NCFE Level 3 Diploma in Esports
QN: 610/7608/9

Qualification Specification

Qualification summary

Qualification title	**NCFE Level 3 Diploma in Esports**
Ofqual qualification number (QN)	610/7608/9
Guided learning hours (GLH)	780
Total qualification time (TQT)	1170
Minimum age	16
Qualification purpose	This qualification is intended for learners aiming to develop an understanding of both theoretical concepts and applied practices across key occupational areas within the esports industry, including media, business, coaching, event management, and artificial intelligence (AI). It provides sector-informed knowledge and technical competencies, enabling learners to develop their skills as they explore one or more occupational areas. The qualification's structured and developmental approach supports learners in acquiring the analytical, practical, and problem-solving abilities required to meet evolving industry expectations. It also facilitates progression into higher-level study or employment within the broader esports and digital creative sectors.
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.
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/7608/9.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Contents

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:

- develop learners' understanding of esports as an emerging digital and competitive discipline, including its growth, structure, and professional practices
- enable learners to build breadth and depth of sector-relevant knowledge by engaging with key concepts, industry roles, and the wider context of esports
- provide opportunities for learners to develop a range of practical, technical, and transferable skills that prepare them for further study or employment within the esports industry.

The objectives of this qualification are to:

- enable learners to explore and assess a range of career pathways within the esports industry, considering roles, progression opportunities, and the skills required for employment
- develop learners' technical competence across a variety of related fields, such as event production, digital technologies, content creation, and competitive performance
- support learners in applying their developing knowledge and skills effectively within practical and industry-relevant contexts, demonstrating problem solving, planning, and evaluation.

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 wish to develop the knowledge and skills needed to progress into related careers within media, events management, business, coaching, technology, AI, and wider digital support roles.

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 formal entry requirements. However, it is recommended that learners have prior knowledge or experience in related fields such as esports, business, media production, IT, or digital technology. Completion of a level 2 qualification in a relevant subject will support progression and success.

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 30 optional units across 5 occupational areas.

To be awarded this qualification learners are required to successfully achieve the **1 mandatory** unit and **12 optional** units.

Mandatory units

Unit number	Unit title	GLH
D/652/2076	Introduction to the esports industry	60

Optional units

Business

Unit number	Unit title	GLH
F/652/2077	Strategic brand activation	60
H/652/2078	Analysing and understanding the esports market	60
J/652/2079	Esports marketing and branding essentials	60
M/652/2080	Building effective esports teams and organisations	60
R/652/2081	Digital marketing strategies for esports	60
T/652/2082	Financial and risk management in esports	60

Media

Unit number	Unit title	GLH
Y/652/2083	Esports media content creation	60
A/652/2084	Visual and audio storytelling in esports	60
D/652/2085	Pre- and post-production in media broadcasting	60
F/652/2086	Media analytics and audience insights	60
H/652/2087	Esports media branding and identity	60
J/652/2088	Developing technologies in esports media	60

Coaching

Unit number	Unit title	GLH
K/652/2089	Coaching principles in esports	60

R/652/2090	Psychology for performance	60
T/652/2091	Technology integration and player management	60
Y/652/2092	Player development and long-term performance planning	60
A/652/2093	Mental resilience and emotional control in esports	60
D/652/2094	Coaching analytics and decision-making tools	60

Event Management

Unit number	Unit title	GLH
F/652/2095	Esports event management	60
H/652/2096	Strategic event leadership and logistics	60
J/652/2097	Broadcasting and live event optimisation	60
K/652/2098	Esports event marketing and audience engagement	60
L/652/2099	Financial management and sustainability in esports events	60
A/652/2100	Legal and ethical considerations in esports event management	60

Artificial Intelligence

Unit number	Unit title	GLH
D/652/2101	AI applications in esports	60
F/652/2102	Strategic data management and analytics	60
H/652/2103	AI-powered innovation in esports performance	60
J/652/2104	Ethical and responsible AI use in esports	60
K/652/2105	AI-enhanced esports training programs	60
L/652/2106	AI-driven esports business strategy and market analysis	60

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
  - junior esports coach/assistant coach
  - content creator/streamer (entry level)
  - production assistant for esports broadcasts
  - business support assistant.
- further education:
  - level 4 esports.
- higher education:
  - esports related degree.

Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods.

Resource requirements

There are no mandatory resource requirements for this qualification, 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 3 Diploma in Esports.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

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.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

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.

Unit 01 Introduction to the esports industry (D/652/2076)

Unit summary
This unit provides learners with an understanding of the esports industry and how it has evolved over time. It enables them to identify key stakeholders and understand the operational relationships within the sector. Learners will also know the economic benefits of esports, its social implications, and the range of career pathways and progression routes available within the industry
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Mandatory	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the evolution of esports	1.1 Explain the historical context and key stages of esports development
	1.2 Analyse how **technological advancements** have influenced audience and competitive growth
	1.3 Evaluate the impact of **digital transformation** on the globalisation of esports
2. Understand the structure and operations of the global esports ecosystem	2.1 Identify key stakeholders and roles within the esports industry
	2.2 Explain the **function** and relationship between esports organisations, tournaments, publishers, and governing bodies
	2.3 Evaluate the **sustainability** and **business models** of different esports organisations
3. Understand the economic and cultural impact of esports	3.1 Describe the economic benefits of esports in different regions
	3.2 Explain how esports influence popular **culture and media**
	3.3 Analyse the **social implications** of esports across different communities
4. Understand career opportunities and progression in esports	4.1 Identify a range of esports roles available in the esports industry
	4.2 Explain the skills and qualifications required for different esports roles
	4.3 Analyse **progression routes** within the esports industry.

Range

1. Understand the origins and evolution of the esports industry

1.2 Technological advancements

The learner must consider:

- broadband
  - fibre to the cabinet (FTTC)
  - fibre to the premises (FTTP)
  - asynchronous vs synchronous
- streaming platforms
- gaming hardware
- gaming software.

Range
1.3 Digital transformation The learner could consider: • streaming technology • cloud computing • social media • data analytics • mobile gaming • digital monetisation • remote technologies • AI automation.
2. Understand the structure and operations of the global esports ecosystem

2.2 Function
 	
The learner could consider:
 	
• recruitment
• training
• promotion of events
• licensing
• prize pools
• ethics.
 	
2.3 Sustainability
 	
The learner could consider:
 	
• financial:
  ○ sponsorships
  ○ revenue sharing
• environmental
• energy use
• servers
• PCs
• event.
 	
Business models
 	
• sponsorship and advertising
• media rights and broadcasting
• grassroots semi-pro/pro leagues
• merchandising and content creation.

3. Understand the economic and cultural impact of esports
3.2 Culture and media Learners could consider: • education

Range

• fashion
• music
• streaming
• mainstream media:
  ○ traditional television
  ○ streaming networks.
 	
3.3 Social implications
 	
The learner could consider:
 	
• inclusivity
• accessibility
• the digital divide.

4. Understand career opportunities and progression in esports
4.3 Progression routes The learner could consider: • entry-level • intermediate • advanced • executive • change of career.

Delivery and assessment guidance
AC1.1 Learners could produce a timeline or report highlighting key dates and moments in esports history. The tutor should introduce learners to key moments in esports history using video clips, milestone lists, and group timeline activities to support learners in identifying and sequencing significant events. AC1.2 The tutor could use examples of key technologies through demonstrations or case studies to show their impact on esports growth. AC2.2 Learners could use diagrams or examples to demonstrate operational relationships. The tutor could use organisational charts and case studies of events to illustrate how publishers, teams, and tournaments interact. AC2.3 Learners could compare team funding models or revenue sources of event organisers. The tutor could provide real-world revenue breakdowns and esports financial reports to support learners in evaluating income sources across the ecosystem. AC3.1 Learners could use statistics or reports to highlight job creation, investment, and gross domestic product (GDP) contributions. The tutor could present local, regional and international case studies and economic data to help learners explore how esports supports local and global economies. Learners could consider different regions, such as Asia, North America, and Europe, alongside examples from their local area. AC3.2 The tutor could use media clips, brand crossovers, and influencer examples to illustrate how esports shapes cultural trends.

Delivery and assessment guidance
AC3.3 The tutor could facilitate discussions using examples of grassroots initiatives, gender equity, and accessibility challenges within esports. This could also include the positive and negative social implications of esports. AC4.1 The tutor could provide role profiles, job board examples, or invite guest speakers to illustrate the diversity of careers in esports. AC4.3 The tutor could show sample career ladders or progression maps and use case studies of professionals who advanced through the esports industry.

Unit 02 Strategic brand activation (F/652/2077)

Unit summary
In this unit, learners will develop an understanding of brand activation and its effectiveness within the esports industry. They will learn how to design a brand activation strategy, recognise common campaign mistakes, and evaluate ways to mitigate potential challenges. Learners will also explore the methods used to measure brand engagement and provide informed recommendations for improvement.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the role of brand activation in the esports industry	1.1 Explain the concept of **brand activation** in the context of esports
	1.2 Compare different methods of brand activation used in esports
	1.3 Evaluate the **success metrics** of a selected brand activation campaign in esports
2. Be able to design a brand strategy for esports	2.1 Develop a brand **activation strategy** targeting a specific esports audience
	2.2 Explain **branding principles** relevant to esports campaigns
	2.3 Justify the **components** included in a proposed esports brand activation
3. Understand common challenges in esports brand activation	3.1 Identify potential mistakes made in esports brand campaigns
	3.2 Distinguish between successful and unsuccessful esports brand activations
	3.3 Evaluate how challenges in branding can be mitigated through **planning** and research
4. Understand how to measure the impact of esports brand activations	4.1 Describe **methods** used to **measure brand engagement** in esports
	4.2 Analyse data from a brand activation to determine effectiveness
	4.3 Provide recommendations for improvements to future esports brand activations

Range
1. Understand the role of brand activation in the esports industry
1.1 Brand activation Learners must consider: • goals • components.

Range
1.3 Success metrics The learner could consider: • competitive performance • audience and viewership • engagement • media and exposure • financial • brand and team • event • growth.
2. Be able to design a brand strategy for esports
2.1 Activation strategy The learner must consider: • steps • platforms • key messages • intended impact • market fit. **2.2 Branding principles** The learner must consider: • brand identity • consistency • tone. **2.3 Components** The learner could consider: • objectives • target audience • creative concept • activation format • experiential elements • partnerships and talent • digital amplification • brand assets • incentives • key performance indicators (KPIs) and measurement • logistics • budget • evaluation.

Range
3. Understand common challenges in esports brand activation
3.3 Planning The learner must consider: • pre-campaign testing • audience analysis • contingency planning.
4. Understand how to measure the impact of esports brand activations
4.1 Methods The learner must consider: • analytics dashboards • survey tools • social listening examples. **Measure brand engagement** The learner must consider: • reach • impressions • brand recall • audience sentiment.

Delivery and assessment guidance
AC1.1 The tutor could introduce learners to brand activation through esports case studies and campaign deconstructions. AC1.2 Learners could use examples to highlight differences in reach, effectiveness, and audience engagement. The tutor could use visual comparisons of esports campaigns to help learners explore variations in approach, platform, and audience impact. AC1.3 The tutor could provide learners with frameworks to evaluate campaigns using KPIs like Return on investment (ROI), impressions, and sentiment analysis. AC2.1 The tutor could guide learners through creating audience profiles and mock briefs to develop tailored brand strategies. AC2.2 The tutor could use esports brand guides and visual identity kits to illustrate key branding principles in action. AC2.3 The tutor could encourage learners to present and defend their brand choices using audience data, platform trends, and campaign goals. AC3.1 Learners could include 2–3 examples from real or simulated campaigns. Tutors could present case studies of flawed campaigns and facilitate discussions on what went wrong and why.

Delivery and assessment guidance
AC3.2 The learner could use performance data or qualitative feedback to support comparative analysis and justify conclusions. The tutor could use side-by-side comparisons of campaign outcomes to support learners in analysing success factors and shortcomings, requiring them to explain and justify why campaigns were effective or ineffective using evidence. AC4.2 Learners could use charts, KPIs, or campaign reports to assess outcomes. The tutor could provide learners with example datasets or simplified reports to practise extracting insights and drawing conclusions. AC4.3 Learners could suggest specific changes to strategy, execution, or targeting based on their analysis. The tutor could use reflective exercises or campaign research to help learners formulate evidence-based improvement plans.

Unit 03 Analysing and understanding the esports-market (H/652/2078)

Unit summary
In this unit, learners will examine business partnerships and models in international esports. They will create a market research plan, apply analytical tools, and evaluate research methods. Learners will explore industry trends, develop a business proposal, and assess how market-informed decisions impact organisational performance.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand how business dynamics shape the esports industry globally	1.1 Explain how competitive **structures** influence **organisational** behaviour in esports
	1.2 Analyse the role of **business partnerships** in global esports expansion
	1.3 Evaluate **business models** used by international esports organisations
2. Be able to conduct effective esports-market research	2.1 Create a market research **plan** focused on esports audience behaviour
	2.2 Apply market analysis **tools** to interpret esports data
	2.3 Evaluate the strengths and limitations of different **research approaches** in esports
3. Understand trends in esports consumer behaviour and market evolution	3.1 Explain common **trends** in esports consumption and engagement
	3.2 Analyse regional and cultural influences on esports-market dynamics
	3.3 Evaluate how organisations respond to evolving esports trends
4. Be able to apply market insights to esports business decisions	4.1 Justify a strategic business decision using esports-market data
	4.2 Develop a business **proposal** based on current market trends
	4.3 Evaluate the impact of market-informed decisions on business performance

Range
1. Understand how business dynamics shape the esports industry globally
1.1 Structures The learner must consider: • leagues • tournaments • franchise models.

Range
Organisational The learner must consider: • teams • publishers • sponsors. **1.2 Business partnerships** The learner must consider: • fashion • automotive • traditional sports • music. **1.3 Business models** The learner could consider: • freemium • brand licensing • direct-to-fan services • service based model.
2. Be able to conduct effective esports market research
2.1 Plan The learner must consider: • objectives • methodologies • sample groups • expected outcomes. **2.2 Tools** The learner must consider: • surveys • analytics dashboards • heatmaps. **2.3 Research approaches** The learner must consider: • qualitative vs quantitative • primary and secondary.

Range
3. Understand trends in esports consumer behaviour and market evolution
3.1 Trends The learner must consider: • platform usage • audience preferences • event formats • media.
4. Be able to apply market insights to esports business decisions
4.2 Proposal **The proposal must include:** • clear market rationale • objectives • proposed actions.

Delivery and assessment guidance
AC1.2 The learner could present partnership case studies and brand collaborations to demonstrate how alliances drive industry growth. AC2.1 The tutor could guide learners through building a research plan using templates and examples tailored to esports audiences. AC2.2 The tutor could provide hands-on tasks using mock esports datasets and tools like audience surveys or engagement dashboards. The learner could provide a statistical analysis of their findings according to how they interpret the data. AC2.3 The tutor could use side-by-side comparisons and case examples to help learners assess when and why to use each research method. AC3.1 The tutor could present esports trend reports and encourage learners to track real-time changes in viewer habits and platform engagement. AC3.2 The learner could use examples to show how cultural values affect game popularity and viewer expectations. The turor could compare audience behaviours across regions using examples like game preferences in Asia vs. Europe or North America. AC3.3 Learners could submit a case study or essay assessing an organisation's strategy adaptation. The tutor could use real-world case studies of esports teams or publishers adapting to trends like mobile gaming or short-form content. AC4.1 Learners could present and justify a business action such as entering a market or launching a new team. The tutor could provide learners with market datasets and scenarios to practise making evidence-based strategic decisions.

Delivery and assessment guidance
AC4.2 Learners could submit a structured proposal with clear market rationale, objectives, and proposed actions. The tutor could use esports business proposal templates and guide learners through aligning their ideas with real market signals. AC4.3 Learners could explain potential outcomes of strategic decisions and measure against KPIs or goals. The tutor could support learners in reviewing esports case studies where data-driven decisions led to measurable outcomes or pivots.

Unit 04 Esports marketing and branding essentials (J/652/2079)

Unit summary
In this unit, learners will examine how esports marketing differs from traditional sectors and how campaigns drive audience growth and engagement. They will develop brand identity skills, apply core marketing principles to create and evaluate a campaign, and explore how targeted messaging engages different audience types.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand how marketing operates within the esports industry	1.1 Explain **key features** that compare esports marketing strategies to those in **other sectors**
	1.2 Explain how esports **marketing techniques** are applied across different media channels
	1.3 Evaluate how esports marketing campaigns influence **audience growth** and engagement using non-technical indicators
2. Be able to apply branding techniques in the esports context	2.1 Develop a **brand identity concept** for an esports product, event, or organisation
	2.2 Apply branding techniques to create non-digital promotional assets for an esports brand
	2.3 Justify branding decisions made in relation to audience engagement
3. Be able to produce and assess an esports marketing campaign	3.1 Plan a multichannel **marketing activity** applying esports marketing principles
	3.2 Implement elements of the marketing campaign and justify their execution
	3.3 Evaluate the success of a campaign using **performance data**
4. Understand how to segment and target esports audiences effectively	4.1 Identify core audience segments in the esports industry and describe their characteristics
	4.2 Compare methods used by esports organisations to engage distinct audience types
	4.3 Reflect on how **targeted messaging** can impact a marketing campaign

Range
1. Understand how marketing operates within the esports industry
1.1 Key features The learner could consider: • influencer partnerships • live engagement • community-based marketing • interactive digital environments • gamer loyalty behaviour • platform-specific branding.

Range
Other sectors The learner could consider: • sports • music • theatre • beauty/skin care. **1.2 Marketing techniques** The learner must consider: • content marketing • experiential marketing • targeted sponsorships. **1.3 Audience growth** Learners could consider: • reach • return on investment (ROI) • fan base metrics.
2. Understand how branding strategies are applied in the esports context
2.1 Brand identity concept Learners must include: • brand positioning • target audience • identity elements.
3. Be able to produce and assess an esports marketing campaign
3.1 Marketing activity Learners could consider: • campaign objectives • selected platforms • creative concepts • timeline • community building and engagement • authentic content marketing • strategic product placement.

Range
3.3 Performance data Learners could consider: • engagement rate • conversion • click through rate (CTR).
4. Understand how to segment and target esports audiences effectively
4.3 Targeted messaging Learners must include: • relevance • retention • return on investment (ROI).

Delivery and assessment guidance
AC1.3 The tutor could encourage use of simple marketing KPIs and real esports campaign reports. AC2.1 The tutor could use esports team rebranding case studies, style guides, and esports brand decks. AC2.2 The learner could demonstrate the use of consistency, colour schemes and slogan design within esports media. AC2.3 The learner could link visual and verbal elements to audience motivations and feedback by focusing on audience segmentation alignment and emotional resonance. AC3.1 The learner could break down planning into sections: goals, channels, content, scheduling. AC3.2 The learner could submit mock assets and reflect on choice of formats, tone, and delivery timing. The tutor could provide feedback on feasibility, adaptability, and alignment with audience expectations. AC3.3 The tutor could use KPIs, campaign analytic templates; integrate data interpretation into lessons. AC4.1 The learner could present profiles such as competitive gamer, stream enthusiast, or rand-driven fan AC4.2 Learners should analyse at least two contrasting engagement strategies (for example, community-first vs. influencer-led).

Unit 05 Building effective esports teams and organisations (M/652/2080)

Unit summary
In this unit, learners will explore the roles and responsibilities within an esports team and understand the processes for recruiting, developing, and retaining talent. They will learn to manage resources effectively, identify key operational tasks that support performance, and recognise how shared values and goals contribute to a positive and productive team environment.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand how esports teams are structured and managed	1.1 Describe the typical structure and **roles** within an esports team
	1.2 Explain the responsibilities and interactions between team members
	1.3 Analyse how leadership and communication styles affect **team performance**
2. Understand recruitment and talent development within esports teams	2.1 Explain the **processes** involved in scouting and recruiting esports talent
	2.2 Describe **methods** used to develop and retain esports players
	2.3 Evaluate the effectiveness of talent development methods in esports organisations
3. Understand the operational and logistical needs of esports teams and organisations	3.1 Identify key operational tasks required to support an esports team
	3.2 Explain how esports teams manage **resources**
	3.3 Evaluate the **impact of logistical planning** on team performance and professionalism
4. Understand how to build and sustain a positive team culture in esports	4.1 Explain the importance of **shared values** and goals in esports teams
	4.2 Describe **practices** that promote a healthy and inclusive team environment
	4.3 Evaluate the role of leadership in shaping team culture and values

Range

1. Understand how esports teams are structured and managed

1.1 Roles

The learner could consider:

- players
- coaches
- analysts
- managers
- content creators
- medical professionals.

Range
1.3 Team performance The learner must consider: • motivation • conflict resolution • outcomes.
2. Understand recruitment and talent development within esports teams

2.1 Processes
 	
The learner must consider:
 	
• identification
• trialling
• selection
• observing tournaments and leagues
• localisation
• officialisation.
 	
2.2 Methods
 	
The learner could consider:
 	
• programmes:
  ○ career transition
  ○ mental health
• performance reviews
• wellbeing initiatives.

3. Understand the operational and logistical needs of esports teams and organisations
3.2 Resources The learner must consider**:** • equipment • training environments • staff • policies • codes of conduct. **3.3 Impact of logistical planning** The learner must consider: • success • stability • brand image.

Range
4. Understand how to build and sustain a positive team culture in esports
4.1 Shared values Learners must consider: • cohesion • motivation • performance. **4.2 Practices** The learner could consider: • communication expectations • diversity strategies • cultural • psychological.

Delivery and assessment guidance
AC1.1 The learner could use role maps or team structure diagrams from real esports organisations to illustrate how roles interconnect. AC1.3 The tutor could use team case studies or leadership style profiles to explore how coaching approaches impact cohesion and results. AC2.1 The tutor could provide examples of scouting platforms, trials, or recruitment workflows used by esports teams and academies. AC2.2 The tutor could introduce player development frameworks and support strategies used by professional teams to promote long-term growth. AC2.3 Learners could use examples or case studies to assess outcomes such as player progression and retention. The tutor could use comparative case studies to help learners assess which development approaches lead to sustained performance and loyalty. AC3.2 The tutor could use team facility tours (videos or virtual) or resource planning templates to demonstrate real-world management practices. AC3.3 The tutor could use scenarios showing well- and poorly managed logistics to discuss outcomes like missed scrims, media issues, or tournament delays. AC4.1 The tutor could use team manifestos or vision statements to show how shared values influence group dynamics and success. AC4.2 The tutor could present examples of team charters, code of conduct or policies that foster inclusion, wellbeing, and positive communication. The learner could use this to generate policies for their own team. AC4.3 The tutor could use leadership style comparisons and esports coach interviews to explore how leaders' model and reinforce team culture.

Unit 06 Digital marketing strategies for esports (R/652/2081)

Unit summary
Learners will understand key digital marketing channels and design a digital marketing campaign for a defined esports audience. They will apply search engine optimisation (SEO) principles to recommend improvements to digital content and examine the legal and ethical requirements that ensure compliance with advertising standards and platform policies.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand how digital marketing tools are used in esports	1.1 Describe the main digital marketing channels used in esports
	1.2 Compare the effectiveness of digital **marketing strategies** across esports platforms using performance indicators
	1.3 Evaluate how esports organisations use **digital analytics and performance data** to optimise marketing strategies
2. Be able to create and deliver a digital marketing campaign in esports	2.1 Design a digital-only **marketing campaign** tailored to a defined esports audience
	2.2 Create platform-specific **digital content** for a targeted esports marketing campaign
	2.3 Execute and monitor **aspects of the digital marketing** campaign
3. Understand how to optimise esports marketing content	3.1 Explain the **principles of search engine optimisation (SEO)** and discoverability in esports digital content
	3.2 Analyse the role of audience feedback and **engagement data** in content optimisation
	3.3 Provide recommendations for **improvements to digital marketing** content based on performance data
4. Understand compliance and ethical considerations in esports digital marketing	4.1 Describe key **legal and ethical considerations** in esports digital marketing
	4.2 Explain how esports organisations ensure compliance with advertising **standards and platform policies**
	4.3 Evaluate the **risks** of non-compliance in esports digital marketing

Range
1. Understand how digital marketing tools are used in esports
1.2 Marketing strategies Learners must consider: • engagement metrics • audience reach • content formats.

Range
1.3 Digital analytics and performance data Learners must consider: • analytics tools • audience insights • iterative content strategies.
2. Be able to create and deliver a digital marketing campaign in esports
2.1 Marketing campaign The learner could consider: • objectives • audience profiles • channels • timelines • content ideas. **2.2 Digital content** The learner could consider: • social posts • short videos • banners • overlays. **2.3 Aspects of the digital marketing** The learner must consider: • publishing • scheduling • monitoring content performance.
3. Understand how to optimise esports marketing content
3.1 Principles of search engine optimisation (SEO) The learner could consider: • metadata • keywords • tagging • platform algorithms.

Range
3.2 Engagement data The learner could consider: • comments • shares • likes • watch time. **3.3 Improvements to digital marketing** The learner must consider: • design • timing • messaging.
4. Understand compliance and ethical considerations in esports digital marketing
4.1 Legal and ethical considerations The learner must consider: • data protection • influencer transparency • age-appropriate content. **4.2 Standards and platform policies** The learner must consider: • content review • disclaimers • platform-specific guidelines. **4.3 Risks** The learner must consider: • reputational damage • penalties • account suspension.

Delivery and assessment guidance
AC1.1 Learners should include current social media platforms. The tutor could use esports brand examples to illustrate how organisations select and use different digital platforms for targeted engagement. AC1.2 The tutor could provide performance data and campaign comparisons across platforms to explore what works best and why.

Delivery and assessment guidance
AC1.3 The tutor could introduce learners to esports analytics dashboards or mock data sets to practise interpreting performance and refining strategies. AC2.1 The tutor could guide learners through campaign planning templates and persona-building exercises to structure esports-specific plans. AC2.2 The tutor could use esports content creation tools and style guides to help learners design on-brand materials for digital campaigns. AC2.3 The tutor could use scheduling tools and mock publishing environments to simulate campaign rollout and introduce basic performance tracking. AC3.2 The tutor could present engagement analytics and user feedback from esports content to help learners identify patterns and improvement areas. AC3.3 The tutor could provide performance scenarios or mock reports to guide learners in suggesting clear, data-driven content improvements. AC4.1 The tutor could use case studies and regulatory examples to highlight real-world legal and ethical challenges in esports marketing. AC4.2 The tutor could introduce learners to platform rules and show how brands apply policies in campaign planning. AC4.3 The tutor could use real or simulated examples of esports marketing missteps to explore the impact of non-compliance on-brand integrity and operations.

Unit 07 Financial and risk management in esports (T/652/2082)

Unit summary
Learners will understand the components of a budget and the importance of financial planning. They will identify common funding sources and revenue generation strategies, recognise financial risks and appropriate risk-management approaches, and understand the purpose of financial reports and the need for transparency and accountability in esports finance.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand financial planning and budgeting in esports	1.1 Explain the **components** of an esports budget
	1.2 Provide a basic **budget plan** for an esports project or organisation
	1.3 Evaluate the **importance of financial planning** for sustainable growth in esports
2. Understand sources of funding and revenue generation in esports	2.1 Identify common sources of funding for esports teams and events
	2.2 Compare **revenue generation strategies** used by different esports organisations
	2.3 Evaluate the potential risks and rewards of various esports revenue strategies
3. Understand risk management processes within esports operations	3.1 Describe common **risks** faced by esports teams and organisations
	3.2 Explain how **risk assessments** are conducted in esports projects
	3.3 Compare **risk management strategies** in esports
4. Understand financial reporting and accountability in esports	4.1 Describe the purpose and **components** of financial reports in esports
	4.2 Explain the importance of **transparency and accountability** in esports finance
	4.3 Evaluate how financial reporting supports **decision-making** in esports organisations

Range
1. Understand financial planning and budgeting in esports
1.1 Components The learner could consider: • salaries • equipment • travel • sponsorship • prize funds • sales.

Range
1.2 Budget plan The learner must consider: • estimated income • costs • summary of projected outcomes. **1.3 Importance of financial planning** The learner could consider: • investor confidence • long-term stability • risk management • cashflow and budgeting • operational cost • social sustainability.
2. Understand sources of funding and revenue generation in esports
2.2 Revenue generation strategies The learner could consider: • merchandise • media rights • digital content • fan subscriptions • sponsorships • partnerships.
3. Understand risk management processes within esports operations
3.1 Risks The learner could consider: • financial • reputational • legal • operational • technological. **3.2 Risk assessments** The learners must consider: • identification • likelihood • impact.

Range
3.3 Risk management strategies The learner must consider: • mitigation • avoidance • transfer • acceptance.
4. Understand financial reporting and accountability in esports
4.1 Components The learner could consider: • balance sheets • income statements • cash flow reports. **4.2 Transparency and accountability** The learner could consider: • investor relations • sponsor trust • regulatory compliance. **4.3 Decision-making** The learner must consider: • budgeting • investment • strategic planning.

Delivery and assessment guidance
AC1.1 The tutor could provide esports budget templates and real or simulated expense breakdowns to familiarise learners with typical financial structures. AC1.2 The tutor could guide learners through budget planning exercises using esports events or team scenarios, encouraging realistic cost estimations. AC1.3 The tutor could use case studies of successful and failed esports ventures to show how financial planning impacts organisational sustainability. AC2.2 The tutor could present business model case comparisons to explore how organisations monetise differently based on audience, scale, and platform. AC2.3 Learners could use scenario-based activities to explore the long-term implications of relying on sponsorship compared to operating a diversified revenue model. Scenarios should encourage consideration of factors such as financial stability, scalability, and dependence on specific income sources, and how these may impact the sustainability of an organisation over time.

Delivery and assessment guidance
AC3.1 The tutor could use risk categorisation exercises and esports case examples to help learners identify and classify common threats. AC3.2 The tutor could provide learners with risk assessment templates and walk through examples from esports events or team operations. AC3.3 The learner could review a past case or hypothetical scenario and assess the effectiveness of how risks were managed, identifying where improvements could be made in relation to established risk-management strategies. The tutor could explore wider risk management concepts beyond the core strategies, including the risk management process (identification, assessment, and monitoring), different types of risk, and key organisational and strategic considerations. Teaching could be supported with relevant esports-specific examples to help learners apply these concepts in context. AC4.1 The tutor could introduce basic financial report formats and use simplified examples from esports organisations to explain key components. AC4.2 The tutor could use real or simulated financial disclosure examples to highlight how transparency builds credibility and supports compliance. AC4.3 The tutor could provide financial scenarios or board reports to help learners analyse how data drives esports business decisions.

Unit 08 Esports media content creation (Y/652/2083)

Unit summary
In this unit, learners will understand the stages involved in planning and producing media content, as well as the tools and software used in esports media production. They will also learn how to plan and script esports content. Learners will be able to develop graphics and overlays for esports media projects and refine esports media content to improve quality and effectiveness.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the technical and creative processes behind esports media production	1.1 Describe the **stages** involved in planning and producing esports media content
	1.2 Explain the tools and software commonly used in esports media production
	1.3 Evaluate how **creative decisions** impact the effectiveness of esports media
2. Be able to plan and execute large-scale media projects for esports events	2.1 Compare **content formats** used across major esports platforms
	2.2 Demonstrate how to **plan** and script esports content tailored to a chosen platform and audience
	2.3 Evaluate how **platform-specific strategies** affect the performance of esports content
3. Be able to produce high-quality esports media assets	3.1 Review and revise the capture and editing workflows for video and audio content within the esports project
	3.2 Create **graphics and overlays** suitable for esports media production
	3.3 Apply existing **branding guidelines** accurately during production
4. Be able to review and refine esports media content	4.1 Evaluate the **technical and creative quality** of own esports media content
	4.2 Implement feedback to improve own esports media content
	4.3 Justify the presentation of own finalised esports media content to a target audience

Range
1. Understand the technical and creative processes behind esports media production
1.1 Stages The learners must consider: • pre-production • production • post-production.

Range
1.3 Creative decisions The learner must consider: • visual style • pacing • sound design • editing choices • lighting.
2. Be able to plan and execute large-scale media projects for esports events
2.1 Content formats The learner must consider: • short form • long form • live • edited. **2.2 Plan** The learner must consider: • platform norms • tone • viewer expectations. **2.3 Platform-specific strategies** The learner must consider: • algorithms • audience behaviour • discoverability features.
3. Be able to produce high-quality esports media assets
3.2 Graphics and overlays The learner could consider: • introductions • middle • end • planning and conceptualisation • design and creation • team logos • dynamic overlays.

Range
3.3 Branding guidelines The learner could consider: • brand identity • brand colours • typography • logo usage.
4. Be able to review and refine esports media content
4.1 Technical and creative quality **The learners must consider:** • resolution • editing flow • audio levels • engagement • aesthetic.

Delivery and assessment guidance
AC1.1 The tutor could present production workflows using esports content examples, and walk learners through planning sheets, scripts, and story boarding. AC1.2 The tutor could provide hands-on demonstrations or guided tutorials using industry-standard esports production software. AC1.3 The tutor could use comparative media clips to show how editing, colour grading, and sound design affect audience perception and storytelling. AC2.1 The tutor could compare examples from multiple platforms to help learners identify content style, pacing, and format preferences by audience and medium. AC2.2 The tutor could use scripting templates and platform guidelines to support learners in aligning content structure with engagement goals. AC2.3 The tutor could use platform analytics to help understand platform-specific strategies such as defining KPIs, advanced analytical methods and strategic content. AC3.1 The tutor could provide a recording guide that effectively showcases editing techniques that would allow learners to practise with in-game footage or simulated event content. AC3.2 The tutor could use esports brand kits and graphic design software to teach learners how to build cohesive and professional visual elements. AC3.3 The tutor could provide a sample esports brand guideline and have learners adapt their media assets to maintain visual consistency. AC4.1 The tutor could use checklists to guide learners in evaluating the strengths and weaknesses of their own work.

Delivery and assessment guidance
AC4.2 The learner could revise their media assets based on peer feedback, demonstrating clear improvements. AC4.3 The learner could justify through reflection on the basis of feedback and research about the overall quality of the media content created.

Unit 09 Visual and audio storytelling in esports (A/652/2084)

Unit summary
Learners will understand the key principles of visual and audio storytelling and produce a storyboard. They will apply storytelling techniques to create esports media and implement revisions to enhance narrative flow and audiovisual coherence.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the principles of visual and audio storytelling in esports media	1.1 Explain **key elements** of visual and audio storytelling used in esports content
	1.2 Compare different visual and audio storytelling **techniques** used across a variety of media platforms
	1.3 Evaluate the effectiveness of visual and audio storytelling in engaging esports audiences
2. Be able to plan and develop a visual and audio storytelling project in esports	2.1 Develop a **narrative concept** using esports visual and audio storytelling
	2.2 Create a **storyboard** for an esports media project
	2.3 Justify the creative choices made in the planning of the visual and audio storytelling project
3. Be able to produce esports media using visual and audio storytelling techniques	3.1 Capture footage that reflects the planned narrative structure and visual style
	3.2 Apply visual and audio **storytelling conventions** to ensure coherence and audience engagement
	3.3 Demonstrate the **effective use** of esports footage to enhance narrative clarity and emotional impact
4. Be able to evaluate and refine esports visual and audio storytelling projects	4.1 Review the effectiveness of **narrative, visual and audio elements** in the final media product
	4.2 Implement revisions to improve narrative flow and visual and audio coherence based on feedback
	4.3 Demonstrate the final visual and audio storytelling project and justify key creative decisions

Range
1. Understand the principles of visual storytelling in esports media

1.1 Key elements
 	
The learner could consider:
 	
• imagery
• graphic design
• sound:
  ○ music
  ○ voiceover
• emotion
• engagement.

Range

1.2 Techniques
 	
The learner could consider:
 	
• visual:
  ○ sequential narrative storyboarding
  ○ colour psychology
  ○ visual metaphors and symbolism
  ○ storytelling and motion graphics
  ○ the hero's journey
  ○ data visualisation
  ○ minimisation
• audio:
  ○ strategic silence
  ○ audio branding
  ○ voice modulation and pacing
  ○ soundscapes.

2. Be able to plan and develop a visual and audio storytelling project in esports
2.1 Narrative concept The learner must consider: • storyline • message • audience engagement. **2.2 Storyboard** The learner must consider: • frames • captions • transitions • visual and audio cues.
3. Be able to produce esports media using visual and audio storytelling techniques
3.2 Storytelling conventions The learner must consider: • style • tone • thematic elements. **3.3 Effective use** The learner must consider: • pacing • transitions • sound design

Range
• visual effects.
4. Be able to evaluate and refine esports visual storytelling projects
4.1 Narrative, visual and audio elements **Narrative** The learners must consider: • clarity • emotional impact • alignment with the intended message. **Visual and audio elements** The learner could consider: • gameplay footage • cinematography and camerawork • graphics and overlays • commentary • music • sound effects • player introductions.

Delivery and assessment guidance
AC1.1The tutor could use visual and audio breakdowns of esports highlight reels or promotional videos to explore how storytelling is built through design choices. AC1.2 The tutor could present curated clips from various media platforms and guide learners in analysing narrative structure, emotion, and tone. AC1.3 The tutor could gather audience engagement and viewer feedback to help learners evaluate how storytelling drives impact and connection. AC2.1 The tutor could use storytelling templates and creative briefing exercises to help learners align narrative ideas with audience and platform goals. AC2.2 The tutor could provide storyboard templates and examples from esports trailers or promos to guide learners in planning visual and audio sequences. AC2.3 Learners could justify their creative choices for their visual and audio storytelling project. AC3.1 Learners could provide original footage that aligns with their storyboard and creative brief. AC3.2 The tutor could present visual storytelling checklists and brand tone examples to support learners in maintaining narrative and stylistic cohesion. AC4.1 The tutor could use structured critique sessions and viewer feedback tools to help learners assess the storytelling impact of their work.

Delivery and assessment guidance
AC4.3 Learners could deliver their work alongside a reflective explanation of how choices supported the message and audience.

Unit 10 Pre- and post-production in media broadcasting (D/652/2085)

Unit summary
Learners will examine the role and impact of pre- and post-production in broadcasting and explore how immersive technologies are used to enhance engagement in esports. They will create scripts, storyboards, and prototypes that integrate production techniques and immersive elements. Learners will also evaluate their work and consider the potential of immersive content to shape future esports experiences.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand pre- and post-production techniques used in esports media	1.1 Explain the role of **pre- and post-production** in broadcasting
	1.2 Compare traditional **editing techniques** used in broadcasting
	1.3 Evaluate the impact of **pre- and post-production choices** on the viewer experience
2. Understand immersive technologies used in esports media	2.1 Describe types of **immersive technologies** applied in esports production
	2.2 Explain how immersive technologies **enhance audience engagement** in esports
	2.3 Evaluate the **challenges and limitations** of implementing immersive technologies in esports
3. Be able to create a script and storyboard that will outline pre- and post-production techniques	3.1 Create a **script and storyboard** which clearly outlines pre- and post-production techniques
	3.2 Demonstrate the use of pre- and post-production techniques chosen within the script and storyboard
	3.3 Evaluate the effectiveness of the script and storyboard through **peer feedback**
4. Be able to explore and apply technology to create immersive content	4.1 Create a concept for an esports media project using immersive elements
	4.2 Demonstrate a mock-up of immersive content
	4.3 Review the potential of immersive content to shape **future esports experiences**

Range

1. Understand pre- and post-production techniques used in esports media

1.1 Pre- and post-production

The learner must consider:

Pre-production

- script and storyboarding
- casting and crewing
- budgeting and scheduling
- logistics.

Range
Post-production • editing • visual effects • sound design • colour grading • mixing. **1.2 Editing techniques** The learner could consider: • motion graphics • dynamic cuts • masking • layered audio design. **1.3 Pre- and post-production choices** The learners could consider: • engagement • clarity • emotional tone.
2. Understand immersive technologies used in esports media
2.1 Immersive technologies The learner could consider: • augmented reality (AR) • virtual reality (VR) • 360° video • virtual sets • mixed reality. **2.2 Enhance audience engagement** The learner could consider: • interactivity • realism • spatial immersion. **2.3 Challenges and limitations** The learner must consider: • cost • accessibility

Range
• technical complexity • user experience • viewer experience.
3. Be able to create a script and storyboard that will outline pre- and post-production techniques
3.1 Script and storyboard The learner must consider: • start, medium, end • number of shots • camera movement • aspect ratio • script marking and breakdown. **3.3 Peer feedback** The learner must consider: • result • clarity • understanding • message.
4. Be able to explore and apply technology to create immersive content
4.3 Future esports experiences The learner could consider: • content formats • audience interaction • production design.

Delivery and assessment guidance
AC1.1 The tutor could use before-and-after content examples to illustrate how pre- and post-production elevates the polish, tone, and clarity of esports media. AC1.2 The tutor could use side-by-side clip comparisons or editing breakdowns from esports broadcasts to analyse how techniques enhance storytelling and pace. AC1.3 The tutor could use viewer feedback, playback comparisons, or usability testing scenarios to help learners reflect on how pre- and post-production affects audience perception. AC2.1 The tutor could use video demonstrations or case studies to introduce learners to immersive formats and their applications in esports events and media. AC2.2 The tutor could present immersive technology examples (for example, VR replays, AR stats overlays) and guide discussions on how they transform audience interaction. AC2.3 The tutor could use real-world implementation cases or articles to explore barriers to adoption and encourage debate on feasibility and inclusivity.

Delivery and assessment guidance
AC4.2 The tutor could provide guided prototyping sessions or low-fidelity mock-up tools to help learners visualise and test immersive content concepts. The learner should be encouraged to map out user interactions, demonstrate how audiences engage with the content in real time, and explore how immersion is created through interactivity, presence, and participation. AC4.3 Learners could reflect on how immersive technologies could evolve. The tutor could use speculative design exercises and industry trend reports to help learners critically explore future applications of immersive media.

Unit 11 Media analytics and audience insights (F/652/2086)

Unit summary
Learners will understand key performance metrics, analytics tools, and audience segments used in esports media evaluation. They will analyse audience behaviour and platform data to identify content strengths and weaknesses and make informed recommendations. Learners will then apply audience insights to adjust esports media content and evaluate the effectiveness of these changes.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand key performance metrics and analytics tools used in esports media	1.1 Describe key **performance metrics** used to evaluate esports media content
	1.2 Explain the functions of analytics tools used in esports media
	1.3 Evaluate how **analytics** inform decision-making in esports content strategy
2. Understand how to segment and analyse esports media audiences	2.1 Describe common **audience segments** in esports media
	2.2 Analyse audience behaviour using **media analytics data**
	2.3 Evaluate the impact of audience insights on esports media **development**
3. Be able to gather and interpret esports media performance data	3.1 Provide relevant analytics from a selected esports media platform
	3.2 Interpret **media data** to assess content strengths and weaknesses
	3.3 Collate findings from esports media analytics with supported recommendations
4. Be able to use audience insights to improve esports media performance	4.1 Provide **changes** to media content based on audience data
	4.2 Implement adjustments to esports media content using analytical feedback
	4.3 Evaluate the effectiveness of content changes informed by audience insights

Range
1. Understand key metrics and tools used in esports media analytics
1.1 Performance metrics The learner could consider: • views • watch time • retention • click through rate (CTR) • impressions.

Range
1.3 Analytics The learner could consider: • content type • timing • platform choice • audience targeting.
2. Understand how to segment and analyse esports media audiences
2.1 Audience segments The learner could consider: • demographics • viewing habits • fan behaviours • platform preferences. **2.2 Media analytics data** The learner could consider: • drop-off points • peak view times • interaction patterns. **2.3 Development** The learner could consider: • media creation • scheduling • platform decisions.
3. Be able to gather and interpret esports media performance data
3.2 Media data The learner could consider: • patterns • anomalies • insights related to reach • engagement • retention.

Range
4. Be able to use audience insights to improve esports media performance
4.1 Changes The learner could consider: • format • scheduling • tone • platform use.

Delivery and assessment guidance
AC1.2 The tutor could provide guided walkthroughs or demo accounts to help learners explore the dashboards and features of common esports analytics platforms. AC1.3 The tutor could use real or simulated content performance reports to guide learners in drawing insights and making strategic content decisions. AC2.1 The tutor could present esports audience profiles and use persona-building tools to help learners categorise and understand key audience segments. AC2.2 The tutor could use interactive charts or viewer behaviour heatmaps to teach learners how to spot trends and make informed decisions from audience data. AC2.3 The tutor could use case studies showing how teams or creators adapted their media strategies based on audience analytics. AC3.1 The tutor could provide platform access or simulated dashboards and guide learners through data extraction for specific content. AC3.2 The tutor could use side-by-side data reports and reflection prompts to help learners practise identifying what worked and what needs improvement. AC3.3 Learners should create a report or presentation including data visualisations and strategy suggestions. The tutor could guide learners in structuring insights reports using charts, screenshots, and clear recommendations based on the data. AC4.1 The tutor could provide audience scenarios or feedback reports and support learners in drafting targeted content improvement plans. AC4.2 Learners could revise or create new content based on insights, showing applied changes. The tutor could use content editing tasks or Alpha/Beta (A/B) testing simulations to help learners apply data-driven changes to improve outcomes. AC4.3 Learners could reflect on performance improvements using before-and-after comparisons or new analytics. The tutor could support learners in using comparative data sets and reflection tools to assess the impact of their content adjustments.

Unit 12 Esports media branding and identity (H/652/2087)

Unit summary
Learners will explore brand identity in esports media, comparing market positioning and the impact of strong branding on audience perception. They will create and apply branding concepts and visual assets across platforms, evaluating consistency and effectiveness. Learners will also use audience feedback and performance data to refine branding and assess future brand development.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the principles of brand identity in the esports media context	1.1 Describe the **key components** of brand identity in esports media
	1.2 Compare how different esports **media brands** position themselves in the market
	1.3 Evaluate how **strong branding** influences audience perception and loyalty in esports media
2. Be able to develop a brand strategy for esports media	2.1 Create a **brand identity** concept for an esports media project, defining core values, visual style, and audience positioning
	2.2 Develop **branding assets** for an esports media brand
	2.3 Justify **branding decisions** in relation to target audience and brand values
3. Be able to apply branding consistently across esports media content	3.1 Create and integrate original **branding elements** into esports media content in accordance with a defined brand identity
	3.2 Demonstrate how to **adapt branding elements** for different platforms and content types
	3.3 Evaluate the consistency and effectiveness of applied branding
4. Be able to review and refine an esports media brand	4.1 Collate **feedback** from target audiences or stakeholders to inform esports branding decisions
	4.2 Analyse performance data and feedback to inform esports branding
	4.3 Reflect on the **evolution and potential growth** of the esports media brand

Range
1. Understand the principles of brand identity in the esports media context
1.1 Key components The learner must consider: • logo design • colour schemes • typography • tone of voice • brand values • brand awareness.

Range
1.2 Media brands The learner could consider: • aesthetics • values • target audiences • content styles. **1.3 Strong branding:** The learner must consider: • brand recognition • emotional connection • audience retention.
2. Be able to develop a brand strategy for esports media
2.1 Brand identity The learner must consider: • core values • personality • tone • mission and vision style • brand positioning. **2.2 Branding assets** The learner could consider: • logos • banners • thumbnails • graphic templates • colour palette • brand voice and tone • brand story. **2.3 Branding decisions** The learner must consider: • audience expectations • identity goals.

Range
3. Be able to apply branding consistently across esports media content
3.1 Branding elements The learner could consider: • logos • colours • typography • tone • video • graphic • social content. **3.2 Adapt branding elements** The learner must consider: • visuals • tone • narrative • representation.
4. Be able to review and refine an esports media brand

4.1 Feedback
 	
The learner could consider:
 	
• analytics:
  ○ surveys
  ○ interviews
  ○ brand perception
  ○ audience response.
 	
4.3 Evolution and potential growth
 	
The learner must consider:
 	
• branding progress
• lessons learned
• future development opportunities.

Delivery and assessment guidance
AC1.1 Learners could use brand books or style guides from esports teams or content creators to illustrate how consistent identity is developed and maintained. AC1.2 The tutor could use side-by-side brand analysis tasks with examples from teams, leagues, casters, and esports channels to explore market positioning. AC1.3 The tutor could present brand engagement case studies and social metrics to help learners connect branding strategies with audience behaviour.

Delivery and assessment guidance
AC2.1 The tutor could use brand-building templates and personal development tool, for example, unique value proposition to guide learners in articulating a clear brand identity. AC2.2 The tutor could provide esports branding briefs and design tools to support the creation of cohesive and platform-ready visual assets. AC2.3 The tutor could use reflective prompts and audience profiles to help learners articulate the rationale behind their branding approach. AC3.1 The tutor could provide branding style guides and example content templates to help learners apply consistent branding across various formats. AC3.2 The tutor could use platform-specific content reviews to help learners tailor branding while maintaining identity across varied formats. AC3.3 The tutor could use branding checklists and peer-review tools to help learners assess coherence and impact across their media outputs. AC4.1 The tutor could provide templates and outreach strategies to help learners collect meaningful branding feedback. AC4.2 Learners could analyse feedback and performance data to justify branding decisions. Evidence can include summaries, visuals, or annotated revisions. The tutor could provide sample data and show how to extract insights to improve esports branding. AC4.3 The tutor could use reflective journaling or portfolio reviews to help learners articulate branding growth and set future creative goals.

Unit 13 Developing technologies in esports media (J/652/2088)

Unit summary
Learners will explore current and emerging technologies in esports media, evaluating their impact, opportunities, and challenges, including ethical and practical considerations. They will apply an emerging tool to create content and reflect on its effectiveness. Learners will also analyse future industry trends and assess the sustainability and value of emerging technologies for esports media.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand how developing technologies are shaping esports media	1.1 Describe **developing technologies** used in esports media production and distribution
	1.2 Explain the impact of developing technologies on esports media workflows and roles
	1.3 Evaluate the **opportunities and challenges** of integrating developing technologies in esports media
2. Understand ethical and practical considerations when using emerging technologies in esports media	2.1 Describe **ethical concerns** related to emerging technologies in media
	2.2 Explain **practical limitations** when adopting emerging technologies in esports media environments
	2.3 Evaluate **mitigation strategies** to address ethical and practical challenges in esports media innovation
3. Be able to explore the use of emerging tools in esports media production	3.1 Justify the selection of an emerging tool for esports media content creation
	3.2 Create a media content concept using the selected emerging technology
	3.3 Reflect on the creative and technical **outcomes** of using the selected tool
4. Understand how to compare emerging technologies in esports media	4.1 Identify trends and signals that indicate future changes in esports media
	4.2 Evaluate emerging technologies in esports media
	4.3 Reflect on own research to determine the disadvantages and advantages for sustainable future use of emerging technologies

Range
1. Understand how emerging technologies are shaping esports media
1.1 Developing technologies The learner could consider: • AI • virtual production • blockchain • cloud/online broadcasting • real-time data integration

Range
• augmented reality (AR) • virtual reality (VR) • extended reality (XR) • spatial immersive audio. **1.3 Opportunities and challenges** The learner must consider: • innovation potential • cost • accessibility • training needs • creative freedom.
2. Understand ethical and practical considerations when using emerging technologies in esports media
2.1 Ethical concerns The learner must consider: • data privacy • deepfakes • algorithmic bias • intellectual property. **2.2 Practical limitations** The learner could consider: • infrastructure needs • software/hardware compatibility • cost barriers • qualified staff/technical ability. **2.3 Mitigation strategies** The learner could consider: • transparency policies • training programs • phased rollouts.
3. Be able to explore the use of emerging tools in esports media production
3.3 Outcomes The learner must consider: • usability • scalability • efficiency

Range
• innovation value.

Delivery and assessment guidance
AC1.1 The learner could use industry trend reports and technology showcases to familiarise learners with cutting-edge tools influencing esports content creation. AC1.2 The learner could use role-mapping exercises and workflow simulations to help learners visualise how technology shifts task distribution and skill requirements. AC1.3 The tutor could use strengths, weaknesses, opportunities or threats (SWOT) analysis templates and real-world examples to help learners critically assess the pros and cons of adopting new technologies. AC2.1 The tutor could use media ethics scenarios and discussion prompts to help learners identify and reflect on the ethical dimensions of tech use in esports. AC2.2 The tutor could use project planning templates and case-based analysis to help learners anticipate real-world implementation challenges. AC2.3 The tutor could guide learners in developing ethical tech policies or innovation roadmaps to balance innovation with responsibility. AC3.1 The tutor could use tech comparison charts and guided research tasks to help learners evaluate and select tools with strategic purpose. AC3.2 The tutor could provide a variety of media content concepts that highlight a variety of emerging technologies used in the sector. AC3.3 The tutor could use evaluation rubrics and reflection prompts to help learners assess both the process and product of their technology use. AC4.1 The tutor could use trend analysis exercises and future-mapping tools to help learners detect and interpret signs of media evolution in esports. AC4.2 Learners could present plausible use cases such as AI-generated content, holographic events, or immersive broadcasting. The tutor could use speculative design or future-scenario workshops to support learners in creatively envisioning tech applications in esports. AC4.3 Learners could compare and contrast their selected emerging technologies to determine effective and non-effective outcomes. The tutor could use self-assessment tools and personal development plans to help learners map their growth and identify upskilling opportunities.

Unit 14 Coaching principles in esports (K/652/2089)

Unit summary
Learners will explore coaching models and leadership styles in esports, examining how coaching philosophy influences player and team performance. They will design and deliver coaching programmes, review and refine strategies, and evaluate the effectiveness of coaching techniques. Learners will also reflect on their own coaching practice, adapt methods based on feedback, and assess the impact of these changes.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the core principles of effective coaching in esports	1.1 Explain key **coaching models** and their relevance to esports
	1.2 Compare **leadership styles** and their effectiveness in esports coaching
	1.3 Evaluate the impact of **coaching philosophy** on team performance and player development
2. Understand how to design structured coaching programmes for esports teams	2.1 Explain the **key components** of an esports coaching programme
	2.2 Develop a **session plan** that aligns with team objectives and player roles
	2.3 Justify the design of the coaching programme in relation to team development goals
3. Be able to apply coaching techniques to optimise player performance	3.1 Demonstrate delivery of targeted coaching sessions using current **industry techniques**
	3.2 Review and revise coaching strategies to meet individual and team needs
	3.3 Evaluate the effectiveness of coaching techniques in improving player and **team outcomes**
4. Be able to reflect on and improve their own coaching practice in esports	4.1 Review personal coaching methods and areas for development
	4.2 Adapt **coaching methods** based on peer feedback and past reflection
	4.3 Evaluate the **impact** of changes made to coaching practice

Range
1. Understand the core principles of effective coaching in esports
1.1 Coaching models The learner must consider: • goals, reality, options, will (GROW) • contract, listen, explore, action, review (CLEAR) • teaching games for understanding (TGfU).

Range
1.2 Leadership styles: The learner must consider: • autocratic • democratic • transformational • laissez-faire. **1.3 Coaching philosophy** The learner must consider: • values • communication style • developmental focus • culture.
2. Understand how to design structured coaching programmes for esports teams
2.1 Key components **The learner must consider:** • training schedules • goal setting • feedback systems • performance tracking. **2.2 Session plan** The learner could consider: • session goals • drills • timings • role-specific activities • summary • materials • resources.
3. Be able to apply coaching techniques to optimise player performance
3.1 Industry techniques The learner must consider: • in-game guidance • performance reviews • tactical breakdowns • data analytics • video on demand review.

Range
3.3 Team outcomes The learner could consider: • performance • communication • strategy executions • counter strategy.
4. Be able to reflect on and improve their own coaching practice in esports
4.2 Coaching methods The learner could consider: • video on demand (VOD) Review • data analysis and statistics • scrims • mental preparation • discussion based. **4.3 Impact** The learner must consider: • player responses • engagement • outcomes.

Delivery and assessment guidance
AC1.1 The tutor could use coaching model comparisons and esports-specific scenarios to help learners contextualise frameworks within game-based environments. AC1.2 The tutor could use team case studies and roleplay analysis to help learners explore how different leadership approaches affect team dynamics and outcomes. AC2.1 The tutor could use coaching templates and esports training calendars to help learners build structured and realistic programme frameworks. AC2.2 The tutor could provide session planning formats and game-role breakdowns to support learners in tailoring activities to strategic goals and player needs. AC3.1 The tutor could use live coaching simulations and role-specific tasks that mirror real workplace scenarios to allow learners to practise delivering coaching sessions in a controlled but realistic environment. For example, learners can take part in role-play exercises, alternating between coach and coachee, to develop communication, questioning, and feedback skills. AC3.2 Learners could modify plans in response to player skill levels, learning styles, or team dynamics. The tutor could use player profiling tools and scenario adjustments to guide learners in creating flexible and responsive coaching interventions.

Delivery and assessment guidance
AC4.1 Learners could use feedback and self-evaluation tools to identify growth opportunities. The tutor could provide reflective coaching journals and peer observation checklists to support honest evaluation of coaching performance.

Unit 15 Psychology for performance (R/652/2090)

Unit summary
Learners will explore key psychological concepts affecting esports performance, including preparation, decision-making, and strategic thinking. They will apply psychological techniques within coaching, evaluate their impact on player development, and analyse team communication and cohesion. Learners will also develop and assess team strategy plans that integrate psychological and tactical elements.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand key psychological factors that influence esports performance	1.1 Describe **psychological concepts** relevant to esports players
	1.2 Explain how **psychological preparation** affects performance in esports
	1.3 Evaluate the role of **psychological support** in high-pressure esports environments
2. Understand how to optimise strategic thinking and decision-making in esports	2.1 Explain the **cognitive processes** involved in strategic decision-making during gameplay
	2.2 Compare decision-making styles used by esports players in different roles or games
	2.3 Evaluate how coaches can develop players' strategic thinking skills
3. Be able to apply psychological techniques to support esports players	3.1 Select appropriate **psychological techniques** for individual player needs
	3.2 Implement **psychological support strategies** within coaching sessions
	3.3 Evaluate the effectiveness of psychological interventions on player development
4. Be able to enhance team strategy through psychological and tactical insights	4.1 Analyse the **psychological dynamics** of team communication and cohesion
	4.2 Develop a **team-based strategy plan** integrating psychological and tactical elements
	4.3 Evaluate the **effectiveness of the strategy plan** during team practice or competition

Range

1. Understand key psychological factors that influence esports performance

1.1 Psychological concepts

The learner must consider:

- focus
- motivation
- stress
- confidence
- mindset.

Range
1.2 Psychological preparation The learner must consider: • goal setting • visualisation • routine building • in-game scenarios • trigger spotting. **1.3 Psychological support** The learner must consider: • coaching • mental health support • team dynamics.
2. Understand how to optimise strategic thinking and decision-making in esports
2.1 Cognitive processes The learners could consider: • perception • anticipation • working memory • reaction under time pressure.
3. Be able to apply psychological techniques to support esports players
3.1 Psychological techniques The learner could consider: • mindfulness • self-talk • breathing routines. **3.2 Psychological support strategies** The learner could consider: • training routines • scrims • pre/post-match briefings.
4. Be able to enhance team strategy through psychological and tactical insights
4.1 Psychological dynamics The learner could consider: • trust • role clarity

Range
• conflict resolution • in-game communication styles. **4.2 Team-based strategy plan** The learner must consider: • communication protocols • mental resilience • strategic execution. **4.3 Effectiveness of the strategy plan** The learner must consider: • performance outcomes • communication flow.

Delivery and assessment guidance
AC1.1 The tutor could use esports player interviews, psychological models, and game scenarios to introduce learners to key mental performance concepts. AC1.2 The tutor could use performance prep frameworks and pre-match routine analysis to guide learners in connecting mindset strategies to results. AC1.3 Learners could assess the impact of coaching, mental health support, and team dynamics during competition. The tutor could use case studies from tournaments or scrims to help learners analyse how psychological support contributes to resilience and performance. AC2.1 The tutor could use real-game scenarios, decision trees, and cognitive task analysis to help learners break down strategic thought processes. AC2.2 Learners could analyse contrasting approaches (for example, intuitive vs. analytical) across roles like in-game leader (IGL), support, or sniper. The tutor could use video replays and tactical breakdowns to help learners explore how roles and genres influence decision-making patterns. AC3.1 The tutor could use player case studies and profiling tools to guide learners in matching mental strategies to specific challenges or goals. AC4.1 The tutor could use team interaction reviews and voice communications analysis to help learners understand how mental and emotional factors affect team synergy. AC4.2 The tutor could use planning templates and team role analysis to guide learners in building integrated strategies that balance mindset and tactics.

Unit 16 Technology integration and player management (T/652/2091)

Unit summary
Learners will explore technologies used to monitor player performance and wellbeing, evaluating their benefits and limitations for esports coaching. They will examine effective player care routines, lifestyle factors, and long-term performance support. Learners will apply coaching technologies in practice, identify player development needs, and create and refine short-term coaching plans using data-driven insights.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the role of technology in monitoring and enhancing esports player performance	1.1 Describe **technologies** used to monitor player performance and wellbeing
	1.2 Explain how **data from monitoring tool**s informs coaching decisions
	1.3 Evaluate the **benefits** and **limitations** of technology in esports player management
2. Understand how to manage physical and mental wellbeing in esports players	2.1 Identify key components of an effective **player care** routine in esports
	2.2 Explain the impact of **lifestyle factors** on esports performance and recovery
	2.3 Evaluate **methods** for supporting sustained health and performance in esports players
3. Be able to integrate technology into coaching and player development	3.1 Identify appropriate technological tools to support individual and team development
	3.2 Implement selected **coaching technologies** to support training activities in an esports coaching environment
	3.3 Evaluate the effectiveness of integrated technologies in enhancing player performance
4. Be able to create a personalised development plan for esports players	4.1 Identify a player's development needs using observational and technology-assisted insights
	4.2 Create a short-term **coaching plan** that addresses a player's immediate development needs using insights from technology tools
	4.3 Review and adjust the development plan based on player progress and feedback

Range
1. Understand the role of technology in monitoring and enhancing esports player performance
1.1 Technologies The learner could consider: • eye trackers • biometric wearables • gameplay analytics • posture monitoring.

Range
1.2 Data from monitoring tools The learner could consider: • training intensity • sleep routines • focus exercises. **1.3 Benefits** Learners could consider: • performance analytics and insights • scouting and recruitment. **Limitations** Learners could consider: • privacy and data security concerns • data overload and complexity.
2. Understand how to manage physical and mental wellbeing in esports players
2.1 Player care The learner could consider: • sleep • hygiene • nutrition • eye care • physical exercise • stress reduction • support network. **2.2 Lifestyle factors** The learner could consider: • screen time • diet • hydration • sleep cycles • exercise • mental health.

Range
2.3 Methods The learner could consider: • workload management • routine variation • specialist support.
3. Be able to integrate technology into coaching and player development
3.2 Coaching technologies The learner must consider: • analytics platforms • communication software • performance tracking apps.
4. Be able to create a personalised development plan for esports players
4.2 Coaching plan The plan could include: • objectives • timelines • training methods • wellbeing routines • monitoring strategies.

Delivery and assessment guidance
AC1.1 The tutor could use product demos, video tutorials, or mock data sets to familiarise learners with technologies that track esports player metrics. AC1.2 The tutor could use sample analytics reports and scenario-based coaching decisions to help learners connect data interpretation with real training adjustments. AC1.3 The tutor could use comparative analysis tasks and ethical discussion prompts to help learners weigh the strategic use of tech in player support. AC4.2 The tutor could use development plan templates and case-based coaching profiles to help learners structure actionable, data-driven support strategies.

Unit 17 Player development and long-term performance planning (Y/652/2092)

Unit summary			
Learners will explore long-term player development in esports, including performance planning, analytics, and goal-setting. They will use performance data and feedback to design guided and long-term development plans. Learners will also create and monitor personalised performance plans aligned with team objectives and evaluate their effectiveness in supporting sustainable player growth.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the components of a long-term performance strategy	1.1 Describe **key stages** of long-term player development in esports
	1.2 Explain how **performance planning** supports sustainable player progression
	1.3 Evaluate the role of performance analytics in long-term planning
2. Understand the importance of goal setting in esports performance planning	2.1 Describe different types of **goals** used in esports coaching
	2.2 Explain how goal setting influences motivation and performance in esports players
	2.3 Evaluate **methods** for setting and reviewing goals in long-term player development
3. Be able to use analytics and feedback to inform player development planning	3.1 Interpret performance **data** to determine specific development needs for an esports player
	3.2 Develop guided plans for coaching using feedback from players and **staff**
	3.3 Develop a long-term, **data-informed development plan** outlining progression milestones for an esports player
4. Be able to support long-term performance through strategic planning and monitoring	4.1 Create a long-term **performance plan** aligned with individual goals and team objectives
	4.2 Demonstrate how to monitor progress and adapt plans based on changing performance data
	4.3 Evaluate the effectiveness of the long-term performance plan in supporting sustained player growth

Range
1. Understand the components of a long-term performance strategy
1.1 Key stages The learners must consider: • foundational skill-building • peak performance periods • transition phases.

Range
1.2 Performance planning The learner must consider: • structured training • rest cycles • skill milestones.
2. Understand the importance of goal setting in esports performance planning
2.1 Goals The learner must consider: • outcome • performance • process. **2.3 Methods** The learner must consider: • performance logs • review cycles • collaborative goal setting frameworks.
3. Be able to use analytics and feedback to inform player development planning
3.1 Data The learner must consider: • accuracy • reaction time • decision-making • communication patterns. **3.2 Staff** The learner could consider: • analysts • psychologists • nutritionists • coaches • physiotherapists.

Range
3.3 Data-informed development plan The learner must consider: • analytics • feedback • short-term objectives • long-term progression.
4. Be able to support long-term performance through strategic planning and monitoring
4.1 Performance plan The learner must consider: • team targets • tournament cycles • seasonal structures.

Delivery and assessment guidance
AC1.3 the tutor could use data samples and performance dashboards to help learners understand how analytics shape strategic planning. AC2.1 The tutor could use SMART goal frameworks and competitive scenarios to help learners define and categorise coaching objectives effectively. AC3.3 Learners should produce a plan integrating analytics, feedback, short-term objectives, and long-term progression. The tutor could provide planning templates and real or simulated player profiles to support learners in creating evidence-based development strategies. AC4.1 The tutor could use performance planning tools and esports calendars to help learners design strategic timelines across different competitive phases. AC4.2 The tutor could use progress tracking tools, scenario-based updates, and adaptive planning templates to help learners practise iterative refinement.

Unit 18 Mental resilience and emotional control in esports (A/652/2093)

Unit summary
Learners will explore mental resilience in esports, including factors that influence it and its impact on performance under pressure. They will examine stressors, emotional responses, and strategies for managing them. Learners will also analyse how emotional control affects team dynamics and evaluate mental health challenges, support systems, and interventions that promote wellbeing in esports.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand psychological resilience in competitive esports contexts	1.1 Define mental resilience and its significance in esports
	1.2 Explain **factors** that influence psychological resilience in esports players
	1.3 Evaluate the impact of **resilience** on player performance under pressure
2. Understand how to manage stress and control emotions in esports players	2.1 Describe **common stressors and emotional triggers** in esports competition
	2.2 Explain the effects of unmanaged stress and emotions on player performance and wellbeing
	2.3 Evaluate **strategies** to help players manage stress and emotional responses
3. Understand the role of emotional regulation in team dynamics	3.1 Explain how individual **emotional control** affects team communication and cohesion
	3.2 Describe how **copying behaviours** can influence esports team performance
	3.3 Evaluate **interventions** that promote emotional stability within teams
4. Understand how to develop mental health support systems for esports players	4.1 Identify mental health challenges common among esports players
	4.2 Explain the components of an effective **mental health support system**
	4.3 Evaluate the **effectiveness** of a mental health support system in an esports context

Range
1. Understand psychological resilience in competitive esports contexts
1.2 Factors Learners could consider: • mindset • team culture • pressure • past experiences.

Range
1.3 Resilience The learner could consider: • decision-making • composure • consistency.
2. Understand how to manage stress and control emotions in esports players
2.1 Common stressors and emotional triggers The learner must consider: • performance pressure • toxicity • poor results • interpersonal conflict. **2.3 Strategies** The learner could consider: • breathing exercises • cognitive reframing • mental resets • debrief routines.
3. Understand the role of emotional regulation in team dynamics
3.1 Emotional control The learner must consider: • tone • timing • in-game communication. **3.2 Copying behaviours** The learner must consider • group morale • focus • frustration. **3.3 Interventions** The learner must consider: • emotional check-ins • peer support systems • resilience training.

Range
4. Understand how to develop mental health support systems for esports players
4.2 Mental health support The learner must consider: • counselling • peer mentoring • rest policies • coach education. **4.3 Effectiveness** The learner must consider: • reduced burnout • improved focus • player retention.

Delivery and assessment guidance
AC1.1 Learners could use esports match case studies and resilience self-assessments to introduce the concept and importance of mental toughness in gameplay. AC1.2 Learner could use discussion prompts, player interviews, and reflection tools to explore how personal, social, and environmental factors shape resilience. AC1.3 Learners could use tournament footage, performance reviews, and resilience scoring tools to help learners connect mental strength with in-game outcomes. AC2.1 Learners could use esports stress mapping and scenario discussions to help learners identify key emotional triggers across roles and game formats. AC3.2 Learners could use team psychology scenarios and video reviews to help identify signs of emotional contagion and its ripple effects.

Unit 19 Coaching analytics and decision-making tools (D/652/2094)

Unit summary
Learners will explore how data supports esports coaching, including its role in shaping short- and long-term strategies and its limitations. They will interpret player and team data to guide tactical improvements, use real-time analytics for in-match decisions, and develop clear methods for communicating insights. Learners will also evaluate the impact of data-informed feedback on player performance.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand how to use analytics to inform coaching decisions	1.1 Describe **types of data** used to support coaching decisions in esports
	1.2 Explain how performance data influences short-term and long-term coaching strategies
	1.3 Evaluate the limitations of relying solely on analytics in esports coaching
2. Understand how to adjust strategies based on data analysis	2.1 Interpret player and team data to **target areas** for tactical improvement
	2.2 Develop coaching strategies in response to identified performance issues
	2.3 Evaluate the outcomes of data-informed **strategic adjustments**
3. Understand how to use real-time analytics to make in-game coaching decisions	3.1 Explain the role of **real-time data** during live esports matches
	3.2 Identify **critical moments** where data-driven decisions can change match outcomes
	3.3 Evaluate the effectiveness of in-game coaching decisions based on real-time data
4. Be able to present analytics data to players and teams	4.1 Create appropriate **methods** to communicate performance data
	4.2 Provide **feedback sessions** that incorporate analytics in a constructive and engaging way
	4.3 Evaluate the **impact** of analytics presentations on player understanding and performance improvement

Range
1. Understand how to use analytics to inform coaching decisions
1.1 Types of data The learner could consider: • kill-death ratios • objective control • positioning heatmaps • reaction times.

Range
2. Understand how to adjust strategies based on data analysis
2.1 Target areas The learner could consider: • weak rotations • miscommunications • inconsistent performance zones. **2.3 Strategic adjustments** The learner could consider: • team coordination • individual execution • match results.
3. Understand how to use real-time analytics to make in-game coaching decisions
3.1 Real-time data The learner could consider: • live statistical feeds • heatmaps • performance alerts. **3.2 Critical moments** The learner could consider: • power spike timings • economy shifts • failed rotations.
4. Be able to present analytics data to players and teams
4.1 Methods The learner could consider: • charts • heatmaps • session recaps • briefings tailored to audience needs. **4.2 Feedback sessions** The learner could consider: • tone • pacing • visuals.

Range
4.3 Impact The learner could consider: • awareness • behaviour change • match outcomes.

Delivery and assessment guidance
AC1.1 The learner could use annotated stat sheets, dashboards, and platform overviews to help identify key data types in coaching contexts. AC1.2 The tutor could use timeline comparisons and game review scenarios to help learners connect data insights with coaching strategies at different stages. AC2.1 The tutor could use annotated replays and team stat breakdowns to help learners practise spotting tactical gaps and improvement opportunities. AC2.2 The tutor could use editable session templates and tactical scenario planning to help learners practise adjusting strategies in realistic contexts. AC2.3 The learner could use before-and-after performance comparisons and team debrief tools to review the impact of their strategy changes. AC3.2 The tutor could use scenario-based analysis and pause-and-predict exercises to help learners recognise game-changing moments for intervention. AC3.3 The tutor could use post-match breakdowns and decision flowcharts to help learners reflect on the accuracy and impact of in-game analytics usage. AC4.1 The tutor could use mock presentations and data storytelling exercises to help learners practise tailoring insights for clarity and impact.

Unit 20 Esports event management (F/652/2095)

Unit summary
Learners will explore the key stages of esports event planning, including risk management and project management tools. They will plan and co-ordinate logistics for large-scale events, develop and implement operational plans, and apply leadership in event scenarios. Learners will also conduct post-event reviews, analyse feedback and outcomes, and propose actions for continuous improvement.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand event management techniques	1.1 Describe the **key stages** and **considerations** in planning an esports event
	1.2 Explain how risk management is applied throughout the event lifecycle
	1.3 Evaluate how project management tools support event delivery
2. Be able to manage complex event logistics	2.1 Identify **key logistics** required for managing large-scale esports events
	2.2 Plan **resource coordination** for multi-team or multi-venue events
	2.3 Evaluate **contingency plans** for **logistical challenges** during events
3. Be able to implement event management strategies	3.1 Develop an **operational execution plan** outlining processes, workflows, and risk controls for an esports event
	3.2 Apply leadership and problem-solving techniques during simulated or real event scenarios
	3.3 Evaluate the effectiveness of implemented strategies
4. Be able to manage post-event reviews and continuous improvement strategies	4.1 Implement a structured post-event review using qualitative and quantitative **data**
	4.2 Identify areas for improvement based on stakeholder feedback and event outcomes
	4.3 Provide a set of **continuous improvement actions** for future esports events

Range
1. Understand event management techniques
1.1 Key stages The learner could consider: • concept development • budgeting • resource planning • scheduling • team and participant coordination

Range
• promotion and marketing execution • post-event evaluation • risk management. **Considerations** The learner could consider: • contingency planning • accessibility factors • sustainability • partnership activation • permissions.
2. Be able to manage complex event logistics
2.1 Key logistics The learner must consider: • venue layout • equipment transport • technical setup • staffing • audience flow. **2.2 Resource coordination** The learner could consider: • co-ordinate schedules • gear distribution • crew responsibilities. **2.3 Contingency plans** The learner could consider: • cyber security protection • games server backups • pre-recorded data. **Logistical challenges** The learner could consider: • power failure • schedule delays • staff shortage • IT issues.

Range
3. Be able to implement event management strategies
3.1 Operational execution plan The learner must consider: • timelines • roles • communications • contingencies.
4. Be able to manage post-event reviews and continuous improvement strategies
4.1 Data The learner must consider: • feedback forms • performance reports • team debriefs • budget outcomes. **4.3 Continuous improvement actions** The learner could consider: • efficiency • impact • innovation.

Delivery and assessment guidance
AC1.1 The tutor could use esports case studies and event planning models to walk learners through real-world multi-stage event execution. AC1.2 The learner should show how to identify, assess, and mitigate risks (for example, technical, financial, safety). The tutor could use esports-specific risk logs and scenario analysis to help learners build skills in identifying and responding to potential issues. AC1.3 The learner should show comparison or application of tools such as Gantt charts, Agile boards, or budgeting spreadsheets. The tutor could provide tool comparisons and invite learners to practise with sample templates and software to understand tool strengths. AC2.1 The tutor could use or create venue blueprints, logistics timelines, and esports production run sheets to help learners break down major logistical elements. AC2.2 The tutor could provide planning simulations and shared task boards to develop coordination strategies across venues and teams. AC2.3 The tutor could use real or fictional disruption scenarios to help learners assess, design, and critique contingency planning. AC3.1 The tutor could use planning templates, real-world case briefs, and simulation tools to help learners build strategic event operations plans.

Delivery and assessment guidance
AC3.2 The learner should show how they lead a team and make decisions under time constraints and unexpected changes. The tutor could use team role-play challenges, crisis simulations, or mock events to develop responsive leadership in high-pressure contexts. AC3.3 The tutor could provide post-event data sets and evaluation frameworks for learners to analyse and reflect on strategy outcomes. AC4.1 The tutor could use sample post-event reports, feedback templates, and stakeholder survey data to guide structured evaluation practices. AC4.2 The learner should show how to extract insights from audience, sponsor, and crew feedback to pinpoint development needs. The tutor could use stakeholder mapping tools and thematic analysis exercises to support learners in drawing meaningful conclusions from feedback. AC4.3 The tutor could provide improvement planning rubrics and esports event trend reports to help learners frame evidence-based recommendations.

Unit 21 Strategic events leadership and logistics (H/652/2096)

Unit summary
Learners will explore leadership styles in esports event management and how effective communication supports team coordination and event success. They will plan and evaluate logistics strategies, co-ordinate resources, and lead teams during event operations. Learners will also examine sustainability issues in esports events, assessing strategies to reduce environmental impact and their benefits and challenges.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand leadership principles in event management	1.1 Describe different **leadership styles** relevant to esports event management
	1.2 Explain how effective leadership **supports** team coordination and event success
	1.3 Evaluate the role of **communication** in esports event leadership
2. Be able to manage strategic event logistics	2.1 Identify logistical demands specific to high-profile esports events
	2.2 Plan strategic **resource allocation** to meet the operational and leadership priorities of an esports event
	2.3 **Evaluate** the execution of the logistics plan and strategy during event operations
3. Be able to implement leadership-driven logistics strategies	3.1 Develop a high-level **logistics strategy** aligned with leadership objectives and stakeholder priorities for an esports event
	3.2 Co-ordinate logistics teams using **effective communication and delegation techniques**
	3.3 Evaluate the effectiveness of the **logistics plan** following and esports event
4. Understand how to integrate sustainable practices into esports events	4.1 Identify key sustainability concerns in esports event logistics
	4.2 Explain the range of **strategies** for reducing environmental impact during event planning and delivery
	4.3 Evaluate the **benefits and challenges** of sustainable logistics integration

Range
1. Understand leadership principles in event management
1.1 Leadership styles The learner must consider: • transformational • situational • laissez-faire.

Range
1.2 Supports The learner must consider: • morale • task execution • on-the-day performance. **1.3 Communication** The learner must consider: • verbal • written • digital.
2. Understand how to manage event logistics
2.2 Resource allocation The learner could consider: • staffing • transport • gear • contingency resources. **2.3 Evaluate** The learner must consider: • operational outcomes • efficiency • peer feedback.
3. Be able to implement leadership-driven logistics strategies
3.1 Logistics strategy The learners could consider: • timelines • team roles • risk mitigation • leadership intent • rundown of shows • communication • staffing • sustainability and accessibility • attendee experience.

Range
3.2 Effective communication and delegation techniques The learner must consider: • how they assign tasks • manage information flow • ensure clarity under time constraints. **3.3 Logistics plan** The learner could consider: • scheduling • technical requirements • contingency plans • site plans and maps.
4. Understand how to integrate sustainable practices into esports events
4.2 Strategies The learner could consider: • reusable material • low-energy gear • digital-first solutions. **4.3 Benefits and challenges** The learner must consider: • cost • practicality • brand impact • long-term benefits vs. short-term limitations.

Delivery and assessment guidance
AC1.1 The tutor could use leadership style profiles, esports team case studies, and reflective comparisons to explore varied leadership approaches. AC2.1 The tutor could use detailed event logistics diagrams, esports venue walkthroughs, and infrastructure checklists to guide exploration. AC2.2The tutor could use resource mapping templates and allocation exercises to simulate high-pressure planning scenarios. AC2.3 The tutor could provide post-event reflection tools, crew debrief protocols, and performance rubrics to guide evaluation.

Delivery and assessment guidance
AC3.1 The tutor could use strategic planning templates and leader-led logistics briefs to guide development of integrated strategies. AC4.2 The tutor could use green logistics toolkits, supplier comparison tasks, and case studies on sustainable esports events.

Unit 22 Broadcasting and live event optimisation (J/652/2097)

Unit summary
Learners will explore how broadcast quality, integration with live operations, and technical setup influence audience engagement and event success. They will plan and deliver live broadcast operations, co-ordinate broadcast teams, and evaluate performance. Learners will also assess team roles, identify workflow inefficiencies, and demonstrate improvements to enhance future esports broadcasting.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the role of broadcasting in esports event optimisation	1.1 Describe how **broadcast quality** influences audience engagement and event reach
	1.2 Explain how **broadcasting** integrates with live event operations
	1.3 Evaluate the role of broadcasting in the **commercial success** of esports events
2. Be able to optimise the technical aspects of live event broadcasting	2.1 Demonstrate the use of **key technical components** for an esports broadcast
	2.2 Plan a **broadcast setup** that aligns with the scale and needs of the event
	2.3 Evaluate broadcast setups based on **performance, reliability**, and peer feedback
3. Be able to manage broadcasting for an esports event	3.1 Develop a live **broadcast plan** for an esports event
	3.2 Demonstrate how to **organise a broadcast team** to ensure seamless live delivery
	3.3 Evaluate broadcast management based on **event performance indicators**
4. Be able to evaluate the performance of broadcasting teams and optimise workflows	4.1 Evaluate the **effectiveness** of individual and team roles within a broadcast operation
	4.2 Identify workflow inefficiencies in live event broadcasting
	4.3 Demonstrate how **workflow improvements** can be used to enhance future broadcasting performance

Range
1. Understand the role of broadcasting in esports event optimisation
1.1 Broadcast quality The learner must consider: • graphics • on air talent • vision mixing • audio • backstage management.

Range
1.2 Broadcasting The learner must consider: • planning • stage direction • production teams. **1.3 Commercial success** The learner could consider: • streaming numbers • sponsorship exposure • global accessibility • return on investment (ROI).
2. Understand how to optimise the technical aspects of live event broadcasting

2.1 Key technical components
 	
The learner must consider:
 	
• post-production
• pre-production
• sound
• lighting
• vision.
 	
2.2 Broadcast setup
 	
The learner must consider:
 	
• technical delivery
• crew roles
• platform specifications.
 	
2.3 Performance, reliability
 	
The learner must consider:
 	
• outcome:
  ○ responsiveness
  ○ stability
  ○ scalability
• intended function.

Range
3. Be able to manage broadcasting for an esports event
3.1 Broadcast plan The learner must consider: • technical setup • crew roles • run-of-show • contingency protocols • post-production • pre-production • sound • lighting • vision. **3.2 Organise a broadcast team** The learner must consider: • the main principles of communication • timing • task delegation • effective execution of delivery of roles. **3.3 Event performance indicators** The learner must consider: • uptime • viewer retention • post-event crew feedback.
4. Be able to evaluate the performance of broadcasting teams and optimise workflows
4.1 Effectiveness The learner must consider: • accuracy • timing • communication • teamwork • adaptability. **4.3 Workflow improvements** The learner must consider: • past performance • feedback • industry best practices.

Delivery and assessment guidance
AC1.1 The tutor could use viewer analytics, stream comparison exercises, and platform feature walkthroughs to demonstrate broadcast impact AC1.2 The tutor could use production flowcharts, event rundown of-show templates, and broadcast rehearsal tasks to highlight coordination. AC1.3 The tutor could use case studies, sponsor visibility metrics, and post-event reports to support evaluation. AC2.1 The tutor could use interactive tech setups, studio tours, and broadcast hardware demos to deepen learners' technical knowledge. AC2.2 The tutor could use venue blueprints, scene diagrams, and platform requirements checklists to guide practical planning. AC2.3 The learner could analyse issues like lag, sync errors, and stream dropouts and suggest improvements. The tutor could use annotated stream replays, tech audit templates, and post-broadcast surveys for assessment practice with support from viewer and peer feedback. AC3.1 The tutor could use live show and rundown templates, technical rider examples, and rehearsal scheduling tasks to support plan development. AC3.2 The tutor could use team role-play simulations, headset coordination drills, and real-time run-throughs to practise leadership. AC3.3 The tutor could use post-mortem review formats, live stream data dashboards, and team debrief protocols for guided evaluation. AC4.1 The tutor could use task observation rubrics, crew feedback forms, and role-specific evaluation tools for guided assessment. AC4.2 The tutor could use workflow diagrams, broadcast rehearsal breakdowns, and retrospective analysis prompts to locate inefficiencies. AC4.3 The tutor could use continuous improvement models, optimisation strategy templates, and real-world case studies to frame practical solutions.

Unit 23 Esports event marketing and audience engagement (K/652/2098)

Unit summary
Learners will explore key elements of esports event marketing, including strategy, branding, and audience engagement. They will develop branded materials, tailor engagement approaches to different audience segments, and analyse marketing performance data. Learners will also evaluate campaign ROI and propose improvements to strengthen future esports event marketing.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand how to create marketing strategies for esports events	1.1 Describe the **key components** of an esports event marketing strategy
	1.2 Explain how to **align** marketing goals with event objectives
	1.3 Evaluate **marketing approaches** used in successful esports events
2. Be able to align branding strategies with event objectives	2.1 Identify branding elements that support an esports event's identity
	2.2 Develop **branded materials** that reflect the tone and goals of the event
	2.3 Evaluate how well branding assets **appeal** to the intended audience
3. Understand techniques for enhancing audience engagement at esports events	3.1 Describe **audience engagement techniques** used in live and online esports environments
	3.2 Explain how to tailor engagement strategies to different audience segments
	3.3 Evaluate the **effectiveness** of audience engagement strategies at esports events
4. Be able to evaluate the success of esports event marketing strategies	4.1 I Analyse **data** related to event marketing performance
	4.2 Evaluate the **return on investment** (ROI) of marketing campaigns
	4.3 State **improvements** for future esports event marketing strategies

Range
1. Understand how to create marketing strategies for esports events
1.1 Key components The learner must consider: • audience profiling • promotional channels • branding • content planning.

Range
1.2 Align The learner must consider: • messaging • tone • reach targets. **1.3 Marketing approaches** The learner could consider: • audience growth • engagement rate • conversion data.
2. Understand how to align branding strategies with event objectives
2.2 Branded materials The learner could consider: • social media assets • stage visuals • promotional banners. **2.3 Appeal** The learner must consider: • engagement • relevance • emotive impact.
3. Understand techniques for enhancing audience engagement at esports events
3.1 Audience engagement techniques The learner could consider: • giveaways • live polls • influencer interaction • fan zones • safe zones. **3.3 Effectiveness** The learner must consider: • reach • participation • sentiment • retention.

Range
4. Be able to evaluate the success of esports event marketing strategies
4.1 Data The learner could consider: • click through rates • social media engagement • ticket sales • impressions. **4.2 Return on investment** The learner must consider: • attendance • conversions • sponsor viability. **4.3 Improvements** The learner could consider: • passive and active viewing • community activation • data-driven personalisation • digital marketing content • social media strategy • influencer and strategic partnerships.

Delivery and assessment guidance
AC1.1 The tutor could use esports campaign breakdowns, audience persona exercises, and event promotion frameworks to explore strategy elements. AC1.2 The tutor could use marketing alignment charts, goal setting templates, and sample briefs for hands-on planning. AC1.3 The tutor could use campaign case studies, analytics dashboards, and sponsor reports to support critical evaluation. AC2.1 The tutor could use esports brand kits, visual mood boards, and event identity audits to explore brand consistency. AC2.2 The tutor could use design briefs, content creation tools, and real brand guidelines to support learner outputs. AC3.1 The tutor could use engagement playbooks, streaming platform tools, and case study examples of high-interaction events. AC3.2 The tutor could use audience persona creation tasks, platform comparisons, and interactive engagement mapping tools.

Delivery and assessment guidance
AC4.1 The tutor could use platform analytics dashboards, data interpretation guides, and spreadsheet templates for hands-on practice. AC4.2 The tutor could use ROI calculators, cost-benefit analysis tools, and esports-specific campaign case studies. AC4.3 The tutor could use reflection tools, mock campaign debriefs, case studies and peer feedback workshops to build revision strategies.

Unit 24 Financial management and sustainability in esports events (L/652/2099)

Unit summary
Learners will explore financial planning for esports events, including budgeting, income streams, and risk mitigation. They will examine sponsorship opportunities, pitch proposals, and evaluate partnership success. Learners will also develop and assess revenue plans and understand long-term financial planning, monitoring, and sustainability for recurring esports events.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Be able to create financial plans for esports events	1.1 Identify key cost areas and income streams in esports event planning
	1.2 Develop a balanced budget for an esports event
	1.3 Evaluate **financial risks** and mitigation strategies in esports event planning
2. Understand how to acquire and manage sponsorships for esports events	2.1 Describe the types of **sponsorship opportunities** within esports events
	2.2 Explain the **process** of pitching a sponsorship proposal to potential partners
	2.3 Evaluate the **success** of a sponsorship relationship post-event
3. Be able to develop a revenue-generation strategy for esports events	3.1 Identify multiple revenue channels applicable to esports events
	3.2 Develop a revenue plan aligned with event objectives and audience behaviours
	3.3 Evaluate the effectiveness of the revenue plan
4. Understand how to sustain the financial health of esports events	4.1 Describe **long-term financial planning** practices for recurring esports events
	4.2 Explain how to **monitor** financial performance over time
	4.3 Evaluate the impact of financial decisions on event sustainability

Range
1. Be able to create financial plans for esports events
1.3 Financial risks The learner could consider: • ticket sales • costs • sponsorships • trends.

Range
2. Understand how to acquire and manage sponsorships for esports events
2.1 Sponsorship opportunities The learner could consider: • in-stream ads • stage branding • merch integration • digital banners • partner activations. **2.2 Process** The learner must consider: • proposal structure • data-driven audience insights • alignment with sponsor goals. **2.3 Success** The learner could consider: • visibility • engagement metrics • sponsor satisfaction • fulfilment of deliverable.
4. Understand how to sustain the financial health of esports events
4.1 Long-term financial planning The learner could consider: • multi-year budgeting • rolling forecasts • reinvestment strategies • sponsor retention. **4.2 Monitor** The learner could consider: • profit and loss reports • variance tracking • financial KPIs.

Delivery and assessment guidance
AC1.1 The tutor could use esports budget templates, past event breakdowns, and cost-income. AC1.2 The learner should present a structured budget that aligns expected costs and revenues, showing contingency allocation. The tutor could use budget-building tasks, spreadsheet software, and real event financial case studies. AC1.3 The tutor could use financial risk scenarios, mitigation planning exercises, and case-based group discussion. AC2.1 The tutor could use sponsorship decks, activation case studies, and partner mapping exercises to explore opportunities. AC2.2 The tutor could use pitch deck templates, mock presentations, and feedback rubrics to simulate real-world sponsor pitching AC2.3 The tutor could use case studies, post-event sponsor reports, satisfaction surveys, and data review to guide evaluation. AC3.1 The tutor could use esports event case studies, revenue stream brainstorming exercises, and fan monetisation examples. AC3.2 The learner could create a structured revenue plan using selected monetisation strategies tailored to target demographics. AC3.3 The learner could assess results using revenue reports, sales data, KPIs and sponsor feedback. AC4.1 The tutor could use multi-season financial models, lifecycle funding case studies, and esports event growth roadmaps. AC4.2 The tutor could use spreadsheet monitoring exercises, finance dashboards, and esports-specific KPI templates. AC4.3 The learner could assess how budgeting, investment, or cost-cutting choices influence long-term viability and quality. The tutor could use scenario-based decision analysis, sustainability checklists, and retrospective budget reviews.

Unit 25 Legal and ethical considerations in esports event management (A/652/2100)

Unit summary
Learners will explore legal and ethical requirements in esports event management, including contracts, intellectual-property rights, and safeguarding. They will examine fair play, data protection, and cybersecurity, evaluating risks and mitigation strategies. Learners will understand how legal agreements and ethical practices protect stakeholders and support the safe, compliant delivery of esports events.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the legal elements of contracts in esports event management	1.1 Identify key components of esports event contracts
	1.2 Explain the legal implications of **breaching contract terms**
	1.3 Evaluate how contractual agreements protect the **parties involved** in esports events
2. Understand how to address intellectual property considerations in esports events	2.1 Describe the **intellectual property rights** relevant to esports events
	2.2 Explain **procedures** for securing and managing IP permissions before, during, and after an event
	2.3 Evaluate the risks and **mitigation** strategies associated with IP **infringements** in esports events
3. Understand the ethical obligations of esports event organisers and tournament operators toward players	3.1 Describe the event organiser's responsibilities for **safeguarding player welfare**
	3.2 Explain **strategies** that tournament operators use to promote fair play and competitive integrity
	3.3 Evaluate ethical and **unethical practices** in the treatment of esports players
4. Understand how to ensure data privacy and security for esports events	4.1 Explain the **legal and ethical requirements** for handling personal data at esports events
	4.2 Evaluate **cybersecurity measures** used to protect organisational and personal data
	4.3 Provide mitigation strategies for common **data security risks** in esports events

Range
1. Understand the legal elements of contracts in esports event management
1.2 Breaching contract terms The learner could consider: • non-performance • delays • misrepresentation.

Range
1.3 Parties involved The learner must consider: • player • partners • organisers • talent.
2. Understand how to address IP considerations in esports events
2.1 Intellectual property rights The learner must consider: • copyrights • trademarks • broadcast rights • image/likeness rights (NIL). **2.2 Procedures** The learner could consider: • publisher permissions • music licences • sponsor approvals • post-event content changes. **2.3 Mitigation** The learner could consider: • real-time content vetting • takedown protocols • insurance. **Infringements** The learner could consider: • unlicensed music • unauthorised modifications • logo misuse.
3. Understand the ethical obligations of esports event organisers toward players
3.1 Safeguarding player welfare The learner could consider: • safe facilities • appropriate scheduling • mental health support

Range
• anti-harassment policies • medical provision. **3.2 Strategies** The learner could consider: • anti-cheat systems • clear rulebooks • impartial referee structures • transparent disciplinary procedures uphold fairness. **3.3 Unethical practices** The learner could consider: • excessive match schedules • unpaid prize pools • exploitative contracts.
4. Understand how to ensure data privacy and security for esports events

4.1 Legal and ethical requirements
 	
The learner could consider:
 	
• GDPR (or equivalent)
• consent management
• retention policies
• the distinction between player, staff, and spectator data.
 	
4.2 Cybersecurity measures
 	
The learner could consider:
 	
• network segmentation
• encryption
• multi-factor authentication
• secure Wi-Fi
• incident-response plans.
 	
4.3 Data security risks
 	
The learner could consider:
 	
• phishing
• distributed denial of service (DDoS) attacks
• unauthorised access
• data breaches linked to:
  ○ risk level
  ○ cost
  ○ stakeholder.

Delivery and assessment guidance
AC1.1 The tutor could use annotated contract templates, clause identification tasks, and esports-specific contract samples. AC1.2 The tutor could use contract breach case studies, risk scenarios, and mock dispute resolution exercises. AC1.3 The tutor could use stakeholder impact mapping, contract comparison activities, and real-world examples from event case law. AC2.1 The tutor could provide annotated licence extracts, IP-ownership diagrams, and quick-fire identification activities to help learners recognise which rights apply to each stakeholder. AC2.2 The tutor could use rights-clearance checklists, mock approval workflows, and role-play negotiations with “publishers” or “rights holders” to embed practical know-how. AC2.3 The tutor could provide infringement case studies, risk-matrix exercises, and debrief discussions so learners can weigh legal, financial, and reputational impacts and justify their chosen safeguards. AC3.1 The tutor could provide welfare-policy examples, and venue-safety checklists to illustrate real-world safeguarding standards. AC3.2 The tutor could use rulebook analysis tasks, match-fixing case studies, and mock referee briefings to demonstrate integrity measures and their execution. AC3.3 The tutor could provide comparative case studies (good vs. bad practice), stakeholder impact mapping, and debate sessions so learners justify improvements and judge ethical alignment. AC4.1 The tutor could use annotated privacy-policy examples, GDPR compliance checklists, and short scenario quizzes to highlight core legal duties in an event context. AC4.2 The tutor could provide essential routine habits and practices, penetration-test reports, and white hat versus black hat tabletop exercises to help learners critique existing defences. AC4.3 The tutor could use risk-matrix templates and peer-review sessions so learners formulate and justify robust, event-ready mitigation plans.

Unit 26 AI applications in esports (D/652/2101)

Unit summary
Learners will explore how AI is used in professional esports to enhance decision-making, optimise tournaments, and analyse real-time performance. They will develop and evaluate AI-driven strategies for different platforms and examine the benefits, challenges, and integrity considerations of AI adoption. Learners will also assess how AI insights influence tactical adjustments and long-term performance trends.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand AI technologies and their applications in esports	1.1 Describe key **AI technologies** currently used in professional esports
	1.2 Explain how AI enhances decision-making during live matches and event operations
	1.3 Evaluate the impact of AI adoption on competitive integrity and viewer experience
2. Be able to implement AI-driven strategies across different esports platforms	2.1 Analyse the **requirements** of PC, console, and mobile esports platforms when deploying AI solutions
	2.2 Develop an **AI-driven performance improvement strategy** tailored to a chosen platform and game genre
	2.3 Evaluate the effectiveness of the implemented AI strategy using platform-specific KPIs
3. Understand the role of AI in automating esports tournament management	3.1 Describe the **tournament management tasks** that can be automated with AI
	3.2 Explain how **AI algorithms** optimise scheduling and matchmaking for large-scale events
	3.3 Evaluate the **benefits** and **challenges** of AI-driven tournament automation for organisers and participants
4. Be able to use AI for analytics and real-time performance optimisation	4.1 Apply an **AI analytics** tool to capture real-time player and team data during live matches
	4.2 Interpret real-time AI insights to propose immediate tactical adjustments
	4.3 Evaluate the impact of AI-driven optimisation on match outcomes and long-term performance trends

Range
1. Understand AI technologies and their applications in esports
1.1 AI technologies The learner must consider: • machine learning match-prediction engines • real-time stat overlays • automated highlight generators • AI-driven anti-cheat systems.

Range
2. Be able to implement AI-driven strategies across different esports platforms
2.1 Requirements The learner could consider: • hardware limits • data-capture methods • latency constraints • API availability. **2.2 AI-driven performance improvement strategy** The learner could consider • objectives • data sources • chosen AI model • deployment workflow • success metrics • software limitations.
3. Understand the role of AI in automating esports tournament management
3.1 Tournament management tasks The learner could consider: • bracket seeding • schedule generation • match-result validation • dynamic lobby creation • rules enforcement. **3.2 AI algorithms** The learner must consider: • time zones • player availability • competitive balance. **3.3 Benefits** The learner must consider: • efficiency gains • error reduction • scalability • cost savings.

Range
Challenges The learner must consider: • transparency • edge-case handling • technical dependencies.
4. Be able to use AI for analytics and real-time performance optimisation
4.1 AI analytics The learner must consider: • data feed • API connection • dashboard or script.

Delivery and assessment guidance
AC1.1 The tutor could provide tech-demo videos, product one-pagers, and an AI toolbox worksheet for learners to catalogue each technology and its core function. AC1.2 The learner could show how predictive analytics, automated drafting assistants, and real-time performance dashboards inform coaches, casters, and production crews. The tutor could use live-match data feeds, scenario walkthroughs, and coach-dashboard simulations to illustrate AI-supported decisions in real time. AC1.3 The learner could analyse benefits versus risks and conclude on overall value. The tutor could provide audience engagement metrics, ethics case studies, and debate sessions so learners can weigh pros and cons and justify their evaluations. AC2.1The tutor could provide platform-spec sheets, API documentation excerpts, and a comparison matrix template so learners map technical needs side-by-side. AC2.2 The tutor could use strategy-planning worksheets, genre case briefs, and mentor feedback loops to guide learners from concept to detailed AI deployment plan. AC2.3 The learner could show analysis of post-implementation data and reflect on scalability and optimisation needs. AC3.1 The tutor could provide workflow diagrams of traditional vs AI-driven ops, vendor-tool feature lists, and task-automation matching activities so learners see which tasks map to which AI functions. AC3.2 The tutor could use constraint-solver demos, sample dataset exercises, and step-by-step walkthroughs where learners input variables and review AI-generated schedules. AC3.3 The tutor could provide case-study metrics (manual vs AI-run events), organiser/player feedback surveys, and SWOT analysis templates to guide balanced evaluation and recommendation writing. AC4.1 The tutor could provide sandbox servers, sample APIs, and step-by-step plug-and-play guides so learners practise connecting live data streams and validating data integrity.

Delivery and assessment guidance
AC4.2 The learner could demonstrate how incoming analytics (for example, spike in objective control, lagging rotations) inform on-the-fly coaching calls or player cues, supported by rationale tied to game strategy. The tutor could use pause-and-predict scrim recordings, coach desk simulations, and quick-decision role-play exercises where learners must read a live dashboard and issue tactical guidance. AC4.3 The learner could compare pre- and post-implementation stats (win-rates, average gold lead, reaction times) and reflect on sustainability, player adoption, and areas for further model tuning. The tutor could provide comparative data sets, KPI scorecards, and reflective report templates so learners quantify gains, critique limitations, and recommend future model improvements.

Unit 27 Strategic data management and analytics (F/652/2102)

Unit summary			
Learners will explore esports data-management pipelines, including data quality, security, governance, and large-scale management tools. They will examine how AI enhances analytics, generate strategic insights, and communicate findings through professional reports. Learners will also apply predictive modelling to esports datasets and evaluate the accuracy and impact of AI-driven forecasts.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand data management systems used in esports	1.1 Describe the architecture of an **esports data management** pipeline
	1.2 Explain best practice for **data quality, security, and governance** in esports analytics
	1.3 Evaluate tools and **platforms** suitable for large-scale esports data management
2. Be able to use AI-driven data analytics to gain strategic insights	2.1 Clarify the role of AI in enhancing **esports data analytics** for teams and organisations
	2.2 Evaluate AI tools that generate actionable **strategic insights**
	2.3 Apply AI-powered analytics to produce a strategic recommendation for an esports organisation
3. Be able to interpret and communicate insights from esports data	3.1 Explain **effective methods** for translating complex analytics into stakeholder-friendly narratives
	3.2 Create a professional analytics report or presentation for an esports stakeholder group
	3.3 Evaluate the **effectiveness of data communication** based on stakeholder feedback and outcomes
4. Be able to manage large datasets and use AI-driven analysis to predict outcomes	4.1 Identify and preprocess large-scale esports datasets for predictive analysis
	4.2 Apply an **AI-driven predictive model** that forecasts match or player performance
	4.3 Evaluate the accuracy and practical impact of AI predictions, and propose refinements

Range

1. Understand the data management systems used in esports

1.1 Esports data management

The learner must consider:

- game application programming interface (APIs)
- biometric sensors
- social feeds
- Extract, Transform, Load (ETL)/Extract, Load, Transform (ELT) processes
- storage solutions
- analytics layers.

Range
1.2 Data quality, security, and governance The learner must include: • validation rules • access controls • encryption • anonymisation • versioning • retention policies tailored to competitive gaming data. **1.3 Platforms** The learner must consider • warehouse solutions • real-time stream processors • visual analytics suites.
2. Be able to use AI-driven data analytics to gain strategic insights
2.1 Esports data analytics The learner must consider: • clustering • regression • anomaly detection. **2.2 Strategic insights** The learner must consider • accuracy • usability • draft optimisation • opponent scouting • sponsor • return on investment (ROI).
3. Be able to interpret and communicate insights from esports data
3.1 Effective methods The learner must consider: • data storytelling • layered dashboards • executive summaries • visual encodings.

Range
3.3 Effectiveness of data communication The learner must consider: • surveys • interviews • follow up metrics • clarity • relevance • actionability.
4. The learner will be able to manage large datasets and use AI-driven analysis to predict outcomes
4.2 AI-driven predictive model The learner could consider: • pre-trained models • basic accuracy/error metrics • comparison of predicted and actual outcomes.

Delivery and assessment guidance
AC1.3 The tutor could provide vendor one-pagers, Total Cost of Ownership (TCO) calculators, and a scoring matrix so learners justify platform selection for a hypothetical global tournament. AC3.2 The learner could produce a concise slide deck, dashboard, or written report containing key metrics, visualisations, and actionable recommendations tailored to a specified audience (for example, team GM, marketing lead, broadcast producer). The tutor could supply reporting templates, style-guide checklists, and peer-review sessions so learners practise selecting visuals, writing clear insights, and framing calls to action. AC4.1 The learner could gather raw data from multiple sources (game APIs, tracking software, historical match CSVs), perform cleaning, normalisation, feature engineering, and partition the data for training/validation. AC4.2 Learners may use no-code AI tools and focus on interpreting validation results rather than technical model development. AC4.3 The learner could compare predicted vs actual results, quantify business or competitive value (for example, draft-win lift, scouting efficiency), identify limitations, and recommend additional features or data sources to improve the model. The tutor could provide post-event reality datasets, confusion-matrix templates, and scenario analysis tasks so learners assess ROI, discuss ethical limits, and outline an iterative improvement roadmap.

Unit 28 AI-powered innovation in esports performance (H/652/2103)

Unit summary
Learners will explore AI innovations that enhance player development and reshape esports training. They will select and integrate AI tools into performance workflows and evaluate their impact. Learners will also examine organisational and technical challenges, assess risks, and develop an AI-innovation roadmap, contributing to the testing and refinement of AI-driven performance initiatives.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the role of AI in driving innovation in esports performance	1.1 Describe **AI innovations** that enhance player development and in-game performance
	1.2 Explain how **AI reshapes** traditional esports training programmes and performance analysis
	1.3 Evaluate the competitive impact of **integrating AI innovations** into team or player routines
2. Be able to implement AI-powered solutions for optimising player performance	2.1 Select an **appropriate AI solution** to address a specific performance gap
	2.2 Apply a selected AI tool to an existing **training workflow** and document the implementation process
	2.3 Evaluate the effectiveness of the **AI-powered intervention** on player performance
3. Understand the challenges and opportunities presented by AI in esports innovation	3.1 Explain the organisational and technical challenges of integrating AI solutions into esports operations
	3.2 Compare different ways AI can support **team and player performance** in esports
	3.3 Evaluate approaches for using AI in esports while outlining **potential risks** to consider
4. Be able to lead AI-driven innovation initiatives in esports organisations	4.1 Develop an AI innovation roadmap aligned with **organisational goals**
	4.2 Contribute to collaborative activities that support the testing and refinement of an AI-based performance initiative
	4.3 Discuss the outcomes of an AI-based innovation and describe **possible improvements**

Range
1. Understand the role of AI in driving innovation in esports performance
1.1 AI innovations The learner could consider: • cognitive-load tracking • AI aim trainers • adaptive strategy engines • biomechanical feedback systems.

Range
1.2 AI reshapes The learner must consider: • automated performance tracking • data-driven training plans • AI-supported feedback and reviewing. **1.3 Integrating AI innovations** The learner could consider: • changes to training efficiency and consistency • effects on in-game decision-making and reactions • influence on team coordination and strategy • performance improvements over time • limitations, risks, or reliance on AI tools.
2. Be able to implement AI-powered solutions for optimising player performance
2.1 Appropriate AI solution The learner must consider: • performance analytics or training tools • common performance gaps • suitability of the tool for the identified gap. **2.2 Training workflow** The learner must consider: • training routines • simulated training environments • step-by-step workflow documentation. **2.3 AI-powered intervention** The learner must consider: • comparison of performance before-and-after AI use • review of AI-generated feedback or metrics • impact on identified performance gaps • limitations or areas for improvement.
3. Understand the challenges and opportunities presented by AI in esports innovation
3.2 Team and player performance The learner could consider: • hyper-personalised coaching • automated scouting • dynamic strategy engines

Range
• new revenue streams • development of new strategies and techniques. **3.3 Potential risks** The learner must consider: • governance models • pilot-programme approaches • ethical guidelines • iterative rollout plans.
4. Be able to lead AI-driven innovation initiatives in esports organisations
4.1 Organisational goals The learner must consider: • vision • objectives • resourcing • timelines • KPIs • stakeholder responsibilities. **4.3 Possible improvements** The learner must consider: • performance lift • cost savings • adoption rate.

Delivery and assessment guidance
AC3.1 The learner could discuss obstacles such as data privacy regulation, model bias, cost of implementation, change-management resistance, and talent upskilling requirements. The tutor could provide stakeholder impact maps, risk assessment worksheets, and group discussion prompts that help learners surface real-world integration hurdles. AC4.1 The tutor could provide roadmap templates, OKR-setting workshops, and exemplar innovation charters so learners practise converting strategic intent into actionable plans. AC4.2 The learner could show how they organise a multidisciplinary team (coaches, analysts, IT, players), set shared goals, manage communication channels, and monitor pilot milestones. The tutor could use responsibility assignment matrix (RACI)-matrix activities, sprint-planning simulations, and mock stand-ups so learners implement effective collaboration and track progress in real time. AC4.3 The learner should measure success against predefined KPIs, collect stakeholder feedback, analyse lessons learned, and propose scale-up or optimisation actions. The tutor could provide post-pilot review templates, balanced-scorecard dashboards, and guided retrospective sessions so learners quantify impact, reflect on shortcomings, and craft data-backed improvement recommendations.

Unit 29 Ethical and responsible AI use in esports (J/652/2104)

Unit summary
Learners will explore ethical issues in esports AI, including fairness, transparency, data governance, and the consequences of unethical use. They will evaluate guidelines, assess privacy and security measures, and analyse strategies to improve fairness and accountability. Learners will also create, implement, and review an ethical-AI action plan aligned with organisational values.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the ethical implications of AI in esports	1.1 Describe key **ethical issues** arising from AI applications in esports
	1.2 Explain the potential **impact** of unethical AI use on players, teams, and audiences
	1.3 Evaluate existing guidelines or frameworks that address AI ethics in esports or adjacent industries
2. Understand how to manage data responsibly within AI-driven esports applications	2.1 Identify **data governance** principles relevant to esports AI systems
	2.2 Explain methods for ensuring **data privacy** and security during AI model development and deployment
	2.3 Evaluate the effectiveness of a data governance plan for an esports AI project
3. Understand how transparency and fairness impact AI systems in esports	3.1 Describe the concept of algorithmic transparency in esports AI tools
	3.2 Explain **challenges** in achieving fairness across different player demographics and regions
	3.3 Evaluate **strategies** to improve transparency and fairness in an existing AI application
4. Be able to lead ethical AI initiatives in esports	4.1 Create an **ethical AI action plan** that defines guidelines, safeguards, and compliance measures aligned with organisational values
	4.2 Implement cross-functional collaboration to activate the ethical-AI initiative
	4.3 Evaluate the impact of the ethical AI initiative and recommend refinements

Range
1. Understand the ethical implications of AI in esports
1.1 Ethical issues The learner must consider: • data privacy • algorithmic bias • competitive unfairness • player surveillance.

Range
1.2 Impact The learner must consider: • trust • wellbeing • integrity of competition • brand reputation.
2. Understand how to manage data responsibly within AI-driven esports applications
2.1 Data governance The learner must consider: • consent • minimisation • accuracy • retention • security requirements. **2.2 Data privacy** The learner must consider: • anonymisation • encryption • access controls • secure model hosting.
3. Understand how transparency and fairness impact AI systems in esports
3.2 Challenges The learner must consider: • sampling bias • language models • regional data gaps. **3.3 Strategies** The learner must consider: • bias audits • model re-training • user-facing explanations.

Range
4. Be able to lead ethical AI initiatives in esports
4.1 Ethical AI action plan The learner must consider: • objectives • resources • timelines • KPIs • stakeholder roles.

Delivery and assessment guidance
AC1.2 The tutor could provide stakeholder impact charts, real-world incident case studies, and guided discussion prompts. AC1.3 The learner could compare at least two standards (for example, Institute of Electrical and Electronics Engineer (IEEE), publisher Terms and Conditions) and judge their strengths/gaps. The tutor could supply framework excerpts, evaluation rubrics, and small-group critique sessions. AC2.3 The learner could critique a sample plan for completeness, legal compliance, and practical feasibility. The tutor could supply a mock governance document, peer-review forms, and facilitator-led debrief. AC3.1 The learner could show how explainable outputs build stakeholder trust. The tutor could use black-box vs explainable demos, tooltip tours, and reflection questions. AC3.3 The tutor could use audit checklists, group redesign tasks, and presentation feedback sessions. AC4.1 The tutor could provide initiative-plan templates, objectives and key results (OKR)-setting workshops, and exemplar AI ethics charters so learners frame actionable plans. AC4.2 The learner could organise communication channels, assign tasks, facilitate training, and track pilot milestones. The tutor could use collaboration-tool simulations, mock kick-off meetings, and role-play stand-ups so learners practise real-time coordination across coaching, analytics, IT, and legal teams. AC4.3 The learner could analyse audit results, incident logs, and stakeholder feedback; measure outcomes against KPIs; and propose improvements for the next cycle. The tutor could provide monitoring dashboards, post-initiative review templates, and iterative-planning exercises so learners quantify impact and craft data-backed enhancements.

Unit 30 AI-enhanced esports training programs (K/652/2105)

Unit summary
Learners will explore how AI personalises esports training, analysing performance data to adapt regimens and evaluate improvements. They will apply AI tools to assess player skills, review the accuracy of AI-generated insights, and create team training plans using AI-driven feedback. Learners will also compare AI support for individual development and team coordination.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the role of AI in personalising esports training	1.1 Describe AI methods used to **tailor training** to individual player needs
	1.2 Differentiate between general and personalised AI training approaches
	1.3 Explain how AI tools help to design a customised esports training regimen tailored to player needs
2. Be able to monitor and adjust AI-driven training programs	2.1 Analyse player **performance data** to assess training-programme effectiveness
	2.2 Implement **modifications** to a training regimen based on AI feedback
	2.3 Evaluate the outcomes of training adjustments on player performance
3. Understand how to use AI-driven tools for skill assessment and progress tracking	3.1 Describe **AI metrics** used to measure specific esports skills
	3.2 Apply an AI assessment tool to generate a player skill report
	3.3 Evaluate the reliability and validity of AI skill assessment results
4. Be able to integrate AI solutions into team training strategies	4.1 Develop a team training plan that incorporates AI-driven insights
	4.2 Compare how AI tools **support individual skill** development versus team-based tactical coordination
	4.3 Apply AI-supported training activities that help improve team coordination in an esports context

Range
1. Understand the role of AI in personalising esports training
1.1 Tailor training The learner must consider: • adaptive aim trainers • personalised drill recommendations • cognitive-load monitors • AI replay.

Range
2. Understand how to use AI-driven tools for skill assessment and progress tracking
2.1 Performance data The learner must consider: • accuracy • decision speed • positioning heatmaps. **2.2 Modifications** The learner must consider: • drill difficulty • session length • skill focus.
3. Understand how to use AI-driven tools for skill assessment and progress tracking
3.1 AI metrics The learner must consider: • micro-aim variance • actions per minute (APM) • tactical decision latency • crosshair-placement heatmaps.
4. Be able to integrate AI solutions into team training strategies
4.2 Support individual skill The learner must consider: • solo aim drills • cognitive tasks • team synergy simulations • macro decision trainers.

Delivery and assessment guidance
AC1.2 The learner could discuss faster skill acquisition, increased engagement, and data-backed progress tracking. AC1.3 The learner could analyse risks such as overfitting to one playstyle, data privacy concerns, and technology cost barriers. The tutor could provide case-study debates, risk-benefit matrices, and reflective prompts on balancing AI with human coaching judgment. AC2.1 The learner could review KPIs and identify improvement trends or plateaus. The tutor could supply sample dashboards, data interpretation worksheets, and coach-analyst role-play discussions. AC2.3 The learner could compare pre- and post-adjustment metrics and gather qualitative player feedback to judge success. The tutor could provide KPI comparison templates, survey forms, and facilitated debrief sessions to synthesise quantitative and qualitative results.

Delivery and assessment guidance
AC3.2 The learner could run a recorded session through software, export analytics, and summarise strengths and weaknesses. The tutor could supply practice VOD files, step-by-step assessment guides, and reporting templates for consistent output. AC3.3 The learner could critique data accuracy, sample size, and contextual factors (opponent strength, patch changes). The tutor could use validation-checklists, cross-comparison exercises (AI vs coach ratings), and reflective discussion on trustworthiness. AC4.1 The learner could outline objectives, AI tools to be used, session schedules, and collective performance KPIs. The tutor could provide planning frameworks, sample team-calendar templates, and mentor feedback loops. AC4.3 The learner could run a scrim or drill that uses shared AI dashboards, real-time comms analysis, or strategy simulators, then document outcomes. The tutor could supply live comms analysis tools, co-operative strategy simulators, and post-activity reflection sheets to capture cohesion gains and areas for improvement.

Unit 31 AI-driven esports business strategy and market analysis (L/652/2106)

Unit summary
Learners will explore AI-driven business strategy in esports, analysing market opportunities and using AI tools to identify trends and inform decision-making. They will evaluate AI's role in optimising operations, forecasting, and competitive positioning, and create strategic proposals and improvement plans. Learners will also propose innovative AI-based ideas to strengthen esports business models.
Assessment
This unit is internally assessed and externally quality assured via a portfolio of evidence.

Optional	**Achieved/not yet achieved**	**Level 3**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand how to develop AI-centric business strategies for esports	1.1 Explain the **key components** of an AI-driven business strategy in esports
	1.2 Evaluate market opportunities for AI innovation within the esports sector
	1.3 Apply an AI **planning framework** to create a strategic business proposal
2. Understand how to use AI for market analysis	2.1 Analyse esports market data with AI tools to identify emerging trends
	2.2 Critically compare **AI-generated insights** with traditional market research findings
	2.3 Implement a **market strategy** informed by AI analytics
3. Understand how to use AI-driven insights to inform business decisions in esports	3.1 Explain how AI could optimise core business operations in esports organisations
	3.2 Evaluate AI tools used for business forecasting in esports
	3.3 Apply AI-based analytics to create a **business improvement plan**
4. Be able to lead strategic AI planning and innovation initiatives in esports	4.1 Develop a **commercial strategy** that uses AI to enhance market positioning and competitive differentiation
	4.2 Compare innovative AI approaches used by esports organisations to improve operational efficiency and competitive positioning
	4.3 Propose an AI-based idea that could support innovation within an esports business model and explain its potential benefits

Range
1. Understand how to develop AI-centric business strategies for esports
1.1 Key components The learner must consider: • vision • data assets • AI capabilities • revenue models • risk controls • success KPIs.

Range
1.3 Planning framework The learner must consider: • objectives • target market • competitive advantage • financial projections.
2. Understand how to use AI for market analysis
2.2 AI-generated insights The learner must consider: • accuracy • depth • actionability. **2.3 Market strategy** The learner must consider: • product launch timing • regional focus • partnership targets.
3. Understand how to use AI-driven insights to inform business decisions in esports
3.3 Business improvement plan The learner must consider: • targets • timelines • resources • measurable outcomes.
4. Be able to lead strategic AI planning and innovation initiatives in esports
4.1 Commercial strategy The learner must consider: • vision • competitive positioning • AI capabilities roadmap • KPIs.

Delivery and assessment guidance
AC1.1 The tutor could provide strategy-canvas templates, sample AI roadmaps, and guided deconstruction of published esports AI strategies. AC1.2 The learner could analyse growth areas (for example, fan personalisation, scouting analytics, broadcast automation) using total addressable market (TAM)/serviceable available market

Delivery and assessment guidance
(SAM)/serviceable obtainable market (SOM) or SWOT analysis methods. The tutor could use market-sizing data sets, opportunity-matrix workshops, and case-study comparisons across regions and game genres. AC1.3 the tutor could supply proposal templates, pitch deck tutorials, and peer-review sessions to refine clarity and feasibility. AC2.1 The learner could run a data set through clustering, sentiment analysis, or time-series forecasting to surface trend patterns. The tutor could provide public viewership/social media data, automated machine learning (AutoML) notebooks, and walkthrough videos on model interpretation. AC3.1 The learner could link AI to cost reduction, workflow automation, customer segmentation, and inventory/pipeline management. The tutor could provide operations-mapping activities, KPI dashboards, and annotated before-and-after process diagrams. AC3.2 The learner could compare accuracy, usability, and ROI of at least two forecasting platforms or custom modelling approaches. The tutor could supply forecast-error data, vendor one-pagers, and a weighted-scoring template for tool evaluation. AC4.2 The learner could benchmark at least two organisations' AI playbooks, identifying best practices, limitations, and transferable lessons. The tutor could provide case dossiers, evaluation matrices, and round-table discussions to foster critical comparison. AC4.3 The learner could outline execution steps, assign responsibilities, set milestones, and monitor early-stage KPIs.

NCFE assessment strategy

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

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

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

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

Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Create	Make or produce an artefact as required.
Demonstrate	Show an understanding by describing or applying knowledge in a practical context.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately (some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.
Test	Complete a series of checks utilising a set procedure.

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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Information in this Qualification Specification is correct at the time of publishing but may be subject to change.

To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.

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
☆	Unit 01	D/652/2076	Introduction to the esports industry	3	60

Optional units

	Unit number	Regulated unit number	Unit title	Level	GLH
	Unit 02	F/652/2077	Strategic brand activation	3	60
	Unit 03	H/652/2078	Analysing and understanding the esports market	3	60
	Unit 04	J/652/2079	Esports marketing and branding essentials	3	60
☆	Unit 05	M/652/2080	Building effective esports teams and organisations	3	60
	Unit 06	R/652/2081	Digital marketing strategies for esports	3	60
☆	Unit 07	T/652/2082	Financial and risk management in esports	3	60
	Unit 08	Y/652/2083	Esports media content creation	3	60
	Unit 09	A/652/2084	Visual and audio storytelling in esports	3	60
	Unit 10	D/652/2085	Pre- and post-production in media broadcasting	3	60
	Unit 11	F/652/2086	Media analytics and audience insights	3	60
	Unit 12	H/652/2087	Esports media branding and identity	3	60
	Unit 13	J/652/2088	Developing technologies in esports media	3	60

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 14	K/652/2089	Coaching principles in esports	3	60
Unit 15	R/652/2090	Psychology for performance	3	60
Unit 16	T/652/2091	Technology integration and player management	3	60
Unit 17	Y/652/2092	Player development and long-term performance planning	3	60
☆ Unit 18	A/652/2093	Mental resilience and emotional control in esports	3	60
Unit 19	D/652/2094	Coaching analytics and decision-making tools	3	60
Unit 20	F/652/2095	Esports event management	3	60
Unit 21	H/652/2096	Strategic event leadership and logistics	3	60
Unit 22	J/652/2097	Broadcasting and live event optimisation	3	60
Unit 23	K/652/2098	Esports event marketing and audience engagement	3	60
Unit 24	L/652/2099	Financial management and sustainability in esports events	3	60
☆ Unit 25	A/652/2100	Legal and ethical considerations in esports event management	3	60
Unit 26	D/652/2101	AI applications in esports	3	60

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 27	F/652/2102	Strategic data management and analytics	3	60
Unit 28	H/652/2103	AI-powered innovation in esports performance	3	60
Unit 29	J/652/2104	Ethical and responsible AI use in esports	3	60
Unit 30	K/652/2105	AI-enhanced esports training programs	3	60
Unit 31	L/652/2106	AI-driven esports business strategy and market analysis	3	60

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