

Unit 1: Introduction to Global Esports

Delivery guidance

Approaching the unit

Learners prior knowledge and experience of esports will be varied across different cohorts. Some learners may play for teams and some may have no experience at all but have a passion for esports. Learners may approach this qualification with a specific interest in business, sport, creative media or IT. No matter what level of prior experience learners have, this introductory unit aims to provide them with an overview of how the esports industry is organised globally and how this compares with traditional sports. It allows learners to examine esports game genres, teams and tournaments in addition to exploring the range of career pathways available.

It may prove useful to carry out an audit of prior knowledge and experience at the outset of this unit. This will help determine the types of traditional sports, esports games and teams that learners are already familiar with.

For learning aim A for example, learners need to compare the organisation of esports with the organisation of a traditional sports industry. If learners are already knowledgeable about a particular sport such as football or cricket, then they can use this prior knowledge within this unit.

To complete this unit, learners will need access to a range of research materials, which will predominantly consist of sources of information from the internet.

You can use a range of delivery methods in this unit, such as:

- discussions, e.g. class and small group discussions about the structure of the esports industry
- individual or group presentations, e.g. covering different esports career pathways
- case studies e.g. covering esports teams
- videos, e.g. game footage from esports tournaments

Group work is an acceptable form of delivery, but you must ensure that each learner produces sufficient evidence on their own for assessment.

Esports careers encompass a range of sectors such as sport, digital, creative media and events management and you should aim to involve local employers in the delivery of this unit by inviting them as:

- guest speakers
- members of the audience for learner presentations
- contributors to case study material
- providers of work experience for learners
- mentors for learners.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the organisation of esports and traditional sports industries	A1 Regional organisations and structure of esports A2 Regional organisations and structure of traditional sports A3 Organisation and classification of esports in different countries A4 Global organisations and bodies involved in esports	This unit is assessed through a Pearson Set Assignment.
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	

Assessment guidance

This unit is assessed using a Pearson Set Assignment (PSA). The assessment is set by Pearson and is taken under controlled conditions before it is marked by teachers. Set assignment units are subject to external standards verification processes common to all BTEC units. Learners are permitted to resit set assignment units during their programme. Sample PSAs are available on the Pearson website.

For learning aims A and B, the main sources of evidence are likely to be written reports, online content, webpages or presentations that form part of a digital portfolio. However, learners could also present their evidence as a video or podcast. Centres should allow learners to generate different types of evidence in line with their strengths and interests. Learners should incorporate in-depth research from a range of sources and provide examples to illustrate their points

For learning aim C, learners need to produce a Career Development Action Plan (CDAP) in response to an actual job description and person specification that they have sourced for a job they would like in future. A template could be provided for this CDAP to ensure that all necessary information from the unit content is included or learners could design their own template. The template should include:

- audit of current skills and experience in relation to job description
- aims/targets for development with timescales

- actions required to address areas for development
- measures of success

Delivering the learning aims

For learning aim A, learners should explore how esports is organised and structured regionally and globally. They should examine the involvement of the government and the role that other organisations and bodies play in the promotion of esports in at least two different countries. Learners should then explore how traditional sports are structured and organised in different countries by considering the roles played by government departments and relevant governing bodies. Learners should draw comparisons between the organisation and structure of esports and traditional sports such as football, cricket and athletics.

Individual learners could be tasked with researching the organisation and structure of a particular traditional sport in a specific country and then presenting their findings to the others. Group discussions will also prove useful in debating the reasons for the differences in the status and organisation of esports compared with traditional sports in different countries. The delivery of this learning aim will require learners to undertake individual and group research and this could be supplemented by input from guest speakers.

Learning aim B requires learners to explore esports teams, tournaments and games. Learners should explore the different genres of esports games as listed in the unit content. They could choose one game from each genre and deliver a presentation that illustrates the key features of the game and why it belongs to a particular genre. Learners could enhance their presentations by including footage from actual gameplay to demonstrate their points.

Learners should investigate esports teams from different parts of the world and the tournaments they take part in. Again, learners could be assigned a particular team to research and it may be possible to set up a Q&A with an esports player or official to provide valuable insight. Learners must explore how different teams and tournaments appeal to different demographics of esports players. It is important to build in some teaching about demographics and why different games, teams and tournaments would appeal to players of different ages, genders and countries. Learners could undertake primary and secondary research and take part in discussions to find out why particular games appeal to certain age groups or genders.

For learning aim C, learners should explore the range of career pathways in the esports industry. It is important for them to understand that there is a plethora of career opportunities in the esports industry and that being a player is just one of them. Learners should explore areas such as coaching, journalism, administration, analytics, events, content production and marketing. Learners should engage with actual job descriptions and person specifications to determine the types of experience, knowledge and skills that are required for particular jobs. They should also explore progression routes such as higher education and apprenticeships. One way of delivering this learning aim could be for learners to organise an esports careers fair where they generate resources about the range of esports jobs. This could be held at the centre as a standalone event or as part of an existing event such as a parents evening. The delivery of this learning aim would be greatly enhanced by work experience opportunities and input from guest speakers from the different sectors of the esports industry.

Learners must then source an actual job description/person specification and create a Career Development Action Plan (CDAP) which details the knowledge and skills they need to develop to meet the demands of this job. Learners must plan for their short, medium- and long-term development by identifying the actions needed to improve their knowledge and skills.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 1: introduction to Global Esports
<p>Introduction</p> <p>Begin with a group discussion and audit of knowledge to find out what learners already know about esports.</p>
Learning aim A – Understand the organisation of esports and traditional sports industries
<ul style="list-style-type: none"> • Group discussion about organisational structures and why they are needed. This could be in the context of how the management of the centre is organised and structured. Consider what role the different stakeholders play and their contributions. • Group research task about how esports is organised and structured in your country. What role does the government play? How is esports defined under law? What role do other organisations play? How does esports fit within the wider video game industry? What tournaments take place in your country? • Individual research task where each learner is assigned a traditional sport and they need to find out how its industry is organised and structured in their country. They should focus on the role of government departments, councils and governing bodies. Learners present their findings to each other and draw comparisons with the organisation and structure of the esports industry. • Research task in pairs where learners explore how esports and a traditional sport is organised in a different country e.g. USA, China, Singapore, Dominican Republic. How is esports classified in each country? What national bodies, companies and organisations are there? How is the organisation and structure of esports different to their own country? What are the differences between the way esports and a traditional sports industry is organised? Learners present their findings to each other.

Learning aim B – Examine genres of esports games titles played by professional and grass roots esports teams and tournaments

- Group discussion about what defines the following esports game genres: MOBA, FPS, Battle Royale, RTS, Sports, Combat/fighting.
- Individual task where learners choose a game from each genre and explore how it is typical of the genre. Learners could provide in-game footage to illustrate their points.
- Group discussion exploring demographics of esports players. What are the different types of demographics?
- Research task in pairs where learners explore what games are popular in different parts of the world and why? What games are popular with different age groups and genders and why?
- Individual research task into a national or global esports team. What games does the team play? What tournaments and leagues do they compete in? How successful are they? What is their team ethos? How do they train? How are they organised? Which demographics of esports players do these teams appeal to and why?

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

- Group discussion to highlight all the career pathways in esports.
- Research task in pairs to explore a particular esports job and find out the knowledge, skills, qualifications and experience required to do this job.
- Organise an esports careers fair to take place one lunchtime in the centre. Learners should provide resources such as leaflets or presentations that explore the range of careers in the industry.
- Group discussion about Career Development Action Plans (CDAPs). What are they? Why are they important? What should they contain? Learners could then design their own template for a CDAP.

Details of links to other units

Pearson BTEC Level 3 Internationals in Esports:

- Unit 2: Esports Skills
- Unit 3: Esports Strategies and Analysis
- Unit 5: Esports Events
- Unit 7: Esports Events

Resources

Organisation and structure of esports

www.globalesports.org

Home of the Global Esports Federation

www.esportseurope.org

Home of the European Esports Federation

Esports games

www.discoveresports.com/what-are-the-game-types/

www.cascadebusnews.com/types-e-sports-games/

Esports teams

www.fnatic.com

www.cloud9.gg

www.tsm.gg

www.teamliquid.com

Esports events

www.esportsinsider.com/calendar/

www.influencermarketinghub.com/esports-events-2020/

www.epicgames.com/fortnite/competitive/en-US/events/world-cup

www.lol.gamepedia.com/World_Championship

www.overwatchleague.com/en-us/

Esports Careers

www.hitmarker.net

Esports and gaming job listing site

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet