



Qualification Specification



Qualification summary

Qualification title	NCFE Level 2 Diploma in Esports
Ofqual qualification number (QN)	610/7541/3
Guided learning hours (GLH)	280
Total qualification time (TQT)	420
Minimum age	16
Qualification purpose	<p>This qualification is designed for learners seeking to develop knowledge and skills across occupational areas within the esports industry, including media, business, coaching, event management and artificial intelligence (AI).</p> <p>It provides sector-informed understanding and practical competencies, enabling learners to specialise in one or more occupational areas. This structured approach supports learners in gaining the skills and insight required to meet industry expectations and progress into further study, training or employment within the wider esports sector.</p>
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/7541/3.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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Section 1: introduction

Please note this is a draft version of the Qualification Specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- focus on the study of esports as a developing digital and competitive discipline
- offer breadth and depth of learning through a core body of sector-relevant knowledge
- provide opportunities for learners to acquire a range of practical and technical skills.

The objectives of this qualification are to:

- enable learners to identify career pathways within the esports industry
- develop technical skills across a variety of associated fields
- support learners in applying these skills effectively in practical contexts.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for learners who have an interest in esports and who wish to pursue a career in media, events, business, coaching, technology, AI and digital support.

It may also be useful to learners studying qualifications in the following sectors/areas:

- business
- event management
- IT or computing
- media.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification.

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.



Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

This qualification consists of 1 mandatory unit and 15 optional units across 5 occupational areas:

To be awarded this qualification learners are required to successfully achieve the **mandatory** unit and **6 optional** units.

Mandatory units

Unit number	Unit title	GLH
T/652/1895	Unit 01 Introduction to the esports industry	40

Optional units

Business

Unit number	Unit title	GLH
Y/652/1896	Unit 02 Foundations of esports business and revenue operations	40
A/652/1897	Unit 03 Entrepreneurship and innovation in esports	40
D/652/1898	Unit 04 Esports marketing and branding essentials	40

Media

Unit number	Unit title	GLH
F/652/1899	Unit 05 Introduction to media content creation	40
M/652/1900	Unit 06 Visual techniques for content creation	40
R/652/1901	Unit 07 Introduction to media broadcasting	40

Coaching

Unit number	Unit title	GLH
T/652/1902	Unit 08 Introduction to coaching in esports and player care	40
Y/652/1903	Unit 09 Player psychology and strategy development	40
A/652/1904	Unit 10 Coaching tools and player care techniques	40

Event Management

Unit number	Unit title	GLH
D/652/1905	Unit 11 Introduction to esports event management	40
F/652/1906	Unit 12 Event Planning and Logistics	40
H/652/1907	Unit 13 Shoutcasting and Live Broadcasting	40

Artificial Intelligence (AI)

Unit number	Unit title	GLH
J/652/1908	Unit 14 Introduction to AI in esports	40
K/652/1909	Unit 15 Data collection and management	40
R/652/1910	Unit 16 AI-powered performance analysis	40



Please refer to the list of units in Appendix A or the unit summaries in Section 2 for further information. To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
 - production assistant
 - esports event assistant
 - marketing assistant
 - assistant esports coach
- further education:
 - Level 3 Diploma in Esports.

Resource requirements

There are no mandatory resource requirements for this qualification/these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the Level 2 Diploma in Esports.

Unless otherwise stated in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:



- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

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Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including grading, level, and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in Section 3.

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Unit 01 Introduction to the esports industry (T/652/1895)



Unit summary			
This unit explores esports development, key milestones, and technology's role in growth. It examines business models, their impact, and risks, alongside how streaming platforms influence viewership. It also considers current industry trends and how they influence business decisions.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the origins and development of esports	1.1 Describe the early history of esports
	1.2 Identify key milestones in the evolution of esports
	1.3 Explain how technology has influenced esports growth
2. Understand business models in esports	2.1 Describe different business models used in esports
	2.2 Explain how business models affect esports organisations
	2.3 Describe the risks associated with esports business models
3. Understand the role of technology in esports business	3.1 Describe how technology supports growth in esports
	3.2 Explain how streaming platforms influence viewership
	3.3 Describe technological trends shaping esports
4. Understand key trends in the esports business landscape	4.1 Distinguish current trends in esports business
	4.2 Describe how trends influence business decisions
	4.3 Explain why staying informed about industry trends is important

Range
1. Understand the origins and development of esports
1.3 Technology The learner must consider: <ul style="list-style-type: none"> • connectivity and accessibility • hardware and software • streaming • broadcasting platforms • global accessibility and diversity
2. Understand business models in esports
2.1 Different business models The learner must consider:



Range

- sponsorship
- media rights
- merchandised
- event revenue.

2.3 Risks associated with esports business models

The learner must consider:

- over reliance on sponsorship
- sudden changes in market trends
- audience behaviour shifts
- data misuse.

3. Understand the role of technology in esports business

3.1 How technology supports growth in esports

The learner must consider:

- streaming platforms
- online tournament software
- gaming hardware.

3.3 Technological trends shaping esports

The learner must consider:

- virtual reality (VR)
- artificial intelligence (AI)
- mobile gaming
- data analytics.

4. Understand key trends in the esports business landscape

4.1 Current trends

The learner must consider:

- global expansion
- franchising
- sponsorship growth
- cross-media collaborations.

4.2 How trends influence business decisions

The learner must consider:

- marketing
- partnerships
- team management
- game development.

**Delivery and assessment guidance**

AC1.1 Learners could produce a written summary or digital timeline outlining the history.

AC1.2 Learners could use visual aids (for example charts or infographics) to present the key milestones throughout the evolution of esports.

AC2.1 Learners could describe two business models highlighting main features and giving simple examples of how each operates in esports.

AC2.2 Learners could explain how business models influence revenue, growth, and sustainability for esports organisations, providing at least two simple examples.

AC3.2 Learners could give a short written explanation or infographic comparing two streaming platforms and their impact on audience engagement and viewing trends.



Unit 02 Foundations of esports business and revenue operations (Y/652/1896)



Unit summary			
This unit explores how esports organisations generate revenue and support sustainability. It examines stakeholder roles and collaboration to deliver revenue generating projects, along with different sponsorship types, advertising's impact on audiences, and how innovation and technology drive esports business expansion.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how revenue streams sustain esports businesses	1.1 Describe the main sources of revenue in esports organisations
	1.2 Explain how different income sources support the sustainability of an esports organisation
	1.3 Explain the role of stakeholders in the esports ecosystem
2. Understand how stakeholders collaborate to generate commercial opportunities	2.1 Identify the roles of key stakeholders in commercial esports operations
	2.2 Explain how stakeholders collaborate to deliver revenue-generating projects
	2.3 Describe the advantages and disadvantages of having global brands involved in esports
3. Understand sponsorship and advertising models in esports	3.1 Describe common types of sponsorship and advertising used in esports
	3.2 Explain how sponsorship and advertising impact audience experience and brand value
	3.3 Describe how technology is evolving to support sponsorship and advertising
4. Understand business growth and sustainability in esports	4.1 Describe methods used by esports organisations to grow their business
	4.2 Explain how innovation and technology support esports business expansion
	4.3 Summarise good practice for ensuring financial sustainability in esports organisations

Range
1. Understand how revenue streams sustain esports businesses
1.1 Main sources of revenue
The learner must consider:
<ul style="list-style-type: none"> • sponsorship • media rights • merchandise



Range

- ticket sales
- streaming income
- digital goods
- licensing.

1.2 Income sources

The learner could consider:

- cash flow
- diversification
- long-term contracts
- audience growth.

2. Understand how stakeholders collaborate to generate commercial opportunities

2.1 Key stakeholders

The learner could consider:

- teams
- players
- publishers
- tournament organisers
- sponsors
- streaming platforms
- advertisers
- influencers.

2.2 Collaborate

The learner must consider:

- co-branded tournaments
- content partnerships
- sponsorship deals
- in-game promotions.

3. Understand sponsorship and advertising models in esports

3.1 Types of sponsorship

The learner must consider:

- team sponsorship
- event naming rights
- product placement
- digital ads
- affiliate marketing.

3.2 Impact

The learner must consider:



Range

- brand visibility
- fan engagement
- authenticity
- market perception.

4. Understand business growth and sustainability in esports

4.1 Methods

The learner could consider:

- merchandising expansion
- international franchising
- content creation
- community events
- mobile markets.

4.2 Innovation and technology

The learner could consider:

- AI analytics
- cloud gaming
- blockchain ticketing
- interactive streaming
- mobile tournaments.

4.3 Good practice

The learner could consider:

- budget control
- diversified income
- ethical partnerships
- data-driven planning.

Delivery and assessment guidance

AC1.1 Learners could describe each source with examples of where it is used in esports (for example, team merchandise sales or broadcast rights for a major tournament). Learners could produce a written table or infographic summarising revenue streams.

AC1.2 Learners could provide a short essay with one real-world example of a team or event balancing its revenue mix.

AC1.3 Learners could provide a written or oral explanation of how different stakeholders interact and contribute to esports business operations, (for example how publishers, teams, sponsors, and streaming platforms work together to deliver tournaments). Learners may support their explanation using a simple real-world case study or a hypothetical esports event.

AC2.1 Learners could describe how each stakeholder contributes to commercial activities. They could produce a diagram or a small audio/video recording mapping stakeholder relationships.



Delivery and assessment guidance

AC2.2 Learners could explain how partnerships create mutual benefits and expand audience engagement. Learners could produce a short case study analysis or presentation on a real partnership.

AC3.1 Learners could describe how each type works and its benefits for brands and organisations through a list or poster illustrating examples with brief descriptions.

AC3.2 Learners could discuss positive and negative impacts of branding within streams and events through a short essay comparing two examples of effective sponsorship integration.

AC3.3 Learners could provide a short, written summary of new technologies, for example, immersive experiences, AI, automation, precision sponsorship (event technology) or data analytics and how these may impact sponsorship and advertising models.

AC4.1 Learners could describe growth methods with examples of teams or publishers using them. They could present their findings in a table or short presentation summarising three growth methods.

AC4.2 Learners could produce a short report linking one innovation to a business growth example.

AC4.3 Learners could highlight strategies for stable operations and responsible growth. Learners could produce a checklist or short essay outlining three key sustainability practices.



Unit 03 Entrepreneurship and innovation in esports (A/652/1897)

Unit summary			
This unit explores esports entrepreneurship, focusing on innovation, market analysis, and business development. It covers creating, testing, and adapting business ideas, alongside problem-solving techniques. The unit also examines common startup risks and highlights the importance of effective risk management for long-term success.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the traits of successful esports entrepreneurs	1.1 Identify traits of esports entrepreneurs
	1.2 Explain how innovation supports esports entrepreneurship
	1.3 Describe differences between entrepreneurial and traditional business mindsets
2. Understand how to generate esports business ideas	2.1 Describe how market analysis helps create business ideas
	2.2 Explain the importance of testing business ideas
	2.3 Describe the steps to start an esports business
3. Be able to solve business problems creatively	3.1 Describe how to update business models to remain competitive
	3.2 Explain the value of adaptability in business success
	3.3 Apply problem-solving techniques to an esports scenario
4. Understand risk management in esports startups	4.1 Identify common risks in esports entrepreneurship
	4.2 Describe how to reduce risks in esports startups
	4.3 Describe the impact of poor risk management

Range
1. Understand the traits of successful esports entrepreneurs 1.3 differences between entrepreneurial and traditional business mindsets The learner must consider: <ul style="list-style-type: none"> • entrepreneurial <ul style="list-style-type: none"> ○ risk taking ○ flexibility ○ growth orientation • traditional business <ul style="list-style-type: none"> ○ stability and structure.
2. Understand how to generate esports business ideas 2.2 Importance of testing business ideas The learner must consider:



Range

- feasibility
- market feedback
- analysing competitors
- pilot projects
- audience interest.

2.3 Steps to start an esports business

The learner must consider:

- idea generation
- market research
- business planning
- funding
- marketing
- launch.

3. Be able to solve business problems creatively

3.3 Problem-solving techniques

The learner could consider:

- idea generation
- SWOT analysis
- solution generation.

4. Understand risk management in esports startups

4.2 How to reduce risks

The learner must consider:

- diversifying income
- setting up contracts
- legal compliance
- back up plans
- policies.

Delivery and assessment guidance

AC1.2 Learners could explain how using new ideas, technologies, or approaches helps esports entrepreneurs develop businesses.

AC2.1 Learners could describe how researching market gaps, audience needs, and competitor activity can help generate esports business ideas. Learners may use simple examples from the esports sector.

AC2.2 Learners could explain why it is important to test ideas before launching. The evidence could be presented as a written explanation or scenario-based task.

AC3.3 Learners could demonstrate how to apply creative problem-solving methods to resolve a basic business issue in esports (for example, declining viewership, revenue loss). The tutor could provide a set of scenarios for learners to apply problem-solving techniques.



Unit 04 Esports marketing and branding essentials (D/652/1898)

Unit summary			
This unit explores esports marketing strategies, focusing on digital platforms and brand growth. It examines building strong identities, maintaining consistency, and using relevant marketing techniques. It also covers evaluating campaign success, adapting to trends, and developing audience loyalty.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand core principles of esports marketing	1.1 Illustrate the key parts of a marketing strategy
	1.2 Explain how digital platforms support esports marketing
	1.3 Describe how marketing supports brand growth
2. Understand the role of branding in esports	2.1 Describe the elements of a strong esports brand
	2.2 Explain how to create a brand identity
	2.3 Describe why brand consistency matters
3. Be able to apply marketing techniques	3.1 Apply social media methods to promote a brand
	3.2 Illustrate the use of influencers in esports marketing
	3.3 Evaluate a brand and marketing campaign success using engagement data
4. Understand how to create a long-term branding plan	4.1 Plan steps to build a branding strategy
	4.2 Explain how to update branding for market trends
	4.3 Describe the value of building loyal audiences

Range
<p>1. Understand core principles of esports marketing</p> <p>1.1 Key parts of a marketing strategy</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> target audience promotion channels pricing messaging content creation. <p>1.2 How digital platforms support esports marketing</p> <p>The learner must consider:</p>



Range
<ul style="list-style-type: none"> • social media • streaming services • content platforms.
2. Understand the role of branding in esports
2.1 Elements The learner must consider: <ul style="list-style-type: none"> • logo • colours • brand message • team identity • fan engagement • fan loyalty.
2.2 How to create a brand identity The learner must consider: <ul style="list-style-type: none"> • visuals • messaging • story • audience alignment.
2.3 Brand consistency The learner must consider: <ul style="list-style-type: none"> • colours • logos • communication style • values.
3. Be able to apply marketing techniques
3.3 Engagement data The learner could consider: <ul style="list-style-type: none"> • views • likes • shares • subscriber growth.
4. Understand how to create a long-term branding plan
4.1 Branding strategy The learner must consider: <ul style="list-style-type: none"> • defining the brand • setting goals • building awareness



Range

- growing a loyal audience.

4.2 Market trends

The learner must consider:

- new game releases
- audience shifts
- cultural trends
- platform changes.

4.3 Building loyal audiences

The learner must consider:

- brands financial stability
- sponsorship attractiveness
- long-term growth.

Delivery and assessment guidance

AC1.2 Learners could consider how digital platforms are used to promote esports content and reach audiences.

AC1.3 Learners could consider how different marketing activities help to increase brand awareness and build a positive reputation. Real-world esports examples may be included.

AC3.1 Learners could create sample posts or short content plans for social media platforms showing how esports brands can engage audiences.

AC3.2 Learners could explore how influencers are used in esports marketing and the types of activities they are involved in. Learners could refer to relevant examples to demonstrate understanding.

AC3.3 Tutors could provide the learners with case scenarios to evaluate the campaign success.



Unit 05 Introduction to media content creation(F/652/1899)

Unit summary			
This unit explores the role of media in esports and how to create simple media content. It covers the steps involved in media planning and the importance of scheduling media production to develop a basic media production schedule. The unit also incorporates the use of basic video editing tools and application graphic design principles to create esports promotional materials.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of media creation in esports	1.1 Describe the role of media in the esports industry
	1.2 Identify the key components of effective media content in esports
	1.3 Explain how to create simple media content for esports audiences
2. Be able to plan media projects for esports events	2.1 Explain the steps involved in media project planning
	2.2 Describe the importance of scheduling in media production
	2.3 Demonstrate how to develop a basic media production schedule
3. Be able to use key tools in esports media production	3.1 Identify the basic tools and software used in esports media creation
	3.2 Explain the purpose of key tools used in creating esports content
	3.3 Demonstrate how to use media tools to create a simple esports graphic
4. Be able to execute basic media production techniques for esports content	4.1 Demonstrate the use of basic video editing tools for esports content
	4.2 Apply graphic design principles to create esports promotional materials
	4.3 Illustrate the process of creating a social media post for an esports event

Range
1. Understand the principles of media creation in esports
1.1 Role of media The learner must consider: <ul style="list-style-type: none"> • event coverage • audience engagement • brand promotion • storytelling.
1.3 Media content



Range
<p>The learner must consider:</p> <ul style="list-style-type: none"> • short video clip • promotional or highlight reel • basic graphic or social post targeting a specific esports audience.
<p>2. Be able to plan media projects for esports events</p> <p>2.1 Steps involved</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • idea generation • scripting • equipment selection • scheduling • editing • final delivery.
<p>3. Be able to use key tools used in esports and media production</p> <p>3.2 Purpose of key tools</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • editing tools • design tools • streaming tools. <p>3.3 Esports graphic</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • creating a logo • creating a banner • creating a thumbnail.
<p>4. Be able to execute basic media production techniques for esports content</p> <p>4.1 Video editing</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • basic cuts • transitions • simple effects. <p>4.2 Graphic design principles</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • use of appropriate design software • application of layout and composition principles • use of colour in relation to brand identity • consistency of branding elements across visual outputs.



Range

4.3 Creating a social media post

The learner must consider:

- text
- image selection
- platform choice
- audience targeting considerations.

Delivery and assessment guidance

AC1.3 Learners could produce a short video clip no more than 60 seconds.

AC2.2 Learners could describe why setting deadlines for filming, editing, and delivery is crucial for successful esports media projects. Evidence may include written tasks or project examples.

AC2.3 Learners could create a simple timeline for a short media project, including key production stages and deadlines.

AC3.1 The learner could consider mobile or browser-based media tools and audio editing programs.

AC4.1 Learners could produce a short, edited video for example, gameplay highlights or event promo.

AC4.2 Learners could create a simple poster, thumbnail, or banner. As part of the task, they should explore how to tailor content for various platforms and make use of templates or automated editing features.

AC4.3 Learners could describe or visually show how they created a sample post.



Unit 06 Visual techniques for content creation(M/652/1900)

Unit summary			
This unit explores key visual design principles in esports media, including colour, composition, and typography. It examines the use of design and editing tools, and how visuals enhance storytelling and engagement. Learners apply techniques to create impactful esports content and improve audience experience through effective visual communication.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the elements of visual design for esports media	1.1 Explain the principles of colour theory in esports media design
	1.2 Illustrate the importance of composition in creating impactful esports visuals
	1.3 Describe the role of typography in esports media and branding
2. Be able to use visual tools to create engaging content	2.1 Describe the features of graphic design software used for esports content creation
	2.2 Explain how video editing platforms enhance the appeal of esports content
	2.3 Demonstrate how to use visual tools to create an esports promotional asset
3. Understand how to enhance visual storytelling in esports content	3.1 Explain how visual elements contribute to narrative development in esports content
	3.2 Illustrate the use of visuals to evoke emotion in esports media
	3.3 Describe techniques for creating immersive visual experiences in esports media
4. Be able to apply visual techniques to enhance esports content	4.1 Apply graphic design techniques to create esports content
	4.2 Demonstrate the use of video editing effects to enhance esports media
	4.3 Explain the impact of visual techniques on audience engagement

Range
1. Understand the elements of visual design for esports media
1.1 Colour theory
The learner must consider:
<ul style="list-style-type: none"> audience emotions brand identity visual appeal.
1.2 Composition



Range

The learner must consider:

- balance
- focal points
- alignment
- spacing.

1.3 Typography

The learner must consider:

- font selection
- size
- layout
- branding
- readability
- audience engagement.

2. Be able to use visual tools to create engaging content

2.1 Features of graphic design software

The learner must consider:

- layers
- templates
- filters
- text tools
- export options.

2.2 Video editing

The learner must consider:

- transitions
- effects
- pacing
- audio syncing.

3. Understand how to enhance visual storytelling in esports content

3.1 Visual elements

The learner must consider:

- character design
- game environment visuals
- animation sequences.

3.2 Visuals

The learner must consider:



Range

- lighting
- camera angles
- effects.

3.2 Emotion

The learner must consider:

- excitement
- tension
- elation.

3.3 Techniques

The learner must consider:

- camera movement
- camera angles
- overlays
- motion graphics
- lighting effects.

4. Be able to apply visual techniques to enhance esports content

4.1 Graphic design techniques

The learner must consider:

- use of visual effects:
 - 3D effects
 - gradients
- application of blending techniques
- use of dynamic or experimental typography.

4.2 Video editing effects

The learner must consider:

- transitions
- slow motion/fast motion
- text overlays
- animations.

4.3 Visual techniques

The learner must consider:

- visual storytelling
- interactive visual techniques
- technical editing
- high impact content.

**Delivery and assessment guidance**

AC2.3 Learners could design a simple promotional banner, thumbnail, or short video clip using design or editing software.

AC4.1 Learners could produce a more advanced esports visual than they produced for 2.3 (for example, poster, stream overlay, event banner).

AC4.2 Learners could edit a short video sequence. A step-by-step explanation could accompany the submission.

AC4.3 Learners could explain how techniques attract viewers, keep attention, and create memorable esports experiences.



Unit 07 Introduction to media broadcasting (R/652/1901)

Unit summary			
This unit explores post-production techniques in esports media, including editing workflows, organisation, and timeline structuring. It examines pacing, sequencing, transitions, and effects, alongside audio and visual enhancements. Learners apply colour grading, synchronisation, and special effects to produce high-quality, professional esports media content.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the post-production process for esports media	1.1 Describe the steps involved in the post-production process for esports media
	1.2 Explain the importance of maintaining file organisation during post-production
	1.3 Illustrate how to structure a timeline for editing esports content
2. Be able to edit esports media effectively	2.1 Explain the role of pacing in editing esports media
	2.2 Illustrate the use of transitions to enhance esports content
	2.3 Demonstrate sequencing techniques to organise esports media effectively
3. Be able to use effects and transitions to improve media quality	3.1 Describe the role of visual effects in enhancing esports media
	3.2 Explain the importance of audio enhancements in improving media quality
	3.3 Demonstrate how to use effects and transitions to improve video flow
4. Be able to implement post-production techniques	4.1 Explain the use of special effects to create professional-grade esports media
	4.2 Apply colour grading techniques to enhance esports content
	4.3 Demonstrate audio synchronisation techniques to improve media quality

Range
1. Understand the post-production process for esports media
1.1 Steps involved The learner must consider: <ul style="list-style-type: none"> • file import • time creation • editing • adding effects • exporting • reviewing final content.



Range

1.2 Maintaining file organisation

The learner must consider:

- file naming
- folder structure
- version control.

1.3 Editing esports content

The learner must consider:

- how to arrange clips
- transitions
- audio tracks
- effects.

2. Be able to edit esports media effectively

2.2 Transitions

The learner must consider:

- fades
- cuts
- wipes.

3. Be able to use effects and transitions to improve media quality

3.1 Visual effects

The learner must consider:

- colour correction
- overlays
- graphics
- animations.

4. Be able to implement post-production techniques

4.1 Special effects

The learner must consider:

- motion tracking
- particle effects
- animated overlays.

Delivery and assessment guidance

AC1.3 Learners could provide visual or written examples of how to structure a video editing timeline.

AC2.1 Learners could explain how clip length, timing, and pacing influence viewer engagement and excitement in esports videos. A simple scene breakdown could be used to support this.

**Delivery and assessment guidance**

AC2.2 Learners could show examples of transitions used to maintain visual flow and enhance storytelling. Evidence may include edited video samples or transition comparison tables.

AC2.3 Learners could submit a short, edited sequence of between 30 and 60 seconds that demonstrates clips organised logically to tell a clear story (for example, match highlights or a promotional video).

AC3.3 Learners could produce a short, edited video of between 30 and 60 seconds that demonstrates the use of transitions (for example, dissolves, cuts, and zooms) and includes an explanation of creative choices made.

AC4.2 Learners could produce a short, edited video of between 30 and 60 seconds that demonstrates the application of colour correction, saturation adjustments, and cinematic colour schemes. Supporting evidence may include screenshots or side-by-side comparisons.

AC4.3 Learners could edit a short esports video between 30 and 60 seconds showing how commentary, game audio, and background tracks are synced for optimal timing and clarity.



Unit 08 Introduction to coaching in esports and player care (T/652/1902)

Unit summary			
This unit explores the role of coaching in esports, including player development, care, and performance support. It examines communication, team culture, and management practices. Learners apply coaching principles by planning and delivering training sessions and evaluating the effectiveness of coaching strategies in a team setting.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of a coach in esports	1.1 Explain the responsibilities of an esports coach
	1.2 Describe the impact of coaching on player development
	1.3 Identify key coaching approaches used in esports
2. Be able to apply player care routines to support player performance	2.1 Describe the role of player care in enhancing performance
	2.2 Identify common care techniques for esports players
	2.3 Demonstrate how to apply basic player care practices in an esports context
3. Understand how to create a positive team environment	3.1 Explain how effective communication contributes to team success
	3.2 Describe ways to foster a positive team culture
	3.3 Illustrate examples of good team management practices
4. Be able to apply basic coaching strategies	4.1 Apply coaching principles in a mock team setting
	4.2 Demonstrate how to plan and lead a basic esports training session
	4.3 Assess the effectiveness of a coaching strategy

Range
1. Understand the role of a coach in esports 1.1 Responsibilities The learner could consider: <ul style="list-style-type: none"> developing training plans practice routines providing performance feedback analysing gameplay and player data fostering teamwork and communication maintaining player motivation and discipline managing tournament preparation managing tournament scheduling



Range
<ul style="list-style-type: none"> • supporting player welfare and mental health • liaising with team managers or analysts. <p>1.2 Impact of coaching</p> <p>The learner could consider:</p> <ul style="list-style-type: none"> • skill improvement and consistency • strategy understanding and execution • teamwork and communication growth • confidence and motivation • managing stress or competitive pressure • supporting long-term career progression.
<p>2. Be able to apply player care routines to support player performance</p> <p>2.1 Player care</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • physical • nutritional • psychological • rest related. <p>2.3 Care practices</p> <p>The learner could consider:</p> <ul style="list-style-type: none"> • mental and emotional wellbeing • physical wellbeing • stress levels • sleep and energy • social connection • work or study balance.
<p>3. Understand how to create a positive team environment</p> <p>3.2 Positive team culture</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • encouraging respect • building trust • promoting teamwork • handling conflict constructively.
<p>4. Be able to apply basic coaching strategies</p> <p>4.3 Coaching strategy</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • win/loss ratios • player feedback



Range

- performance metrics
- meta-analysis.

Delivery and assessment guidance

AC2.1 Evidence may include written reflections or care plan examples.

AC2.3 The correct and consistent use of wellbeing-tracking templates or self-assessment logs can help learners reflect on gaming habits over an agreed period and support basic care routines for players during training and tournaments. Learners could also create educational content that promotes healthy gaming habits. Tutors could provide examples to ensure information is appropriate and support the clear communication of wellbeing messages.

AC3.3 Learners could provide written or visual examples of effective management, including scheduling, feedback sessions, and player motivation techniques.

AC4.1 Learners could design or describe a practice session using basic coaching methods such as drills, analysis, and feedback, applied to a simulated esports team situation.

AC4.2 Demonstration may be achieved through a planned or simulated training session presented via written plan, video explanation, or recorded simulation.

AC4.3 Learners could review basic data or feedback to estimate whether a coaching strategy improved player or team performance.



Unit 09 Player psychology and strategy development (Y/652/1903)

Unit summary			
This unit explores the psychological factors influencing esports performance, including motivation, stress, and team dynamics. It covers strategy development, mental preparation, and decision-making. Learners also examine techniques to maintain focus, manage stress, and build confidence to improve individual and team performance in competitive situations.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how psychology influences player performance	1.1 Define the role of motivation in esports performance
	1.2 Explain how stress affects in-game decision making
	1.3 Interpret the psychological aspects of team dynamics
2. Understand how to develop team strategies	2.1 Identify the key elements of a team strategy in esports
	2.2 Describe differences between strategic approaches in esports
	2.3 Explain the steps involved in creating an effective team strategy in esports
3. Understand the relationship between player psychology and strategy	3.1 Explain how mental preparation impacts gameplay
	3.2 Describe psychological techniques used in strategy planning
	3.3 Explain the role of confidence in making tactical decisions
4. Be able to integrate psychological techniques into coaching	4.1 Identify strategies to maintain player motivation during high-stress situations
	4.2 Describe techniques for managing player stress during tournaments
	4.3 Apply psychology-based techniques to improve player focus

Range
1. Understand how psychology influences player performance
1.3 Psychological aspects
The learner must consider:
<ul style="list-style-type: none"> communication emotional control leadership trust.
2. Understand how to develop team strategies.
2.2 Strategic approaches
The learner must consider:



Range

- offensive versus defensive strategies
- risk-taking versus conservative play
- game-specific tactics.

2.3 Steps involved

The learner must consider:

- analysis of opponents
- role allocation
- tactical planning
- practice
- review.

3. Understand the relationship between player psychology and strategy.

3.1 Mental preparation

The learner must consider:

- visualisation
- focus exercises
- mental rehearsal.

3.2 Psychological techniques

The learner must consider:

- mindfulness
- stress control
- confidence building
- mental focus.

4. Be able to integrate psychological techniques into coaching.

4.3 Psychology-based techniques

The learner must consider:

- mental training techniques
- cognitive behaviour
- managing emotions.

Delivery and assessment guidance

AC1.3. The tutor could provide scenarios or brief case studies may be used.

AC2.1 Learners could name the main themes and give a brief summary of their characteristics.

AC3.1 Learners could show how pre-game routines help prepare players for competition. Evidence may include written reflections or role-play activities.

AC4.1 Learners could create or describe simple training activities or mental routines that help players maintain concentration during practice or competition.



Unit 10 Coaching tools and player care techniques (A/652/1904)

Unit summary			
This unit explores tools and data used in esports performance analysis, alongside the importance of player health and wellbeing. It covers nutrition, recovery, and fatigue management, as well as long-term care strategies. Learners will apply care routines and techniques to support physical and mental health, a recovery strategy for players after a major event and a daily care routine during intensive training camps.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to use technology to support esports coaching	1.1 Describe the tools used for game analysis and feedback
	1.2 Identify the technology used to drive data analytics to enhance performance
	1.3 Demonstrate the application of coaching tools in a team setting
2. Be able to apply player care techniques in esports	2.1 Describe the importance of proper nutrition and physical wellbeing for esports players
	2.2 Demonstrate recovery techniques to prevent burnout in players
	2.3 Illustrate how to manage player fatigue during intense training periods
3. Understand how player care improves long-term performance	3.1 Describe the impact of long-term player care on team success
	3.2 Describe techniques for monitoring player health during competitions
	3.3 Explain the effects of proper care on injury prevention
4. Be able to implement care routines for esports players	4.1 Apply care routines that address both physical and mental health
	4.2 Demonstrate a recovery strategy for players after a major event
	4.3 Implement a daily care routine during intensive training camps

Range
1. Be able to use technology to support esports coaching
1.1 Tools used
The learner could consider:
<ul style="list-style-type: none"> replay analysis software communication and feedback tools performance tracking platforms or dashboards video capture and annotation tools cloud-based analytics or AI-assisted review tools.



Range

1.3 Coaching tools

The learner could consider:

- communication platforms for delivering feedback
- video or replay tools for reviewing performance
- analytics dashboard or tracking sheets
- scheduling or planning software
- combined multiple tools for integrating performance feedback.

2. Be able to apply player care techniques in esports

2.1 Nutrition and physical wellbeing

The learner must consider:

- balanced diet
- hydration
- sleep
- posture
- fitness.

2.2 Recovery techniques

The learner must consider:

- rest schedules
- mental breaks
- relaxation techniques
- healthy lifestyle choices.

2.3 Player fatigue

The learner must consider:

- balance training loads
- rest periods
- active recovery to avoid burnout during heavy practice schedules.

3. Understand how player care improves long-term performance

3.2 Monitoring player health

The learner must consider:

- wellbeing check-ins
- biometric tracking
- regular physical assessments.

3.3 Proper care

The learner must consider:

- correct posture



Range

- eye care
- hand health
- ergonomic set ups
- regular physical conditioning

4. Be able to implement care routines for esports players.

4.1 Routines

The learner must consider:

- nutrition
- rest
- mental preparation
- stress management routines.

4.2 Recovery strategy

The learner must consider:

- rest schedules
- decompression activities
- nutrition adjustments
- light training following competition.

4.3 Daily care routine

The learner must consider:

- effective rest
- healthy habits
- nutrition
- mental preparation
- physical exercises during multi-day training sessions.

Delivery and assessment guidance

AC1.1 Learners could describe each tool's function and how it helps coaches review or communicate player performance.

AC1.2 Learners could identify the technology used by coaches that support analytical decision making.

AC1.3 Learners could include evidence, such as screenshots demonstrating the setup and use of the tool, a recorded explanation or demo video, or a sample feedback report generated using a coaching tool.

AC2.1 Learners could describe how maintaining healthy routines contributes to ongoing performance and reduces fatigue. Evidence may include written tasks or care plan outlines.

AC2.3 Learners could create a written or visual plan outlining strategies to maintain wellbeing and performance during demanding practice schedules.

**Delivery and assessment guidance**

AC3.1 Learners could describe what improvements may come from consistent care routines to improve health, focus, and team performance across entire seasons. Written reflections or care summaries may be used.

AC4.1 Learners could design and implement a simple daily or weekly care plan to support the physical and mental health of players.

AC4.2 Learners could develop and apply a structured recovery plan that supports players' wellbeing and readiness following a major event.

AC4.3 Learners could create a care routine for maintaining wellbeing throughout extended training periods.



Unit 11 Introduction to esports event management (D/652/1905)

Unit summary			
This unit explores planning and delivering esports events, including audience and stakeholder engagement. It examines team roles, collaboration, scheduling, and logistics. Learners also consider challenges, risk management strategies, and contingency planning to ensure successful and well-managed esports events.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the core principles of esports event management	1.1 Describe the key stages involved in planning an esports event
	1.2 Explain the importance of audience engagement in an esports event
	1.3 Explain the importance of stakeholder engagement in an esports event
2. Understand the various roles in esports event management	2.1 Identify the responsibilities associated with key roles in managing an esports event
	2.2 Explain how different roles collaborate during an esports event
	2.3 Explain the impact of effective teamwork on esports event success
3. Be able to apply basic event management techniques	3.1 Apply event scheduling techniques to create a basic esports event timeline
	3.2 Demonstrate how to co-ordinate teams during an esports event
	3.3 Explain the logistics required for managing an esports event
4. Understand how to handle event challenges and mitigate risks	4.1 Explain common challenges encountered during esports events
	4.2 Describe risk management strategies for esports event challenges
	4.3 Explain key elements and purpose of a contingency plan for an esports event

Range
1. Understand the core principles of esports event management
1.1 Key stages The learner could consider: <ul style="list-style-type: none"> • concept development • budgeting • resource planning • scheduling • team and participant coordination • promotion and marketing execution



Range

- post-event evaluation
- risk management.

1.2 Audience engagement

The learner must consider:

- audience interaction
- live content
- media
- fan experience zones
- giveaways.

1.3 Stakeholder

The learner could consider:

- event organisers
- broadcasters
- teams
- vendors
- sponsors.

2. Understand the various roles in esports event management

2.1 Key roles

The learner could consider:

- tournament directors
- shoutcasters
- production staff
- IT support
- stage managers.

2.3 Effective teamwork

The learner must consider:

- communication and coordination
- role clarity and leadership
- problem solving
- collaboration outcomes
- cross-team collaboration
- community or volunteer coordination
- use of digital software.

3. Be able to apply basic event management techniques

3.2 Co-ordinate

The learner must consider:



Range

- team responsibilities
- team communication
- technical roles.

3.3 Logistics

The learner could consider:

- equipment setup
- technical infrastructure
- transportation
- catering
- venue layout
- security arrangements.

4. Understand how to handle event challenges and mitigate risks

4.1 Common challenges

The learner must consider:

- technical failures
- network outages
- player no-shows
- audience issues
- scheduling delays
- venue issues.

4.2 Risk management strategies

The learner must consider:

- backup equipment
- alternative schedules
- communication protocols
- emergency procedures.

Delivery and assessment guidance

AC1.3 Learners could group roles showing how they contribute to event delivery. Tables or charts may be used.

AC2.2 Learners could explain how coordination among teams ensures smooth scheduling, technical readiness, and audience engagement. Written scenarios or real-world event examples may be used.

AC3.1 Learners could create a simple event schedule outlining key timings for setup, gameplay, breaks, finals, and closing ceremonies. Timetables or visual schedules may be submitted.

AC3.2 Learners could design and implement a plan to demonstrate coordination of an esports event.



Unit 12 Event planning and logistics (F/652/1906)

Unit summary			
This unit explores planning and delivering esports events, focusing on budgeting, scheduling, and logistics. It covers equipment setup, transport coordination, and adapting plans to challenges. Learners also evaluate event success using feedback and performance metrics, producing reports to improve future esports events.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to plan esports events effectively	1.1 Describe the key components of an effective esports event plan
	1.2 Explain the importance of budgeting in esports event planning
	1.3 Describe the steps involved in scheduling an esports event
2. Understand the logistics needed for a successful esports event	2.1 Identify the key logistical components required for esports events
	2.2 Explain the importance of equipment setup and testing in esports event logistics
	2.3 Describe the steps involved in managing transportation and logistics for esports teams
3. Be able to implement a logistics plan for an esports event	3.1 Apply logistics planning principles to create a detailed esports event plan
	3.2 Demonstrate the steps for executing a logistics plan during an esports event
	3.3 Explain how to adjust a logistics plan during unforeseen challenges
4. Be able to evaluate the success of an event through post-event analysis	4.1 Explain methods for collecting post-event feedback
	4.2 Apply performance metrics to evaluate event success
	4.3 Describe how to summarise post-event reports with recommendations for future events

Range
1. Understand how to plan esports events effectively.
1.1 Key components The learner could consider: <ul style="list-style-type: none"> • event objectives • target audience • budget • venue • staff requirements • technical needs



Range

- promotion
- scheduling.

1.2 Importance of budgeting

The learner could consider:

- managing expenses for equipment
- staffing
- marketing
- venue hire.

1.3 Steps involved

The learner must consider:

- matches
- breaks
- setup
- rehearsals
- pre and post-event takedown.

2. Understand the logistics needed for a successful esports event

2.3 Managing transportation and logistics

The learner could consider:

- arrival scheduling
- hotel booking
- equipment delivery.

3. Be able to implement a logistics plan for an esports event

3.1 Event plan

The learner must consider:

- venue layout
- equipment lists
- staff scheduling
- transport coordination
- contingency options
- permission requirements.

3.2 Logistics

The learner could consider:

- manage setup
- co-ordinate teams
- monitor operations
- address problems during event delivery.

**Range**

4. Be able to evaluate the success of an event through post-event analysis.

4.2 Performance metrics

The learner could consider:

- attendance
- streaming views
- financial performance
- participant satisfaction
- media exposure.

Delivery and assessment guidance

AC3.3 Learners could explain how to respond to last-minute equipment failures, transport delays, or technical issues with quick adjustments and alternative arrangements.

AC4.1 Learners could explain how surveys, interviews, staff debriefings, and audience feedback are gathered to evaluate event success.

AC4.3 Learners could describe how to review feedback and performance data to create a simple improvement plan for future events. The evidence may include written summaries or improvement tables.



Unit 13 Shoutcasting and live broadcasting (H/652/1907)

Unit summary			
This unit explores shoutcasting and broadcasting in esports, including roles, styles, and audience engagement. It covers use and setup of broadcasting equipment, live production techniques, and teamwork between on-air and production staff. Learners also examine ways to capture content and encourage audience interaction during live events.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of shoutcasting in esports events	1.1 Describe the core responsibilities of a shoutcaster in esports events
	1.2 Explain how shoutcasting enhances the audience experience during esports events
	1.3 Illustrate different shoutcasting styles used in various esports genres
2. Be able to operate basic broadcasting equipment	2.1 Identify the key components of basic broadcasting equipment used in esports
	2.2 Explain the setup process for broadcasting equipment at an esports event
	2.3 Demonstrate how to operate broadcasting equipment to create a live esports stream
3. Be able to apply broadcasting techniques to live events	3.1 Explain the process of managing live transitions during an esports broadcast
	3.2 Apply techniques for capturing engaging footage during a live esports event
	3.3 Discuss the performance and engagement of the roles between on air talent broadcasting and production teams during live events
4. Understand the importance of audience interaction during live broadcasts	4.1 Explain methods used to engage audiences during live broadcasts
	4.2 Describe the impact of audience feedback on live broadcast dynamics
	4.3 Explain techniques that can foster audience participation during live esports events

Range
1. Understand the role of shoutcasting in esports events.
1.1 Core responsibilities
The learner must consider:
<ul style="list-style-type: none"> providing live commentary analysing game play maintaining audience engagement adapting commentary to match pacing.



Range
<p>1.2 Enhances the audience experience</p> <p>The learner could consider:</p> <ul style="list-style-type: none"> • drives engagement • key game play moments • keeping the audience invested • build narrative.
<p>2. Be able to operate basic broadcasting equipment</p>
<p>2.3 Operate broadcasting equipment</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • camera framing • audio mixing • live scene switching • monitoring stream output.
<p>3. Be able to apply broadcasting techniques to live events</p>
<p>3.2 Capturing engaging footage</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • camera angle choices • framing • zooming • timing. <p>3.3 On air talent</p> <p>The learner could consider:</p> <ul style="list-style-type: none"> • shoutcasters • host and presenters • analysts • interviewers. <p>3.3 Production teams</p> <p>The learner could consider:</p> <ul style="list-style-type: none"> • producers • graphic designer • technical manager • content writer • observers.
<p>4. Understand the importance of audience interaction during live broadcasts</p>
<p>4.1 Methods</p> <p>The learner could consider:</p>



Range

- online interaction
- gameplay
- arena environment
- commentary.

Delivery and assessment guidance

AC1.3 Learners could present examples comparing shoutcasting styles for genres such as multiplayer online battle arena (MOBAs), first person shooter (FPS), strategy, or fighting games, using simple tables, written comparisons, or video clips.

AC2.2 Learners could explain how hardware and software are connected, tested, and configured to ensure a stable live stream. Evidence may include setup diagrams or written walkthroughs.

AC2.3 Learners could simulate or document a live streaming setup, demonstrating key components of the workflow. Videos or step-by-step screenshots may be used.

AC3.1 Learners could explain how scene changes, overlays, audio fades, and graphics are timed during broadcasts to maintain smooth transitions. Visual diagrams or written outlines may be submitted.

AC3.2 Learners could create dynamic and audience-friendly live content. Sample recordings or simulated shots may be used.

AC3.3 Learners could discuss the collaborative roles involved in delivering professional broadcasts. Written discussions or flowcharts may be included to illustrate how different contributors support the production process.

AC4.1 Learners could explain strategies for maintaining audience interest during live broadcasts.

AC4.2 Learners could describe how real-time audience reactions influence commentary tone, broadcast pacing, or on-the-fly content adjustments. Written reflections or case studies may be used.

AC4.3 Learners could create a plan incorporating interactive elements such as viewer polls, fan questions, or social media integration into a simulated live broadcast.



Unit 14 Introduction to AI in esports (J/652/1908)

Unit summary			
This unit explores the use of AI in esports, including its impact on performance, training, and content creation. It examines AI tools, automation, and integration within workflows, while addressing ethical issues and fair play. Learners apply AI techniques to enhance gameplay and create engaging esports content.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to apply the fundamentals of AI in esports	1.1 Explain the role of AI in enhancing esports performance and content creation
	1.2 Describe common AI tools used in the esports industry
	1.3 Demonstrate basic use of AI applications in esports
2. Understand how AI is transforming various aspects of esports	2.1 Explain the influence of AI on player training and performance improvement
	2.2 Describe how AI tools are applied to automate key processes in esports events
	2.3 Illustrate key areas in esports where AI can be integrated
3. Understand how to ethically implement the use of AI in esports	3.1 Explain the ethical issues related to AI and data privacy in esports
	3.2 Describe fair play concerns related to AI automation in esports
	3.3 Describe ethical and responsible use of AI in esports activities
4. Be able to apply basic AI techniques ethically to esports projects	4.1 Apply AI tools to improve player performance in a simulated esports match
	4.2 Demonstrate how AI can be used for content creation in esports
	4.3 Explain the process used to integrate AI into an esports workflow

Range
1. Be able to apply the fundamentals of AI in esports
1.1 Role of AI The learner could consider: <ul style="list-style-type: none"> • game design and balance • data-driven performance improvement • AI in live content moderation and highlights • automation in broadcasting and production • AI use in fan engagement or virtual hosts.
1.2 Common AI tools



Range

The learner could consider:

- machine analytics
- computer vision
- real-time match data trackers
- automated content creation tools
- scheduling software.

1.3 AI applications

The learner could consider:

- player coaching, training and analytics
- anti-cheat and fairness software
- tournament and broadcast automation
- game development and scene analysis
- content creation.

2. Understand how AI is transforming various aspects of esports

2.1 Influence of AI

The learner could consider:

- AI performance tracking
- skill-gap analysis
- personalised training programmes
- predictive analytics for strategy
- AI-assisted opponent scouting.

2.2 Automate key processes

The learner could consider:

- match making and tournament scheduling
- broadcast overlays
- player stats generation
- moderation or anti-cheat systems
- automated social media updates or chatbots.

2.3 Areas in esports

The learner could consider:

- coaching and analysis
- event management and marketing
- fan engagement and audience analytics
- content creation, branding and education initiatives.

3. Understand how to ethically implement the use of AI in esports

3.1 Ethical issues



Range

The learner could consider:

- personal data collection
- consent and transparency
- misuse of player statistics or footage
- algorithmic bias and fairness
- intellectual property and authorship concerns.

3.2 Fair play concerns

The learner could consider:

- AI-assisted cheating or unfair advantage
- automation in judging or refereeing
- equal access to AI tools
- integrity in player data handling and competition analysis.

3.3 Ethical and responsible use

The learner could consider:

- using AI tools transparently
- respecting privacy when handling data or player footage
- ensuring fairness
- protecting digital assets and sensitive information
- promoting ethical awareness within their team or project
- reflecting on consequences of unethical AI use.

4. Be able to apply basic AI techniques ethically to esports projects

4.1 Improve player performance

The learner could consider:

- analysing match data with AI
- identifying performance metrics
- adjusting tactics based on insights
- using generative AI for post-match summaries.

4.2 Content creation

The learner could consider:

- generating media assets (for example, thumbnails, video summaries)
- automated editing or captioning
- AI-based storytelling or highlight generation
- personalisation of content for audiences.

4.3 Process used

**Range**

The learner could consider:

- defining objectives for AI integration
- selecting appropriate AI tools
- testing and evaluating performance outcomes
- documenting workflow best practices.

Delivery and assessment guidance

AC1.1 Learners could explain how AI supports various aspects of esports production and engagement. Written explanations with examples may be provided.

AC1.3 Learners could present simple scenarios or simulated tasks where AI tools are used (for example, auto-generated performance reports or highlight clips). Screen recordings, sample reports, or annotated screenshots may be used.

AC3.3 Learners could describe policies or approaches that ensure the ethical use of AI, presenting these in a structured format, such as written policies or scenario-based plans.

AC4.2 Learners could create or simulate AI-generated content, such as highlight reels, auto-generated thumbnails, or automated video edits, using sample data.

AC4.3 Learners could explain how AI tools are selected, tested, and implemented into coaching, analysis, or content production processes in esports organisations.



Unit 15 Data collection and management (K/652/1909)

Unit summary			
This unit explores how data is collected, managed, and used in esports. It covers tools and methods for organising accurate data, privacy and security concerns, and how data supports decision-making. Learners also apply data to improve performance and monitor trends over time.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand data collection methods in esports	1.1 Describe the types of data collected in esports
	1.2 Explain how data is collected during esports events
	1.3 Identify tools used to gather and store esports data
2. Be able to manage and organise data for esports use	2.1 Explain the importance of data accuracy in esports
	2.2 Describe how esports organisations organise data for decision making
	2.3 Demonstrate how to organise esports data using basic tools
3. Be able to maintain data security and privacy in esports	3.1 Describe data privacy concerns in esports
	3.2 Explain risks associated with poor data management
	3.3 Demonstrate basic data protection methods used in esports
4. Be able to apply data insights to esports decisions	4.1 Apply esports data to improve team or event performance
	4.2 Explain how data supports business decisions in esports
	4.3 Describe how trends in esports data can be monitored over time

Range
1. Understand data collection methods in esports 1.1 Types of data The learner could consider: <ul style="list-style-type: none"> • performance data (for example, kills/deaths, reaction time, accuracy) • audience metrics (for example, viewership, engagement, chat activity) • business event data (for example, sales, sponsorship metrics, attendance) • player wellness and training statistics • social media and content analytics. 1.2 Collected The learner could consider:



Range

- in-game analytics and application programming interfaces (APIs)
- streaming platform dashboards
- event management software and ticketing
- manual data entry or observation
- wearable devices
 - biometric
 - biological
- post-event surveys or polls.

1.3 Tools

The learner could consider:

- analytics platforms
- spreadsheet or database tools
- cloud-based storage
- customer relationship management (CRM) or event management software
- AI-assisted or automated data-capture tools.

2. Be able to manage and organise data for esports use

2.1 Data accuracy

The learner could consider:

- impact of errors on performance analysis
- reliability of decision making
- data validation and verification steps
- reputational and financial risks from inaccurate data.

2.2 Organise data

The learner could consider:

- sorting and categorising data (player, audience, financial)
- using tables, charts, or dashboards
- sharing reports across departments
- data management roles or workflows.

2.3 Basic tools

The learner could consider:

- creating simple spreadsheets or tables
- filtering, sorting and labelling data
- generating charts or graphs for analysis
- using collaborative cloud tools
- applying colour-coding or conditional formatting.

3. Be able to implement data security and privacy in esports

3.1 Privacy concerns



Range

The learner could consider:

- protection of player personal information
- audience data and consent
- third party data sharing practices
- global privacy regulations (for example, GDPR).

3.2 Risks

The learner could consider:

- data loss or corruption
- unauthorised access and security breaches
- reputational or financial consequences
- competitive integrity issues arising from leaked data.

3.3 Data protection

The learner could consider:

- password protection and access control
- use of backups and cloud security
- anonymising or encrypting data
- secure data sharing and version control practices.

4. Be able to apply data insights to esports decisions

4.1 Improve team or event performance

The learner could consider:

- interpreting player or match statistics
- adjusting tactics or event structure based on insights
- comparing pre- and post-analysis results
- using dashboards to visualise improvements.

4.2 Supports business

The learner could consider:

- marketing and sponsorship planning
- audience engagement strategies
- budgeting and forecasting
- merchandise and partnership evaluation.

4.3 Monitored

The learner could consider:

- tracking key metrics across multiple events or sessions
- comparing historical and current data



Range

- identifying growth or decline patterns
- predicting future trends using visual charts.

Delivery and assessment guidance

AC1.2 Learners could explain how tools collect data in real time. Written examples or annotated screenshots may be provided.

AC1.3 Learners could list tools used in sports to support organisation analysis, and production workflows. Evidence may include tables or software descriptions.

AC2.2 Learners could describe how data is sorted, categorised, and visualised using dashboards, charts, or databases to support coaching, event planning, or marketing.

AC2.3 Learners could create a simple data table, spreadsheet, or chart organising esports performance data, team statistics, or viewership metrics.

AC4.1 Learners could interpret simple datasets to suggest improvements in training, scheduling, or marketing.

AC4.3 Learners could describe how organisations track key metrics to guide long-term decisions. Tables, graphs, or written summaries may be submitted.



Unit 16 AI-powered performance analysis (R/652/1910)

Unit summary			
This unit explores how AI uses performance data to analyse esports players, identify strengths, and support coaching decisions. It examines tracking progress, evaluating limitations, and balancing AI with human insight. Learners apply AI tools and recommendations to improve training, strategy, and long-term player development.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	Achieved/not yet achieved	Level 2	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to use AI systems to analyse player performance	1.1 Describe the types of performance data used by AI in esports
	1.2 Explain how AI identifies strengths and weaknesses in esports performance
	1.3 Demonstrate how AI-generated reports present player performance insights
2. Be able to use AI to support coaching and training in esports	2.1 Explain how AI supports decision making for coaches
	2.2 Describe how AI tools track player progress over time
	2.3 Apply AI analysis to suggest improvements for esports training
3. Understand the advantages and limitations of AI performance analysis	3.1 Describe the advantages and disadvantages of using AI in performance evaluation
	3.2 Explain the limitations of AI-based analysis in esports
	3.3 Discuss how coaches can balance AI insights with personal expertise
4. Be able to use AI performance tools in simulated esports coaching	4.1 Explain how AI analysis contributes to long-term player development
	4.2 Demonstrate the use of AI dashboards to review player statistics
	4.3 Apply AI recommendations to adjust coaching strategies

Range
1. Be able to use AI systems to analyse player performance
1.1 Performance data
The learner must consider:
<ul style="list-style-type: none"> • reaction time • movement patterns • shot accuracy • decision making speed • in-game positioning • communication metrics



Range

- emotional/behavioural indicators
- wellness-related data.

1.2 Strengths

The learner could consider:

- in depth game knowledge
- rapid cognitive processing
- high technical skill.

1.2 Weaknesses

The learner could consider:

- physical health
- consistency under pressure
- vulnerability to technical issues.

2. Be able to use AI to support coaching and training in esports.

2.1 Supports decision making

The learner must consider:

- adjusting practice routines
- suggesting targeted drills
- optimising player strategies
- AI-supported long-term development planning
- using AI to identify player weaknesses or skill gaps
- automated feedback or highlight analysis.

2.2 Track player progress

The learner could consider:

- monitoring improvements in player statistics over time
- highlighting long-term development trends
- assisting coaches in adjusting or refining training plans
- forecasting future performance using AI predictions
- comparing baseline vs. improved performance using dashboards
- identifying skill gaps through AI-generated reports.

3. Understand the advantages and limitations of AI performance analysis

3.1 Advantages

The learner must consider:

- objective and unbiased
- real-time feedback
- deep insights
- personalised training
- predictive analytics



Range

- scalability
- continuous improvement.

3.1 Disadvantages

The learner could consider:

- data misuse
- undervaluing players
- high cost
- performance anxiety.

3.2 Limitations

The learner could consider:

- over reliance on data
- lack of human context
- incomplete pattern recognition
- human judgement.

4. Be able to use AI performance tools in simulated esports coaching

4.1 Player development

The learner could consider:

- tracking skill growth over time
- supporting personalised development paths
- guiding career progression for esports players
- identifying strengths and weaknesses with AI insights
- forecasting potential performance outcomes
- informing long-term training plans or role specialisation.

4.2 AI dashboards

The learner could consider:

- accuracy
- consistency
- speed/reaction time
- decision efficiency
- movement patterns
- positioning behaviour
- score progression or heatmaps.

4.3 adjust coaching strategies

The learner could consider:



Range

- new drills or practice routines
- changes to team composition or player roles
- tactical adjustments based on AI insights
- changes to communication methods
- modifying training intensity or duration
- adapting in-game strategies over time.

Delivery and assessment guidance

AC1.3 Learners could present or simulate sample reports, charts, or heatmaps produced by AI analysis systems, showing player metrics and feedback summaries.

AC2.3 Learners could review AI-generated data; for example, match accuracy or heatmaps, and recommend adjustments to training routines based on the findings.

AC3.3 Learners could discuss and write an account of how human judgement complements AI by factoring in player emotions, team dynamics, and situational decision making when developing training plans.

AC4.1 Learners could simulate using a simple dashboard showing player performance metrics, to evaluate player development.

AC4.2 Learners could review AI-generated feedback and apply it to propose clear adjustments to a coaching plan.



1 NCFE assessment strategy

2
3 The key requirements of the assessment strategies or principles that relate to units in this qualification
4 are summarised below.

5
6 The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre
7 conform to the assessment requirements for the unit they are assessing or quality assuring.
8

9 Knowledge LOs

- 10
11 • Assessors will need to be both occupationally knowledgeable and qualified to make assessment
12 decisions.
13 • Internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to
14 make quality assurance decisions.
15

16 Competence/skills LOs

- 17
18 • Assessors will need to be both occupationally competent and qualified to make assessment
19 decisions.
20 • IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance
21 decisions.
22

23 The centre with which the learners are registered will be responsible for making all assessment
24 decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of
25 standardisation. The centre must ensure a process of training is followed, including during induction and
26 quality assurance activities. Occupationally competent and qualified assessors from the centre must use
27 direct observation to assess practical skills-based outcomes.
28



Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail, looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.



Select	Choose for a specific purpose.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

1

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Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH	Notes
	Unit 01	T/652/1895	Introduction to the esports industry	2	40	



Optional units



Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 02	Y/652/1896	Foundations of esports business and revenue operations	2	40	
Unit 03	A/652/1897	Entrepreneurship and innovation in esports	2	40	
Unit 04	D/652/1898	Esports marketing and branding essentials	2	40	
Unit 05	F/652/1899	Introduction to media content creation	2	40	
Unit 06	M/652/1900	Visual techniques for content creation	2	40	
Unit 07	R/652/1901	Introduction to media broadcasting	2	40	
Unit 08	T/652/1902	Introduction to coaching in esports and player care	2	40	
Unit 09	Y/652/1903	Player psychology and strategy development	2	40	
Unit 10	A/652/1904	Coaching tools and player care techniques	2	40	
Unit 11	D/652/1905	Introduction to esports event management	2	40	
Unit 12	F/652/1906	Event planning and logistics	2	40	
Unit 13	H/652/1907	Shoutcasting and live broadcasting	2	40	



Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 14	J/652/1908	Introduction to AI in esports	2	40	
Unit 15	K/652/1909)	Data collection and management	2	40	
Unit 16	R/652/1910	AI-powered performance analysis	2	40	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



Change history record

Version	Publication date	Description of change
v1.0	August 2026	First publication

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