

Pearson BTEC

Extended Certificate, Foundation Diploma, Diploma and Extended Diploma in Esports

Specification for delivery in Scotland

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Edexcel, BTEC and LCCI qualifications

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Welcome

With a track record built over 30 years of learner success, BTECs are widely recognised by industry professionals and higher education providers as the signature vocational qualification. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62 per cent of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and BTECs are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with other post-16 qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTECs in this suite, we worked with many employers, higher education providers and colleges to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education providers' needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their teachers 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

Today's BTECs are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark and 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 study further, go on to work or an Apprenticeship, or set up your own business – your BTEC will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC qualifications in the Esports industry will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from key stakeholders, including the providers who will deliver the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts within esports. We are very grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Stakeholders that have worked with us include:

- British Esports Association
- University of Chichester
- Sheridans
- North America Scholastic Esports Federation (NASEF).

In addition, stakeholders have provided letters of support confirming that these qualifications meet the progression requirements. The letters can be viewed on our website.

Contents

Introduction to BTEC qualifications for the esports industry	1
Total Qualification Time	2
Qualifications, sizes and purposes at a glance	3
Structures of the qualifications at a glance	4
Qualification and unit content	5
Assessment	5
Grading for units and qualifications	7
UCAS Tariff points	7
1 Qualification purpose	8
2 Structure	14
Qualification structure	14
3 Units	19
Understanding your units	19
Index of units	21
4 Planning your programme	217
5 Assessment structure	219
Introduction	219
Internal assessment	219
6 Internal assessment	220
Principles of internal assessment	220
Setting effective assignments	222
Making valid assessment decisions	224
Planning and record keeping	226
7 Administrative arrangements	227
Introduction	227
Learner registration and entry	227
Access to assessment	227
Administrative arrangements for internal assessment	227
Dealing with malpractice in assessment	228
Certification and results	230
Additional documents to support centre administration	230
8 Quality assurance	231
9 Understanding the qualification grade	232
10 Resources and support	243
Support for setting up your course and preparing to teach	243
Support for teaching and learning	244
Support for assessment	244
Training and support from Pearson	245
Appendix 1 Glossary of terms used for internally-assessed units	247

Introduction to BTEC qualifications for the esports industry

This specification contains the information you need to deliver the Pearson BTEC qualifications in the esports industry. The specification signposts you to additional handbooks and policies. It includes all the units for these qualifications.

These qualifications are part of the suite of esports qualifications offered by Pearson. In the suite, there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between sizes. The qualification titles are given below.

In the esports industry these qualifications are:

- Pearson BTEC Extended Certificate in Esports (R640 04)
- Pearson BTEC Foundation Diploma in Esports (R641 04)
- Pearson BTEC Diploma in Esports (R642 04)
- Pearson BTEC Extended Diploma in Esports (R643 04).

The Extended Certificate (360 GLH), Foundation Diploma (540 GLH), Diploma (720 GLH) and Extended Diploma (1080 GLH) in Esports qualifications are not currently recognised for performance measures and are primarily intended for progression to employment.

This specification signposts all the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7 Administrative arrangements*. Information on how we can support you with these qualifications is given in *Section 10 Resources and support*.

The information in this specification is correct at the time of publication. We have already achieved accreditation from the Scottish Qualification Authority (SQA), and while the qualification is available for delivery in Scotland, it is yet to be Scottish Credit and Qualifications Framework (SCQF) Credit Rated and therefore has no level or equivalencies. It is our intention to go through the credit rating and add level information to the awards as soon as this process is completed.

Total Qualification Time

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 teachers and assessors in teaching, supervising and invigilating learners.

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

BTECs have been designed around the number of hours of guided learning expected.

Each unit in these qualifications has a GLH value of 60, 90, or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary in sectors and across the suite, depending on the nature of the units in each qualification and the expected time for other required learning.

The following table shows all the qualifications in this sector and their GLH and TQT values.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC Extended Certificate in Esports	360 GLH (470 TQT) Four units, all of which are mandatory. Mandatory content (100%).	This qualification is intended for post-16 learners wanting to progress to employment in the esports industry and other related industries. When studied alongside other qualifications as part of the study programme, it also supports progression to a wide range of higher education courses.
Pearson BTEC Foundation Diploma in Esports	540 GLH (700 TQT) Seven units, of which four are mandatory. Mandatory content (66%).	This qualification is intended for post-16 learners wanting to progress to employment in the esports industry and other related industries. When studied alongside other qualifications as part of the study programme, it also supports progression to a range of higher education courses.
Pearson BTEC Diploma in Esports	720 GLH (940 TQT) Nine units, of which five are mandatory. Mandatory content (66%).	This qualification is intended for post-16 learners wanting to progress directly to employment in the esports industry and other related industries. When studied alongside another qualification as part of the study programme, it supports progression to higher education programmes related to esports, and other related programmes.
Pearson BTEC Extended Diploma in Esports	1080 GLH (1400 TQT) Fifteen units, of which five are mandatory. Mandatory content (44%).	This qualification is intended for post-16 learners wanting to progress directly to employment in the esports industry and other related industries. Additionally, the breadth of optional content in this qualification allows learners to widen their opportunities to progress to a number of different higher education courses.

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structures for these Pearson BTEC qualifications in the esports industry are shown in *Section 2 Structure*. **You must refer to the full structure for the relevant qualification to select units and plan your programme.**

Key

M	Mandatory units	O	Optional units
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Unit (number and title)	Unit size (GLH)	Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Introduction to Esports	60	M	M	M	M
2 Esports Skills, Strategies and Analysis	120	M	M	M	M
3 Enterprise and Entrepreneurship in the Esports Industry	90	M	M	M	M
4 Health, Wellbeing and Fitness for Esports Players	90	M	M	M	M
5 Esports Events	120			M	M
6 Live-streamed Broadcasting	60		O	O	O
7 Producing an Esports Brand	60		O	O	O
8 Video Production	60		O	O	O
9 Games Design	60		O	O	O
10 Business Applications of Esports in Social Media	60		O	O	O
11 Shoutcasting	60		O	O	O
12 Esports Coaching	60		O	O	O
13 Psychology for Esports Performance	60		O	O	O
14 Nutrition for Esports Performance	60		O	O	O
15 Ethical and Current Issues in Esports	60		O	O	O
16 Corporate Social Responsibility in Sport	60		O	O	O
17 Sports and Esports Law and Legislation	60		O	O	O
18 Launching Your Esports Enterprise	60		O	O	O
19 Customer Immersion Experiences	60			O	O
20 Computer Networking	60			O	O

Qualification and unit content

Pearson has developed the content of the new BTECs in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Also, the content may be applied during delivery in a way that is relevant to local employment needs.

The proportion of mandatory content ensures that all learners will follow a coherent programme of study and acquire knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2 Structure*.

BTEC's 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 vocational tasks that encourage the development of appropriate vocational (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, planning and completing tasks to high standards, which are valued in both the workplace and in higher education.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2 Structure*.

Centres should ensure that delivery of content is kept up to date. Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. For these qualifications, there are two main forms of assessment that you need to be aware of: internal and synoptic.

Internally-assessed units

All units in the suite of qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6 Internal assessment*.

In line with the requirements and guidance for internal assessment, you should select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- present the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate processes.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information, see *Section 6 Internal assessment*.

Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit them to draw on and apply their learning. For these qualifications, we have identified unit(s) that contain a synoptic assessment task. Synoptic assessment should take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. The particular units that contain the synoptic tasks for these qualifications are shown in the structure in *Section 2: Structure*.

Externally-assessed units

There are no externally-assessed units in this qualification. All units are internally assessed.

Language of assessment

Assessment of the units for these qualifications will be available in English. All learner work must be in English. Learners taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments, see *Section 7: Administrative arrangements*.

Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to higher education, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including synoptic assessment.

Internally-assessed units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade. For example, a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D*, **or** PP to D*D*, **or** PPP to D*D*D*.

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.

UCAS Tariff points

BTECs attract UCAS tariff points. Please go to the UCAS website for full details of the points allocated.

1 Qualification purpose

Pearson BTEC qualifications in the Esports industry

Esports is defined as organised competitive gaming, which is human versus human, either as individuals or in teams. The esports industry is a fast-growing global industry. In February 2019, Newzoo published its 2019 Global Esports Market Report. This stated that, in 2018, the global esports market was valued at U.S. \$655 million. This rose to nearly U.S. \$865 million in 2019 and is projected to reach U.S. \$1.79 billion in 2022.

This suite of qualifications has been developed to meet this upcoming demand for skills in esports. The qualifications include a breadth of transferable skills that enable learners to experience different areas of esports to aid their progression to employment, either directly or via further study. Esports offers a unique opportunity to study a sector that crosses over multiple subject areas such as sport, marketing, enterprise, IT and the creatives. It provides an opportunity for alignment of social, physical, mental and financial skills into one qualification to deepen and expand learning. These are skills that are highly valued in the changing and fluid workplace. Learners must apply strategy, skill and teamwork to be successful.

Pearson BTEC Extended Certificate in Esports

The Pearson BTEC Extended Certificate in Esports is 360 GLH and may be taken alongside other vocational qualifications and/or post-16 full-time study programme. For example, it could be taken alongside a Pearson BTEC in Enterprise and Entrepreneurship, Information Technology, Production Arts or Creative Digital Media Production, broadening learners' potential career options.

Who is this qualification for?

The qualification is aimed at learners who want to progress to employment in the esports industry, possibly via an apprenticeship, or who may aspire to enter higher education. The qualification is endorsed by the British Esports Association as being suitable for learners who want to work in the industry. This means that it will be recognised by employers and will support entry into the industry in a range of roles.

When combined with other qualifications, this qualification also offers learners the opportunity to progress to a broad range of higher education programmes, including bachelor's degrees.

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.

Higher education institutions have been consulted to ensure that the qualification allows appropriate progression for those aspiring to higher-level study.

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

Learners taking this qualification will study four mandatory units:

- Unit 1: Introduction to Esports
- Unit 2: Esports Skills, Strategies and Analysis
- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 4: Health, Wellbeing and Fitness for Esports Players.

The mandatory content allows learners to develop their technical skills across the different unit areas, supported by underpinning knowledge, and provides the opportunity for learners to relate these to the esports industry.

What could this qualification lead to?

The primary focus of the Pearson BTEC Extended Certificate in Esports is to progress to employment across a range of roles within esports, but it might also be taken alongside other vocational qualifications. Complementary qualifications to support career progression are Pearson BTECs in Information Technology, Creative Media's, Sport and Business.

Jobs that are available in these areas include:

- esports player
- team coach
- social media influencer
- data analyst.

The qualification attracts UCAS Tariff points and is recognised by higher education providers as contributing to entry requirements for many related courses. When combined in a two-year, full-time study programme with other qualifications, learners can progress to higher education degree programmes, such as a BA (Hons) in Events Management, a BA (Hons) in Media or a BA (Hons) in Esports. Learners should check entry requirements for degree and Higher National Diploma (HND) programmes with providers.

Pearson BTEC Foundation Diploma in Esports

The Pearson BTEC Foundation Diploma in Esports is 540 GLH. It may be taken alongside other vocational and/or post-16 qualifications as part of a two-year, full-time study programme. For example, it could be taken alongside a Pearson BTEC Foundation Diploma in Enterprise and Entrepreneurship, Information Technology, Production Arts or Creative Media, broadening learners' potential career options.

Who is this qualification for?

The qualification is aimed at learners who want to progress to employment in the esports industry, possibly via an apprenticeship, or who may aspire to enter higher education. The qualification is endorsed by the British Esports Association as being suitable for learners that want to work in the industry. This means that it will be recognised by employers and will support entry into the industry in a range of roles.

When combined with other post-16 qualifications, this qualification also offers learners the opportunity to progress to a broad range of higher education programmes, including bachelor's degrees.

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.

Higher education institutions have been consulted to ensure that the qualification allows appropriate progression for those aspiring to study at higher education institutions.

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

Learners taking this qualification will study four mandatory units:

- Unit 1: Introduction to Esports
- Unit 2: Esports Skills, Strategies and Analysis
- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 4: Health, Wellbeing and Fitness for Esports Players.

The mandatory content allows learners to develop their technical skills across the different unit areas, supported by underpinning knowledge, and provides the opportunity for learners to relate these to the esports industry.

Learners will also be able to choose three optional units with a total of 180 GLH. The optional units can focus on an area in which the learner wants to specialise in or can extend the breadth of knowledge and skills learned in the mandatory units.

What could this qualification lead to?

The primary focus of the Pearson BTEC Foundation Diploma in Esports is on progressing to employment across a range of roles within esports. Jobs that are available in these areas include:

- esports player
- team coach
- shoutcaster and presenter
- social media influencer
- video production editor
- data analyst.

The qualification attracts UCAS Tariff points and is recognised by higher education providers as contributing to entry requirements for many related courses. When combined in a two-year, full-time study programme with other qualifications, such as another relevant Pearson BTEC Foundation Diploma, learners can progress to higher education degree programmes, such as a BA (Hons) in Events Management, a BA (Hons) in Media or a BA (Hons) in Esports. Learners should check entry requirements for specific degree and HND programmes with providers.

Pearson BTEC Diploma in Esports

The Pearson BTEC Diploma in Esports is 720 GLH and is a qualification for post-16 learners. It may be taken as part of a two-year, full-time study programme alongside another vocational qualification. It could be taken, for example, alongside a Pearson BTEC Extended Certificate in Business, Sport or Creative Media, thereby supporting learners' employment opportunities in the industry through specialisation.

Who is this qualification for?

The qualification is aimed at learners who want to progress to employment in the esports industry, possibly via an apprenticeship, or who may aspire to enter higher education. The qualification is endorsed by the British Esports Association as being suitable for learners that want to work in the industry. This means that it will be recognised by employers and will support entry into the industry in a range of roles.

This qualification also offers learners the opportunity to progress to a range of higher education programmes, including bachelor's degrees. If combined with another post-16 qualification, the range of possible higher education programmes will be broader.

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.

Higher education institutions have been consulted to ensure that the qualification allows appropriate progression for those aspiring to study at higher education institutions.

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

Learners taking this qualification will study five mandatory units:

- Unit 1: Introduction to Esports
- Unit 2: Esports Skills, Strategies and Analysis
- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 4: Health, Wellbeing and Fitness for Esports Players
- Unit 5: Esports Events.

The mandatory content allows learners to develop their technical skills across the different unit areas, supported by underpinning knowledge, and provides the opportunity for learners to relate these to the esports industry.

Learners will also be able to choose four optional units up to a total of 240 GLH. The optional units can focus on an area in which the learner wants to specialise, such as sport (e.g. covering coaching, nutrition and psychology), or they can extend the breadth of knowledge and skills across a range of areas within esports.

What could this qualification lead to?

The primary focus of the Pearson BTEC Diploma in Esports is on progressing to employment across a range of roles within esports. Jobs that are available in these areas include:

- esports player
- team coach
- events organiser
- shoutcaster and presenter
- social media influencer
- video production editor
- data analyst.

The qualification attracts UCAS Tariff points and is recognised by higher education providers as contributing to entry requirements for many related courses. When taken in a two-year, full-time study programme with other qualifications, such as a post-16 qualification in Business or Media or a relevant Pearson BTEC Extended Certificate, learners can progress to higher-education degree programmes, such as a BA (Hons) in Events Management, a BA (Hons) in Media or a BA (Hons) in Esports. Learners should check entry requirements for degree and HND programmes with providers.

Pearson BTEC Extended Diploma in Esports

The Pearson BTEC Extended Diploma in Esports is 1080 GLH and is a qualification for post-16 learners. It is designed to be taken on its own as a two-year, full-time study programme. Due to a wider choice of optional units, it allows learners to access employment in a wider range of esports areas. This qualification also offers learners the opportunity to progress to further study and higher education.

Who is this qualification for?

The Pearson BTEC Extended Diploma in Esports is aimed at learners who want to progress to employment in the esports industry, possibly via an apprenticeship, or who may aspire to enter higher education. The qualification is endorsed by the British Esports Association as being suitable for learners that want to work in this industry. This means that it will be recognised by employers and will support entry into the industry in a range of roles.

This qualification also offers learners the opportunity to progress to a broad range of higher education programmes, including bachelor's degrees.

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.

Higher education institutions have been consulted to ensure that the qualification allows appropriate progression for those aspiring to higher-level study.

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

Learners taking this qualification will study five mandatory units:

- Unit 1: Introduction to Esports
- Unit 2: Esports Skills, Strategies and Analysis
- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 4: Health, Wellbeing and Fitness for Esports Players
- Unit 5: Esports Events.

The mandatory content allows learners to develop their technical skills across the different unit areas, supported by underpinning knowledge, and provides the opportunity for learners to relate these to the esports industry.

Learners will also be able to choose 10 optional units up to a total of 600 GLH. The optional units are intended to give breadth of choice for learners to gain depth in a range of units across the esports areas of employment, such as sport, media, IT and business enterprise, in addition to those learned in the mandatory units.

What could this qualification lead to?

The primary focus of the Pearson BTEC Extended Diploma in Esports is on progressing to employment across a range of roles within esports. Jobs that are available in these areas include:

- esports player
- team coach
- events organiser
- shoutcaster and presenter
- social media influencer
- video production editor
- photographer
- data analyst.

The qualification attracts UCAS Tariff points and is recognised by higher education providers as contributing to entry requirements for many related courses. When taken in a two-year, full-time study programme, learners can progress to higher education degree programmes, such as a BA (Hons) in Events Management, a BA (Hons) in Media or a BA (Hons) in Esports, as well as accessing other higher education programmes. Learners should check entry requirements for specific degree programmes with providers.

How do these qualifications provide employability skills?

In the BTEC qualifications in the esports industry, there are a number of opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referenced in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills:** using critical thinking, approaching non-routine problems and applying creative solutions
- **interpersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **intrapersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example where learners are required to undertake real or simulated activities.

How do these qualifications provide transferable knowledge and skills for higher education?

All BTEC's at this level provide transferable knowledge and skills that prepare learners for progression to Higher Education. The transferable skills that universities value include the ability to learn independently, research actively and methodically, make appropriate presentations, use digital systems and technology and to be an active group member.

BTEC learners can also benefit from opportunities for in-depth holistic study where they are able to make connections between different areas of learning. BTECs provide a vocational context in which learners can develop the skills required for particular degree courses, including teamwork, project work, presentation and analytical skills.

2 Structure

Qualification structure

Pearson BTEC Extended Certificate in Esports

There are four mandatory units, all of which are internally assessed. Learners must achieve a Pass or above in all mandatory units.

Pearson BTEC Extended Certificate in Esports				
Unit number	Unit title	GLH	Type	How assessed
	Mandatory units – learners complete and achieve all four units			
1	Introduction to Esports	60	Mandatory	Internal
2	Esports Skills, Strategies and Analysis	120	Mandatory and Synoptic	Internal
3	Enterprise and Entrepreneurship in the Esports Industry	90	Mandatory	Internal
4	Health, Wellbeing and Fitness for Esports Players	90	Mandatory	Internal

Pearson BTEC Foundation Diploma in Esports

Mandatory units

There are four mandatory units, all of which are internally assessed. Learners must achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least three optional units.

Pearson BTEC Foundation Diploma in Esports				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all four units				
1	Introduction to Esports	60	Mandatory	Internal
2	Esports Skills, Strategies and Analysis	120	Mandatory and Synoptic	Internal
3	Enterprise and Entrepreneurship in the Esports Industry	90	Mandatory	Internal
4	Health, Wellbeing and Fitness for Esports Players	90	Mandatory	Internal
Optional units – learners complete three units				
6	Live-streamed Broadcasting	60	Optional	Internal
7	Producing an Esports Brand	60	Optional	Internal
8	Video Production	60	Optional	Internal
9	Games Design	60	Optional	Internal
10	Business Applications of Esports in Social Media	60	Optional	Internal
11	Shoutcasting	60	Optional	Internal
12	Esports Coaching	60	Optional	Internal
13	Psychology for Esports Performance	60	Optional	Internal
14	Nutrition for Esports Performance	60	Optional	Internal
15	Ethical and Current Issues in Esports	60	Optional	Internal
16	Corporate Social Responsibility in Sport	60	Optional	Internal
17	Sports and Esports Law and Legislation	60	Optional	Internal
18	Launching Your Esports Enterprise	60	Optional	Internal

Pearson BTEC Diploma in Esports

Mandatory units

There are five mandatory units, all of which are internally assessed. Learners must achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least four optional units.

Pearson BTEC Diploma in Esports				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all five units				
1	Introduction to Esports	60	Mandatory	Internal
2	Esports Skills, Strategies and Analysis	120	Mandatory	Internal
3	Enterprise and Entrepreneurship in the Esports Industry	90	Mandatory	Internal
4	Health, Wellbeing and Fitness for Esports Players	90	Mandatory	Internal
5	Esports Events	120	Mandatory and Synoptic	Internal
Optional units – learners complete four units				
6	Live-streamed Broadcasting	60	Optional	Internal
7	Producing an Esports Brand	60	Optional	Internal
8	Video Production	60	Optional	Internal
9	Games Design	60	Optional	Internal
10	Business Applications of Esports in Social Media	60	Optional	Internal
11	Shoutcasting	60	Optional	Internal
12	Esports Coaching	60	Optional	Internal
13	Psychology for Esports Performance	60	Optional	Internal
14	Nutrition for Esports Performance	60	Optional	Internal
15	Ethical and Current Issues in Esports	60	Optional	Internal
16	Corporate Social Responsibility in Sport	60	Optional	Internal
17	Sports and Esports Law and Legislation	60	Optional	Internal
18	Launching Your Esports Enterprise	60	Optional	Internal
19	Customer Immersion Experiences	60	Optional	Internal
20	Computer Networking	60	Optional	Internal

Pearson BTEC Extended Diploma in Esports

Mandatory units

There are five mandatory units, all of which are internally assessed. Learners must achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least ten optional units.

Pearson BTEC Extended Diploma in Esports				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all five units				
1	Introduction to Esports	60	Mandatory	Internal
2	Esports Skills, Strategies and Analysis	120	Mandatory	Internal
3	Enterprise and Entrepreneurship in the Esports Industry	90	Mandatory	Internal
4	Health, Wellbeing and Fitness for Esports Players	90	Mandatory	Internal
5	Esports Events	120	Mandatory and Synoptic	Internal
Optional units – learners complete ten units				
6	Live-streamed Broadcasting	60	Optional	Internal
7	Producing an Esports Brand	60	Optional	Internal
8	Video Production	60	Optional	Internal
9	Games Design	60	Optional	Internal
10	Business Applications of Esports in Social Media	60	Optional	Internal
11	Shoutcasting	60	Optional	Internal
12	Esports Coaching	60	Optional	Internal
13	Psychology for Esports Performance	60	Optional	Internal
14	Nutrition for Esports Performance	60	Optional	Internal
15	Ethical and Current Issues in Esports	60	Optional	Internal
16	Corporate Social Responsibility in Sport	60	Optional	Internal
17	Sports and Esports Law and Legislation	60	Optional	Internal
18	Launching Your Esports Enterprise	60	Optional	Internal
19	Customer Immersion Experiences	60	Optional	Internal
20	Computer Networking	60	Optional	Internal

Synoptic assessment

The mandatory synoptic assessments require learners to apply learning from across the qualification to the completion of a defined vocational task. In the assessment for *Unit 2: Esports Skills, Strategies and Analysis*, learners will apply their knowledge of the industry to develop the techniques, abilities and knowledge needed to understand gaming strategies, gaming skills and gaming analysis. In the assessment of *Unit 5: Esports Events*, learners will apply their knowledge and understanding of the industry to work as part of a small group to plan, coordinate and manage an esports event and evaluate the skills gained.

For assessment of the unit assignments, learners are required to select from and apply their learning from across their programme. The units provide further information.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers.

See *Section 4: Planning your programme* for more information.

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.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use and it appears on certificates.
Unit type	This confirms that the unit is internally assessed. See structure information in <i>Section 2</i> for full details.
GLH	Units may have a GLH value of 180, 120, 90 or 60. 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 learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 1</i> .
Summary of unit	This section helps teachers to see the main content areas against the learning aims and the structure of the assessment at a glance. The content areas and structure of assessment are required. 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	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 1</i>.</p> <p>All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represents outstanding performance in the unit. Some criteria requires learners to draw together learning from across the learning aims.</p>
Essential information for assignments	<p>This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.</p>
Further information for teachers and assessors	<p>This section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.</p>
Resource requirements	<p>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</i>.</p>
Essential information for assessment decisions	<p>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.</p>
Links to other units	<p>This section shows you the main relationship between units. This section can help you to structure your programme and make best use of materials and resources.</p>
Employer involvement	<p>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.</p>

Index of units

This section contains all the units developed for this qualification. Please refer to *page 4* to check which units are available in all qualifications in the esports industry.

Unit 1:	Introduction to Esports	23
Unit 2:	Esports Skills, Strategies and Analysis	33
Unit 3:	Enterprise and Entrepreneurship in the Esports Industry	41
Unit 4:	Health, Wellbeing and Fitness for Esports Players	53
Unit 5:	Esports Events	65
Unit 6:	Live-streamed Broadcasting	73
Unit 7:	Producing an Esports Brand	83
Unit 8:	Video Production	93
Unit 9:	Games Design	101
Unit 10:	Business Applications of Esports in Social Media	111
Unit 11:	Shoutcasting	121
Unit 12:	Esports Coaching	129
Unit 13:	Psychology for Esports Performance	141
Unit 14:	Nutrition for Esports Performance	151
Unit 15:	Ethical and Current Issues in Esports	161
Unit 16:	Corporate Social Responsibility in Sport	171
Unit 17:	Sports and Esports Law and Legislation	179
Unit 18:	Launching Your Esports Enterprise	189
Unit 19:	Customer Immersion Experiences	199
Unit 20:	Computer Networking	207

Unit 1: Introduction to Esports

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop an understanding of the esports and traditional sports industries and the careers they could pursue in esports, or in other related industries such as sciences, technology, digital, business, sport and the creatives.

Unit introduction

The esports industry is growing exponentially in the UK and globally but it is organised and classified differently in each country. Is it a sport? Is it a game? As the industry grows, more and more employment opportunities are being created. To have a successful career in the esports industry, you will need to have a detailed understanding of it.

In this unit you will learn about the structure, organisation and classification of esports and traditional sports both in the UK and globally. You will explore a range of different commercial and not for profit organisations involved in the sports industry and understand their roles and the influence they have. You will explore a range of professional and grassroots (amateur) esports teams and the tournaments in which they compete. You will review the different genres of esports games and the different age rating systems for video games. You will explore different career pathways in esports and other related industries and the skills and experience you will need to secure jobs in these areas. You will then look at appropriate education pathways in higher education institutions in the UK and overseas.

This unit will help you to progress to a range of careers in the esports industry as well as providing you with an understanding of transferable skills that are critical in a wide range of jobs and careers in related industries, as well as in further study in higher education or for a professional qualification.

Learning aims

In this unit you will:

- A** Understand the organisation of esports and traditional sports industries in the UK and globally
- B** Examine genres of esports games titles played by professional and grassroots esports teams and tournaments
- C** Explore career pathways and associated routes in esports.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Understand the organisation of esports and traditional sports industries in the UK and globally	A1 Organisation and structure of esports in the UK A2 Organisation and structure of traditional sports in the UK A3 Organisation and classification of esports in different countries A4 Global organisations and bodies involved in esports	A report evaluating the organisation and structure of esports and traditional sport in the UK and globally. The report should also include an evaluation of the different esports teams, tournaments and genres and how they appeal to different demographics of esports players.
B Examine genres of esports games titles played by professional and grassroots esports teams and tournaments	B1 Esports teams B2 Esports tournaments B3 Genres of esports games	
C Explore career pathways and associated routes in esports	C1 Job roles, career pathways and progression routes in esports C2 Development planning for a career in esports	A career plan that explains education pathway(s), skills and experiences required to achieve a selected job in the esports industry.

Content

Learning aim A: Understand the organisation of esports and traditional sports industries in the UK and globally

A1 Organisation and structure of esports in the UK

- Definition of esports and its classification under UK law.
- Involvement of the UK Government, e.g. Department for Digital, Culture, Media & Sport (DCMS).
- British Esports Association.
- Esports and the wider video game industry.
- The Association for UK Interactive Entertainment (Ukie).
- The National University Esports League (NUEL).
- National Student Esports (NSE).
- Commercial versus not-for-profit organisations.
- Tournament organisers, e.g. ESL, Gfinity, epic.LAN, GAME/Insomnia.

A2 Organisation and structure of traditional sports in the UK

- Organisation: sports participation and sports development, funding, grass roots development, professional sports performers' participation.
- Structure of sport in the UK.
- Sectors in the industry: public, private, voluntary, tertiary, public and private partnerships.
- Government departments, e.g. Department for Digital, Culture, Media & Sport (DCMS).
- National sports councils, e.g. Sport England, Sport Wales, sportscotland Sport Northern Ireland.
- UK Sport.
- British Olympic Committee.
- National governing bodies:
 - local and regional governing bodies/federations
 - local sports clubs
 - international events, e.g. Olympic Games, Asian Games, Commonwealth Games, Invictus Games.

A3 Organisation and classification of esports in different countries

- Classification of esports in different countries.
- National bodies or organisations in different countries.
- Countries to investigate, e.g. USA, China, South Korea, Poland, Denmark, Australia, Japan, Sweden, Germany, Singapore.

A4 Global organisations and bodies involved in esports

- Games publishers, e.g. Epic Games, Electronic Arts, Activision Blizzard, Riot Games.
- Global companies, e.g. Twitch®, Tencent®, Microsoft®, Sony®, Google®, Amazon®, ESL, FACEIT.
- Global bodies, e.g. International Olympic Committee (IOC), Esports Integrity Coalition (ESIC), Global Esports Federation (GEF), World Anti-Doping Agency (WADA).

Learning aim B: Examine genres of esports games titles played by professional and grassroots esports teams and tournaments

B1 Esports teams

- UK based teams, e.g. Excel, London Spitfire, London Royal Ravens, British Hurricane.
- Globally based teams, e.g. Fnatic, Team Liquid, Cloud9, Team Dignitas.
- Franchise model being used by games publishers, e.g. Overwatch League.

B2 Esports tournaments

- Local Area Network (LAN) and online tournaments.
- UK and international tournaments and leagues, e.g. Fortnite World Cup.
- Dota 2 'The International'.
- League of Legends World Championship.
- Overwatch League.
- Call of Duty League.

B3 Genres of esports games

- Genres of esports games:
 - Multiplayer Online Battle Arena (MOBA).
 - First Person Shooter (FPS).
 - Battle Royale.
 - Real Time Strategy (RTS).
- Age rating system for video games, e.g. Pan European Game Information (PEGI), Entertainment Software Rating Board (ESRB), digital download platforms versus buying in a box:
 - online safety, e.g. online grooming, vulnerability, stranger danger, safeguarding.
- Demographics of esports players, e.g.:
 - age
 - gender
 - country and/or region
 - technology and mode of play, e.g. PC, console, mobile.

Learning aim C: Explore career pathways and associated routes in esports

C1 Job roles, career pathways and progression routes in esports

- Selected job roles, career pathways and progression routes in esports, e.g. professional players, coach, shoutcaster/host, esports analyst, esports journalist, esports content creator, observer, administrator, esports broadcaster/producer community manager, team/player manager, operations, events manager.
- Potential link between job roles, career pathways and progression routes in esports and other related industries, e.g. cyber security, virtual reality and artificial intelligence, interface design, games development, social media management, event management, merchandising, sports coaching and development, journalism, exercise science.
- Sources of information on careers in esports.
- Education pathways in Higher Education and Apprenticeships.
- Industry and job-specific qualifications.
- Employers: local, national, international.

C2 Development planning for a career in esports

- Job description and personal specification for jobs in esports.
- Producing a personal skills audit against a selected career pathway.
- Interests and accomplishments, and work experience.
- Qualities, e.g. reliability, organisational skills, commitment, resilience, empathy.
- Basic skills, e.g. literacy, numeracy, IT.
- Experience, leadership, employment, volunteering, travel.
- Qualifications, e.g. educational, sector specific, role specific.
- Generic employability skills, e.g. teamwork, cooperation, communication, problem solving, strategic thinking, multi-tasking, performance under pressure, social skills, digital skills.
- Specific technical skills, e.g. cyber skills, improved dexterity, improved reaction times.
- SWOT (Strengths, Weaknesses, Opportunities, Threats).
- Planning personal development towards a specific esports career.
- Using personal skills audit to produce an action plan towards a specific career including key timescales:
 - short-term – next two years
 - medium-term – two to five years
 - long-term – five to ten years.
- Identification of training/educational/experiential aims at these key times and processes to achieve the goals included in the action plan.
- Careers guidance, support available and educational choices.
- Career development action plan (CDAP):
 - aims/targets with timescales
 - milestones
 - measures of success
 - higher levels
 - specialism and diversification
 - professional development activities, e.g. workshops, training, job shadowing, self-reflection
 - strengths and areas for development.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the organisation of esports and traditional sports industries in the UK and globally		
A.P1 Describe the organisation and structure of esports in the UK and globally. A.P2 Compare the organisation and structure of esports and traditional sports industries.	A.M1 Analyse the organisation and structure of esports and traditional sports in the UK and globally.	A.D1 Evaluate the organisation and structure of esports and traditional sports in the UK and globally.
Learning aim B: Examine genres of esports games titles played by professional and grassroots esports teams and tournaments		
B.P3 Describe different esports teams and tournaments played by esports players. B.P4 Describe different genres of esports games played by different demographics of esports players.	B.M2 Analyse different esports teams, tournaments and genres and how they appeal to different demographics of esports players.	B.D2 Evaluate the different esports teams, tournaments and genres and how they appeal to different demographics of esports players.
Learning aim C: Explore career pathways and associated routes in esports		
C.P5 Describe different job roles, career pathways and progression routes in esports. C.P6 Create a career development action plan, explaining experiences, skills qualifications and work experience required for a selected job role in esports.	C.M3 Create a detailed career development action plan, analysing experiences, skills, qualifications and work experience required for a selected job role in esports.	C.D3 Create a strategic career development action plan, evaluating experiences, skills, qualifications and work experience required for a selected job role in esports.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims A and B: (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, B.M3, A.D1, B.D2)

Learning aim C: (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners will need to access up-to-date information on:

- esports organisations, bodies, tournaments and games in the UK and globally
- esports, traditional sports, digital and other related industries such as science, technology, digital, business, sport and the creative career pathways
- traditional sporting organisations and bodies.

Essential information for assessment decisions

Some esports games and tournaments carry an age restriction. Tutors must guide learners to carry out research and assignments that are appropriate for their age.

Learning aims A and B

For distinction standard, learners will draw on varied information related to the organisation and structure of esports in the UK and in a wide range of different countries, comparing the similarities and differences between esports and traditional sports industries. Research will be evident from a range of sources on both industries and will show a full understanding of both. Using their research, learners will justify a range of learning opportunities that are available in both industries, commenting on significance.

Learners will draw on varied information from a wide range of different esports teams, tournaments and genres of esports games. Using a range of examples, they will justify how a wide range of different teams, tournaments and genres appeal to a wide range of different demographics of esports players. Learners should use research from a range of sources to justify their evaluation.

For merit standard, learners will present a detailed examination of the organisation and structure of esports in the UK, and in a range of different countries, commenting on their relevance or significance.

In addition, learners will present a detailed examination of a range of different esports, teams, tournaments and genres and how they appeal to a range of different demographics of esports players. Using examples, they will comment on the relevance or significance of the teams, tournaments and genres and their appeal to the different demographics of esports players.

For pass standard, learners will show clear details of the organisation and structure of esports in the UK and in different countries globally, but evidence of research will be limited.

Learners will describe the similarities and differences between the structure of esports and traditional sport. Learners will carry out research that allows them to give details on different esports teams, tournaments and genres of esports games.

Learning aim C

The job roles that learners select in esports may have a link to other related industries such as traditional sport, business, digital or the arts.

For distinction standard, learners will create a career development action plan that draws on varied information for a selected job role of their choice in esports. The evaluation will include research from various reliable sources and will be specific to their selected job description and person specification. Learners will fully evaluate their areas for development and include a detailed review of their current skills set against their selected job role and produce a strategic and fully appropriate action plan as to how they will address these. The areas for development will be age and ability appropriate and will have detailed and realistic timescales for the short-, medium- and long-term. Learners will also have detailed and justified knowledge and understanding of the career pathways available from their selected job role and potential progression routes, which will fully align to their career development action plan. Learners will conclude with a justification of their appropriateness for their selected job role.

For merit standard, learners will create a career development action plan that addresses all elements as per the unit content and gives a clear objective account in relation to a selected job role in esports. The analysis will include research from different sources and will be in relation to a selected job description and person specification. Learners will analyse their areas for development, including a review of their current skills set against their selected job role, and produce a detailed and appropriate action plan as to how they will address the areas for development. These will be age and ability appropriate and will have realistic timescales for the short-, medium- and long-term. Learners will also have detailed knowledge of the career pathways available from their selected job role and potential progression routes, which will mostly align to their career development action plan.

For pass standard, learners will create a career development action plan that addresses most elements as per the unit content and is mostly relevant to a selected job role in esports. The explanation will include some research, but this may be from very few sources in relation to a selected job role, the learner may not have found a specific job description and person specification. Learners will explain their areas for development including a review of their skills against their selected job role and produce an appropriate action plan as to how they will address these. The areas for development will be age and ability appropriate and will have some timescales, but these may not be fully appropriate or realistic. Timescales must include the short-, medium- and long-term. Learners will also have some knowledge of the career pathways available from their selected job role and potential progression routes, which may not align to their career development action plan.

Links to other units

This unit links to:

- Unit 2: Esports Skills, Strategies and Analysis
- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 5: Esports Events.

Employer involvement

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

- a variety of case studies
- work experience opportunities
- guest speakers and interview opportunities.

Unit 2: Esports Skills, Strategies and Analysis

Unit type: **Internal**

Guided learning hours: **120**

Unit in brief

Learners will develop the understanding and skills to analyse esports performances and recommend improvements.

Unit introduction

Performance analysis of skills and strategy are an essential part of esports. There is a growing demand for people who can develop these techniques and perform at a high standard. This will help to guide players and teams at all levels to push the boundaries and create innovative and exciting new ways to play and dominate games.

In this unit, you will create a team and play competitive games against others. You will develop the understanding, knowledge and skills to enable you to analyse performances in competitive esports games. You will develop your planning, research, and reflection skills and your ability to communicate information in a professional and constructive manner. You will learn how to critically evaluate your own work for future development and success. To complete the assessment task within this unit, you will need to draw on learning from across your programme.

This unit will support your progression into higher education and apprenticeships, as well as helping you to progress into employment by developing your skills and abilities to take you into job roles such as an analyst, professional player, shoutcaster, coach or referee.

Learning aims

In this unit you will:

- A** Understand strategies and training requirements associated with in-game skills
- B** Explore best practices, skills, techniques and tactics of high performing teams
- C** Explore different methods of analysis for selected genres of games
- D** Carry out performance analysis in a game to recommend improvements for an individual or team.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Understand strategies and training requirements associated with in-game skills	A1 Skills, tactics and training required in different genres of games A2 In-game skills and strategies	A report evaluating how in-game skills and strategies are used in different game genres, including a case study on a high performing team.
B Explore best practices, skills, techniques and tactics of high performing teams	B1 Characteristics of high performing teams B2 Best practice in high performing teams B3 The creation of an esports team	
C Explore different methods of analysis for selected genres of games	C1 Different strategies used in esports C2 Different methods of analysis for different genres of games	A report on the performance of a specific team, outlining the methods used for analysis and progress against targets for performance.
D Carry out performance analysis in a game to recommend improvements for an individual or team	D1 Planning for individual performance, including success criteria D2 Planning for team performance, including success criteria D3 Analysing individual and team performance	

Content

Learning aim A: Understand strategies and training requirements associated with in-game skills

A1 Skills, tactics and training required in different genres of games

Learners should understand the different in-game skills and tactics that occur in various gaming genres in esports.

- Different gaming genres.
- Communication:
 - verbal
 - non-verbal.
- Physical attributes of esports players, e.g. coordination, reaction, dexterity.
- Different skills in game genres:
 - macro, e.g. map awareness, rotational play, objective control, ability timers
 - micro, e.g. individual mechanical play, ability to hit skillshots, reaction times.
- Different training methods.
- Positional advantages and disadvantages.
- Knowledge of in-game roles and skills, e.g. characters, abilities, movement.
- Adapting to game development changes, e.g. updates, season changes, meta changes, patches.

A2 In-game skills and strategies

- 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.

Learning aim B: Explore best practices, skills, techniques and tactics of high performing teams

Learners should understand the qualities of high performing teams.

B1 Characteristics of high performing teams

- Characteristics of the player:
 - professionalism
 - positive attitude
 - problem solving.
- Characteristics of the team:
 - role models
 - team dynamics
 - ability to adapt to opposition strategies and strengths
 - personal and team appearance.
- Skills, techniques and tactics, e.g. solo/team play, formation.

B2 Best practice in high performing teams

Learners should research links and commonalities between amateur and professional esports teams.

- Team rosters.
- League structures.
- Player market.
- Professional teams and sub teams:
 - sister teams
 - academy teams.
- Training.
- Psychology.
- Coaching and mentoring:
 - work life balance
 - dealing with fans
 - dealing with the press.

B3 The creation of an esports team

- Recruiting and assessing players, e.g. tournament, ranking, scrims.
- Management of the team, e.g. team vision, goal setting (such as cycles, season, long term), ethos, recruitment, administrative and financial responsibility.
- Team roles, e.g. player, substitute, coach, analyst, manager.
- Evaluating the strength of the team.

Learning aim C: Explore different methods of analysis for selected genres of games**C1 Different strategies used in esports**

- Strategies used in esports, e.g.:
 - blitz
 - funnel
 - split push
 - rush
 - rotations.

C2 Different methods of analysis for different genres of games

- Different types of analysis software within esports, e.g. Shadow, Mobalytics, AnalysisPro, Nacsport, U.GG, ProGuides, BallChasing, Omniccoach.
- Analysis of specific game mechanics.
- Zone analysis.
- Methods of analysis capture:
 - full game
 - action sequences
 - end game.
- Statistical analysis.
- Prior attainment knowledge, e.g. player/team records, accuracy, win/lose ratio.
- Developing analytical skills to present feedback on skills and strategies.

Learning aim D: Carry out performance analysis in a game to recommend improvements for an individual or team

D1 Planning for individual performance, including success criteria

- Individual performance, e.g.:
 - plans to improve individual performance
 - understanding of player limits
 - clear aims and objectives
 - personal strengths: learning, personal development, reflection.
- Games and equipment.
- Skills and activities to develop techniques.
- Performance analysis.
- Feedback.
- Quality of player performance.

D2 Planning for team performance, including success criteria

- Team performance, e.g.:
 - gelling as a team
 - team targets
 - player impact
 - teams' strengths and weaknesses
 - communication skills
 - pressure of team performances
 - team strategies
 - decision making.

D3 Analysing individual and team performance

- Critical analysis of players.
- Critical analysis of teams.
- Feedback sessions.
- Impact of games.
- Revise success:
 - individual
 - team.
- Skill building:
 - recording games
 - watching footage
 - understanding strengths and weaknesses
 - best practices
 - learning from mistakes
 - constructive criticism.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand strategies and training requirements associated with in-game skills		A.D1 Evaluate practices used in different in-game skills, strategies and training across the different genres of games. B.D2 Evaluate the critical elements of high performance in a high performing team.
A.P1 Explain the different in-game skills, strategies and training requirements used in esports.	A.M1 Compare different in-game skills, strategies and training across different types of games.	
Learning aim B: Explore best practices, skills, techniques and tactics of high performing teams		
B.P2 Outline the general management, practices, skills, techniques and tactics used across high performing teams.	B.M2 Compare different use of management, skills, techniques and tactics used by high performing teams.	
Learning aim C: Explore different methods of analysis for selected genres of games		CD.D3 Evaluate the impact of the performance analysis on the competitive game, making recommendations on improvements for an individual or team performance.
C.P3 Explain the different types of strategies used in esports.	C.M3 Compare the different types of performance analysis and the opportunities they provide.	
C.P4 Outline the types of performance analysis used in esports.		
Learning aim D: Carry out performance analysis in a game to recommend improvements for an individual or team		
D.P5 Explain why performance analysis is used in gaming.	D.M4 Analyse the performance of a competitive game and create a detailed plan for future improvements.	
D.P6 Carry out a performance analysis on an esports game.		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims A and B: (A.P1, B.P2, A.M1, B.M2, A.D1, B.D2)

Learning aims C and D: (C.P3, C.P4, D.P5, D.P6, C.M3, D.M4, CD.D3)

Further information for teachers and assessors

Resource requirements

Learners will be required to have gaming equipment and video capture and editing software.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will thoroughly analyse the different in-game skills, strategies and associated training. Learners will use this to make in-depth and accurate comparisons between the skills, strategies and associated training for different games, making logical and pertinent conclusions. They will effectively assess the importance of management through teamwork and the building blocks that make up high performing teams. They will discuss the comparable benefits in the use of team roles, skills, techniques and tactics in different high performing teams and draw insightful conclusions.

For merit standard, learners will assess different in-game skills, strategies and associated training. Learners will use this to make detailed comparisons between the skills, strategies and associated training for different games. They will assess the importance of management through teamwork and the building blocks that make up high performing teams. They will discuss the comparable benefits in the use of skills, techniques and tactics in different high performing teams.

For pass standard, learners will give an accurate overview of the key in-game skills and strategies and how these relate to training requirements. They will also identify and give an overview of the general practices, skills, techniques and tactics used by high performing teams. They will outline how the teams are created and managed.

Learning aims C and D

For distinction standard, learners will confidently select and implement a competent performance analysis of an esports game, creating a strategic plan for improvement. They will thoroughly consider pertinent aspects of the impact of the performance plan. The evaluation will be informed by the critical assessment and comparison of different types of performance analysis.

For merit standard, learners will assess different types of performance analysis, making coherent and logical connections between the comparable opportunities and benefits they provide. They will effectively select and implement a competent performance analysis of an esports game, creating a detailed plan for improvement.

For pass standard, learners will give an accurate account of the types of strategies generally used in esports. They will outline what performance analysis is and how it can be used to improve individuals and teams. They will appropriately select and implement a generally adequate performance analysis of an esports game.

Links to other units

This unit links to:

- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 4: Health, Wellbeing and Fitness for Esports Players
- Unit 5: Esports Events
- Unit 6: Live-streamed Broadcasting
- Unit 12: Esports Coaching.

Employer involvement

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

Unit 3: Enterprise and Entrepreneurship in the Esports Industry

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners will study successful esports enterprises and the mindset of the entrepreneurs behind them. They will research, plan and pitch their esports start-up enterprise and gain feedback on their planning activity.

Unit introduction

Entrepreneurs are those who take that first brave step by identifying an opportunity and start their own enterprise. They have a clear vision and the determination to put their ideas into practice. Studying successful enterprises is important to gain an understanding of the creation of new enterprises in the esports sector. These new enterprises drive the economy, employment, growth and innovation in the UK and on a global level.

In this unit, you will gain an understanding of what makes entrepreneurs and enterprises in the esports industry successful. You will also understand how you can then plan to set up your own esports start-up enterprise. You will learn the skills necessary to pitch your esports enterprise plan to stakeholders so that you can gain feedback from them to improve your plan.

This unit will help you progress to employment by exploring your own entrepreneurial skills and help to develop key employability skills and a stronger understanding of how to plan your own esports enterprise. These skills will also support progression into vocational training, apprenticeships or higher education by developing relevant knowledge and understanding.

Learning aims

In this unit you will:

- A** Explore enterprise and entrepreneurship in the esports industry
- B** Conduct market research for a start-up enterprise idea in the esports industry
- C** Create a business plan for a start-up enterprise idea in the esports industry
- D** Pitch and review a start-up enterprise idea in the esports industry.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore enterprise and entrepreneurship in the esports industry	A1 Esports enterprises and purpose A2 Esports entrepreneurial skills and behaviours A3 Entrepreneurial motivation, teamwork and creativity skills A4 Esports entrepreneurial knowledge A5 Esports entrepreneurial risks and concerns A6 Measures of success for esports enterprises	<p>A report evaluating how successful a selected esports enterprise has been in achieving its main purpose.</p> <p>The report needs to include an evaluation of market research data to meet specific objectives by validating findings for an esports enterprise idea.</p>
B Conduct market research for a start-up enterprise idea in the esports industry	B1 Generating and refining esports enterprise ideas B2 Purpose and objectives of market research B3 Types of research B4 Appropriateness and review of market research findings	
C Create a business plan for a start-up enterprise idea in the esports industry	C1 Structure and format of a business plan C2 Marketing and financial objectives C3 The marketing plan C4 The financial plan C5 Format of the business plan	<p>A comprehensive business plan for an esports enterprise idea evaluating the success of the plan with justified recommendations based on data undertaken for improvements to the plan.</p> <p>The business plan should include an executive summary and appendices. Appendices should include a realistic financial forecast and a recording of a pitch of the business plan.</p>
D Pitch and review a start-up enterprise idea in the esports industry	D1 Features of a business pitch D2 Skills used in a business pitch D3 Using feedback and reviews to identify changes to a business plan	

Content

Learning aim A: Explore enterprise and entrepreneurship in the esports industry

A1 Esports enterprises and purpose

- 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, teams, individuals
 - content: creators, publishers, journalists, streamers, distributors
 - support: solicitors, statisticians, finance, player ancillary services, team logistics.
- Types of enterprise: start-up, lifestyle, social enterprise, franchise, internet only.
- Legal formats for enterprise: sole trader, partnership, limited partnership, private limited company (Ltd), public limited company (PLC).
- Compliance: preventing fraud, law and regulations, intellectual property, copyright, HMRC.
- Purpose, e.g. to make a profit, survive, expand, maximise sales, provide a service, being ethical, increase followers/users or increase brand awareness.

A2 Esports entrepreneurial skills and behaviours

- Entrepreneurship is the ability and motivation to:
 - create, develop, organise, manage and grow a new enterprise, team or idea
 - anticipate risks and uncertainty and show determination and bravery in the pursuit of success and profit
 - deal with all aspects of planning, running and growing an enterprise, e.g. finance, marketing, legal aspects and production.
- Esports entrepreneurial skills, e.g. talented, experienced, aware of competition, disciplined, persuasive, capacity to inspire others, good financial planning, team worker, good communication, good work ethic, able to deal with pressure, self-confident, aspirational, able to stand out, good work-life balance.
- Entrepreneurial behaviours, e.g. confident, positive, passionate, takes the initiative, has self-belief, driven, adaptable, flexible, intuitive, imaginative, has a desire to succeed, has a clear vision, focused, curious, has realistic expectations, resilient.

A3 Entrepreneurial motivation, teamwork and creativity skills

- Motivation for starting a new esports enterprise:
 - autonomy, mastery and purpose: freedom, flexibility, self-improvement, better working conditions, potential for success
 - challenge: personal challenge, fulfilling a vision, to use and enhance existing skills, enhance personal reputation, fame
 - financial motives: financial security, larger income, bonuses and wealth.
- The impact of motivation on enterprise performance, maintaining personal motivation and motivating team.
- Teamwork: need to belong, creating relationships through membership, need for power, member attributes, member motivation and participation, team process, coordination, communication, cohesion, dynamics, collective and cognitive intelligence, sense of belonging.
- Creativity: stimulating creativity, e.g. imagination, visualisation, crystallising the vision.

A4 Esports entrepreneurial knowledge

- Knowledge of the industry ecosystem:
 - games publishers
 - competition
 - rights and content
 - finance
 - brand partnerships
 - broadcasting
 - streaming
 - ranked modes
 - tournaments
 - coaching
 - team resources.

A5 Esports entrepreneurial risks and concerns

- Strategic, e.g. current competitors/potential for new competitors, vision and ethos, corporate takeover.
- Compliance, e.g. regulatory bodies, tournament rules, player registration, health and safety laws, international rules and laws, censorship, political correctness.
- Financial, e.g. registration and tournament fees, non-payment of prize money, interest rates, tax, insurance, equipment, salaries.
- Operational, e.g. the breakdown or theft of key equipment, transport, housing or accommodation, lack of authenticity.
- Using enterprise skills and capabilities, overcoming problems, strategic planning and thinking, using new technologies and techniques, being responsive to changes within the industry and futureproofing, e.g. franchising.
- Risks of a lack of enterprise: reduced turnover, reduced market penetration, reduced brand awareness, not meeting aims.

A6 Measures of success for esports enterprises

- 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.

Learning aim B: Conduct market research for a start-up enterprise idea in the esports industry

B1 Generating and refining 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.
- Different techniques to stimulate creativity, e.g.:
 - TGROW (topic, goal, reality, options, will)
 - the journalistic six: asking who, why, what, where, when, how
 - SWOT (strengths, weaknesses, opportunities, threats) analysis
 - mind mapping, visualisation, storytelling, lateral thinking, encouraging others to offer suggestions and ideas.
- Refining by assessing whether an idea will contribute to, e.g.:
 - meeting market needs
 - meeting needs of the business environment
 - increased turnover
 - increased brand awareness
 - increased social capital
 - meeting business aims and objectives
 - meeting customer needs
 - filling a gap in the market.

B2 Purpose and objectives of market research

- Understanding and identifying customer behaviour, trends and needs.
- Identifying competition and unique selling point (USP).
- Investigating brand/advertising awareness.
- Helping new product and/or service development.
- Investigating feasibility of entry into new markets.
- Meeting marketing objectives.
- Identifying target market/audience of the product, fan base and consumer.
- Identifying a gap in the market.
- Identifying current market trends.
- Investigating potential demand.
- Understanding economic climate and place within the esports ecosystem.
- Identifying business risks, including a competitor analysis.

B3 Types of research

- Qualitative and quantitative research.
- Primary research, e.g. surveys, questionnaires, observations, e-marketing, focus groups, pilot research.
- Secondary research, e.g. sales records, website monitoring, accounting records, surveys, users, followers, government statistics and agendas, competitor reports, specialist market intelligence agencies such as Mintel.

B4 Appropriateness and review of market research findings

- Appropriateness, e.g. cost, accuracy, relevance, timelines, response rates.
- Review: analysis and interpretation of primary and secondary research using graphical and text format.

Learning aim C: Create a business plan for a start-up enterprise idea in the esports industry

C1 Structure and format of a business plan

- Executive summary, e.g. vision, purpose, summary of proposition, outline of rewards and key performance indicators (KPIs).
- SMART objectives and budget.
- The product/service.
- Resources, e.g. technological, human, intangible, physical, logistics.
- The analysis of the external enterprise environment, e.g. PESTLE (Political, Economic, Social, Technological, Legal and Environmental).
- Summary of market research:
 - customer base
 - competitors
 - potential market share.
- The marketing plan:
 - routes to market
 - promotion.
- The financial plan:
 - finance
 - funding.
- Risk analysis, including contingency planning.
- Appendices, e.g. personal profile of the owner, decision-making and reporting structures within the enterprise, advisers, influencers, supporters, market research data.

C2 Marketing and financial objectives

- Selection of appropriate SMART objectives, e.g. understanding customer wants and needs, developing new products, profitability, brand awareness and market share, diversification, brand awareness and loyalty, sales volume, spectator volume, increasing efficiency, adapting elements of the physical experience, adapting processes to better meet needs.

C3 The marketing plan

- Content of the marketing message and timelines.
- Selection of an appropriate marketing mix (product, price, place, promotion).
- Promotional mix, e.g. promotional advertising, public relations (PR), sponsorship, use of social and other media, guerrilla marketing, personal selling, product placement, digital marketing, corporate image.
- The Ansoff Matrix: product development; market development; diversification; market penetration.
- Merchandising.
- Branding, e.g. brand personality, brand image, unique selling point (USP), implications of business size for marketing activity, budgetary constraints, availability of specialist staff.
- Ecommerce and the role of the internet in promotion, e.g. live streaming and content scheduling, online communication methods, digital and in-game currency, 24/7 operations, online ordering, opening up new markets domestically and internationally, web design, web reviews and subscribers.
- Networking within the esports ecosystem and leveraging partnerships with internal and external influencers, larger business organisations and sponsors.

C4 The financial plan

- Financial planning.
- Classification of costs, e.g. fixed, variable, start-up, running.
- The break-even point: calculation and interpretation, including contribution.
- Sources of finance: loan, grants, owner's capital, family and friends, shares, investors, crowdfunding.
- Cash flow forecast.
- The predicted income statement (profit and loss account) and statement of financial position and their interpretation.
- Costs of promotion/marketing of the idea.
- Estimating: viability, contributing factors, requirement to update as situation changes.
- Timescales to launch and financial commitments: short, medium and long term.

C5 Format of the business plan

- Numbered sections.
- Consistent use of fonts, headings and page numbering.
- Layout and use of graphics, charts and diagrams.

Learning aim D: Pitch and review a start-up enterprise idea in the esports industry**D1 Features of a business pitch**

- Pitching: presenting key elements of a business plan to prospective investors, with the intention of securing funding – know your audience, know your figures, practice.
- Methods of presenting: pre-recording, oral, visual, onscreen videos and sharing, audio and video group calls, business and team chat apps, vlogs.
- How to respond to potential investors' questions: listening skills, asking for clarification, formulating appropriate responses.

D2 Skills used in a business pitch

- Presentation, behaviour and conduct of presenter, e.g. positive attitude, well prepared, professional approach.
- Communication skills, e.g. using language suitable for audience, voice, variation in tone, appropriate pace, clear and appropriate use of terminology, handling questions and feedback courteously and appropriately, courteous closure, use of visual aids, use of appropriate software, use of graphics and appropriate images, legibility of text.
- Consideration of needs and interests of audience, e.g. peers, team members, investor or advisor, e.g. bank manager, supplier, business partner, supporter, donator, sponsor.

D3 Using feedback and reviews to identify changes to a business plan

- Receive feedback from pitch audience on the business plan content and perceived success.
- Use feedback from pitch audience to:
 - reflect on own performance
 - determine any required changes in the business plan
 - reflect on own skills to include: identifying skills gaps, identifying strengths, setting and achieving goals.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore enterprise and entrepreneurship in the esports industry		
<p>A.P1 Describe the different types of enterprises that exist in the esports industry.</p> <p>A.P2 Describe the entrepreneurial knowledge, skills and behaviours demonstrated in esports enterprises.</p>	<p>A.M1 Analyse how entrepreneurial knowledge, skills and behaviours support the purpose of a selected esports enterprise.</p>	
Learning aim B: Conduct market research for a start-up enterprise idea in the esports industry		
<p>B.P3 Interpret findings from the market research activities undertaken to meet the specific objectives for an esports enterprise idea.</p> <p>B.P4 Develop a credible esports enterprise idea through the use of primary and secondary market research activities that meets selected objectives.</p>	<p>B.M2 Analyse the findings of the market research activities to meet the specific objectives for an esports enterprise idea.</p>	
Learning aim C: Create a business plan for a start-up enterprise idea in the esports industry		
<p>C.P5 Produce a realistic business plan for an esports enterprise idea, giving reasons for the choice of the final idea.</p> <p>C.P6 Produce a realistic executive summary for an esports enterprise idea.</p>	<p>C.M3 Prepare a detailed, well-structured and realistic business plan for an esports enterprise idea, giving detailed reasons for the choice of the idea supported by financial forecasts.</p>	
Learning aim D: Pitch and review a start-up enterprise idea in the esports industry		
<p>D.P7 Deliver a pitch of the business plan for an esports enterprise idea.</p> <p>D.P8 Review the audience feedback to suggest improvements to the business plan for an esports enterprise idea and own skills.</p>	<p>D.M4 Analyse the success of the business plan for an esports enterprise idea, giving suggestions for improvements.</p>	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims A and B: (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aims C and D: (C.P5, C.P6, D.P7, D.P8, C.M3, D.M4, C.D3, D.D4)

Further information for teachers and assessors

Resource requirements

Centres are required to have appropriate software for learners to be able to record the pitch of their business plan.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will draw on pertinent information on enterprise in the esports industry and consider the relevance and significance of the success of a selected esports enterprise. They will make an informed judgement on the achievement of the main purpose of the enterprise, and how it achieves its objectives through the knowledge, skills and behaviours.

Learners will draw on broad primary and secondary research from a wide range of sources. They will evaluate the appropriateness of the research, making supported and pertinent judgements as to its validity and relevance for the esports enterprise idea.

For merit standard, learners will present a methodical and detailed examination of the knowledge, skills and behaviours of the entrepreneur and their impact on the purpose of their enterprise. The analysis will detail some of the advantages of specific entrepreneurial knowledge, skills and behaviours, including risks and concerns of being entrepreneurial.

Learners will present a methodical and detailed examination of the outcomes of the primary and secondary market research findings from a range of sources for an esports enterprise idea that meets the specific enterprise objectives. Analysis of market research will be presented in an effective and relevant format.

For pass standard, learners will give a general account of the different types of esports enterprises that exist. Learners will give a general account of the entrepreneurial knowledge, skills and behaviours applied to develop esports enterprises. Learners will interpret findings using mostly appropriate methods and draw some relevant conclusions. They will develop a feasible esports enterprise idea, informed through appropriate primary and secondary market research.

Learners may not have used graphical formats in order to interpret the research and there will be a limited range of sources used.

Learning aims C and D

Learners can make use of bank-produced business plan templates, but assessors must ensure that these allow the requirements of the business plan as per the unit content to be met.

For distinction standard, learners will produce an accomplished and in-depth business plan for an esports enterprise with comprehensive information on aims, objectives, the product/service, PESTLE analysis, market and competitor research, a financial plan and risk analysis. The plan will include a strategic executive summary, with confident and accurate financial forecasts for feasibility. The presentation of the business plan will be accomplished. Learners will provide justified and pertinent reasoning for the rationale for the choice of business plan. They will pitch the business plan to an audience, although this can be pre-recorded. They will collect and assess feedback from the audience and use this to support their analysis of the quality of the plan, giving justified and perceptive recommendations for improvement.

For merit standard, learners will produce an effective plan for an esports enterprise with in-depth information on most areas, such as aims, objectives, the product/service, PESTLE analysis, market and competitor research, a financial plan and risk analysis. The plan will include an effective executive summary and the presentation will be developed. They will provide effective reasoning for the rationale for the choice of business plan. They will pitch the business plan to an audience, although this can be pre-recorded. They will collect and assess feedback from the audience and use this to support their analysis of the quality of the plan, giving relevant suggestions for improvement.

For pass standard, learners will produce an appropriate plan for an esports enterprise with the general key information, such as aims, objectives, the product/service, PESTLE analysis, market and competitor research, a financial plan and risk analysis. The plan will include an appropriate executive summary and the presentation will be generally adequate. They will give some reasoning for the rationale for the choice of business plan. They will pitch the business plan to an audience, although this can be pre-recorded. They will collect and review general feedback from the audience and make some suggestions for improvements.

Links to other units

This unit links to:

- Unit 1: Introduction to Esports
- Unit 2: Esports Skills, Strategies and Analysis
- Unit 5: Esports Events
- Unit 7: Producing an Esports Brand
- Unit 10: Business Applications of Esports in Social Media
- Unit 18: Launching Your Esports Enterprise
- Unit 19: Customer Immersion Experiences.

Employer involvement

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

Unit 4: Health, Wellbeing and Fitness for Esports Players

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners explore the importance of health, wellbeing and fitness in the esports industry. This will include investigating physical and mental health and suggesting ways to improve.

Unit introduction

To be successful and have the ability to adapt to an ever-changing competitive environment in the esports industry, it is important to be physically, socially and psychologically healthy. Physical, social and psychological pressures can have an effect on everyday life in esports performance. Research suggests that to perform well, a person must have a healthy lifestyle and a resilience to psychological and social pressures.

In this unit, you will look at the important elements of health and wellbeing and how they influence esports in its widest sense. You will gain an appreciation of national benchmarks and indicators of good health. These will be supported by an understanding of why the government and national bodies of esports are prioritising this area of the esports industry. You will also investigate how these factors impact on all stakeholders. You will then be required to apply your knowledge and skills to assess your own health status and that of a chosen performer in the esports industry. Using the information collected, you will then identify strategies to improve health, wellbeing and fitness.

This unit will help you to progress to employment in specific esports roles. The unit will also help you to progress to further study in higher education or professional qualifications in esports, sport and professional qualifications in the healthcare industry.

Learning aims

In this unit you will:

- A** Examine the importance of physical, social and psychological wellbeing for esports players
- B** Explore how physical, social and psychological wellbeing affect the performance of esports players
- C** Investigate methods of health and wellbeing assessment for esports players
- D** Undertake health and wellbeing screening and provide feedback to improve health status.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine the importance of physical, social and psychological wellbeing for esports players	A1 Different types of physical activity A2 Benefits of participating in physical activity for esports players A3 Reasons for providing physical activity for esports players in the UK A4 Categories of esports players	A report evaluating the reasons for providing different physical activities in a local area and recommending effective ways of engaging with more esports players. The report also needs to include an evaluation of the importance of balancing physical fitness and social and psychological wellbeing to improve an esports player's performance
B Explore how physical, social and psychological wellbeing affects the performance of esports players	B1 Types of physical fitness for an esports player B2 Benefits of physical fitness to support the performance of an esports player B3 Signs and symptoms of poor physical fitness and wellbeing	
C Investigate methods of health and wellbeing assessment for esports players	C1 Health monitoring assessment C2 Measuring wellbeing C3 Validity and reliability	Practical activity – testing an esports player to summarise their health status. Evidence can be supported via observation (video or audio) record.
D Undertake health and wellbeing screening and provide feedback to improve health status	D1 Effectively communicating with an esports player D2 Undertaking health and wellbeing testing D3 Interpreting results against normative data D4 Strategies to improve health status D5 Feeding back health status to an esports player	

Content

Learning aim A: Examine the importance of physical, social and psychological wellbeing for esports players

Learners must have an understanding of physical health, social health and psychological wellbeing.

A1 Different types of physical activity

- Sport, e.g. team games, individual sports.
- Physical recreation, e.g. walking, cycling.
- Outdoor activities, e.g. rock climbing, mountain biking.
- Physical education, e.g. curriculum sports, dancing.
- Physical fitness, e.g. fitness classes, yoga.

A2 Benefits of participating in physical activity for esports players

- Maintaining good fitness for esports players: increased ability to cope with stress, improved cognitive function.
- Physical health, e.g.:
 - healthy heart
 - appropriate body fat ratio
 - use of muscle to maintain strength and prevent degeneration
 - metabolic rate.
- Psychological wellbeing, e.g.:
 - self-esteem
 - self-confidence
 - decrease in loneliness
 - increase in social wellbeing.

A3 Reasons for providing physical activity for esports players in the UK

- Social:
 - health agendas
 - community cohesion
 - reduce crime and anti-social behaviour
 - employment opportunities
 - alleviate work pressures and reduce workplace stress
 - escapism.
- Financial:
 - profit
 - reduced cost to NHS
 - local economy.
- Environmental:
 - keep green spaces
 - use natural spaces for recreation.

A4 Categories of esports players

- Young people.
- People aged over fifty.
- People with a medical condition.
- People at risk of social isolation.
- People with a disability.
- People from different ethnic/cultural backgrounds.

Learning aim B: Explore how physical, social and psychological wellbeing 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.
- Flexibility: having an adequate range of motion in all joints of the body; the ability to move a joint fluidly through its complete range of movement.
- Muscular strength: the maximum force that can be generated by a muscle or muscle group.
- Agility: the ability to quickly and precisely move or change direction without losing balance or time.
- Balance: the ability to maintain centre of mass over a base of support.
- 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 initiate a response.

B2 Benefits of physical fitness to support the performance of an esports player

- Improved back strength to be able to maintain a sitting position for extended periods of time.
- Increased energy levels from high levels of aerobic and muscular endurance.
- Improved stamina and resilience and improved ability to focus during a tournament or for 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).
- Maintaining good fitness for an esports player.
- Increased ability to cope with stress.
- Decreased anxiety from the release of endorphins.
- Decreased risk of depression from release of serotonin from participation in exercise.
- Reduced levels of cortisol produced during gaming situations.
- Reduced likelihood of burnout.
- Improved cognitive function.
- Increased blood flow to improve brain function.
- Faster reaction times.
- Increased hand-eye co-ordination ability.
- Reduced likelihood of mental fatigue during game play and over time.

B3 Signs and symptoms of poor physical fitness and wellbeing

- Physical signs and symptoms:
 - reduced sleep or negative sleep patterns
 - poor hygiene
 - poor diet, including negative calorie intake or poor food choices
 - decreased personal interests.
- Psychological signs and symptoms:
 - reduced motivation
 - decreased self-confidence and self-esteem
 - difficulties in personal relationships
 - increased emotional stress
 - increased irritability and lack of patience.

Learning aim C: Investigate methods of health and wellbeing assessment for esports players

C1 Health monitoring assessment

- Blood pressure.
- Heart rate monitor: radial/carotid pulse.
- Hip-to-waist ratio.
- BMI calculation.
- Bioelectrical impedance.
- Health screening questionnaire:
 - alcohol consumption
 - typical daily diet
 - fluid consumption
 - sleep
 - physical activity.

C2 Measuring wellbeing

- Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS).
- One-to-one discussions with:
 - health professionals:
 - doctors
 - psychologists
 - counsellors
 - significant others:
 - family
 - partners
 - tutors
 - coaches.
- Lifestyle indicators:
 - consistency of emotions
 - emotional resilience
 - desire to succeed
 - open communication
 - social interactivity
 - health status
 - ability to cope with change
 - self-care
 - workplace health.

C3 Validity and reliability

Learners should consider the following when conducting and measuring assessments for health, wellbeing and fitness.

- Validity and reliability, including:
 - sample size
 - number and suitability of references to publications
 - use of peer review
 - use and misuse of practice/data: extracting or misquoting data
 - authenticity: date of publication, author/source of information/article(s).
- Validity of conclusions identified and relevance to the purpose of the assessment.
- Evidence to support conclusions/claims made.

Learning aim D: Undertake health and wellbeing screening and provide feedback to improve health status

D1 Effectively communicating with an esports player

- Types of communication:
 - verbal
 - non-verbal.
- Building a rapport to put an esports player at ease.
- Using conversation to engage with an esports player.
- Sensitivity during health testing and difficult conversations.
- Assessing the facts and asking extension questions.

D2 Undertaking health and wellbeing testing

- Using customer service skills including:
 - clear communication
 - attentiveness
 - use of positive body language
 - friendliness
 - responsiveness
 - knowledge of the tests and procedures.
- Conducting mental health and wellbeing assessments using:
 - esports player consultation
 - questioning
 - listening
 - non-verbal communication
 - esports player confidentiality
 - informed consent.
- Administering physical tests:
 - pre-test procedures
 - maintaining esports player's dignity
 - test sequence
 - test protocols
 - health and safety
 - recording test results
 - reasons to terminate a fitness test.

D3 Interpreting results against normative data

- Compare and make judgements against population norms.
- Accepted health ranges and national guidelines.
- Zones of tolerance.
- Medical referral.

D4 Strategies to improve health status

- Physical activity guidelines:
 - meeting national guidelines
 - fat burning activities
 - national initiatives, e.g. Couch to 5K.
- Getting outdoors.
- Relaxation techniques.
- Yoga and Pilates.
- Diet change.
- Counselling.

D5 Feeding back health status to an esports player

- Choosing appropriate location to feed back.
- Using positive body language.
- Using graphs to give a visual representation of health status.
- Choosing between verbal or written feedback.
- Using test scores and comparisons to national data.
- Identifying strengths and areas for improvement.
- Making links to physiological and psychological factors.
- Giving suitable recommendations to improve health status.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the importance of physical health, social and psychological wellbeing for esports players		A.D1 Evaluate the reasons for providing different physical activities in a local area, recommending effective ways of engaging more esports players.
A.P1 Explain the health benefits of participating in different fitness activities for esports players.	A.M1 Analyse the ways in which different physical activities can benefit different esports players.	
Learning aim B: Explore how physical, social and psychological wellbeing affect the performance of esports players		B.D2 Evaluate the importance of balancing physical fitness and social and psychological wellbeing to improve an esports player's performance.
B.P2 Explain how physical fitness factors can affect an esports player's performance. B.P3 Explain social and psychological wellbeing factors that can affect an esports player's performance.	B.M2 Analyse the relationship between physical fitness and social and psychological wellbeing for an esports player and the effect these have on their performance.	
Learning aim C: Investigate methods of health and wellbeing assessment for esports players		CD.D3 Evaluate the health and wellbeing of an esports player, providing strategies to improve health status.
C.P4 Explain the suitability of different methods of assessing an esports player's health and wellbeing.	C.M3 Analyse the validity and reliability of the selected methods of assessing an esports player's health and wellbeing.	
Learning aim D: Undertake health and wellbeing screening and provide feedback to improve health status		
D.P5 Conduct a physical and wellbeing screening on an esports player. D.P6 Feed back the results of health and wellbeing screening to an esports player in an effective manner, describing strengths and areas for improvement.	D.M4 Analyse the strengths and areas for improvement, using information from the esports player's health and wellbeing screening.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims A and B: (A.P1, B.P2, B.P3, A.M1, B.M2, A.D1, B.D2)

Learning aims C and D: (C.P4, D.P5, D.P6, C.M3, D.M4, CD.D3)

Further information for teachers and assessors

Resource requirements

There are no specific resource requirements for this unit.

Essential information for assessment decisions

The assessment should be conducted with '**real esports players**' and not with peers. An esports player is someone who is, in the best case, a member of the club/facility or the equivalent for self-employed trainees.

The **esports player** must not:

- be related to the candidate, i.e. a spouse, partner, step-parent, brother or sister etc.
- be enrolled on the same qualification as the candidate at the same time
- be a close friend of the candidate.

If you are unable to use real esports players:

There are situations where using a real esports player is untenable. If there are any other circumstances for real esports players not being used this should be agreed upon with Pearson Subject Advisor.

Learning aims A and B

For distinction standard, learners will draw on varied information to consider the reasons for providing the physical activities they have highlighted within their local area. Learners' research should lead to a supported judgement on different types of esports players and how they will benefit physically and mentally from participating in these activities. Learners will recommend realistic ways of engaging more esports players in their local area.

Learners will draw on varied information to consider the types and benefits of physical fitness that are vital to the wellbeing of the esports player and how to complement physical fitness with social and psychological wellbeing to improve performance. Using identified areas for improvement, learners will discuss the potential impact of not making any changes. Improvements should be based on performance and general fitness.

For merit standard, learners will present the outcome of methodical and detailed examination to interpret which physical activities would be best suited to specific categories of esports players. They will discuss the benefits of taking part in regular activity to the physical and mental health of the esports players in the local area and the demographic of that area.

Learners will present the outcome of methodical and detailed examination to interpret the relationship between physical fitness and social and psychological wellbeing for an esports player and how these have an effect on their performance.

For pass standard, learners will draw on the physical activities provided in their local area. They will discuss local sports, physical recreation, outdoor activities, physical education and physical fitness activities as described in the unit content – a minimum of one from each category. They will link each type of physical activity to the relevant benefits of participating in it; benefits should link to both physical and mental health. Learners will explain the social, financial and environmental reasons for providing different types of physical activity.

Learners will show clear details and give evidence to support a view on how physical fitness and social and psychological wellbeing factors can affect an esports player's performance.

Learning aims C and D

For distinction standard, learners will review all the information they have collected on their selected esports player and evaluate the main priorities for change. The information can be drawn from physical or social and psychological wellbeing screening, depending on the esports player's needs. For major areas of change, learners will suggest appropriate and realistic strategies for the esports player to improve. These strategies will be based on short-term fixes and long-term lifestyle changes that will impact on physical and/or social and psychological wellbeing over time.

For merit standard, learners will present the outcome of methodical and detailed examination to interpret the validity and reliability of the selected methods of assessing esports players' health and wellbeing.

Learners will use the esports player's data from the physical, social and psychological wellbeing screening process to analyse the esports player's strengths and areas for improvement. They will consider the impact on lifestyle and general wellbeing. They will discuss how the physical, social and psychological health of the esports player might be affected if they do not make any changes.

For pass standard, learners will show clear details and give evidence to support a view on the suitability of different methods of assessing an esports player's health and wellbeing.

Learners will select an esports player to work with during the practical aspects of the physical and social and psychological health screening. During the screening, learners will communicate effectively with the esports player. Learners will conduct physical, social and psychological health screening to gain data from the esports player. Following the practical screening section, learners will interpret the results they have gained from the esports player. Where there is normative data, they will assess the esports player against it. Where there is no normative data, learners will evaluate the responses from the esports player to assess positive areas of physical and social and psychological health and areas that require improvement. Using the information gained, learners will identify strategies to improve the esports player's health status. Strategies will be relevant to the esports player; for example, if the esports player is a professional esports player, discussion could be linked to a professional esports environment rather than to general wellbeing. Learners can present their feedback verbally or in written format. If feedback is given verbally, learners should be recorded during this activity. In their feedback, learners will tell the esports player clearly what they believe their strengths and areas for improvement are.

Links to other units

This unit links to:

- Unit 12: Esports Coaching
- Unit 13: Psychology for Esports Performance
- Unit 15: Ethical and Current Issues in Esports.

Employer involvement

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

Unit 5: Esports Events

Unit type: **Internal**

Guided learning hours: **120**

Unit in brief

In this unit, learners will work as part of a small group to plan, coordinate and manage an esports event and evaluate the skills gained.

Unit introduction

Events management is one of the most exciting and crucial elements within the esports industry. This unit combines your creativity and organisational skills to produce successful and memorable esports events. You will investigate a number of successful esports events and use this research to assess the feasibility of esports events to plan and run yourself.

Your chosen esports event will be carefully planned, demonstrating your ability to use planning tools. You will then stage the esports event, testing the effectiveness of your planning. This will require you to 'think on your feet', deal with issues, liaise with suppliers and venue personnel, and utilise your problem-solving skills. Afterwards you will evaluate the success of the esports event.

This unit will develop the essential transferable skills that employers look for: teamwork, communication, time-management, negotiation and problem-solving skills. The unit will provide a useful opportunity to consider whether to pursue a career in esports events management or to continue on to further study in this area.

Learning aims

In this unit you will:

- A** Explore the role of an esports event organiser
- B** Investigate the feasibility of a proposed esports event
- C** Develop a detailed plan for an esports event to meet set objectives
- D** Stage, manage and review an esports event to meet set objectives.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore the role of an esports event organiser	A1 Esports event organiser tasks A2 Esports event organiser skills A3 Skills audit collection	A report evaluating own skills, drawing together reasoned conclusions as to what preparation and training is required to support career opportunities as an esports event organiser.
B Investigate the feasibility of a proposed esports event	B1 Different types of esports events B2 Feasibility measures and critical success factors of esports events	An esports event plan, including an evaluation and justification of the feasibility of the plan with any required adjustments.
C Develop a detailed plan for an esports event to meet set objectives	C1 Esports event planning and the use of planning tools C2 Factors to be considered when planning an esports event	
D Stage, manage and review an esports event to meet set objectives	D1 Staging and managing an esports event D2 Problem solving D3 Evaluating the esports event D4 Review of personal skills development in the staging and managing of the esports event	A report evaluating the success of the esports event, justifying the methods used to achieve set objectives. The report should include evidence such as screen recordings and castings, live streams, photographic evidence, witness statements, interviews and assessor records.

Content

Learning aim A: Explore the role of an esports event organiser

A1 Esports event organiser tasks

- Organising: venue, location, health and safety procedures, catering, planning and reserving facilities, setting up the programme, preparing and distributing documents, contracts.
- Investigating current legal requirements, including public liability insurance and ethical issues.
- Setting up organisational procedures, e.g. risk assessment.

A2 Esports event organiser skills

- Organisational.
- Problem-solving.
- Time management.
- Negotiation.
- Communication.
- Interpersonal.

A3 Skills audit collection

- Likert scale.
- Semantic differential scale.
- Observations.
- Questionnaires.
- Appraisals.
- Analysis of own skills.

Learning aim B: Investigate the feasibility of a proposed esports event

B1 Different types of esports events

- Large scale, e.g. national, international.
- Small scale, e.g. local and internal.
- Tournaments.
- Competitions.
- Conferences.
- Forums.

B2 Feasibility measures and critical success factors of esports events

- Purpose of event.
- Aims and objectives.
- Budget, health and safety, venue, resources (human, technological and physical).
- Success factors: setting and achieving of goals and targets.

Learning aim C: Develop a detailed plan for an esports event to meet set objectives

C1 Esports event planning and the use of planning tools

- Gantt charts.
- Critical path analysis.
- Online planning tools.

C2 Factors to be considered when planning an esports event

- Aims and objectives.
- Budget: available finance, cost of resources (including equipment), expenses (such as venue, staff, travel).
- Resources: chairs, tables, flipcharts, display boards, ability to take money, Wi-Fi, computers with appropriate specifications, internet bandwidth, smartboard, HD projector, local area network (LAN) options, lighting.
- Venue: the size of the room, facilities available including staging, car parking, access arrangements.
- Legal constraints: contracts, health and safety (risk assessment), negligence liability, public liability insurance.
- Teamworking: allocation of tasks, planning meetings.
- Methods of communication: promotion, emails, invitations.
- Contingency planning: 'what if' scenarios, e.g. 'What if the players don't turn up?'.

Learning aim D: Stage, manage and review an esports event to meet set objectives**D1 Staging and managing an esports event**

- Contracts for the venue: suppliers, personnel.
- Marketing of the event: publicity, advertising, sponsorship, guest list, invitations.
- Customer service.
- Monitoring procedures to ensure tasks allocated have been completed.
- Health and safety.
- Methods of communication: internal and external.
- Methods of feedback: interviews, questionnaires, suggestions.

D2 Problem solving

- Implementation of contingency plan, e.g. power surges.
- Health and safety issues, logistical issues.

D3 Evaluating the esports event

- Review of success, e.g. meeting aims and objectives, timing, keeping to set budget, popularity, effective use of social media as a promotional tool, effectiveness of the contingency plan, sponsorship deals.
- Analysis of feedback.
- Suggestions for improvement, e.g. venue size, effectiveness of streaming, effectiveness of pre and post event social media, budget requirements, equipment requirements, contingency planning.

D4 Review of personal skills development in the staging and managing of the esports event

- Event management.
- Employability.
- Communication.
- Negotiation.
- Time management.
- Problem solving.
- Team working.
- Analysis of own skills.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the role of an esports event organiser		A.D1 Evaluate own skills, drawing reasoned conclusion as to what preparation and training is required to support career opportunities as an esports event organiser.
A.P1 Explain the role and skills required to be an effective esports event organiser. A.P2 Complete a personal skills audit that identifies own suitability for the role of esports event organiser.	A.M1 Assess own skills against those required by an esports event organiser, highlighting areas for development.	
Learning aim B: Investigate the feasibility of a proposed esports event		BC.D2 Evaluate and justify the feasibility of a detailed plan for an esports event, making any required adjustments.
B.P3 Investigate the staging of several esports events to determine common success factors. B.P4 Explain a chosen esports event idea, including reasons for the choice.	B.M2 Assess the feasibility of the esports event proposal.	
Learning aim C: Develop a detailed plan for an esports event to meet set objectives		
C.P5 Outline the details of a proposed esports event that meets set objectives. C.P6 Produce a plan for an esports event.	C.M3 Produce a detailed plan for an esports event, justifying choices made that meets set objectives.	
Learning aim D: Stage, manage and review an esports event to meet set objectives		D.D3 Evaluate the success of the esports event, justifying the methods used to achieve set objectives.
D.P7 Stage and manage an esports event using appropriate skills. D.P8 Review the success of the esports event in meeting objectives and receiving feedback from stakeholders.	D.M4 Analyse the success of the esports event, including how risks were managed, making recommendations for future improvements.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship between the learning aims and criteria is:

Learning aim A: (A.P1, A.P2, A.M1, A.D1)

Learning aims B and C: (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Learning aim D: (D.P7, D.P8, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners will need access to a range of current esports event information from websites and social media sites.

Essential information for assessment decisions

The event selected should allow learners to fulfil the skills and activities required by the assessment criteria whilst ensuring learners and participants are safe. Learners should produce their own independent evidence if working in a group.

Learning aim A

For distinction standard, learners will present the outcome of methodical and detailed examination of their current skills, and will give a detailed rationale as to what they need to do to further prepare themselves for a career in the esports industry.

For merit standard, learners will explain the similarities and differences between their own personal skills to those required by an esports event organiser. They will highlight areas where they need to develop their skills and make suggestions as to how this might happen.

For pass standard, learners will give details of the role and skills required to be an effective esports event organiser. A personal skills audit will be included.

Learning aims B and C

For distinction standard, learners will draw on varied information showing a clear justification, based on their research, of their choice of esports event and why it will be successful.

For merit standard, learners will produce a clear and cohesive plan which includes all necessary details including the use of planning tools, a detailed budget and consideration of health and safety, risk assessment and contingency planning. The plan will assess the feasibility of the proposed esports event. There will be an analysis to show that they clearly understand the importance of producing a contingency plan.

For pass standard, learners will show evidence of research into different successful esports events and an identification of the common success factors. This will enable them to produce a plan for a proposed esports event. This plan will contain all relevant details, including objectives, budget, health and safety and risk assessment; however, some of these may be unrealistic and not detailed.

Learning aim D

Evidence for the achievement of this learning aim could include screen recordings and castings, live streams, photographic evidence, witness statements and interviews.

For distinction standard, learners will produce a detailed justification of how well the esports event was planned, staged and managed and to what extent the initial plan contributed to the success (or not) of the event. Learners will justify how their own involvement was instrumental in the success of the esports event and the skills developed throughout the process. Learners need to show significant and sustained participation throughout the planning, staging, managing and evaluation of the event to achieve a distinction.

For merit standard, learners will analyse the planning, staging and managing of the event, with a particular focus on how potential risks, including health and safety and contingencies, were managed. They will also include detailed recommendations for improvement.

For pass standard, learners will give evidence in the form of a diary covering all stages of the event, including the skills they demonstrated with examples. Learners will also submit a written review of the success of the event based on feedback from stakeholders.

Links to other units

This unit links to:

- Unit 1: Introduction to Esports
- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 6: Live-streamed Broadcasting
- Unit 19: Customer Immersion Experiences.

Employer involvement

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

Unit 6: Live-streamed Broadcasting

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore and develop skills for the production, content development and broadcast of live-streamed esports and games.

Unit introduction

Esports and games streaming events involve both participants and spectators. Live-streaming technologies are accessible to all in the video game and esports industries from individual gamers to arena-based tournament organisers. Live-streaming provides gamers with an audience and live-streamed broadcasts allow gamers and esports organisations to attract and interact with worldwide audiences.

In this unit you will research live-streamed gaming and/or esports broadcasts and identify their form, codes and conventions. You will then go on to plan your own live-streamed broadcast, developing your technical streaming skills.

This unit will enable you to make informed decisions about your choices for further studies or employment in live-streaming and related areas such as media, visual engineering, online content management or shoutcasting.

Learning aims

In this unit you will:

- A** Explore live-streamed esports/games characteristics and technologies
- B** Prepare for a live-streamed esports/games broadcast
- C** Broadcast live-streaming esports/games using industry standards.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore live-streamed esports/games characteristics and technologies	A1 Characteristics of live-streamed esports/games broadcasts A2 Live-streaming broadcast technology	A portfolio demonstrating research into live-streamed broadcasts.
B Prepare for a live-streamed esports/games broadcast	B1 Development process B2 Planning a live-streamed broadcast B3 Pre-production	A portfolio including pre-production and a stream plan with a recording of a live-streamed broadcast.
C Broadcast live-streaming esports/games using industry standards	C1 Live-streaming C2 Audience interaction	

Content

Learning aim A: Explore live-streamed esports/games characteristics and technologies

A1 Characteristics of live-streamed esports/games broadcasts

- Broadcast content, e.g. esports tournaments, casual gaming streams.
- Broadcast purpose, e.g. to entertain, inform, promote or educate.
- Type of streamer, e.g. amateur gamer/streamer, professional gamer/streamer, team, or small, medium-sized and large esports organisations.
- Target audience characteristics, e.g. demographics, psychographics.
- Channel branding, audio and visual features.
- Schedule and duration.
- Main broadcast content, e.g.:
 - starting soon, introduction, closing
 - game play
 - guest appearances, multiple presenter/streamer dialogue, remote contributors
 - player/team/game statistics and information
 - shoutcasting and commentary
 - updates
 - music
 - breaks in the broadcast, e.g. advertising, rest breaks for streamers/crew, holding screens (stream returning soon).
- Codes and conventions of live-streamed broadcasts:
 - use of in-game footage and sound
 - use of audio, e.g. voiceover, shoutcasting, host voice, voice chat, music, sound effects
 - use of on-screen graphics, e.g. logos, overlays, lower thirds, in-game data, custom notifications
 - scenes, e.g. game capture, stream starting soon message, be right back message, full screen, picture in picture
 - on screen talent, e.g. host, analysts, interviewers
 - camera setups:
 - multi-camera, single camera
 - framing, e.g. close-up, long shot, medium shot, medium-long shot, medium close-up
 - mise-en-scène
 - lighting, e.g. key, fill, back
 - transitions, e.g. cross-dissolve, dip to black, wipe.
- Use of archive footage, e.g. videos, photographs, audio, game replays.
- Interaction with audience, e.g. stream chat, emotes, direct address, alerts, followers, subscribers, competitions/giveaways, social media.
- Sponsors, partners, advertising.

A2 Live-streaming broadcast technology

- Software:
 - broadcast software and settings, e.g. Open Broadcaster Software (OBS), XSplit
 - streaming platform, e.g. Twitch™, Mixer™, YouTube™
 - terms and conditions of platforms
 - streaming management software, e.g. alerts, donations, subscriptions, chat, overlays.
- PC and monitor:
 - one or two PC setup, capture card, minimum hardware requirements
 - single or multiple monitor setup
 - internet connection.

- Camera:
 - type, e.g. single/multi-camera, webcam, DSLR, broadcast standard
 - settings, e.g. focus, white balance, colour correction
 - mounts, e.g. tripod, crane, dolly, stabilisation, shoulder-mounted.
- Teleprompter.
- Vision mixer.
- Lighting and visual effects (VFX), e.g. ring light, studio lights, reflector, green screen.
- Sound:
 - equipment, e.g. USB, XLR, boom, tie, handheld, desk mic, headset, pop filters
 - audio filters and effects.

Learning aim B: Prepare for a live-streamed esports/games broadcast

B1 Development process

- Background research.
- Planning.
- Pre-production with testing, feedback and review.
- Live-streamed broadcast.
- Capture and archive.
- Post-live-stream use, e.g. promotion, sharing via social media, video-on-demand, highlights/clips.

B2 Planning a live-streamed broadcast

- Stream plan as appropriate to size and type of live-streamed broadcast, to include:
 - target audience
 - content and purpose
 - running order
 - script, teleprompter versions
 - call sheets
 - budget
 - equipment sourcing/booking
 - health and safety, e.g. recce, risk assessment
 - copyright clearances, e.g. music, video excerpts.

B3 Pre-production

- Branding, e.g. logo, name, colour scheme, title.
- Producing, sourcing and/or editing graphics and other media, e.g. lower thirds, transitions, stream overlay, intro/outro screen/video, images, VT, music, text.
- Stream schedule.
- Set up of equipment, e.g. mic, studio, lighting, camera.
- Set up of software and platform.
- Testing, review and feedback, e.g.:
 - hardware, software and platform functionality, e.g. frame rate, speed, audio and visual sync and balance, remote contributor setup
 - content ideas and plans
 - timings.

Learning aim C: Broadcast live-streaming esports/games using industry standards**C1 Live-streaming**

- Contingency and redundancy.
- Production management, e.g. timing, organisation, pace, coherence.
- Operation of software and hardware by:
 - responding to action
 - delivering key content
 - keeping game narrative
 - managing visuals e.g.:
 - capture, such as host/presenter, game capture, scenes
 - use of media, such as overlays, screen-in-screen, graphics, audio
 - visual mixing, such as transitions, editing, sequences
 - managing sound, e.g. voiceover, shoutcasting, in-game sound, sync audio with visuals, audio levels.
- Capture and export.

C2 Audience interaction

- Interacting with the audience by:
 - reacting to stream chat
 - social media, e.g. polls, news/updates
 - moderating chat to ensure online safety and inclusivity
 - contests/giveaways.
- Maintaining legal and ethical standards, e.g.:
 - age-appropriate content
 - obtaining copyright clearance
 - monitoring and enforcing a safe and inclusive environment for audiences/contributors
 - adhering to platform codes of conduct
 - data protection.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore live-streamed esports/games characteristics and technologies		A.D1 Evaluate different live-streaming techniques and technologies across a range of esports/games and how they deliver quality content for their target audiences.
A.P1 Explain general characteristics of live-streamed esports/games broadcasts. A.P2 Describe how technologies are used to create and broadcast live esports/games.	A.M1 Analyse how characteristics and conventions of live-streamed esports/games broadcasts contribute to the audience experience. A.M2 Compare the suitability of different techniques and technologies used to create and broadcast live esports/games.	
Learning aim B: Prepare for a live-streamed esports/games broadcasting		BC.D2 Demonstrate confident and fluent planning, development, setup and broadcasting of a live-streamed esports/games that shows thorough preparation and exploits a range of technology and communication opportunities.
B.P3 Develop appropriate plans for live-streaming esports/games. B.P4 Develop appropriate materials and setup through generally adequate pre-production and testing.	B.M3 Develop detailed and competent plans, materials and setup using effective pre-production and testing.	
Learning aim C: Broadcast live-streaming esports/games using industry standards		
C.P5 Use appropriate techniques and technologies to produce and broadcast a generally adequate live stream. C.P6 Maintain legal and ethical standards appropriate to the audience.	C.M4 Use effective techniques and technologies to produce and broadcast a cohesive live-streaming esports/games.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim A: (A.P1, A.P2, A.M1, A.M2, A.D1)

Learning aims B and C: (B.P3, B.P4, C.P5, C.P6, B.M3, C.M4, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- a PC
- streaming platforms
- an open source or proprietary broadcast software
- a camera
- portable lighting kits
- a microphone
- resources for research.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will make pertinent and accurate judgements about the delivery of esports/games content through live-streaming. These will be based on in-depth analysis of conventions, characteristics and creative opportunities available and the suitability of techniques and technology.

For merit standard, learners will coherently assess the relationship between the characteristics and conventions of esports/games broadcasts and the audience experience, considering all of the key aspects. They will make relevant assessments of the benefits and drawbacks of different techniques and technologies to deliver live esports/games content.

For pass standard, learners will give a generally accurate account of the key characteristics of live-streamed esports/games broadcasts, covering aspects such as broadcast content and codes and conventions. They will identify technologies and illustrate how these are used to create and deliver content.

Learning aims B and C

For distinction standard, learners will identify areas of the broadcast that could have been improved and provide convincing arguments as to why. For example, learners will recognise how to prepare more thoroughly to avoid technical hitches. Learners will also assess, with clear examples, how successfully they followed the codes and conventions and substantiate occasions when it may have been appropriate to subvert them.

For merit standard, learners will complete detailed planning documentation to facilitate a very successful live-streamed broadcast. The materials created to support the broadcast will be consistent in design and purpose and contribute very effectively to the broadcast's success. The learner will demonstrate confidence in first selecting and then using technologies to deliver the broadcast, which will be delivered with minimal errors. The technologies chosen may have enabled further creativity in the broadcast.

For pass standard, learners will complete appropriate planning documentation for their live-streamed broadcast, which will enable a live-streamed broadcast to go ahead. The materials created to support the broadcast will be conventional and used appropriately throughout. The technologies used for the broadcast will be fit for purpose and will support a well-delivered live-stream that will mostly run to plan. The broadcast will be archived appropriately.

Links to other units

This unit links to:

- Unit 1: Introduction to Esports
- Unit 5: Esports Events
- Unit 7: Producing an Esports Brand
- Unit 8: Video Production
- Unit 10: Business Applications of Esports in Social Media
- Unit 11: Shoutcasting.

Employer involvement

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

Unit 7: Producing an Esports Brand

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will investigate the role of branding in the esports industry. They will plan and create their own branding and promotional content for the sale of branded products for their own esports team.

Unit introduction

Brands help to give people, products, teams and organisations an identity and image. For this reason, promotion is often brand-driven, as fans and followers of esports teams strive to align their own image of themselves with their favourite esports teams. Branding, therefore, helps to establish the identity of a product in customers and followers/fans minds. This makes the associated products for an esports team very desirable, wanted or even needed. Messages are carefully crafted to build fans' views and expectations of the branded products associated with the esports teams. Constant advances in digital-based processes and systems, and changes in customer behaviour and their use of social media, present opportunities for esports teams to maintain, develop or reinforce their brand identity. Esports teams invest a huge amount of effort and resources in ensuring that the fans and followers recognise and respond to their brand identity in the right way.

In this unit, you will consider the ways in which esports teams use branding to achieve their objectives. You will then select an existing esports team or create your own team, plan and create a brand and promotional activation content for your chosen team, and then activate this content according to market needs.

This unit will help you to progress to employment, vocational training, higher education or further specialised studies in marketing or esports-related roles or qualifications.

Learning aims

In this unit you will:

- A** Investigate the role of branding in esports teams
- B** Plan brand activation content for a specific esports team
- C** Create brand activation content for a specific esports team.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Investigate the role of branding in esports teams	A1 Principles of branding for esports teams A2 Brands as assets for esports teams A3 Benefits and limitations of branding for esports teams	A report evaluating the impact of branding on existing esports teams.
B Plan brand activation content for a specific esports team	B1 Brand planning and content for a brand activation brief B2 Spaces for brand activation B3 Brand activation techniques B4 Communication practice in brand activation	A portfolio showing the development of the planning and activation of branded content for a specific esports team, to include digital content and incorporating the logo and variants in logos for different applications.
C Create brand activation content for a specific esports team	C1 Design creation C2 Media and materials C3 Production techniques and processes	

Content

Learning aim A: Investigate the role of branding in esports teams

A1 Principles of branding for esports teams

- Branding: the elements that define the image, ethos and tone of an esports team and its associated products or services.
- Brand: a characteristic name, symbol or shape that distinguishes a product or service from that of another esports team.
- Brand portfolio: a collection of brands under the control of an esports team.
- 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
 - people or persons, such as the gamers.
- Use of branding:
 - new brands
 - brand extensions
 - sub-brands
 - product extension.
- Target audiences for brands.
- Consumers'/fans/followers feelings about and connections with, a brand:
 - brand awareness and recognition of the brand
 - perceived qualities associated with the brand
 - loyalty to the brand.
- Branding as part of the marketing mix (product, price, place, promotion, people, process and physical environment).
- Esports teams including UK and globally based teams, e.g. Fnatic, Excel, London Royal Ravens, London Spitfire, Team Dignitas.

A2 Brands as assets for esports teams

- Value of a brand: the total financial value of a brand.
- Brand equity (positive and negative): the differential effect that knowing the brand name has on a fan's/follower's/customer's response to the brand and its marketing, the value of your brand beyond physical assets.
- Customer equity: the value of customer/fan/follower relationships that a brand creates.
- Protecting the brand: legal issues such as trademark registration, copyright, patent registration/IP (intellectual property).

A3 Benefits and limitations of branding for esports teams

- Benefits of strong branding:
 - differentiates from the competition and targets specific markets
 - increases customer/fan/follower engagement, market reach and sales
 - increases customer/fan/follower loyalty and customer/fan/follower advocates
 - can command premium prices/higher prices than non-branded products or services
 - reduces price sensitivity
 - increases value of the esports team
 - makes consumer choice and ability to recognise teams easier
 - strong brand awareness leads to high sales and high market share
 - increased power in the esports industry
 - brand portfolios allow esports teams to compete in many different marketplaces with a range of product lines or services.

- Limitations of branding:
 - may take years to build a brand
 - high cost of promotion, keeping brand in the customers/fans/followers view
 - brands invite competition and copycats
 - high cost of research and development in ensuring brand continues to develop and lead the market.

Learning aim B: Plan brand activation content for a specific esports team

B1 Brand planning and content for a brand activation brief

- Brand activation plan for a brand activation brief, e.g.:
 - scope and parameters
 - target market
 - objectives
 - client and target market needs:
 - research and scoping
 - concept visuals and drafts
 - budget and timescales.
- Brand activation content, e.g.:
 - logos and variants of these for different applications
 - websites
 - social media pages
 - applications
 - designs for associated merchandise, such as gaming chairs, t-shirts.

B2 Spaces for brand activation

- Spaces for online merchandising, e.g.:
 - digital online pop-ups, applications
 - YouTube® adverts
 - television adverts on specialist channels
 - esports personality advertising
 - social media advertising
 - sponsorship of events/tournaments
 - sponsorship of associated merchandise, such as avatars.
- Spaces for offline merchandising, e.g. hoodies, t-shirts, water bottles, gaming chairs.

B3 Brand activation techniques

- Styling, presentation, art direction, immersive experiences.
- Product segmentation: by theme, promotion, event and season; across the team and its online and offline merchandise.
- Approach: themes/stories, co-ordination, colour/style blocks, complementary/contrasting colours, repetition, mirror imaging and triangular formulation, focal points, branding/signage, mass display, micro-merchandising, demonstrations, fresh and relevant products and applications.
- Imaging and online content: photography, lighting, text, image manipulation.

B4 Communication practice in brand activation

- Brand activation:
 - images
 - experiential
 - formal elements
 - typography
 - materials
 - textures
 - lighting
 - scale
 - use of branding
 - signage.
- Non-visual communication, e.g. sound and music, atmosphere and interaction.
- Positioning and visibility, e.g.:
 - online placement: above the fold, landing page or websites and applications, consistency, accessibility, hierarchy, tournament/event spaces
 - composition – vertical or horizontal.
- Ethical considerations, e.g. inclusivity, accessibility, age, vulnerable people, consent.

Learning aim C: Create brand activation content for a specific esports team**C1 Design creation**

- Brand activation process, e.g. modelling of products/applications and prototyping, testing and feedback, revision and refinement, production.

C2 Media and materials

- Media and materials, e.g.:
 - digital: images, colours, typography, video, graphics, sound
 - physical: card, plastic, fabric, paper, metal, ready-made objects.

C3 Production techniques and processes

- Media:
 - digital, e.g. images, colours, typography, videos, graphics, sound
 - physical associated merchandise fabric, design, ready-made objects.
- Methods of creation:
 - design software, e.g. InDesign®, Photoshop®, vector images, Raptor
 - multimedia software: video, interaction
 - printing processes
 - media and material manipulation.
- Design and brand protection, e.g. copyright, trademarks, registration.
- Produce branded mock-ups of digital content:
 - apply principles of branding and style guide to produce digital branding for your defined audience
 - consider logo placement and positioning.
- Design associated branded merchandise:
 - appeal to target market
 - consider logo placement and positioning.
- Self-reflection and feedback from target market and whether this has met objectives, market and team needs.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the role of branding in esports teams		A.D1 Evaluate the impact of branding on a selected esports team, making a judgement on its significance.
A.P1 Explain the principles of branding for a selected esports team. A.P2 Explain how brands can be an asset to a selected esports team.	A.M1 Analyse the advantages and disadvantages of branding to a selected esports team.	
Learning aim B: Plan brand activation content for a specific esports team		BC.D2 Develop justified and sophisticated brand activation for a specific esports team informed by in-depth knowledge of the team and the target market needs.
B.P3 Outline the details of a brand activation brief for a specific esports team. B.P4 Develop appropriate brand activation plans for a specific esports team.	B.M2 Develop effective brand activation plans informed by a clear assessment of the specific esports team and target market needs.	
Learning aim C: Create brand activation content for a specific esports team		
C.P5 Produce branded digital content mock-ups for a specific esports team. C.P6 Design branded merchandise mock-ups for a specific esports team.	C.M3 Create effective brand activation informed by feedback from digital content and associated merchandise mock-ups for a specific esports team.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim A: (A.P1, A.P2, A.M1, A.D1)

Learning aims B and C: (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

Learners will need access to a range of current branding information on websites and published resources. They will also need access to some design and production software and materials in order to produce the outcomes.

Essential information for assessment decisions

Learning aim A

Learners will carry out an investigation into an esports team with a reputation for having a strong brand. They must ensure that they select an esports team that will give them the depth of information required to cover all assessment criteria fully. The choice of esports team will be individual and not teacher-led.

For distinction standard, learners will draw on varied information considering the relevance or significance of the branding used by an esports team. Learners will use their results to make reasoned judgements. They will come to a supported conclusion on the impact of branding. Learners will show understanding of the link between branding and achieving the objectives, such as an increase or improvement in market share or increased followers/fans/engagement.

For merit standard, learners will present a methodical and detailed examination of 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.

For pass standard, learners will show clear details of the principles of branding in a selected esports team and give reasons as to why brands can be an asset.

Learning aims B and C

For distinction standard, learners will plan and create perceptive and effective brand activation for a selected esports team in online formats, and a fully-justified design for offline associated merchandise. Each aspect will be well developed and the use of development and production techniques will be consistently applied. There will also be a full appreciation of the use of variations in branding for different applications and media. Brand activation will be reviewed using self-reflection and feedback from people in the appropriate target market audience. Any adaptations will be as a result of this. They will be comprehensively explained and consider the objectives and target market needs using thorough methods. The message communicated and the formats applied will be engaging and assured in response to in-depth assessment of the esports team needs, the scope, parameters and opportunities in the brief.

For merit standard, learners will plan and create appropriate brand activation in online formats along with an appropriate design for associated merchandise. Most aspects of the brand activation will be well developed. The use of development and production techniques will mostly be cohesive and competent. The brand activation will be reviewed and will consider target market needs and objectives using suitable methods. The message communicated will be competent and considered and the formats and materials development will be clearly informed by broad research into the target market and esports team needs.

For pass standard, learners will give a clear account of the scope, parameters and details of the brand activation brief, going into some logistical details of the requirements. They will use some of this information to inform brand activation for a specific esports team. The communication in the brand activation will generally relate to the esports team's objectives and will be coherent for the audience. Learners will gain some collection of feedback, which will have a limited impact on the development process. Learners will partially review their plans and creations using some relevant criteria on which to base their decisions and actions.

Links to other units

This unit links to:

- Unit 1: Introduction to Esports
- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 5: Esports Events
- Unit 10: Business Applications of Esports in Social Media
- Unit 19: Customer Immersion Experiences.

Employer involvement

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

- guest speakers from esports organisations
- work experience
- visits to esports tournaments.

Unit 8: Video Production

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop knowledge, understanding and practical skills in video production for esports.

Unit introduction

Esports relies heavily on the production and distribution of video content to engage audiences. Videos of esports and games help to promote products, people, events and developments.

In this unit, you will gain an understanding of the codes and conventions of videos used for different purposes in esports and games, along with practical production methods and techniques. You will develop your own idea, source and prepare content and use practical video pre-production, production and post-production processes.

The knowledge, understanding and skills you develop will be a great advantage if you wish to pursue a career in esports and related areas such as journalism, producing, promoting or shoutcasting. This unit will also support progression to related higher education courses.

Learning aims

In this unit you will:

- A** Explore video products in esports/games
- B** Undertake video pre-production for an esports/game brief
- C** Produce an esports/game video for a brief.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore video products in esports/games	A1 Investigating esports and games video	Case studies comparing videos used in esports and games.
B Undertake video pre-production for an esports/game brief	B1 Proposal and planning B2 Pre-production	A portfolio with a proposal, pre-production documentation for a video and the final outcome.
C Produce an esports/game video for a brief	C1 Video production C2 Post-production	

Content

Learning aim A: Explore video products in esports/games

A1 Investigating esports and games video

- Purpose:
 - intention, e.g. to educate, inform, entertain or promote
 - audiences and their needs
 - client needs.
- Legal and ethical constraints:
 - libel, defamation and privacy
 - representation
 - copyright.
- Characteristics of video:
 - genres, codes and conventions
 - visual language, e.g. colour, signs and symbols, framing, style
 - content, e.g. narrative, information, dialogue, segments
 - audio and visual elements, e.g. images, visual effects (VFX), animation, motion graphics, music, dialogue, sound effects.
- Formats, e.g. multi-camera live event, documentary, advert, title sequence, short, ident, corporate.

Learning aim B: Undertake video pre-production for an esports/game brief

B1 Proposal and planning

- Market research, e.g. client brief, audience, competitor analysis, similar and existing video products, creative opportunities.
- Proposal with subject content idea, format, genre, style, audience, purpose, budget.
- Pre-production planning:
 - storyboard
 - script
 - shot list
 - talent/crew/contributor sourcing
 - equipment lists, e.g. camera, sound, lighting, storage, prop/costume/ make-up list.
 - schedule
 - call sheet
 - location details
 - recce
 - risk assessment
 - permissions.

B2 Pre-production

- Sourcing and creating assets, e.g.:
 - audio, e.g. music, narration, sound effects
 - video, e.g. effects, filler, archive footage
 - graphics and images, e.g. logos, titles, photos
 - using video hardware and software
 - archiving and using file name conventions.

Learning aim C: Produce an esports/game video for a brief**C1 Video production**

- Professional practice:
 - communication, e.g. talent, production team
 - organisation and time management
 - legal and ethical
 - health and safety.
- Camera operation:
 - settings, e.g. white balance, aperture, shutter speed
 - framing, e.g. close-up, long shot, medium shot, medium-long shot, medium close-up
 - movement, e.g. pan, track, tilt, zoom, hand-held
 - stabilisation.
- Sound operation:
 - microphone use
 - levels and audio management
 - types of sound, e.g. ambient sound, wild track, interviews, presenter's descriptions, studio sound, music.
- Lighting management:
 - colour temperature
 - light, e.g. natural, artificial, three point, gels, reflector.
- Effects and animation, e.g. key frame, green screen, 3D assets, visual effects.

C2 Post-production

- Editing:
 - video:
 - continuity, e.g. linear/non-linear
 - montage, e.g. standard cut, jump cut, transitions, cross dissolve, wipe, fade-in/out, smash cut
 - graphics, e.g. credits, titles, overlays
 - effects, e.g. roto-brush, chroma key, compositing
 - colour correction
 - sound, e.g. sequencing, multitrack, music, voices, bridges, diegetic/non-diegetic.
- File management.
- Optimisation and exporting formats.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore video products in esports/games		A.D1 Evaluate the relationship between video characteristics and audiences.
A.P1 Describe the format and characteristics of video in esports/games. A.P2 Outline the legal and ethical constraints for video products.	A.M1 Compare the characteristics of video in esports/games for different formats and purposes.	
Learning aim B: Undertake video pre-production for an esports/game brief		BC.D2 Create an accomplished and thoroughly developed esports/ game video that applies video production and post-production techniques fluently.
B.P3 Carry out appropriate esports/game pre-production planning. B.P4 Source and create appropriate pre-production assets.	B.M2 Develop effective planning and pre-production for esports/game that is clearly informed by research.	
Learning aim C: Produce an esports/game video for a brief		
C.P5 Create an appropriate esports/game video using generally adequate production and post-production techniques. C.P6 Apply professional practice, working safely within legal and ethical constraints.	C.M3 Create an effective esports/game video using effective production and post-production techniques.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim A: (A.P1, A.P2, A.M1, A.D1)

Learning aims B and C: (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- sound and video production tools, such as sound recording equipment, video recording equipment, lighting and appropriate software for sound and video editing
- online resources for research.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will make pertinent judgements about the relationships between video characteristics and audiences. These will be based on in-depth analysis of creative opportunities available and the suitability of video characteristics. They will also outline the legal and ethical constraints.

For merit standard, learners will coherently assess characteristics of esports/games video, making connections between formats, purpose and characteristics. They will make relevant and detailed assessments of the comparative qualities of different characteristics, informed by analysis of video for different purposes and across different formats. They will also outline the legal and ethical constraints.

For pass standard, learners will provide a general profile of video products with general details of key characteristics within esports/games video content and some different formats. Learners will exemplify how some general characteristics are used to communicate in video products and determine the general legal and ethical constraints that impact video products.

Learning aims B and C

For distinction standard, learners will produce an accomplished video that is appropriate to the audience, whilst working safely and within legal and ethical constraints. The video will show that it is thoroughly informed by appropriate market research and has been refined through the use of accomplished pre-production techniques and planning. The video will respond perceptively to the needs of the brief and communicate fluently through exploiting video characteristics, conventions and opportunities.

For merit standard, learners will produce effective planning and considered pre-production materials. The video will show that it is informed by market research and show use of competent pre-production techniques. Production and post-production will be practiced safely and within legal and ethical constraints. Outcomes will show that video production and post-production techniques have been confidently applied in most areas, effectively communicating content and addressing the needs of the brief and audience, and showing a sound understanding of video characteristics and conventions.

For pass standard, learners will produce generally adequate planning and pre-production materials. Production and post-production will be practiced safely and within legal and ethical constraints. Outcomes will show that video production and post-production techniques have been applied appropriately, communicating content adequately and addressing some needs of the brief and audience through the use of basic video characteristics and conventions.

Links to other units

This unit links to:

- Unit 1: Introduction to Esports
- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 5: Esports Events
- Unit 6: Live-streamed Broadcasting
- Unit 7: Producing an Esports Brand
- Unit 10: Business Applications of Esports in Social Media
- Unit 11: Shoutcasting.

Employer involvement

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

Unit 9: Games Design

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will understand and examine styles of gameplay present in esports games. They will generate game design ideas, as well as produce a game design document, and explain what makes a good esports game.

Unit introduction

Game design is a combination of innovation and ingenuity which turns a vision into reality. This vision must be communicated to team members, managers and financial backers. The vision must then be developed and documented for others to implement, which is a matter of engaging with some challenging realities. Consideration has to be given to identifying those unique features that will make games into playable top titles. All ideas must be recorded to provide a starting point and a reference against which entrepreneurs can make judgements on the risk involved in investing in the development of the game.

This unit aims to provide learners with an understanding of the underlying principles of game design that define the way that games work, focusing on esports games. Learners must appreciate these key principles before applying them to their own game ideas and creating their own game design document.

You will apply research skills used by all games developers to investigate the available trends in order to design and develop appropriate documents. The skills you gain through this unit will help you as you progress to employment in the gaming industry, for example as a games developer, level designer or producer. These skills will also help you to progress into further education in the digital arts by providing you with tools and refining your skills, which will be suitable across all sectors.

Learning aims

In this unit you will:

- A** Understand the principles of game design
- B** Research and generate ideas for an esports game concept
- C** Develop a game design document for an esports game.

Summary of unit

Learning aims	Key content areas	Recommended assessment approach
A Understand the principles of game design	A1 Principles of game design A2 Gameplay aspects A3 Targeted audience	A report investigating and evaluating the different aspects of games design, what makes a game viable for esports and how the audience is targeted.
B Research and generate ideas for an esports game concept	B1 Idea generation B2 Review and refine ideas	A presentation evaluating the effectiveness of the game concept, showing off idea generation, feedback, refined ideas and final concept for the game design document.
C Develop a game design document for an esports game	C1 Purpose of design documents C2 Document layout and production	<p>A game design document of a game that could be used within esports.</p> <p>A project brief showing concept, design, layout and production. The evidence should also show why the game would be ideal for the esports scene, with reflection on the final product.</p>

Content

Learning aim A: Understand the principles of game design

A1 Principles of game design

- Visual style: world, terrain, object, architecture.
- Direction:
 - anticipation
 - announce change
 - focal point.
- Behaviour:
 - believable events and behaviour
 - overlapping events and behaviour
 - physics
 - sound.
- Progression and pacing.
- Environment.
- Method: linear design versus component breakdown.
- Foundation, e.g. player, communication, appeal.
- Conclusion, e.g. end of game, next chapter, next game.

A2 Gameplay aspects

- Gameplay:
 - gameplay mechanics, e.g. running, jumping, swimming
 - goals, challenges
 - progression
 - balance and flow
 - replay value.
- Interaction model:
 - avatar
 - omnipresence
 - character/s.
- Single player/multiplayer.
- Narrative.
- Game setting:
 - physical
 - temporal
 - environmental
 - emotional.
- Ethics.
- Challenges and rewards.
- Rules.
- Player actions.
- Player mechanics.
- Motivation:
 - player engagement
 - replayability.
- Feedback.
- Game structure.

A3 Targeted audience

- Demographics.
- Location.
- Subculture.
- Needs.
- Attitudes and opinions.
- Personalities.

Learning aim B: Research and generate ideas for an esports game concept**B1 Idea generation**

- Brief.
- Concept.
- Visual style, e.g. realism, stylised, pixel, toon, cel shaded.
- Moodboards.
- Mind Maps.
- Genre, e.g. sport, action, first person shooter (FPS), multiplayer online battle arena (MOBA), combat.
- Target platform:
 - desktop
 - console
 - mobile
 - handheld.

B2 Review and refine ideas

- Presentations.
- Community feedback.
- Peer feedback.
- Critique template.
- Planning.
- Recording.
- Testing.
- Market research:
 - audience
 - age
 - gender
 - gaming communities
 - game genres.
- Case studies.

Learning aim C: Develop a game design document for an esports game**C1 Purpose of design documents**

- High-level concept.
- Unique selling point (USP).
- Sales pitch.
- Game treatment.
- Concept document.
- Design document to fit with chosen genre within esports.
- Selection of genre, purpose and audience.
- Placement of gameplay elements.
- Scale plans.
- Links to esports games that are in the market, e.g. Rocket League, League of Legends, Overwatch, Hearthstone, World of Warcraft, Fortnite.

C2 Document layout and production

Learners will need to develop a design document using the following layout criteria, factors and production considerations.

- Key content areas and structure, e.g. overview, objective, theme, structure, features, characters, mechanics, story, environments.
- Genre.
- Audience.
- Visual styles.
- Format, e.g. word processed document, presentation, graphic design software.
- Audience.
- Language.
- Visual styles.
- Editing techniques.
- Factors affecting asset choices:
 - file type
 - file size
 - size of graphics
 - aesthetics.
- Intended platform.
- Presentation style.
- Writing style.
- Resources, e.g. functionality and constraints, graphic content.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the principles of game design		A.D1 Evaluate the impact of the design principles for different games genres and their targeted audiences.
A.P1 Explain the principles of game design. A.P2 Explain how the principles of game design impact on making games.	A.M1 Compare the design principles for different games genres.	
Learning aim B: Research and generate ideas for an esports game concept		B.D2 Justify decisions made, showing how the design ideas and research will influence the game design document.
B.P3 Produce appropriate ideas and concepts for the game design document. B.P4 Review own ideas and research with feedback from peers.	B.M2 Produce a development of the games concept, incorporating the feedback and self-evaluation.	
Learning aim C: Develop a game design document for an esports game		C.D3 Produce a comprehensive game design document for the game genre chosen, showing valid reflection of own choices with consideration.
C.P5 Produce a game design document for the chosen game genre.	C.M3 Produce a detailed game design document for the game genre chosen, showing technical and practical requirements needed.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim A: (A.P1, A.P2, A.M1, A.D1)

Learning aim B: (B.P3, B.P4, B.M2, B.D2)

Learning aim C: (C.P5, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

There are no additional requirements for this unit.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will provide a clear and structured evaluation of the principles of game design for two esports games in two different genres. As part of the evaluation, research into the target audience for specific titles will be wholly considered. Learners will 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. Learners must make comparisons between games that are used for esports and games that are not, discussing what factors make them more viable as an esports game. The report, which can be a document, blog post, voice recording or presentation, will demonstrate high quality written/oral communication through the use of accurate and fluent vocabulary to support a well-structured and considered response that clearly connects all aspects together.

For merit standard, learners will show a clear understanding of how the principles of game design affect and influence games genres. The findings must be rational and well balanced, showing 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, each from different genres. Learners must be technically accurate and demonstrate a good quality of written/oral communication 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 e.g. League of Legends, Overwatch, Rocket League, and how the games use the principles of game design. Learners will investigate these principles and provide an explanation of how they are used individually and why they are important to the development of games.

Learning aim B

For distinction standard, learners will present detailed concepts that consider current styles in esports games. After the initial concept, they will have received appropriate peer feedback and will need to self-evaluate their concept, providing justification as to why they have or have not made any amendments that will influence their final game design document. They will present their ideas in an artistic way through mood boards, presentations, drawings, blogs and digital work, as well as through confident written work that explains the specific mechanics, beyond conventional or basic ideas. Learners will source a wide range of content to inform their ideas in preparation for processing and editing.

For merit standard, learners will produce an improved concept to inform their game idea, undertaking peer review feedback and evaluating their initial idea/concept. The improvement will be detailed, coherent and fully explained to evidence their creativity and flair for their chosen genre. Learners must provide a thorough evaluation of the effectiveness of the content they have researched and created, linking it back to how it would be used in industry. This self-evaluation will be evidenced at all stages of the planning, development and review processes. Learners will provide justifiable suggestions for future improvements to their concepts.

For pass standard, learners will understand the planning and development that goes into creating a concept for a game idea. Learners will produce ideas and concepts that will be of an appropriate nature, meaning that they will follow current esports game genres (e.g. MOBA, sports, combat or FPS). Learners will explain the requirements that relate to concepts and the criteria that will ensure that a valid and viable concept is created. Learners will request feedback from their peers in an appropriate method, then review the feedback and their ideas.

Learning aim C

For distinction standard, learners will show a very high standard of structured writing skills that will be of an industry standard, accumulating in a game development document. Learners will draw on and show their knowledge across the learning aims to evaluate how the decisions and methodologies applied throughout the game design document impacted on the final outcome. Learners will 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 game design document will demonstrate high-quality written communication through the use of accurate and fluent technical vocabulary to support a well-structured and considered response that clearly connects all aspects together.

For merit standard, learners will demonstrate a high standard of structured 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. Learners must provide a clear, accurate and robust justification of how the game design document meets the requirements intended. Learners will provide a clear and balanced analysis of the success of their outcomes against the design concept requirements, and the quality of the game design document.

For pass standard, learners will show a good standard of structured writing skills, accumulating in a game design document. Learners will evidence and describe both visual and gameplay elements throughout the game design document. This evidence can be related to other games, but the overall idea will be their own. Learners will apply understanding through the planning and development of a game design document to meet the requirements of their design concept.

Links to other units

This unit links to:

- Unit 6: Live-streamed Broadcasting
- Unit 8: Video Production.

Employer involvement

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

Unit 10: Business Applications of Esports in Social Media

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore how esports organisations use social media to promote their products and/or services. They will then implement social media activities for an esports organisation to meet its business requirements.

Unit introduction

Social media websites are a popular way for people to communicate and share information with friends and family. People spend a lot of time on social media websites and they give esports organisations opportunities to interact with people, for example to promote their products or services and to provide customer service. You may be familiar with social media for personal use and in this unit, you will discover how it can be used in an esports organisational context. You will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for organisational purposes. You will develop a plan to use social media strategies within an esports organisation to achieve its specific business aims and objectives. You will then implement the plan, developing and posting content and interacting with others. Finally, you will collect data on the esports organisation's use of social media and review the effectiveness of your efforts.

This unit will help you to progress to employment in specific esports roles. The unit will also help you to progress to further study in higher education or professional qualifications in esports.

Learning aims

In this unit you will:

- A** Explore the impact of social media on the ways in which esports organisations promote their products and services
- B** Develop a plan to use social media in an esports organisation to meet its business requirements
- C** Implement the use of social media in an esports organisation.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore the impact of social media on the ways in which esports organisations promote their products and services	A1 Social media websites A2 Organisational uses of social media for esports purposes A3 Risks and issues	A report evaluating the esports organisational use of social media to interact with customers and promote products or services to a target audience.
B Develop a plan to use social media in an esports organisation to meet its business requirements	B1 Social media planning processes B2 Organisational requirements B3 Content planning, publishing and review B4 Developing an online community	A plan showing evidence of preparation and implementation of the use of social media in an esports organisation, which meets identified business requirements. Established social media pages dedicated to the esports organisation, which fulfil the requirements given in the plan, accompanied by supporting documentation.
C Implement the use of social media in an esports organisation	C1 Creating accounts and profiles C2 Content creation and publication C3 Implementation of online community building C4 Data gathering and search engine optimisation	

Content

Learning aim A: Explore the impact of social media on the ways in which esports organisations promote their products and services

A1 Social media websites

- Developments in social media affect the way in which esports organisations promote products and services:
 - social media websites are constantly evolving and new features are introduced regularly
 - features, structure and target audience of different social media websites, e.g. Facebook®, Twitter®, Instagram®, Reddit®, YouTube®.
- How esports organisations can use social media websites to support their business aims and needs, including:
 - creating an image or brand
 - promoting products and services
 - communicating with customers
 - providing customer service
 - resolving queries and managing issues.
- Features of social media websites tailored to organisational needs, including:
 - advertising
 - website and mobile device integration
 - relationship with search engine optimisation (SEO)
 - profile on the sites, describing the esports organisation to visitors
 - usage data indicating the profile of followers and effectiveness of posts, e.g. Facebook® Insights, Twitter® Analytics and Google Analytics™
 - audience profiles (age, gender, income) of social media websites.

A2 Organisational use of social media for esports purposes

- Posting different content formats, e.g. text, images, video, links, polls, quizzes.
- Content focus and meaning, e.g. information, promotion, humour, special offers and customer service.
- Developing an audience and encouraging people to follow or 'like' the esports organisation through the creation and use of engaging content.
- Keywords and their use in posted content.
- Developing contacts by following and linking to relevant esports organisations and individuals, and sharing content posted by others.
- Direct and indirect advertising.
- Links to commercial information, e.g. esports organisation's website, e-commerce websites.
- Relationship between the social media website and the esports organisation's website, e.g. using:
 - social media buttons on the esports organisation's website
 - esports organisation's website links within social media posts
 - social media news feeds on the esports organisation's website.

A3 Risks and issues

- Negative comments on social media sites and damage to reputation.
- Time constraints on social media interaction, return on time investment.
- Unforeseen consequences of posted content.
- Increased vulnerability to cyber criminals.

Learning aim B: Develop a plan to use social media in an esports organisation to meet its business requirements

B1 Social media planning processes

- Processes to consider when planning the potential use of social media in an esports organisation, including:
 - the specific requirements of the esports organisation
 - content planning and publishing
 - developing online communities
 - enforcing social media policies.

B2 Organisational requirements

Working with a client to set requirements for the use of social media and the potential benefits for the esports organisation when compared with traditional promotional methods.

- Establishing timescales and responsibilities for the use of social media within an esports organisation.
- Identifying criteria for measuring the success of social media within an esports organisation.
- Selection of social media websites by matching site profiles to requirements, in terms of an esports organisation's business use of social media.
- Identifying targets for the use of social media e.g. number of followers, 'likes' and 'shares'.

B3 Content planning, publishing and review

- Planning posts and other content to be published on social media websites, including:
 - identifying a target audience, e.g. age, gender, interest, income
 - linking the type of content to target audience to ensure it is engaging
 - researching keywords (such as Google Adwords) and creating keyword strategies to help users identify content
 - researching the best time to publish content and creating a publishing schedule (type of content, frequency, day and time).
- Legal and ethical considerations of social media content.
- Working with a client and other relevant stakeholders to improve the quality, effectiveness and appropriateness of the plans, e.g. gathering feedback from a client and potential users, communicating with a client, refining ideas and solutions.

B4 Developing an online community

- Working with a client to develop a strategy to encourage online community building, including:
 - using promotional techniques, e.g. requesting feedback, surveys, special offers or initiatives, creating links between social media websites and the esports organisation's website
 - monitoring social media website streams and responding to queries, requests and complaints.

Learning aim C: Implement the use of social media in an esports organisation

Selection and use of appropriate social media website tools and techniques to implement a plan.

C1 Creating accounts and profiles

- Sign-up, creation and administration of esports organisational accounts on social media website.
- Creation and set-up of a profile for the esports organisation.
- Customisation and configuration of the esports organisation's profile, including privacy settings, colour schemes, images, text and other assets that follow branding guidelines.

C2 Content creation and publication

- Carry out research in order to produce engaging content for the intended target audience.
- Produce, publish and manage content.
- Improve visibility of published content.
- Methods to encourage audience interaction, e.g. use of images, phrasing of text content, timing of posts to coincide with times when followers are online.
- Integration of information across the esports organisation's website and social media websites.
- Adapting and testing content on different devices/platforms, e.g. mobile phones, tablets and notebooks.

C3 Implementation of online community building

- Implementation of an online community building strategy, including:
 - using hashtags, sharing and tagging
 - finding and joining groups and contributing information
 - following people and other esports organisations or businesses.
- Monitoring and responding to comments, importance of prompt responses.
- Using tools and techniques to automate content posting.

C4 Data gathering and search engine optimisation

Gathering and interpreting data on social media websites using dedicated tools, for example Facebook Insights, Twitter Analytics, Google Analytics™ and TweetReach™.

- Identifying interaction relating to individual posts.
- Identifying audience profiles, e.g. age, location.
- Monitoring number of interactions e.g. 'reposts', 'likes' and 'shares'.
- Comparison of intended target audience versus actual audience.
- Identification of posts and types of content that create the highest levels of interaction.
- Principles of search engine optimisation, including:
 - keyword research and strategy
 - website URL and content
 - significance of regular updates
 - importance of inbound links and ways of developing them
 - timescales for achieving change in search engine rankings.
- Monitoring website interaction.
- Social media links to search engine optimisation, including:
 - social media profiles
 - use of keywords in content
 - use of social media to encourage visitors to the company website
 - importance of search engine rankings linked to a social media service.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the impact of social media on the ways in which esports organisations promote their products and services		A.D1 Evaluate the use of an esports organisation’s use of social media to interact with customers and promote products or services to a target audience.
A.P1 Explain the different ways in which an esports organisation can use social media to promote products or services to a target audience.	A.M1 Assess the different ways in which an esports organisation can use social media to promote products or services to a target audience.	
A.P2 Explain the audience profiles of different social media websites.		
Learning aim B: Develop a plan to use social media in an esports organisation to meet its business requirements		BC.D2 Evaluate the plan and use of social media in an esports organisation against its business requirements. BC.D3 Evaluate the extent to which the optimised content, format and features has improved search engine rankings, using an effective and detailed review of data.
B.P3 Produce a plan to use social media in an esports organisation to meet its business requirements.	B.M2 Justify planning decisions made, showing how the plan will fulfil its purpose and the esports organisation’s business requirements.	
B.P4 Review the plan with others in order to identify and inform improvements.		
Learning aim C: Implement the use of social media in an esports organisation		
C.P5 Produce business-related content for an esports organisation, using appropriate features of social media that meet the requirements of the plan.	C.M3 Optimise the content, format and features of social media that meet the requirements of the plan.	
C.P6 Review data obtained on social media usage, interaction and search engine rankings.		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There are a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim A: (A.P1, A.P2, A.M1, A.D1)

Learning aims B and C: (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2, BC.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a variety of social media websites that will allow them to plan and implement the use of the social media features.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will produce a comprehensive, well-balanced evaluation of how an esports organisation uses social media to support its business requirements, making realistic and well-explained business-related observations on the benefits and disadvantages while considering its target customers or audience. Learners will provide real-life, relevant examples of how esports organisations have used social media effectively and how some esports organisations have not managed the risks involved effectively. Learners must articulate their arguments fluently and their views concisely, providing an evaluation that makes reasoned, valid judgements.

The evidence will demonstrate high-quality written/oral communication using accurate and fluent technical vocabulary that supports a well-structured and considered response that clearly connects chains of reasoning.

For merit standard, learners will present a reasoned and well-explained assessment of a range of different ways in which an esports organisation can use social media to interact with the target audience for its products and/or services. The assessment will be balanced and supported by clear examples. Learners will focus their comments on the esports organisation's business uses of the social media sites. The evidence must be technically accurate and demonstrate good-quality written or oral communication.

For pass standard, learners will provide detailed information, supported by real-life examples, covering all the ways in which esports organisations can use social media to support their business requirements (as listed in the unit content). They will research the different audience profiles for the main social media sites and explain how the different sites appeal to different audiences. Learners will relate this to how different esports organisations can use social media. The evidence may have some inaccuracies and include a limited range of examples.

Learning aims B and C

For distinction standard, learners will draw on, and show synthesis of, knowledge across the learning aims in order to evaluate both the plan to use social media and its implementation. Learners also need to show that they have considered the legal and ethical implications of the material they have posted on social media sites. Learners must provide a reasoned and realistic review of the outcomes, identifying the positive and negative aspects. For example, they can explain why some things they planned to do did not happen or did not work out as they expected. Learners will make reasoned, appropriate suggestions as to how the use of social media could be improved in the future. They will undertake a detailed examination of the data collected on the interaction achieved and the profile of the people who have interacted with their social media posts. This information will link clearly to a discussion of how well this matches their intentions. For example, learners may discover that the age and location profile of the people interacting with their posts does not match the target audience of the esports organisation concerned. In this case, they would need to discuss possible reasons for the mismatch and how this issue could be resolved. Learners will take individual responsibility for their own work, for example, by identifying potential issues and resolving them, reviewing their work and making improvements, keeping their work safe and secure and showing responsible use of quoted materials. Learners will show creativity, for example, through taking innovative approaches to problem solving and through the originality of their solution.

For merit standard, learners will provide a clear, accurate and well-reasoned justification of the choices they made in the planning of the use of social media. Learners will show a clear link to the esports organisation's business requirements. The usage data collected by learners will also assess how effective each of their posts have been in achieving their stated aim and how effective they have been in encouraging interaction with the audience. Learners also need to show that they have considered the legal and ethical implications of the material they have posted on social media sites. Learners will apply their knowledge through selection and application of appropriate tools and techniques to optimise the effectiveness of their future posts and other social media features. They will make accurate and reasoned suggestions as to how the outcomes could be improved if the task were to be repeated.

For pass standard, learners will produce a plan that meets the esports organisation's business requirements and identifies the target audience. The plan will also identify timescales and key words, and include a content posting schedule. Learners will show an awareness of legal and ethical implications of the content they plan to post.

Learners will review their plan, and ask others, such as the client/employer and customers/audience, to assist them in this process and provide evidence of their review.

Learners will select a variety of social media websites and implement their plan and interact with their followers. Some simulation may be required in order to provide the interaction, and fellow learners can play the role of 'customers' for each other. Learners can provide evidence in the form of annotated screenshots showing how they have implemented the plan they have created.

Learners must collect a range of data using features, such as Facebook Insights, Google Analytics™ and Twitter Analytics, showing the interaction that individual posts have created and the profile of their audience. This data will be used to optimise their future posts, for example by adjusting the wording, content and timing of posts, as well as demonstrating the use of any other new features.

Links to other units

This unit links to:

- Unit 6: Live-streamed Broadcasting
- Unit 7: Producing an Esports Brand
- Unit 8: Video Production.

Employer involvement

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

- guest speakers
- technical workshops involving staff from local esports organisations/businesses
- contribution of design/ideas to unit assignment/scenario/case study/project materials, including own esports organisation/business materials as exemplars where appropriate
- feedback from staff from local esports organisations/businesses on plans, designs and items developed
- opportunities for observation of esports organisation/business application during work experience
- support from local esports organisation/business staff as mentors.

Unit 11: Shoutcasting

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will investigate shoutcasting and develop knowledge, understanding and practical skills for shoutcasting.

Unit introduction

Shoutcasting for esports commentary is a big part of what makes watching esports so engaging. Shoutcasters bring matches and tournaments to life. They inform and entertain the viewer and contribute significantly to the popularity of esports for participants, teams and the audience by providing rich information and insight into the gameplay, tactics and background.

In this unit, you will investigate the principles and practice of shoutcasting for esports, develop practical techniques for preparing for shoutcasting performances and apply shoutcasting to support esports.

The knowledge, understanding and skills you develop will be a great advantage if you wish to pursue a career in shoutcasting and related employment areas such as journalism, presenting or commentating. The skills developed will also support progression to related higher education courses.

Learning aims

In this unit you will:

- A** Explore how shoutcasting contributes to the experience of esports
- B** Prepare for esports shoutcasting performance and communication
- C** Demonstrate esports shoutcasting skills to an audience.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore how shoutcasting contributes to the experience of esports	A1 Shoutcasting principles A2 Shoutcasting practice	A presentation on shoutcasting principles and practice, using examples to illustrate points.
B Prepare for esports shoutcasting performance and communication	B1 Preparation for shoutcasting B2 Developing communication and sound skills B3 Practice and review use of personal shoutcasting development	A recording of a shoutcasting live stream in a match or tournament, supported by a showreel of shoutcasting rehearsals and practice.
C Demonstrate esports shoutcasting skills to an audience	C1 Shoutcasting	

Content

Learning aim A: Explore how shoutcasting contributes to the experience of esports

Learners should analyse and evaluate professional live and recorded case studies of shoutcasting across a range of genres and formats.

A1 Shoutcasting principles

- Types of shoutcaster:
 - play by play (PBP)
 - colour
 - hybrid
 - solo/collaborative
 - recorded/live.
- Purpose:
 - to enrich audience experience
 - to give detailed information
 - to provide structure and context to the esports experience.
- Responsibilities, e.g. legal, ethical, contractual.

A2 Shoutcasting practice

- Communicating information using shoutcasting codes and conventions:
 - player insight
 - in-depth game information
 - game action information
 - tactics insight
 - tournament information
 - hype and energy
 - transitions
 - story/narrative
 - updates
 - contextualisation of events and action.

Learning aim B: Prepare for esports shoutcasting performance and communication

Learners will undertake background research into specific esports players and tournaments and develop practical skills through practice and review in preparation for shoutcasting.

B1 Preparation for shoutcasting

- Background information on participants, e.g. performance, demographic, contribution, specialism.
- Background information on game and tournament, e.g. history, development and version, type of gameplay, significant achievements, specialist tactics used, demographic of audience, anecdotal information.
- Preparing information for shoutcasting, e.g. player lists and outline information, game statistics, leaderboards, notes.

B2 Developing communication and sound skills

- Voice:
 - tempo
 - rate
 - quality
 - volume
 - pitch
 - rhythm
 - timbre.

- Development:
 - warm-up
 - developing range of voice
 - breath capacity and placement
 - formation and placement of sounds
 - facial articulation
 - posture, centering body and weight placement.
- Communication:
 - stress and emphasis for expression, e.g. surprise, excitement
 - pause and continuity
 - tone, accent, dialect and articulation
 - technical terms and jargon.
- Audio skills for sound and spaces, e.g. acoustics of spaces, background sound, avoiding distortion and feedback, microphone types and sound equipment, microphone technique and placement, format, such as location, remote, to camera.

B3 Practice and review use of personal shoutcasting development

- Shoutcasting practice for PBP, colour and hybrid types:
 - action
 - goals, targets, statistics, updates
 - story, history and context
 - comparison, e.g. player and team opportunities, strengths and weaknesses
 - co-casting and interaction with others
 - transitions, handoffs and handover.
- Ongoing review and improvement planning:
 - recording and watching back
 - feedback
 - areas of review, e.g. knowledge, technical skills, performance skills, strengths and areas for development
 - improvement target setting.

Learning aim C: Demonstrate esports shoutcasting skills to an audience

C1 Shoutcasting

- Application of skills:
 - working within legal and ethical constraints
 - timing, time management and organisation
 - knowledge of gameplay, tactics, progress and events
 - providing a balance of information
 - keeping pace and energy
 - maintaining intrigue
 - ensuring audience overview
 - capturing key action
 - relating to the audience demographic
 - connecting events to the bigger picture
 - reacting to unexpected events
 - adapting to ongoing development
 - interacting with others
 - using audio equipment
 - maintaining sound quality.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore how shoutcasting contributes to the experience of esports		A.D1 Evaluate shoutcasting practice across different types of esports, identifying best practice.
A.P1 Explain the types, purpose and responsibilities of shoutcasting. A.P2 Describe general shoutcasting practice and conventional information that shoutcasters communicate.	A.M1 Assess examples of shoutcasting practice across different types of esports.	
Learning aim B: Prepare for an esports shoutcasting performance and communication		BC.D2 Demonstrate confident and fluent shoutcasting that is thoroughly informed and exploits communication opportunities.
B.P3 Identify appropriate player, game, tournament and audience information through research in preparation for shoutcasting. B.P4 Use appropriate shoutcasting practice and review techniques for development of voice, use of sound and communication.	B.M2 Use effective shoutcasting practice and review techniques that integrate relevant esports background information and responses to live action.	
Learning aim C: Demonstrate esports shoutcasting skills to an audience		
C.P5 Communicate generally adequate and relevant information to an audience using appropriate and conventional shoutcasting techniques. C.P6 Communicate within legal and ethical constraints appropriate to the audience.	C.M3 Communicate relevant and detailed information using effective shoutcasting techniques that engage the audience.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim A: (A.P1, A.P2, A.M1, A.D1)

Learning aims B and C: (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners will need access to:

- shoutcasting software and platforms
- audio and editing equipment and software.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will thoroughly consider the differences in shoutcasting practice by professionals. They will analyse shoutcasting practice in different types of esports and use this to make relevant and insightful judgements on the benefits and suitability of specific shoutcasting practice and how these elements enhance the experience for the audience. Responses will be informed by in-depth knowledge of shoutcasting responsibilities, practice, codes and conventions.

For merit standard, learners will highlight key points that differentiate shoutcasting practice across different esports using relevant examples. They will indicate relevant information and codes and conventions related to specific types of esports, outlining creative shoutcasting opportunities and how these opportunities fulfil the education and entertainment needs of the audience. Responses will be informed by clear knowledge of shoutcasting responsibilities, practice, codes and conventions.

For pass standard, learners will give a general overview of the types of shoutcasting. They will exemplify the audience needs and determine the general legal, ethical and contractual responsibilities. They will also provide a profile of shoutcasting practice with details of key conventional information that is presented by shoutcasters.

Learning aims B and C

For distinction standard, learners will develop their skills using sophisticated techniques that have integrated live action with background game information. They will thoroughly prepare for shoutcasting, applying review and reflection perceptively in practice. Working professionally within legal and ethical constraints, their shoutcasting will be accomplished and dynamic, exploiting opportunities for entertainment and informative content with a sensitive awareness of audience needs.

For merit standard, learners will develop their skills using proficient practised techniques that integrate live action with background game information. They will apply review and reflection continually to rehearsals, making changes and attempting different techniques and methods to improve. They will engage and inform the audience, providing considered information and responding to most opportunities using competent shoutcasting techniques and methods within legal and ethical requirements.

For pass standard, learners will inform themselves on general information for shoutcasting a specific event(s), covering information such as players, game, tournament and audience details. They will use straightforward and mostly relevant methods for practising and reviewing shoutcasting to support their development. They will incorporate suitable background into practice and competently communicate events within legal and ethical requirements.

Links to other units

This unit links to *Unit 6: Live-streamed Broadcasting*.

Employer involvement

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

- participating in real tournaments
- collaborating with games companies or tournament providers on designing assignments
- visiting speakers
- visits to tournaments.

Unit 12: Esports Coaching

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop the techniques, personal knowledge and ability to deliver coaching sessions.

Unit introduction

Esports participation is increasing in the UK and so there is a demand for esports coaches who can develop the techniques and performance of esports players. This requires esports players at all levels of the performance pathway to be guided to correctly develop the techniques that can be built on and refined to produce professional esports players.

In this unit you will develop coaching skills, knowledge, qualities and best practices, allowing for sessions to incorporate progression over time. You will develop your planning, delivery and reflection skills, as well as your ability to use a variety of coaching practices. You will explore different practices that could be used to develop esports performance. You will demonstrate your ability to coach a session to improve the performance of the esports players and then reflect on your impact as a coach. You will learn how to effectively evaluate the impact of your own coaching for the future development of the player, and of you as a coach.

This combination of knowledge, understanding and skills will help to prepare you for a career as an esports coach or for higher education courses in the esports and esports sectors, supporting individual esports players or teams.

Learning aims

In this unit you will:

- A** Investigate skills, knowledge, qualities and best practice of esports coaching
- B** Explore practices used to develop skills, techniques and tactics for esports performance
- C** Demonstrate effective planning of esports coaching for performance
- D** Explore the impact of esports coaching for performance.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Investigate skills, knowledge, qualities and best practice of esports coaching	A1 Skills and knowledge for esports coaching for performance A2 Qualities for coaching for performance A3 Best practice for a coach for performance	A report evaluating the impact of a coach on participant or team development, justifying future skills, techniques and tactics for esports performances throughout the season or tournament.
B Explore practices used to develop skills, techniques and tactics for esports performance	B1 Practices to develop skills and techniques for performance B2 Practices to develop tactics for performance B3 Adaptation of practices to promote development of performance	
C Demonstrate effective planning of esports coaching for performance	C1 Planning considerations C2 Planning for an individual session for performance C3 Planning for an overall series of sessions for performance	A plan of esports coaching for performance, including records of preparation and delivery of sessions, supported by video recordings.
D Explore the impact of esports coaching for performance	D1 Delivering for esports coaching performance D2 Reflection on session D3 Coaching development based on reflection	

Content

Learning aim A: Investigate skills, knowledge, qualities and best practice of esports coaching

A1 Skills and knowledge for esports coaching for performance

Learners should understand the skills needed for performance coaching and their application to promote development in changing environments.

- Organisation of session.
- Rapport building.
- Communication:
 - verbal
 - non-verbal.
- Diplomacy.
- Motivator.
- Knowledge of technical and tactical performance models for selected esports.
- Knowledge of a range of esports activities to challenge and develop performance, e.g. rules, techniques, practices, adaptations for different conditions.
- Knowledge of a range of esports adaptations to challenge and develop performance:
 - space
 - seasons
 - meta
 - time
 - equipment
 - pace.
- Planning for changing conditions, e.g. esports players, resources, location, facilities.
- Planning for progression.
- Maintaining safety in changing conditions, e.g. esports players, resources, weather, location, facilities.
- Use and knowledge of unconventional techniques, e.g. *The Art of War* by Sun Tzu, *Leading with the Heart* by Mike Krzyzewski, *Eleven Rings: The Soul of Success* by Phil Jackson.
- Types of coaching:
 - autocratic
 - participative
 - democratic
 - laissez-faire.

A2 Qualities for coaching for performance

Learners should understand the qualities for performance coaching in changing environments.

- Professional.
- Good time keeper.
- Positive attitude.
- Positive role model.
- Aware of the environment and social setting.
- Proactive problem solver and adaptable.
- Empathetic.
- Approachable.
- Appropriate personal appearance, e.g. appropriate kit, personal equipment.
- Enthusiastic, positive.
- Appropriate levels of confidence.
- Reflective.

A3 Best practice for a coach for performance

- Safeguarding.
- Disclosure and Barring Service (DBS).
- Equal opportunities.
- Qualifications and continuing professional development (CPD): academic.
- Emergency procedures.
- Administration for coaching:
 - registration
 - record keeping
 - planning and preparation (sessions, series of sessions)
 - insurance
 - visa.

Learning aim B: Explore practices used to develop skills, techniques and tactics for esports performance

Learners can research practices and adaptations for their chosen esports.

B1 Practices to develop skills and techniques for performance

- Isolated practices.
- Scrims.
- Conditioned situations.
- Competitive situations:
 - offensive
 - defensive.
- Evaluation of practices:
 - practicality
 - suitability
 - effectiveness.

B2 Practices to develop tactics for performance

- Scrims.
- Conditioned situations.
- Competitive situations.
- Evaluation of practices:
 - practicality
 - suitability
 - effectiveness.

B3 Adaptation of practices to promote development of performance

- The participants:
 - size of group
 - role of individuals in practices
 - technique restrictions
 - participants with disabilities and impairments
 - adapting activity to allow all participants to take part in the activity.
- The environment:
 - space
 - home
 - event
 - college.

- Equipment:
 - minimal
 - no equipment
 - use of equipment for different purposes/games.
- Balance of activities:
 - activities selected that are balanced and help to motivate the participants.
 - team building
 - solo activities.

Learning aim C: Demonstrate effective planning of esports coaching for performance

C1 Planning considerations

- Information considered prior to planning sessions and a series of sessions to develop performance:
 - understanding of esports players and group – number, age, ability/level of performance and individual needs/aims/targets
 - knowledge of environment – schools, colleges, amateur scenes, semi-professional, professional, home, events
 - knowledge of equipment – minimal, use of equipment for different purposes/games to challenge performance
 - selection of skills and techniques for development, knowledge of correct technical models
 - setting of clear learning aims and outcomes to develop performance
 - selection of activities to develop skills and techniques, and relevant adaptations to challenge/develop individual performance
 - differentiation through adaptation of activity
 - contingency.
- Specific game tactics: e.g. League of Legends, Overwatch, Rocket League.
- Health and safety considerations:
 - esports players and group
 - environment
 - equipment
 - online safety
 - cyber bullying.

C2 Planning for an individual session for performance

- Planning elements, e.g.:
 - introduction aim/target setting
 - warm-up linked to practices
 - technique/tactic introduction
 - video feedback
 - performance analysis and feedback to esports players
 - technique/tactic development
 - technique/tactic advancement, complexity, difficulty, combination
 - sequencing
 - conditioned situations
 - competitive situations
 - adaptations for performance
 - cool down and plenary
 - esports coach/esports player feedback, reflection on progression towards session aims/targets.

C3 Planning for an overall series of sessions for performance

Planning for a series of sessions, focusing on development and progression.

- Overall aim/target for the series.
- Number of sessions in series (minimum of four).
- Linking of sessions to progress and development during series could include:
 - development of different skills and techniques combined to create an end product performance
 - development of a selected technique
 - development of tactical application.
- Culmination/end product of a series of sessions could include:
 - competition
 - being non-competitive.
- Working with participants to meet their development needs:
 - setting, assessing and agreeing development plans with participants – the importance of providing participants with information on an overall series of sessions.
- Planning a schedule for the evaluation of the series of sessions.

Learning aim D: Explore the impact of esports coaching for performance**D1 Delivering for esports coaching performance**

Learners are required to coach an esports performance session.

- Demonstration of:
 - skills of a coach
 - knowledge of a coach:
 - macro play
 - micro play
 - qualities of a coach
 - different coaching methods
 - best practice for a coach
 - adaptation of session structure
 - performance analysis based on game
 - relevant feedback to esports players
 - concluding a session – putting equipment away and ensuring it is in appropriate condition for future use.

D2 Reflection on session

- Reflection on individual session, covering:
 - methods of gaining feedback about a session, e.g. participants, coach, self-reflection, recordings
 - methods that can be used to measure the quality of the coaching experience, e.g. questionnaires, performance analysis
 - impact of coaching delivery on esports players' performance
 - impact of planning for an individual esports player and/or team performance
 - progress towards coaching aims/targets and linked to overall series of sessions
 - health and safety
 - strengths and weaknesses of team, players, coach technology.

D3 Coaching development based on reflection

- Personal development recommendations based on reflective evaluation on session:
 - skills and knowledge for esports coaching activities for performance
 - qualities for esports coaching activities for performance
 - best practice for an esports coach for performance.
- Session development recommendations based on reflective evaluation of session:
 - effectiveness of practices
 - appropriateness of practices
 - manageability of practices.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate skills, knowledge, qualities and best practice of esports coaching		AB.D1 Evaluate the impact of a coach on individual esports player or team development, justifying future skills, techniques and tactics for esports performances throughout the season or tournament.
A.P1 Explain the skills, knowledge, qualities and best practice of an esports coach.	A.M1 Analyse the skills, knowledge, qualities and best practice of an esports coach.	
Learning aim B: Explore practices used to develop skills, techniques and tactics for esports performance		
B.P2 Explain practices to develop skills, techniques and tactics for an esports performance.	B.M2 Analyse practices and their practicality, suitability and effectiveness to develop skills, techniques and tactics for an esports performance.	
Learning aim C: Demonstrate effective planning of esports coaching for performance		CD.D2 Evaluate the impact of performance esports coaching session plan and coaching performance on an esports player or esports team performance, justifying future coaching developments.
C.P3 Produce a detailed plan for a performance esports coaching session that reflects planning considerations and an overall series plan.	C.M3 Discuss the relationship between own plan, planning considerations and an overall series plan.	
Learning aim D: Explore the impact of esports coaching for performance		
D.P4 Deliver an esports coaching session showing consideration of health and safety factors. D.P5 Review own delivered esports coaching session, reflecting on your planning and coaching performance.	D.M4 Analyse own delivered esports coaching session and the impact of your planning and coaching performance.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims A and B: (A.P1, B.P2, A.M1, B.M2, AB.D1)

Learning aims C and D: (C.P3, D.P4, D.P5, C.M3, D.M4, CD.D2)

Further information for teachers and assessors

Resource requirements

The special resources required for this unit are:

- coaching equipment, such as whistle, watch, clipboard
- recording equipment, such as video camera, tablet, voice recorder.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will evaluate the impact of planning and coaching on the performance for an individual or team. They will include practical examples to support the evaluation of their ability; these could be drawn from coaching activities from esports and traditional sports or relevant life experiences. In their evaluation, learners will identify the strengths and areas for improvement of the coaching and the coach, giving clear and well-reasoned evidence for each element and characteristic. Learners will evaluate the practicality, suitability and effectiveness of practices used to develop performance for esports, making judgements on the advantages and disadvantages of each. Learners will then make recommendations, derived from the advantages and disadvantages, for adaptations to the practices to meet the differing performance needs of individual esports players or teams.

For merit standard, learners will analyse the ability of an esports coach, providing a judgement on the skills, knowledge, qualities and best practices required. They will complete this analysis by segmenting the requirements of a professional coach for their chosen genre of game, in order to study and make judgements on the similarities and differences, which in turn lead to an improved performance in players. Learners will also detail how each practice is designed to develop/promote an individual esports player or team's skills, and technical and tactical performance. Analysis will be supported with examples of the relevant practicality for the environment and game genre, and the suitability for the level of the player/team.

For pass standard, learners will explain the skills, knowledge, qualities and best practices required of an esports coach with some research into different coaching techniques. Learners will also show an understanding of coaching practices that develop an individual esports player or team's skills and technical and tactical performances. They will break down each of the practices, showing understanding and giving clear references to the functions and objectives of each.

Learning aims C and D

For distinction standard, learners will reach a detailed conclusion concerning the impact of their planning and coaching performance of an esports player and/or team. The evaluation will detail strengths and weaknesses and how each aspect of the coaching performance has contributed to the esports player and/or team performance during and after the session. During the evaluation, it is essential that learners reflect on the session delivered and reflect on their own coaching performance, as well as the impact on the player's performance. Learners will also draw on valid information from the planning and delivery to support conclusions. Learners will also evaluate how they could develop their planning and personal esports coaching abilities for future coaching, suggesting actions to achieve this goal, such as attending coaching courses. Learners will also justify the relevance or significance of each action to their personal development as a performance coach.

For merit standard, learners will consider the relationship between their individual plan, planning considerations and an overall series plan. The discussion will consider how each element may contribute towards performance development, and how elements interact with each other in a holistic approach to the progression of an esports player and/or team. The learners' analysis will reflect on the impact of their personal performance as a coach and how their series and session plans affected the performance of the esports players. It will also include how the session and its outcomes relate to the planning of the whole series. To aid analysis, a recording of the session could be made.

For pass standard, learners will devise a considered session plan that includes relevant practices that target improvement in performance through the development of skills, techniques and tactics for either an individual esports player or esports team, catering to their current/potential ability. Learners will also reflect on key planning considerations, and how the session fits into an overall plan for a series of progressive sessions aimed at developing technical and tactical performance. This will be evidenced through either the production of an overall series plan, such as a scheme of work, previous/future session plans or written evidence of previous learning and planned future progressions. Learners will safely and independently deliver the planned session. Evidence of delivery could be through a video recording of the session, which will also support their review process. Learners will complete a review of their delivered coaching session, assessing their planning and coaching performance. In their review, learners will reflect on their personal performance as an esports coach and their planning for the session. Their evidence of delivery and review will be shown through a written/audio log, or a video recording of the session with commentary.

Links to other units

This unit links to:

- Unit 2: Esports Skills, Strategies and Analysis
- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 4: Health, Wellbeing and Fitness for Esports Players
- Unit 14: Nutrition for Esports Performance
- Unit 15: Ethical and Current Issues in Esports.

Employer involvement

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

- work experience
- guest speakers and interview opportunities.

Unit 13: Psychology for Esports Performance

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop an understanding of the psychological demands of esports and develop techniques to improve performance.

Unit introduction

In this unit, you will develop your knowledge of esports psychology and how psychological techniques can be applied to influence the performance of individuals and teams, resulting in success. Initially, you will look at personality, which is seen as the basis for behaviour, and how this is a key factor in choosing a particular game and subsequent level of achievement. A second major factor in successful esports performance is the motivation of the individual and how this can be developed and influenced. You will address the environments that esports players find themselves performing in and how these can affect individual motivation and stress levels.

The esports player's ability to manage increasing levels of stress and anxiety will be vital to their performance and while stress often plays a positive role, too much can negatively affect performance. You will develop an appreciation of the social environment in which esports is played and how a team functions can influence the outcome that an esports individual or team produces. Essential features of teams, such as team development, dynamics, cohesion and leadership, are all explored in terms of how they influence team effectiveness. Finally, you will look at bringing your knowledge of esports psychology together, using it to improve an esports player's performance. You will assess the psychological strengths of an esports player and identify areas for improvement. You will have an opportunity to explore the psychological techniques that can be employed to enhance performance. You will then be able to bring this together in a coherent framework and produce a psychological skills training cycle for a selected esports player.

This unit will help you to progress to employment in the esports or active leisure sector and to further study in higher education or to professional qualifications to be able to support individual esports players or teams.

Learning aims

In this unit you will:

- A** Explore the effect of personality and motivation on esports performance
- B** Explore the relationship between stress, anxiety, arousal, team dynamics and esports performance
- C** Plan a psychological skills programme to enhance esports performance.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore the effect of personality and motivation on esports performance	A1 Personality A2 Motivation	A report evaluating the effects of personality and motivation on esports performance, justifying ways to develop a motivational esports environment.
B Explore the relationship between stress, anxiety, arousal, team dynamics and esports performance	B1 Stress B2 Anxiety B3 Arousal B4 Team dynamics	A presentation evaluating the impact that stress, anxiety, arousal and team dynamics have on individual performers and esports teams.
C Plan a psychological skills programme to enhance esports performance	C1 Assessing the individual or team C2 Planning for developing performance C3 Psychological skills and interventions	A psychological development programme that will improve performance levels of a selected esports player, justifying the design of the psychological skills programme for a selected esports player, making suggestions for improvement.

Content

Learning aim A: Explore the effect of personality and motivation on esports performance

A1 Personality

- Theories of personality:
 - Trait theory
 - Situational approach
 - Interactional approach
 - Psychodynamic theory
 - Marten's Schematic View.
- Personality types:
 - Myers-Briggs Type Indicator
 - Type A and Type B.
- Effects of personality on esports performance:
 - selection of genre of esports games.
 - individual game selection
 - individual versus team esports
 - levels of performance – amateur, semi-professional or professional.

A2 Motivation

- Theories of motivation:
 - Maslow – Hierarchy of Needs: people have a variety of needs that need to be met before they will perform well (biological and physical needs, safety needs, love and belonging, esteem needs, self-actualisation)
 - McGregor – Theory X (require rewards and prompts) and Theory Y (require collaboration and trust)
 - Herzberg – Two factor theory: motivators (increased responsibility, more interesting work, praise for good work), poorly met hygiene factors (pay, working conditions, relationships with colleagues)
 - achievement motivation
 - attribution theory.
- Types:
 - intrinsic
 - extrinsic.
- Developing a motivational environment: resources, environment, support (e.g. parental, coaching), goal setting, setting and achieving targets.
- Effects of motivation esports performance (can be positive and negative):
 - amount of time spent training, developing and playing
 - level of investment in future success and failure: monetary, lifestyle
 - levels of performance: individual, team, head hunted, contracted.

Learning aim B: Explore the relationship between stress, anxiety, arousal, team dynamics and esports performance

B1 Stress

- Types:
 - eustress
 - distress.
- Causes:
 - internal, e.g. concentration, social facilitation, fear of competition
 - external, e.g. platform (competitive or recreational), opponent level, game stage
 - personal
 - occupational
 - environments.
- Symptoms:
 - cognitive
 - somatic
 - behavioural.
- Effects of stress on sports performance:
 - decreased performance
 - acts of aggression
 - loss of self-confidence and concentration.

B2 Anxiety

- Definition.
- Types:
 - state anxiety
 - trait anxiety.
- Causes:
 - competition
 - social facilitation
 - extrinsic reward.
- Symptoms:
 - cognitive
 - somatic
 - behavioural.
- Effects of anxiety on esports performance:
 - negative mental state
 - loss of self-confidence and decreased expectations of success
 - fear of failure.

B3 Arousal

- Definition.
- Theories, e.g. drive theory, inverted U hypothesis, catastrophe theory, individual zones of optimal functioning (IZOF), Reversal theory.
- Effects of arousal on esports performance:
 - improvements or reductions in performance level
 - changes in attention/focus
 - increases in anxiety levels
 - choking.

B4 Team dynamics

- Team processes, e.g.:
 - teams of group development (Tuckman): forming, storming, norming, performing, adjourning
 - Steiner's model of group effectiveness
 - Ringelmann effect, social loafing
 - interactive and coactive teams.
- Cohesion:
 - definition, e.g. task and social cohesion
 - creating an effective team environment
 - factors affecting cohesion, e.g. environmental, personal, leadership and team factors
 - relationship between cohesion and performance.
- Leadership qualities and behaviours:
 - prescribed versus emergent leaders
 - theories of leadership, e.g. trait approach, behavioural approach, interactional approach, multidimensional model, the impact of leadership on team dynamics
 - styles, e.g. autocratic, democratic, consultative, team style.

Learning aim C: Plan a psychological skills programme to enhance esports performance**C1 Assessing the individual or the team**

- Psychological strengths and weaknesses of the individual.
- Identifying psychological demands of esports.
- Performance profiling.

C2 Planning for developing performance

- Current situation.
- Aims and objectives.
- Action plan to address aims and objectives.
- Periodisation:
 - micro cycle
 - meso cycle
 - macro cycle.

C3 Psychological skills and interventions

- Motivation, e.g. goal setting, performance profiling.
- Arousal control, e.g. progressive muscular relaxation, mind to muscle relaxation, autogenic techniques, breathing control, psyching-up techniques, such as self-talk.
- Imagery, e.g. mental rehearsal, controlling emotions, concentration, relaxation, pre-performance routines.
- Confidence building, e.g. self-talk, positive thinking, changing self-image through imagery.
- Timing of the psychological skill or intervention.
- During training, e.g. motivation through goal setting.
- Pre event – the night before and the hours leading up to the event, e.g. reducing arousal levels, imagery.
- During the event – maintaining optimal arousal levels, e.g. psyching-up techniques.
- After the event – dealing with success and failure, e.g. reducing arousal levels, motivational techniques.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the effect of personality and motivation on esports performance		A.D1 Evaluate the effects of personality and motivation on esports performance, justifying ways to develop a motivational esports environment.
A.P1 Explain personality and how it affects esports performance. A.P2 Explain motivation and how it affects esports performance.	A.M1 Analyse the effects of personality and motivation on esports performance.	
Learning aim B: Explore the relationship between stress, anxiety, arousal, team dynamics and esports performance		B.D2 Evaluate the impact that stress, anxiety, arousal and team dynamics have on individual performers and esports teams.
B.P3 Explain stress and anxiety, their causes, symptoms and effect on esports performance. B.P4 Explain theories of arousal and their effect on esports performance. B.P5 Explain factors that influence team dynamics.	B.M2 Analyse how stress, anxiety and theories of arousal affect esports performance. B.M3 Analyse factors that influence team dynamics and performance in team esports.	
Learning aim C: Plan a psychological skills programme to enhance esports performance		C.D3 Justify the design of the psychological skills programme for a selected esports player, making suggestions for improvement.
C.P6 Plan a psychological skills programme to enhance performance for a selected esports player.	C.M4 Assess the design of the psychological skills programme and deliver an intervention for a selected esports player.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim A: (A.P1, A.P2, A.M1, A.D1)

Learning aim B: (B.P3, B.P4, B.P5, B.M2, B.M3, B.D2)

Learning aim C: (C.P6, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

Effective delivery of this unit requires access to tests for psychological assessment.

Essential information for assessment decisions

Learners should be given opportunities to apply theories studied in the content of this unit to their actual or observed experiences to fully appreciate the value of psychology. This can be shown through observational records.

Learning aim A

For distinction standard, learners will carefully evaluate the effects of all the personality theories, personality types and motivation types when considering the performance of the esports player. They will also evidence with clarity when comparing and selecting the most adept areas for motivational environment. Learners should evaluate two contrasting theories of personality and motivation, detailing the positives and negatives of each theory and linking them to esports performance by discussing the effects of different types of personality on performance.

For merit standard, learners will analyse the effects of personality and motivation on esports performance. This should include examples of the varying types of personality within esports and include a comparison with personalities outside of the industry. Learners will analyse how different individuals and teams use motivational factors to improve and impact on esports performance, and how personality and development of a motivational team environment can combine to impact on performance in esports. Learners will show that they understand key theories and how they relate to esports in underpinning successful performance. Reference to competitive and non-competitive situations can be used as evidence to support opinions, views or arguments.

For pass standard, learners will first define personality and then explain how it affects esports performance. The explanation must include a definition, personality theories, personality types and the effects on esports performance. This will be predominantly research-based and could include some of their own personality testing with their peers. Learners will explain the factors that affect the motivation of esports players. This will include a definition of motivation, along with a description of the views of motivation, motivation types, theories of motivation and how motivation affects esports performance.

Learning aim B

For distinction standard, learners will evaluate the impact of stress, anxiety and arousal on esports performance, linking to examples of good and bad performances from their own knowledge. Learners will evaluate at least three factors that influence team dynamics and performance in team esports. They will evaluate the impact of each factor on team and individual performance. Learners will show how the concepts of group formation, cohesion and leadership all relate to each other when looking at the performance of successful teams. Learners will include examples from professional or semi-professional esports players to support their argument.

For merit standard, learners will analyse three theories of arousal and their effects on esports performance. This will include reference to strengths and weaknesses of psychological theories. Learners will explain the four factors that influence team dynamics and performance in team esports. Learners will understand how the awareness of stress, anxiety, arousal and team dynamics will help to support and improve future performance of an individual and team. Learners will show key theories and how they relate to esports in underpinning successful performance. Reference to competitive and non-competitive situations can be used as evidence to support opinions, views or arguments.

For pass standard, learners will explain stress and anxiety, their causes, symptoms and how they affect esports performance. The explanation will include definitions and other areas listed in the unit content, for example, types of stress. Learners will define arousal and then explain three theories of arousal and the effects it can have on esports performance. This should incorporate personal experience as well as observations of esports players, which can be recorded through observational records. Learners will identify four factors that influence team dynamics and performance in team esports. This should include aspects of team processes, cohesion and leadership. This could be based on the observation of a game or competitive scenario; learners could observe the changes in behaviour due to changes in the situation.

Learning aim C

A psychological skills plan for a selected esports player that will consider different stages of training and competition to support psychological improvement throughout the different stages of training, pre competition, during competition and post competition.

For distinction standard, learners will justify the design of the psychological skills programme they have planned for their selected esports player. They must explain the strengths and weaknesses within their programme and justify recommendations for future improvements, based on what they have learned and feedback from the player/s. Learners should justify their recommendations by referencing research as to why strategies are relevant and why they are best suited to their player/s at each stage of the competition process.

For merit standard, learners will assess their psychological skills programme design to ensure it is appropriate for their esports player. This should be linked to the assessment of needs for their player/s, which would be taken from the psychological skills assessment, and outline a clear direction for the programme, showing the intended effects and giving reasons for the selection of each intervention at each stage of the competition.

For pass standard, learners will select an esports player, which could be themselves or one of their peers, and assess their psychological strengths and areas for improvement. Learners should be able to conduct a psychological skills assessment that will allow them to understand which area/s of esports psychology they need to improve. Once assessments of the player's psychological strengths and areas for improvements are complete, learners can plan a psychological skills programme. Learners need to plan psychological skills for the performer during training, pre competition, during competition and post competition that clearly demonstrate the development of psychological skills to support the esports player as they prepare and take part in competitions.

Links to other units

This unit links to:

- Unit 2: Esports Skills, Strategies and Analysis
- Unit 4: Health, Wellbeing and Fitness for Esports Players
- Unit 12: Esports Coaching
- Unit 14: Nutrition for Esports Performance.

Employer involvement

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

- guest speakers, by inviting representatives from esports clubs who use sports psychologists or have coaches who implement psychological techniques
- demonstrations of psychological techniques.

Unit 14: Nutrition for Esports Performance

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the importance and value of nutrition and hydration for performance in esports.

Unit introduction

The importance of good nutrition and hydration to aid performance in esports and physical activity has become a significant area of interest in recent years. A healthy balanced diet and its links to good health and improved performance is now a key aspect of the esports player's lifestyle, whether they are a professional player, a semi-professional competitor or an amateur player. It is also an important consideration for team managers, coaches, instructors, psychologists, personal trainers and strength and conditioning personnel. The demands of rigorous training, hours of practice in a sedentary position and busy competition schedules can have negative effects on the health of participants. Involving the esports player in the planning of their diet can result in improved health benefits, as well as promoting adequate refuelling and hydration, leading to improved performance.

This unit will look at the concepts of nutrition and hydration for performance in esports. You will be introduced to the components of a balanced diet and common terms linked to nutritional requirements. You will investigate the nutritional demands of being an esports player and how this can be measured in different ways. You will also consider the availability, costs and accuracy of these measures and how relevant they are to the individual. The various methods of hydration will be considered, alongside the activity and fitness levels of the individual and the legislation relating to doping for increased performance in the esports industry. Finally, you will be able to apply your knowledge and understanding by creating a realistic diet and hydration plan for an esports player.

This unit will support your progression into employment in esports and sports careers such as elite performance, coaching, fitness instruction and nutrition. The unit will also help you to progress to further study in higher education or professional qualifications in sports nutrition and related subjects.

Learning aims

In this unit you will:

- A** Examine concepts of nutrition, hydration and diet
- B** Explore energy intake and expenditure for esports performance
- C** Produce a diet and hydration plan to support an esports player, meeting the demands of a balanced lifestyle.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine concepts of nutrition, hydration and diet	A1 Nutrition A2 Hydration A3 Diet	A report evaluating nutritional, energy and hydration needs for a professional esports player and the risks of imbalance.
B Explore energy intake and expenditure for esports performance	B1 Energy B2 Energy balance B3 Effects of balanced nutrition, hydration and energy	
C Produce a diet and hydration plan to support an esports player, meeting the demands of a balanced lifestyle	C1 Esports player and nutrition assessment C2 Diet planning	A two-week diet and hydration plan to support an esports player with meeting the demands of a balanced lifestyle. This could also be accompanied with a vlog or blog to provide justification and motivation to the player.

Content

Learning aim A: Explore concepts of nutrition, hydration, and diet

A1 Nutrition

- Function and sources of macronutrients.
- Macronutrients:
 - carbohydrates: sugars and starches, simple and complex carbohydrates, monosaccharides, disaccharides and polysaccharides
 - proteins: amino acids
 - fats: saturated, unsaturated (monounsaturated, polyunsaturated), hydrogenated fats, trans fats and fatty acids (omega 3 and omega 6).
- Micronutrients:
 - vitamins
 - minerals.
- Fibre.
- Nutritional requirements:
 - essential
 - non-essential.
- Supplements and substances:
 - approved or safe supplements that enhance performance, e.g. vitamins and minerals, dietary supplements, whey protein, branched-chain amino acids (BCAAs), creatine, caffeine, herbal supplements
 - prohibited substances that enhance performance, e.g. stimulants (specified or non-specified), narcotics, beta blockers, anabolic agents, hormone and metabolic modulators, diuretics, masking agents.
- Consequences of using prohibited substances.

A2 Hydration

- Fluid intake:
 - pre-event
 - inter-event
 - post-event.
- Signs and symptoms:
 - dehydration
 - hyperhydration
 - hypohydration
 - superhydration.
- Sources, e.g.:
 - water
 - sports drinks: hypertonic, hypotonic, isotonic
 - other fluids, such as milk, fruit juice, caffeinated drinks.

A3 Diet

- Common terminology and standard abbreviations:
 - Recommended Daily Allowance (RDA)
 - Reference Daily Intake (RDI)
 - Optimum Daily Intake (ODI)
 - Safe Intake (SI)
 - Estimated Average Requirements (EAR).
- Guides for sources of nutrition and balanced diets:
 - government guidelines
 - evidence-based recommendations
 - credible sources
 - food pyramid
 - Eatwell guide
 - food labelling legislation.
- Food types and sources of food.

Learning aim B: Explore energy intake and expenditure for esports performance**B1 Energy**

- Measures:
 - calories
 - joules
 - kilocalories
 - kilojoules.
- Measuring energy requirements of individuals e.g.:
 - body composition
 - lean body mass
 - percentage body fat: skinfold analysis, bioelectrical impedance analysis, hydrodensitometry.
- Body weight.
- Calorimetry:
 - direct
 - indirect
 - lifestyle considerations, e.g. exercise, hobbies, active and inactive lifestyles.

B2 Energy balance

- Basal metabolism.
- Age.
- Gender.
- Climate.
- FITT principle: frequency, intensity, time and type of physical activity.
- Different types of esports player requirements:
 - amateur, e.g. home based
 - semi-professional, e.g. meet as part of a team, enter competitions, not their full-time job
 - professional, e.g. full-time job, strength and conditioning coach, chef, dietician.

B3 Effects of balanced nutrition, hydration and energy

- Short term effects:
 - focus
 - concentration
 - reflexes
 - cognitive performance
 - blood pressure
 - energy uplift.
- Long term effects:
 - blood pressure
 - blood flow
 - heart rate
 - cancers
 - diabetes
 - weight management and control
 - vital organs.

Learning aim C: Produce a diet and hydration plan to support an esports player, meeting the demands of a balanced lifestyle**C1 Esports player and nutrition assessment**

- Complete nutritional assessment tools:
 - food and hydration diary
 - food recall and frequency questionnaires
 - body composition assessment.
- Assessment of needs:
 - weight management:
 - muscle hypertrophy/dystrophy
 - fat gain/loss
 - nutrition needs: specialist dietary requirements
 - physical activity levels
 - health issues or requirements
 - environment requirements.

C2 Diet planning

- Plan nutrition, hydration and dietary requirements to meet activity needs:
 - appropriate for the selected activity and lifestyle
 - appropriate for the selected esports player.
- Food types, sources of hydration and diet, supplements, quantities and energy balance relevant to the individual.
- Relevant to the timing and type of esports activity, e.g.:
 - time of day
 - pre-season, mid-season, post-season
 - pre-event, inter-event, post-event.
- Relevant anti-doping legislation.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine concepts of nutrition, hydration and diet		AB.D1 Evaluate nutritional, energy and hydration needs for a professional esports player and the risks of imbalance.
A.P1 Explain concepts of a balanced diet and sources of nutrition from recommended guidelines. A.P2 Explain hydration and its effects on esports performance.	A.M1 Analyse the relationship between nutrition, hydration, diet and the impact on esports performance.	
Learning aim B: Explore energy intake and expenditure for esports performance		
B.P3 Explain energy intake, expenditure and balance in esports performance.	B.M2 Analyse energy intake, expenditure and balance in esports performance.	
Learning aim C: Produce a diet and hydration plan to support an esports player, meeting the demands of a balanced lifestyle		C.D2 Justify the two-week diet and hydration plan for a selected esports player.
C.P4 Perform a nutritional assessment for a selected esports player. C.P5 Plan an appropriate two-week diet and hydration plan for a selected esports player.	C.M3 Plan an effective and detailed two-week diet and hydration plan for a selected esports player based on initial nutritional assessment findings.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims A and B: (A.P1, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim C: (C.P4, C.P5, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

Learners need to have access to a wide variety of research materials, including texts, journals and the internet. Additional non-essential resources may include access to laboratories, equipment and nutrition-based IT software to be able to conduct the relevant tests.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will produce a well-structured and complete analysis of nutrition, energy and hydration requirements with a developed consideration of the factors that may affect the esports players. Learners will show, with evidence, an adept understanding of the effects and importance of energy, nutritional and hydration requirements for a professional esports player. First they will research into the concepts and then develop their understanding by researching esports players at different levels, for example amateur, semi-professional and professional. As part of the analysis, learners will provide balanced, cohesive and well considered findings that also report on the imbalances and associated risks to the player's performance and health regarding nutrition and hydration. Learners will reference and use specific examples where appropriate to support their analysis.

For merit standard, learners will carefully explain the relationship between nutrition, diet and digestion and the impacts these have on different types of performance/activity. They will show some insight into the negative impacts of poor diet and nutrition processing, demonstrating competent knowledge of key concepts in diet and the function of the digestive system. Learners will give a clear outline of energy absorption and use with relevant and coherent connections made between energy and performance.

For pass standard, learners will describe general concepts of a balanced diet and sources of nutrition, using common terminology associated with nutrition and guidelines from accepted public health sources to validate their points. They will also give a general outline of energy forms and use, including intake, expenditure and balance, in esports performance.

Learning aim C

For distinction standard, learners will justify the effectiveness of the two-week diet and hydration plan they have prepared based on the relevant nutritional assessments depending on the esports player's profile. They will give valid reasons, references or evidence to support the elements of the plan, clearly indicating the benefits it will have for the player and making considered suggestions for ongoing review at relevant specific intervals.

For merit standard, learners will plan a well-thought-out two-week diet and hydration plan for the esports player and will make connections between their aims to identify relevant needs based on a nutritional assessment to create a balanced plan. They will develop a clear and cohesive plan, covering dietary and hydration needs for a selected esports player that is relevant to their individual needs.

For pass standard, learners will produce a competent two-week diet and hydration plan for a selected esports player, based on a nutritional assessment. The plan will show healthy, balanced nutrition and hydration information covering general details, but may lack some clarity and specific details for the selected player.

Links to other units

This unit links to:

- Unit 4: Health, Wellbeing and Fitness for Esports Players
- Unit 13: Psychology for Esports Performance
- Unit 15: Ethical and Current Issues in Esports.

Employer involvement

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

- links with local health education professionals, local sports clubs and nutritionists
- guest speakers and employer links to esports
- development of assessment materials in partnership with health and sport professionals.

Unit 15: Ethical and Current Issues in Esports

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will examine and explore ethical and current issues in esports.

Unit introduction

Ethical considerations play an important role in shaping and developing esports. In this unit, you will explore how these concepts and ideas are related and how they can potentially support or hinder esports, including exploring how esports can support and protect ethics and values. You will consider not only the impacts but also the current issues and influences, on esports, including the role of the media. You will look at the positive and negative impacts of the media in esports as part of a wider understanding of the changing landscape in which esports exists. You will look at a range of current and contemporary issues that affect esports and the wider esports industry. Issues such as commercialisation, deviance and toxicity, globalisation and societal stereotypes will be considered and discussed in relation to how they impact on esports and the industry. Additionally, you will consider digital literacy, education and technological developments and how these can influence the future of esports.

This unit will give you the opportunity to progress to employment in the esports industry, active leisure industry, exercise and fitness or leadership and coaching. It will also give you the opportunity to progress to specialist qualifications in higher education.

Learning aims

In this unit you will:

- A** Explore ethics in esports
- B** Explore the impact of the media on the esports industry
- C** Understand issues affecting the esports industry and explore strategies or initiatives to promote esports.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore ethics in esports	A1 Ethical values A2 Methods to uphold ethical values in esports A3 Influences affecting ethical values in esports	A presentation evaluating the effects of the media on ethical issues in the esports industry.
B Explore the impact of the media on the esports industry	B1 Different forms of media B2 The positive and negative effects of media on esports	
C Understand issues affecting the esports industry and explore strategies or initiatives to promote esports	C1 Issues affecting esports and participation in esports C2 Strategies and initiatives to promote esports	A report justifying strategies or initiatives that could overcome different barriers to esports participation.

Content

Learning aim A: Explore ethics in sport

Learners will look at ethical values and how they are upheld during participation and officiating in esports.

A1 Ethical values

Learners will look at different ethical values, what they mean, and how they are represented in esports

- Fairness, e.g. following rules, not taking any illegal substances to enhance performance, sense of fair play, cheating.
- Integrity, e.g. honesty, moral principles, integrity in success and in defeat.
- Responsibility, e.g. professionalism, such as personal representation of the team and representing the values of the team, social, concern for others' welfare.
- Respect, e.g. having due regard for another person's feelings, showing consideration and respect to fellow competitors, staff and officials, accepting officials' and coaches' decisions without challenge.

A2 Methods to uphold ethical values in esports

- Governance, legislation and law.
- UK Government, e.g. Department for Digital, Culture, Media & Sport (DCMS).
- Esports Integrity Commission (ESIC).
- Global Esports Federation (GEF).
- British Esports Association.
- The Association for UK Interactive Entertainment (Ukie).
- Games publishers, e.g. Riot Games, Epic Games, Activision Blizzard, Electronic Arts, Valve Corporation.
- Tournament organisers, e.g. ESL, FACEIT, Gfinity, Insomnia, EGX, Belong.
- Platforms, e.g. Twitch, Mixer®, FACEIT, YouTube®.
- Supporting equality and diversity, e.g.:
 - anti-racism
 - anti-bullying, e.g. cyberbullying, toxicity
 - anti-doping, e.g. World Anti-Doping Agency (WADA)
 - gender equality, e.g. Women in Esports, Women in Games (WIGJ)
 - participation, e.g. SKYLLA Tournaments, Right to Be Active, Fit Got Real – This Girl Can
 - underrepresented gamers or groups, e.g. AnyKey.
- Sense of fair play.
- Etiquette.
- Role models.

A3 Influences affecting ethical values in esports

- Technological developments in society, e.g. smartphones, mobile internet access, smart pay, biometric identification, analytics, cookies, data protection, personal information.
- Toxicity, e.g. sledging, flaming, tilting, rage quitting, muting.
- Win -at-all-costs mentality and fear of failure.
- Peer and parental pressure.
- Age rating of games linked to appropriateness of content.
- Games that encourage in-game gambling/purchases, e.g. loot boxes, packs, skins, upgrades.
- Commercial and financial pressures on, e.g.:
 - players – sponsorship, prize money, part-time or full-time players, travel
 - clubs
 - media
 - sponsors – ethical considerations
 - event organisers – prize money, sponsors, tickets, broadcasting, participants, entry fees.

- Involvement of gambling companies and increased betting on the outcome of esports matches and events.
- Bribery, e.g. players, match-fixing, participants, officials, organisers of events.
- Globalisation of esports:
 - increased international participation and competitions
 - competing in more than one country
 - impact of esports on the global economy and growth of the industry
 - recognition of global esports and global esports companies
 - esports as a business.
- Political influences:
 - challenging societal stereotypes
 - shop window effect, e.g. image, promotion, social media, values
 - local and national pride, e.g. British values, competing for national pride vs personal gain
 - impact of global or regional politics on esports, e.g. government policies limiting or controlling access to esports.

Learning aim B: Explore the impact of the media on the esports industry

B1 Different forms of media

- The different forms of media, e.g.:
 - television/satellite television
 - streaming, such as Twitch, YouTube®, Mixer®, Caffeine, Smashcast, AfreecaTV, YY, Facebook®
 - newspapers and magazines:
 - local
 - national
 - esports-specific
 - social media
 - apps
 - radio/podcasts
 - blogs/vlogs.

B2 The positive and negative effects of media on esports

- Increased participation, e.g.:
 - broadcasting and hosting of major events
 - esports TV channels
 - increased participation during seasonal events.
- Event programming and broadcasting – the effect of the timing on the participant and spectator, e.g.:
 - time of play to fit in with peak-time TV programmes
 - time of play to fit in with multinational time zones and age groups
 - pay-per-view events/subscriptions
 - accessibility and ticketing to attend live events
 - chat within viewing platforms and the policing/governance, such as young viewers being exposed to adult chat content.
- Sponsorship and advertising, e.g.:
 - types of product advertised by sponsors not always promoting healthy or content-appropriate messages
 - increased revenue for the club/organisation
 - increased funding for equipment or players.
- Performers as heroes or role models and the implications of this.

- Punditry and narrative technique, e.g. negative or positive bias towards own and other countries, bias towards specific teams or people, limited reporting of events to focus on specific participants from own country, equality and diversity of commentators, sensationalism.
- Equality issues:
 - pay differences
 - representation in media coverage
 - ratio of male to female players, pundits and staff
 - TV scheduling – ratio of male to female airtime and primetime viewing
 - role models.
- Social media, e.g.:
 - Players, own social media accounts and activity
 - feedback from spectators
 - effect on personal life
 - effect on wellbeing
 - fan sites and social media used as a platform for performers to develop a brand and gain a higher income
 - requirement for media training for professional esports players or streamers.

Learning aim C: Understand issues affecting the esports industry and explore strategies or initiatives to promote esports

C1 Issues affecting esports and participation in esports

- Issues that may affect reputation, popularity and people's participation, e.g. fair play: cheating, toxicity, drugs and banned substances.
- Esports and education:
 - esports provision in primary and secondary schools
 - esports courses and qualifications available in further and higher education
 - esports courses and qualifications available through esports organisations
 - funding for extracurricular esports.
- Child protection and safeguarding, e.g. issues with child protection and safeguarding in esports, criminal record disclosure and DBS checks, age rating and parental controls.
- Health initiatives, e.g. current NHS initiatives such as Small Changes, Big Difference, Live Well, Couch to 5K.
- Misconceptions and preconceptions and challenging stereotypes, e.g. parent, education, employer and social perceptions.
- Racism in esports.
- Religion, ethnicity and culture, e.g. the impact of religion, religious beliefs and values on esports.
- Gender issues and the benefits of esports in challenging gender stereotypes, e.g. gender imbalance and non-gender specific competitions, sexism, equality, opportunity.
- Cyber bullying, online safety and digital citizenship.
- Screen time and playing in balance and moderation as part of a healthy lifestyle.
- Issues that may affect people's ability to participate in esports:
 - knowledge of available opportunities to participate in competitive esports
 - resources and provision: equipment, facilities, internet speed
 - ability: individual's level of ability, skill and knowledge of the game.
- Other commitments reducing amount of time to play and practise, e.g. family or work.
- Physical and mental health and pre-existing medical conditions.
- Financial:
 - personal income
 - cost of equipment, participation, travel, membership and affiliations.

C2 Strategies and initiatives to promote esports

- Strategies and initiatives produced by governments, national bodies and other organisations to promote participation in esports:
 - government strategies and initiatives for participation in team activity
 - initiatives from different esports organisations, e.g. British Esports Association, Ukie, Women in Games.
- Education and training of relevant stakeholders, e.g. parents and carers, tutors and educators, employers.
- Improving infrastructure and accessibility at local, national and international levels, e.g.:
 - technology
 - competition pathways, grassroots, school/college esports
 - increase awareness of opportunities e.g. new clubs, new competitions, new facilities
 - talent identification
 - player development pathways.
- Opportunities for enterprise and entrepreneurship.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore ethics in esports		AB.D1 Evaluate the effects of the media on ethical issues in the esports industry.
A.P1 Describe how ethical values are upheld in esports. A.P2 Describe the importance of adhering to ethical values in esports.	A.M1 Explain the importance of adhering to ethical values when participating in esports.	
Learning aim B: Explore the impact of the media on the esports industry		
B.P3 Explain the positive effects of the media on esports and its players, teams and competitions. B.P4 Explain the negative effects of the media on esports, its players, teams and competitions.	B.M2 Analyse the positive and negative effects of the media on esports.	
Learning aim C: Understand issues affecting the esports industry and explore strategies or initiatives to promote esports		C.D2 Justify strategies or initiatives that could overcome different barriers to esports participation.
C.P5 Explain issues affecting the esports industry. C.P6 Describe strategies or initiatives to promote participation in esports.	C.M3 Analyse how issues impact on the reputation and popularity of esports. C.M4 Analyse participation in esports associated to potential barriers and positive strategies that promote participation.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims A and B: (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim C: (C.P5, C.P6, C.M3, C.M4, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to the most up-to-date information on esports and organisations that they will be researching.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will consider how the media has affected esports positively and negatively and how this may lead to ethical values being upheld, as well as reasons why these values may not be adhered to by players, participants, spectators and/or officials. Learners will be able to discuss the interrelationship between ethical issues and the media from the perspective of esports players, teams and competitions by referencing examples and the impacts of their examples.

For merit standard, learners will assess why players, performers, spectators and/or officials may be influenced to behave unethically by a variety of factors. Examples should be used to highlight how unethical behaviour may occur as a result of influences. Learners must assess and justify the positive and negative effects of the media on esports. Learners will use examples to demonstrate their knowledge and understanding of the media's impact on the perception of esports players, teams and competitions.

For pass standard, learners will explain four ethical values and the methods that are used in esports to uphold each ethical value. Learners will explain why players may be influenced by a variety of factors, meaning that they may not follow ethical values. Learners will explain four positive or negative effects of the media from the perspective of sports players, teams and competitions.

Learning aim C

For distinction standard, learners will develop their three selected strategies or initiatives by justifying, using examples, how they could help an individual to overcome current barriers to esports participation. Learners must discuss and justify issues and the impact that their three strategies will have on preserving and developing the reputation and popularity of esports and people's participation in esports.

For merit standard, learners will explain three strategies or initiatives that could help an individual to overcome barriers that prevent their participation in esports and how they could help to break down barriers to participation. Learners will also explain why there is a need to develop initiatives to preserve and develop the reputation and popularity of esports and people's participation in esports.

For pass standard, learners will explain how esports and participation are affected by three current issues. They will explain three different barriers for an individual to participate in esports and outline three strategies or initiatives that could help to overcome barriers to esports participation. Strategies or initiatives discussed could be pre-existing or could be potential strategies or initiatives that are self-generated by the learners of something that they see a need for within the industry.

Links to other units

This unit links to:

- Unit 1: Introduction to Esports
- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 4: Health, Wellbeing and Fitness for Esports Players
- Unit 14: Nutrition for Esports Performance
- Unit 17: Sports and Esports Law and Legislation.

Employer involvement

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

- national body representatives, including coaches, school liaison officers
e.g. British Esports Association
- guest speakers and employer links to esports
- development of assessment materials in partnership with esports national bodies.

Unit 16: Corporate Social Responsibility in Sport

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop an understanding of how individuals and organisations/businesses in the sports sector adopt policies to respond to challenges and how they are socially responsible.

Unit introduction

Consumers make informed decisions about who they select to provide the goods and services they use. You will see how demonstrating a strong corporate social image can lead to a competitive advantage. Sports organisations/businesses and individuals that respect and care for the environment and the communities in which they operate, and are also concerned with making the right choices, are more likely to be successful in winning or maintaining customers.

In this unit, you will learn how corporate social responsibility (CSR) and ethical behaviour are a growing part of the sports sector. You will investigate how sports organisations/businesses and individuals demonstrate their CSR to different internal and external stakeholder groups. You will consider how some of the current CSR issues impact on selected sports organisations/businesses and individuals, and how legislation can encourage sports businesses to act more responsibly. This unit will enable you to make an informed choice of suitable socially responsible organisations/businesses for employment or training.

This unit will help you to progress to employment in specific CSR roles that may or may not be sports-related. The unit will also help you to progress to further study in higher education or to professional qualifications in marketing, social sciences or environmental studies.

Learning aims

In this unit you will:

- A** Explore CSR issues in relation to sports organisations/businesses and individuals
- B** Explore the benefits and drawbacks for sports organisations/businesses and individuals of adopting a CSR policy
- C** Investigate the CSR of an organisation/business and its impact on the community.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore CSR issues in relation to sports organisations/businesses and individuals	A1 CSR issues and the impact on internal and external stakeholders A2 Environmental issues A3 Ethical issues A4 Supply chain A5 Community issues and engagement A6 Approaches to strengthening the CSR image of sports organisations/businesses and individuals	A written report covering a range of CSR issues for a selected organisation/business or individual. A presentation focusing on CSR policies for sports organisations/businesses and individuals.
B Explore the benefits and drawbacks for sports organisations/businesses and individuals of adopting a CSR policy	B1 Potential benefits of acting responsibly B2 Potential drawbacks of adopting a corporate socially-responsible approach to sports organisations/businesses B3 The costs and benefits of seeking recognition from external bodies	
C Investigate the CSR of an organisation/business and its impact on the community	C1 Help for communities C2 Planning a project using a business CSR policy	A case study of a business that covers the entirety of its CSR operations. A completed business plan.

Content

Learning aim A: Explore CSR issues in relation to sports organisations/ businesses and individuals

A1 CSR issues and the impact on internal and external stakeholders

- Definition and purpose of CSR.
- Key stakeholder groups:
 - owners
 - employees
 - customers
 - suppliers
 - governments
 - National Governing Bodies (NGBs)
 - local, national and global communities.

A2 Environmental issues

- Waste reduction and recycling, e.g. free water dispensers at sports grounds.
- Sustainability of resources.
- Carbon and pollution reduction initiatives.
- Sustainability.
- Crowd noise levels.
- Stadium development.

A3 Ethical issues

- Sense of fair play – ‘winning at all costs’.
- Code of ethics:
 - sports business, e.g. Olympic/Paralympic values, FIFA scandal
 - individuals in sport, e.g. sports performers, sports therapists, fitness instructors, officials.
- Performance enhancing drugs, anti-doping and the World Anti-Doping Agency (WADA), UK Anti-Doping (UKAD).
- Maintaining integrity in sport, e.g. UEFA Financial Fair Play Regulations.
- Commercialisation, e.g. paid-for TV channels.

A4 Supply chain

- Statutory and legal requirements:
 - fair treatment and working conditions of employees of key suppliers
 - minimum/living wage for both own and suppliers’ workforce
 - restrictive trading practices
 - voluntary workforce in sports.

A5 Community issues and engagement

- Professional sport giving back to the grassroots clubs/community.
- Charities encouraging participation in sport, e.g. Wimbledon Foundation, Prince’s Trust.
- Increasing participation in sport of specific populations/target groups, e.g. ethnic minorities, older people.
- Promotion of healthy living.
- Difficulties in attending national/world class sporting events, e.g. cost, popularity.
- Family stands at stadiums.

A6 Approaches to strengthening the CSR image of sports organisations/businesses and individuals

- Promoting diversity and inclusion, e.g. Respect campaign, Kick It Out.
- Transparency with spectators and individuals.
- Transparency in financial matters.
- Education and support for the community.
- Environmental management.

Learning aim B: Explore the benefits and drawbacks for sports organisations/ businesses and individuals of adopting a CSR policy

B1 Potential benefits of acting responsibly

- Improved public opinion, e.g. impact on fans, players, etc.
- Improve customer loyalty/brand image.
- Ability to charge premium prices.
- Enhanced recruitment, motivation and staff retention.
- Potential attraction of funding, e.g. National Lottery.

B2 Potential drawbacks of adopting a corporate socially responsible approach to sports organisations/businesses

- Cost of implementing policies.
- Distraction from core business objectives and lowering of operating profits.
- Smaller sports businesses less able to operate in a CSR way due to costs.
- Perceived as a 'green washing' exercise with little actual substance.
- Cost versus benefit analysis of CSR.

B3 The costs and benefits of seeking recognition from external bodies

- Types of bodies:
 - National Governing Bodies (NGBs)
 - Investors in People
 - Business in the Community
 - other bodies, e.g. Clubmark.
- Advantages to the sports organisation/business of recognition.
- Role of the external body to monitor ethics and policies and assist in organisational change.

Learning aim C: Investigate the CSR of an organisation/business and its impact on the community

C1 Help for communities

- Impact of the business on the community, to include:
 - support for sport/activity projects
 - volunteering in the community
 - provision of education and training opportunities
 - environmental and ethical considerations
 - job creation for workers.

C2 Planning a project using a business CSR policy

- Planning considerations, to include:
 - project description
 - objective
 - budget
 - needs case
 - delivery plan and outcome
 - sustainability plan.
- The impact of the project on the community.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore CSR issues in relation to sports organisations/businesses and individuals		
A.P1 Explain the impact CSR issues have had on the stakeholders of a selected sports organisation/business or individual. A.P2 Explain the impact CSR issues have had on a selected sports organisation/business or individual.	A.M1 Assess the effect CSR issues have had on a selected sports organisation/businesses or individual.	
Learning aim B: Explore the benefits and drawbacks for sports organisations/businesses and individuals of adopting a CSR policy		
B.P3 Explain the potential benefits and drawbacks to a selected sports organisation/business or individual of their CSR policy. B.P4 Explain how a selected sports organisation/business or individual has sought recognition from a third party and the impact this has had on their reputation.	B.M2 Assess the potential benefits and drawbacks to a selected sports organisation/business or individual of their CSR policy and its recognition by an external body.	
Learning aim C: Investigate the CSR of an organisation/business and its impact on the community		
C.P5 Produce a simple plan for a community activity/health project using the CSR policy of a selected organisation/business.	C.M3 Produce a detailed plan for a community activity/health project using the CSR policy of a selected organisation/business.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims A and B: (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim C: (C.P5, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners will need access and facilities to research business materials.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will evaluate how a selected sports organisation/business or individual has responded to a range of CSR issues. They must reach a conclusion as to the success of the response to issues and detail how this has strengthened their CSR image across the wider community.

Learners will analyse the role of CSR, potential benefits and drawbacks to a selected sports organisation/business or individual, and how an external body has supported organisational change and contributed to a competitive advantage being gained.

For merit standard, learners will identify a range of CSR issues and assess how these affect internal and external stakeholders and the organisation/business or individual selected. In their assessment, they will make reference to the potential impact of each issue.

Learners will demonstrate a clear assessment of potential benefits and drawbacks to a selected sports organisation/business or individual of their CSR policy, with relevant examples and a recognition of the effect that support from an external body has.

For pass standard, learners will identify CSR issues for a selected sports organisation/business or individual and explain their impact on internal and external stakeholders, as well as on the organisation/business or individual selected. Their explanation must include examples of individually researched issues that cover a range of environmental, ethical and community topics.

Learners will explain key benefits and drawbacks of a sports organisation/business or individual having a CSR policy, and details on how recognition from a third party has enhanced the reputation of the sports organisation/business.

Learning aim C

For distinction standard, learners will produce a thorough and convincing plan for a community activity/health project. The plans will show effective use of a full range of planning considerations, including a full and detailed budget forecast. Learners will give well-developed reasons for their evaluation on the potential impact on the community, which could be local, national or global. They will include a clear evaluation of the impact an activity/health CSR policy has had on a selected business, covering the entirety of its CSR operations.

For merit standard, learners will produce a clear and detailed plan for a community activity/health project, assessing the policies developed and how they have impacted on the operations of the business. The business plan will include appropriate use of planning considerations, including a clear budget forecast. The plan will also include details on the strengths and weaknesses of the CSR policy used and its impact on the local community.

For pass standard, learners will produce a simple plan outlining key objectives and planning considerations, including some information on delivery of the project and financial planning information. They will include a clear explanation of how the CSR policy can support the community.

Links to other units

This unit links to *Unit 15: Ethical and Current Issues in Esports*.

Employer involvement

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

Unit 17: Sports and Esports Law and Legislation

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore how the sports and esports industries meet legal obligations relating to employment rights. Learners will also consider the approaches used when resolving employment disputes.

Unit introduction

The sports and the esports industries are dynamic environments with ever-changing working practices, with developing social norms and advances in technology. It is therefore essential that anyone working in these environments keeps up to date with these changes.

In this unit, you will look at some of the key features of laws, legislation and regulations relative to both industries. You will then explore the similarities and differences that exist between sports and esports. You will consider general regulations and those which are more specific to esports or career pathway in esports. You will be able to assess their effectiveness in supporting professional sports performers and esports players.

This unit will help you to progress to employment in either the sports or esports industries. It will also help you to progress to further study in higher education and to professional qualifications in a variety of sports- or esports-related subject areas.

Learning aims

In this unit you will:

- A** Examine how employment law, legislation and regulations impact on the sports and esports industries
- B** Investigate how laws and legislation affect the governance and organisation of sport and esports
- C** Explore laws, legislation and regulations that impact professional sports performers and esports players.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine how employment law, legislation and regulations impact on the sports and esports industries	A1 Key aspects of employment law relating to the sports and esports industries A2 Tax and National Insurance A3 Health and safety considerations	<p>A report evaluating the impact that employment rights in the sports and esports industries have had on a selected professional sports performer and esports player for a given case study, using decided cases and recent statutes to justify conclusions.</p> <p>The report needs to include an evaluation of the impact that support from relevant regulatory bodies has had on those working in the sports and esports industries to ensure that their rights are adhered to.</p>
B Investigate how laws and legislation affect the governance and organisation of sport and esports	B1 Governance and organisation at local level B2 Governance and organisation at regional level B3 Governance and organisation at national level B4 Governance and organisation at international level	
C Explore laws, legislation and regulations that impact professional sports performers and esports players	C1 Registration and transfers of professional sports performers and esports players C2 The laws, rules and regulations that apply to professional sports performers and esports players C3 The role of support agencies to support professional sports performers and esports players	<p>A presentation evaluating the effectiveness of the regulations relating to doping, sports agents and the use of social media for a selected professional sports performer and esports player.</p>

Content

Learning aim A: Examine how employment law, legislation and regulations impact on the sports and esports industries

A1 Key aspects of employment law relating to the sports and esports industries

- Category of worker – employee/apprentice/worker.
- National Minimum wage and National Living Wage.
- Rights and responsibilities of the worker.
- Rights and responsibilities of the employer.
- Inclusion.
- Other matters:
 - pensions
 - holiday entitlement
 - sick pay.
- Apprenticeships in sport:
 - routes specific to chosen sport
 - general rules.
- General contracts and aspects of contracts that are specific to professional sports performers and esports players.
- Contracts – based on common law, not statutes.
- Key legislation and regulations:
 - employment rights
 - National Minimum Wage
 - Working Time regulations
 - equality legislation
 - Trade Union and Labour Relations (Consolidation)
 - Apprenticeships, Skills, Children and Learning
 - The Apprenticeships (Miscellaneous Provisions) regulations.

A2 Tax and National Insurance

- Legislation:
 - Income Tax (Earnings and Pensions)
 - National Insurance Contributions.
- Key features of this legislation are:
 - rates of tax
 - tax allowances
 - rate of contributions from employee and employer.

A3 Health and safety considerations

- Key features of the regulations.
- Legislation, e.g. Health and Safety at Work, Health and Safety at Work (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Management of Health and Safety at Work Regulations, Health and Safety (First-Aid) Regulations, Adventurous Activities Licensing Authority regulations.
- Regulatory bodies appropriate to all activities:
 - Health and Safety Executive (HSE)
 - other regulatory bodies, e.g. local authorities, local educational authorities, police, Adventurous Activities Licensing Authority (AALA) (part of the HSE), national governing bodies of sport.

Learning aim B: Investigate how laws and legislation affect the governance and organisation of sport and esports

B1 Governance and organisation at local level

- Grassroots sports clubs.
- Club organisation leagues and competition.
- The structure and constitution of these organisations.

B2 Governance and organisation at regional level

- Organisation of grassroots sports.
- Club organisation.
- League and competition organisation.

B3 Governance and organisation at national level

- Organisations:
 - national governing bodies
 - UK Sport
 - national sports councils, e.g. Sport England, Sport Wales, Sport Northern Ireland, sportscotland
 - UK Government, e.g. Department for Digital, Culture, Media & Sport (DCMS).
- Key regulations:
 - key principles of the regulations and codes, and their limits
 - those that govern and regulate sports, e.g. DCMS, UK Sport, Sport England, Sport Wales, Sport Northern Ireland, sportscotland, a Code for Sports Governance
 - regulations and bodies that govern specific sports, e.g. the Football Association (FA) and its codes of conduct, the England and Wales Cricket Board and its codes, UK Athletics and its codes.
- Sport recognition and accreditation.
- Recognised public bodies.

B4 Governance and organisation at international level

- Key international governing bodies and codes and regulations:
 - international governing bodies and codes, e.g.:
 - football (International Federation of Association Football (FIFA)/Union of European Football Associations (UEFA))
 - cricket (International Cricket Council (ICC))
 - athletics (International Association of Athletics Federations (IAAF)).
- Games publishers and their role as the equivalent of a governing body.

Learning aim C: Explore laws, legislation and regulations that impact on professional sports performers and esports players

C1 Registration and transfers of professional sports performers and esports players

- Registration regulations for specific sports for professional or elite sportspeople, e.g.:
 - football – regulations on the status and transfer of players
 - cricket – regulations governing the qualification and registration of cricketers
 - esports – regulations governing the qualification and registration of esports players across a variety of major games titles.

C2 The laws, rules and regulations that apply to professional sports performers and esports players

- Laws of the sport:
 - laws specific to individual sports
 - rules for each esports game as set by each game publisher
 - rules for each esports tournament or league.
- Laws of society including general law, e.g. contract, criminal law, tort law.

- Anti-doping and anti-gambling:
 - agencies and laws, e.g. World Anti-Doping Agency (WADA), UK Anti-Doping Rules (UKAD), Esports Integrity Coalition (ESIC) – doping, cheating, betting, integrity
 - enforcement.
- Regulation of broadcasting, internet and social media:
 - regulation of players and players within a sport and esports through measures, e.g. FA Rules and Regulations (clauses 3.2.5 and 4.8), esports league and tournament policies, policies of each esports team or organisation, rules and policies of platforms such as Twitch, FACEIT, Mixer®
 - potential criminal offences legislation, e.g. for crime and disorder, criminal justice, protection from harassment, malicious communications, communications, public order
 - guidance given to professional sports performers and esports players.
- Sanctions:
 - for breaking national law
 - for breaking codes of practice within individual sports and esports.

C3 The role of support agencies to support professional sports performers and esports players

- Unionisation in sport and esports organisations:
 - the regulations that govern professional sports performers' membership of a union
 - unionisation in esports
 - key provisions and protections
 - the role of a union
 - support to deal with breaches of contract or breaking sports and esports rules and legal rules.
- Agents:
 - requirements for the role
 - age requirements of the professional sports performers and esports players represented
 - contracts
 - limits of agents' power
 - legislation and regulations, e.g. FA regulations on working with intermediaries for football, esports agent's regulations.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine how employment law, legislation and regulations impact on the sports and esports industries		
A.P1 Explain, using case-study scenarios, what the legal requirements of the written statement of employment particulars and the contract of employment for a selected professional sports performer and esports player must include to comply with the law.	A.M1 Analyse the impact of employment rights on a selected professional sports performer and esports player, applying appropriate current law.	
Learning aim B: Investigate how laws and legislation affect the governance and organisation of sport and esports		
B.P2 Explain, using case-study scenarios, how compliance with regulations that govern regional, national and international regulatory bodies can help the sports and esports industries. B.P3 Explain how relevant laws and legislation can support the rights of those working in the sports and esports industries.	B.M2 Analyse the support available from relevant regulatory bodies to those working in the sports and esports industries, to ensure their rights are adhered to.	
Learning aim C: Explore laws, legislation and regulations that impact professional sports performers and esports players		
C.P4 Explain the regulations of the registration of professional sports performers and esports players, anti-doping, the use of social media and sanctions for any breaches. C.P5 Explain the role and regulations of trade unions, support organisations and sports agents in relation to a selected professional sports performer and esports player.	C.M3 Analyse the appropriate regulations for registration, anti-doping, trade union, sports agents and use of social media specific to a selected professional sports performer and esports player.	
		A.D1 Evaluate the impact that employment rights in the sports industry have had on a selected professional sports performer and esports player, using decided cases and recent statutes to justify conclusions. B.D2 Evaluate the impact that support from relevant regulatory bodies has had on those working in the sports and esports industries to ensure that their rights are adhered to.
		C.D3 Evaluate the effectiveness of the regulations relating to anti-doping, sports agents and the use of social media for a selected professional sports performer and esports player.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims A and B: (A.P1, B.P2, B.P3, A.M1, B.M2, A.D1, B.D2)

Learning aim C: (C.P4, C.P5, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

Learners must have access to a range of current sports industry information from websites and printed resources. Learners should also be given access to sources of primary and secondary legislation and regulations of and by local, national and international sporting bodies.

Essential information for assessment decisions

It is essential that learners do not copy large sections of information from textbooks or websites. Centres need to prepare a variety of detailed case studies or scenarios that allow learners to use their own words. The case studies should also allow learners to fully demonstrate their understanding and application of the law and its processes, using problem-solving, decision-making, analytical and critical thinking skills.

It is also essential that learners reference all sources correctly. If a verbal presentation format is selected, a detailed observation sheet must be provided for each verbal presentation for each learner.

To enable learners to have first-hand experience as a basis for their evaluation, it is desirable that they attend and watch cases in different courts and see the process and personnel in action. Court staff, local solicitors and barristers are often willing to speak to learners about their roles. If a verbal presentation format is selected, a detailed observation sheet must be provided for each verbal presentation for each learner.

Learning aims A and B

For distinction standard, learners will draw on varied information about employment rights to consider the significance of their impact on a professional sports performer and esports player, using real-life examples. Learners' research should lead to a supported judgement on the strengths and weaknesses of decided cases. Learners will consider the impact that support from relevant regulatory bodies has had on the selected professional sports performer to ensure that their rights are adhered to.

For merit standard, learners will present the outcome of a methodical and detailed examination by breaking down the impact of employment rights on a selected professional sports performer and esports player using real life examples. They should do this in order to interpret and study the interrelationships and apply appropriate current law. Learners will consider the support available from relevant regulatory bodies on the selected professional sports performer and esports player to ensure their rights are adhered to.

For pass standard, learners will give clear evidence to support their view on the legal requirements of the written statement of employment particulars and the contract of employment for a selected professional sports performer and esports player. Learners will consider how compliance with the regulations governing regional, national and international regulatory bodies can help the sports and esports industries.

Learning aim C

For distinction standard, learners will draw on varied information on the measures in and outside the sport and esports industries in relation to anti-doping, sports agents and professional sports performers' use of social media at an international, national and regional level. They will identify strengths and weaknesses and then focus on a real-life example for a selected professional sports performer and an esports player.

For merit standard, learners will present the outcome of a methodical and detailed examination of the international, national and regional regulations of the registration, anti-doping, trade union, sports agents and use of social media, in order to then interpret and study its application to a selected professional sports performer and an esports player.

For pass standard, learners will give clear evidence to support their view on the regulation of the registration of professional sports performers and esports players, anti-doping, the use of social media and sanctions for any breaches at an international, national and regional level. Learners will show that they understand the role and regulation of trade unions, support organisations and sports agents and their suitability for purpose in relation to a selected professional sports performer and esports player.

Links to other units

This unit links to:

- Unit 1: Introduction to Esports
- Unit 15: Ethical and Current Issues in Esports
- Unit 16: Corporate Social Responsibility in Sport.

Employer involvement

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

Unit 18: Launching Your Esports Enterprise

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop values and ethics, develop a supply chain, and bring a product to market using key project management techniques.

Unit introduction

It is one thing to produce a business plan and present it to prospective sponsors but it is another to implement it and carry out the actions needed to open the door to customers.

In this unit you will consider the different aspects of values and ethics in relation to running a small enterprise. You will look at the key principles of supply chain management and then acquire what you need to start your enterprise. You will plan ongoing purchasing requirements for all major items and learn about different methods of managing procurement. You will then learn and practise negotiation skills, which include developing an understanding of the relative power positions of buyer and supplier and the use of negotiation techniques. You will use key project management principles to devise a strategy to carry out all the tasks required to move from a business plan to an up-and-running enterprise.

Learners must have completed *Unit 3: Enterprise and Entrepreneurship in the Esports Industry* before completing this unit.

This unit will help you to progress to employment in specific esports roles. The unit will also help you to progress to further study in higher education or professional qualifications in esports.

Learning aims

In this unit you will:

- A** Develop values and ethics for esports enterprises
- B** Set up a supply chain for esports enterprises
- C** Negotiate purchases for esports enterprises
- D** Undertake start-up activities for esports enterprises.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Develop values and ethics for esports enterprises	A1 Values for esports enterprises A2 Ethics for esports enterprises A3 Ethics in accounting A4 Ethics in marketing A5 Ethics in purchasing/manufacture A6 Ethics in employing others A7 Communication of ethical code	A report evaluating the impact of core values and ethical code on the start-up of an esports enterprise.
B Set up a supply chain for esports enterprises	B1 Start-up requirements B2 Factors to be considered when purchasing B3 Purchasing for esports enterprises B4 Purchasing process for esports enterprises B5 Stock for esports enterprises B6 Re-ordering stock	Observation of learners negotiating a purchase and obtaining items required for their esports enterprise.
C Negotiate purchases for esports enterprises	C1 Negotiating purchases	
D Undertake start-up activities for esports enterprises	D1 Key project management principles D2 Activities to start trading D3 Reviewing achievement of activities	Observation of learners developing their own plans, supply chains and starting to trade in their esports enterprise.

Content

Learning aim A: Develop values and ethics for esports enterprises

A1 Values for esports enterprises

- Beliefs.
- Missions or philosophy of enterprise, e.g. customer service, investing in people, valuing innovation, making a commitment to society.

A2 Ethics for esports enterprises

- Links with corporate social responsibility.
- Ethics expressed in mission statements.
- Identification and promotion of core values.
- Benefits of good reputation for ethical code.
- Consideration of risks of taking actions perceived to be unethical.
- Owner/manager as role model.
- Impact of beliefs on enterprise.
- Practices to encourage diversity and inclusion.

A3 Ethics in accounting

- Honest accounting avoiding bribery and kickbacks.
- Avoiding creative accounting.
- All items legally sourced.
- All transactions included in accounts.

A4 Ethics in marketing

- Not exploiting vulnerable customers, e.g. age-inappropriate pop-up ads.
- Truthful advertising.
- Appropriate sponsorship.

A5 Ethics in purchasing/manufacture

- Care for the environment, e.g. carbon footprint, single-use plastics, being energy efficient.

A6 Ethics in employing others

- Following employment legislation.
- Honesty in dealings with employees.

A7 Communication of ethical code

- Statement of core values.
- Development of ethical code.
- Communicating core values and ethical code to stakeholders.
- Documents, training.
- Communicating values and code to customers using:
 - promotion materials, including sponsorship
 - publicity
 - website.

Learning aim B: Set up a supply chain for esports enterprises**B1 Start-up requirements**

- Requirements, e.g. location of premises, furniture such as gaming chairs, fittings, tools, equipment, vehicles.
- Utility supplies: electricity, water, WiFi/internet service provider.
- Opening stock of materials:
 - raw materials
 - packaging
 - promotion materials
 - stationery
 - consumables.
- Services: banking, coaching.
- Insurance.

B2 Factors to be considered when purchasing

- Necessity.
- Hiring versus buying.
- Borrowing versus buying.
- Sharing versus sole ownership.
- Initial costs.
- Maintenance costs.
- Storage costs.
- Availability and terms of credit.
- Scope for time-saving.
- Scope for enterprise growth.

B3 Purchasing for esports enterprises

- Factors to be considered when selecting suppliers:
 - quality
 - accessibility
 - prices
 - service and support for customers
 - quantities
 - delivery arrangements
 - reliability
 - credit terms
 - ethical considerations.
- Purchasing process:
 - order
 - delivery
 - lead time
 - payment.

B4 Purchasing process for esports enterprises

- Trade accounts.
- Credit references.
- Order forms.
- Checking deliveries against order form.
- Checking invoices against deliveries and prices agreed.
- Credit period.
- Discounts for early payment.
- Online supplier searches.
- Online purchases.
- Record keeping.

B5 Stock for esports enterprises

- Stockholding: decisions as to which goods should be stocked.
- Balance between cost of purchase/storage and demand for goods.
- Reasons for keeping stock:
 - to allow for lead-time
 - if supply is uncertain
 - for economies of scale
 - as customer service.
- Disadvantages of keeping stock:
 - ties up finance
 - there is interest on borrowing
 - increased insurance costs
 - obsolescence
 - cost of storage
 - spoilage.
- Stock control:
 - importance
 - receipt of goods.
- Storage:
 - security
 - avoidance of spoilage.
- Accessibility.
- Orderly system.
- Record keeping.
- Re-ordering.
- Stock checks.

B6 Re-ordering stock

- Determining when to re-order.
- Quantity:
 - bulk
 - cost
 - prices for different quantities/deliveries
 - lead times
 - importance of stock to business.
- Planned re-ordering methods.
- Variable time (VOT).
- Fixed time (FOT).

- Variable order quantity (VOQ).
- Fixed order quantity (FOQ).
- Methods of planning review of requirements, specific time period or specified level of stock remaining.

Learning aim C: Negotiate purchases for esports enterprises

C1 Negotiating purchases

- Preparation: identifying concerns and aims of supplier.
- Clarifying relative power of buyer and supplier.
- Investigating offers of competitors.
- Setting own parameters.
- Setting own opening offers.
- Identifying offers that can be made in exchange for concessions.

Learning aim D: Undertake start-up activities for esports enterprises

D1 Key project management principles

- Activity list.
- Allocation of activities or tasks.
- Identification of dependencies.
- Deadlines.
- Milestones.
- Allocation of resources to activities.
- Allocation of responsibilities.
- Gantt chart.
- Setting dates/times to monitor progress.

D2 Activities to start trading

- Adjust business plan in the light of feedback or further information.
- Clarify targets for all aspects of business and set review dates.
- Plan opening event if required.
- Other activities for specific enterprise:
 - finance:
 - obtain funding
 - set up a business bank account and cash-handling facilities
 - set up financial records
 - legal, e.g. obtain licences, register name if required, check health and safety requirements, arrange premises if required
 - marketing and promotions: planned marketing and promotional activities.

D3 Reviewing achievement of activities

- Means of communicating progress against project plan:
 - Gantt chart
 - meetings
 - activity lists
 - milestones.
- Identification of problems, e.g. falling behind on key tasks, late deliveries, breakages.
- Changes to plan, e.g. increase resources, change dates, reduce quality.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Develop values and ethics for esports enterprises		A.D1 Evaluate the impact of core values and ethical code on the start-up of own esports enterprise.
A.P1 Describe the values that underpin own esports enterprise. A.P2 Create the ethical code to be adopted by own esports enterprise.	A.M1 Analyse how the core values and ethical code impact on own business plan.	
Learning aim B: Set up a supply chain for esports enterprises		BC.D2 Evaluate purchases made and negotiation tactics used for own esports enterprise.
B.P3 Plan purchasing required to set up own esports enterprise.	B.M2 Make justified decisions about purchasing for own esports enterprise.	
Learning aim C: Negotiate purchases for esports enterprises		
C.P4 Procure items, using negotiation techniques, required to set up own esports enterprise	C.M3 Use pre-planned negotiation tactics whilst procuring an item.	
Learning aim D: Undertake start-up activities for esports enterprises		D.D3 Evaluate the supply chain for own esports enterprise, justifying suggestions for improvement.
D.P5 Devise a set of deliverable activities to bring a product to market. D.P6 Undertake financial esports enterprise start-up activities. D.P7 Obtain required registrations and legal permissions. D.P8 Undertake marketing and promotions activities from own business plan. D.P9 Review achievement of esports enterprise start-up activities.	D.M4 Undertake esports enterprise start-up activities within a proposed timeframe.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim A: (A.P1, A.P2, A.M1, A.D1)

Learning aims B and C: (B.P3, C.P4, B.M2, C.M3, BC.D2)

Learning aim D: (D.P5, D.P6, D.P7, D.P8, D.P9, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

There are no additional requirements for this unit. **Learners must have completed *Unit 3: Enterprise and Entrepreneurship in the Esports Industry* before starting this unit.**

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will analyse how core values and ethics affect their esports enterprise.

For merit standard, learners will explain in detail how the core values and the code of ethics are expected to affect the esports enterprise. They should consider positive effects, such as increasing appeal to particular groups of customers, and negative effects, such as increased costs.

For pass standard, learners will draft core values and a code of ethics for a planned new esports enterprise. This should be in their own words and be specifically developed for the planned new esports enterprise.

Learning aims B and C

For distinction standard, learners will draw on varied information about the appropriateness of the purchases they have made, their negotiation tactics and abilities and the relevance or significance of these. They will conclude using varied evidence showing the appropriateness of their purchases and negotiations.

For merit standard, learners will give valid reasons for the decisions made about at least four of the most important purchases. They will show that they have planned to use negotiation techniques and then implemented the plan whilst procuring an item or service. This should be evidenced through a recorded observation record completed by the assessor or recording. It can be supported by learners' preparatory notes and documentary evidence of the purchase or agreement. This should be a real procurement, not a role play.

For pass standard, learners will produce a plan for all the purchasing that needs to be done in order to start their esports enterprise. This includes any capital expenditure in the form of equipment, vehicles and furniture, the setting up of any services that are required, such as internet service provider or telephone contracts, and the purchase of stocks of consumables and raw materials. The purchasing plan should include decisions about selecting suppliers and restocking systems. Learners should procure or acquire all the goods and services required to start the planned esports enterprise. Some items may need to be rented or borrowed rather than purchased and, in these circumstances, the conditions of any loans or similar agreements should be made clear.

Learning aim D

For distinction standard, learners will evaluate the supply chain and make suggestions about how it could be improved. This may be delayed until after learners have run the esports enterprise for a while and are able to evaluate in the light of experience. When making suggestions for improvements, learners should provide evidence that the improvement would either improve the way the customer's needs are met or increase profitability.

For merit standard, learners will undertake the activities within the proposed time frame. Checks should be built in to ensure that problems will be identified as early as possible.

For pass standard, learners will use most of the key project management principles as listed in the content section to plan the activities that need to be carried out in order to start trading. The plan should consist of all of the most important activities needed. Learners must successfully initiate esports enterprise start-up activities and start trading. Learners requires learners to review the success of their strategy against their achievement, assessing what went well and what areas still need to be developed. 'Product' in the assessment criteria refers to either a good or a service.

Links to other units

This unit links to:

- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 10: Business Applications of Esports in Social Media.

Employer involvement

This unit would benefit from employer involvement in the form of talks from local esports organisations.

Unit 19: Customer Immersion Experiences

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will plan and manage a customer immersion event for a selected product or service and evaluate its success.

Unit introduction

The marketing of products and services no longer relies on traditional audience interactions but instead on the emotional and physical connections that are formed with consumers. Marketeers are therefore implementing methods to align with consumers on a personal level, encouraging human interaction, excitement and engagement through unusual and creative experiences and events. Products and services that implement creative and innovative experiential events are more likely to improve sales and recognition by capturing their consumer with emotions and experiences.

In this unit you will investigate how customer experiences are used in campaigns through experiential marketing. Using your findings, you will develop and manage an experiential marketing event for a selected product or service. Based on the success and feedback of your event you will evaluate the success of experiential marketing and make suggestions for future improvements.

This unit will help you to progress to employment in marketing and events management roles. The unit will also help you to progress to further study in higher education or professional qualifications related to marketing, promotion and events management.

Learning aims

In this unit you will:

- A** Investigate the marketing of customer experiences for different products and services
- B** Plan and deliver a customer experience to meet objectives
- C** Reflect on the success of the customer experience in meeting set objectives.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Investigate the marketing of customer experiences for different products and services	A1 Purpose of customer experiences as marketing tools A2 Experiential marketing strategies A3 Immersion experiences in customer experience events	A report evaluating the purpose and use of customer immersion experiences in marketing campaigns for different products or services.
B Plan and deliver a customer experience to meet objectives	B1 Research, feasibility and success factors B2 Creating a customer experience plan B3 Contingency, emergency planning and risk management B4 Management of the customer experience B5 Gathering feedback	A plan detailing customer immersion experiences, budgeting and timescales. Working as part of a group, learners must take an active role in the management of an experiential customer event. Photographic evidence, witness statements. A report evaluating the success of the customer experience event with clear suggestions for improvement.
C Reflect on the success of the customer experience in meeting set objectives	C1 Evaluation of the customer experience C2 Suggestions for improvements	

Content

Learning aim A: Investigate the marketing of customer experiences for different products and services

A1 Purpose of customer experiences as marketing tools

- Improve image and representation.
- Increase digital/physical footfall.
- Increase sales and revenue.
- Improve interaction with consumers and target audience.
- Branch into new target markets or demographics.
- Gain publicity, news mentions and exposure.
- Improve social media marketing and interactions.
- Launch new products/services.

A2 Experiential marketing strategies

- Showcase strategy: allowing consumers to experience the product/service face-to-face through immersive interactions.
- Guerrilla strategy: use of surprise experiences and the 'shock' factor to engage consumers and generate interactions.
- Digital experience strategy: use of technology, virtual reality, online platforms, gaming to promote a product or service by providing a digital experience.
- Sense strategy: using events and interactions with consumers to target their five senses individually or simultaneously to promote engagement.
- Giveaway strategy: promoting products or services through giveaways, freebies and mass-marketing audience touchpoints.
- Emotive strategy: using events, touchpoints and experiences to target emotional responses in consumers to promote interactions and engagement.

A3 Immersion experiences in customer experience events

- Pop-up attractions.
- Augmented/virtual reality.
- Interactive activities.
- Demonstrations.
- Performances.
- Livestream events and digital interactions.
- Face-to-face giveaways/promotions.
- Brand experiences.
- Character meets.
- Product testing.

Learning aim B: Plan and deliver a customer experience to meet objectives

B1 Research, feasibility and success factors

- Research activities:
 - primary and secondary research
 - qualitative and quantitative research
 - competitor review
 - analysis of previous experiential marketing events.

- Feasibility factors:
 - event clarity and purpose
 - aims and objectives of the customer experience
 - brand/product/service personality
 - technical feasibility
 - legal feasibility
 - health and safety constraints
 - ethical feasibility.
- Success factors:
 - customer experience aims and objectives
 - engagement targets
 - audience interaction targets.

B2 Creating a customer experience plan

- Customer experience rationale and purpose.
- Aims and objectives.
- Logistics:
 - venue selection/location and layout
 - catering and refreshments
 - activities and entertainment
 - staffing: management, volunteers, temporary staff, performance artists
 - outsourcing and external human resources
 - promotional materials
 - technological resources.
- Partnerships/co-promotions.
- Publicity, press, social media.
- Budgets and financial forecasts.
- Timelines and milestones.
- Customer experience planning tools:
 - the customer experience planning process: research, design, planning, coordination and evaluation
 - mind mapping
 - Gantt charts
 - critical path analysis
 - production schedules
 - online planning tools.

B3 Contingency, emergency planning and risk management

- Physical contingencies: weather, damage, venue access.
- Human resource contingencies: sickness, holidays, skills shortages, no-shows.
- Technical contingencies: power failure, internet outage, computer malfunction.
- Emergency incidents: fire, flood, injury, venue damage, electrocution, terrorism.
- Safety measures: crowd management, evacuation procedures, incident control, first aid.

B4 Management of the customer experience

- Contracts for venue: suppliers, personnel, catering, entertainment.
- Staffing and scheduling.
- Entertainment, e.g. music, live art, videos.
- Security and health and safety.
- Logistics: deliveries, transport, directions, parking.
- Resources: audio, visual, technological, tools, furniture, supplies, payment processes.
- Catering and refreshments.
- Promotional materials and give-aways.
- Customer service, e.g. meet and greet, interaction points, guides, help points.

B5 Gathering feedback

- Audience touchpoints.
- Collecting data methods, e.g.:
 - interviews
 - survey
 - face to face
 - live social media updates
 - feedback buttons
 - event apps.
- Delayed feedback: post-event email, surveys, feedback, competitions, paper surveys, post-event social media updates, recommendation polls.
- Social media shares, highlights, interaction data.

Learning aim C: Reflect on the success of the customer experience in meeting set objectives**C1 Evaluation of the customer experience**

- Review of success: meeting aims and objectives, timing, keeping to budget set.
- Effectiveness of events management planning.
- Effectiveness of pre-event and post-event information.
- Analytics of digital marketing methods: number of shares, website views, social media interactions.
- Impact of teamwork and communication across team members.
- Analysis of audience feedback.
- Review of attendance figures.
- Review of challenges and issues faced.

C2 Suggestions for improvements

- Improvements to the customer experience: location, type, audience size, resources, suppliers, venues.
- Improvements for marketing: materials, distribution, length of campaign, appropriateness of media.
- Staffing, skills, scheduling, training and development.
- Audience feedback and areas of development.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the marketing of customer experiences for different products and services		A.D1 Evaluate the importance of customer immersion experiences in the promotion of different products/services to achieve successful outcomes.
A.P1 Explain the purpose of using customer experiences in marketing campaigns. A.P2 Describe the use of customer immersion experiences in the promotion of different products/services.	A.M1 Analyse the effectiveness of customer immersion experiences in the promotion of different products/services.	
Learning aim B: Plan and deliver a customer experience to meet objectives		B.D2 Implement a comprehensive plan including well-developed immersion experiences to effectively promote a selected product or service. C.D3 Evaluate the importance of the detailed customer experience plan and immersion experiences in the effective promotion of a selected product or service, justifying suggestions for improvement.
B.P3 Produce an outline plan, including immersion experiences, for an experiential marketing event that will promote a selected product or service. B.P4 Product a basic budget and timescale for an experiential marketing event. B.P5 Demonstrate relevant management and marketing skills when running an experiential event and gathering audience feedback.	B.M2 Produce a detailed plan, including appropriate immersion experiences, with detailed research, budgeting and timescales that will promote a selected product or service. B.M3 Demonstrate effective management and marketing skills when running an experiential event and gathering audience feedback.	
Learning aim C: Reflect on the success of the customer experience in meeting set objectives		
C.P6 Review the success of the customer experience in meeting aims and objectives.	C.M4 Analyse the success of planning and use of immersion experiences in promoting a product or service effectively, outlining relevant areas for improvement.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim A: (A.P1, A.P2, A.M1, A.D1)

Learning aims B and C: (B.P3, B.P4, B.P5, C.P6, B.M2, B.M3, C.M4, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners will need access to a range of current events and marketing information from websites and printed resources.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw on varied information about the importance of the ways that experiential marketing events and immersion experiences are used to successfully promote a product or service. There will be a clear justification as to how such marketing events have aided in the success of the marketing and achievement of a purpose and outcome for each of the products or services explored.

For merit standard, learners will present the outcomes of methodical and detailed examination about events and immersion experiences used to market two products or services highlighting success factors and achievements. They will interpret the effectiveness of such methods in achieving outcomes and analyse their findings.

For pass standard, learners will show clear details of events in marketing campaigns to explain their purpose and impact. They will give evidence on how two products or services have used events and immersion experiences as part of a marketing campaign to achieve successful outcomes.

Learning aims B and C

For distinction standard, learners will present a comprehensive plan for an event including immersion experiences to promote a selected product or service. They will implement their plan, managing the event from pre to post stage whilst gathering feedback and demonstrating effective marketing and management skills. Learners will evaluate the importance of the event plan and experiences and make suggestions for improvement using delegate feedback and self-reflection to underpin justifications.

For merit standard, learners will run and manage an experiential marketing event, including immersion experiences in line with a detailed plan, research, budget and timescales to promote a selected product or service. They will engage effectively with audience members to gather feedback and demonstrate effective management and marketing skills.

For pass standard, learners will run and manage an experiential marketing event including immersion experiences for a selected product or service in line with a basic event plan, budget and timescale to demonstrate management and marketing skills. They will gather feedback from audiences in order to review the success of the event in meeting expected outcomes.

Links to other units

This unit links to:

- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 5: Esports Events
- Unit 7: Producing an Esports Brand
- Unit 10: Business Applications of Esports in Social Media
- Unit 18: Launching Your Esports Enterprise.

Employer involvement

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

- guest speakers from marketing and events management businesses
- marketing materials as exemplars
- support from marketing professionals as mentors.

Unit 20: Computer Networking

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners examine modern computer networks design. They plan, install and manage a computer network system.

Unit introduction

Computer networks are increasingly changing the way we communicate, work, access resources, stay informed, collaborate and learn. Organisations rely heavily on computer networks to conduct their internal as well as external operations. From the smallest home computer network to the biggest computer network of them all (the internet), networks affect our social, commercial, political and personal interactions.

In this unit, you will learn about the major types and models of computer networks such as local area network (LAN), wide area network (WAN), peer-to-peer and client server. You will identify the computer network hardware and software components required to design and implement networks. You will learn network communication protocols and examine communication technologies used to connect computers to wired and wireless networks. You will learn to use network design strategies to develop, implement and manage a scalable, available, efficient and secure computer network to meet identified requirements.

Due to the huge impact of computer networking on our modern way of life, there is an increasing need for high-level computer networking knowledge and skills in this dynamic field. The successful completion of this unit will give you valuable skills to either progress to further or higher education studies, or pursue one of the many network support careers in the design, development and management of computer networking systems infrastructure.

Learning aims

In this unit you will:

- A** Investigate how computer networks use networking communications protocols to provide effective and secure access to networking services and resources
- B** Investigate computer network design to meet client requirements
- C** Develop a computer network to meet client requirements.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Investigate how computer networks use networking communications protocols to provide effective and secure access to networking services and resources	A1 Network types and models A2 Network components A3 Network communication standards and protocols A4 Networking infrastructure services and resources	A report explaining the types and characteristics of computer networks, the need to use networking standard protocols, and the networking hardware and software components to provide secure access to the networking services and resources.
B Investigate computer network design to meet client requirements	B1 Network design strategies and architectures B2 Network development planning B3 Network services and resources access	Learner-devised design documentation, including network diagrams and addressing scheme table arising from the identification of client requirements.
C Develop a computer network to meet client requirements	C1 Network implementation and configuration C2 Network testing and troubleshooting C3 Network performance monitoring C4 Evaluation and review of network design C5 Skills, knowledge and behaviours	Notes covering network design strategies and network development planning. Photographs and screenshots of network development, configuration testing, troubleshooting and optimisation, supported by assessor's observation or witness statement. Overall report evaluating and reviewing the design and implementation stages. Diary notes, witness testimony, audio/video recorded discussion demonstrating skills, knowledge and behaviours.

Content

Learning aim A: Investigate how computer networks use networking communications protocols to provide effective and secure access to networking services and resources

A1 Network types and models

- Network types and characteristics:
 - LAN, wireless local area network (WLAN), WAN, storage area network (SAN)
 - intranet, extranet, internet, cloud
 - wired and wireless integration.
- Network topologies:
 - physical topologies, e.g. star, extended star, hierarchical
 - logical topologies, e.g. Ethernet standards for wired and wireless (802 family).
- Network models:
 - peer-to-peer
 - client/server
 - thin client.
- Modern networking trends and challenges, e.g. virtualisation, cloud computing, bring your own devices (BYOD), software-defined networking (SDN), storage-defined networks.

A2 Network components

- Hardware components, including:
 - end user devices, including mobile
 - connectivity devices, e.g. switches, routers, access points
 - connection media, e.g. cable, wireless, fibre.
- Software components, including:
 - networking systems software
 - network monitoring, management and troubleshooting tools, e.g. performance monitor, event viewer log, packet sniffers
 - network applications, e.g. database, document management.

A3 Network communication standards and protocols

- Network communications standards and protocols, including:
 - OSI layers and protocols
 - TCP/IP stack, ports, sockets, packets, frames, bits, encapsulation
 - IEEE 802 standards for wired and wireless Ethernet protocols.

A4 Networking infrastructure services and resources

- Network infrastructure services, including:
 - domain name service (DNS)
 - directory services (DS)
 - authentication services
 - Dynamic Host Configuration Protocol (DHCP) and network addressing services
 - routing and remote access services.
- Network services and resources:
 - file and print services
 - web, mail and communications services.

Learning aim B: Investigate computer network design to meet client requirements

B1 Network design strategies and architectures

- Organisational and business goals, and technical requirements analysis.
- Network size, small office/home office (SOHO), small and medium-sized business (SMB), large enterprise.
- Design aims, strategies and requirement for LAN and WAN, e.g. scalability, availability, redundancy, performance, security, manageability, adaptability, affordability and maintainability.
- Design constraints and trade-offs, e.g. budget, time, environment.
- Network physical design schemes, including:
 - flat design, hierarchical design, Enterprise Campus and Branch
 - network diagrams and physical layout
 - LAN/WAN equipment requirements, e.g. equipment features, LAN and WAN device selection.
- Logical network design, including:
 - IP addressing
 - IPV4 versus IPV6, private versus public IP
 - naming schemes
 - virtual LAN (VLAN) design issues.

B2 Network development planning

- Network components and services selection:
 - hardware components selection, e.g. server types and hardware requirement and selection, storage requirement, storage area networks (SANs), switching and routing requirement, e.g. layer 2, layer 3 and layer 4 switches, wireless AP requirements, routers and WAN devices
 - software components selection, e.g. operating systems (client/server), applications, network monitoring and management software
 - infrastructure services selection and requirement, e.g. DS, DNS, DHCP, web, mail, FTP.
- Network installation planning:
 - devices configuration planning, e.g. switches, routers, access point, prototyping and simulation
 - infrastructure services installation and test planning, e.g. DNS, DHCP, NAT.
- LAN and WAN connectivity test plans.

B3 Network services and resources access

- Authentication planning, e.g. password policies, audit policies.
- Users and groups naming, structure and access rights.
- Planning access permissions to resources, e.g. directories, files, printers.

Learning aim C: Develop a computer network to meet client requirements

C1 Network implementation and configuration

- Configuration and testing of network hardware components:
 - prototype development, simulation testing
 - network devices connection and configuration, e.g. switches, routers, wireless devices and access points.
- Configuration of network software and infrastructure services:
 - create, configure and connect virtual or physical servers and clients
 - install and configure network services.
- Network resources configuration and access:
 - create users, groups, shared resources, access policies.

C2 Network testing and troubleshooting

- Network connectivity tests.
- Network infrastructure services implementation test.
- Network resources access tests.
- Troubleshooting results and documentation.

C3 Network performance monitoring

- Establishment of a network performance baseline.
- Monitoring network performance, e.g. bandwidth, storage, processing.
- Event views logs usage review.

C4 Evaluation and review of network design

- Network design evaluation against requirements and initial needs.
- Evaluation of network development and implementation.
- Evaluation and review of testing and troubleshooting results.
- Future enhancement area and plans.
- Network optimisation, e.g. improving performance, security, manageability and ease of access.

C5 Skills, knowledge and behaviours

- Planning, and recording, including the setting of relevant targets with timescales, and how and when feedback from others will be gathered.
- Reviewing and responding to outcomes, including the use of feedback from others.
- Demonstrate own behaviours and their impact on outcomes, including professionalism, etiquette, being supportive of others, timely and appropriate leadership, accountability.
- Evaluating outcomes to help inform high-quality, justified recommendations and decisions.
- Documenting processes and outcomes, e.g. diary notes, planning documents, witness testimonies, and discussion notes or recordings.
- Communication skills, including:
 - the ability to convey intended meaning, e.g. written (email, design documentation, recording documentation, reports, visual aids for presentation use), verbal communication requirements (one-to-one and group, informal and formal situations)
 - use of tone and language for verbal and written communications to convey intended meaning and make a positive and constructive impact on audience, e.g. positive and engaging tone, technical/vocational language suitable for intended audience, avoiding jargon.
- Responding constructively to the contributions of others, e.g. being supportive, managing contributions so all have the opportunity to contribute, responding to objections, managing expectation, resolving conflict.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate how computer networks use networking communications protocols to provide effective and secure access to networking services and resources		A.D1 Evaluate different network models and their suitability to meet different client requirements.
A.P1 Explain the need for different computer network types and models. A.P2 Explain the characteristics and functions of network components.	A.M1 Analyse the functions of different network components required to construct different network types.	
Learning aim B: Investigate computer network design to meet client requirements		BC.D2 Evaluate the network design and the implemented optimised network against client requirements. BC.D3 Demonstrate individual responsibility and effective self-management in the planning and implementation of the network.
B.P3 Explain the need for network design and planning strategies. B.P4 Design a network to meet client requirements.	B.M2 Justify the design decisions made, showing how the design will fulfil its purpose and meet client requirements.	
Learning aim C: Develop a computer network to meet client requirements		
C.P5 Develop and configure a network to meet client requirements. C.P6 Test a network to ensure it meets client requirements. C.P7 Review the extent to which the network meets client requirements.	C.M3 Optimise a network to meet client requirements.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim A: (A.P1, A.P2, A.M1, A.D1)

Learning aims B and C: (B.P3, B.P4, C.P5, C.P6, C.P7, B.M2, C.M3, BC.D2, BC.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- a physical or virtualised networking environment that provides the necessary hardware and software required to build and test computer networks safely
- computer systems, switches, routers, wireless access points, cabling and operating systems for clients and servers
- online resources for research and development.

Essential information for assessment decisions

Learning aim A

The evidence should cover network hardware and software, including protocols and how they are used to construct a variety of networks types and models.

For distinction standard, learners will provide a clear and balanced evaluation of the different network models, including peer-to-peer, client/server and thin client. They must consider a wide range of aspects, including ease of use, ease of set-up, performance and suitability for different types of applications. The evidence will provide reasoned examples of the suitability of the different models to different networking applications, and clearly explain each model's benefits and drawbacks. The evidence will demonstrate high-quality written or oral communication through use of accurate and fluent technical vocabulary to support a well-structured and considered response that clearly connects chains of reasoning.

For merit standard, learners will provide a thorough analysis of the key functions of networking hardware and software components, including those used in LAN, WAN and wireless networks. Learners will demonstrate accurate understanding of the importance of the use of protocols and standards to connect various types of computer networks, as outlined in the content. They will provide appropriate examples and illustrations to demonstrate their understanding of the complex issue of how data gets transferred within and between computer networks. The evidence will be technically accurate and demonstrate good-quality written or oral communication.

For pass standard, learners will provide detailed explanations of why different types and models of computer networks are needed and how that impacts on the choice of the network type and model used. They will explain how networks are continually evolving and taking different shapes and forms, from LAN, WAN, intranet, extranet and internet to cloud computing. Learners must also explain the general characteristics and functions of the network hardware and software components used to build and connect computer networks as covered in the unit content. The evidence may have some inaccuracies and make limited use of examples as illustrations.

Learning aims B and C

Learners are expected to provide evidence that they have planned a network to meet specific client requirements and are then required to install and configure a computer network. They will collect the evidence required, showing that the network is functional according to given specification. The provided specification must be sufficiently complex to give the learner scope to demonstrate the appropriate range of skills. For example, it must include more than one network type, e.g. wired and wireless, and include user requirements such as shared files, folders and printers, email and intranet access.

Learners must also provide evidence that they have tested the network functionality. They also need to consider the degree to which the client requirements are met.

For distinction standard, learners will draw on, and show synthesis of, knowledge across the learning aims to evaluate both their design for the network and the implementation of it, with particular focus on how effectively the network met the client requirements. Learners will provide reasoned justification of their design.

Their evaluation must be supported by evidence from all stages of the project to reach conclusions and suggest future developments.

Learners will articulate their arguments and views concisely and professionally, and evaluate concepts, ideas and actions to reach reasoned and valid conclusions when justifying planning, configuration and implementation decisions in the development of a computer network. They will demonstrate individual responsibility and effective self-management when planning and implementing the network. Learners should provide evidence of their methods of working, which can be in the form of logbooks, annotated screen and diary notes, planning documents, witness testimonies and discussion notes or recordings.

For merit standard, learners will provide a reasoned justification for the decisions they have made in the network design, referring to both technical considerations and the need to meet the client requirements. Learners will apply their knowledge through selection and application of appropriate methodologies to design, develop, implement and optimise the network to meet client requirements. Learners must optimise the network, improving its performance, functionality or ease of use. The optimisation may be based on the testing done, which may reveal performance issues, security loopholes, usability issues or other aspects of the network that could be improved.

For pass standard, learners will explain the need to follow design strategies to produce an appropriate network design, taking into consideration organisation needs and design goals, such as scalability, availability and security. Learners must also explain the network development planning, including network component selection criteria, and logical and physical design schemes and diagrams used to plan and prepare for the development and deployment of the network. They will provide evidence of implementing the plan and provide a completed test plan to show that the network has been fully tested.

Learners must provide a review of their work, considering both positive and negative aspects of the outcomes, and how well it matches the client requirements, although their review may be unbalanced and/or superficial.

Links to other units

This unit links to:

- Unit 5: Esports Events
- Unit 6: Live-streamed Broadcasting.

Employer involvement

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

- guest speakers
- technical workshops involving staff from local organisations/businesses
- contribution of design/ideas to unit assignment/scenario/case study/project materials, including own organisation/business materials as exemplars where appropriate
- feedback from staff from local organisations/businesses on plans/designs/items developed
- opportunities for observation of organisational/business application during work experience
- support from local organisation/business staff as mentors.

4 Planning your programme

How do I choose the right BTEC qualification for my learners?

BTECs come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC Diploma or Extended Diploma, for example for their second year.

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited 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 SCQF Level 5. We will provide more information once the qualification is credit rated for the Scottish Credit and Qualifications Framework (SCQF). 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-educational experience.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8 Quality assurance*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver BTEC. For some units, specific resources are required. This is indicated in the units.

How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10 Resources and support*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC using any form of delivery that meets the needs of your learners. We recommend using a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for employer involvement?

Requirements

As an approved centre, you are required to ensure that during their study, every learner has access to meaningful activity involving employers. Involvement should be with employers from the esports industry and should form a significant part of the delivery or assessment of the qualification. Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level in the first term of each year as part of the annual quality management review process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so learners are not disadvantaged (see *Section 8 Quality assurance*).

We know that the vast majority of programmes already have established links with employers. In order to give you maximum flexibility in creating and strengthening employer involvement, we have not specified a particular level of input from employers.

There are suggestions in many of the units about how employers could become involved in delivery and/or assessment. These suggestions are not exhaustive and there will be other possibilities at local level.

Definition

Activities that are eligible to be counted as meaningful engagement are:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification
- projects or assessments set with input from sector practitioners
- masterclasses or guest lectures from sector practitioners
- 'expert witness' reports from practitioners that contribute to the assessment of a learner's work.

There may be other ways in which learners can benefit from contact with employers or prepare for employment, such as listening to careers talks or working in simulated environments. While they provide benefits to learners, they do not count as meaningful engagement.

Support

It is important that you give learners opportunities that are high quality and directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice.

What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

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

How will my learners become more employable through these qualifications?

Employability skills, such as team working and entrepreneurialism, and practical, hands-on skills have been built into the design of the learning aims and content. This gives you 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

Introduction

These BTECs are assessed using internal assessments, which are set and marked by teachers and externally verified by Pearson.

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It 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 6 Internal assessment*.

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. Some units are defined as synoptic units (see *Section 2 Structure*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. For synoptic units, you must plan the assignments so that learners can demonstrate learning from across their programme.

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

Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It 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*, and the requirements for delivering assessment given in *Section 6*.

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 Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC Extended Certificate, Foundation Diploma, Diploma and Extended Diploma 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. Centres 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

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, teachers.

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. 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.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTECs are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships between the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 1 Glossary of terms used for internally-assessed units* we have set out a definition of terms that assessors need to understand.

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 simply 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 therefore 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 therefore 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.

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.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities. The roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners 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 qualifications. 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 learners 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.

Setting effective assignments

Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs. For all units we give you suggestions on how to create suitable assignments. You can find these materials along with this specification on our website. In designing your own assignment briefs you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning, using appropriate self-management of tasks.
- You do not have to follow the order of the learning aims of a unit in setting assignments, but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.
- 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.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified 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 one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario; this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTECs have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 1 Glossary of terms used for internally-assessed units*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

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
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work.

For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own examples or to give the group a number of examples that can be used in varied combinations.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

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 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.

Assessors must complete a declaration stating 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*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. 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. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

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

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 1*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example CD.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

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 do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted, using the relevant assessment criteria.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

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 can be done in such a way that it 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 assessor considers 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.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a Pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe 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*. We provide information on writing assignments for retakes on our website.

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC.

When producing a plan, the assessment team may wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessments 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 Quality Assurance Handbook*.

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 and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

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 assessment needs to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunities 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 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 that 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 the *Information Manual*. We may ask to audit your records so they must be retained as specified.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. 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 *Guidance for reasonable adjustments 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 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 not being conducted fairly. 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 Pearson's *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

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. The *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* document 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* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemalpractice@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 assurance 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 of 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 components for a qualification, then 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.

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 appropriate health and safety policies relating to the use of equipment by learners in place.
- 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 and internal verification.

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 delivers
- 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 a range of materials and opportunities available to approved centres, 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 BTEC's 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
- 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, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivery, assessment and quality assurance cannot seek certification for individual programmes or for all BTEC programmes. 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 awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

Eligibility for an award

In order to be awarded a qualification, a learner must complete all units and achieve a pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2 Structure*.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P, or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2*, and for the Extended Diploma achieve a minimum 900 GLH at Pass or above
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

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, 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.

BTEC qualifications at this level are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

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. The *Information Manual* gives full information.

Points available for units

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

	Unit size		
	60 GLH	90 GLH	120 GLH
U	0	0	0
Pass	6	9	12
Merit	10	15	20
Distinction	16	24	32

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal 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

Applicable for registration from 1 September 2020.

Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
360 GLH		540 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Pass	36	P	54	PP	72	PPP	108
				MP	88	MPP	124
						MMP	140
Merit	52	M	78	MM	104	MMM	156
				DM	124	DMM	176
						DDM	196
Distinction	74	D	108	DD	144	DDD	216
				D*D	162	D*DD	234
						D*D*D	252
Distinction*	90	D*	138	D*D*	180	D*D*D*	270

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 an Extended Certificate with a P grade

	GLH	Type (M/O)	Grade	Unit points	
Unit 1	60	M	Pass	6	The learner has achieved P or higher in all units.
Unit 2	120	M	Pass	12	
Unit 3	90	M	Pass	9	
Unit 4	90	M	Pass	9	
Totals	360		P	36	The learner has sufficient points for a P grade.

Example 2: Achievement of an Extended Certificate with an M grade

	GLH	Type (M/O)	Grade	Unit points	
Unit 1	60	M	Pass	6	
Unit 2	120	M	Pass	12	
Unit 3	90	M	Distinction	24	
Unit 4	90	M	Merit	15	
Totals	360		M	57	The learner has sufficient points for an M grade.

Example 3: An Unclassified Result for an Extended Certificate

	GLH	Type Type (M/O)	Grade	Unit points	
Unit 1	60	M	Pass	6	The learner has a U in Unit 2.
Unit 2	120	M	Unclassified	0	
Unit 3	90	M	Pass	9	
Unit 4	90	M	Pass	9	
Totals	360		U	24	The learner has not met the minimum requirement for a P or higher in Units 1, 2, 3 and 4.

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

Example 1: Achievement of a Foundation Diploma with a P grade

	GLH	Type (M/O)	Grade	Unit points	
Unit 1	60	M	Pass	6	The learner has achieved P or higher in Units 1, 2, 3 and 4.
Unit 2	120	M	Pass	12	
Unit 3	90	M	Pass	9	
Unit 4	90	M	Pass	9	
Unit 6	60	O	Pass	6	
Unit 7	60	O	Pass	6	
Unit 8	60	O	Pass	6	
Totals	540		P	54	The learner has sufficient points for a P grade.

Example 2: Achievement of a Foundation Diploma with an M grade

	GLH	Type (M/O)	Grade	Unit points	
Unit 1	60	M	Merit	10	
Unit 2	120	M	Merit	20	
Unit 3	90	M	Pass	9	
Unit 4	90	M	Merit	15	
Unit 6	60	O	Merit	10	
Unit 7	60	O	Merit	10	
Unit 8	60	O	Merit	10	
Totals	540		M	84	The learner has sufficient points for an M grade.

Example 3: An Unclassified result for a Foundation Diploma

	GLH	Type (M/O)	Grade	Unit points
Unit 1	60	M	Pass	6
Unit 2	120	M	Merit	20
Unit 3	90	M	Unclassified	0
Unit 4	90	M	Merit	15
Unit 6	60	O	Merit	10
Unit 7	60	O	Merit	10
Unit 8	60	O	Merit	10
Totals	540		U	71

The learner has a U in Unit 3.

The learner has sufficient points for a P grade but has not met the minimum requirement for P or higher in Units 1, 2, 3 and 4.

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

Example 1: Achievement of a Diploma with a PP grade

	GLH	Type (M/O)	Grade	Unit points
Unit 1	60	M	Pass	6
Unit 2	120	M	Pass	12
Unit 3	90	M	Pass	9
Unit 4	90	M	Pass	9
Unit 5	120	M	Pass	12
Unit 6	60	O	Pass	6
Unit 7	60	O	Pass	6
Unit 8	60	O	Pass	6
Unit 9	60	O	Pass	6
Totals	720		PP	72

The learner has achieved P or higher in Units 1, 2, 3, 4 and 5 and P or higher in Units 6, 7, 8 and 9.

The learner has sufficient points for a PP grade.

Example 2: Achievement of a Diploma with a DM grade

	GLH	Type (M/O)	Grade	Unit points
Unit 1	60	M	Distinction	16
Unit 2	120	M	Distinction	32
Unit 3	90	M	Pass	9
Unit 4	90	M	Pass	9
Unit 5	120	M	Distinction	32
Unit 6	60	O	Distinction	16
Unit 7	60	O	Pass	6
Unit 8	60	O	Pass	6
Unit 9	60	O	Pass	6
Totals	720		DM	132

The learner has sufficient points for a DM grade.

Example 3: An Unclassified result for a Diploma

	GLH	Type (M/O)	Grade	Unit points
Unit 1	60	M	Pass	6
Unit 2	120	M	Pass	12
Unit 3	90	M	Pass	9
Unit 4	90	M	Pass	9
Unit 5	120	M	Pass	12
Unit 6	60	O	Pass	6
Unit 7	60	O	Unclassified	0
Unit 8	60	O	Pass	6
Unit 9	60	O	Pass	6
Totals	720		U	66

The learner has met the minimum requirement for P or higher in Units 1, 2, 3, 4 and 5, but has insufficient points for a PP grade.

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

Example 1: Achievement of an Extended Diploma with a PPP grade

	GLH	Type (M/O)	Grade	Unit points
Unit 1	60	M	Pass	6
Unit 2	120	M	Pass	12
Unit 3	90	M	Pass	9
Unit 4	90	M	Pass	9
Unit 5	120	M	Pass	12
Unit 6	60	O	Pass	6
Unit 7	60	O	Pass	6
Unit 8	60	O	Pass	6
Unit 9	60	O	Pass	6
Unit 10	60	O	Pass	6
Unit 11	60	O	Pass	6
Unit 12	60	O	Pass	6
Unit 13	60	O	Pass	6
Unit 14	60	O	Pass	6
Unit 15	60	O	Pass	6
Totals	1080		PPP	108

The learner has achieved P or higher in Units 1, 2, 3, 4 and 5 and P or higher in Units 6, 7, 8, 9, 10, 11, 12, 13, 14 and 15.

The learner has sufficient points for a PPP grade.

Example 2: Achievement of an Extended Diploma with a DDM grade

	GLH	Type (M/O)	Grade	Unit points
Unit 1	60	M	Distinction	16
Unit 2	120	M	Distinction	32
Unit 3	90	M	Pass	9
Unit 4	90	M	Pass	9
Unit 5	120	M	Pass	12
Unit 6	60	O	Distinction	16
Unit 7	60	O	Distinction	16
Unit 8	60	O	Distinction	16
Unit 9	60	O	Distinction	16
Unit 10	60	O	Distinction	16
Unit 11	60	O	Distinction	16
Unit 12	60	O	Pass	6
Unit 13	60	O	Pass	6
Unit 14	60	O	Pass	6
Unit 15	60	O	Pass	6
Totals	1080		DDM	198

The learner has sufficient points for a DDM grade.

Example 3: An Unclassified result for an Extended Diploma

	GLH	Type (M/O)	Grade	Unit points
Unit 1	60	M	Merit	10
Unit 2	120	M	Pass	12
Unit 3	90	M	Merit	15
Unit 4	90	M	Merit	15
Unit 5	120	M	Pass	12
Unit 6	60	O	Merit	10
Unit 7	60	O	Merit	20
Unit 8	60	O	Unclassified	0
Unit 9	60	O	Unclassified	0
Unit 10	60	O	Unclassified	0
Unit 11	60	O	Unclassified	0
Unit 12	60	O	Pass	6
Unit 13	60	O	Pass	6
Unit 14	60	O	Pass	6
Unit 15	60	O	Pass	6
Totals	1080		U	118

The learner has 240 GLH at U.

The learner has sufficient points for a PPP grade but has not met the minimum requirement for 900 GLH at Pass or above.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

Support for setting up your course and preparing to teach

Specification

This **specification** (for teaching from September 2020) includes details on the administration of qualifications and information on all the units for the qualification.

Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure that you are fully prepared to deliver the course. It explains the key features of BTEC (for example, employer involvement and employability skills). It also covers guidance on assessment and quality assurance. The guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Microsoft® Word format for ease of customisation.

Curriculum models

Curriculum models show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

Study skills activities

A range of case studies and activities are provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Microsoft® Word format for easy customisation.

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 BTECs in centres and supports teachers with the following activities:

- checking that a programme uses a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised 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. We will add the new BTEC specifications to myBTEC as soon as possible.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTECs, including:

- support materials in digital format
- teaching and assessment packs, including e-learning materials.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found 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 and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

Training and support from Pearson

People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTECs. These include the following.

- 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.
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the 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

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC qualifications. These sector-specific events, developed and delivered by specialists, are available both face-to-face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTECs. They include an overview of the qualifications' structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

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
Analyse	<p>Learners present the outcome of methodical and detailed examination by either:</p> <ul style="list-style-type: none"> • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. <p>Analysis could be through activity, practice, written or verbal presentation.</p>
Assess	Learners 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.
Carry out	Learners demonstrate skills through practical activities, executing what has to be done in line with certain requirements. Learners do this in order to complete an identified activity or to demonstrate personal achievement for an audience.
Compare	Learners identify the main factors relating to two or more items/situations or aspects of a subject and explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Complete	Learners make or do all the necessary parts in order to finish a task.
Create	Learners bring something into existence, e.g. itineraries, plans or proposals.
Demonstrate	Learners' work, performance or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Design	Learners apply skills and knowledge to the process of deciding on the form, function and characteristics of a product, service or process.
Develop	Learners acquire and apply skills and understanding through practical activities that involve the use of concepts, processes or techniques to expand or progress something.
Evaluate	<p>Learners' work draws on varied information, themes or concepts to consider aspects such as:</p> <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. <p>Learners' enquiries should lead to a supported judgement showing the relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.</p>
Examine	Learners select and apply knowledge to less familiar contexts.

Term	Definition
Explain	Learners provide detail and reasons and/or evidence to support an opinion, view or argument.
Explore	Learners apply their skills and/or knowledge in contexts involving practical research or investigation.
Identify	Learners indicate the main features or purpose of something by recognising it, locating it and/or being able to discern and understand facts or qualities, e.g. a geographical feature or destination on a map.
Interpret	Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Investigate	Learners' application of knowledge is based on personal research and development.
Justify	Learners give reasons or evidence to: <ul style="list-style-type: none"> • support an opinion; or • prove something right or reasonable.
Outline	Learners' work, performance or practice provides a summary, overview or brief description of something.
Participate	Learners take part in a practical activity in order to demonstrate knowledge and/or skills in relation to a specific task or context.
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).
Plot	Using maps and/or plans, diagrams and charts with multiple points, learners apply knowledge and/or skills to accurately identify and/or show the relationship between specific points or items.
Prepare	Learners gather materials, information, techniques and/or procedures in readiness to undertake a process and/or make something ready for use.
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, e.g. a proposal, plan, product, service or report.
Recommend/ make recommendations	Learners suggest particular action(s) that should be done.
Reflect (on)	Learners consider their own performance and/or skills and development in relation to a specific scenario or scenarios and/or wider context(s). This may include feedback from others. There is often a requirement for learners to identify strengths and areas for improvement, along with a personal development or action plan.
Research	Learners proactively seek information from primary and secondary sources.
Review	Learners make a formal assessment. They appraise existing information, or prior events, or reconsider information with the intention of making changes if necessary. This may or may not be in the context of own learning and skills development.
Understand	Learners demonstrate knowledge related to defined situations.

This is a key summary of the types of evidence used for BTECs.

Type of evidence	Definition and purpose
Article	Information on a specific topic or related topics, usually based on information gathered during relevant research and presented in a format that considers the requirements of a specified audience, using appropriate tone, language and structure. Examples include creating content for a newspaper, magazine, journal or website.
Bibliography using Harvard Referencing System	<p>A detailed list of books and other sources, used by learners as part of their research and which has been incorporated into their work. Sources could include published resources, textbooks, the internet, journal articles and trade magazines. Learners should refer to the most current resources available. In-text citations should be included, together with a comprehensive bibliography at the end of the document. Learners should use the Harvard Referencing System.</p> <p>Harvard in-text referencing requires learners to indicate both the author's surname and date in brackets, either immediately after the reference or directly at the end of the sentence.</p>
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Costing/financial costing	Information that is presented in an appropriate financial format, detailing the estimated cost of doing or producing something, e.g. a travel itinerary or an event.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill(s) development.
Email	A communication that gives information and is written using appropriate technology for a defined purpose in a task or activity.
Guide	<p>Information presented in written or other forms, e.g. diagrams, charts, slideshows, video clips.</p> <p>Offers information and/or advice to a particular audience on a specified subject or issue, e.g. destination guide.</p>
Independent research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.
Individual project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity.
Itinerary	A structured travel document giving a range of details and information with dates, times and places.
Letter	Written communication for a defined purpose in a task or activity. Usually the letter is required to meet stipulated criteria in terms of structure and/or format and level of formality.
Logbook/journal	Completion of a log or journal, usually in the context of work experience, in order to record skills, knowledge and understanding acquired for employability. Also used to record reflective accounts and plan for personal and professional development. Learners must keep all other relevant evidence, including witness statements and observation records, with their logs.
Observation record/statement/sheet	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.

Type of evidence	Definition and purpose
Personal development plan/personal skills development plan	A plan produced by learners to record, evaluate and act on areas of strength and weakness. Specific actions to improve knowledge and/or skills will be included in the plan, along with goals and ways of measuring progress.
Personal/professional development portfolio	A record kept by learners to show their process of personal and/or professional development. Used to show method, self-management and skill(s) development to meet required outcomes for assessment purposes.
Plan	Learners produce a plan as an outcome related to a specific or limited task/series of tasks that require(s) learners to achieve specified requirements or objectives.
Portfolio	A collection of documents or other forms of information that demonstrate knowledge-based skills and work that has been undertaken to be assessed as evidence to meet required skills outcomes.
Poster/leaflet	Documents providing well-presented information for a specified purpose.
Presentation	Learners provide information and/or an item(s). The presentation may be given through oral or practical demonstration to a specified audience and goal, often using visual slides or other visual aids to show information.
Professional supporting documentation	Documents such as letters, emails, spreadsheets or memos that are produced by learners to support another item of evidence, e.g. a proposal, costing, itinerary or plan. The supporting documents usually provide contextual or additional information such as an introduction, rationale or timeframe for the other item of evidence.
Proposal	<p>A plan that defines and outlines something to be designed and/or developed and/or implemented. The proposal usually also outlines the methods/processes/procedures and resources required in order to achieve a desired objective/outcome.</p> <p>A research proposal outlines details of an issue to be investigated and how the research will be conducted. It also includes a plan that needs to be designed to set targets, monitor progress and help ensure that the aims of the research project are achieved.</p>
Reference list	A detailed list of books and other sources referred to during learners' research.
Report	Learners adhere to protocols, codes and conventions in setting out findings or judgements in an objective way. A formal report will adhere to a given structure, making use of headings and sub-headings, e.g. a heading, introduction, findings, conclusion and recommendations.
Research portfolio	A collection of documents or other forms of information that demonstrate knowledge-based skills and enquiry work that has been undertaken to be assessed as evidence to meet required skills outcomes. The research portfolio contains evidence of primary and/or secondary research.
Resource portfolio	A collection of relevant documents or other forms of information on a specified issue or number of specified issues. The production of the resource portfolio could be a stand-alone task or inform another task that is to be carried out, e.g. a presentation, plan or proposal.

Type of evidence	Definition and purpose
Role play/ simulated activity	A multi-faceted activity simulating realistic work situations.
Teacher observation	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities and role play) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.
Witness statement(s)	Used to provide a written record of learners' performance against targeted assessment criteria, often (but not exclusively) in the context of work experience. Any competent person who has witnessed the skills being demonstrated can complete a witness statement, including staff who do not have direct knowledge of the qualification, unit or evidence requirements, but who are able to make a professional judgement about learners' performance in a given situation.

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