Crisp Vocational Provision Ltd
Building futures for tomorrow

BTEC Level 2 Award/Certificate/Diploma in Esports

The Pearson BTEC Level 2 Award in Esports	The Pearson BTEC Level 2 Certificate in Esports	The Pearson BTEC Level 2 Diploma in Esports
• Total Qualification Time: 145 hours • Guided Learning: 120 hours Mandatory: Unit 1 and 2	• Total Qualification Time: 290 hours • Guided Learning: 240 hours Mandatory: Unit 1 - 4	• Total Qualification Time: 430 hours • Guided Learning: 360 hours Mandatory: Unit 1 – 5 (6 – 7 Optional)

Guided Learning Hours: 120

Aims: The Pearson BTEC Level 2 Award in Esports is 120 GLH and is designed for learners working at that level. It is aimed at students who are taking a study programme which includes a number of different subjects, who are interested in including a BTEC in esports as an engaging and stimulating qualification which will prepare them for successful performance in working life and progression into employment or further study, by developing a range of essential skills, techniques and attitudes.

Objectives: 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 further study.

Learners taking this qualification will study two mandatory units:

- Unit 1: Esports Games, Teams and Tournaments
- Unit 2: Establishing an Esports Organisation.

The mandatory content allows learners to develop their technical skills across range of assessment within the units, supported by underpinning knowledge. All assessment relates to the esports industry. Communication skills are developed throughout the units, and students can also enhance their broader skills in ICT, while literacy and numeracy skills are also developed throughout. If the qualification is studied alongside a level 2 qualification in English and/or Mathematics, it will provide numerous opportunities to develop relevant skills and knowledge

Pearson BTEC Level 2 Award in Esports

Unit number	Unit title	GLH	Type	How assessed
1	Esports Games, Teams and Tournaments	30	Mandatory	Internal
2	Establishing an Esports Organisation	90	Mandatory	Internal Synoptic

UNIT 1

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Investigate different genres of esports games	- Genres of esports games - Individual esports games	- An article on the genres of esports games.	- Organising and structuring content - Effective written presentation - Understanding and use of industry specific language and terminology
B Explore different professional esports teams	- Features of successful, high performing teams - UK teams - Global teams	- A written report with case studies on the success of UK and global esports teams in live tournaments and leagues	
C Examine esports tournaments and leagues	- Local Area Network (LAN) and online tournaments - Live tournaments and leagues		

Unit: 1	**Duration:** Summer Term

Unit Aims:

Learners investigate different genres of esports games and the professional teams that play them. They will study the online and live tournaments and leagues in which these esports team compete.

Esports is organised, competitive, human versus human video gaming where people play against each other online and at live spectator events. It is played by both amateurs and professionals and is open and inclusive to all. The esports industry is growing exponentially around the world. At the professional level, leading global teams and players can earn significant sums in wages and prize money each year.

In this unit you will investigate the different types of esports games giving examples of specific games in each genre. You will explore the professional esports teams that play these games and how they focus on physical and mental health as well as their game play. You will also explore the national and international tournaments and leagues in which they compete.

This unit will provide you with the foundation knowledge and understanding of esports games and their competitive structure and organisation that will allow you to progress on to further study linked to esports or into roles within the esports industry.

Skills:

- Research skills
- Analysis
- Report writing
- Interpreting and summarising complex information

Learning outcomes

The pupils should be able to:

- research a range of genres of esports games and describe their key features. This description will include evidence that least three different games have been fully studied. Learners will use examples in their article to support the descriptions
- Investigate different UK esports teams and global esports teams and describe their key features. To allow a range to be focused on at least two UK and two global will have to be described. They will also research the key features of LAN and online tournaments and live tournaments and leagues. Their report will include evidence of research and the clear description will include examples to show that different esports teams and esports leagues and tournaments have been clearly explored.

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
Learning aim A: Investigate different genres of esports games. A1 Genres of esports games Genres of esports games: - Multiplayer Online Battle Arena (MOBA) - First Person Shooter (FPS) - Battle Royale - Real Time Strategy (RTS) - Fighting games - Sports based games. A2 Individual esports games Specific esports games linked to the genres: - MOBA games e.g.: League of Legends, DOTA2 - FPS games e.g.: Overwatch, CS:GO, Call of Duty - Battle Royale games e.g: Fortnite, PUBG - RTS games e.g.: Starcraft II, Warcraft III - Fighting games e.g.: Street Fighter, Super Smash Bros - Sports based games e.g.: FIFA, NBA 2K, Rocket League. Learning aim B: Explore different professional esports teams. B1 Features of successful, high performing teams - Characteristics of the player. - Characteristics of the team. - Positive physical health. - Positive mental health. B2 UK teams - Professional British esports teams or teams who are based in the UK e.g.: Excel, London Spitfire, London Royal Ravens, Fnatic. B3 Global teams - Professional esports teams that compete in tournaments globally e.g.: Fnatic, Team Liquid, Cloud9, Team Dignitas, Astralis, Invictus Gaming, FaZe Clan	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	Screen shots, mind maps, completed assignment briefs and Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:** Employability, careers links, practical skills for life.	Power Points Research opportunities

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Booklets** **Materials for practical work** **Tools and equipment**		**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Unit: 2	**Duration: Summer Term**

Unit 2

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Investigate a global sporting organisation	- Types of global sporting organisations - Features of successful global sporting organisations	A written report with case studies of different global sporting organisations, the report will evaluate the success of the organisations	- Organising and structuring content - Effective written presentation

B Develop a brand for an esports organisation	- Researching a brand - Designing a brand - Media and materials	A digital portfolio including all the research, designs, logo, merchandise, and final products	- Understanding and use of industry specific language and terminology - Creating a brand - Business planning
C Design a logo and merchandise for an esports organisation	- Design a logo - Design a range of merchandise		
D Create a plan to promote the brand	- Develop a successful plan - Promoting a brand	A plan to promote the brand.	

Unit Aims:

Learners will investigate different types of global sports organisations; they will create a brand for an esports organisation as well as a plan to promote their chosen brand.

In this unit, you will investigate global organisations and the ways they use their brands to achieve their objectives worldwide. You will develop and create your own brand and merchandise, as well as establishing your very own esports organisation. You will also design a logo that will be used as the face of the brand and organisation.

This unit will help develop the essential skills needed to create, design and promote a brand to an audience. These transferrable skills are suitable for employment in the esports industry or progression to further study.

Skills:

- Research skills
- Communication skills
- Analysis
- Report writing
- Interpreting and summarising complex information.
- Presentation skills
- Entrepreneurial aptitude

Learning outcomes

The pupils should be able to:

- show clear details of the features and structure of two global sporting organisations, evidence of research will be limited.
- describe the similarities and differences between the global sporting organisations.
- carry out research that allows them to give details on the features of successful global sporting organisation.
- show clear details of at least three existing esports brands and give reasons as to why brands can be an asset. Learners will start developing a brand for an esports organisation using research to develop this.
- create a logo for their brand, reflecting back mood boards and research to changing it depending on peer to peer and tutor feedback.
- gain some collection of feedback, which will have a limited impact on the development process and will plan and create appropriate associated merchandise for their brand
- produce an appropriate plan to promote their brand. The plan will include an appropriate summary of the brand and the information will be generally adequate. They will give some reasoning for the choice of brand promotion. They will collect and review general feedback from peers and tutors and make some suggestions for improvements.

-

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
A1 Types of global sporting organisations - Definition of an organisation. - Different types of global organisations. Esports: - Amateur - semi-professional - professional. - Organisations: sports participation and esports participation, funding, grass roots - development, professional sports/esports performers' participation. - Structure of sports/esports in the world. A2 Features of successful global sporting organisations Features, e.g.: - Marketing - Events - social media - meeting market needs - meeting needs of the business environment - increased turnover - increased brand awareness - meeting business objectives - meeting customer needs - filling a gap in the market - meeting social aims - meeting charitable aims. Learning aim B: Develop a brand for an esports organisation B1 Researching a brand - A brand, e.g.: a strategy, perception of a customer, a logo, a legal instrument, a company, a personality, a vision, an identity, an image. Use of a brand: - new brands - brand extensions - sub brands. Targeted audiences. Types of brands. Brand: a characteristic name, symbol or shape that distinguishes a product or service from that of another esports organisation.	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	Photographic evidence, completed assignment briefs and Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:** Employability, careers links, practical skills for life.	Power Points Research opportunities Planning software

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
		PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities: -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment
Session 1	**By the end of the lesson:** **You MUST be able to:** Identify the goals of Digital Functional Skills and Esports courses. **You SHOULD be able to:** Describe one personal goal related to digital skills or esports. **You COULD be able to:** Explain how esports relate to career opportunities. **KEYWORDS:** Digital skills, esports, baseline, career, teamwork	**0–5 min:** Icebreaker – "What games do you play and on what platform?" **5–15 min:** Course overview (slides) + fill-in worksheet on terms **15–25 min:** Discussion & collaborative writing of a class Code of Respect **25–35 min:** Digital skills baseline quiz/form **35–45 min:** Goal-setting activity	PPT: Slides: Digital Functional Skills & Esports overview- Worksheet: Course roadmap handout- Icebreaker prompts- Other: Digital skills audit (Google Form)- Reflection slips or Jamboard	Formative | Summative **Formative:** Observation during discussion; responses to baseline quiz **Summative:** Written learning goal from each student to be added to portfolios