

NextGen: HN unit specification

Professional Practice in Esports (SCQF level 7)

Unit code: J9K5 47

SCQF level: 7 (24 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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Unit purpose

This project-based unit is an essential part of HNC Esports, as learners apply the knowledge, skills and behaviours they have developed from various units to an authentic esports project.

Learners carry out practical, industry-focused work, integrating competencies from areas such as:

- business management
- broadcasting
- content creation
- coaching
- game playing
- tournament organisation

They:

- understand methods and tools for project management
- synthesise and apply the knowledge and skills acquired in the HNC so far to a real-life esports event
- gain team working skills, including collaboration and communication skills
- are aware of the professional standards expected from a practitioner in the field
- demonstrate behaviours consistent with professional practice
- self-assess their meta-skills and aim to improve specific skills
- demonstrate sustainability skills in a vocational context

Learners work in a team to plan, organise, participate in and evaluate a formal esports tournament from conception to completion. This involves learners' applying and integrating many of the competences developed during HNC Esports. They also gain new knowledge and skills in project management, meta-skills and sustainability.

Individual work plays an important role in the unit. Once the team develop a project plan, each learner is responsible for carrying out specific tasks.

Before starting the unit, learners should have completed sufficient units to underpin the commencement and completion of this project, including:

- Esports: Foundations
- Esports: Game Performance
- Esports: Tournament Organisation
- Esports: Content Creation

Unit outcomes

Learners who complete this unit can:

1. apply project management techniques to plan, monitor and review an esports tournament
2. plan an esports tournament
3. carry out specific tasks within the project plan
4. contribute to the planning, management and evaluation of an esports tournament
5. critically evaluate individual and team performance
6. demonstrate professionalism in esports
7. develop meta-skills in a vocational or academic context
8. develop sustainability knowledge, understanding and skills in a vocational context

Evidence requirements

To achieve this unit, learners must provide **product** and **performance** evidence that demonstrates their competence across all outcomes.

During the project, learners plan, organise, conduct and evaluate an authentic esports tournament. There should be an invited audience of at least 10 people (in-person and/or remote). Informal events are not appropriate. A minimum of four teams must compete, each with at least two members. This encourages learners to arrange a structured tournament format, such as a straight knockout or round robin, to enhance project management skills concerning timing, logistics, and audience experience.

Members of the project team participate in one (or more) role or roles during the tournament, that can include game playing as part of a competing team. The software title or titles can be any recognised esports game or games that are suitable for this purpose.

The product evidence for outcomes 1 to 6 is:

- a project plan, including identification of specific tasks assigned to individual learners, produced by the team
- documented evidence to demonstrate the implementation of the assigned tasks produced by each learner
- a reflective journal, produced by each learner

The documented evidence depends on the tasks assigned to each learner. For example, a learner who was assigned the task of promoting the event might provide evidence of promotional materials, social media activities, influencer collaborations and partnerships, and cross-promotion.

The project plan must:

- define tasks, dependencies (between tasks) times and resources
- identify key milestones and risks
- itemise all costs

The journal must:

- evaluate the conduct of the project
- evaluate the challenges met and overcome
- evaluate ethical considerations of the team
- critically assess personal and team performance
- evaluate feedback from relevant stakeholders (such as coached players, audience engagement metrics, mentor and/or peer feedback if applicable)

The performance evidence for outcomes 1 to 6 is an observation checklist for each learner.

You must observe learners demonstrating:

- their professionalism in their personal conduct, teamwork, communications
- their ethical decision-making throughout the project
- their adherence to industry standards and practices

Outcome 7

Learners must produce evidence to show they can:

- self-assess their meta-skills baseline
- create a plan to develop their own meta-skills
- carry out activities to develop and demonstrate their meta-skills
- use reflective practice to monitor and assess the meta-skills they have improved and developed

For more information about meta-skills, see the Educator Guide, [Skills 4.0: A skills model to drive Scotland's future](#) and [our meta-skills web page](#).

Outcome 8

Learners must gather evidence for **Learning for Sustainability** that demonstrates they can:

- identify and describe sustainability in the context of the United Nations Sustainable Development Goals (UN SDGs)
- explain how one product or process relevant to esports could be made more sustainable and help meet the aims of at least two selected UN SDGs

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

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

The 'Approaches to assessment' section, under 'Additional guidance', provides advice on assessment methods suitable for generating the evidence.

Knowledge and skills

Knowledge	Skills
<p>Outcomes 1 to 6</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • project management techniques, including planning, executing, and evaluating • professionalism in esports, including communication, teamwork, and industry ethics • industry standards, including national esports organisations and tournament structures • career pathways in esports, including self-employment, industry roles, and financial management • sustainability in esports, including long-term career planning and avoiding burnout • self-reflection techniques, including setting career goals and evaluating performance • content creation and audience engagement, where relevant to project types • ethical considerations in esports, including integrity, fair play, and content moderation • documentation and record-keeping for structured planning and evaluation 	<p>Outcomes 1 to 6</p> <p>Learners can:</p> <ul style="list-style-type: none"> • plan and execute an esports tournament using structured project management techniques • demonstrate professional behaviours, including communication, time management, and teamwork • produce and present tangible evidence of organising an esports tournament • evaluate personal and team performance, identifying areas for improvement • apply industry ethics and regulations to esports projects • demonstrate problem-solving skills and adapt to challenges within an esports project setting

Knowledge	Skills
<p>Outcome 7</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • the meta-skills categories of self-management, social intelligence and innovation, and associated meta-skills, as described in Skills 4.0 • the importance of developing meta-skills, including employability, adaptability and effectiveness • what meta-skills are most relevant to their vocational or academic context • how to develop meta-skills, including these approaches: <ul style="list-style-type: none"> ○ self-awareness: analysing preferences, strengths and development needs, meta-skills self-assessment ○ goal setting and action planning ○ reflective practice: principles, tools and approaches for effective reflective practice <p>Outcome 8</p> <ul style="list-style-type: none"> • sustainability and UN SDGS • sustainability as it relates to esports and potential improvements 	<p>Outcome 7</p> <p>Learners can:</p> <ul style="list-style-type: none"> • create a plan to develop their meta-skills • carry out, review and adapt their meta-skills development plan • assess their meta-skills development • identify a sustainability issue in esports and suggest improvement

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:
 - demonstrating attention to detail when planning project milestones and schedules
 - maintaining concentration and accuracy throughout the project
 - ensuring that deadlines are met and tasks are completed effectively
- integrity:
 - following ethical guidelines and best practice when reporting and implementing material from relevant frameworks and guidance
 - being honest and transparent when planning and delivering the project
- adapting:
 - adjusting plans for the project in response to unforeseen challenges
 - being flexible and resourceful when faced with obstacles
 - demonstrating problem solving skills and resilience
- initiative:
 - identifying and addressing potential project risks
 - taking ownership and responsibility
 - anticipating problems and implementing preventative measures

Social intelligence

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

- communicating:
 - articulating project progress and findings to stakeholders
 - giving clear and effective verbal and written communication through a variety of communication methods (for example written reports, verbal presentations, digital updates)
 - tailoring communication for different audiences (for example educators, players, viewers, readers, or any relevant stakeholder for the project)
- feeling:
 - demonstrating empathy in team dynamics and conflict resolution
 - understanding and respecting the perspectives of others
 - developing positive relationships
 - resolving disagreements constructively
- collaborating:
 - contributing effectively to team-based project activities
 - working co-operatively with others
 - sharing tasks, responsibilities, and ideas, to achieve common goals
- leading:
 - guiding and motivating team members towards project goals
 - taking charge
 - inspiring others
 - facilitating the successful completion of the project

Innovation

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

- curiosity:
 - exploring novel approaches to project challenges
 - willingness to ask questions, investigate new ideas, and seek out innovative solutions
- creativity:
 - developing innovative solutions within the scope of the project
 - generating original and imaginative ideas, and applying them in a practical context
- sense-making:
 - interpreting complex project information, tasks, and challenges, to inform decision making
 - analysing information
 - identifying patterns
 - drawing meaningful conclusions to guide project development
- critical thinking:
 - evaluating the effectiveness of project strategies and outcomes
 - assessing information objectively
 - identifying strengths and weaknesses
 - making informed judgements about project success

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 their professional esports project.

Social sustainability

Throughout their esports project, learners consider the social impact of their work. This includes reflecting on how their project promotes inclusion, diversity, and wellbeing in esports teams or the wider community.

If their project involves communication (for example broadcasting, coaching), learners analyse the impact of digital behaviour, such as respectful communication, conflict resolution, and support for others. A team management project might involve developing strategies for inclusive team communication and conflict resolution that promote player wellbeing.

You discuss with learners how nurturing positive and inclusive environments contributes to the long-term wellbeing of individuals and the health of the esports community, aligning with UN SDGs related to equality and wellbeing.

Economic sustainability

When learners plan and execute their esports project, they analyse the economic sustainability of their chosen area. This could involve considering funding models, revenue streams (if applicable), and the long-term viability of the project in the esports ecosystem. They explore ethical considerations related to economic practices, such as fairness and accessibility, and how these align with UN SDGs focused on decent work and economic growth.

Environmental sustainability:

Learners examine the environmental footprint associated with their esports project, considering aspects such as hardware usage, energy consumption (especially relevant for broadcasting or event management projects), and potential waste. They explore more sustainable alternatives and reflect on how esports practitioners and organisations can adopt environmentally responsible practices concerning responsible consumption and climate action.

Delivery of unit

This is a mandatory project-based unit in HNC Esports that also incorporates meta-skills and sustainability. You should deliver the unit towards the end of the learning programme, so that learners can apply their foundation of knowledge and skills gained from previous units.

Your delivery should adopt an ongoing project management framework. You should provide learners with examples of relevant esports scenarios, effective project management methodologies and proven techniques for analysis and problem solving.

To maintain project momentum and ensure learners remain on track, you should have regular meetings with teams to provide additional support when implementing new project management styles. The time you allocate to each outcome is contingent on the learners' prior experience and proficiency.

Based on a notional 120 hour delivery and assessment timeframe, we recommend the following distribution of time:

Outcome 1 — Apply project management techniques to plan, monitor and review an esports tournament (20 hours)

Outcome 2 — Plan an esports tournament (15 hours)

Outcome 3 — Carry out specific tasks within the project plan (60 hours)

Outcome 4 — Conduct an esports tournament (15 hours)

Outcome 5 — Critically evaluate individual and team performance, reflecting on professional and personal development (10 hours)

Outcome 6 — Demonstrate professionalism in esports, including communication, teamwork, and ethical considerations

Outcome 7 — Develop meta-skills in a vocational or academic context

Outcome 8 — Develop sustainability knowledge, understanding and skills in a vocational context

You should integrate outcomes 6 to 8 across the duration of the unit.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

As part of a team, learners organise a realistic esports tournament, within the constraints imposed by the learning environment. The event should be as realistic as possible. Informal events are not appropriate. At least four teams compete against each other using an established esports title such as League of Legends or Fortnite. This ensures a more complex organisational challenge, where learners must handle multiple matches, enhancing their experience in managing schedules, breaks, setups, and refreshments to attract a broader audience.

The focus of the unit is the planning, organising and evaluation of the tournament, not the quality of gameplay during the tournament.

Resources

Your centre needs a wide range of resources to deliver the unit.

The primary resources are:

- the location and equipment needed to conduct the tournament. Your centre can re-appoint a classroom as a tournament venue. Examination and/or lecture halls are ideal
- a significant amount of equipment (for example PCs and/or consoles, screens, TVs, streaming hardware)

Secondary resources are:

- project management software
- ticketing facilities
- a registration system
- digital marketing resources

- a comprehensive tournament format and rules catering to a minimum of four teams, supporting formats such as knockouts or round robins

Human resources include:

- an event manager
- tournament administrators
- a technical crew
- moderators

Approaches to delivery

This is largely a non-taught unit, although you do need to give learners an introduction to project management and team working, and perhaps meta-skills and sustainability. Most of the knowledge and skills required to carry out the project should already be present in each team, distributed among team members.

We recommend you also give learners examples of good and bad tournament organisation, and good and bad teamwork.

Ideally, each team should have three to five learners. However, smaller teams (at least two members) are acceptable. The scale and scope of the tournament should reflect the size of the team. In exceptional circumstances, you can play the role of a team member, for example when only one learner is available to carry out the project.

Each team should organise and conduct regular progress meetings. The minutes and/or actions arising from these meetings contribute to the evidence requirements.

You carry out several tasks during the unit, including:

- deciding on team membership
- approving project plans and project specifications
- attending a sample of progress meetings
- providing advice and support
- monitoring the progress and contribution of each team member

You should select each team to ensure an appropriate mix of demographics, abilities and experiences. We recommend each team comprises of three to five members.

Each team produces a detailed project specification that defines their specific type of tournament, together with a detailed project plan, that assigns tasks to each member of the team. You should check and approve the project specification and the project plan before teams progress to implementation. You should ensure an equitable and realistic distribution of work between team members.

You should attend progress meetings of each team so that you can monitor progress and check that each team member is making an adequate contribution to the project. You may have to intervene when progress is slow, or team members are not contributing.

You can help and support throughout the project. You must use your professional judgement to determine how much assistance is appropriate, as most issues should be resolved by team members.

Approaches to assessment

Assess the unit with a **project**.

The evidence requirements define the required knowledge, skills and behaviours.

For outcomes 1 to 6, these are:

- a project plan
- evidence of each learner's contribution to the project
- a reflective journal
- an observation checklist

Assess evidence on a pass or fail basis.

You should supply each learner with a project brief that outlines:

- the nature of the project (outline of the tournament):
 - for example, 'organise an esports tournament'

- you should not define a specific tournament or teams or roles
- the composition of teams (in general terms):
 - ideally, teams should be at least three learners, but they can be made up of two learners, approved by the assessor
 - each team should have a suitable mix of demographics, experiences and abilities
- the role or roles of each learner (in general terms):
 - particularly their dual roles as team members and individuals
- how you will assess it:
 - particularly how you will assess teamwork and individual work separately

When you have selected each project team, learners create a fully defined project specification that defines:

- team composition
- scale and scope of the project
- the specific role or roles of each learner
- timescales
- products

Learners should create the project specification and project plan at the same time. You should approve each project specification and project plan before teams progress to implementation. This provides an opportunity for you to ensure an equitable distribution of work between team members.

You must separate individual and team assessment. Most assessments relate to individual performance. The following evidence relates to team performance:

- the project plan
- your observation of their conduct in team contexts, such as in progress meetings

Each learner must contribute adequately to the project. Most evidence is produced by individual learners and, therefore, an inadequate contribution will be reflected in

their individual assessments. This is more complex when you assess teamwork. You should participate in progress meetings to identify and intervene with learners who are not adequately contributing, to ensure that other team members are not jeopardised. In exceptional circumstances, when a learner is unable or unwilling to contribute, you should adjust the assessment of the remaining team members to take this into account. For example, if the learner responsible for promoting the event is unable to complete their tasks, and their tasks cannot be re-assigned to other team members, do not penalise the remaining team members for any negative consequences resulting from poor or no promotion (such as a low attendance at the event).

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

Professional Practice in Esports (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 is a mandatory unit in HNC Esports, where you'll apply your existing knowledge and skills to a realistic esports project. Although the unit is assessed on a pass or fail basis, it makes a significant contribution to the evidence for grading HNC Esports.

The project involves you planning, organising, conducting and evaluating an esports tournament, working in a team with other learners. The tournament is realistic and comprises of at least four competing teams. This provides a platform for executing a more elaborate tournament, implementing significant components of project management, and delivering an enriched experience for participants and audiences alike.

You must have a wide range of knowledge and skills before starting the unit. For example, if you are carrying out the unit as part of HNC Esports, you should have already completed Esports: Foundations, Esports: Game Performance and some optional units.

This unit is largely non-taught, however your lecturer will introduce you to project management and team working principles. Most of your time is spent working in a team and carrying out the tasks assigned to you. For example, you may be assigned

two tasks: (1) physically organising the day of the event; and (2) configuring the gaming PCs for the competition.

You are assessed in two ways: for your teamwork and for the tasks you personally carry out. You provide evidence of team working (such as a project plan, actions arising from meetings) and evidence of your personal contribution (such as a reflective journal). Your assessor observes your conduct throughout the project.

This unit provides a strong foundation for future career development, equipping you with the skills and experience needed for a variety of esports-related professions.

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 strengthen your self-management by effectively planning your project, managing your time, taking initiative to solve problems and maintaining professional integrity throughout. This includes following the relevant ethical guidelines, demonstrating accountability, and consistently delivering high-quality work.

Social intelligence

Through collaborative project work and stakeholder interactions, you build your social intelligence by communicating clearly and professionally, collaborating effectively with team members, demonstrating empathy towards others, and navigating diverse perspectives.

Innovation

You enhance your innovation skills by identifying opportunities for improvement in your project, developing creative solutions to challenges, analysing project data and materials to inform decisions, and thinking critically about the outcomes of your work. This involves evaluating the effectiveness of your strategies and identifying areas for future development.

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](#).

For instance you might reflect on how your project promotes inclusivity, consider the long-term economic viability and ethical implications of your approach, or evaluate its potential environmental impact.

You learn about the United Nations Sustainable Development Goals (SDGs) and how your professional practice in esports can contribute to these broader global aims. This encourages you to make informed and responsible decisions throughout your project, ensuring that your work aligns with principles of sustainability and ethical conduct in the esports industry and beyond.

By integrating these considerations into your professional practice project, you will not only demonstrate a comprehensive understanding and sustainability but also develop the crucial ability to apply these principles to your gaming hobby and professional work in esports and other careers.

Administrative information

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Superclass: CB

History of changes

Version	Description of change	Date

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