Specification

Level 3 Qualification in Esports Leadership (Es3)

Qualification Information

Objective

The **Level 3 Qualification in Esports Leadership** is a nationally recognised qualification that enables successful delegates to become Esports Leaders. They will be able to plan, lead and evaluate activities, simple events and competitions with individuals and teams. Additionally, they will be able to establish and manage a Esports community.

Total Qualification Time	129 hours
Tutored time (or Guided Learning Hours)	56 hours
Directed study	73 hours
Credits	13
Qualification number (Quan code)	610/1232/4
Prerequisites	YGAM elearning course If YGAM not in place, learners/Esports Leaders need to be supervised for all leadership activities. This could be through co-leading with someone that has YGAM.

Who is it for?

Individuals that are interested in developing the skills and experience to lead Esports activities to others. It compliments other qualifications in the Esports ecosystem (e.g. the Pearson BTEC qualifications in Esports) as it develops the learner's ability to take theoretical knowledge and understanding and apply it in a Esports activity context.

Outcomes for the learner

By undertaking the qualification, learners will be able to:

- Prepare and plan for Esports activities they lead.
- Lead safe, fair and inclusive Esports activities to invited players and groups/teams of players.
- Support the development of Esports players ability to participate in Esports activities, events and tournaments.
- Develop transferable leadership skills through Esports including communication, teamwork, self-belief, self-management and problem solving

Impact on Esports and the Esports community:

The successful delegate will be able to:

- Improve players' ability to access and participate in Esports activities.
- Take their first step in their journey towards becoming and Esports coach.
- Support players' confidence to participate in Esports.
- Help set up and maintain successful Esports communities.

Assessment

SLQ Sports Leaders has provided this easy-to-use Learner Evidence Record (LER) for this qualification.

The LER is mandatory* and uses the following assessments:

- Practical observation
- Questioning of underpinning knowledge – via templates for evidence collation.
- Plans and evaluations completed during the course

Written tasks for assessment

The templates in this LER for written tasks have been designed to gather the minimum evidence necessary for learners to show that they can meet the requirements of the theoretical elements of the qualification.

For example, learners could:

- Create a poster.
- Deliver a short, filmed presentation.
- Record verbal answers to the questions.
- Use an online application (e.g. Jamboard, Miro, etc.).
- Evidence learning and assessment in another way.

Alternative methods of gathering and presenting evidence, is allowable as long as:

- It meets the minimum action requirements.
- It can be submitted to us to be quality assured.
- It is referenced where the alternative evidence can be found against the appropriate question/task in the LER.
- Assessment decisions are recorded, and feedback is given to the delegate in the LER.

Competence-based evidence

The practical elements of the qualification, where you are putting your learning into practice by leading Esports activities, will be assessed using the documents below:

- Risk assessments.
- Esports activity plans.
- Practical Observation Form to record assessment decisions that are made when you are leading sessions – for your Tutor/Assessor to complete.
- Evaluation to be completed after your led session(s) – for your Tutor/Assessor to complete.

*Reasonable adjustments can be made for learners who are unable to complete the LER, however, Centres have the flexibility to support learners with specific needs by adapting the assessment method.

Delivery support resources for Centres

Guidance and support resources to enable you to deliver the qualification and assess learners are provided. These include:
- Qualification specification
- Learner Evidence Record
- Delivery resources for each module (slides including information and suggested tasks)
- Quality Assurance Review Checklist
- Internal Verification forms

Training requirements for your Centre

Tutor training is mandatory for centres planning to deliver SLQ Sports Leaders qualifications. The following training is mandatory for any PLC:

- A minimum of one person per Centre must undertake tutor/assessor training webinar.
- Centre Course Managers (CCMs) must complete e-training.
- Internal verifiers (IV) must complete the internal verification e-training.

Visit LEAP to access the different training components.

Policies

When agreeing to the terms and conditions, all Centres must acknowledge that the following policies are in place and accessible to both learners and tutors as required:

- Complaints policy
- Malpractice and maladministration policy
- Appeals policy.

Our quality assurance engagements will check these are in place and whether they have been accessed in the last 12 months. If you have any questions regarding this requirement, please contact the Quality Assurance Team or our Administration and Support Team. We are happy to offer guidance regarding these policies if required.

Progression

Learners may be able to progress on to further qualifications or professional development, such as:

- [add any progressions]

Price

The price list for all SLQ Sports Leaders qualifications, awards and additional resources can be found here

Qualification unit summary

Level 3 Qualification in Esports Leadership

Specification from 1st September 2022

Units All units are mandatory	Guided learning hours	Directed study hours	Total qualification time (TQT)
Unit 1 – Develop leadership skills	5	5	10
Unit 2 – Understand the ecosystem of Esports	10	8	18
Unit 3 – Online safety, ethics and current issues in Esports leadership	5	5	10
Unit 4 – Health and Wellbeing for Esports players	5	5	10
Unit 5 – Create, grow and manage an Esports community	5	10	15
Unit 6 – Plan, lead and evaluate a progressive series of Esports activities	18	18 + 12*	48
Unit 7 – Improve players' ability to participate in Esports activities	8	10	18
*Demonstration of Esports activity leadership hours	56	73	129

Unit and Assessment Criteria Guidance

Level 3 Qualification in Esports Leadership

Specification from 1st September 2022

The following pages detail the Learning Outcomes, Assessment Criteria and minimum action for the seven units of this qualification.

All seven units are mandatory, and each learner is required to be assessed against and must successfully achieve each of the assessment criteria to be awarded the qualification certificate.

Please see the Learner Evidence Record (LER) for specific instructions on what is required for each unit. The LER gives learners suggested templates and worksheets for the theoretical parts of the qualification and guidance on what is expected for the planning and leading of Esports activities and the creation and management of Esports communities. The LER is a mandatory document for all learners and assessment must be recorded in it.

Unit 1 – Develop leadership skills

Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Understand the skills and behaviours needed for leadership		
1.1 Describe the role and responsibilities of an Esports Leader	Describe the role and responsibilities of an Esports Leader	**Task 1.1 – Understanding the skills and behaviours an Esports Leader needs** Complete task worksheet
1.2 Describe the key skills that an effective leader will need	Describe the following five skills, and two associated behaviours for each skill, that an effective leader needs and explain why they are necessary: • Communication • Self-belief • Teamwork • Self-management • Problem solving	
1.3 Describe the behaviours that an effective leader will need to show		
1.4 Explain why the identified skills will be necessary for effective successful leadership		
1.5 Describe the effect that identified skills and behaviours can have on the successful application of leadership skills	Describe the effect that they hope the identified skills and behaviours will have during the course, considering: • Players • Esports community • Themselves as the leader	
Learning Outcome 2 – Understand the importance of leadership skills and behaviours in a range of environments		
2.1 Explain how and why identified skills and behaviours might be relevant in other environments	Explain how and why at the five skills and five behaviours might be relevant in other environments	**Task 1.2 – Using leadership skills and behaviours in other environments** Complete task worksheet
2.2 Explain the positive impact that the identified skills and behaviours might have on employability and success in a work environment	Explain the positive impact leadership skills and behaviours might have on employability and success in a work environment	

Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 3 – Be able to evaluate and develop leadership skills		
3.1 Identify a range of evaluation methods and tools	Identify at least three different methods and/or tools that can be used to aid evaluation	**Task 1.3 – Evaluate and develop leadership skills** Complete task worksheet
3.2 Select and use methods and/or tools to evaluate their own and another learner's leadership skills	Evaluate five of own leadership skills using at least one evaluation method/tool	
	Evaluate at least five of the leadership skills of another person using at least one evaluation method/tool	
3.3 Obtain an evaluation of own leadership skills	Obtain an evaluation of your leadership skills completed by a peer	
3.4 Analyse the evaluations of own leadership skills to identify areas in need of development	Analyse the evaluations to highlight at least two of own leadership skills that need further development	
3.5 Create a personal development plan to improve own leadership skills	Create a personal development plan to improve the two skills identified as in need of further development	
3.6 Develop personal leadership skills	Improve at least two leadership skills during the course	
Learning Outcome 4 – Be able to reflect on the development of own leadership skills		
4.1 Evaluate the impact of your leadership skills	Evaluate the impact of your leadership skills on: • Players • Community (e.g. Esports network, etc.) • Own development	**Task 7.4 – Reflect on your development across the Esports Leaders course** Complete task worksheet
4.2 Describe future development needs of own leadership skills	Explore future personal development needs and revise previous development plan as necessary	
4.3 Revise own action plan as necessary		

Unit 2: Understand the ecosystem of Esports

Assessment criteria	Minimum action	What needs to be completed
Learning Outcome 1 – Understand the ecosystem of Esports		
1.1 Describe the characteristics of Esports	Define the term 'Esports' and describe at least three characteristics that all Esports share and three characteristics that may differ from one Esports to another	**Task 2.1 – Mapping the Esports ecosystem** Complete the task worksheet
1.2 Compare and contrast Esports with grassroots gaming	Describe at least three differences and three similarities between Esports and other electronic or online gaming	
1.3 Describe the history and evolution of Esports	Provide a brief description of the history and evolution of Esports, including key dates, events, interesting facts and relevant figures.	
1.4 Explain the structure of the Esports ecosystem	Explain how the structure of the Esports ecosystem works and interconnects, to include: • Games and their providers • Players and teams • Sponsors and marketing • National and international tournaments & leagues	
Learning Outcome 2 – Understand the characteristics of types of games that are played as Esports		
2.1 Analyse the game types that are included within Esports ecosystem	Analyse the types of games listed below, including details of the type of game, how it is played, grassroots to professional. • Multi-player Online Battle Arena (MOBA) • First Person tactical Shooter • Battle Royale • Real Time Strategy • Fighting • Sports based • Excergaming	**Task 2.1 – Mapping the Esports ecosystem** Complete the task worksheet
2.2 Describe skills-based match making in Esports	Describe the key principles of skills-based match making in Esports related to the three different game types	
2.3 Describe the characteristics of Esports players at the different game rankings	Describe key characteristics of Esports players at different levels of the game, including: • Grassroots • Competitive • Professional/elite	

Assessment criteria	Minimum action	What needs to be completed
2.4 Explain how game ranking impacts access to Esports	Explain what game ranking means in relation to being able to find a 'fit' for players in the Esports ecosystem for two game types	**Task 2.1 – Mapping the Esports ecosystem** Complete the task worksheet
2.5 Outline how the dynamics of Esports are affected by player numbers	Outline ways in which player numbers impacts the dynamics of Esports (e.g. single player, duo, trio, multi-player, teams, etc.) and team dynamics	
2.6 Compare and contrast the strategy considerations for different game types	Compare and contrast differing strategy considerations for different game types, including: • Opposition strategies • Counter-play • Macro play • Micro play	
Learning Outcome 3 – Understand the range of Esports activities and their role in the Esports ecosystem		

3.1 Describe types of Esports activities	Describe the key elements and uses of different Esports activities, including:
	• Scrims
	• Solo Qs
	• Events and tournaments, e.g.:
	   ○ League
	   ○ Play-offs
	   ○ Knock-out
		Task 2.2 – Esports events and what makes them work
		Complete task worksheet

3.2 Describe the different methods of accessing Esports activities	Describe at least three different Esports activities, tournaments and/or events, e.g.: • Local Area Network (LAN) • Online tournaments • National and international tournaments and leagues	
3.3 Explain how different Esports activities contribute to the Esports ecosystem	Explain the role that each of the previously identified Esports activities plays in the Esports ecosystem	
3.4 Describe the roles that are needed to deliver Esports activities	Describe the roles, and their associated responsibilities, that are needed to deliver Esports activities, to include: • Organiser/leader • Shoutcaster • Technical support • Commentators • Analysts • Officials	

Assessment criteria	Minimum action	What needs to be completed
3.5 Outline the outcomes that Esports players could achieve through participating in Esports activities	Outline three possible outcomes that an Esports player/team might want to achieve	**Task 2.2 – Esports events and what makes them work** Complete task worksheet
3.6 Explain how an Esports Leader can support players to achieve outcomes in Esports activities	Explain ways in which an Esports leader can support the player/team's achievement of the outcomes outlined above	
Learning Outcome 4 – Understand the benefits of Esports activities		
4.1 Explain the positive impact taking part in Esports activities can have on the individual	Explain three positive benefits for an individual, of taking part in Esports activities	**Task 2.3 – The effects of Esports activities on your community and wider society** Complete the task worksheet
4.2 Explain the positive impact taking part in Esports activities can have on a given group	Explain two positive impacts that Esports activities can have on a specific group of players (e.g. grassroots players (children, adults, older people), competitive players, professional players, etc.)	
Learning Outcome 5 – Understand how to overcome barriers to accessing Esports activities		
5.1 Identify how players can access Esports	Identify at least two different ways in which players might access Esports	**Task 2.3 – The effects of Esports activities on your community and wider society** Complete the task worksheet
5.2 Describe the barriers to participation that Esports players might encounter	Describe three different barriers that might stop or reduce an individual's participation in Esports activities	
5.3 Explain how barriers to participation in Esports can be overcome	For the barriers identified above, explain how each could be minimised or removed	
5.4 Explain ways in which an Esports Leader could help minimise or remove barriers to participate in Esports activities	Explain three ways in which an Esports leader could help reduce or remove the barriers identified above	
5.5 Analyse strategies which could increase player participation in Esports activities	Describe at least two strategies that aim to increase participation in Esports activities, with reference to specific player groups (e.g. grassroots, competitive, age categories etc.)	

Unit 3 – Online safety, ethics and current issues in Esports leadership

Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Understand 'duty of care' and safeguarding in Esports		
1.1 Describe what is meant by 'duty of care'	Describe what is meant by 'duty of care'	**Task 3.1 – Duty of care and safeguarding in Esports** Complete the task worksheet
1.2 Explain what the 'duty of care' responsibilities are for an Esports Leader	Explain two duty of care related responsibilities for an Esports Leader	
1.3 Describe what is meant by 'safeguarding'	Describe what is meant by 'safeguarding' in an Esports environment	
1.4 Describe the key safeguarding considerations in Esports	Describe the importance of the following in relation to safeguarding players: • Age ratings • Esports community demographics (e.g. age) • Unacceptable behaviour • Grooming • Fraud	
1.5 Describe the responsibilities of a Esports Leader in maintaining a safe environment in Esports	Describe the steps that an Esports Leader needs to take to fulfil the duty of care they have towards those they lead. This must include an explanation of when to escalate issues to: • The game provider • The police • Social services Note: Esports Leaders must only setup up activities with age-appropriate games.	
1.6 Describe the steps than an Esports leader can take to protect themselves from safeguarding incidents	Describe at least two steps an Esports Leader can take to protect themselves from safeguarding incidents	
1.7 Outline how leadership skills and behaviours can be used to by Esports Leaders to prevent safeguarding incidents	Outline how an Esports Leader can use identified leadership skills and behaviours to ensure the safety of all Esports players	

Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 2 – Understand ethics and fair play in Esports		
2.1 Describe what is meant by ethics and fair play	Describe the terms 'ethics' and 'fair play' in relation to the Esports ecosystem	**Task 3.2 – Ethics and fair play in Esports** Complete the task worksheet
2.2 Describe key ethical and fair play considerations in Esports	Describe the following ethical and fair play considerations in Esports: • Cheating (e.g. glitches, 'boosting') • Skills based match making – players playing at a level appropriate the them • Financial investment/contributions • Unethical player contracts – to get share of winnings, not getting minimum wages, using grants to create teams that were never going to compete). • Inclusion (i.e. ensuring everyone has a equitable chance to play) • Fair and equitable (e.g. professional gamers vs. competitive/elite games vs. casual games) • Accurate game rankings (e.g. players have achieved the ranking on their own and not through proxy). • Esports rules of competition and online engagement between players	
2.3 Describe ways in which an Esports Leader can help create an ethical and fair environment in Esports	Describe three steps that an Esports Leader could take to support ethical and fair Esports environments	
2.4 Outline how leadership skills and behaviours can be used by Esports Leaders to maintain an ethical and fair Esports ecosystem	Giving three examples, outline how an Esports Leader can use identified leadership skills and behaviours to ensure ethical and fair Esports ecosystem	
Learning Outcome 3 – Be able to maximise safety and fair play when leading Esports activities		
3.1 Explain the importance of using a risk assessment when leading Esports activities	Explain how using a risk assessment can maximise the safety of Esports players and environments	**Task 3.3 – Completing a risk assessment for Esports activities** Complete the risk assessment template
3.2 Complete a risk assessment for an Esports scrimmage	Complete a risk assessment for at least one Esports scrimmage	

Assessment Criteria	Minimum action required	What needs to be completed
3.3 Develop an Esports safety and fair play agreement	Create an Esports safety and fair play agreement for use in an Esports leadership ecosystem	**Task 3.4 – Commitment to safety and fair play in Esports** Complete task worksheet
3.4 Lead sessions which minimise risk and maximise safety	Lead at least two activities where the Esports Leader demonstrates: • Sharing safety messages • Ensuring players are participating in age and level appropriate Esports activities • Making necessary changes to games, teams, environment and participant behaviour to maximise safety and fair play	**Task 6.2 – Plan, lead and evaluate a series of linked Esports activities** Practical observation form – Tutor/Assessor to complete

Unit 4: Health and wellbeing for Esports players

Assessment criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Understand the importance of physical, social and mental wellbeing for Esports players		
1.1 Define physical, social and mental wellbeing	Define the terms physical, social and mental wellbeing.	**Task 4.1** – Wellbeing for Esports players
1.2 Describe the lifestyle factors that contribute to positive physical, social and mental wellbeing	Describe at least two lifestyle factors for each of the following, that can impact positively on a person's: • Physical • Social • Mental wellbeing.	
1.3 Summarise the challenges that Esports participation can bring to players' physical, social and mental wellbeing	Giving one example for each, summarise the ways in which playing Esports could negatively impact on a person's physical (including the link between physical fitness and Esports play), social and mental wellbeing.	
1.4 Summarise the positive impact that Esports can have on the physical, social and mental wellbeing of Esports players	Giving one example for each, summarise the positive impact that playing Esports could have on a person's physical, social and mental wellbeing.	
1.5 Describe the impact of players having positive physical, social and mental wellbeing on the Esports community	Describe one benefit for the Esports community of having players with positive physical (including the link between physical fitness and Esports play),, social and mental wellbeing.	

Assessment Criteria	Minimum action required	What needs to be completed
Learning outcome 2 – Be able to manage own physical, social and mental wellbeing		
2.1 Outline steps that can be taken to support positive physical, social and mental wellbeing of Esports players	Outline two things for each of physical, social and mental that an Esports player could do to best support their own wellbeing	**Task 4.2 – Create and use a plan to manage own wellbeing** Complete task worksheet
2.2 Create a personal Esports wellbeing development plan	Create a personal Esports wellbeing development plan that meets your needs and wants and includes: - Areas of personal wellbeing (physical, social and/or mental) that you want to maintain/improve - Reason/s for wanting to maintain/improve these aspects - Steps that can be taken to maintain/improve own wellbeing - Timelines - People who can support you - Success measures (how will you know if your plan has worked?)	
2.3 Implement a personal Esports wellbeing plan	Follow your own Esports wellbeing development plan	
2.4 Evaluate a personal Esports wellbeing plan	Evaluate the success of your Esports wellbeing development plan, including: - How successfully the plan enabled you to maintain/improve identified areas - Ways in which maintaining/developing these areas will benefit you as an Esports player - Ongoing or additional steps that can be taken to continue to support or develop your personal wellbeing	

Assessment Criteria	Minimum action required	What needs to be completed
Learning outcome 3 – Be able to promote positive physical, social and mental wellbeing in Esports		
3.1 Explain the role of an Esports Leader in promoting positive physical, social and mental wellbeing	Explain, using at least one example for each scenario below, to show how an Esports Leader can support players' physical, social and/or mental wellbeing: • Before Esports activities • During Esports scrimmages • During Esports tournaments/events • Following participation in Esports activities	**Task 4.2 – Create and use a plan to manage own wellbeing** Complete task worksheet Practical Observation form – Tutor/Assessor to complete
3.2 Plan physical, social and mental wellbeing outcomes for Esports players	Plan one positive outcome for each of physical, social and mental wellbeing, that you, in your role as an Esports leader hope to support players to achieve	
3.3 Promote the importance of positive physical, social and mental wellbeing to Esports players	Share messages surrounding the importance of physical, social and mental wellbeing with Esports players, including: • The importance of maintaining/developing own wellbeing • The positive impact on Esports performance of having physical, social and mental wellbeing • Ways in which they can maintain/develop increased wellbeing	

Unit 5: Create, grow and manage an Esports community

Assessment criteria	Minimum action	What needs to be completed
Learning Outcome 1 – Understand the role of an Esports community		
1.1 Describe the types of the communities that exist in Esports	Describe the different Esports communities, including: • Virtual community • In person communities	**Task 5.1 – What it takes to create an Esports community** Complete task worksheet
1.2 Explain the reasons that people become part of an Esports community	Explain two different reasons that a person might become a member of an Esports community	
1.3 Describe the characteristics of a positive Esports community	Describe four characteristics of a positive Esports community	
1.4 Outline the challenges that exist in Esports communities and how these might be overcome	Outline at least three challenges that Esports communities can face and how they might be overcome	
Learning Outcome 2 – Understand how to create and manage an engaging Esports community		
2.1 Outline how to create an Esports community	Outline steps that might be taken in order to: • Create an Esports community • Engage new members into a new/existing Esports community	**Task 5.1 – What it takes to create an Esports community** Complete task worksheet
2.2 Describe the characteristics of a well-managed Esports community	Describe at least three characteristics of a well-managed Esports community	
2.3 Describe ways to keep Esports community members engaged	Describe steps that might be taken to keep members of an Esports community engaged over time	
2.4 Compare and contrast the tools and applications that can be used to create an engaging Esports community	Compare and contrast at least three tools/applications (e.g. Twitch, Discord, etc.) that can be used to engage with members of an Esports community	
2.5 Explain the value of rules and moderation in an Esports community	Giving three examples, explain the need for, and importance of, rules and moderation within Esports communities	
2.6 Explain the role that members of an Esports community can play in enforcing rules	Explain three ways in which Esports community members can support the upholding of rules and moderation of behaviour	

Assessment criteria	Minimum action	What needs to be completed
Learning Outcome 3 – Be able to create and manage an engaging Esports community		
3.1 Plan for the establishment of an Esports community	Create a plan for the establishment of an Esports community for at least one game type	**Task 5.2 – Create a plan, establish and evaluate an Esports community** Complete task work sheet
3.2 Create an Esports community	Implement your plan to set up your Esports community	
3.3 Support positive engagement within an Esports community before, during and after Esports activities	On two occasions, support positive engagement between members of an Esports community	Practical Observation form – Tutor/Assessor to complete
3.4 Create a set of rules for an Esports community	Create a set of rules for an identified Esports community, including: • Expected behaviour • Warnings • Sanctions • Bans	
3.5 Communicate and enforce Esports community rules	Demonstrate that you can communicate and enforce identified rules within an Esports community	
Learning Outcome 4 – Understand how to grow an Esports community		
4.1 Explain what is meant by growing an Esports community	Explain the meaning and importance of 'growing an Esports community'	**Task 5.3 – Growing an Esports community** Complete task worksheet
4.2 Describe how an Esports Leader can support the growth of an Esports community	Describe three actions that can be taken by an Esports Leader to support the growth of an identified Esports community	
4.3 Describe how to promote and market an Esports community	Describe three ways in which an identified Esports community could be promoted and marketed	
4.4 Describe barriers to growing an Esports community	Describe two barriers that could negatively impact the growth of an Esports community	
4.5 Describe ways in which members of the Esports community can help grow an Esports community	Describe two ways that Esports players could support the continued growth of the Esports community	

Assessment criteria	Minimum action	What needs to be completed
Learning Outcome 5 – Be able to evaluate the success of an Esports community		
5.1 Seek feedback from an Esports community	Gain feedback from an identified Esports community, in order to evaluate its success and effectiveness	**Task 5.2 – Create a plan, establish and evaluate an Esports community**
5.2 Use feedback to evaluate the success of the Esports community created	Collate and analyse feedback in order to evaluate the success and effectiveness of an identified Esports community	Complete task work sheet
5.3 Create a plan for the continued success and development of an Esports community	Based on the evaluation, create a plan for an identified Esports community that: • Identifies areas for development • Outlines steps that can be put in place to support development • Has timescales • Includes success measures	Practical Observation form – Tutor/Assessor to complete

Unit 6: Plan, lead and evaluate a series of Esports activities

Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Know how to set outcomes for a series of Esports activities		
1.1 Describe progression in Esports activities	Describe three ways in which Esports activities can be progressed over time	**Task 6.1 – What makes a series of activities** Complete the task worksheet
1.2 Explain how to set outcomes for a series of Esports activities	Giving two examples, explain how activity or session aims for a progressive series of Esports activities could be set	
Learning Outcome 2 – Be able to plan and prepare for a series of inclusive Esports activities		
2.1 Identify the needs of Esports players	Identify the needs of players who will access the planned Esports activities	**Task 6.2 – Plan, lead and evaluate a series of linked Esports activities** Complete three linked series of Esports activities
2.2 Set outcomes for a series of Esports activities	Set outcomes for a series of three Esports activities that show progression from one activity to the next	

2.3 Plan a progressive series of Esports activities	Plan a series of three Esports activities which show progression from one activity to the next
	
	The series of three Esports activities must be in the same game type and must include the following:
	
	1. **Two scrims or training sessions for up to 10 people in an Esports game.**
	   Technical components for 1:
	   • Preparing your team for tournament
	   • Leading the team to develop a tactic/set of tactics
	
	2. **One closed online event – run a closed event with invited players/teams**
	   Technical components for 2:
	   • Simple tournament structure – 1-4 teams
	   • Preparing your team for a tournament against
	   • Engaging the wider known community
	   • Leading the team to employ the tactics in a live game environment	

Assessment Criteria	Minimum action required	What needs to be completed
2.4 Plan for adaptation in Esports activities	Plan adaptations to Esports activities to include, where necessary, how they can be made: • Less challenging • More challenging	
2.5 Plan how to adapt Esports activities for a changing environment	Include plans that show how activities can be delivered successfully in two different environments	
2.6 Identify planning considerations given Esports activities	Identify elements that must be considered prior to each of the Esports activities you plan to lead, including: • Organisation of players (e.g. inviting players, joining instructions etc.) • Technical arrangements (e.g. access requirements, controllers, headsets, etc.) • Fulfilling of roles (e.g. shoutcaster, analyst, officials, etc.) • Safety and safeguarding (e.g. risk assessment, moderation, etc.)	
Learning Outcome 3 – Be able to lead a progressive series of inclusive Esports activities		
3.1 Prepare for Esports activities	Prepare for the three Esports activities you are to lead, including preparing: • Organisation of players • Technical arrangements • Fulfilling of roles • Safety and safeguarding	**Task 6.2 – Plan, lead and evaluate a series of linked Esports activities** Practical observation form – Tutor/Assessor to complete
3.2 Lead a progressive series of Esports activities	Lead a minimum of three linked Esports activities which show progression from one to the next	
3.3 Use effective motivation methods when leading Esports activities	Use four motivational methods effectively on two occasions	
3.4 Use effective communication when leading Esports activities	Use at least five different communication methods to meet the needs of the activity and/or players effectively on two occasions	
3.5 Use effective strategies to manage the behaviour of players	Use two behavior management strategies effectively on two occasions	
3.6 Adapt activities to ensure all players are able to engage and achieve	Adapt activities as necessary on at least two occasions, so that all players can engage and achieve to the best of their ability	

© SLQ 2022

3.7 Adapt a session effectively in line with environmental needs	Adapt sessions to meet environmental needs on two occasions	
3.8 Conclude an Esports activity	Conclude a Esports activity effectively	
3.9 Lead Esports activities to a group of Esports players	Lead a minimum of 12 hours of inclusive Esports activities	**Task 6.3 – Leadership Log** Complete the Leadership Log and get at least two Witness Statements from a responsible person, player or observer
Learning Outcome 4 – Be able to evaluate a progressive series of Esports activities		
4.1 Evaluate a series of Esports activities	Evaluate at least three linked Esports activities that have been led	**Task 6.2 – Plan, lead and evaluate a series of linked Esports activities** Complete evaluation sections for three Esports activities

Unit 7: Improve players' ability to participate in Esports activities

Assessment criteria	Minimum action	What needs to be completed
Learning Outcome 1 – Know how to use in-game tactics and data to support the development of Esports players		
1.1 Describe the characteristics of high performance in Esports activities	Describe three characteristics of 'high-performance' in Esports activities	**Task 7.1 – The role of data in supporting the development of Esports players** Complete task worksheet
1.2 Summarise the types of data that exist in a range of Esports games	Summarise data that exists for the following game types: • Multi-player Online Battle Arena (MOBA) • First Person tactical Shooter • Battle Royale • Real Time Strategy • Fighting • Sports based • Excergaming.	
1.3 Explain how in-game data can be accessed and collated	Explain three ways in which in-game data can be accessed and collated	
1.4 Describe the role that data can play in improving a players' ability in Esports	Describe three ways in which data can support players' ability in Esports	
1.5 Explain how data can be used in the planning of Esports activities	Giving two examples, explain how data can be used to support the planning of Esports activities	
Learning Outcome 2 – Be able use in-game data to support the improvement of Esports players		
2.1 Analyse in-game data	Analyse in-game data for at least two different Esports games (game must fit in one of the game types listed above)	**Task 7.2 – In-game data and its role in developing players** Complete task worksheet
2.2 Present in-game performance data	Present in-game performance data for at least two games (game must fit in one of the game types listed above)	
Learning Outcome 3 – Know how to develop Esports players tactical ability		
3.1 Describe the impact that improving in-game tactics can have on the development of Esports players	Describe three ways in which improving players' in-game tactics can support their ability to participate in Esports activities	**Task 7.2 – In-game data and its role in developing players** Complete task worksheet
3.2 Explain the guidance on in-game tactics that can be given for identified Esports	Give two examples of tactical guidance for two games, and identify the specific effect that this guidance could have on a player's ability to achieve success in each game	
3.3 Identify the effect that developing the use of in-game tactics could have on Esports players' ability to achieve success in Esports		

Assessment criteria	Minimum action	What needs to be completed
Learning Outcome 4 – Be able to support the development of Esports players		
4.1 Use in-game data to evaluate the playing performance of Esports players	Use in-game data to evaluate the playing performance of two Esports players to: • Identify areas of strength and success • Identify areas for improvement • Highlight the data that has been used in the evaluation. • Outline steps that can be taken by the player to improve game ranking	**Task 7.3 – Supporting the development of Esports players** Complete task worksheet Practical Observation form – Tutor/Assessor to complete
4.2 Create a development plan for Esports players	Create a performance action plan for the two players to improve their ability (e.g. game skills, confidence, etc.) to play in an Esports activities and events/tournaments or event	
4.3 Support Esports players to improve their playing ability	Work with two Esports players to support them to develop their ability to play in Esports activities and events/tournaments, to include: • Communicating development plan to the player • Giving tactical guidance • Improving player confidence • Improve game skills	
4.4 Evaluate the progress of Esports players	Evaluate the two players development against their own development plan	

To find out more about how this qualification can support your learners to develop the skills to become Esports Leaders, get in touch!

Email: talk@slqskills.org.