning aim A: Investigate principles of games design

A1 Principles of games design

- Visual style:
 - world, terrain, object.
- Direction:
 - anticipation
 - change
 - focal point.
- Progression:
 - pace
 - objective.
- Environment:
- Method:
 - linear design
 - objective based.
- Conclusion, e.g.:
 - end of game, winning condition, next game.

A2 Elements of an esports game

- Gameplay:
 - gameplay mechanics, e.g. running, jumping, shooting
 - goals
 - progression
 - balance
 - winning condition
 - strategies.
- Interaction model:
 - avatar
 - character/s
 - vehicle
 - omnipresence.
- Single player.
- Multiplayer.
- Rules.
- Challenges and rewards.
- Player mechanics.
- Player skill level:
 - grass roots
 - amateur
 - semi-pro
 - professional.
- Game structure.
- Targeted audience.

Learning aim B: Design a character for an existing esports title

B1 Idea Generation

- Visual style:
 - realism
 - stylised
 - toon.
- Concept.
- Planning.
- Moodboards.
- Character development.
- Mind Maps.
- Genre of game the character will be in, e.g.:
 - combat
 - sport
 - first person shooter (FPS)
 - fantasy
 - Dystopia
 - Utopia.
- Character:
 - human
 - alien
 - monster
 - robot
 - vehicle.
- Clothes and equipment.

B2 Producing a character for an esports game

- Character Profile, e.g.:
 - name
 - age
 - height and weight
 - hair
 - eye colour
 - physical description
 - occupation
 - character and backstory
 - strengths and weaknesses.
- Sketches.
- Software, e.g.: Photoshop, Illustrator.
- Visual representation.
- Character concept.
- Correct colour, e.g.:
 - lighting
 - shadows.
- Turn around sheet.
- Final character concept.

Learning aim C: Develop a games design document for an esports game

C1 Purpose of a games design document

- Unique selling point.
- Sales pitch.
- Game treatment.
- Concept document.
- Design document.
- Selection of genre:
 - First Person Shooter (FPS)
 - Massive Online Battle Area (MOBA)
 - sports
 - racing
 - Massive Multiplayer Online (MMO).
- Placement of gameplay elements.
- Links to esports games that are in the market, e.g.: League of Legends, Rocket League, Overwatch, Hearthstone, Fortnite.

C2 Document Production

- Games design document.
- Style of game.
- Visual styles.
- Genre.
- Format, e.g.: Word document, graphic design software, web-based programs.
- Formatting factors:
 - font
 - file type
 - aesthetics
 - editing.
- Intended platform for game:
 - related esport.
- Writing style.
- Presentation style.
- Resources, e.g.:
 - content
 - references
 - ideas.

Transferable skills

Preparing for work

- Undertaking briefs and design to develop concepts for clients.

Developing practical and technical skills

- Demonstrating technologies to develop skills in digital art and word documents
- Using skills to carry out objectives and assignments.

Managing information

- Using information to develop and create new detailed documents.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate principles of games design		
A.P1 Explore different principles of games design	A.M1 Compare two different design principles in two different games genres	A.D1 Evaluate the different game design principles and the impact they have on the different genres of games in esports
A.P2 Explain how these principles are used in games design		
Learning aim B: Design a character for an existing esports title		
B.P3 Demonstrate the refinement of character design prototypes	B.M2 Analyse the effective refinement of the characters with feedback linked to the concepts	BC.D2 Evaluate the effectiveness of the games design document, showing development and implementation of the character concept created
B.P4 Produce a character concept for an esports game		
Learning aim C: Develop a games design document for an esports game		
C.P5 Produce a games design document for the chosen esports game	C.M3 Produce a detailed games design document for the chosen esports game	

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- provide a clear evaluation of the principles of game design for three esports games in three different genres, as part of evaluation, research into the impact they have on the esports industry will be considered.
- provide clear examples of the principles of game design and how they are used to develop games in the industry as well as games in esports. The report, that can be a document, blog post, voice recording or presentation, will demonstrate high quality written/oral communication.

For merit standard, learners will:

- show a clear understanding of how the principles of game design affect and influence games genres. The findings must show discussions on why some of the principles are used to design a game. These findings will be supported with some relevant research and case studies between at least two esports games from different genres. Learners must be demonstrating a good quality of written/oral communications and skills.

For pass standard, learners will:

- provide basic knowledge of the principles of game design and how they are used to create games. The descriptions must be supported by examples of games that are used in esports. Learners will investigate these principles and explain how they are used individually and explain why they are important to the development of games.

Learning aims B and C

For distinction standard, learners will:

- produce a character concept to show creative, imaginative and refined solutions. This final concept will display originality and personal input.
- support the presentation of the work with a considered analysis of their working process that details the processes and comparisons between character concepts that are used for esports and games, discussing what factors make them more viable as an esports game and how their character will be integrated into the design document.
- show a high standard of structured writing skills which will be of an industry standard, accumulating in a game development document.
- give a detailed evaluation of how and why they have used the principles of game design to influence and guide their choices; this will be supported by evidence from all stages of the project. The design document will show high level of writing, using the correct terminology throughout.

For merit standard, learners will:

- demonstrate, through the refinement of their concepts, an understanding of how characters are created through a number of refinements to their ideas.
- display a clear and structured approach to refinement and iteration with some consideration of other ideas. The development of the concept and refinement will show a clear link to the esports game.
- demonstrate a high standard of writing skills, accumulating in a game design document. They will refer to game examples, correctly showing an understanding of what a game design document is and how it can be used to create a game.

For pass standard, learners will:

- produce, through the refinement of their concepts, an awareness of the needs of different concept designs.
- show some changes and development of ideas through feedback, building up to their final concept design for a character.
- demonstrate a good standard of structured writing skills, accumulating in a game design document.
- apply understanding through the planning and development of a game design document to meet the requirements and research of the games design principles.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

You have been asked by a new company to design new character for a game and come up with a games design document. You will need to select and use the appropriate resources and techniques before refining your idea and presenting the games design document to the client. This game will be developed as a brand new esports game, so it is crucial you understand the principles of games design as well as what's makes a great esports game.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You have been given a brief by a client to create a games design document that incorporates a new esports character. You must look at the specific requirements of the brief and explore your initial ideas, considering the technical specifications and design opportunities.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Teacher led discussions linked to the design, concepts and games design documents that already exist in the games industry, linking it to why and how they are used when making games for all purposes.

Learners explore different ways of designing and creating concepts, developing them into final products and creating games design documents.

Suggested time: about 10 hours.

Activity: Principles of games design and what they are used for

Teacher led discussions:

- Different principles in games design.
- How these principles are used in games (examples of games).
- How different principles are used in esports games and why they differ.
- The benefits of following the principles and why some should be avoided or changed.
- What makes a good game?

Suggested time: about 14 hours.

Activity: A new character for an esports game

Learners will take part in workshops allowing them to experiment with different techniques used when designing the concept for their characters. They will use these workshops to work on specified aspects of developing and creating characters.

Suggested time: about 18 hours.

Activity: Developing a GDD

Teacher led activity on what a games design document is. Discussing what makes a good games design document and why it's necessary to have one when moving into the development of a game.

Learners will research games that they like, play different genres of esports games and learn what make a fun and replayable game. Researching and taking notes ready for the development of their own games design document.

Suggested time: about 18 hours.

Links to other units

This unit has strong links to:

- Unit 2: Establishing an Esports Organisation
- Unit 3: Streaming for Esports.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- design/ideas to contribute to unit assignment/case study/project materials.

Unit 7: Positive Health and Well-being in Esports

Level: **2**

Unit type: **Optional**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners investigate aspects of physical and mental health and well-being, including the importance of a balanced diet, and apply this to esports players and their performance.

Unit introduction

To perform well in a competitive esports environment, it is important to be physically and mentally fit. To achieve this an individual must have a good understanding of positive, healthy lifestyles including balanced diets.

In this unit you will learn how positive physical and mental health, together with well-being, are important to improve performance in esports. You will investigate the different types of physical activity suitable for esports players and the impact of these activities on your physical fitness and your performance. You will also explore the source and constituents of a balanced diet and, following research, plan a diet for an esports player including the necessary nutrition. You will draw on learning from across your qualification to complete the assessment activities for this unit.

This unit will enable you to make informed choices about your holistic health and well-being to support your own personal development as well as your progression to further studies in this area and careers in the esports industry.

Learning aims

In this unit you will:

- A** Investigate the importance of positive health and well-being
- B** Examine how physical fitness can affect the performance of esports players
- C** Explore concepts of nutrition and diet for an esports player.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate the importance of positive health and well-being	A1 Positive physical health A2 Positive mental health and well-being A3 Impact on day to day life of positive health and well-being	A report evaluating the importance of different aspects of physical and mental health and well-being. The report will also analyse how aspects of physical fitness can improve the performance of esports players.
B Examine how physical fitness can affect the performance of esports players	B1 Types of physical fitness for an esports player B2 Benefits of physical fitness on esports performance	
C Explore concepts of diet and nutrition for an esports player	C1 Balanced Diets C2 Nutrition C3 Dietary requirements of an esports player	A balanced diet plan for an esports player linking to the demands of their schedule of training and competitive play.
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Self-awareness • Personal drive • Communication • Performance development • Relationship building • Awareness of others 	<ul style="list-style-type: none"> • Understanding importance of physical and mental health • Nutrition and balanced diet • Understanding of diversity of body and mind 	<ul style="list-style-type: none"> • Communication • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development • Self-reflection • Mindfulness

Unit content

Knowledge and sector skills

Learning aim A: Investigate the importance of positive health and well-being

A1 Positive physical health

- Factors that contribute to positive physical health e.g.:
 - physical activity
 - exercise
 - diet
 - healthy heart
 - metabolic rate
 - body fat ratio.
- Different types of physical activity e.g.:
 - traditional sport
 - outdoor activities
 - fitness.
- Effect of different types of physical activity on physical health e.g.:
 - strength
 - flexibility
 - resilience
 - stamina
 - cardiovascular fitness
 - reaction time.

A2 Positive mental health and well-being

- Factors that contribute to positive mental health and well-being e.g.:
 - self-confidence and self esteem
 - ability to express your emotions and how you're feeling
 - ability to build and maintain good relationships with others
 - engagement with the world around you
 - ability to cope with stresses
 - ability to adapt and manage to times of change and uncertainty.
- Activities to build positive mental health e.g.:
 - keep in regular contact with family and friends
 - talk about the way you feel
 - do something fulfilling like volunteering
 - try mindfulness
 - learn something new
 - make time to do something you enjoy
 - try relaxation techniques.

A3 Impact on day to day life of positive health and well-being

- Social e.g.: friendships, community cohesion, improved communication.
- Physical health and fitness e.g. healthy body, improved energy levels, strength, stamina.
- Psychological e.g.: happiness, self-confidence, self-esteem, ability to cope under stress and pressure.
- Financial e.g.: better work productivity, reduced pressure on the NHS and other related public services.

Learning aim B: Examine how physical fitness can affect the performance of esports players

B1 Types of physical fitness for an esports player

- Aerobic endurance: the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity.
- Muscular endurance: the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.
- Coordination: the smooth flow of movement needed to perform a motor task efficiently and accurately.
- Reaction time: the time taken to respond to a stimulus and the initiation of their response.

B2 Benefits of physical fitness on esports performance

- Improved back strength to be able to maintain sitting position for extended periods of time.
- Increased energy levels from high levels of aerobic and muscular endurance.
- Improved stamina and resilience and ability to focus during a tournament or an extended period of time.
- Ability to cope with high heart rates in gaming situations.
- Reduced risk of overuse injuries from esports gaming, e.g. repetitive strain injury (RSI).
- Increased blood flow to improve brain function.
- Faster reaction times.
- Increased hand-eye coordination ability.
- Reduced likelihood of mental fatigue during game play and over time.

Learning aim C: Explore concepts of diet and nutrition for an esports player.

C1 Diet

- Guidelines for nutrition and balanced diets:
 - government agencies
 - charities and not for profit organisations.
- Importance of maintaining a healthy, balanced diet.
- Health implications of an unhealthy, unbalanced diet.

C2 Nutrition

- Source and function of constituents of a balanced diet:
 - carbohydrates
 - proteins
 - fats
 - vitamins
 - minerals
 - fibre.
- Hydration:
 - sources e.g. water, sports drinks, other fluids.
- Supplements and additional substances and their effects:
 - approved substances
 - prohibited substances.

C3 Dietary requirements of an esports player

- Examples of diet plans for professional athletes in different traditional sports.
- Appropriate food types, supplements.
- Quantities required.
- Relevance to activity e.g.:
 - timing of the day
 - time of competitive season
 - pre-/inter-/post-competition or event.

Transferable skills**Managing information**

- Using and following guidelines from recognised organisations and bodies.
- Preparing for work
- Understanding how to support the health and well-being of others.

Developing practical and technical skills

- Preparing a balanced dietary plan for the specific requirements of an individual.

Self-management and development

- Understanding the importance of health and well-being and how to achieve it.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the importance of positive health and well-being		
A.P1 Describe factors affecting positive physical and mental health and well-being	A.M1 Analyse the impact on day to day life of positive physical and mental health and well-being	AB.D1 Evaluate the impact of positive physical and mental health and well-being on the performance of an esports player
A.P2 Explain the impact of positive health and well-being on day to day life		
Learning aim B: Examine how physical fitness can affect the performance of esports players		
B.P3 Describe how physical fitness can affect the performance of an esports player	B.M2 Explain how physical fitness can affect the performance of an esports player	
Learning aim C: Explore concepts of diet and nutrition for an esports player		
C.P4 Describe the dietary requirements of an esports player	C.M3 Plan a targeted and effective diet plan for an esports player	C.D2 Justify the diet plan for an esports player
C.P5 Plan an appropriate diet plan for an esports player		

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will:

- write a detailed report which evaluates the impact of physical and mental health on the performance of an esports player. They will need to look at the elements of physical and mental health and well-being related to playing esports and evaluate how this supports successful performance. Examples will need to be included to support the evaluation. They will focus on an evaluation of social, physical, psychological and financial well-being related to the positive performance of an esports player and include examples to support their well-rounded evaluation.

For merit standard, learners will:

- give an analysis on how positive physical and mental health, and well-being can impact on the day to day life of an esports player. Examples should be included that cover positive physical activities which are appropriate and supportive to esports players. The report will also analyse how aspects of physical fitness can benefit and improve the performance of esports players.

For pass standard, learners will:

- describe factors affecting positive physical and mental health and well-being and explain the impact of positive health on the day to day living of an esports player. The report will include a range of factors which contribute to positive physical and mental and health and well-being and a description of the activities which support these. It will describe how physical fitness can affect the performance of an esports player giving examples.

Learning aim C

For distinction standard, learners will:

- justify how the detailed diet plan they have created will support the training and competitive programme of an esports player. The dietary and nutrition elements of the diet plan will be fully justified with reasons given for the selection of the components of the plan. It will include a clear focus on a balanced diet including nutrition, hydration and the dietary requirements of an esports player at different stages of their training or competitive schedule.

For merit standard, learners will:

- show how the plan has been targeted to be effective for a successful esports player by relating the components of the plan to nutrition and diet.

For pass standard, learners will:

- describe the dietary requirements for a successful esports player, giving specific examples of the components that make up a healthy, balanced diet.
- create a diet plan and describe the importance of maintaining a healthy, balanced diet in esports.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Suggested scenario

You are the coach and general manager of a professional esports organisation. You are responsible for the holistic well-being of all the esports players who are contracted to your organisation. You are responsible for the positive development of their physical and mental health. Your players need to understand how positive physical and mental health will improve their esports performance and how they can achieve this via their day to day training programmes. This should include an appropriate diet plan for them to follow. The diet plan should cover the week leading up to a big event, the event itself and time following the event.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You are working for a national governing body for esports and have been asked to advise professional esports organisations about the holistic well-being of their players. These organisations need to understand how positive physical and mental health will improve the performance of their players and how this can be achieved via the day to day training programmes of their players. This should include an appropriate diet plan for their players to follow. The diet plan should cover the week leading up to a big event, the event itself and time following the event.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Teacher led discussions linked to the health and well-being agenda in our wider society and why there is so much focus being given to it.

Learners explore material from different organisations and charities working to support positive health and well-being.

Suggested time: about 2 hours.

Activity: Positive health and well-being and day to day life

Learners explore factors that contribute to positive physical and mental health and well-being using a variety of real-life case studies. They examine different activities that can build positive physical and mental health and explain the impact these activities will have on day to day life, both for an individual and for wider society.

Suggested time: about 10 hours.

Activity: Physical fitness and its impact on esports performance

Learners examine different types of physical fitness and explore the benefits of physical fitness on performance. Learners then apply this knowledge and understanding to esports and the specific aspects of physical fitness that will support an esports player and help improve their performance.

Suggested time: about 10 hours.

Activity: Nutrition and diet

Learners explore guidelines from a range of organisations and agencies about nutrition and balanced diets. Learners explain the source and function of the different nutrients that form a balanced diet. Learners investigate how the dietary requirements of individuals can differ depending on a variety of different biological and lifestyle factors. Learners then apply this knowledge and understanding to a professional esports player linking to their schedule of training and competing.

Suggested time: about 10 hours.

4 Planning your programme

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements, but we expect learners to have qualifications at or equivalent to Level 1.

Learners are most likely to succeed if they have:

- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) achieved at least at Level 1
- at least Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 7 Administrative arrangements*.

What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example attention to detail and IT skills, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

What are the requirements for meaningful employer involvement?

As an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* and *Section 8 Quality assurance* for the requirements for employer involvement.

Support for employer involvement

It is important that you give learners opportunities that are of high quality and that are directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice. See *Section 10 Resources and support* for details of the support available, including the Work Experience Toolkit.

What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 10 Resources and support*.

How will my learners become more employable through this qualification?

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamworking and communication, and completing realistic tasks have been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure

The BTEC Level 2 Award/Certificate/Diploma in Esports is assessed using *internal assessments*, which are set and marked by tutors.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and is in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

One internally assessed unit in the qualification is defined as synoptic (see *Section 2 Structure*). A synoptic assessment is one that a learner should take later in a programme and in which they will be expected to apply learning from a range of units. As such, you must plan the assignments so that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internally-assessed units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 7 Administration arrangements*.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Guide to Quality Assurance* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 7 Administrative arrangements*.

Operating internal assessment

The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the *Pearson Guide to Quality Assurance*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Guide to Quality Assurance*.

Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualification. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific, observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment, but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activity
- oral or written presentations with assessor questioning
- work logbooks and reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must document clearly the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where, in satisfying the M criteria, a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit
- your Lead IV and assessment team's collective experience supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assignments by your planned deadline or an authorised extension deadline, if one was given for specific circumstances, may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Internal Assessment* available on our website. We provide information on writing assignments for retakes on our website (please go to www.btec.co.uk/keydocuments).

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Internal assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certificates are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. Records must be maintained as specified as we may ask to audit them.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see our *Centre guide for dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. Our *Centre guide for dealing with malpractice and maladministration in vocational qualifications* gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required units for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- Regulatory policies: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for these qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC in Esports. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

The awarding and certification of these qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in all units. See *Section 2 Structure* for full details.

To achieve the qualification grade, learners must:

- achieve and **report a grade** (D, M or P) for all units within a valid combination
- achieve the **minimum number of points** at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not taken enough mandatory or optional units will not achieve that qualification even if they have enough points.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Award	P to D
Certificate	P to D
Diploma	PP to DD

The *Calculation of qualification grade* table, which appears later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full details.

Points available for internally-assessed units

The table below shows the number of **points** available for internally-assessed units. For each internally-assessed unit, points are allocated depending on the grade awarded.

	Unit size		
	30 GLH	60 GLH	90 GLH
U	0	0	0
Pass	8	16	24
Merit	12	24	36
Distinction	16	32	48

Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internally-assessed unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of qualification grade table

Award	
Grade	Points threshold
P	32
M	44
D	56

Certificate	
Grade	Points threshold
P	64
M	88
D	112

Diploma	
Grade	Points threshold
PP	96
MP	112
MM	128
DM	152
DD	176

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2020

Example 1: Achievement of a Diploma with a PP grade

Unit	GLH	Type	Grade	Points
1	30	Internal	Pass	8
2	90	Internal	Pass	24
3	60	Internal	Pass	16
4	60	Internal	Pass	16
5	60	Internal	Pass	16
7	60	Internal	Pass	16
	360		PP	96

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a PP grade.

Example 2: Achievement of a Certificate with a D grade

Unit	GLH	Type	Grade	Points
1	30	Internal	Merit	24
2	90	Internal	Merit	36
3	60	Internal	Distinction	32
4	60	Internal	Distinction	32
	240		D	124

The learner has sufficient points for a D grade.

Example 3: Achievement of a Diploma with an Unclassified result

Unit	GLH	Type	Grade	Points
1	30	Internal	Merit	12
2	90	Internal	Pass	24
3	60	Internal	Unclassified	0
4	60	Internal	Pass	16
5	60	Internal	Merit	24
6	60	Internal	Merit	24
	360		U	100

The learner has a U in Unit 3.

The learner has sufficient points for P but has not met the requirement for a Pass, or above, in all units.

10 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 2 in Esports with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Learning

Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

Delivery planner

High-level models showing how the course can be delivered over different timescales, for example six months, one year, two years.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

Support for teaching and learning

Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications.

Teaching and learning resources may also be available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources are on our website.

Support for assessment

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We provide assignment briefs approved by Pearson Standards Verifiers.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 in Esports. They include the following.

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 in Esports.

These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Appendix 1

Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements in the units

Term	Definition
Accurate	Produce work competently, fit for purpose without significant error.
Adequate	Acceptable in quality or quantity.
Analyse	Examine methodically and in detail, typically in order to interpret.
Apply	Put knowledge, understanding or skills into action in a particular context.
Appropriate	Select and use skills in ways that reflect the aim.
Assess	Present a careful consideration of varied factors or events that apply to a specific situation or identify those that are the most important or relevant and arrive at a conclusion.
Coherent	Logically consistent.
Collaborate	Work jointly with others to produce defined outcomes.
Communicate	To convey ideas or information to others.
Compare	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes, with no need for prompting.
Consistent	Able to repeat reliably an action that progresses towards achieving an aim.
Create	Learners bring something into existence, e.g. games, plans or proposals.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Define	State or describe exactly the nature, scope or meaning of something.
Deliver	Carry out and complete a task e.g. a presentation
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information. Normally requires breadth of content coverage.
Detailed	Having additional facts or information beyond a simple response.
Discuss	Consider different aspects of a topic and how they interrelate and the extent to which they are important.

Term	Definition
Effective	Show control over techniques, equipment and processes to meet the details and broad aims of a requirement efficiently.
Evaluate	Bring together all information and review it to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an argument.
Explore	Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.
Identify	Indicate the main features or purpose of something.
Independent	Capable of carrying out tasks from given information.
Investigate	Carry out research or trial activities to increase understanding of the application of factual information.
Justify	Give reasons or evidence to support an opinion.
Outline	Summarise or indicate the principal features of something or a brief description or explanation with main points.
Plan	Learners create a way of carrying out a task or series of tasks to achieve specific requirements or objectives, showing progress from start to finish or progress within specified points in the task(s).
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a proposal, plan, product, service or report
Recommend/make recommendations	Learners suggest particular action(s) that should be done
Research	Learners proactively seek information from primary and secondary sources that is relevant to the task.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well-practised, confident in own ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Show	Present using practical skills.
Simple	Well defined, routine, frequently occurring.
State	Express something definitely or clearly.
Summarise	Gathers together all of the main aspects of a given situation or experience in a condensed format.
Support	Guidance and instruction.
Use	Put into action for purpose - to deploy.

Pearson

BTEC Level 2

in

Esports

Award Certificate in Esports

Certificate Diploma in Esports

Diploma in Esports

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visit qualifications.pearson.com

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