NextGen: HN unit specification

Esports: Content Creation (SCQF level 7)

Unit code: J9JY 47

SCQF level: 7 (16 SCQF credit points)

Valid from: August 2026

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

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Contents

Unit purpose

This unit introduces learners to the principles of esports content creation. They:

- explore different content types, including:
    - streaming
    - video production
    - social media campaigns,
    - storytelling
    - editing and publishing techniques
- find out about the end-to-end production process, from conceptualising shoots and capturing dynamic gameplay cinematics to optimising content for broadcast and social media
- focus on industry-aligned workflows, including:
    - collaborative planning
    - ethical practices
    - audience engagement strategies

This unit is suitable for learners who are interested in careers in content creation, streaming, esports marketing, and digital media.

Entry to the unit is at your centre's discretion. No previous experience of competitive team playing is required. However, learners should be familiar with computer games and game mechanics. We recommend that learners complete the units Esports: Foundations and Esports: Broadcasting and Streaming before carrying out this unit.

The unit prepares learners for roles such as esports video producer, social media content creator, or brand campaign co-ordinator, and they gain the ability to adapt to an evolving digital landscape. Learners explore emerging trends, including artificial intelligence (AI)-assisted editing and accessibility-driven design, while adhering to legal and cultural standards. The unit provides a strong foundation for further study or employment in esports media and content creation.

Unit outcomes

Learners who complete this unit can:

1. explain the role of content creation in the esports industry
2. describe different types of esports content and their intended audiences
3. apply fundamental digital media production skills to create esports content
4. produce an end-to-end esports content package, ensuring alignment with industry standards and audience engagement goals
5. evaluate content performance to inform optimisation strategies

Evidence requirements

Learners must provide knowledge, product and performance evidence.

The standard of evidence should be consistent with the SCQF level of the unit.

Knowledge evidence

Knowledge evidence relates to outcomes 1 and 2, and the underpinning knowledge for outcomes 3, 4 and 5. Learners must demonstrate they can:

- explain the role of content creation in esports
- describe different types of esports content and their intended audiences
- identify key distribution platforms
- analyse how esports organisations and creators build audiences through storytelling, tone, and platform-specific strategies
- understand the importance of branding
- describe accessibility and ethical considerations
- understand the theory around cameras and lenses and the principles of lighting
- describe the principles of editing to produce short in-game cinematic edits

The knowledge evidence can be written or oral, or a combination of both, and presented in a variety of formats. Learners can generate the evidence discretely or integrate with the product and performance evidence. If evidence is integrated,

learners must indicate where the knowledge evidence occurs in their product or performance evidence. Some of the knowledge evidence (for example understanding the theory around camera and lenses) can be inferred from the product and/or performance evidence. Where achievement of knowledge evidence is inferred, the assessor must confirm this through, for example, a checklist.

Product evidence

Learners must work in groups to produce the product evidence for this unit. Each learner must have a clearly defined role.

Learners must produce at least one comprehensive esports content package, including supporting documentation from every stage of the production process — planning, execution and delivery. They must provide:

- a presentation on their proposed vision, including branding, the editorial steer, content delivery (including lengths) and audience targeting strategy
- pre-production paperwork, including:
    - risk assessments
    - logistical planning
    - storyboard
- finished content package, including:
    - raw footage
    - final edited piece of esports content, suitable for a specified platform and target audience
    - export settings and platform plan
- an evaluation of the content performance to reflect on improvements

Performance evidence

Performance evidence must demonstrate that learners can:

- operate a camera safely and creatively in a controlled environment
- act with professionalism and adaptability under real-word conditions
- adhere to safety, quality and ethical standards

Learners must use industry-relevant tools and techniques to produce the product and performance evidence. Assessors can use an observation checklist to assess performance evidence.

Authentication is required when the evidence is produced in lightly-controlled conditions.

The ‘Approaches to assessment’ section provides advice on assessment methods suitable for generating this evidence.

Knowledge and skills

Knowledge	Skills

Learners should understand:
• the role of content creation in esports
• types of esports content, for example:
  ○ live streams
  ○ highlights
  ○ interviews
• key platforms and their audience demographics
• storytelling techniques for audience retention
• digital media production basics, including:
  ○ camera operation
  ○ lighting principles
• pre-production planning
• AI-assisted editing
• accessibility standards
• branding and audience engagement strategies
• analytics tools and data interpretation
• optimisation strategies
• ethical and legal considerations, including:
  ○ copyright
  ○ fair use
• platform-specific key performance indicators (KPI)s
• social media hooks
• the importance of collaboration, networking, and cultural inclusivity
• managing feedback, crisis situations, and brand reputation
	Learners can:
	• describe esports content types and their audiences
	• compare platform algorithms and audience behaviour
	• use digital tools to create and edit esports content, for example:
	  ○ camera operation
	  ○ lighting
	• edit short cinematic clips
	• develop content plans that align with branding and engagement goals
	• implement audience engagement strategies
	• create call sheets with timelines and roles
	• apply ethical and legal considerations in content creation
	• design accessible layouts for diverse audiences
	• collaborate effectively
	• interpret data
	• respond to audience feedback and manage brand reputation

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
    - paying attention to details during the planning, shooting and delivery of the content creation cycle — from planning to editing
    - working in fast-moving esports environments where deadlines can be tight and content must remain relevant
- integrity:
    - representing esports events and communities accurately
    - crediting sources fairly
    - reflecting industry standards when publishing content
    - respecting copyright
    - obtaining release forms
    - working within platform-specific guidelines
- adapting
    - responding to rapidly changing trends, including game meta, map changes, game updates, tournament outcomes or audience feedback
    - adjusting their creative approach accordingly
- initiative:
    - taking creative ownership of projects
    - drawing influence from other sources
    - finding original ways to enhance the creativity of deliverables

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
    - effectively and respectfully communicating with peers when working in groups
    - presenting ideas clearly when pitching content and giving feedback
    - demonstrating working knowledge of industry-standard communication platforms
- feeling:
    - considering how content impacts the audience
    - understanding hype, emotion and tone, to make meaningful esports content
- collaborating:
    - working together
    - sharing responsibilities
    - respecting different roles in the production process
- leading:
    - leading across one of the three stages (planning, shooting and delivering) of their group work
    - guiding others while managing deadlines and quality standards

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
    - exploring different esports titles, content trends, and community behaviours, to inspire original content ideas
    - staying culturally in tune with the audience
- creativity:
    - developing imaginative ways to present and capture content, from setting up and filming interviews to the hero shots of players
    - video editing techniques and storytelling approaches during post-production
    - focusing on thumbnail design that attracts a higher-engagement rate during delivery
- sense-making:
    - understanding how different content performs across platforms
    - interpreting analytics
    - identifying why some formats succeed while others do not
- critical thinking:
    - evaluating their own content and the content of others
    - reflecting on quality, relevance, and impact, using evidence and feedback to improve future work

Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

Learners explore sustainability in the context of digital media production and the wider esports industry. They gain a general understanding of social, economic and environmental sustainability by examining how content creation choices impact people, profit and the planet. Your goal is to empower learners to make informed, responsible creative choices in a fast-paced and evolving industry.

You introduce learners to the United Nations SDGs, with particular focus on:

- Goal 8: Decent Work and Economic Growth — exploring fair work practices in the creative and gaming industries, including freelance and gig-based roles.
- Goal 12: Responsible Consumption and Production — encouraging mindful use of digital tools, reducing unnecessary data waste, and considering the lifespan of hardware and software.

Learners develop subject-specific sustainability awareness by:

- having discussions on the environmental impact of high-data media production (for example high frame rate 8K capture, 4k exports, server load, cloud storage)
- considering accessibility and inclusion in esports content to ensure broader social reach
- exploring ethical storytelling and platform responsibility when representing communities or individuals online

- applying their understanding beyond the classroom; whether pursuing careers in content creation, progressing to further study, or producing personal projects

Delivery of unit

Entry to the unit is at your centre's discretion. However, learners should have a reasonable level of knowledge of computing terminology and computing technology. If you deliver the unit as part of a qualification, we recommend that you teach and assess it in the subject area of the qualification to which it contributes.

The notional time for delivery and assessment is 80 hours. The amount of time you allocate to each outcome is at your discretion. We suggest the following distribution of time, including assessment:

Outcome 1 — Explain the role of content creation in the esports industry (10 hours)

Outcome 2 — Describe different types of esports content and their intended audiences (10 hours)

Outcome 3 — Apply fundamental digital media production skills to create esports content (15 hours)

Outcome 4 — Produce an end-to-end esports content package ensuring alignment with industry standards and audience engagement goals (40 hours)

Outcome 5 — Evaluate content performance to inform optimisation strategies (5 hours)

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

This unit equips learners with the theoretical understanding and practical skills necessary to create compelling esports content. It blends critical thinking, creative technique, technical execution, and project delivery, offering a comprehensive pathway into the world of esports media.

We advise you deliver the unit in qualifications that focus on digital media, game technology, or media studies. We recommend that you teach and assess the unit in the subject area to which it contributes, ensuring alignment with both industry standards and related qualifications.

The recommended breakdown below is designed to support centres with structured delivery and progression.

Explain the role of content creation in the esports industry (outcome 1) and describe different types of esports content and their intended audiences (outcome 2)

Introduction to storytelling. Learners:

- explore the role of content in esports, including:
    - from high-production sponsored pieces to low-effort memes
    - from team promos and player profiles to hype trailers
    - behind-the-scenes features
- analyse how esports organisations and creators build audiences through:
    - storytelling
    - tone
    - platform-specific strategies

- discuss the relationship between gameplay, identity, and content, including what makes a moment or story content-worthy in esports
- identify key content formats used in the industry, for example:
    - frag movies
    - edits
    - reaction clips
    - hype trailers
    - skits

Apply fundamental digital media production skills to create esports content (outcome 3)

Learners:

- capture in-game footage using spectator tools across popular esports titles
- explore basic camera controls, field of view, and framing techniques to elevate in-game visuals
- understand what demo files are and how they play a prominent role in esports content creation
- apply editing principles such as pacing, transitions, audio sync, and overlays to produce short in-game cinematic edits
- experiment with style, mood, and rhythm in post-production to match different content formats
- understand the theory around how cameras and lenses work
- learn how to operate cameras safely and effectively in a studio or on location
- explore key framing techniques for interviews, vox pops, and b-roll filming
- understand the basics of lighting for esports content; including natural light, softboxes, key and/or fill and/or backlight, and avoiding harsh shadows
- capture clean audio using basic microphone setups and understand how lighting, sound, and framing affect production quality

Produce an end-to-end esports content package, ensuring alignment with industry standards and audience engagement goals (outcome 4)

Planning and executing a shoot. Learners:

- work in groups to develop a fully conceived creative. For example, a 5-hour shoot with players (5 hours set up, 5 hours shooting) that includes an interview and hero shots elements, combined with in-game cinematics in the final edit. This creative is used to support outcome 5
- work in groups to pitch their concept to a panel navigating the unique selling points (USPs) of the shoot and what KPI's the final delivery intends to hit
- create pre-production documents for the shoot, including:
    - shot lists
    - question list
    - storyboards
    - call sheets
    - release forms
    - equipment checklists
- secure and book appropriate locations
- choose appropriate formats, aspect ratios, and styles based on content goals and platform (for example horizontal for YouTube, vertical for TikTok)
- consider branding, accessibility, tone, and audience when planning visual and narrative elements
- work collaboratively in small teams, assigning roles (for example camera, director, interviewer) and managing time effectively
- work in groups to conduct a practical shoot in a real-world environment, applying planning and technical knowledge
- work in groups to build and shoot two set-ups; interview set-up and hero shots set-up, using the techniques you have taught them
- manage variables like lighting changes, ambient sound, and space limitations
- capture a range of content types, such as interviews, b-roll, hero shots and gameplay-adjacent footage, to support the edit

- troubleshoot on-site challenges and maintain professional standards
- review, select, and edit footage into a cohesive final piece suitable for a chosen platform
- add gameplay, titles, graphics, sound design and music to enhance viewer engagement, and:
    - export the final package in the correct format and resolution, considering file size and platform requirements
    - submit a finished content piece alongside supporting documentation (for example, rationale, export settings, platform plan)

Evaluate content performance to inform optimisation strategies (outcome 5)

Learners:

- reflect on audience, tone, and delivery in presenting the final product
- reflect on analytics from audience engagement to inform improvements

Resources

Hardware

Video cameras

- entry-level digital single-lens reflex (DSLR)s, mirrorless cameras, or camcorders with video capability
- tripods or stabilisers for steady filming
- external microphones (for example shotgun or lapel microphones)
- headphones for monitoring audio levels

Lighting equipment

- basic three-point lighting kits (key, fill, backlight)
- portable LED panels or softboxes
- reflectors and/or diffusers for controlling natural light

Computers

- desktop or laptop systems capable of video editing (minimum 16GB RAM, dedicated graphics processing unit (GPU), sufficient storage)

Peripherals

- SD card readers and/or USB-C hubs
- external hard drives or cloud storage access for file management
- game-ready PCs or consoles for capturing in-game footage
- capture cards (for example Elgato) if using consoles

Software

Video editing software

- Adobe Premiere Pro, Final Cut Pro, DaVinci Resolve, or CapCut (licensing or free alternatives as appropriate)

Graphic design and/or overlay tools

- Adobe Photoshop, Canva, Figma, or similar tools for pitching during pre-production, thumbnails, and visual elements

Gameplay capture tools

- OBS Studio, Medal.tv, NVIDIA ShadowPlay or in-game replay systems, depending on title

Audio tools (optional)

- Audacity or Adobe Audition for voiceovers, music, and sound design

Facilities

Filming space

- a controlled indoor environment with adjustable lighting for interview
- a quiet space, with minimal background noise and enough room to safely use tripods and lighting

Editing suite

- individual or shared computer workstations with relevant software installed
- a comfortable, distraction-free environment for post-production work

Storage and asset management

- access to local or cloud-based storage for raw footage and final exports
- a shared drive or project folder system to support collaboration and backups

Location access (for outcome 4)

- permission to film in esports spaces, classrooms, or relevant venues with learner safety and safeguarding in place

Approaches to delivery

We recommend that you teach this unit as follows:
Theory → Tools → Planning → Filming → Editing → Delivery and Evaluation

Explain the role of content creation in the esports industry (outcome 1) and describe different types of esports content and their intended audiences (outcome 2)

The first two outcomes are an introduction to storytelling. You can begin by introducing learners to the role of content in the esports ecosystem. Learners can explore how teams, organisations, events, and communities use content to engage audiences. Through lectures, group discussions, and case studies, learners can analyse different content types (for example hype edits, docu-style content, behind-the-scenes clips) and evaluate why they work. You can also encourage learners to present examples of their favourite esports content and explain what makes it effective or culturally relevant.

Apply fundamental digital media production skills to create esports content (outcome 3)

After developing a grounding in esports content theory, learners can move into capturing and editing gameplay footage. You can deliver workshops covering techniques for recording gameplay (for example replay tools, freecams, spectator

modes) and structuring a cinematic narrative. You can demonstrate editing principles such as pacing, transitions, audio syncing, using accessible software. You should encourage learners to experiment creatively, focusing on atmosphere and storytelling over technical complexity.

When learners are confident working with virtual content, teaching can shift to real-world capture using cameras and lighting. You can begin with the theory behind the relationship that lens and camera sensors have, before demonstrations of safe equipment handling, framing techniques, and lighting setups suited for interviews or scene-setting shots. We recommend practical, hands-on sessions, giving learners time to operate gear independently or in small groups. You can also use exercises like filming interviews, recording b-roll, or capturing portrait shots of players or casters to help reinforce camera basics.

Produce an end-to-end esports content package ensuring alignment with industry standards and audience engagement goals (outcome 4)

When you have introduced learners to technical and creative tools, they should focus on pre-production. You can guide learners through developing a creative content idea and translating that into a production plan. This includes identifying the audience, platform, goals of the piece, and visual approach, as well as preparing practical documents like treatments, shot lists, schedules, and call sheets.

To reinforce industry practice, learners should work in small production teams and pitch their idea to a panel (for example tutor and peers or visiting industry professionals). This pitch should demonstrate their understanding of the creative direction, relevance to the target audience, and practical feasibility of the shoot. While learners do not present supporting documents during the pitch itself, learners must still submit these separately as part of the assessment to show full planning competency.

Workshops, peer critiques, and feedback sessions can help learners refine their ideas prior to the pitch, encouraging confidence, collaboration, and creative risk-taking.

At this stage, learners are ready to carry out a shoot on location. Your centre should facilitate a practical filming session, either on-campus or at an external venue, where learners apply their planning in a real environment. Roles such as camera operator, director, or runner can be rotated to build team awareness. You should observe learner professionalism, adaptability, and ability to capture footage as planned. Flexibility is important, and you should prepare learners to deal with variables like lighting conditions, noise, and time pressure.

The final stage involves assembling the full content package. Learners can use editing software to combine gameplay, live footage, voiceover, branding, and audio into a cohesive final product, ready for publishing. You should provide guidance on aligning with the intended platform (for example TikTok, YouTube or Instagram).

Evaluate content performance to inform optimisation strategies (outcome 5)

Finally, learners should reflect on the effectiveness of their content. This should be supported by data analytics. Additionally, we recommend peer reviews, group critiques, and short reflective commentaries to encourage constructive feedback and professional development.

Learners should also identify opportunities for optimisation or improvement.

Approaches to assessment

To effectively assess the unit, you can use a range of assessment tools to evaluate learners' theoretical understanding, technical skills, and creative output. Evidence should demonstrate both individual competence and the ability to contribute to collaborative content creation. The following suggestions are indicative and can be adapted to suit the needs of learners and the delivery environment.

Explain the role of content creation in the esports industry (outcome 1)

Learners can complete a written or visual report that explores the use of content in the esports industry. This may include analysing current trends, key content formats (for example frag movies, team profiles, short-form edits), platform strategies, and audience behaviours.

Assessment format can include:

- a written essay or blog-style article
- a narrated slideshow or short video presentation
- a vlog
- a mood board or visual content audit with annotations

Describe different types of esports content and their intended audiences (outcome 2)

Learners can research a specific esports tournament or creator (for example Twitch streamer or YouTube highlights channel). They can:

- categorise the content types used (for example live streams, tutorials, highlight reels, behind-the-scenes vlogs)
- map each content type to its primary audience demographics (age, gender, platform preferences) and psychographics (interests, viewing habits)
- justify how the content aligns with audience expectations (for example competitive analysis through platforms like escharts.com).

Apply fundamental digital media production skills to create esports content (outcome 3)

This outcome should focus on capturing and editing footage to create esports content. You can assess learners on their ability to operate a camera safely and creatively in a controlled environment. They should demonstrate knowledge of

camera framing, audio capture, and lighting principles by filming a short interview, scene, or b-roll sequence.

Assessments can include:

- a completed filmed sequence showcasing appropriate framing, lighting, and sound
- assessor observation of setup and operation
- a brief reflective write-up explaining creative and technical choices

You can also assess learners through a practical task in which they capture and edit gameplay footage into a short cinematic piece. This can be themed around a specific moment, event, or emotion (for example ‘comeback’, ‘clutch’, or ‘rivalry’). The final edit should demonstrate control over visual pacing, sound design, and style.

Assessment can include an:

- exported video file with a short, written rationale or creator’s note
- annotated timeline or screen recording of the editing process
- observation checklist capturing learner’s use of tools and techniques

Produce an end-to-end esports content package ensuring alignment with industry standards and audience engagement goals (outcome 4)

You should assess learners on their ability to produce an end-to-end esports content package. Learners must follow the different stages in the production process — planning, execution and delivery. For the planning stage, learners develop a detailed and realistic production plan for an esports content piece. Assessment should include both a verbal pitch and a set of supporting planning documents. Learners:

- deliver their pitch in groups to a panel (for example tutor, peers, or industry guests) and should demonstrate the creative vision, target audience, platform relevance, and planned visual style of their proposed content. This format allows learners to show confidence, clarity of thought, and awareness of industry expectations

- must submit a portfolio of planning documents. This should include, but is not limited to a:

    - treatment or concept outline
    - shot list
    - schedule
    - risk assessment
    - call sheet

These documents provide evidence of practical preparation, logistical thinking, and the ability to plan a content shoot from pre-production through to delivery.

You should consider both components — the pitch and documentation — holistically. Learners must demonstrate not only creativity but also an understanding of the technical and organisational demands of production. Group work is a requirement, but individual contributions should be identifiable and, where necessary, supported with observation or reflective statements.

For the execution stage, learners should take part in a location-based shoot, applying the planning and technical skills developed earlier in the unit. The assessment can focus on adaptability, professionalism, and execution under real-world conditions. Leaners could set up two small shoots comprised of an interview and hero shots of esports players. This can include:

- an interview consisting of a 2-camera setup with 3-point lighting where subjects would be set up in front of a backdrop
- hero shots consisting of dynamic camera movements, a novel use of lighting and/or in-camera effects and props

Additional evidence can include:

- raw footage captured on-site
- labelling and file management of raw footage
- assessor observation records and checklists
- short team debrief or self-assessment covering challenges and problem-solving

For the delivery stage, learners should deliver a final edited piece of esports content, suitable for a specified platform and target audience. The content can consist of a 90-second edit focusing on a subject integral to the game. This delivery should be optimised for 16:9 for broadcast, and 9:16 (verticals) for social media platforms. The content should reflect earlier planning and incorporate appropriate branding, structure, and engagement strategies.

Formats can include:

- final exported video file (with correct format and/or resolution)
- supporting production log or reflection covering creative intent, technical choices, platform suitability, and personal learning

Evaluate content performance to inform optimisation strategies (outcome 5)

We expect learners to reflect on their final content package and its performance. They should use data analytics to justify their conclusions and to inform potential improvements.

- Assessment formats include:
    - a written or verbal report
    - optional peer feedback using a standardised form
    - a video recording

Several outcomes require assessor observation to capture practical, on-task performance — especially during camera use, location shoots, and group work.

This multi-modal approach ensures learners are assessed holistically, across theoretical understanding, technical competence, planning ability, creative thinking, and reflective practice. It also aligns with industry expectations for collaborative, audience-aware content creation.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the assessment arrangements web page.

Information for learners

Esports: Content Creation (SCQF level 7)

This information explains:

- what the unit is about
- what you should know or be able to do before you start
- what you need to do during the unit
- opportunities for further learning and employment

Unit information

This unit introduces you to the principles of esports content creation. You explore different content types, including streaming, video production, and social media campaigns, alongside fundamental storytelling, editing, and publishing techniques.

You learn about the end-to-end production process, from conceptualising shoots and capturing dynamic gameplay cinematics to optimising content for broadcast and social media. Emphasis is placed on industry-aligned workflows, including collaborative planning, ethical practices, and audience engagement strategies.

Entry to the unit is at your centre's discretion. You do not need to have any experience of competitive team playing. However, you should be familiar with computer games and game mechanics, and have an interest in computing technology.

The unit prepares you for roles such as esports video producer, social media content creator, or brand campaign coordinator, with a focus on the ability to adapt to an evolving digital landscape. You will explore emerging trends, including AI-assisted editing and accessibility-driven design, while adhering to legal and cultural standards.

Meta-skills

Throughout this unit, you develop meta-skills that are useful for the esports sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

Self-management

You develop your ability to stay focused and organised when managing creative projects and meeting deadlines. Working to a production schedule and responding to feedback also helps you build resilience and flexibility. Taking initiative when planning and producing your own content encourages independence and responsibility.

Social intelligence

Collaborating in production teams builds your communication and interpersonal skills, especially when pitching ideas, giving feedback, or assigning roles. You learn to lead parts of a project while also supporting others, building trust and sharing ownership of the final content. Understanding the emotions and perspectives of audiences and peers supports stronger teamwork and more effective storytelling.

Innovation

You explore new ideas for content, develop original approaches to gameplay capture and editing, and make creative decisions that shape your final piece. Analysing content from other creators and identifying what makes it successful helps build critical thinking. Developing your own content strategy also enhances your ability to think strategically and solve problems in creative ways.

Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the esports sector. You also develop an understanding of the United Nations Sustainable Development Goals.

You consider how esports content can influence behaviour, promote inclusion, and reflect social issues. You explore sustainable production practices, such as reducing equipment waste, reusing assets, and working efficiently with energy and time. The unit also encourages you to think critically about representation in media and how your content can support more inclusive, ethical and responsible digital environments.

Administrative information

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Superclass: CB

History of changes

Version	Description of change	Date

Please check our website to ensure you are using the most up-to-date version of this unit.