ARTS UNIVERSITY BOURNEMOUTH

bournemouth & poole the college

FdA

ESPORTS PRODUCTION BROADCASTING AND EVENTS

Course Specification

This Course Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the course and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Whilst every endeavour has been made to provide the course described in the Course Specification, the University reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances beyond its control. Any changes are made in accordance with the University's academic standards and quality procedures.

This document is available in alternative formats on request.

ARTS UNIVERSITY BOURNEMOUTH / BOURNEMOUTH & POOLE COLLEGE

COURSE SPECIFICATION

The Course Specification provides a summary of the main features of the **FdA Esports Production, broadcasting and events** course, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in the Unit Descriptors, which forms part of the Course Handbook.

Key Course Information	
Final Award	FdA
Course Title	Esports production, broadcasting and events
Award Title	FdA Esports production, broadcasting and events
Teaching institution	Bournemouth and Poole College
Awarding Institution	Arts University Bournemouth
Offered in the School of:	AUB Bournemouth Film School
Professional accreditation	None
Length of course / mode of study	Two years full time
Level of final award (in FHEQ)	Level 5
Progression route	To be confirmed
Subject benchmark statement	Art & Design (2020)
UCAS code	Tbc
Language of study	English
External Examiner for course: *Please note that it is not appropriate for students to contact external examiners directly*	To be confirmed
Date of Validation	March 2024
Date of most recent review	Not applicable
Date programme specification written/revised	August 2024

Course Description

This course is aimed at technical and creative students with a keen interest in digital broadcasting; a background in esports is desired but not essential. The main goal of the course is to equip the students with a robust knowledge of the content creation, promotion, broadcasting and live event streaming elements of the Esports industry. The course will also help students develop soft skills for example, creativity, problem solving and teamworking, all of which will be beneficial in any field.

The course is a response not only to the growing popularity of Esports but also the demand for developing the fundamental skills needed to produce engaging content for today's new media environments. With a focus on areas such as research, project planning, studio and streaming production, camera skills, editing, on screen graphics and post production, backed up with a strong theoretical aspect that looks at current regulation, the perception of the industry and representation there within.

FdA graduates will leave with a range of transferable digital skills, making them employable across multiple sectors or can progress to a higher level qualifications, such as BA(Hons) programmes at Bournemouth and Poole College or Arts University Bournemouth.

Distinctive features of the course

Identify 3-5 features which mark this course out as different to the norm. This could be features such as real-world experience, a focus on sustainability, interdisciplinary learning, or any feature which is not typical to other courses in this discipline.

Course Industry Patron Scheme: All courses at AUB are connected formally with an industry Patron, an industry practitioner or business that acts as a critical friend to the course and course team. Many courses work with several industry partners, but the more formal Industry Patron connection offers the opportunity to collaborate and maintain close relations with industry / business. This is a unique concept that ensures AUB courses are industry relevant and maintain current practices while providing further opportunities for students to engage with industry practitioners.

AUB Strategic vision

The FdA Esports production, broadcasting and events fits with the university's strategic vision in several ways:

Innovation and Collaboration: This course emphasises content creation, promotion, and broadcasting in esports, aligning with AUB's goal to foster innovation and collaboration. By equipping students with skills in these cutting-edge areas, the course supports the university's ambition to lead globally in arts, design, and media disciplines.

Professional Relevance and Impact: Through its focus on practical skills and industry engagement, the course contributes to AUB's objective of ensuring its graduates are professionally relevant and impactful. The skills taught are directly applicable to the evolving esports industry and relevant digital industries, preparing students for successful careers and enabling them to contribute significantly to their chosen specialist fields.

Course Aims

1. To provide a safe and stimulating environment in which students may develop their skills to a high standard and explore their own potential for a career in esports / esports production / digital events.

2. To encourage students to develop a comprehensive knowledge and experience of a wide range of techniques that improve their skills in digital content creation and production.

3. To engage students in academic research relating to the subject of esports and broadcast production in a variety of historical and current contexts.

4. To foster learners' creativity in the field of esports by acquainting them with notable practitioners and concepts in esports broadcast and providing an opportunity to emulate, experiment and innovate.

5. To stimulate the student's technical potential and emotional intelligence through collaboration with other practitioners, in their own, and other disciplines.

6. To provide students with transferable practical and academic skills in research, teamwork, IT and written and verbal communication.

7. To develop the student's ability to solve problems and innovate in the course of their work.

8. To prepare students as professional freelance and employed creatives.

Course Outcomes

By the end of this course, students should be able to:

1. Engage in content creation and production effectively utilising theory-based principles to inform creative decisions.
2. Demonstrate an in-depth knowledge of the historical, social, cultural and economic aspects of their specialism.
3. Analyse and evaluate key principles and concepts in relation to content creation for esports, developing a critical understanding of their subject area.
4. Demonstrate a proactive, enterprising and reflective approach to professional development in preparation for a range of career options including freelance work.
5. Demonstrate the ability to confront, explore and assimilate broadcast techniques, concepts, repertoires and practices.
6. Collaborate with other creative practitioners demonstrating an awareness of professionalism and subject specific knowledge.
7. Competently organise and participate in target driven work meeting deadlines and client demands.

Reference Points

UK Quality Code for Higher Education, including:
- Framework for Higher Education Qualifications (FHEQ)
- Subject Benchmark Statement: Art & Design (2020)

AUB LTAF and Undergraduate Assessment Regulations

Learning, Teaching and Assessment

The degree aims to expose the students to the diverse digital skill set that is required within the field of online events. Students will learn a wide range of technical and transferable broadcast skills, leading to a wide range of career options. Students will be supported to become highly employable professionals with the technical, creative and collaborative skills necessary to thrive in this dynamic, fast-paced sector.

Students will study a specialist programme focused on esports broadcast that offers a broad but interconnected selection of units. The course offers opportunities to explore different roles within the broadcasting world of esports and find their own areas of specialisation. The programme focuses on esports broadcasting, offering a broad but interconnected selection of

units. Level 4 units provide a firm grounding in key technical skills underpinned with contemporary theory which are developed at level 5 with increasing levels of complexity.

Throughout the FdA, students will engage in tutor-led, student led and self-directed study as advised by tutors / lecturers. The primary focus being that students develop the skills to become independent, motivated and reflective learners.

The programme's objectives for esports are achieved through the implementation of delivery methods including workshops, production sessions, practical classes, lectures, seminars, and tutorials. The programme's structure aims to guide students towards becoming independent creators at level 4, collaborative creators at level 5, ultimately leading to entrepreneurial creators at level 6. The curriculum emphasizes the integration of theoretical concepts with practical application, with an increasing emphasis on small group project work as students' progress through the course. The goal is to build students' confidence and independence as creators while providing varying levels of support. The course culminates with collaborative work experience projects with peers in esports and other related fields.

An outline of learning and teaching strategies:

Students are expected to engage independently with the course (recommended 20 hours a week outside of class to include reading, note taking, studio work, as examples). In addition, the programme of study is likely to include the following:

- **Skills Workshops** offer practical training and exercises in which you will be able to engage in strategies and creative activities relating to a specific practitioner or theorist within a safe and supportive environment
- **Individual tutorials** provide an opportunity to discuss your individual progress within a skill, a unit or in the course generally. They are used by either your personal tutor to discuss specific issues arising or by your unit leader to provide constructive feedback on guidance regarding how to improve
- **Group tutorials** allow you to share your experiences with your group and tutors offering opportunities to assure effective strategies are adopted in the management of your work
- **Lectures** are oral and/or visual presentations on a particular area of study intended to be presented in a formal environment
- **Seminars** are group-based activities to generate discussion and debate around a particular topic and/or theory
- **Presentations** allow you the opportunity to prepare and present to a group of your peers. It enables you to engage with a topic on a more formal context assuring you are presenting in line with academic expectations
- **Practical Fieldwork** in which students will carry out activities relating to their subject beyond the confines of the classroom and studio with, and without, support.
- **Collaborative Projects** in which students work alongside students from other arts disciplines (Film, Digital arts, Animation, Dance etc) to complete projects for communication to internal and external audiences.
- **Independent Study:** HE students are expected to take notes in all classes to support independent study and practice outside of the class environment.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement, and also provides students with regular feedback on how their learning is developing.

For every unit of a course, we will inform students of what they are expected to learn; what they need to submit; how their work will be assessed; and the deadline for presenting work for assessment.

A minimum of one unit at Level 4 will be assessed on a pass/fail basis, with written feedback but no numerical grade. All other units will be given a percentage mark.

Students will receive a final mark for each unit in the form of a percentage, which will be recorded on a formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

On successful completion of an FdA course, students will be awarded a classification based on their unit marks. The final classification is determined using all unit marks at Levels 5.

For further information on assessment, progression, awards, and classifications, please visit https://aub.ac.uk/regulations

Student engagement

All students will be invited to take part in surveys to solicit feedback on their experience at course and unit level.

Each year group will be represented by an elected Course Representative who will have the opportunity to feedback group concerns and recommendations to the programme team throughout the year.

Course Structure

All students are registered for the award of Foundation Degree (FdA); however, exit awards are available if a student leaves the course early, having successfully completed a stage. If students successfully complete a level of the course, they will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), students must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if a student leaves the University following successful completion of the first year of the course.

For the award of a Foundation Degree (FdA), students must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification will be awarded upon successful completion of the course.

Core Values and Skills

As part of the degree students will be introduced to Bournemouth and Poole College's 'Creative Mindset' strategy which aims to teach transferable employment-based soft skills during the degree program. We believe this is crucial to preparing students for their future careers and making them more employable, as these skills are highly valued by employers and can be applied in various professional settings. We aim to provide our students with opportunities to develop communication, teamwork, problem-solving, time management, and adaptability skills, among others.

In developing courses, the University aims to create a curriculum that reflects its values and ethos. It should prepare students for the future not only in enabling them to have a successful career, but also empower students with the knowledge, skills and passion to have a positive impact on the world and be an agent for change. AUB has drawn from the United Nations Sustainable Development Goals (SDGs) (https://sdgs.un.org/goals) which have informed our values of Equality, Diversity and Inclusion as well as our Graduate Attributes.

Equalities Diversity and Inclusion (EDI)

The purpose of Bournemouth and Poole College is to transform students' futures. Its mission is to champion lifelong learning to benefit individuals, the community and the economy. The College's approach to all aspects of its work is student-centred and underpinned by our core values:

- A passion for learning and success
- Supportive and caring.
- Respectful and considerate.
- A champion for equality through learning
- Ambitious and tenacious.

In terms of programme content, the College has set the following priorities in its EDI Strategy to ensure the embedding of the principles of Equality, Diversity and Inclusion in the curriculum and in all aspects of the student experience.

Curriculum

- To develop the curriculum and ensure high-quality, inclusive content that inspires all students
- To increase the use of accessible teaching, learning and assessment practice
- To actively involve wider community groups in the development of our curriculum

Environment

- To continuously improve our college environment to ensure accessibility and parity for people of all protected characteristics

Graduate Attributes (GA)

Over recent years, there has been an increasing pace of change, technological, social, environmental. This has been further impacted by the world-wide pandemic effecting significant change in the global economy and the employment market.

In this context, the University has recognised the importance of developing AUB graduates who have the attributes to be able to build their career, adapting to different circumstances and embracing changes. A suite of attributes has been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB's core values; during your course, both curricular and extra-curricular activities will give you the opportunity to prepare for your working career.

The course will introduce students to topics which are integrated with the curriculum at every stage of learning. This will allow the student to structure their career development journey through levels 4-5 of the course and consider the following stages: Self Awareness, Opportunity Awareness, Decision Making and Transitioning into Work. These align to the AUB Career Readiness stages: Explore, Focus, Engage and Achieve.

In practice, this means that each unit of the course, at each Level, will include elements of career development and these will be shown explicitly in unit descriptors and outline syllabuses. Whilst students engage with these as they go through each unit, they will all come together in the final unit at each Level. Such an approach is designed to support

students in the next steps they take after graduation, in whatever direction those may be, and is fundamental to degree studies.

Maintaining Health and Wellbeing

Throughout the course students are encouraged to reflect on their own health and wellbeing, and to develop themselves as a healthy creative practitioner. Students will consider how to develop study and work strategies and habits which maintain and promote their own wellbeing, and to manage their professional activities in a way which safeguards their mental and physical health.

Course staff have designed the course in order that, as far as is reasonably possible, health and wellbeing are promoted. Therefore, it is vital students maintain constructive communication with their colleagues and their staff throughout their time on this course.

Course Content

The esports course consists of two years of study at Level 4 and Level 5, with each lasting one academic year of full-time study. Throughout the course, students will have opportunities to delve into various aspects of the industry, such as broadcast, content creation, performance, and production, both as independent creators/producers and as collaborators. As students' progress through the program, they will gain practical experience and develop their skills in these areas.

Level 4

Level 4 will consist of three 40 credit units delivered over one term (ten weeks) each. In this first year students will establish an understanding of the fundamentals of media production through practical projects that give them exposure to industry standard equipment. They will attend workshops on industry workflow and have first-hand experience of implementing said workflows. Students will explore broadcast standards, copyright constraints, technical terminology, ethics and representation with the sector they aim to work in.

The primary objective in term 1 is to develop students' proficiency in conducting primary and secondary research by leveraging their personal knowledge and interest in the esports industry. The findings obtained from this research will form the foundation of their entry into the technical domain of esports broadcasting.

Term 2 will see students engaging with contemporary theory to review the ethical and moral issues presented in this rapidly changing sector. This will entail students selecting issues of personal interest and carrying out primary and secondary research which will inform project proposals for cases studies within the esports community.

In Term 3 students will prepare a pre-recorded broadcast of an event, utilising the video skills, knowledge and studio practice required in industry. This experience builds towards the more complex skills required at level 5 where students have to manage the additional challenges and pressure of delivering a live event.

Level 5

The course at level 5 will consist of two 20 credit units and two 40 credit units. The aim of Level 5 is for the student to build on the independent skills developed at level 4 to become confident collaborators. With this aim in mind level 5 offers the opportunity to explore innovative work from the past and present and reflect on project work completed at level 4.

The first term focuses on exploring the tactical elements and functionality of the esports community. Students will create a series of instructional videos using a mixture of in game

footage and professional audio recording to be shared on YouTube or Twitch. By engaging in this project, students will gain practical experience in producing and presenting content while developing their knowledge and understanding of the tactical elements of esports. Students will also work on a professional practice unit that will run alongside the practical unit in the first term during this unit students will be expected to work independently and collaboratively, building their skills and knowledge of the esports industry.

Term 2 of the esports course will provide students with the opportunity to gain practical experience in two key areas: professional practice and event marketing. They will be responsible for developing a marketing plan, creating promotional materials, and managing the event's social media presence. By the end of the term, students will have developed their skills and knowledge, preparing them for a successful career in the esports industry.

In the third term, the main focus will be on preparing for a live esports event. The objective is to provide students with hands-on experience in event planning and management. Students will create a marketing campaign to generate buzz and attract a live audience. By participating in this project, students will develop their event planning and management skills while gaining valuable experience in the production and marketing of esports events.

Course Units

Unit Code	Unit Title	Credit
Level 4		
EPB401	Technical skills 1 – Contemporary Content Creation	40
EPB402	Contextual Studies 1 – Esports Representation	40
EPB403	Technical skills 2 – Esports event planning and broadcasting	40
Level 5		
EPB501	Technical skills 3 – Game Tutorial Series	20
EPB502	Collaborative Project 1 – Marketing for the Esports Industry	20
EPB503	Technical skills 4 – Professional Development	40
EPB504	Event – Live Esports Broadcast	40

Recommended reading list

The titles below are for academic support and may be introduced in support of research tasks within units or via the library staff to support your academic writing.

Bailey, S. (2015). *Academic writing: a handbook for international students*. 4th ed. Abingdon: Routledge. [also available as an e-book]

Cottrell, S. (2013). *The study skills handbook*. 4th ed. Basingstoke: Palgrave Macmillan.

Crème, P and Lee, M. (2008). *Writing at university: a guide for students*. Milton Keynes: Open University Press. [also available as an e-book]

Gash, S. (2000). *Effective literature searching for research*. 2nd ed. Aldershot: Gower Press.

Greetham, B. (2018). *How to write better essays.* 4th ed. Basingstoke: Palgrave Macmillan. [also available as an e-book]

Peck, J and Coyle, M. (2012). T*he student's guide to writing: grammar, punctuation and spelling*. 3rd ed. Basingstoke: Palgrave Macmillan.

van Emden, J and Becker, L. (2016). *Presentation skills for students*. 3rd ed. Basingstoke: Palgrave Macmillan. [also available as an e-book]

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

<table>
<tr><td></td><td colspan="30">Level 4</td></tr>
<tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr>
<tr><td></td><td colspan="10">Autumn Term</td><td colspan="10">Spring Term</td><td colspan="10">Summer Term</td></tr>
<tr><td rowspan="2">Induction week</td><td colspan="10">EPB401 Technical Skills 1 –
Contemporary Content Creation
(40 credits)</td><td colspan="10">EPB402 Contextual Studies 1 –
Esports Representation
(40 credits)</td><td colspan="10">EPB403 Technical Skills 2 –
Esports Event Planning and Broadcasting
(40 credits)</td></tr>
<tr><td colspan="30">Tutorial / PDP 1.5 hours per week</td></tr>
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<tr><td></td><td colspan="30">Level 5</td></tr>
<tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr>
<tr><td></td><td colspan="10">Autumn Term</td><td colspan="10">Spring Term</td><td colspan="10">Summer Term</td></tr>
<tr><td rowspan="3"></td><td colspan="10">EPB501 Technical Skills 3 –
Game Tutorial Series
(20 credits)</td><td colspan="10">EPB502 Collaborative Project 1 –
Marketing for the Esports Industry
(20 credits)</td><td colspan="10" rowspan="2">EPB504 Event –
Live Esports Broadcast
(40 credits)</td></tr>
<tr><td colspan="20">EPB503 Technical Skills 4 –
Professional Development
(40 credits)</td></tr>
<tr><td colspan="30">Tutorial / PDP 1.5 hours per week</td></tr>
</table>