Unit 7: Esports Events

Delivery guidance

Approaching the unit

The key focus of this unit is for learners to plan, coordinate and manage an esports event as part of a small group.

Organising an esports event requires a range of different skills and may seem a daunting prospect at first for learners. Therefore, learners should develop their skills incrementally by planning and managing small scale events and experiencing the range of different skills involved. They should eventually build up to a more ambitious event for their final assessment. They may need lots of teacher support at first, but as they gain experience and develop their skills, they will become more independent in their approach.

Although there is some theoretical knowledge required to complete this unit, this is best delivered practically with learners being hands-on as much as possible. Learners should develop their knowledge and skills by continually reflecting on the success of events that they organise and applying the lessons learnt to the next event. This continued process of plan, do, review will develop and refine learners' knowledge and skills and prepare them for assessment.

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

- discussions, e.g. What makes a successful esports event?
- individual or group presentations, e.g. pitching event ideas and receiving feedback
- case studies, e.g. illustrating successful esports events
- practical application e.g. learners planning and staging events within the centre
- de-briefs e.g. learners receiving and responding to event feedback

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

Summary of unit

Learning aim	Key content areas	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.

Assessment guidance

This unit is designed to be internally assessed through three assignments. The first covers learning aim A, the second covers learning aims B and C and the third covers learning aim D. Even though learners will work as part of a group, they 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 produce a case study, presentation or web page that explains the role of an esports event organiser and the tasks and skills involved. They should also produce a skills audit where they evaluate their current skills relating to esports event organisation and detail the activities they would need to undertake to improve these. This evaluation should be bespoke to the learner and targeted at improving their individual skills by detailing effective and realistic exercises and activities that could be undertaken. Learners could be provided with a template for their skills audit to ensure that all relevant information is captured.

For learning aims B and C, learners could produce case studies of different existing esports events which highlights their success factors. Learners should identify the common factors of success that are evident in different events. They could present these case studies as a presentation or digital resource. Learners should go on to produce a proposal for their own esports event. The proposed event must have a clear set of objectives that can act as the measures of success for the event. The proposal could be presented in a written format but could also be a verbal presentation. Learners must ensure that their plan includes a rationale for their choice of event and why it is feasible. The plan must also contain information relating to the event's aims/objectives, budget, health and safety, required resources, risk assessments and contingency planning. The plan should be detailed and be fully justified.

For learning aim D, learners should deliver their esports event as planned. Learners should capture feedback from relevant stakeholders about their event and the extent to which it achieved its aims/objectives. This may involve asking participants and spectators to complete a survey or take part in a focus group or debrief. Learners should use this feedback to justify their decisions and to make recommendations for future improvements. Their evaluation could be a written report, filmed discussion or presentation and learners should illustrate their points by referring to the event and stakeholder feedback.

Delivering the learning aims

For learning aim A, learners should explore the role of an esports event organiser. They should investigate the associated areas relating to events planning and management such as logistics, health and safety, contracts, legal requirements and ethics. They should explore the range of skills that are required such as organisation, time-management, negotiation and communication. Learners should understand how to audit their own skills in relation to esports events planning and management and make evidence-based judgements about their current skillset. They should engage in activities and exercises to improve their skills.

Learning aims B and C require learners to explore esports events to identify their success factors. They might explore local, national or international events such as tournaments, competitions or conferences. They might reflect on events they have attended or took part in themselves or ones organised at the centre. Learners should be encouraged to be critical about a range of events and evaluate their strengths and weaknesses. They should discover the key ingredients to a successful event and explore why some events may not be as successful. Having determined what makes a successful esports event, they should propose ideas for their own esports events. Learners could begin by planning small-scale events such as a lunchtime 'Esports Taster Session' for people new to esports and gradually progress through to more large-scale events such as careers fairs, tournaments or competitions. The events that learners plan must have well defined aims/objectives which will act as success factors. Learners should produce detailed plans for their events which cover areas such as budget, resources and legalities and they should appreciate the importance of contingency planning. Learners may use planning tools to assist them with this such as Gantt charts or critical path analysis.

For learning aim D, learners should deliver their proposed events and review their success. They should work as part of a group and group sizes should be arranged to enable learners to make a substantial contribution to the process i.e. a very large group may not allow all learners to contribute fully. Learners should seek feedback from stakeholders and use this to inform their evaluation of their events. They should reflect on the whole process, including their contribution to the planning stages of the event. Learners should make evidence-based judgements and consider the success of their event in relation to the aims/objectives set. They should apply their feedback and lessons learned to their next event so that they continually develop and refine their skills by planning and staging a range of events.

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 7: Esports Events
Introduction
Begin with a group discussion about the ingredients of a successful esports event.
Learning aim A – Explore the role of an esports event organiser
- Group discussion about what is involved in staging an event. Learners should reflect on an event they have attended and discuss the range of components that must come together to create a successful event.   - Research in pairs, where learners put themselves in the place of an esports event organiser organising a tournament at the centre. What factors must they consider and why? e.g. facilities, health and safety, setting up, resources, legalities, ethics, insurance.   - Group discussion to identify the key attributes of an esports event organiser e.g. organisation, problem-solving, time management, negotiation, communication, interpersonal. Learners should illustrate why these skills are important by providing examples of how an organiser might use them in their role.   - What is a risk assessment? Learners should explore examples of risk assessments and complete a risk assessment for an activity taking place at the centre such as a concert, sports match or trip. Learners should consider the following five key questions: 1. What are the risks? 2. Who is at risk? 3. What is the level of risk e.g. low, medium, high? 4. What are the control measures in place to minimise the risk? 5. Who is responsible for these control measures?   - Learners individually explore methods of auditing their own skills. They should be given three skills required by an event organiser such as time-management, communication and being calm under pressure, and consider how they might assess their own current level of skill. Learners should make evidence-based judgments and provide examples to support their assessment. They could ask peers to help with this activity. Learners should then choose one skill that needs development and suggest three activities they could undertake to improve it.

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

- Group discussion about the different types of esports events that learners may have experienced as participants and/or spectators. The discussion should go beyond competitions and tournaments and consider other esports events such as conferences, forums, careers fairs. What are the features of these events? What is involved in organising and staging them?

- Individual task where learners choose an existing esports event and investigate its purpose, aims and objectives e.g. to educate, to raise awareness, to generate income, to innovate. How successful was this event in achieving its purpose?

- Group discussion: What are the ingredients of a successful esports event? What makes an event feasible?

- Task in pairs where learners propose an idea for a small scale esports event that could take place at the centre e.g. a 30-minute lunchtime educational event called 'What is Esports?' What are the aims of the event? Who is it aimed at? Why is it feasible? What would the measures of success be? Learners could pitch their ideas to their peers and receive feedback about the event's feasibility.

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

- Taking the idea generated for learning aim B and working in pairs, learners should produce a plan for a small scale esports event that could take place at the centre. They should create a template for their plan which should include aims and objectives, budget, resources, facilities, legalities and health and safety considerations.

- Learners should create a contingency plan for their event by identifying various aspects that may not go to plan e.g. presenter is absent, piece of equipment is broken, more people attend than planned. For each possible problem, learners should provide a contingency.

- Learners should pitch their plans to each other and seek feedback and use this to refine and improve their plan.

- Learners should consider how they might put their plan into action and create a Gantt chart or critical path analysis. This should feature all the required actions and the order in which tasks must be carried out. Learners should also consider how tasks relate to and depend on each other.

Learning aim D – Stage, manage and review an esports event to meet set objectives

- Learners should explore methods of capturing participant/audience feedback such as online surveys and focus groups. Learners should consider the positives and negatives of different ways of capturing audience feedback.

- Learners should decide how they will capture feedback for their small-scale event and design the relevant materials e.g. online survey, questions for a focus group.

- Learners should now put their plan into action and stage their event. The activities they undertake will depend on the event being staged. Learners should display the skills associated with events organisation covered above such as time-management,

communication, problem-solving.

- After the event has taken place, learners should carry out a thorough de-brief using self-reflection and analysis of stakeholder feedback. They should identify at least three things that were successful and at least three things that could be improved. Their recommendations should be evidenced based, rather than anecdotal and clearly rooted in the feedback received. What lessons have they learned? What would they do differently next time? Did their event achieve its objectives and measures of success?

Learners should then repeat the process of proposing, planning, staging, and reviewing another esports event. This time, they might work in a bigger sized group and plan larger scale event such as a competition or tournament. Learners should adapt their approach and refine their skills in relation to the lessons learned in their first small-scale event.

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 8: Ethical and Current Issues in Esports
- Unit 14: Shoutcasting
- Unit 20: Esports Enterprise Launch

Resources

https://www.tourtech.com/2019/02/planning-guide-for-grassroots-esports-events/
Planning guide for esports events

https://airtable.com/templates/sports-and-games/expAP67oGAjGdskB7/esports-tournament-planning
Esports tournament planning

https://www.eventbrite.com/blog/academy/the-esports-effect-gamers-and-the-influence-of-live-events/
Influence of gamers at esports events

https://www.socialtables.com/blog/event-planning/esports-venue-requirements/
Esports event requirements

https://weezevent.com/en-gb/blog/organise-esports-tournament/
Organising an esports tournament

https://esports-news.co.uk/2016/12/26/how-to-host-grassroots-tournament/
Organising a grassroots esports tournament

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.