

# Delivering BTEC during Coronavirus (COVID-19)



September 2020 to August 2021

## Esports

Guidance for BTEC Level 3 Nationals and BTEC Level 2



## Introduction

It is expected that COVID-19 will continue to impact upon teaching, learning and assessment through the academic year, impacting those learners who are part-way through their qualifications and those who are commencing this academic year. We are committed to ensuring that learners continue to benefit from the breadth of content of BTEC qualifications through adaptations in teaching and learning.

This document is intended to provide you with guidance for how you **might adapt delivery** for the sector's BTEC qualifications in the academic year of 2020-2021.

We continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the OFQUAL and DfE consultations.

Key aspects such as social distancing, safety, lost teaching time, subject content and practical activities have been considered from a sector perspective for your reference. However, it should be noted that all of the guidance provided here must only be followed within the context of the guidance issued by your own centre, relevant governing and industry bodies, local and national government.

For further advice and guidance, please refer to the Teaching, Learning and Assessment pages on [Pearson's website](#) or contact us [via the Customer Support portal](#).

We look forward to continuing to support you and your learners throughout this challenging time and wish you well for the coming year.



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## Overview

### Adaptations to Assessments in 2021

Please refer to the assessment section on the [2020/2021 Teaching and Assessment page](#), for adaptations to assessments and qualifications for the 2021 Academic Year. Here you will find:

- External Assessment Adaptations
- Tech Award Assessment Evidence Adaptations
- Work Experience and Employer Engagement
- Exam timetables
- FAQs

***Please note that not all qualifications will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021.***

Some qualifications will not be adapted for one of the following reasons:

- An adaptation would impact the reliability and validity of the qualification
- The qualification is a licence to practice or primary purpose is progression to the workplace

Please note all adaptations apply to assessments completed by 31 July 2021.



**Equipment:** Learners predominantly need access to computer equipment which would need to be cleaned after each individual use. Learners could also be issued with or provide their own mouse, keyboard and gaming controller. Classrooms should be set so that there is enough space between each learner to maintain required social distancing. Learners should be regularly reminded that although they are taking part in a team sport that they must always avoid physical contact. If kit is required to be worn for games, learners should attend already dressed in this kit to avoid using changing facilities etc.

**Lost time teaching:** As Esports is a new qualification, there are no learners mid-programme and first teaching is from September 2020.

**Flexibility of delivery and assessment:** All units are internally assessed and centres can plan their assessment and delivery to suite their own individual circumstances. There is a wide selection of both theoretical and practical units that will enable centres to both provide work remotely and enable learners to have access to equipment on site if class sizes are reduced. Many of the optional units do not require specialist equipment and could be delivered

if it is considered that some of the more practical or resource heavy units are not possible due to restrictions.

**What is important to the sector to retain the validity of the qualification?** Some units require provision of specialist equipment such as hardware, software and video equipment which would only be available on site and so if learners can still access this equipment, they can still complete the units as planned. Problems would only occur if a full lockdown occurred again and learners did not have access to the site and therefore the equipment. It maybe that some adjustment to planning of delivery of units if this happened could mitigate this to some extent.

**Are there other methodologies can be used to support the purpose of the qualification?**

The use of communications software and online networking is one way to support assessment, particularly where group planning and working together is a requirement. Online meetings can be recorded and used as assessment evidence. Where it is not possible to work with an actual person e.g. to test their health and develop a plan, teachers could provide case studies that learners could work with.



## Suite review guidance

### BTEC Level 3 National in Esports

#### Impact on mandatory units

All mandatory units can be delivered and assessed with learners working in a socially distanced fashion or remotely providing they have access to the required hardware and software as detailed in the specification. Many units are individualised, and research based, and this work can be completed on site or at home so long as learners have access to the internet and teacher resources. There are two mandatory units that require learners to interact with others and interactions can be managed through observing social distancing or meeting using online platforms.

**As of 15 December 2020, for this 2020-2021 academic year only, in-unit adaptations have been provided for Unit 3: Enterprise and Entrepreneurship in the Esports Industry and Unit 4: Health, Wellbeing and Fitness for Esports, which are detailed below.**

Unit 5: Esports Events. Learners will be able to carry out all activities remotely or online if necessary. Learners can work as part of a small group to plan, co-ordinate and manage and evaluate an esports event. This can all be carried out remotely.

#### Impact on optional units

As with the mandatory units, all optional units can be delivered and assessed with learners working in a socially distanced way or remotely providing they have access to the required hardware and software as detailed in the specification. There are three units that require learners to interact with others and these could be managed remotely through observing social distancing or using online platforms.



Unit 12: Esports Coaching: Could be difficult to utilise practical skills from traditional sports but this can be delivered through specific esports gameplay and techniques analysis and evaluations. Practise drills and exercises can be facilitated during training match mode to enable judgements to be made.

Unit 13: Psychology for Esports Performance: Centres could be aware of the need for additional mental health support for learners having to work under extended remote learning conditions.

Unit 19: Customer Immersion Experiences: This is available in the Diploma and Extended Diploma as an optional unit and is unlikely to be delivered in the first year. This unit is about an experiential event that may be best delivered during a time that learners can work face to face, or with social distancing in place to deliver the event for Learning Aim B. Learning Aims A and C could be delivered remotely.

The following units are highly dependent on specialist equipment and may be difficult to deliver remotely and centres should be aware of this when planning delivery.

Unit 6: Live-streamed Broadcast. The software and hardware required for this is specialist and learners will not have access to this at home. There are potential e-safety issues if learners were to live stream and broadcast from their home address. This unit will need careful management to ensure learner safety and should be delivered in a centre with full support.

Unit 8: Video Production: This requires specialist software and hardware that will be available in a centre. Partial completion of Learning Aim A and B could be achieved working remotely. Learning Aim C will need full access to specialist software and hardware for production and post production.



Unit 20: Computer Networking: Learning Aim A can be completed using online research. This unit involves the need for highly specialist equipment and whilst the planning can be carried out remotely, Learning Aim C will require full access to physical equipment that allows them to build and test a network safely.

## **BTEC Level 2 in Esports**

### **Impact on mandatory units**

All mandatory units can be delivered and assessed with learners working in a socially distanced fashion or remotely providing they have access to the required hardware and software as detailed in the specification. Many units are individualised, and research based, and this work can be completed on site or at home so long as learners have access to the internet and teacher resources.

Unit 2: Establishing an Esports Organisation. This requires some specialist design software which learners may not have access to remotely.

Unit 3: Streaming for Esports. Requires specialist broadcast software which may only be available on site.

### **Impact on optional units**

As with the mandatory units, all optional units can be delivered and assessed with learners working in a socially distanced fashion or remotely providing they have access to the required hardware and software as detailed in the specification.





## Teaching and learning guidance

Unit Title	Mandatory or Optional	Remote delivery possible (✓ X)	Socially distance possible (✓ X)	Comments	Main Type of Evidence (knowledge application), (blend), (skills developed over time)
<b>BTEC Level 3 National in Esports (2020)</b>					
<b>Unit 1: Introduction to Esports</b>	Mandatory	✓	✓	This unit is predominantly research based and learners will be able to complete it remotely so long as they have the internet and access to teacher resources.	Evidence could take the form of written documents such as leaflets, web pages or filmed presentations.
<b>Unit 2: Esports Skills, Strategies and Analysis</b>	Mandatory	Possible	✓	This unit can be completed remotely although learners will need access to the internet, gaming equipment, performance analysis software and the ability to capture video. For learning aim D, learners must analyse an esports game they have taken part in and so will need to be able to take part in a game, which is possible remotely if they have the required equipment.	Evidence would be video footage of game play with commentary and written/filmed presentations.



<p><b>Unit 3: Enterprise and Entrepreneurship in the Esports Industry</b></p>	<p>Mandatory</p>	<p>✓</p>	<p>✓</p>	<p>This unit can be completed remotely as it is an individual project resulting in the production of a business plan. Learners would need the internet and access to teacher resources.</p> <p><b>The requirement for learners to deliver and review a pitch for Learning Aim D has been removed.</b> This reduction in assessment evidence is intended to support centres and their learners to complete this mandatory unit whilst retaining the integrity of the unit content.</p>	<p>Evidence would be a written report/business plan.</p> <p><b>For the 2020-2021 academic year only, the assessment of Learning Aim D is not required.</b> If this adaptation is used, the overall unit grade achieved by learners should be based upon Learning Aims A, B and C only.</p>
<p><b>Unit 4: Health, Wellbeing and Fitness for Esports Players</b></p>	<p>Mandatory</p>	<p>✓</p>	<p>✓</p>	<p>This unit involves lots of research that could be completed remotely. However, learners should work with 'real esports players', where possible, and conduct a series of physical, social and psychological tests.</p> <p>For Learning Aims A and B, there is potential for learners to analyse the performance of a peer in their class but again the required social distancing will need to be observed. If it is not possible to work with another person, then learners could potentially run the tests on themselves.</p> <p><b>The requirement to undertake health and wellbeing screening on an esports player (Learning Aim D) has been removed</b> due to social distancing requirements.</p>	<p>Evidence would be a written report and/or filmed verbal presentation.</p> <p><b>For the 2020-2021 academic year only, the assessment of Learning Aim D is not required.</b> If this adaptation is used, the overall unit grade achieved by learners should be based upon Learning Aims A, B and C (C.P4 and C.M3) only. The unit Distinction grade will be available when achieving A.D1, B.D2 and C.M3.</p>



<b>Unit 5: Esports Events</b>	Mandatory on Diploma and Extended Diploma	✓	✓	Some of this unit can be undertaken individually, although learners should 'work as part of a small group to plan, coordinate and manage an esports event'. This implies that group meetings are required, and these could still occur observing social distancing and /or through an online meeting platform. Online meetings could be recorded and used as assessment evidence. Any event that was organised would need to do so in relation to social distancing requirements and this should be factored in when scoping and planning the event.	Evidence would be in the form of written documentation, event plans etc. and filmed evaluations. Footage of the actual event such as screencasts etc. would also be useful.
<b>Unit 6: Live-streamed Broadcast</b>	Optional	Partially	✓	Some of this unit is research based and could be completed remotely so long as learners have access to the internet and teacher resources. However, the actual preparation and broadcasting of a live stream will require access to specialist equipment and software that may only be available within the centre e.g. broadcast software, cameras, lighting and sound equipment etc.	Evidence could be written or portfolio based but learners will need to provide evidence of a live streamed broadcast which will require specialist and centre based resources.
<b>Unit 7: Producing an Esports Brand</b>	Optional	Possible	✓	Some of this unit is research based and could be completed individually and remotely. When developing and creating a brand, learners will need to work as a team, but this is possible if social distancing is observed and/or meetings take place in an online platform such as Zoom or Teams	Some evidence would be research based but branded digital content would also be required and so learners would need access to specialist graphic design and production software in order to generate this.



<b>Unit 8: Video Production</b>	Optional	Partially	✓	Some of this unit is research based but the main thrust of it is for learners to produce a video and this will require access to recording equipment and specialist software which may only be available in the centre.	Some evidence can be written or presentation based but learners will need to produce a video to a high standard to satisfy the demands of this unit.
<b>Unit 9: Games Design</b>	Optional	✓	✓	In this unit learners to generate an individual idea for an esports game and produce a games design document based on research. Learners do not have to realise their actual game.	Evidence is in the form of a game design document and learners should be able to produce this remotely so long as they have access to the internet and teacher resources.
<b>Unit 10: Business Applications of Esports in Social Media</b>	Optional	✓	✓	This unit is concerned with how esports organisation utilise social media platforms and can be completed remotely so long as learners have access to the internet, social media platforms and teacher resources.	Evidence could be written, or presentation based but learner will need to interact with social media platforms and set up campaigns. These could be analysed by peers and be simulated rather than actual live campaigns.
<b>Unit 11: Shoutcasting</b>	Optional	possible	✓	In this unit, learners explore shoutcasting practices which could be done remotely using existing video footage. Learners must also then develop their own shoutcasting skills and techniques and would potentially need access to specialist software and audio editing software.	Learners must produce evidence of the engaging in shoutcasting and this could be evidenced by learners using pre-existing video content and recording the audio for this. This could be done remotely.



<b>Unit 12: Esports Coaching</b>	Optional	X	✓	In this unit, learners must coach an esports team over time. This cannot effectively be done remotely but can occur observing social distancing.	Evidence would consist of written documentation, coaching plans etc. and also video footage of the learner in action.
<b>Unit 13: Psychology for Esports Performance</b>	Optional	✓	✓	In this unit, learners explore theories relating to performance psychology. This could be completed remotely so long as learners have access to the internet and teacher resources. Learners are also required to work with an esports player to develop a psychological skills plan, again these interactions could be managed remotely or through observing social distancing.	Evidence is predominantly written/presentation based and able to be generated with minimal resources.
<b>Unit 14: Nutrition for Esports Performance</b>	Optional	✓	✓	In this unit, learners must undertake research into nutrition and then develop a diet and hydration plan for an esports player. This could be completed remotely so long as learners have access to the internet and tutor resources. Learners are also required to work with an esports player to develop a plan, again these interactions could be managed remotely or through observing social distancing.	Evidence is predominantly written/presentation based and able to be generated with minimal specialist resources.



<p><b>Unit 15: Ethical and Current issues in Esports</b>  <b>Unit 16: Corporate Social responsibility in Sport</b>  <b>Unit 17: Sports and Esports law and Legislation</b>  <b>Unit 18: Launching Your Esports Enterprise</b></p>	Optional	✓	✓	<p>These units are largely theoretical, and research based and possible to completed remotely so long as learners have access to the internet and teacher resources.</p>	<p>Evidence is predominantly written/presentation based and able to be generated with minimal specialist resources and equipment.</p>
<p><b>Unit 19: Customer Immersion Experiences</b></p>	Optional	✓	✓	<p>Some of this unit can be undertaken individually, although learners the specification states, 'working as part of a group, learners must take an active role in the management of an experiential customer event'. This implies that group meetings are required, and these could still occur observing social distancing and /or through an online meeting platform. Online meetings could be recorded and used as assessment evidence. Any event that was organised would need to do so in relation to social distancing requirements and this should be factored in when scoping and planning the event.</p>	<p>Evidence would be in the form of written documentation, event plans etc. and filmed evaluations. Footage of the actual event would also be useful.</p>
<p><b>Unit 20: Computer Networking</b></p>	Optional	X	✓	<p>As learners are investigating and developing computer networks, they need access to a range of specialised hardware and software, computer systems, routers, cabling etc. so it would be extremely difficult to complete this remotely but it is possible to observe social distancing when completing this unit.</p>	<p>Evidence is predominantly written/presentation but learners will need access to specialist hardware and software to be able to generate required evidence.</p>



BTEC Level 2 Award/Certificate/Diploma in Esports					
<b>Unit 1: Esports Games, Teams and Tournaments</b>	Mandatory	✓	✓	This unit is predominantly research based and able to be taught remotely so long as learners have the internet and access to teacher resources.	Evidence could be written or a filmed presentation.
<b>Unit 2: Establishing an Esports Organisation</b>	Mandatory	✓	✓	This unit can be completed remotely so long as learners have the internet and access to teacher resources. Learners may also need access to some design software such as Photoshop, Illustrator etc.	Evidence could be written or a digital portfolio of design ideas, potential merchandise etc.
<b>Unit 3: Streaming for Esports</b>	Mandatory	Partially	✓	Some of this unit is research based and could be completed remotely so long as learners have access to the internet and teacher resources. However, the actual preparation and broadcasting of a live stream will require access to specialist equipment and software that may only be available within the centre e.g. broadcast software	Evidence could be written or portfolio based but learners will need to provide evidence of a live streamed broadcast which will require specialist and centre based resources.
<b>Unit 4: Plan for an Esports Event</b> <b>Unit 5: Start an Enterprise for Esports</b>	Mandatory/Optional	✓	✓	Learners can work on these units remotely and individually so long as they have access to the internet and teacher resources	Evidence for both units is in the form of a pitch for an Esports event/Esports Enterprise, learners must receive feedback on their pitch and then revise it. The pitch and feedback could be filmed or take place through an online meeting platform such as Zoom or Microsoft Teams.



<b>Unit 6: Design an Esports Game</b>	Optional	✓	✓	In this unit learners to generate an individual idea for an esports game and produce a games design document based on research. Learners do not have to realise their actual game.	Evidence is in the form of a game design document and learners should be able to produce this remotely so long as they have access to the internet and teacher resources.
<b>Unit 7: Positive Health and Well-Being in Esports</b>	Optional	✓	✓	In this unit, learners must undertake research into nutrition and then develop a diet plan for an esports player. This could be completed remotely so long as learners have access to the internet and tutor resources. Learners are also required to work with an esports player to develop a plan, again these interactions could be managed remotely or through observing social distancing.	Evidence is predominantly written/presentation based and able to be generated with minimal specialist resources.