Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	FD Esports
Teaching Institution	Belfast Metropolitan College
Awarding Institution	The Open University (OU)
Date of first OU validation	23rd November 2022
Date of latest OU (re)validation	N/A
Next revalidation	23rd November 2027
Credit points for the award	240 points
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2023
Underpinning QAA subject benchmark(s)	QAA Undergraduate Subject Benchmark Statements for Events, Leisure, Sport and Tourism (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory recognition	
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full time - Face to Face Part time - Face to Face
Duration of the programme for each mode of study	Full time- 2 years Part time 2.5 years
Dual accreditation (if applicable)	
Date of production/revision of this specification	27/10/2022

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

Educational aims and objectives

The proposed rationale of the programme is to:

1. Equip learners with the skills and knowledge relevant to employment in the Esports industry where broadcasting, management pedagogy and a range of technologies are used to inform decision making.
2. To support the participation of learners from a range of disciplines to equip them with the knowledge and skills to enter employment where data is used to shape organisational growth and sustainability.
3. To provide a solution to meet the needs of employers in business sectors where the application of IT skills, business and event management knowledge co exist within a Esports framework qualification.
4. To provide a sustainable pipeline of new talent for employers currently experiencing skills deficit in the ever growing area of Esports.
5. To provide an opportunity for learners to progress to a range of bachelor's degree (Hons) programmes.
6. To provide an opportunity for learners to experience and apply the knowledge and transferable skills in the workplace.

Target Audience:

The target audience is learners who have recently completed, A Level's or equivalent in the subjects;

These learners may wish to undertake a programme of study that combines Esports, covers a wide range of subjects in areas of Event management, Business, Health and Fitness, Computing, Graphic Design, Broadcasting and Journalism. The learners will learn all these skills in a subject area that they enjoy.

Structure:

- The FD in Esports will be structured in a way that supports transfer of academic knowledge and understanding and that this integrates with and supports the development of, vocational skills and competencies, whilst ensuring academic rigour.

- The structure of the Programme will take account of external reference points such as Frameworks for Higher Educational Qualifications, Professional Body accreditation schemes.

- The programme will ensure that the Work Based Learning (WBL) is relevant and contextualised within the scope of the employer need in this area in order to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the Programme is representing opportunities for employment across small and medium sized enterprises and self employment.

- WBL will be supported to enable learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. Whilst WBL will be supported and encouraged through a range of media including part time work, integrated work placements and real work environments, it will be defined clearly within the context where the WBL should lead to the identification and achievement of defined and related learning outcomes for the learner.

- The structure of the FD in Esports will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility and partnerships with industry.

- The learners will take part in extracurricular competitions outside of the classroom including the NUEL, Nativz Collegiate Irish University Competition and Red Bull blast to compete against other Universities across the UK. This will develop the learner's communication and teamworking skills as well as giving them a feel for the competitive nature of the Esports industry.

Progression Pathways

Belfast Metropolitan College aspire to offer the FD in Esports as a route to a bachelor's degree with honours course and would explore the options with OU in Esports. Alternatively, it is felt the FD in Esports provides learners with options for progression to a range of other providers/courses.

The Foundation Degree seeks to develop a range of intellectual, cognitive, practical and transferable skills. These are introduced across the programme and are developed both between and across each level. The programme has been designed in a way to provide learners with the opportunity to enhance their knowledge and skills at each level and within modules taught at each level. The programme and module design are based on research against similar programmes, benchmarking, the input of industry representatives and the views of students and alumni.

At Level 4 learners will undertake six compulsory 20 credit modules:

- The Esports Industry
- Health and Wellbeing within Esports
- Esports Content Creation
- Emerging Technology in Esports
- Games Design
- Shoutcasting and Hosting

At level 5 learners will undertake four compulsory 20 credit modules and one compulsory 40 credit module:

- Event Management in Esports
- Social Media Management
- Esports Live Event
- Live Esports Broadcast Production
- Work Based Learning

Upon successful completion of Level 4 and Level 5 modules, students will have attained the award of Foundation Degree (FD).

The programme will prepare learners to work in many creative industries covering a wide range of jobs. They also can progress on to BSc Hons related programmes.

The work-based learning element.

The programme will ensure that the Work based learning (WBL) is relevant and contextualised within the scope of the employer need in this area in order to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the Programme is representing opportunities for employment across small and medium sized enterprises and self employment.

WBL will be supported to enable learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. Whilst WBL will be supported and encouraged through a range of media including part time work, integrated work placements and real work environments, it will be defined clearly within the context where the WBL should lead to the identification and achievement of defined and related learning outcomes for the learner.

The structure of the FD in Esports will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility and partnerships with industry.

This is course/module specific.

The College will ensure employer involvement in the monitoring of progress by following the Quality Code, Advice and Guidance Theme 'Monitoring and Evaluation' https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation

List of all exit awards
Certificate in Higher Education in Esports (Cert HE) upon successful completion of 120 credits at Level 4. Foundation Degree in Esports (Fd) upon successful completion of 240 credits (120 credits at level 4 and 120 credits at level 5)

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Year/Semester runs in**
The Esports Industry	20			Yes	1/1
Health and Wellbeing within Esports	20			Yes	1/1
Esports Content Creation	20			Yes	1/1
Emerging Technology in Esports	20			Yes	1/2
Games Design	20			Yes	1/2
Shoutcasting and Hosting	20			Yes	1/2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Identify and demonstrate knowledge of some of the theories, concepts and principles underpinning the Esports industry.	• Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College's Virtual Learning Environment.

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
A2 Understand and explain the impact of new developments and their impact on the Esports industry. **A3** Demonstrate some knowledge and understanding of the social, cultural, ethical, environmental and legal issues which underpin best practice in the industry. **A4** Demonstrate knowledge of planning and implementation processes within industry projects.	• Assessment Methods: Coursework related to assignments, case studies and projects, open book assessments, presentations, practical observation and project reports.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Apply some theories, principles and concepts to situations within the Esports industry. **B2** Apply some management principles and practices. **B3** Apply a range of study skills and research techniques demonstrating the ability to interpret data and undertake independent research. **B4** Recognise issues within the Esports Industry.	**Learning and Teaching Methods**: Learners are challenged to develop their cognitive skills by developing arguments, strategies and hypotheses based upon their research. They will explore diverse topics and develop a critical analysis of their findings. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects. Students will be presented with briefs (both live and simulated) that utilises Project Based Learning, a student centred pedagogy.

3B. Cognitive skills	
	At Level 4 students, will be introduced to fundamental practices across the industry that they will further build on and analyse at Level 5. **Assessment Methods:** Learners will be assessed on their ability to critique and evaluate research. They will develop their knowledge using independent thinking skills and produce recommendations based upon and justified through supporting literature. The assessment focuses on the coursework submissions, class tests, end of semester presentations/examinations, essays and project reports. Some of these skills are assessed in formal presentations. Assessment strategies offer students clear guidance concerning future development. Self reflection and peer evaluation constitute an important part of formative assessment.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Undertake practical activities using technical skills and procedures whilst working as a manager/team member. **C2** Demonstrate practical/professional skills with due regard for safe working practices, procedures, concepts and legislation. **C3** Undertake independent research and effectively communicate findings. **C4** Design, plan and produce content in a variety of industry contexts.	• Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self directed learning employing and use of the College's Virtual Learning Environment. • Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation and project reports. • Application of hardware and software in an industry context. • Guest speakers/workshops to reflect on industry standards, procedures, best practice and current trends. • Use of project based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Develop effective written and oral communication and numerical skills including the application of IT. **D2** Use organisation skills (including task, time management and problem solving) both individually and in groups.	**Learning and Teaching Methods**: Transferable and fundamental skills are delivered throughout the course, i.e., lectures, coursework assignments. The teaching and learning of ICT skills will be within the course structure. Workshops include demonstrations such as ICT skills, PowerPoint and other I.T. applications,

3D. Key/transferable skills	
D3 Develop the ability to self appraise and reflect on practice in order to improve future performance. **D4** Demonstrate personal and interpersonal skills such as effective planning, organising, time management and teamwork.	presentations and library research skills. Other learning and teaching methodologies include team teaching, demonstration and peer learning. Workshops with lecturing staff and visiting professionals will support learners with research, academic writing and referencing throughout the year. Teaching and learning will be contextualised with social, ethical and legal relevance to the industry. Collaboration and communication techniques will be utilised through all learning and teaching activities, group discussions and simulations, project based learning activities, report writing and blended and virtual learning platforms. Over the course of the programme, learners are provided with essential information which they must then research, analyse and interpret. Learners will undertake further independent reading to broaden the understanding of specific problems and design principles. This is designed to stretch and challenge learners and develop their ability at Level 4 as preparation for Level 5. Creative thinking and critical analysis are engendered in every aspect of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level. **Assessment Methods:** Learners will develop subject knowledge from data examination and enhance their understanding of assessments. Throughout the programme learners will develop digital literacy by completing assessments and presentations using suitable methods.

3D. Key/transferable skills	
	The testing of learner knowledge is principally through coursework assignments, reports, online assessment, experimental reports and class tests. Assessment of teamwork is through submission of teamwork tasks, student/peer and self assessment and oral presentations. Assessment strategies offer students clear guidance regarding future development. Self reflection and peer evaluation constitute an essential part of formative assessment.

Exit Award: Certificate in Higher Education in Esports. (Cert HE)

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Event Management in Esports	20			Yes	1
Social Media Management	20			Yes	1
Esports Live Event	20			Yes	2
Live Esports Broadcast Production	20			Yes	2
Work Based Learning	40			No	1/2

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Evaluate theories, concepts and principles within the Esports industry. **A2** Be able to apply the processes and procedures for effective planning, operation and management within an Esports context. **A3** Demonstrate detailed knowledge of content creation within online platforms. **A4** Develop personal performance in a range of technical and managerial skills and integrate knowledge, skills and practices required for careers in the industry.	• Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College's Virtual Learning Environment. • Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation and project reports.

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Exercise critical thinking in the analysis of a range of appropriate theories, principles and concepts to situations within the Esports industry. **B2** Develop the ability to provide reasoned analysis of current practices in the sector in order to initiate improvement. **B3** Locate, extract and analyse data from multiple sources, including the appropriate acknowledgement and referencing of sources. **B4** Develop the ability to critically assess and reflect on own performance and peer feedback, providing constructive feedback where needed.	**Learning and Teaching Methods**: These intellectual cognitive skills are developed through lectures, seminars, tutorials or practical based activities, independent project work and work based learning activities. As with Level 4, students will be presented with briefs however, at Level 5, project based Learning will move to a more complex industry defined problems, forcing the students to develop their critical thinking, creativity and communication skills. At Level 5, WBL will guide the students to develop more critical awareness, enabling students to formulate ideas and confidently research and experiment to strengthen their outcomes. **Assessment Methods:**

3B. Cognitive skills	
	The formative and summative assessment focuses on coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books / Diary / Digital Diary, Reflective Journals, A/V evidence and completed products. Assessment strategies offer students clear guidance regarding future development. Self reflection and peer evaluation constitute an important part of formative assessment. Where students solve real life problems, cognitive skills are assessed via pitching and presenting ideas and peer feedback.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Plan, design and execute practical activities using techniques and procedures appropriate to the Esports Industry. **C2** Demonstrate practical/professional skills within a team setting - adapting and developing new skills and procedures for new situations whilst developing the product. **C3** Plan, design and create products using appropriate media and digital formats. **C4** Employ creative techniques to business related problems.	• Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self directed learning employing study packs and use of the College's Virtual Learning Environment. • Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation and project reports. • Application and use of online virtual labs that enable students to construct real life scenarios to experiment and test out practical approaches to simulate advanced network configurations. • Site visits to organisation and companies to reflect on industry standards, procedures, best practice and current trends.

3C. Practical and professional skills	
	• Use of project based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Identify key problem areas and choose appropriate tools and methods, numeracy and literacy skills, data and information for their resolution. **D2** Interact effectively within a team, giving and receiving information and ideas and modifying response where appropriate, to develop professional working relationships. **D3** Demonstrate personal and interpersonal skills such as the effective planning, organising, management of and responsibility for contributing to the bringing of projects to completion on time either independently or as a team member. **D4** Evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement.	**Learning and Teaching Methods:** Key/transferable skills will be developed through lectures, seminars and tutorials. This also includes ICT skills, information management, library research skills and preparation for placement activities. All transferable skills apply to theoretical disciplines, practical and work based activities. Other learning and teaching methodologies include team teaching, demonstration and peer learning. Learners will be provided with key information which they will research, analyse and interpret, then seek out further reading where they must independently broaden their understanding of specific problems and creative design principles. The fundamental design of the programme is to stretch learners, develop their skills at Level 5 as preparation for Level 6. Work Based Learning at Level 5 enable students to work in industry (or simulated) contexts driving them to become effective in their time management, taking responsibility for their work and managing working with others in a professional environment.

3D. Key/transferable skills	
	Creative thinking and critical analysis are applied to all aspects of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level. At Level 5, students are encouraged to develop their self reflection and set targets with the tutor, reflecting on feedback and responding to this. **Assessment Methods:** Formative and summative assessments will be shown through coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books / Diary / Digital Diary, Reflective Journals, A/V evidence and completed products, peer and supervisory review/evaluation.

Annexe 1 - Curriculum map A5, A6, B5 B6, B7, B8, C5,C6,C7,C8, D5, D6, D7 NOT APPLICABLE

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																														
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
4	The Esports Industry	✓	✓	✓	✓					✓	✓		✓						✓		✓					✓			✓			
	Health & Wellbeing within Esports	✓		✓						✓		✓						✓		✓	✓							✓	✓			
	Esports Content Creation	✓	✓		✓							✓						✓			✓					✓	✓		✓			
	Emerging Technology In Esports		✓							✓		✓								✓						✓						
	Games Design	✓			✓					✓	✓									✓	✓					✓						
	Shoutcasting & Hosting			✓	✓					✓								✓	✓		✓							✓				

Level	Study module/unit	Programme outcomes																														
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
5	Event Management in Esports	✓	✓		✓					✓		✓	✓					✓	✓		✓					✓	✓	✓	✓			
	Social Media Management		✓	✓	✓					✓	✓		✓					✓		✓						✓		✓				
	Esports Live Event	✓	✓		✓					✓	✓	✓						✓	✓		✓						✓		✓			
	Live Esports Broadcast Production	✓	✓		✓					✓	✓		✓					✓	✓	✓						✓	✓					
	Work-based Learning	✓	✓	✓	✓					✓	✓	✓	✓					✓	✓	✓	✓					✓	✓	✓	✓			