



## **Group Award Specification for:**

**National Progression Award (NPA) in Esports at  
SCQ level 4**

**GV1H 44**

**National Progression Award (NPA) in Esports at  
SCQ level 5**

**GV1H 45**

**National Progression Award (NPA) in Esports at  
SCQ level 6**

**GV1H 46**

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# 1. Introduction

The purpose of this document is to:

- ◆ Assist centres to implement, deliver and manage the qualification.
- ◆ Provide a guide for new staff involved in offering the qualification.
- ◆ Inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- ◆ Provide details of the range of learners the qualification is suitable for and progression opportunities.

The esports industry has seen significant growth over the last decade, both in terms of viewership and revenue. In 2018, the World Economic Forum (WEF) reported that the emerging esports industry was worth 1 billion dollars with a global audience of 300 million viewers.<sup>1</sup> More recent research indicates that this growth will continue (see Figure 1).

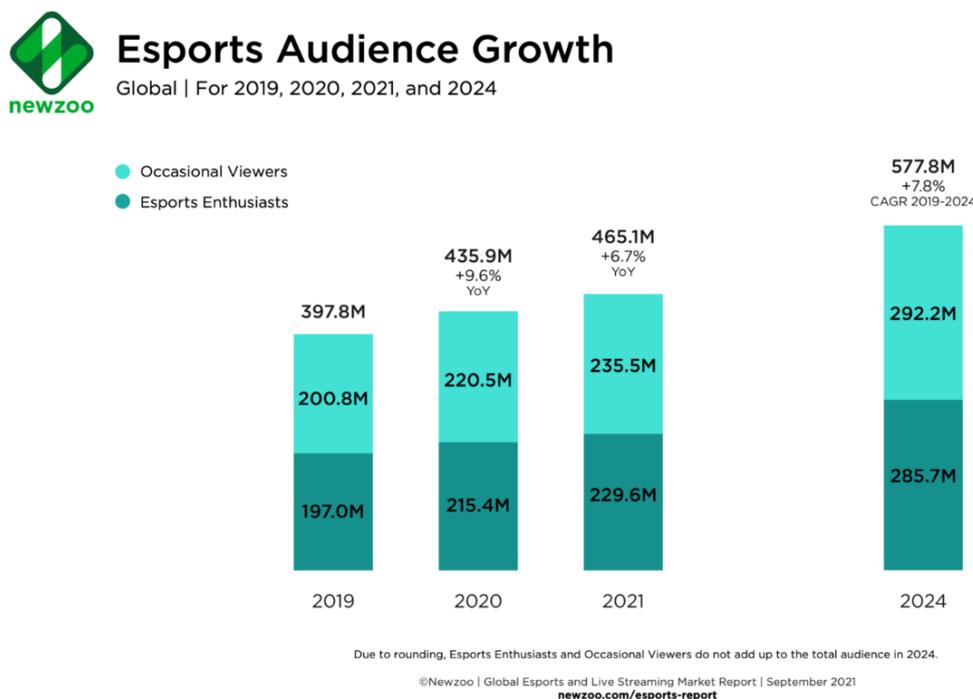


Figure 1: Audience growth in esports (2019-2024)

Esports is part of the wider digital industry. A number of tech companies (such as Meta™ and Microsoft™) have expressed a commitment to the development of Web 3.0 over the coming decade. It is likely that esports will be an important part of the metaverse, and the knowledge and skills developed through esports will be transferable to Web 3.0.

<sup>1</sup> [www.weforum.org/agenda/2018/07/the-explosive-growth-of-esports](http://www.weforum.org/agenda/2018/07/the-explosive-growth-of-esports)

This suite of qualifications is the first qualification of its kind developed by SQA. National Progression Awards (NPAs) are well-established vocational qualifications, popular in schools and colleges. NPAs are widely used for progression to further studies and, to a lesser extent, employment.

The qualification is designed to be introductory and broad. The title reflects this. There are three main, and equal, strands to the qualification:

1. The Esports industry.
2. Game performance.
3. Esports events.

The title of the qualification ('Esports') reflects the broad-based nature of the award. The title reflects that used by other awarding bodies, such as BTEC<sup>2</sup> (Pearson), and universities such as Staffordshire.<sup>3</sup> It is also the term normally used by educators and learners. Alternative titles were considered, such as 'Esports and Event Management' but, given the three strands in the qualification, a neutral title was preferred.<sup>4</sup>

The size of the qualification (3 SQA credits/18 SCQF points) is similar to existing National Qualifications (such as National 5 in Computing Science) and compatible with timetable requirements in Scottish schools.

The qualification is available at three levels: SCQF level 4 (National 4), SCQF level 5 (National 5) and SCQF level 6 (Higher). The structure of the qualification (see Section 2) is consistent from level to level, permitting learners to move between levels, and facilitates multi-level teaching. This approach has proven popular with previous qualifications.<sup>5</sup>

The qualification is suitable for a wide range of learners, particularly young learners in Scottish schools and colleges. It is hoped that the qualification re-engages learners who are not motivated by the existing curriculum.

No previous knowledge or experience of esports is required for entry into any of the levels, although direct entry into the NPA at SCQF level 6 (Higher) will require well developed Information and Communication Technology (ICT) and numeracy skills. Previous experience of PC gaming is recommended for entry into the higher levels (level 5 and, particularly, level 6).

The main progression path is internal — from one level to another. For example, progressing from SCQF level 5 to SCQF level 6 (see **Error! Reference source not found.**). However, learners at any level could progress to appropriate National Certificates, such as the National Certificate in Computing with Digital Media (available at SCQF levels 4, 5 and 6). Learners who complete the NPA at level 6 could be considered for entry into Higher Nationals or degree programmes. Progression to Higher National Qualifications or degree programmes will require additional National Qualifications.

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<sup>2</sup> BTEC Diploma in Esports (level 3).

<sup>3</sup> BA (Hons) in Esports.

<sup>4</sup> Additional consultation was carried out with members of the Qualification Development Team, which unanimously endorsed the title.

<sup>5</sup> Such as NPA Cyber Security.

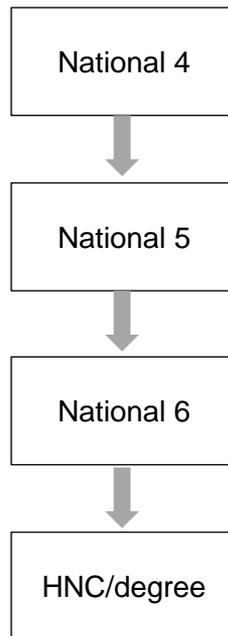


Figure 2: Progression paths

Direct progression to employment is not a primary goal of this suite of qualifications. However, the qualification will raise awareness of careers in esports.

There is no professional recognition for this qualification.

## 2. Qualifications structure

### 2.1 Structure

The award is available at **SCQF levels 4,5 and 6**. The qualification suite has three strands of equal importance.

1. Knowledge of the esports industry.
2. Ability to participate in esports.
3. Experience of esports event organisation.

The qualification has the same structure at each level. Each award consists of **three mandatory units**; there are no optional units. The total credit value of each award is **3 SQA credits** (18 SCQF credit points). Teaching, learning and assessment time is **120 hours**.

Tables 1, 2 and 3 define the qualification at SCQF levels 4, 5 and 6 respectively.

**Table 1: NPA Esports at SCQF level 4**

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J73V	44	Esports: The Esports Industry	4	6	1
J73W	44	Esports: Game Performance	4	6	1
J73X	44	Esports: Organising and Promoting Events	4	6	1

**Table 2: NPA Esports at SCQF level 5**

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J73Y	45	Esports: The Esports Industry	5	6	1
J740	45	Esports: Game Performance	5	6	1
J741	45	Esports: Organising and Promoting Events	5	6	1

**Table 3: NPA Esports at SCQF level 6**

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J743	46	Esports: The Esports Industry	6	6	1
J744	46	Esports: Game Performance	6	6	1
J745	46	Esports: Organising and Promoting Events	6	6	1

Unit specifications are available on the [SQA Home Page](http://www.sqa.org.uk/) (<http://www.sqa.org.uk/>).

## **3. Aims of the qualifications**

The aims of the qualification follow.

### **3.1 General aims — SCQF level 4**

The over-arching aim of the qualification at SCQF level 4 is to introduce learners to the foundations of esports. More specifically, undertaking the qualification will:

1. Engage and motivate learners to study at SCQF level 4.
2. Develop Core Skills particularly ICT and Working with Others at SCQF level 4.
3. Develop a range of transferable skills such as team working and organisational skills.
4. Provide an opportunity to progress through the Scottish Credit and Qualifications Framework to SCQF level 5.

### **3.2 Specific aims — SCQF level 4**

Learners will also:

5. Appreciate the breadth and scope of the contemporary esports industry.
6. Know how to stay safe online while participating in esports.
7. Know how to enter the esports industry.
8. Appreciate the hardware and software involved in esports.
9. Learn how to participate in esports.
10. Plan, promote and conduct small esports events.

### **3.3 General aims — SCQF level 5**

The over-arching aim of the qualification at SCQF level 5 is to develop learners' interests in competitive computer games. More specifically, undertaking the qualification will:

1. Engage and motivate learners to study at SCQF level 5.
2. Develop Core Skills particularly ICT and Working with Others at SCQF level 5.
3. Develop a range of transferable skills such as team working and organisational skills.
4. Provide an opportunity to progress through the Scottish Credit and Qualifications Framework to SCQF level 6.

### **3.4 Specific aims — SCQF level 5**

Learners will also:

5. Understand the organisation of the esports industry.
6. Know how to stay safe online and act professionally while participating in esports.
7. Understand the roles within the esports industry.
8. Understand the technical aspects of esports.
9. Use tactics to play in an esports team and analyse team performance.
10. Plan, promote and conduct an esports event.

### **3.5 General aims — SCQF level 6**

The over-arching aim of the qualification at SCQF level 6 is to develop learners' knowledge and skills in esports. More specifically, undertaking the qualification will:

1. Engage and motivate learners to study at SCQF level 6.
2. Develop Core Skills particularly ICT, Numeracy and Working with Others at SCQF level 6.
3. Develop a range of transferable skills such as team working and organisational skills.
4. Provide an opportunity to progress through the Scottish Credit and Qualifications Framework to SCQF level 7.

### **3.6 Specific aims — SCQF level 6**

Learners will also:

5. Understand the evolution of esports.
6. Know how the esports industry is organised, nationally and internationally.
7. Know how to stay safe online and act professionally while participating in esports.
8. Understand the technical aspects of PC configuration for esports.
9. Apply performance strategies in an esports team.
10. Evaluate team and own performance in an esports team.
11. Plan, promote, conduct and evaluate an esports event.

The qualification was developed during a period of change in the digital sector. A number of technology companies have committed to Web 3.0/metaverse. The knowledge and skills developed through this qualification will help to prepare learners for this future.

## 4. Recommended entry to the qualifications

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

There are no specific entry requirements for any of the levels. However, direct entry to higher levels, particularly SCQF level 6 (Higher), will require learners to possess well developed digital skills. No previous knowledge or experience of esports is required at any level but an interest in, and enthusiasm for, computer games is assumed.

Learners are more likely to succeed if they possess specific Core Skills.

### 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

#### Level 4

**Table 2: Core Skill entry and exit profiles (SCQF level 4)**

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Possible SCQF exit profile</b>
Communication	Level 3	Level 4
Numeracy	Level 3	Level 4
Information and Communication Technology (ICT)	Level 3/4	Level 4/5
Problem Solving	Level 3	Level 4
Working with Others	Level 3	Level 4

## Level 5

**Table 5: Core Skill entry and exit profiles (SCQF level 5)**

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Possible SCQF exit profile</b>
Communication	Level 4	Level 5
Numeracy	Level 4	Level 5
Information and Communication Technology (ICT)	Level 4/5	Level 5
Problem Solving	Level 4	Level 5
Working with Others	Level 4	Level 5

## Level 6

**Table 6: Core Skill entry and exit profiles (SCQF level 6)**

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Possible SCQF exit profile</b>
Communication	Level 5	Level 6
Numeracy	Level 5	Level 6
Information and Communication Technology (ICT)	Level 5/6	Level 6
Problem Solving	Level 5	Level 6
Working with Others	Level 5	Level 6

## **5. Additional benefits of the qualification in meeting employer needs**

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification aims to units

The tables below show how each unit contributes to the general and specific aims of the qualification at each level.

**Table 3: Mapping aims to unit (SCQF level 4) — General aims**

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4
J73V 44	Esports: The Esports Industry	X			X
J73W 44	Esports: Game Performance	X	X	X	X
J73X 44	Esports: Organising and Promoting Events	X	X	X	X

**Table 8: Mapping aims to unit (SCQF level 4) — Specific aims**

Code	Unit title	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
J73V 44	Esports: The Esports Industry	X	X	X			
J73W 44	Esports: Game Performance				X	X	
J73X 44	Esports: Organising and Promoting Events						X

**Table 9: Mapping aims to unit (SCQF level 5) — General aims**

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4
J73Y 45	Esports: The Esports Industry	X			X
J740 45	Esports: Game Performance	X	X	X	X
J741 45	Esports: Organising and Promoting Events	X	X	X	X

**Table 10: Mapping aims to unit (SCQF level 5) — Specific aims**

Code	Unit title	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
J73Y 45	Esports: The Esports Industry	X	X	X			
J740 45	Esports: Game Performance				X	X	
J741 45	Esports: Organising and Promoting Events						X

**Table 11: Mapping aims to unit (SCQF level 6) — General aims**

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4
J743 46	Esports: The Esports Industry	X			X
J744 46	Esports: Game Performance	X	X	X	X
J745 46	Esports: Organising and Promoting Events	X	X	X	X

**Table 12: Mapping aims to unit (SCQF level 6) — Specific aims**

Code	Unit title	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10	Aim 11
J743 46	Esports: The Esports Industry	X	X	X	X			
J744 46	Esports: Game Performance					X	X	
J745 46	Esports: Organising and Promoting Events							X

The tables are indicative and illustrate the most suitable units for delivering the stated aims. For example, The *Esports Industry* units could develop Core Skills (General Aim 2) but have less potential to do so than the other units in the qualification.

## 5.2 Mapping of Core Skills development opportunities across the qualifications

**Table 13: Core Skill mapping — Communication SCQF level 4**

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J73V 44	Esports: The Esports Industry (SCQF level 4)	Signposted (level 4)	Signposted (level 4)	Signposted (level 4)
J73W 44	Esports: Game Performance (SCQF level 4)		Signposted (level 4)	Signposted (level 4)
J73X 44	Esports: Organising and Promoting Events (SCQF level 4)			Signposted (level 4)

**Table 14: Core Skill mapping — Numeracy SCQF level 4**

Unit code	Unit title	Using Number	Using Graphical Information
J73V 44	Esports: The Esports Industry (SCQF level 4)		
J73W 44	Esports: Game Performance (SCQF level 4)	Signposted (level 4)	
J73X 44	Esports: Organising and Promoting Events (SCQF level 4)		

**Table 15: Core Skill mapping — Information and Communication Technology (ICT) SCQF level 4**

Unit code	Unit title	Accessing Information	Providing/Creating Information
J73V 44	Esports: The Esports Industry (SCQF level 4)	Signposted (level 4)	Signposted (level 4)
J73W 44	Esports: Game Performance (SCQF level 4)	Signposted (level 4)	Signposted (level 4)
J73X 44	Esports: Organising and Promoting Events (SCQF level 4)	Signposted (level 4)	Signposted (level 4)

**Table 16: Core Skill mapping — Problem Solving SCQF level 4**

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J73V 44	Esports: The Esports Industry (SCQF level 4)			
J73W 44	Esports: Game Performance (SCQF level 4)	Signposted (level 4)		
J73X 44	Esports: Organising and Promoting Events (SCQF level 4)			

**Table 17: Core Skill mapping — Working with Others SCQF level 4**

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J73V 44	Esports: The Esports Industry (SCQF level 4)		
J73W 44	Esports: Game Performance (SCQF level 4)	Signposted (level 4)	
J73X 44	Esports: Organising and Promoting Events (SCQF level 4)	Signposted (level 4)	Signposted (level 4)

**Table 18: Core Skill mapping — Communication — SCQF level 5**

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J73Y 45	Esports: The Esports Industry (SCQF level 5)	Signposted (level 5)	Signposted (level 5)	Signposted (level 5)
J740 45	Esports: Game Performance (SCQF level 5)			
J741 45	Esports: Organising and Promoting Events (SCQF level 5)		Signposted (level 5)	Signposted (level 5)

**Table 19: Core Skill mapping — Numeracy — SCQF level 5**

Unit code	Unit title	Using Number	Using Graphical Information
J73Y 45	Esports: The Esports Industry (SCQF level 5)		
J740 45	Esports: Game Performance (SCQF level 5)	Signposted (level 5)	
J741 45	Esports: Organising and Promoting Events (SCQF level 5)	Signposted (level 5)	

**Table 20: Core Skill mapping — Information and Communication Technology (ICT) — SCQF level 5**

Unit code	Unit title	Accessing Information	Providing/Creating Information
J73Y 45	Esports: The Esports Industry (SCQF level 5)	Signposted (level 5)	Signposted (level 5)
J740 45	Esports: Game Performance (SCQF level 5)	Signposted (level 5)	Signposted (level 5)
J741 45	Esports: Organising and Promoting Events (SCQF level 5)	Signposted (level 5)	Signposted (level 5)

**Table 21: Core Skill mapping — Problem Solving — SCQF level 5**

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J73Y 45	Esports: The Esports Industry (SCQF level 5)			
J740 45	Esports: Game Performance (SCQF level 5)	Signposted (level 5)	Signposted (level 5)	Signposted (level 5)
J741 45	Esports: Organising and Promoting Events (SCQF level 5)			

**Table 22: Core Skill mapping — Working with Others — SCQF level 5**

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J73Y 45	Esports: The Esports Industry (SCQF level 5)		
J740 45	Esports: Game Performance (SCQF level 5)	Signposted (level 5)	Signposted (level 5)
J741 45	Esports: Organising and Promoting Events (SCQF level 5)	Signposted (level 5)	Signposted (level 5)

**Table 23: Core Skill mapping — Communication — SCQF level 6**

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J743 46	Esports: The Esports Industry (SCQF level 6)	Signposted (level 6)	Signposted (level 6)	Signposted (level 6)
J744 46	Esports: Game Performance (SCQF level 6)			
J745 46	Esports: Organising and Promoting Events (SCQF level 6)		Signposted (level 6)	Signposted (level 6)

**Table 24: Core Skill mapping — Numeracy — SCQF level 6**

Unit code	Unit title	Using Number	Using Graphical Information
J743 46	Esports: The Esports Industry (SCQF level 6)		
J744 46	Esports: Game Performance (SCQF level 6)	Signposted (level 6)	
J745 46	Esports: Organising and Promoting Events (SCQF level 6)	Signposted (level 6)	

**Table 25: Core Skill mapping — Information and Communication Technology (ICT) — SCQF level 6**

Unit code	Unit title	Accessing Information	Providing/Creating Information
J743 46	Esports: The Esports Industry (SCQF level 6)	Signposted (level 6)	Signposted (level 6)
J744 46	Esports: Game Performance (SCQF level 6)	Signposted (level 6)	Signposted (level 6)
J745 46	Esports: Organising and Promoting Events (SCQF level 6)	Signposted (level 6)	Signposted (level 6)

**Table 26: Core Skill mapping — Problem Solving — SCQF level 6**

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J743 46	Esports: The Esports Industry (SCQF level 6)			
J744 46	Esports: Game Performance (SCQF level 6)	Signposted (level 6)	Signposted (level 6)	Signposted (level 6)
J745 46	Esports: Organising and Promoting Events (SCQF level 6)			

**Table 27: Core Skill mapping — Working with Others — SCQF level 6**

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J743 46	Esports: The Esports Industry (SCQF level 6)		
J744 46	Esports: Game Performance (SCQF level 6)	Signposted (level 6)	Signposted (level 6)
J745 46	Esports: Organising and Promoting Events (SCQF level 6)	Signposted (level 6)	Signposted (level 6)

## 5.3 Assessment strategy for the qualifications

The unit specifications define the type of evidence required for each unit. This will be one, or more, of the following.

1. Knowledge evidence.
2. Product evidence.
3. Performance evidence.

**Error! Reference source not found.** summarises the evidence requirements for the qualification.

**Table 28: Evidence requirements**

Unit	Evidence requirements: Knowledge	Evidence requirements: Product	Evidence requirements: Performance
Esports: The Esports Industry (SCQF level 4)	X		
Esports: Game Performance (SCQF level 4)			X
Esports: Organising and Promoting Events (SCQF level 4)		X	X
Esports: The Esports Industry (SCQF level 5)	X		
Esports: Game Performance (SCQF level 5)	X		X
Esports: Organising and Promoting Events (SCQF level 5)		X	X
Esports: The Esports Industry ((SCQF level 6)	X		
Esports: Game Performance (SCQF level 6)	X		X
Esports: Organising and Promoting Events (SCQF level 6)		X	X

The evidence requirements for the qualification span the three types. Knowledge evidence is vital to provide learners with a theoretical foundation for their practical skills. For example, the knowledge evidence for Esports: Game Performance at SCQF level 5 ensures that learners have a conceptual foundation before applying that to practical performance.

The assessment strategy seeks to combine knowledge, product and performance evidence to reflect the knowledge, skills and behaviours that are important in esports. This is a vocational qualification, so the majority of evidence is product and performance. However, some units are knowledge-based (The Esports Industry series) and this is reflected in their evidence requirements. Game Performance, as the name suggests, is a practical series of units but with a significant knowledge base that underpins performance.

The support notes in each unit specification suggest ways of generating the required evidence (see Assessment Guidelines). Centres are free to follow this advice or devise alternative assessment methods.

It is anticipated that a variety of assessments will be used including practical exercises, practical assignments, projects, observation, and testing. Unit specifications do not mandate specific instruments of assessment, so the choice is left to centres. The formality of assessment rises as learners progress through levels. For example, knowledge evidence could be gathered relatively informally at SCQF level 4 but demonstrated through formal testing at SCQF level 6.

Centres may wish to combine assessments (within and/or across units) to reduce the number of assessments involved in the qualification and, most likely, the time spent on assessment. For example, a project could be used to assess Game Performance and Organising and Promoting Events if the project required learners to organise, promote and participate in an event.<sup>6</sup>

Learners are normally permitted one re-assessment opportunity; an additional (third) opportunity may be offered in exceptional circumstances.

Evidence may come from any source (see Recognition of Prior Learning) but where it is not produced under controlled conditions it must be authenticated.

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<sup>6</sup> SQA normally provides assessments for individual units (not integrated across units).

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## 6. Guidance on approaches to delivery and assessment

### 6.1 Sequencing/integration of units

It is recommended that the units are delivered in the following order:

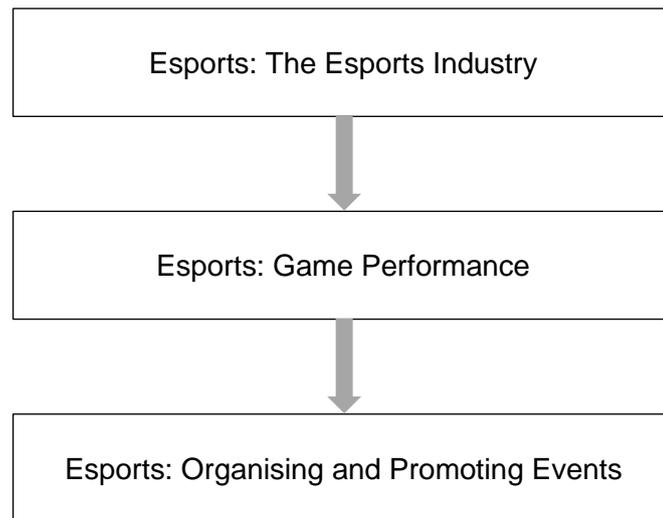


Figure 2: Sequencing of units

The Industry unit provides an overview of the esports landscape; the Game Performance unit provides experience of gameplay; the Events unit provides experience of organising (and promoting) esports events. The knowledge and skills gained within the The Esports Industry unit will give learners the foundation for learning about what is involved in the esports industry. By learning about the different games and roles, as well as keeping safe when playing online, learners will gain an appreciation of what they will encounter in subsequent units. The knowledge and skills gained within the Game Performance unit will help learners appreciate the tasks required in the Organising and Promoting Events unit.

The qualification is suitable for mixed ability groups of learners. The consistent structure at each level permits learners to achieve an award at different levels, reflecting their individual abilities.

## 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units.
- ◆ Course and/or external assessments.
- ◆ Other integrative assessment units (which may or not be graded).
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
- ◆ Where there is an existing requirement for a licence to practice.
- ◆ Where there are specific health and safety requirements.
- ◆ Where there are regulatory, professional or other statutory requirements.
- ◆ Where otherwise specified in an assessment strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

### 6.2.1 Articulation and/or progression

This qualification is not designed to articulate with any specific Higher National Qualification (HNQ) or degree programme. However, achievement of this qualification at higher levels (SCQF level 5 and, particularly, SCQF level 6) would contribute to the entry requirements of some HNQs.

The main progression pathway is internal, from one level to the next, for example, progressing from the SCQF level 5 qualification to the SCQF level 6 qualification.

### 6.2.2 Professional recognition

There is no professional recognition of this qualification.

### 6.2.3 Transitional arrangements

This is a new qualification. There are no transitional arrangements.

### 6.2.4 Credit transfer

The units within this qualification are new. There are no credit transfer arrangements.

## 6.3 Opportunities for e-assessment

This qualification is supported by SOLAR (<https://www.sqasolar.org.uk>). Digital assessments are available for all component units.

## 6.4 Support materials

No Assessment Support Packs (ASPs) are available for this qualification.

## 6.5 Resource requirements

There are specific resource requirements for these qualifications.

The Industry series of units can be delivered without special resources, the Events series of units can use repurposed classrooms. The main resource requirements relate to the Game Performance series of units.

The Game Performance units require dedicated gaming hardware and software. At SCQF level 4, the hardware may be gaming PC **or** gaming consoles; at SCQF level 5 and SCQF level 6, gaming PCs **must** be used.

At SCQF levels 5 and 6, gaming PCs should be appropriately configured (in terms of CPU, GPU, memory and peripherals). An example of a suitably configured PC follows.

- ◆ Intel Core i5 CPU (10<sup>th</sup> generation or later).
- ◆ 16Gb RAM (DDR 4 or better).
- ◆ nVidia 1050 GPU (or better).
- ◆ Fast storage (such as SSD) of at least 500Gb capacity.
- ◆ 24" (or bigger) gaming monitor (75Hz or better).
- ◆ Mechanical gaming keyboard.
- ◆ Gaming mouse.
- ◆ Gaming headset.
- ◆ Broadband Internet connection.

Each learner should have access to an appropriate PC when participating in competitions.

Appropriate software is also required such as Windows 10/11™ and a game launcher such as Steam™. PC games are normally downloaded via a game store such as Epic Games™, Steam™ and Origin Games™. It would be advisable for centres to create a specific account for gaming rather than learners create separate accounts. The store only needs installed once on each machine as does the game of choice. Table 29 provides examples of popular esports games that are free. Game choice will be determined by centres. Centres will have to take into account the age of their learners and game PEGI rating to ensure age appropriateness (see Safeguarding).

**Table 29: Examples of suitable games**

Game	Age rating	Team size	Game genre	Download from
Apex Legends	PEGI 16	2v2 / 3v3	FPS battle royale	Game Store
Fortnite	PEGI 12	2v2 / 3v3	FPS battle royale	Game Store
League of Legends	PEGI 12	5v5	MOBA	Direct from site
Rocket League	PEGI 3	3v3	Sports	Game Store
Valorant	PEGI 16	5v5	FPS	Game Store

There may be a need for working with the Information Technology (IT) department in the centre to ensure software is installed and working correctly. Some games require specific ports are opened, which may be blocked in a centre for network security. Further information on each game can be found on the specific website for that game.

Organising and Promoting Events requires software and hardware to enable streaming of the event. Access to social media to help promote the event should be done using a class account that the educator would manage but learners can help with content. For streaming, the most common platforms would be Twitch™ and Youtube™. Only one account is needed for the group, which the educator can manage. For streaming, hardware such as a light and microphone would be useful for learners. Software to record and manage the stream, such as OBS, could be used to maintain the professional aspect of streaming.

## 6.6 Safeguarding

Centres should take appropriate steps to ensure the safety of learners while undertaking the qualification. This is particularly important for learners at school.

The main risks to learners are:

- ◆ age inappropriate games.
- ◆ interaction with strangers.
- ◆ inappropriate conduct within or between teams.

Centres are responsible for selecting games that are appropriate for the age of the learners. Games are PEGI rated for age suitability and content<sup>7</sup>, and this should be taken into consideration when selecting titles.

The games played during the qualification will be online; most will have a chat function for players to communicate during the game. It is recommended that competitive game play between teams is limited to teams selected internally within the centre.

Advice to learners about online behaviour and etiquette, even if they are only communicating with other learners, is vital. Centres should already have safeguarding policies in place relating to online behaviour, which may include: bullying/cyberbullying, abusive language, and threatening or targeting players because of their characteristics.

Centres may also have an acceptable-use IT policy that staff and learners will have to follow.

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<sup>7</sup> <https://pegi.info/what-do-the-labels-mean>

## Code of Conduct

In order to encourage sportspersonship while playing, centres may wish to devise a players' code of conduct that anyone who is undertaking the qualification must follow. The above advice relating to safeguarding could be included. This could be a good discussion point; learners could be involved in agreeing acceptable behaviours.

## Useful resources

1. <https://saferinternet.org.uk/online-issue/gaming-2>
2. <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/online-gaming/>
3. <https://www.internetmatters.org/?s=esports>
4. <https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-games/>
5. <https://www.gov.scot/publications/national-action-plan-internet-safety-children-young-people/documents/>
6. <https://www.ygam.org/>
7. <https://saferschoolsni.co.uk/guide-to-esports/>
8. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/896323/UKCIS\\_Education\\_for\\_a\\_Connected\\_World\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf)
9. <https://simfinuk.com/resources/tag/safeguarding>

## Qualification contents

Safeguarding is embedded within the qualification.

**Table 30: Safeguarding within the qualification**

Unit Number	Unit title	Level	Outcome
J73V 44	Esports: The Esports Industry	4	Outcome 4
J73W 44	Esports: Game Performance	4	Outcome 3
J73Y 45	Esports: The Esports Industry	5	Outcome 4
J740 45	Esports: Game Performance	5	Outcome 3
J743 46	Esports: The Esports Industry	6	Outcome 4
J744 46	Esports: Game Performance	6	Outcome 3

For example, within Esports: The Esports Industry at SCQF level 5, Outcome 4 ('Explain how to maintain a professional and safe online presence') requires learners to understand the importance of online safety, identify potential risks to safety, know how to mitigate these risks, and adhere to etiquette when participating in esports.

# 7. General information for centres

## Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Internal and external verification

All assessments used within these qualifications should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8. Glossary of terms

**Embedded Core Skills** is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award.
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS).

**Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue.
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
- ◆ no new centres may be approved to offer the group award.
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject unit:** Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.



## 9. General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning.

This qualification is designed for learners with an interest in computer games and esports. It is available at three levels: SCQF level 4 (National 4), SCQF level 5 (National 5) and SCQF level 6 (Higher).

Each level consists of three topics:

1. The esports industry.
2. Participating in competitive computer games in a team.
3. Organising esports events.

You will learn about the history of esports, how it is organised in the UK and internationally, careers in esports, roles in an esports team, PC configurations for esports, team tactics, game performance and how to organise and promote an esports event. Part of the qualification focuses on how to improve your gaming skills.

The qualification may be assessed in different ways. For example, your knowledge of the esports industry could be assessed with a short test; your gaming skills may be assessed by watching you compete in a team; your organisational skills may be assessed by a practical assignment.

On completion of the award, you will have a better understanding of the industry and can consider further study in esports or event management.