Blended learning approach to delivering BTEC International qualifications

September 2021 to August 2022

Esports
Guidance for BTEC International 3 qualifications
Teaching, learning and assessment

Esports

Introduction

As COVID-19 may continue to impact upon teaching, learning and assessment through the academic year, affecting those learners who are part-way through their qualifications and those who are commencing this academic year, we have produced this guidance to support the effective delivery of BTEC course content. 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 2021-2022.

We will continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the relevant policy and regulatory considerations. 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 be considered within the context of any relevant 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.

Esports

Resources

To help you with the delivery of a blended-learning programme, several resources are available. You can purchase digital Study Texts and Teacher Resource Packs from our website here to support you with the delivery of our Level 3 International qualifications (2021).

Additionally, there are free resources available here, that support the delivery of Level 3 (2010) QCF qualifications in some sectors. Note that to enter this page you will first need to accept the Terms and Conditions.

Units with resources available will be marked according to the following key:

* Study Text

† Teacher Resource Pack

‡ QCF Guides.

Esports

Contents

Esports

- **Overview of impact on sector**
- **Qualification**
  - BTEC International Level 3 in Esports (2020)

Esports

Overview: Esports

Adaptations to Assessments in 2021/2022

Please refer to the assessment section on the [International BTEC Adaptations page](#) for adaptations to assessments and qualifications for the 2021-2022 Academic Year. ***Please note that not all qualifications can or will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021-2022.***

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.

Learner eligibility

There are currently no plans to have these adaptations extend to learners who take assessments in 2022/23, regardless of when they are due to certificate.

Adaptations are only available in this academic year, for assessment due to take place between 1 September 2021- 31 August 2022.

Social Distance

The delivery and assessment of these programmes does occasionally require group work or close proximity between learners, especially when learners work in pairs/small groups. Learners should be regularly reminded that although they are taking part in a team sport, they must always avoid physical contact. Units that involve coaching or working alongside another individual should be managed so that social-distancing can be observed, or they could be undertaken online. Where learners are required to work in groups, to plan events and activities, this should be either be carried out online using a platform such as Zoom or Microsoft Teams, or face-to-face following social-distancing regulations. Rather than organising face-to-face physical events for some units, learners could consider organising and presenting online, virtual events instead. Where assessment criteria require learners to undertake practical work (e.g. use of assessment

Esports

command verb 'demonstrate' or 'carry out') a simulation is not acceptable.
Theory can be delivered by distance/blended learning methods and in some contexts (e.g. the Open University) this is the normal way of working.

Safety

Learners regularly need access to computers and other hardware, which would need to be cleaned after each individual use. Learners could each be issued with or provide their own mouse, keyboard and gaming controller. If kit is required to be worn for matches, learners should attend already dressed in this kit to avoid using changing facilities etc. Learners should also avoid directly facing each other in class activities.

Lost time teaching

Centres must focus on ensuring that learners have an adequate foundation for the units that will be delivered in 2021-22. Learners will probably have missed some teaching during early to mid 2021 and tutors will need to in-fill as they deliver the programmes during 2021-22. This will require careful planning, particularly on programmes in which the learners were in other settings during 2020-

21 and are likely to have had varied experiences (e.g. those who start BTEC level 3 in Year 11 in September 2021).

Flexibility of delivery and assessment

There is considerable latitude for the use of diverse delivery models and assessment models. Most assessments can employ written reports, presentations, posters, video or audio recordings and other methods and these can be used in remote delivery. Visits to industries are valuable but not mandatory and work experience is not required in these programmes.

What is important to retain the validity of the sector's qualifications?

As contact time between staff and learners may be limited, centres should prioritise contact time for practical work, as theory can be delivered remotely. Centres may decide to deliver optional units which do not require practical work in assessment. Some units require the provision of specialist equipment such as hardware, software and video equipment, which may only be available on-site, and so teaching time at the centre should be prioritised for these units, over those that can be delivered remotely. Problems would only arise if a full lockdown occurred and learners

Esports

did not have access to the centre, and therefore the equipment.

Learners should still be able to develop their in-game skills and techniques, and take part in esports matches, from home if they have access to appropriate gaming software and hardware. It would be useful for teachers to undertake an audit of the types of hardware and software learners have access to from home, as this can inform the types of teaching, learning and assessment activities that may be possible remotely for particular learners.

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

As long as practical work is employed where required, a wide range of assessment methods can be used in these programmes. However, time-constrained assessments are likely to be a poor substitute for other methods as they present inappropriate barriers to the demonstration of required learning outcomes. The use of online meeting platforms 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 closely with a real person e.g. to test their health and develop a plan, or to coach a team, teachers could provide case studies for learners to work on remotely.

Esports

Teaching, Learning and Assessment: Esports

Unit Title	Remote delivery (✓ / X / partially)	Socially distanced (✓ / X)	Delivery Guidance
BTEC International Level 3 (2021) – Esports			
Unit 1: Introduction to Global Esports	✓	✓	This unit is predominantly research-based, and learners will be able to complete it remotely if they have the internet and access to teacher resources. This unit is assessed by Pearson Set Assignment (PSA) and centres will need to follow the guidelines given for this assessment.
Unit 2: Esports Skills	partially	✓	Learning Aim A could be completed remotely as it concerns exploring streaming platforms and software. For Learning Aim B, learners need to give a shoutcast performance, and this is possible using existing game footage, or for matches played online. Learning Aim C may be difficult to deliver remotely as learners need to produce and review a live streamed video using industry standard software. This may not be possible from home due to required hardware and software. There are also potential e-safety issues associated with live-streaming from home. If it is not possible for learners to produce a live-streamed broadcast remotely, they could review existing footage of live-streamed content, making recommendations for improvement of the existing footage.

Esports

Unit 3: Esports Strategies and Analysis	✓	✓	This unit can be completed remotely although learners will need access to the internet, gaming equipment and, if possible, the ability to capture video. For Learning Aim C, learners must analyse either a team, or an individual performance in an esports game, and this is possible remotely. Learners could present the evidence purely as a written or filmed presentation, and it is not necessary to generate video evidence of actual gameplay to satisfy the assessment criteria.
Unit 4: Market Research for Start Up Business	✓	✓	This unit can be completed remotely as it is an individual project where learners undertake market research. Learners would need the internet and access to teacher resources. This unit is assessed by Pearson Set Assignment (PSA) and centres will need to follow the guidelines given for this assessment.
Unit 5: Enterprise and Entrepreneurship in the Esports industry	✓	✓	This unit can be completed remotely as it is an individual project where learners explore entrepreneurship in esports, and learn how to create a business plan. Learners would need the internet and access to teacher resources. This unit is assessed by Pearson Set Assignment (PSA) and centres will need to follow the guidelines given for this assessment.

Esports

Unit 6: Health and Wellbeing for Esports Players	partially	✓	This unit involves lots of research that could be completed remotely. However, learners must work with *'authentic esports players'* and conduct a series of physical, social and psychological tests. This requirement will prove difficult given social-distancing. 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. These tests could also be conducted online. If it is not possible to work with another person then, for teaching and learning activities, learners could potentially run the tests on themselves. Teachers could also provide case studies of test results and learners could make recommendations based on these. This unit is assessed by Pearson Set Assignment (PSA) and centres will need to follow the guidelines given for this assessment.
Unit 7: Esports Events	partially	✓	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 esports event that was organised would need to be done in line with social-distancing requirements, and this should be factored in when scoping and planning the event. The event might also be delivered as an online event. Group meetings could take place virtually and be recorded. The actual esports event that the learners plan could be for an online platform rather than a physical event

Esports

Unit			Notes
Unit 8: Ethical and Current Issues in Esports	✓	✓	This unit is largely theoretical, and research-based and can be completed remotely if learners have access to the internet and teacher resources. This unit is assessed by Pearson Set Assignment (PSA) and centres will need to follow the guidelines given for this assessment.
Unit 9: Live Streamed Broadcasting	partially	✓	Some of this unit is research-based and could be completed remotely if 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. Some evidence could be provided by a report or portfolio, but learners will need to provide evidence of their running a live streamed broadcast, and this will require specialist and centre based resources.
Unit 10: Esports Branding	partially	✓	This unit can be completed remotely if learners have access to the internet and teacher resources. They will also need access to some design and production software and materials in order to produce the outcomes, and this may only be available within the centre. Learners may only be able to use software they have access to on standard PCs, but they should still be able to generate materials using programmes such as Publisher, Paint etc.

Esports

Unit 11: Video Production	partially	✓	Some of this unit is research-based but there is a requirement for learners to produce a video and this will involve access to recording equipment and specialist software, which may only be available in the centre. Some evidence could be provided by a report or portfolio, but learners will need to produce a video to a high standard to satisfy the demands of this unit. It could be possible for learners to use more basic video editing software that comes as standard on PC and mobile phone.
Unit 12: Games Design	✓	✓	In this unit learners must 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 if they have access to the internet and teacher resources.
Unit 13: Business Applications of Esports in Social Media	✓	✓	This unit is concerned with how esports organisations utilise social media platforms, and can be completed remotely if learners have access to the internet, social media platforms, and teacher resources. Evidence could be provided by a report or presentation, but learners will still need to interact with social media platforms and set up, run, and analyse the results of actual campaigns.

Esports

Unit 14: Shoutcasting	partially	✓	In this unit, learners explore shoutcasting practices, which could be carried out remotely using existing video footage. Learners must also develop their own shoutcasting skills and techniques, and potentially would need access to specialist software and audio-editing software. Learners must produce evidence of their engaging in shoutcasting, and this could be by using pre-existing video content, for which they provide audio recording. This could be done remotely.
Unit 15: Esports Coaching	partially	✓	In this unit, learners must coach an esports team over a period of time. This could be done remotely but this may not prove effective. It would be better if coaching sessions occurred observing social-distancing. Evidence would consist of written documentation, coaching plans etc., and video footage of the learner carrying out a coaching role. This could be carried out remotely if necessary, via an online meeting platform, which could record the sessions.
Unit 16: Psychology for Esports Performance	✓	✓	In this unit, learners explore theories relating to performance psychology. This could be completed remotely if 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 this can be generated with minimal resources. If access to an actual player is not possible, then teachers could provide case studies for learners to work with.

Esports

Unit 17: Nutrition for Esports Performance	✓	✓	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 if learners have access to the internet and tutor resources, although some specialist nutrition software may be required. 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 can be generated with minimal specialist resources. If access to an actual player is not possible, then teachers could provide case studies for learners to work with.
Unit 18: Corporate Social responsibility in Sport	✓	✓	This unit is largely theoretical and research-based, and can be completed remotely if learners have access to the internet and appropriate teacher resources. Evidence is predominantly written/presentation-based and can be generated with minimal specialist equipment.
Unit 19: Esports Law	✓	✓	This unit is largely theoretical, and research-based and can be completed remotely if learners have access to the internet and appropriate teacher resources. Evidence is predominantly written/presentation-based and can be generated with minimal specialist equipment.

Esports

Unit 20: Esports Enterprise Launch	✓	✓	In this unit learners must launch their own business idea. This involves networking and negotiating with other parties, and it possible to do this remotely or face-to-face while observing social-distancing. Learners will need access to the internet and tutor resources. Recordings of online meetings and product launches could provide evidence if it is not possible to hold actual face-to-face meetings and events.
Unit 21: Customer Immersion Experiences	✓	✓	Some of this unit can be undertaken individually, however when, *'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 is organised would need to be done in line with social-distancing requirements, and this should be factored in when scoping and planning the event. Evidence is predominantly written/presentation-based and can be generated with minimal specialist equipment. It is possible for the customer immersion experience to be an online experience rather than a face-to-face event.

Esports

Unit 22: Computer Networking	X	✓	As learners are investigating and developing computer networks, they will 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 and should be prioritised for centre delivery, while following social-distancing practice. Evidence is predominantly report/presentation-based, but learners will need access to specialist hardware and software to be able to generate required evidence. Learners must set-up and test equipment, and this could not be done remotely.