Unit 3: Esports Strategies and Analysis

Delivery guidance

Approaching the unit

The key focus of this unit is for learners to improve their in-game performance by exploring relevant skills, strategies and training requirements.

A significant part of this unit will require learners to develop their in-game skills across different games. Learners will need to practically explore and compare in-game skills and strategies and should spend time practicing and taking part in scrims and matches. They should be given opportunities to analyse the performance of their peers and teams. Teachers should promote a supportive environment where learners can discuss in-game performance constructively to bring about improvements.

Learners will need to demonstrate comprehensive knowledge of at least two esports games from different genres and be able to articulate how players can improve their skills in these games by undertaking effective training exercises. Learners will work with other players and teams to undertake different types of performance analysis and use this to make recommendations for improved performance.

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

- discussions, e.g. What makes a successful team?
- individual or group presentations, e.g. covering the skills and strategies required to be successful at a specific game
- case studies, e.g. illustrating the qualities of a high performing team
- videos, e.g. game footage demonstrating skills and strategies in action
- observation, e.g. learners watching a coaching session
- game play, e.g. practice sessions and matches so learners can develop their skills

Group work is an acceptable form of delivery, but each learner must produce individual evidence on their own for assessment.
Summary of unit

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| 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 Carry out performance analysis in a game to recommend improvements for an individual or team | C1 Planning for individual performance, including success criteria  
C2 Planning for team performance, including success criteria  
C3 Analysing individual and team performance | A report on the performance of a specific team or player, outlining the methods used for analysis and progress against targets for performance. |

Assessment guidance

This unit is designed to be internally assessed through two assignments. The first covers learning aims A and B, the second covers learning aim C. All learners must independently generate individual evidence that can be authenticated.

Authorised Assignment Briefs (AABs) for this unit are available on the Pearson website and the centre can use these as published or adapt them to meet local needs. Assignment briefs should be internally verified before use, even if the AABs are used as published.

For learning aim A, learners could present video evidence of in-game footage. They could provide screen recordings of them demonstrating in-game skills, strategies and training activities. Rather than a written document, learners could provide a commentary to accompany their video footage which evaluates and compares the different skills, strategies and training requirements across different games. Learners should cover at least two different games from different genres. To achieve Merit and above, learners must make detailed comparisons between the games they explore.

For learning aim B, learners could produce case studies that cover at least two high performing teams and evaluates what makes them successful. Learners could also give presentations or produce video footage or podcasts. Learners
should consider the wider elements of successful teams by covering how teams are recruited, managed and coached.

For learning aim C, learners should explore ways of analysing in-game performance and then carry out a performance analysis of a player or team. Learners could present a report that explains different types of performance analysis. Learners should then apply their knowledge of in-game skills, strategies and methods of performance analysis by analysing the performance of a player peer or a team. Learners should make recommendations for improvement to the player or team and this could be filmed as assessment evidence.

**Delivering the learning aims**

For learning aim A, learners should explore the in-game strategies and training requirements for various games in different genres. Learners should be encouraged to explore games that they enjoy playing as this will provide a greater relevance and context. They should consider the similarities and differences in the skills required for each game and the training that is required to improve. Learners should be given opportunities to demonstrate and practice in-game skills by competing in their chosen games and this learning aim should be made as practical and as hands-on as possible, rather than it being research-based.

Learning aim B requires learners to explore high performing esports teams and this builds on their work in Unit 1. They may begin this research by considering their own team by exploring how it was created and how and success can be achieved. They should then explore professional teams and begin to evaluate the characteristics of their success. They should consider the role coaching, mentoring and management. Learners should go beyond generic descriptors of successful teams and illustrate their points by referring to specific examples from high performing esports teams.

For learning aim C, learners should explore how to analyse performance for individuals or teams and create plans for improvement. Learners might start by working with an individual such as a peer and use some of the methods of analysis covered in learning aim C to identify and address areas for improvement. Learners could then go on to analyse the performance of an esports team and create plans for improving overall team performance. This learning aim links with Unit 15: Esports Coaching.
### 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 3: Esports Skills, Strategies and Analysis

### Introduction
Begin with a group discussion about what makes a successful team.

### Learning aim A – Understand strategies and training requirements associated with in-game skills
- Group discussion to identify the key attributes of a successful esports player e.g. coordination, reaction, dexterity, communication.
- Research task in pairs where learners select an esports game and explore the in-game skills and strategies required to be successful. For example, learners could explore boost management, positioning and rotations in Rocket League or battle phases and hero knowledge in Overwatch. Learners could capture screen recordings of them demonstrating these skills and tactics.
- Individual task where learners create a training exercise to address a specific skill or strategy in a chosen game e.g. a drill to improve dribbling or striking in Rocket League. Learners could share these drills/exercises with each other and practice these skills and strategies.
- Group discussion to assess the similarities and differences in skills, strategies and training requirements in a range of esports games from different genres.

### Learning aim B – Explore best practices, skills, techniques and tactics of high performing teams
- Individual task where learners research a high performing team from any sport and evaluate why this team successful. What are the ingredients of this team’s success?
- Group discussion where learners consider their own team and what makes it successful and how it could be improved. Learners should provide examples to support their points.
- Research task relating to roles within a team and why each one is important e.g. players, coach, analyst, manager, nutritionist.
- Research task in pairs where learners choose a high performing esports team and prepare a case study accounting for the team’s success.

### Learning aim C – Carry out performance analysis in a game to recommend improvements for an individual or team
- Group discussion about why performance analysis is important in sports and esports.
- Learners should self-reflect on how they have used performance analysis to improve their own in-game skills. They should share examples with the class about how they have identified areas for improvement and used strategies to bring about improvements.
UNIT 3: ESPORTS STRATEGIES AND ANALYSIS

- Learners should observe practice sessions to explore how a team coach analyses performance and recommends improvements for individuals and the team.
- Individual research task where learners explore the existing training exercises and drills that are available to improve in-game performance by targeting specific skills.
- Working in pairs, one learner should play a game that they are both familiar with whilst their partner observes. After the game, they should discuss their performance identifying what went well and what could be improved. Learners should also identify any strategies or exercises that could help improve their skills. This process should be repeated to allow learners to practice their skills of analysis.
- Learners should then observe a team performance in a practice match and discuss their findings with the team to identify strengths and areas for improvement.
- Learners should work with an individual or team and create a short-term development plan. Learners should begin by observing the individual or team in action. They should collect and use statistical data, observation records and other relevant methods of performance analysis to identify key areas of strength and weakness. Learners should then set targets for the team or individual and recommend various exercises and activities that should be undertaken to improve performance. Learners should then review the progress made after an agreed timeframe to see what improvements have been made.

Details of links to other units

Pearson BTEC Level 3 Internationals in Esports:
- Unit 1: Introduction to Global Esports
- Unit 5: Enterprise and Entrepreneurship in the Esports Industry
- Unit 6: Health and Wellbeing for Esports Players
- Unit 7: Esports Events
- Unit 9: Live-streamed Broadcasting
- Unit 15: Esports Coaching

Resources

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

Performance analysis software

https://mobalytics.gg/


https://www.analysispro.com/

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