ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2023-24

Higher National Diploma Esports Production & Management

Including HNC pathway to HND

Contents

Welcome and Introduction

Welcome to the: HND Esports Production and Management delivered by Exeter College, in Exeter Devon.

Distinctive Features of this Programme and the Student Experience

- Small group sizes in a supportive environment
- Access to high specification esports suites for teaching and learning and competitive elements.
- Employer responsive curriculum supported by employer mentoring programme.
- City based location creates opportunities for access to cutting edge technology and big data sources.
- Staff actively engaged in industry supported by wider ongoing CPD.
- HNC Progression route onto HND with further progression opportunities onto a relevant BSc (Hons) course.
- Exeter College is part of the South West Institute of Technology programme (SWIoT). This is a government sponsored regional development programme, which has resulted in significant additional investment in Exeter College, to support regional developments.
- Exeter College Institute of Technology – a purpose built IT educational facility.

Programme development, employer, and university collaboration

- This programme was designed in consultation with local employers. It also incorporates elements from a review (2020 and 2021) of the immediate and future needs of the regional workforce, improving the employment prospects of our students.
- Work based learning is an integral part of the programme. A required project develops an understanding of the needs of businesses dependent upon IT. This also develops the soft skills that businesses demand of employees.
- Working with the University of Plymouth, we have ensured that progression both within and from the programmes can lead to regional employment. In addition, progression to other specialist universities is possible. Previous students from Exeter College have achieved success academically and in employment.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your University Student Institution Handbook, which contains student support-based information on issues such as finance and studying at HE available on Moodle.
- Your Module Guide available on Moodle.
- Your University of Plymouth Student Handbook available at: https://www.plymouth.ac.uk/your-university/governance/student-handbook

<div style="text-align: center">**Programme Specification**</div>

1. **HNC/HND**

   Final award title   Higher National Diploma Esports Production & Management

   UCAS code: HND – I201

   HECOS: 100368 Creative Computing

2. **Awarding Institution:**   University of Plymouth

   Teaching institution(s):   Exeter College

3. **Accrediting body**(ies)   N/A

4. **Distinctive Features of the Programme and the Student Experience**

   • City based location creates opportunities for access to innovative technology excellent venues for competitions and exhibitions.
   • Excellent BTEC national award-winning programme brings access to competitions and other team events.
   • Embedding of Sports and Business staff in delivery
   • Small group sizes in a supportive environment with the ability to scale up to respond to growth.
   • Access to Computer Lab and high specification computer rooms for teaching and learning in new £10m IoT building.
   • Employer responsive curriculum, supported by employer mentoring it is anticipated where possible that each student will get a mentor. Students will also be exposed to group mentoring and frequent guest speakers and coaches supporting the program. To ensure that a range of employer experiences are captured the program is aligned to Level 4 occupational standards for Digital Community Manager
   • HNC and HND study Business Intelligence supported by local agencies and employers to provide students opportunities to work with live data.

- Staff actively engaged in industry supported by wider ongoing CPD (Certificate of Professional Development)
- Exeter College is part of the Southwest Institute of Technology programme (SWIoT). This is a government sponsored regional development programme, which has resulted in significant additional investment in Exeter College, to support regional developments.
- Esports is a growth area that has a local, national, and international presence and the ability to interact with players and stakeholders across the world gives this program a unique focus.

5.   Relevant QAA Subject Benchmark Group(s)

- Computing QAA Subject Benchmark Statement March 2022

6. Programme Structure – Full Time Options

HND Esports Production and Management

	Module Code[1]	Module Title	Credits	Semester	Compensatable
Year 1	EXCE1170	Esports Ecosystem	20	1	Y
	EXCE1171	Gaming Science	20	1	Y
	EXCE1172	Streaming and Video editing	20	1	Y
	EXCE1173	Esports Coaching	20	2	Y
	EXCE1174	Driving digital content and engagement	20	2	Y
	EXCE1175	Esports Events management	20	2	Y
Year 2	EXCE2040	Ethics and legislation in esports	20	1	Y
	EXCE2041	Esports Infrastructure	20	1	Y
	EXCE2042	Big Data and Analytics in Esports	20	1	Y
	EXCE2043	Esports Leadership and enterprise	20	2	Y
	EXCE2044	Player Psychology	20	2	Y
	EXCE2045	Esports Expo	20	2	Y

Part Time Option*:

	Module Code[2]	Module Title	Credits	Semester	Compensatable
Year 1	EXCE1170	Esports Ecosystem	20	1	Y
	EXCE1171	Gaming Science	20	1	Y
	EXCE1173	Esports Coaching	20	2	Y
Year 2	EXCE1172	Streaming and video editing	20	1	Y
	EXCE1174	Driving digital content and engagement	20	2	Y
	EXCE1175	Esports Events management	20	2	Y
Year 3	EXCE2040	Ethics and legislation in Esports	20	1	Y
	EXCE2041	Esports Infrastructure	20	1	Y
	EXCE2043	Esports Leadership and enterprise	20	2	Y
Year 4	EXCE2042	Big Data and Analytics in Esports	20	1	Y
	EXCE2044	Player Psychology	20	2	Y
	EXCE2045	Esports Expo	20	2	Y

* Students are expected to be mostly full-time in the first instance with the potential that part-time students from industry might join the course in future years as it becomes established

7.   Programme Aims

The aims of the course are:

1. To develop knowledge and understanding of E-sports eco-systems, equipping students with the relevant skills to respond to the opportunities and challenges presented on a local to global level.

2. To expose student to the wide range of industries that engage in the esports arena presenting opportunities to enhance future carers with relevant experiences.

3. To provide opportunities for students to further their professional portfolio e.g., competitive gaming and ranking.

4. To equip students to enter or progress in employment in esports, or higher education qualifications such as an Honours degree in esports or a related area.

5. To develop students' ability to produce and manage a successful esports event.

6. To provide opportunities for students to identify and develop management techniques and attributes.

7. To enable students to recognise and apply a broad range of existing transferable skills into their practice as an esports practitioner.

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion graduates should have developed knowledge and understanding of:

1. Underlying theoretical concepts and principles of business of esports with a local, national, and international context.

2. How to measure the impact and engagement with an esport event considering the following economic, social, political, psychological, legal, and ethical aspects.

3. The value of eSports to the wider community and the metrics that can be used to quantifying this worth.

4. Who are the key stakeholders, wider trends and 'hot topics' in the esports?

5. The solid principles of data analytics in esports and how to report findings.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

1. The ability to interpret and evaluate esports and business management data, e.g., business demographics.

2. How to process information and use cognitive adaptability to find, and recommend, appropriate solutions to problems

3. The analytical and evaluative skills required of a reflective practitioner and use this skill to inform and develop lines of critical argument.

4. The ability to use data analytics created by software packages and community tools dashboards to create reports for internal and external stakeholders and analyse the findings.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1. Evaluate the key concepts that define a successful player in the esport arena and refine coaching skills to improve the performance of yourself or others.

2. Evaluate social media platforms and their customer profiles, understanding that each platform caters for a different demographic of customer and that modifying communication to suit each platform can maximise the impact of the message.

3. Communicate effectively in a variety of formats appropriate to the situation, including critical evaluation.

4. Practice working safely online and understand that interactions with the online community in relation to the impact on an organisation not an individual.

5. Demonstrate teamwork and management skills in the production of a largescale project.

8.4. Employment related skills

On successful completion graduates should have developed:

1. Enhanced employment specific qualities and skills for modern workplace.

2. The ability to form a professional network and communicate effectively with technical and non-technical audiences.

3. The ability to apply project management methodologies to manage an esports event in a professional setting.

4. Their own management style and identified successful methods of providing feedback to team members.

5. The skills of a reflective learner and practitioner, applying these to measure and evaluate the outcomes of an esports project.

6. The ability to plan, design and implement solutions to a variety of problems.

8.5. Practical skills

On successful completion graduates should have developed:

1. The ability to use industry relevant software and tools to enhance their practice.

2. The ability to respond to, evaluate, and develop self-coaching and strategies to improve performance.

3. The ability to test, evaluate and refine work using recognised subject standards.

4. The ability to evaluate Cyber security threats and how to spot potential threats and protect data and systems in the esports arena and current data protection regulations.

9. Admissions Criteria, including APCL, APEL and Disability Service arrangements.

Entry Requirements for HND Esports Production and Management	
HNC in relevant discipline	The successful completion of a level 4 HNC in the relevant discipline is required to progress onto the HND.
APEL / APCL possibilities	Prior experience within the industry or partial completion of other relevant level 4/5 qualifications will be considered on an individual basis
Disclosure and Barring Service Required	None required
Disability Service Arrangements	The Disabled Students Allowance (DSA) advisor will support your application and assessment of needs. Upon receipt of your Needs Assessment, all reasonable adjustments and support will be put in place to support your studies. In addition, there is a counsellor on campus with whom appointments can be made directly.

10. Progression Routes

Students can apply to other institutions for a preferred top-up option.

11. Non-Standard Regulations

N/A

12. Transitional Arrangements

N/A

Appendices

- Programme Specification Mapping (UG) – core/elective modules

Appendix 1: **Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes.**
CORE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes.

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																						Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam / E2 – clinical exam / T1- test / C1- coursework / A1 – generic assessment / P1 - practical
		Knowledge & understanding					Cognitive & intellectual skills				Key & transferable skills					Employment related skills					Practical skills					
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4		
Level 4	EXCE1170	X	X		X		X				X									X					Y	C1 – 60% P1 - 40%
	EXCE1171						X	X	X		X										X	X	X		Y	C1 – 70% T1 - 30%
	EXCE1172												X	X	X	X	X	X	X	X	X		X	X	Y	C1 – 100%
	EXCE1173							X	X		X		X		X					X		X	X		Y	C1 – 60% P - 40%
	EXCE1174		X	X		X				X	X	X	X	X	X	X	X				X				Y	C1 – 60% P1 - 40%
	EXCE1175	X	X	X	X	X		X	X	X	X		X			X		X	X	X			X	X	Y	C1 – 100%
Level 4 LOs																										
Level 5	EXCE2040	X											X	X									X	X	Y	T1 – 40% C1 – 60%
	EXCE2041							X	X	X									X			X	X	X	Y	C1 – 60% P1 – 40%
	EXCE2042		X	X			X	X	X	X											X	X	X		Y	C1 – 100%
	EXCE2043	X			X		X						X		X	X	X		X	X		X			Y	C1 – 75% P1 -25%
	EXCE2044							X			X					X						X	X		Y	C1 – 100%
	EXCE2045	X			X					X	X	X	X	X	X	X	X	X	X	X		X			Y	C1 – 100%
Level 5 LOs																										

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE1170	**MODULE TITLE: Esports Ecosystem**	
CREDITS: 20	**FHEQ LEVEL:4**	**HECOS CODE: 100737 Multimedia Computing Science** **100097 Sports Development**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The module will introduce students to the esport ecosystem. It is broad-based that will enable students to gain a level of knowledge to allow them to explore other modules in greater depth and underpin the course. Producing case studies, students will gain an in-depth knowledge of the key components and will cover the history, potential, game genres, teams, tournaments, stakeholders, and terminology of the industry.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**60%**	**P1 (**Practical**)**	**40%**
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- To explore the games, hardware, software, and IT infrastructure.

- To analyse the function of players, teams, and tournaments.

- To evaluate the role of national and international governing bodies and organisations.

- To investigate audience, vendor, advertising, gambling, event, and media stakeholders.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Demonstrate an understanding of factors that define successful players, teams, and tournaments.	8.1.1, 8.1.2, 8.3.1,8.1.4
2. Explain the steps required for national esports teams to be competing at local, regional, and international levels.	8.1.1, 8.1.2
3. Create media viable esports business strategy for presentation to a stakeholder.	8.1.1, 8.4.6, 8.2.1

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2022	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.
- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/2024   **NATIONAL COST CENTRE:** 108 Sports Science & Leisure Studies

MODULE LEADER: Mark L'Estrange   **OTHER MODULE STAFF:**

Summary of Module Content

LO1 - Players, teams, and tournaments.
- Players – Health Fitness and nutrition.
- Players – Practice and professionalism.
- Player and Teams – pay, prizes and remuneration.
- Teams – Clubs and academies
- Teams – Professional teams
- Tournaments – Online
- Tournaments – Live Events
- Tournaments – Broadcasts and Streams

LO2 - National and international governing bodies and organisations.
- National Bodies
- College and University organisations
- International bodies
- Traditional sport organisation
- How sports become 'Olympic

LO3 - Audience, vendor, advertising, gambling, event, and media stakeholders.
- Audience profiles
- Vendors – games
- Vendors – platforms
- Vendors – hardware
- Advertisers
- Gambling
- Event, Arena, and tournaments
- Media, broadcasters, and streaming platforms

The module will introduce students to the esport ecosystem. It is a foundation module that will enable students to gain a suitable level of knowledge to allow them to explore other modules in greater depth and underpin the course. By producing case studies students will gain an in-depth knowledge of the key components of the industry. This will cover the history, potential, game genres, teams, tournaments, stakeholders, and terminology of the industry.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Teaching contact time	45	
Practical activities	40	
Mentor support	15	
Independent study	100	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Case study (LO1-2)	100%
Practical	Business plan presentation (LO3)	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework (in lieu of the original assessment)	Written report (LO3)	100%
Coursework	Case Study (LO1 & 2)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ian Wallace Date: Sept 2023	**Approved by**: Tim Robinson Date: Sept 2023

Recommended Reading

Kingsnorth, S. (2022) *The digital marketing handbook the digital marketing handbook: Deliver powerful digital campaigns*. London, England: Kogan Page.

Martinez-Lopez, F. J. *et al.* (2019) *Online brand communities: Using the social web for branding and marketing*. Cham, Switzerland: Springer International Publishing.

Ströh, J. H. A. (2017) *The eSports market and eSports sponsoring*. 1st ed. Marburg an der Lahn, Germany: Tectum Wissenschaftsverlag.

Zackariasson, P. and Dymek, M. (2016) *Video Game Marketing: A student textbook*. London, England: Routledge.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE1171   **MODULE TITLE:** Gaming Science

CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE:** 1001267 Computer Games

PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

In this module students explore games to find optimal strategies via game theory, theory crafting, feature discovery and an appreciation of game design. The module is exemplified with an underpinning of established findings and practice in Esports e.g., Micro, Macro, map awareness, rock-paper-scissors mechanics, etc.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**70%**	**P1 (**Practical**)**	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)	**30%**				

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- To develop theory crafting skills

- To develop systematic approaches to feature discovery

- To develop an understanding of how game design elements are intended to be used by players.

- To implement probability and game theory within gaming practice

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Use theory crafting to evaluate an optimal strategy.	8.5.2, 8.5.3
2. Analyse features and useful meta using a systematic approach.	8.2.1, 8.2.3, 8.5.1
3. Review and desynthesise an element of an esport's design to determine intent.	8.2.2, 8.3.1, 8.5.2
	8.2.3
4. Demonstrate application of probability & game theory in time-controlled conditions	
	8.2.3
5. Report on established practices within a chosen game	

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2022	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

Notes:

Additional Guidance for Learning Outcomes:
To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.
- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
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ACADEMIC YEAR: 2023/2024

NATIONAL COST CENTRE: 108 Sports Science & Leisure Studies

MODULE LEADER: Oscar O'Brien

OTHER MODULE STAFF:

Summary of Module Content

<u>theory crafting</u>
spreadsheeting
scientific / statistical methods
measurement techniques
variables and controls

<u>feature discovery</u>
fuzzing
input types: normal, extreme, erroneous, sequenced, timed.
root cause analysis
chaos theory

<u>game design desynthesis</u>
balance
risk and reward
hit detection / dead reckoning.
secret help e.g., input buffering, autoaim

<u>probability & game theory</u>
Bayesian Games
Nash equilibriums
Backward Induction
imperfect information
Evolutionary stability
Mixed strategies
Rock-paper-scissors

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Teaching contact time	45	
Practical activities	40	
Mentor support	15	
Independent study	100	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Analysis of coaching theory (LO 1,2,3 & 5)	100%
Test	Game theory test (LO 4)	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework (in lieu of original assessment)	Course work in case of referral to cover original assignment and test (LO 4)	100%
Coursework	Written report (LO1,2,3 & 5)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Oscar O'Brien Date: Sept 2023	**Approved by**: Ian Wallace Date: Sept 2023

Recommended Reading

Kingsnorth, S. (2022) *The digital marketing handbook the digital marketing handbook: Deliver powerful digital campaigns*. London, England: Kogan Page.

Martinez-Lopez, F. J. *et al.* (2019) *Online brand communities: Using the social web for branding and marketing*. Cham, Switzerland: Springer International Publishing.

Ströh, J. H. A. (2017) *The eSports market and eSports sponsoring*. 1st ed. Marburg an der Lahn, Germany: Tectum Wissenschaftsverlag.

Zackariasson, P. and Dymek, M. (2016) *Video Game Marketing: A student textbook*. London, England: Routledge.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE1172   **MODULE TITLE:** Streaming and Video Editing
CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE:** 100440 Digital Media

PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will develop the skills to produce quality live streams and short video products. By researching current best practice, analysing codes, conventions and using industry standard software, hardware, for sharing on channels like YouTube and Twitch. The content will be uploaded, viewed data will be analysed and evaluated with the aim of identifying how the product performed and how it could be developed further.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**100**	**P1 (**Practical**)**	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- Explore video products in the esport industry. Identify common codes and conventions used when planning and producing modern video products such as video streaming and on-demand entertainment.

- Develop skills in the production of professional quality live streams and on demand video products.

- Undertake video pre-production for an esport video product.

- Evaluate short form video product and live stream, including analytics and audience feedback and recommend changes for future productions.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Analyse the codes, conventions, and styles of esport video products.	8.3.3, 8.5.1,8.5.4
2. Undertake pre-production for an esports video product brief.	8.4.6, 8.3.5, 8.4.3
3. Identify platforms and the content required for a successful esports video product.	8.3.3, 8.4.2, 8.3.4
4. Demonstrate the ability to evaluate and reflect on an esport video product and suggest improvements.	8.5.3, 8.4.5

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2022	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

Notes:

Additional Guidance for Learning Outcomes:
To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.
- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

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ACADEMIC YEAR: 2023/2024

MODULE LEADER: Chris Temple-Murray

NATIONAL COST CENTRE: 108 Sports Science & Leisure Studies

OTHER MODULE STAFF:

Summary of Module Content

LO1: Analysis of Video Products (Live Stream & On-Demand)
- Semiotics (Codes & Conventions)
- Video styles
- Lighting techniques
- Video forms
- Media representation
- Audience types and target audiences
- Psychographic profiling
- Consumption methods and designing a video product around intended delivery method (e.g., mobile, television, on demand streaming etc.)
- Audio analysis (e.g., diegetic & non-diegetic sound)
- Shot type & Framing.
- Preferred readings
- Call to action etc.

LO2: Pre-Production of an esport Video Product
- Storyboarding
- Outline planning
- Scripting
- Shot type planning.
- Casting of talent
- Permits & release forms (contributor, location release)
- Production schedule
- Equipment plan & cost breakdown.
- Location scout/plan (including remote connections to player locations)
- Technical breakdown including backups, intended camera settings, and recording method(s)
- Rehearsal practicalities

LO3: Production of an esport Video Product
- Develop use industry standard hardware, software, and techniques.
- Produce esport video product (short 5–15-minute video or segment of a live stream)
- Soft skills of presenting to camera and interviewing participants.

LO4: Evaluation of an esport Video Product
- Reflect on finished product.
- Critically evaluate finished product
- Identify creative skills which you would like to develop in the future to further improve your product.

This module will develop the necessary skills to produce high quality live streams and short video products. Learners will research current best practice by analysing existing live streams and video product form, codes, and conventions. They will then go on to plan their own live stream and short video product. Learners will use industry standard software, hardware, and skills to produce high quality video products for sharing on popular channels including YouTube and Twitch. Finally, the content will be uploaded and viewing data will be analysed and evaluated with the aim of identifying how the product performed and how it could be developed further.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Teaching contact time	45	
Practical activities	40	
Mentor support	15	
Independent study	100	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Group work to produce video (LO2&3) Individual evaluation of video (LO 1&4)	60% 40%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Production and evaluation of a video (LO 1-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Chris Temple-Murray Date: Sept 2023	**Approved by**: Ian Wallace Date: Sept 2023

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE1173   **MODULE TITLE: Esports Coaching**
CREDITS: 20   **FHEQ LEVEL:4**   **HECOS CODE: 101267 Computer Games**
100095 Sports Coaching
PRE-REQUISITES: None   **CO-REQUISITES: None**   **COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

In this module, coaching skills, knowledge, techniques, and best practices are developed. This will involve developing your planning, delivery, and reflection skill, as well as your ability to use a variety of coaching methods. Key investigations will involve how best to build up a positive coach to player rapport, building a training regime, analysing esports performance and evaluating the impact of coaching.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**60%**	**P1 (**Practical**)**	**40%**
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- Explore the methods of development of players and an understanding of factors to consider in the development of a training regimes.

- Understand how to break down and analyse an esports players performance in order to address areas for improvement.

- Explore the differences within solo and team coaching, addressing the comparison and making appropriate adjustments.

- Explore the emotional responses that occur within a game and discover how to approach both negative and positive reactions when coaching a player.

- Develop relevant IT skills to conduct coaching online, using a range of methods.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Display evidence of building a positive rapport to coach a player.	8.5.2, 8.3.3, 8.3.1, 8.3.5, 8.4.4
2. Develop an individualised training plan to be used when coaching the chosen esports player.	8.4.6, 8.3.5
3. Undertake a detailed performance analysis assessment.	8.2.2, 8.2.3, 8.4.4
4. Develop a theoretical assessment that explores team coaching.	8.5.3

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2022	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Notes:

Additional Guidance for Learning Outcomes:
> **To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.**
> - Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
> - Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
> - Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
> - QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/2024

MODULE LEADER: Oscar O'Brien

NATIONAL COST CENTRE: 108 Sports Science & Leisure Studies

OTHER MODULE STAFF:

Summary of Module Content

Performance analysis:
> analysis tools e.g., mobalytics
> statistical and quantitative analysis
> zone and positional analysis
> giving and receiving feedback

Instructional design:
> competency frameworks
> zone of proximal development

Solo vs team coaching:
> Team dynamics/ team management
> gelling as a team
> team strategies
> collaboration with other players
> group decision making
> player impact
> assessing strengths and weaknesses
> communication skills
> management of pressure

Coping with tilt:
> Understanding tilt triggers, and their avoidance
> Calming techniques
> Challenging self-criticism
> Encouraging a positive mindset
> Boosting confidence
> Motivation

Building a rapport e.g., listening skills, body language, voice tone, trust building etc.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Teaching contact time	45	
Practical activities	40	
Mentor support	15	
Independent study	100	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Review of coaching techniques (LO3, LO4)	100%
Practical	Implementation of coaching plan (LO1, LO2)	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework (in lieu of the original assessment)	Case study of coaching scenario (LO1 & 2)	100%
Coursework	Report on coaching techniques (LO 3 & 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Oscar O'Brien Date: Sept 2023	**Approved by**: Ian Wallace Date: Sept 2023

Recommended Reading

Kingsnorth, S. (2022) *The digital marketing handbook the digital marketing handbook: Deliver powerful digital campaigns*. London, England: Kogan Page.

Martinez-Lopez, F. J. *et al.* (2019) *Online brand communities: Using the social web for branding and marketing*. Cham, Switzerland: Springer International Publishing.

Ströh, J. H. A. (2017) *The eSports market and eSports sponsoring*. 1st ed. Marburg an der Lahn, Germany: Tectum Wissenschaftsverlag.

Zackariasson, P. and Dymek, M. (2016) *Video Game Marketing: A student textbook*. London, England: Routledge.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE1174	**MODULE TITLE: Driving Digital Content and Engagement**	
CREDITS: 20	**FHEQ LEVEL: 4**	**HECOS CODE: 100075 Advertising**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module explores how the growth of esports, and the data provided by the industry can be leveraged to increase fan engagement and develop new commercial assets. Digital content has the power to enhance brand awareness, increase conversion rates and improve customer retention. However, it is not enough to simply put content out there and hope the mere presence of it will attract the target audience.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**60%**	**P1 (**Practical**)**	**40%**
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

By the end of the module, it is expected that the student will be able to:

- Identify key approaches to digital marketing.

- Apply a data-driven approach to optimizing user engagement through web analytics.

- Analyse the effectiveness of the social web for building brands.

- Assess the ethical and legal issues in collecting, storing, and analysing customer data and content.

- Create digital marketing strategies and digital content to support those strategies.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Understand the opportunities and challenges presented by the digital environment.	8.3.2, 8.4.1,8.1.2, 8.1.5, 8.4.2
2. Know how key digital tools can support and enhance digital marketing.	8.3.3, 8.5.1, 8.3.4
	8.3.3,8.1.3,8.2.4
3. Apply the key principles involved in monitoring and measuring digital marketing effectiveness to create appropriate digital marketing strategies.	
	8.3.2
4. Develop digital activities to support and enhance digital marketing strategies	

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2022	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.
- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/2024   **NATIONAL COST CENTRE:** 108 Sports Science & Leisure Studies

MODULE LEADER: Adam Clement   **OTHER MODULE STAFF:**

Summary of Module Content

- Internet of things
- Location-based marketing
- Big Data
- Crowdsourcing
- Virtual and Augmented reality
- Automation
- Real-time marketing
- Consumer generated media
- Customer Relationship Management
- Brand Image and corporate reputation
- Security and privacy
- Consumer expectations
- Infomediaries
- 7 Ps – product, price, place, people, process, and physical evidence
- Live Chat
- Social Media
- Podcasts
- Search Engine Marketing
- Customer Journey
- Digital Marketing Mix
- Implementation Planning
- Campaign reviews
- Customer analysis
- ROI and LTV

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Teaching contact time	45	
Practical activities	40	
Mentor support	15	
Independent study	100	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Application of digital marketing strategies and content generation techniques. (LO1–3)	100%
Practical	Implantation of a digital marketing plan (LO4)	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework (in lieu of the original assessment)	Revised Assignment - application of digital marketing strategies and content generation techniques. (LO4)	100%
Coursework	Case Study (LO1-3)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Adam Clement Date: Sept 2023	**Approved by**: Ian Wallace Date: Sept 2023

Recommended Reading

Kingsnorth, S. (2022) *The digital marketing handbook the digital marketing handbook: Deliver powerful digital campaigns*. London, England: Kogan Page.

Martinez-Lopez, F. J. *et al.* (2019) *Online brand communities: Using the social web for branding and marketing*. Cham, Switzerland: Springer International Publishing.

Ströh, J. H. A. (2017) *The eSports market and eSports sponsoring*. 1st ed. Marburg an der Lahn, Germany: Tectum Wissenschaftsverlag.

Zackariasson, P. and Dymek, M. (2016) *Video Game Marketing: A student textbook*. London, England: Routledge.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE1175

MODULE TITLE: Esports Events Management

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE: 100083 Event Management

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

In this module students will plan and stage a single/multi-player Esports event. Students will develop an Event Management Plan outlining the scope and scale, resources, and budget for their Esports event, as a 'live' event-based project. They will document and reflect upon the process of planning and executing their event, identifying potential risks, and recognising the challenges present for an Esports professional.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1 (**Practical**)**	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked:

Professional body minimum pass mark requirement:

MODULE AIMS:

- Introduce the different models used to plan and monitor an event project.

- Identify the resources required to successfully plan and implement an event.

- Apply appropriate marketing tools to generate interest in an event.

- Demonstrate teamwork requirements to successfully implement an esports event.

- Determine success measures to evaluate the outcome of an event.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Create a plan for a single/multiplayer esports event using a recognised project management method.	8.1.1, 8.1.2. 8.3.2, 8.4.1
2. Analyse a range of marketing tools to develop marketing campaign to a specified target audience.	8.1.3, 8.1.4,8.1.5,8.3.4
3. Implement and manage an esports event with appropriate documentation.	8.2.2, 8.2.3, 8.3.2, 8.4.4, 8.5.4
4. Evaluate the effectiveness of planning tools against event feedback.	8.4.3, 8.4.6, 8.5.3,8.2.4, 8.4.5

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2022	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Notes:

Additional Guidance for Learning Outcomes:
To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.
- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/2024

MODULE LEADER: Erica Drew

NATIONAL COST CENTRE: 108 Sports Science & Leisure Studies

OTHER MODULE STAFF:

Summary of Module Content
Project Management – Waterfall, Agile, PRiNCE
Resources – physical, human, financial
Physical, digital and hybrid events
Events team roles
Competition Legislation
Competitor analysis
Marketing Tools
Participant/audience Engagement Methods
Introduction to funding options
Measuring success

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	30	Theoretical content delivery
Project/Event Planning	30	Developing events plans
Group tutorials	10	Individual event monitoring and support
Project Implementation	10	Setting up and running event
Independent Study	120	Readings, research and attending other esports events
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Events and Marketing Plan (LO1) Esports Event Portfolio (LO2&3) Evaluation and Professional Discussion (LO4)	30% 50% 20% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study (LO1-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kristina Bayntun-Norman Date: Sept 2023	**Approved by**: Ian Wallace Date: Sept 2023

Recommended Reading

Kingsnorth, S. (2022) *The digital marketing handbook the digital marketing handbook: Deliver powerful digital campaigns*. London, England: Kogan Page.

Martinez-Lopez, F. J. *et al.* (2019) *Online brand communities: Using the social web for branding and marketing*. Cham, Switzerland: Springer International Publishing.

Ströh, J. H. A. (2017) *The eSports market and eSports sponsoring*. 1st ed. Marburg an der Lahn, Germany: Tectum Wissenschaftsverlag.

Zackariasson, P. and Dymek, M. (2016) *Video Game Marketing: A student textbook*. London, England: Routledge.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE2040   **MODULE TITLE:** Ethics and legislation in Esports

CREDITS: 20   **FHEQ LEVEL:** 5   **HECOS CODE: 100793 Ethics 100098 Sports Studies**

PRE-REQUISITES: None   **CO-REQUISITES: None**   **COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module examines the impact of ethics of the esports environment and how players managers and the industry need to address the ethical issues arising from this fast-moving industry. The module also explores the relevant laws that apply to this area. From examining copyright of user created content through to the challenges of writing and agreeing contracts for both players and those hosting events.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	60%	**P1 (**Practical**)**	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)	40%				

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- Students should have a knowledge of the ethical structure that apply to esports.

- An understanding of the laws that impact the growing esports industry.

- How to apply laws to protect a content creator in the esports area.

- Esports and its public perception and the ethics of promoting this as a growth industry.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Students should demonstrate and understand the laws required to legislate a growing esport business.	8.1.1, 8.3.4
2. Students will apply their knowledge of legislation to a proposed E-sports business.	8.5.3, 8.5.4
3. Students will analysis the preconceptions surrounding E-sports and critical respond to these.	8.3.3
4. Student to have a sound understanding of the impact of cybersecurity in the field of esports.	8.5.4

DATE OF APPROVAL: 10/02/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2023	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

Notes:

Additional Guidance for Learning Outcomes:
To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.
- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/2025   **NATIONAL COST CENTRE:** 108 Sports Science & Leisure Studies

MODULE LEADER: Ian Wallace   **OTHER MODULE STAFF:**   N/A

Summary of Module Content

- Intellectual Property
- Endorsements and Sponsorships
- Broadcast rights
- Cheating
- Gambling
- Copyright
- Health and Screentime how this is measured and perceived in wider society.
- Health issues related to participation in competitive action based esports video gaming in more advanced virtual and augmented reality Esports environments.
- Mental health issues resulting from competitive video gaming, including gaming addiction, burnout, cyber bullying, intimidation, and discrimination.
- Acute or chronic adverse health risks associated with excessive and prolonged Esports training and playing.
- Mechanisms underlying overuse injuries in esports.
- Potential gender gaps and differences regarding esports training and competition.
- Long-term health consequences of video game playing
- Cybersecurity threats to esports
- Cybersecurity managing risk in the esports field.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	35	Theoretical content
Workshops	15	Development of ideas, guest speakers/players
Independent Study	150	Research, networking, developing plans
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Legislation test (LO1)	100%
Coursework	Course work looking at the broader context of both laws and ethics (LO2-4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Legislation coursework in lieu of test (LO1)	100%
Coursework	Course work looking at the broader context of both laws and ethics (LO2-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ian Wallace Date: Feb 2022	**Approved by**: Erica Drew Date: Feb 2022

Recommended Reading

Chaloner, P. (2020) *This is esports (and how to spell it) - 2020: An insider's guide to the world of pro gaming*. London, England: Bloomsbury Sport.

Harvey, M. M. and Marlatt, R. (eds.) (2021) *Esports research and its integration in education*. Hershey, PA: Business Science Reference.

Hyun, B. (2020) *Demystifying esports: A personal guide to the history and future of competitive gaming*. Lioncrest Publishing.

Li, R. (2017) *Good Luck have fun: The rise of eSports*. New York, NY: Sky Pony Press.

Miah, A. (2017) *Sport 2.0: Transforming Sports for a Digital World*. London, England: MIT Press.

Rogers, R. (ed.) (2021) *Understanding esports: An introduction to the global phenomenon*. Lanham, MD: Lexington Books.

Scholastic (2020) *Esports: The Ultimate Guide*. New York, NY: Scholastic.

Stubbs, M. (2018) *Esports: The ultimate gamer's guide*. London, England: Templar Publishing.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE2041

MODULE TITLE: Esports Infrastructure

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: 100368 Creative Computing

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Learners will have knowledge of computer hardware, network infrastructure required to support e-sports games and events. Includes network hardware, connection interfaces, protocols, firewalls, and how these can be configured to specifically support applications. Learners will design solutions to support events through specification of hardware, network equipment and cabling, network diagrams and configuration information.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**60%**	**P1 (**Practical**)**	**40%**
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- Identify computer hardware specifications required to facilitate Esports gameplay and evaluate how changes in hardware can affect this.
- Identify network hardware required for Esports gameplay, analyse network quality, and recommend changes that affect performance.
- Design a computer hardware and network solution for an Esports event.
- Implement a prototype of a designed computer hardware and network solution to demonstrate feasibility.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Create and justify a computer hardware specification to support recommended requirements for Esports games.	8.2.2
2. Analyse networks and assess suitability to support Esports gameplay and competition.	8.2.2
3. Make recommendations on computer hardware and networks to improve Esports performance.	8.2.3, 8.4.3, 8.5.1
4. Design and implement a hardware and network solution for Esports scenarios.	8.4.6,8.5.3, 8.4.3, 8.5.4

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2023	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

Notes:

Additional Guidance for Learning Outcomes:
  To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.
- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/2025

NATIONAL COST CENTRE: 108 Sports Science & Leisure Studies

MODULE LEADER: Adam Hackney

OTHER MODULE STAFF:

Summary of Module Content

Computer Hardware: Processors, memory, graphics cards, motherboards, power supplies, solid state drives, hard drives, video capture cards, cases

Peripherals: Keyboards, mice, headsets, microphones, gamepads, specific controllers e.g., Steering wheels, flight controllers, HOTAS joysticks

Software: BIOS/UEFI, operating systems, drivers, patches and updates, anti-virus, applications e.g., Discord, Steam, Epic Games Launcher, Nvidia GeForce Experience, AMD Catalyst

System Performance Monitoring: System utilities e.g., Task Manager, Resource Monitor; System Benchmarking e.g., 3D Mark, User Benchmark, Cinebench; Third-party monitoring tools e.g., HWMonitor, WinDirStat, CCleaner, Throttlestop

Types of networks: Local Area Network, Wide Area Network, Personal Area Network, Virtual Local Area network, Virtual Private networks

Network theory and models: Topologies e.g., Star, Ring, Mesh, Bus, Tree; Models e.g., OSI 7 Layer Model, TCP/IP; data collision e.g., CSMA/CA, CSMA/CD

Network Technologies: Copper twisted pair, Fibre (FTTC/FTTP), equipment e.g., Network Interface Cards, Servers, Routers, Switches, Wireless Access Points, Workstations; cabling e.g., UTP, STP, CAT 5e/6/6a/7/8, Multi/Single mode Fibre; Wireless standards 802.11/a/b/g/n/ac/ax

Protocols: TCP, IP, UDP, HTTPS, TLS/SSL, DNS, DHCP, VPN e.g., PPP, L2TP/IPSec, OpenVPN

Network Monitoring Tools: InSSIDer, Wireshark, PRTG

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	25	Theoretical content
Lab Workshops	25	Setting up practical networking task upgrading hardware
Independent Study	150	Research, networking, developing plans
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Evaluation of the hardware and networking set up required to meet the needs of a competitive esports tournament (LO1-3)	100%
Practical	Build test and evaluate a network to meet the needs of a gaming scenario. (LO4)	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework (in lieu of the original assessment)	Case study report (LO4)	100%
Coursework	Written report (LO1-3)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Adam Hackney Date: Sept 2023	**Approved by**: Ian Wallace Date: Sept 2023

Recommended Texts and Sources:

Chaloner, P. (2020) This is esports (and how to spell it) - 2020: An insider's guide to the world of pro gaming. London, England: Bloomsbury Sport.

Harvey, M. M. and Marlatt, R. (eds.) (2021) Esports research and its integration in education. Hershey, PA: Business Science Reference.

Hyun, B. (2020) Demystifying esports: A personal guide to the history and future of competitive gaming. Lioncrest Publishing.

Li, R. (2017) Good Luck have fun: The rise of eSports. New York, NY: Sky Pony Press.

Miah, A. (2017) Sport 2.0: Transforming Sports for a Digital World. London, England: MIT Press.

Rogers, R. (ed.) (2021) Understanding esports: An introduction to the global phenomenon. Lanham, MD: Lexington Books.

Scholastic (2020) Esports: The Ultimate Guide. New York, NY: Scholastic.

Stubbs, M. (2018) Esports: The ultimate gamer's guide. London, England: Templar Publishing.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE2042

MODULE TITLE: Big Data and Analytics in Esports

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: 100751 Information Modelling

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Social media audience and engagement tracking using Big Data sets can drastically increase audience reach and coverage. Competitor and performance analysis, using AI-supported analytics tools with hundreds of data points can provide useful statistics, identifying weaknesses in teams, and predict the likelihood of an opponent's next moves. This module explores these uses of Big Data in Esports.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**100%**	**P1 (**Practical**)**	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- To outline the genesis and evolution of data analytics and 'big data' in Esports

- To outline purpose of 'big data' and the uses of data analytics in Esports including data mining tools and techniques

- To outline the various sources of data utilised within Esports, exploring the suitability of analytical tools and tests available.

- To explore and interpret example data sets utilising Microsoft Excel within an Esports context.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Demonstrate knowledge and comprehension of several types of data (e.g., structured vs. unstructured data; static vs. streaming data).	8.1.2, 8.1.5
2. Discuss what data is available in esports and what analytical tools and tests are available.	8.1.2, 8.2.1
3. Develop ability to use data analytic techniques to summarise data in a meaningful way.	8.1.2, 8.2.2, 8.2.3, 8.5.1, 8.4.6
4. Conceptualise and design several types of data analysis tasks.	8.1.3, 8.2.3, 8.5.3, 8.2.4

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnership**
DATE OF IMPLEMENTATION: Sept 2023	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

Notes:

Additional Guidance for Learning Outcomes:
   To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.
   - Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
   - Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
   - Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
   - QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2024/2025

MODULE LEADER: Adam Clement

NATIONAL COST CENTRE: 108 Sports Science & Leisure Studies

OTHER MODULE STAFF:

Summary of Module Content

Concept of big data
    Concept & current state of data analytics
Big data terminology 5V: Value, Volume, Velocity, Variability and Variety
Types of data (structured, un-structured, static, streaming)
Data collection, cleaning, transformation, and integration
Structured data analysis
Streaming data analysis
Parallel data mining
Social network analysis
Text analysis
Justifying data findings and evaluating the data assets
Data visualisation
Data exploration using pivot tables.
Statistical analysis

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	45	Delivery of theoretical content
Workshops	35	Data analytics in lab
Independent Study	120	Case study review, researching ideas and feasibility.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research into relevant issues within the concepts and practices of Data Analytics and Big Data in esports (LO1&2) Portfolio of individual work that applies data analytic techniques to data sets and information sources. (LO3&4)	50% 50% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Written report (LO1-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Adam Clement Date: Feb 2022	**Approved by**: Ian Wallace Date: Feb 2022

Recommended Reading

Chaloner, P. (2020) *This is esports (and how to spell it) - 2020: An insider's guide to the world of pro gaming*. London, England: Bloomsbury Sport.

Harvey, M. M. and Marlatt, R. (eds.) (2021) *Esports research and its integration in education*. Hershey, PA: Business Science Reference.

Hyun, B. (2020) *Demystifying esports: A personal guide to the history and future of competitive gaming*. Lioncrest Publishing.

Li, R. (2017) *Good Luck have fun: The rise of eSports*. New York, NY: Sky Pony Press.

Miah, A. (2017) *Sport 2.0: Transforming Sports for a Digital World*. London, England: MIT Press.

Rogers, R. (ed.) (2021) *Understanding esports: An introduction to the global phenomenon*. Lanham, MD: Lexington Books.

Scholastic (2020) *Esports: The Ultimate Guide*. New York, NY: Scholastic.

Stubbs, M. (2018) *Esports: The ultimate gamer's guide*. London, England: Templar Publishing.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE2043

MODULE TITLE: Esports Leadership and Enterprise

CREDITS: 20   **FHEQ LEVEL:** 5   **HECOS CODE:** 100088 Leadership

PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The module will begin by introducing you to the concept of leadership, with particular focus on effective strategies in the esports industry. Through self-reflection and the use of case studies, you will start to develop your own leadership style. You will then assess the importance of leadership in an enterprise context, demonstrating your own skills and ideas in the form of a lean business plan and persuasive pitch.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)	xx%	**C1** (Coursework)	75%	**P1 (**Practical**)**	25%

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- Develop your ability to link theory to practice and analyse the actions of leaders in an esports context.

- Improve your inter-personal skills through exposure to collaborative activities.

- Use relevant tools such as the to develop a plan for an esports enterprise.

- Articulate your ideas in a concise and effective manner to a range of stakeholders.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Analyse a range of leadership theories in the context of Esports.	8.1.1
2. Evaluate own leadership skills and develop an action plan to address areas for improvement.	8.4.1, 8.4.4, 8.4.5
3. Create a lean business plan for an original Esports enterprise idea.	8.5.3 ,8.2.1,8.3.4
4. Deliver a concise and persuasive pitch for an Esports enterprise idea	8.4.2, 8.4.6,8.3.2

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2023	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2024/2025

NATIONAL COST CENTRE: 108 Sports Science & Leisure Studies

MODULE LEADER: Mark L' Estrange

OTHER MODULE STAFF:

Summary of Module Content

- Introduction: What is leadership?
- What are leaders like? Leadership traits
- What do leaders do? Leadership skills
- Does context matter? Situational leadership
- How to win friends and influence people – charisma, transformational and transactional leadership
- There is no 'I' in team! Distributed leadership
- Doing things right, or doing the right thing? Leadership and ethics
- Lean business planning
- Unique value proposition
- Resourcing and financing latest ideas.
- Business Canvas Model
- Traditional business planning – what is the difference?
- The structure of successful pitching
- Innovation, networking, and partnerships
- Building relationships in a pitch
- Problem solving and value added.
- Dealing with rejection

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	45	Delivery of theoretical content
Team activities	15	Contextual activities to develop leadership
Workshops	20	Idea development and pitching coaching
Independent Study	120	Case study review, researching ideas and feasibility
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category		Component Name	Component Weighting
Coursework		Evaluative report and self-assessment Lean business plan (LO1-3)	100%
Practical		Persuasive Pitch (LO4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Evaluative report and self-assessment Lean business plan (LO1-3)	100%
Coursework (in lieu of the original assessment)	Create a resource to pitch an Esports enterprise idea (LO4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ian Wallace Date: Sept 2023	**Approved by**: Tim Robinson Date: Sept 2023

Recommended Texts and Sources:

Chaloner, P. (2020) This is esports (and how to spell it) - 2020: An insider's guide to the world of pro gaming. London, England: Bloomsbury Sport.

Harvey, M. M. and Marlatt, R. (eds.) (2021) Esports research and its integration in education. Hershey, PA: Business Science Reference.

Hyun, B. (2020) Demystifying esports: A personal guide to the history and future of competitive gaming. Lioncrest Publishing.

Li, R. (2017) Good Luck have fun: The rise of eSports. New York, NY: Sky Pony Press.

Miah, A. (2017) Sport 2.0: Transforming Sports for a Digital World. London, England: MIT Press.

Rogers, R. (ed.) (2021) Understanding esports: An introduction to the global phenomenon. Lanham, MD: Lexington Books.

Scholastic (2020) Esports: The Ultimate Guide. New York, NY: Scholastic.

Stubbs, M. (2018) Esports: The ultimate gamer's guide. London, England: Templar Publishing.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE2044	**MODULE TITLE:** Player Psychology

CREDITS: 20	**FHEQ LEVEL:**5	**HECOS CODE:** 101267 Computer Games
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

In this module, you will develop the knowledge of esports player psychology and how psychological concepts can be applied to influence the performance of individuals and teams, resulting in success within an esports game. You will discover how is psychological preparedness is a major factor that contributes to success in Esport.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**100%**	**P1 (**Practical**)**	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- Evaluate the appropriateness of traditional psychological approaches to solving problems when related to esports players and their opponents.

- Communicate the results of avoiding various negative emotional outbursts such as raging, and the result of different reactions to teammate communication.

- Undertake further investigations that explore the connection between body and mind that can affect physical outcomes, such as the OODA loop.

- Explore the unconscious control over actions in game and the emotional effect that may have on such strategies, for example, combo moves.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Analysis of verbal or written team communication	8.4.1
2. A presentation that aims to psychologically prepare a player or team in an upcoming match.	8.2.2
3. Conduct a performance analysis of a player, with consideration towards factors such as dexterity, reaction, emotional stability, and team dynamics.	8.5.2, 8.3.1, 8.4.4
4. Embed esports psychology within a training plan for a selected esports player that addresses the needs of the individual.	8.5.3

DATE OF APPROVAL: 22/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2023	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.
- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2024/2025

NATIONAL COST CENTRE: 108 Sports Science & Leisure Studies

MODULE LEADER: Oscar O'Brien

OTHER MODULE STAFF:

Summary of Module Content

Player personalities:
Theories of personality
Personality types
Effects on gaming

Tilt:
Neuroscience of the stress response
Auto-piloting
Burnout

Positive psychology:
Psychological impacts of positive mindset
The neuroscience of fun
Flow theory
Positive communication skills

Developing mechanical skills:
Dexterity
Reactions
Coordination
Timing
Deep practice
OODA loops
Physical/Nutritional factors in cognitive performance

Conscious and unconscious aspects of performance

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	35	Theoretical content
Workshops	15	Development of ideas, guest speakers/players
Independent Study	150	Research, networking, developing plans
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Assignment analysing the psychological approaches to E-Sports (LO1-4)	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Assignment analysing the psychological approaches to E-Sports (LO1-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Oscar O'Brien Date: Sept 2023	**Approved by**: Ian Wallace Date: Sept 2023

Recommended Texts and Sources:

Chaloner, P. (2020) This is esports (and how to spell it) - 2020: An insider's guide to the world of pro gaming. London, England: Bloomsbury Sport.

Harvey, M. M. and Marlatt, R. (eds.) (2021) Esports research and its integration in education. Hershey, PA: Business Science Reference.

Hyun, B. (2020) Demystifying esports: A personal guide to the history and future of competitive gaming. Lioncrest Publishing.

Li, R. (2017) Good Luck have fun: The rise of eSports. New York, NY: Sky Pony Press.

Miah, A. (2017) Sport 2.0: Transforming Sports for a Digital World. London, England: MIT Press.

Rogers, R. (ed.) (2021) Understanding esports: An introduction to the global phenomenon. Lanham, MD: Lexington Books.

Scholastic (2020) Esports: The Ultimate Guide. New York, NY: Scholastic.

Stubbs, M. (2018) Esports: The ultimate gamer's guide. London, England: Templar Publishing.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE2045	**MODULE TITLE:** Esports Expo	
CREDITS: 20	**FHEQ LEVEL:** 5	**HECOS CODE:** 100083 Event Management
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Students will draw on their experience gained from attending and hosting esports events, and the academic knowledge gained, to plan, develop, stage, and manage their own, large-scale esports event. Working in teams, they will bring together a network of contacts to produce an event which is intended to attract key gamers and generate significant media interest.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1 (**Practical**)**	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- Enable planning of a large-scale eSports event

- Create meaningful networks and contacts in the eSports industry.

- Explore communication methods appropriate to a range of audiences.

- Manage and control scope and demand of a large-scale event.

- Develop students' professional profile.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Create a detailed plan for a large-scale esports event, defining resource requirements.	8.1.1
2. Analyse funding requirements/ opportunities, select and secure finance to organise a large-scale esports event.	8.4.1,8.3.2, 8.1.4, 8.3.3
3. Implementation of a large-scale esports event as part of a team	8.4.3, 8.4.4
4. Critical evaluation the success of the event	8.1.2, 8.2.4,8.3.2, 8.3.5, 8.3.4, 8.4.5

DATE OF APPROVAL: 22/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2023	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Notes:

Additional Guidance for Learning Outcomes:
To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.
- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2024/2025

MODULE LEADER: Erica Drew

NATIONAL COST CENTRE: 108 Sports Science & Leisure Studies

OTHER MODULE STAFF:

Summary of Module Content

Definition of small vs large scale events
Media and public relations
Developing professional networks
Budgeting
Negotiation skills
Risk assessment
Measuring performance
Conflict Management

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	20	Theoretical content
Workshops	40	Development of ideas, guest speakers/players
Educational visits	20	Visits to large scale local events/expos
Independent Study	120	Research, networking, developing plans
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Plan for eSports Expo (LO1) Esports Expo Portfolio of Evidence (LO2 & 3) Critical Evaluation (LO4)	25% 50% 25% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Plan for eSports Expo (LO1&2) Case study Evaluation of planning tools used (LO3&4)	50% 50% 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kristina Bayntun-Norman Date: Sept 2023	**Approved by**: Ian Wallace Date: Sept 2023

Recommended Texts and Sources:

Chaloner, P. (2020) This is esports (and how to spell it) - 2020: An insider's guide to the world of pro gaming. London, England: Bloomsbury Sport.

Harvey, M. M. and Marlatt, R. (eds.) (2021) Esports research and its integration in education. Hershey, PA: Business Science Reference.

Hyun, B. (2020) Demystifying esports: A personal guide to the history and future of competitive gaming. Lioncrest Publishing.

Li, R. (2017) Good Luck have fun: The rise of eSports. New York, NY: Sky Pony Press.

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Scholastic (2020) Esports: The Ultimate Guide. New York, NY: Scholastic.

Stubbs, M. (2018) Esports: The ultimate gamer's guide. London, England: Templar Publishing.