

# Pearson BTEC Level 2 Award/Certificate/Diploma in Esports



## Specification

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*First teaching from September 2020*

*First certification from 2021*

Issue 2

# Pearson BTEC Level 2 Diploma in Esports

The Pearson BTEC Level 2 Diploma in Esports is 360 GLH and is designed for students working at that level. It is aimed at students who have chosen to focus their learning and career development within the world of esports and who are looking for an engaging and stimulating qualification which will prepare them for successful performance in working life and progression into employment by developing a range of essential skills, techniques and attitudes.

## Who is this qualification for?

The qualification is aimed at learners who are looking to progress to employment in the esports industry, possibly via an apprenticeship in a related industry, or whose aspirations may also be to progress to further education. The qualification is endorsed by The British Esports Association as being suitable for learners wanting to work in this industry. This means that it will be recognised by employers in a range of roles.

## What does this qualification cover?

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 employment or further study.

This is a career-focused qualification with industry endorsement enabling learners to develop underpinning knowledge and technical and transferable skills that gain experience in a variety of different sections of the esports industry.

Learners taking this qualification will study 5 mandatory units:

- Unit 1: Esports Games, Teams and Tournaments
- Unit 2: Establishing an Esports Organisation
- Unit 3: Streaming for Esports
- Unit 4: Plan an Esports Event
- Unit 5: Start an Enterprise in Esports

and one optional unit from the following:

- Unit 6: Design an Esports Game
- Unit 7: Positive Health and Well-being in Esports.

The mandatory content allows learners to develop their technical skills across the different unit areas, supported by underpinning knowledge, providing the opportunity for learners to extend their skills through a range of esports areas. There are two optional units which allow the learners to choose a more specialist additional unit to align with their area of interest potentially for progression routes. 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.

## What could this qualification lead to?

Learners taking this qualification may also want to progress to further study such as Pearson BTEC Level 3 Nationals in esports, Information Technology, Creative Media, Sport, Enterprise and Entrepreneurship or Business.

Successful completion of this qualification could also lead to being fully prepared to progress to an apprenticeship in the related sector, for example, in events, digital marketing or creative media for example.

## 2 Structure

### Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 2 Award in Esports

- Total Qualification Time: 145 hours
- Guided Learning: 120 hours

The Pearson BTEC Level 2 Certificate in Esports

- Total Qualification Time: 290 hours
- Guided Learning: 240 hours

The Pearson BTEC Level 2 Diploma in Esports

- Total Qualification Time: 430 hours
- Guided Learning: 360 hours

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

## Qualification structure

Learners are required to complete and achieve all the units included in this qualification.

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

This qualification has 100% mandatory content.

Learners are required to complete and achieve all the units included in this qualification.

Pearson BTEC Level 2 Certificate 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
3	Streaming for Esports	60	Mandatory	Internal
4	Plan for an Esports Event	60	Mandatory	Internal Synoptic

This qualification has 100% mandatory content.

Learners are required to complete and achieve all mandatory units and one optional unit in the qualification.

Pearson BTEC Level 2 Diploma 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
3	Streaming for Esports	60	Mandatory	Internal
4	Plan for an Esports Event	60	Mandatory	Internal
5	Start an Enterprise in Esports	60	Mandatory	Internal Synoptic
6	Design an Esports Game	60	Optional	Internal
7	Positive Health and Well-being in Esports	60	Optional	Internal

This qualification has five mandatory units.

## Qualification and unit content

Pearson has developed the content of these qualifications in collaboration with employers and representatives from relevant professional bodies and further education providers. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

All units in these qualifications are mandatory except in the Diploma where 84% of the content in this qualification is mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then given the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery, and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork and planning, and completing tasks to high standards, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

## Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

### Internal assessment

All units are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

### Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for each qualification. This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic assessment for the Award qualification is based on *Unit 2: Establishing an Esports Organisation* and takes the form of a vocational activity in which learners must develop an esports brand. In completing this synoptic unit 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.

The synoptic assessment for the Certificate qualification is based on *Unit 4: Plan for an Esports Event* and takes the form of a vocational activity in which learners present a plan for an esports event. In completing this synoptic unit learners will study how to develop a plan for an esports event, pitch the plan to an audience and use feedback to revise their plan.

The synoptic assessment for the Diploma qualification is based on *Unit 5: Start an Enterprise in Esports* and takes the form of a vocational activity in which learners plan an esports enterprise idea. In completing this synoptic unit learners will study how to develop and plan for an enterprise within the esports industry, pitch the plan to an audience and use feedback to review their plan.

In delivering the synoptic units you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

## Language of assessment

Assessment of the internally-assessed units for this qualification will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7 Administrative arrangements*.

## Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of P to D **or** PP to DD. Please see *Section 9 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

## 3 Units

### Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way.

- internally-assessed units

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

### Internally-assessed units

Section	Explanation
<b>Unit number</b>	The number is in a sequence for the qualification.
<b>Unit title</b>	This is the formal title of the unit and appears on certificates.
<b>Level</b>	All units are at Level 2 on the national framework.
<b>Unit type</b>	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
<b>Assessment type</b>	This says how the unit is assessed – i.e. whether it is internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
<b>GLH</b>	Units have a GLH value of 30, 60 and 90. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
<b>Unit summary</b>	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

<b>Section</b>	<b>Explanation</b>
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
<b>Essential information for assessment decisions</b>	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
<b>Assessment activity</b>	This section provides information, suggested scenarios and tasks for summative assessment activities.
<b>Further information for tutors and assessors</b>	The section gives you information to support the delivery and assessment of the unit.
<b>Delivery guidance</b>	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
<b>Essential resources</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10 Resources and support</i> .
<b>Links to other units</b>	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.





## Units

This section contains all the units developed for this qualification.

Unit 1: Esports Games, Teams and Tournaments	15
Unit 2: Establishing an Esports Organisation	25
Unit 3: Streaming for Esports	39
Unit 4: Plan for an Esports Event	51
Unit 5: Start an Enterprise in Esports	63
Unit 6: Design an Esports Game	75
Unit 7: Positive Health and Well-being in Esports	87



# Unit 1: Esports Games, Teams and Tournaments

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

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## Unit in brief

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.

## Unit introduction

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.

## Learning aims

In this unit you will:

- A** Investigate different genres of esports games
- B** Explore different professional esports teams
- C** Examine esports tournaments and leagues.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Investigate different genres of esports games	<b>A1</b> Genres of esports games <b>A2</b> Individual esports games	An article on the genres of esports games.
<b>B</b> Explore different professional esports teams	<b>B1</b> Features of successful, high performing teams <b>B2</b> UK teams <b>B3</b> Global teams	A written report with case studies on the success of UK and global esports teams in live tournaments and leagues.
<b>C</b> Examine esports tournaments and leagues	<b>C1</b> Local Area Network (LAN) and online tournaments <b>C2</b> Live tournaments and leagues	
<b>Key teaching areas in this unit include:</b>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Research skills</li> <li>• Analysis</li> <li>• Report writing</li> <li>• Interpreting and summarising complex information</li> </ul>	<ul style="list-style-type: none"> <li>• Organising and structuring content</li> <li>• Effective written presentation</li> <li>• Understanding and use of industry specific language and terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Management of information</li> <li>• Self-management and development</li> </ul>

## Unit content

### Knowledge and sector skills

#### 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.

## Learning aim C: Examine esports tournaments and leagues

### C1 Local Area Network (LAN) and online tournaments

- LAN tournaments and events e.g.: Epic LAN, Insomina, Blizzcon, Gamescon.
- Online tournaments e.g.: Gamessaloon.com, Battlefy, XYgaming.

### C2 Live tournaments and leagues

- Tournaments e.g.:
  - Fortnite World Cup
  - League of Legends World Championships
  - Dota2 'The International'.
- Leagues e.g.:
  - Overwatch League
  - Call of Duty League.

## Transferable skills

### Communication

- Developing written communication skills and using correct spelling, grammar and punctuation as well as industry specific language and terminology.
- Reviewing and editing skills to restructure content and layout.

### Managing information

- Structuring and storing research and proposed content.
- Managing materials for content through analysis, selection and deselection.

### Self-management and development

- Using preparation and organisational skills to research, plan and summarise content.
- Manage time effectively and meet deadlines.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate different genres of esports games.</b>		
<b>A.P1</b> Describe a range of genres of esports games	<b>A.M1</b> Analyse the similarities and differences between the genres of esports games	<b>A.D1</b> Evaluate the success and popularity of different genres of esports games.
<b>Learning aim B: Explore different professional esports teams.</b>		
<b>B.P2</b> Describe a range of UK esports teams	<b>B.M2</b> Analyse the features of one successful UK team and one successful global esports team	<b>BC.D2</b> Evaluate the success of UK and global esports teams in live tournaments and leagues.
<b>B.P3</b> Describe a range of global esports teams		
<b>Learning aim C: Examine esports tournaments and leagues.</b>		
<b>C.P4</b> Describe the features of LAN and online tournaments	<b>C.M3</b> Analyse the differences between online and live esports events	
<b>C.P5</b> Describe the features of live tournaments and leagues		



## Essential information for assessment decisions

### Learning aim A

**For distinction standard**, learners will:

- write an article which clearly evaluates the success of the different genres of esports games. All six of the different genres will need to be looked at to be able to draw out different success factors and the features which make the games popular. Examples should be included to underpin comments and a clear evaluation will be developed. The article will clearly evaluate the popularity of different genres of esports games again giving examples. A well-reasoned conclusion will be reached.

**For merit standard**, learners will:

- analyse the similarities and differences between a range of games. The learner should analyse at least four games to show that a range of games have been researched to be able to identify these similarities and differences. They will evidence this in their article including examples

**For pass standard**, learners will:

- 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.

### Learning aims B and C

**For distinction standard**, learners will:

- use the research they have carried out to evaluate the success of a range of UK and global esports team in live tournaments. Evidence from at least four different teams across different games and tournaments should be included in the report to support this evaluation.

**For merit standard**, learners will:

- analyse the features of one UK and one global esports team. The strengths and weaknesses of the professional teams will be considered, including how the teams support the physical and mental health of their players. The report will also include an analysis of the differences between online games and live esports events. Learners will include examples to support their analysis throughout the report and these will be clearly referenced.

**For pass standard**, learners will:

- 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.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

### Suggested scenario

You have been recruited to the writing staff of a new website that focuses on digital-based activities and events. Whilst it is UK based, the website also has a global readership. The website has already run articles about the wider video game industry, but now they want to introduce their readers to esports and the professional esports industry.

The article is aimed at people, both in the UK and around the world, who have very little understanding of esports, so it must address the following questions using case studies of different esports games, teams, tournaments and leagues to provide specific detail.

- What is esports?
- What are the different genres of esports games?
- Who are the most successful professional esports teams at the moment?
- What different tournaments or leagues can these esports teams compete in?

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

You have been recruited to the writing team of a magazine aimed at parents with children under the age of 18. The magazine is designed to help keep parents informed about all the latest online or digital activities that their children might be interested in.

The magazine has decided to run an article on esports because they know how popular it is with young people, but they also realise how little most parents know about it. As such, the article you write must address the following questions using case studies of different esports games, teams, tournaments and leagues to provide specific detail.

- What is esports?
- What are the different genres of esports games?
- Who are the most successful professional esports teams at the moment?
- What different tournaments or leagues can these esports teams compete in?

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

Initial stimulus using segments of esports tournaments or games from YouTube or Twitch.

Teacher led discussions:

- Definition and classification of esports including its links to the wider video game industry.
- Similarities and differences between esports and traditional sports.
- Benefits of playing esports.
- Misconceptions or preconceptions around esports.
- The importance of balance, moderation and maintaining a healthy lifestyle.

**Suggested time:** about 2 hours.

#### Activity: Genres and games

Teacher led activities about developing and utilising research skills.

Learners research, discuss and play different genres of esports games, highlighting the similarities and differences between the different types of games. Learners research the success and popularity of different genres of games, including use of appropriate data and statistics.

**Suggested time:** about 10 hours.

#### Activity: Esports teams

Teacher led discussions:

- How do we measure 'the best' or 'most successful' team?
- What makes a successful team?
- Why do supporters choose to follow one team over another?
- How do professional teams engage with their supporters?
- How do teams promote the development of physical and mental health as well as game play?

Learners use web-based information to research different esports teams.

**Suggested time:** about 4 hours.

#### Activity: Tournaments and Leagues

Learners use web-based information to research different tournaments and leagues.

Opportunities to visit a live tournament or event where tournaments are happening e.g.: Insomnia or EGX or to watch tournaments or matches via streaming platforms e.g.: Twitch or YouTube.

**Suggested time:** about 4 hours.

#### Activity: Producing written content and publishing completed copy

Learners analyse their research and use it to develop their final assessment.

**Suggested time:** about 10 hours.

## Essential resources

For this unit, learners will need access to

- Streaming platforms e.g.: Twitch and YouTube.
- Specific websites linked to esports.
- Play different esports games via the school/college network.

## Links to other units

This unit has strong links to:

- Unit 2: Establishing an Esports Organisation
- Unit 6: Design an Esports Game
- Unit 7: Positive Health and Well-being in Esports.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.