ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2026-27

Higher National Certificate Esports Production and Management

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Reviewed and updated – D Stedman - 11th September 2026

Welcome and Introduction

Welcome to the: HNC Esports Production and Management delivered by Exeter College, in Exeter Devon.

Distinctive Features of this Programme and the Student Experience

- Small group sizes in a supportive environment
- Access to high specification esports suites for teaching and learning and competitive elements.
- Employer responsive curriculum supported by employer mentoring programme.
- City based location creates opportunities for access to cutting edge technology and big data sources.
- Staff actively engaged in industry supported by wider ongoing CPD.
- HNC Progression route onto HND with further progression opportunities onto a relevant BSc (Hons) course.
- Exeter College is part of the South West Institute of Technology programme (SWIoT). This is a government sponsored regional development programme, which has resulted in significant additional investment in Exeter College, to support regional developments.
- Exeter College Institute of Technology – a purpose built IT educational facility.

Programme development, employer, and university collaboration

- This programme was designed in consultation with local employers. It also incorporates elements from a review (2020 and 2021) of the immediate and future needs of the regional workforce, improving the employment prospects of our students.
- Work based learning is an integral part of the programme. A required project develops an understanding of the needs of businesses dependent upon IT. This also develops the soft skills that businesses demand of employees.
- Working with the University of Plymouth, we have ensured that progression both within and from the programmes can lead to regional employment. In addition, progression to other specialist universities is possible. Previous students from Exeter College have achieved success academically and in employment.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your University Student Institution Handbook, which contains student support-based information on issues such as finance and studying at HE available on Moodle.
- Your Module Guide available on Moodle.
- Your University of Plymouth Student Handbook available at: https://www.plymouth.ac.uk/your-university/governance/student-handbook

Programme Specification

1. HNC/HND

Final award title Higher National Certificate Esports Production & Management

UCAS code: HND – I200

HECOS: 100368 Creative Computing

2. Awarding Institution: University of Plymouth

Teaching institution(s): Exeter College

3. Accrediting body(ies) N/A

4. Distinctive Features of the Programme and the Student Experience

- City based location creates opportunities for access to innovative technology excellent venues for competitions and exhibitions.
- Excellent BTEC national award-winning programme brings access to competitions and other team events.
- Embedding of Sports and Business staff in delivery
- Small group sizes in a supportive environment with the ability to scale up to respond to growth.
- Access to Computer Lab and high specification computer rooms for teaching and learning in new £10m IoT building.
- Employer responsive curriculum, supported by employer mentoring it is anticipated where possible that each student will get a mentor. Students will also be exposed to group mentoring and frequent guest speakers and coaches supporting the program. To ensure that a range of employer experiences are captured the program is aligned to Level 4 occupational standards for Digital Community Manager

- HNC and HND study Business Intelligence supported by local agencies and employers to provide students opportunities to work with live data.
- Staff actively engaged in industry supported by wider ongoing CPD (Certificate of Professional Development)
- Exeter College is part of the Southwest Institute of Technology programme (SWIoT). This is a government sponsored regional development programme, which has resulted in significant additional investment in Exeter College, to support regional developments.
- Esports is a growth area that has a local, national, and international presence and the ability to interact with players and stakeholders across the world gives this program a unique focus.

5. Relevant QAA Subject Benchmark Group(s)

- Computing QAA Subject Benchmark Statement March 2022

6. Programme Structure – Full Time Options

HNC Esports

	Module Code[1]	Module Title	Credits	Semester	Compensatable
Year 1	EXCE1170	Esports Ecosystem	20	1	Y
	EXCE1171	Gaming Science	20	1	Y
	EXCE1172	Streaming and video editing	20	1	Y
	EXCE1173	Esports Coaching	20	2	Y
	EXCE1174	Driving digital content and engagement	20	2	Y
	EXCE1175	Esports Events management	20	2	Y

Part Time Option:

	Module Code[2]	Module Title	Credits	Semester	Compensatable
Year 1	EXCE1170	Esports Ecosystem	20	1	Y
	EXCE1171	Gaming Science	20	1	Y
	EXCE1173	Esports Coaching	20	2	Y
Year 2	EXCE1172	Streaming and video editing	20	1	Y
	EXCE1174	Driving digital content and engagement	20	2	Y
	EXCE1175	Esports Events management	20	2	Y

7. Programme Aims

The aims of the course are:

1. To develop knowledge and understanding of E-sports eco-systems, equipping students with the relevant skills to respond to the opportunities and challenges presented on a local to global level.

2. To expose student to the wide range of industries that engage in the esports arena presenting opportunities to enhance future carers with relevant experiences.

3. To provide opportunities for students to further their professional portfolio e.g., competitive gaming and ranking.

4. To equip students to enter or progress in employment in esports, or higher education qualifications such as an Honours degree in esports or a related area.

5. To develop students' ability to produce and manage a successful esports event.

6. To provide opportunities for students to identify and develop management techniques and attributes.

7. To enable students to recognise and apply a broad range of existing transferable skills into their practice as an esports practitioner.

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion graduates should have developed knowledge and understanding of:

1. Underlying theoretical concepts and principles of the business of esports with a local, national, and international context.

2. The importance of measuring the impact and engagement with an esport event considering economic, social, political, psychological, legal, and ethical aspects.

3. The value of eSports to the wider community.

4. How to recognise key stakeholders, wider trends and ‘hot topics’ in the esports

5. The value of data analytics in esports and how it is used to report findings.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

1. The ability to understand esports and business management data, e.g., business demographics.

2. How to process information to identify problems and potential solutions.

3. The analytical and evaluative skills required to inform lines of argument.

4. The ability to use data analytics created by software packages and community tools dashboards to create reports for internal and external stakeholders and analyse the findings.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1. Understand what defines a successful player in the esport arena and develop coaching skills to improve the performance of yourself or others.
2. Understand the role of social media platforms and their customer profiles, in marketing for esports.
3. Communicate effectively in a variety of formats appropriate to the situation.
4. Understand the importance of working safely online and understanding that interactions with the online community in relation to the impact on an organisation not an individual.
5. Understand the skills required to deliver a project, including teamwork, management, and production.

8.4. Employment related skills

On successful completion graduates should have developed:

1. Employment specific qualities and skills for modern workplace.
2. The ability to form and communicate with professional contacts.
3. The ability to apply project management methodologies to manage an esports event.
4. Understanding of management approaches and methods of providing feedback to team members
5. Understanding of the skills required to become a reflective learner and evaluate the merits of an esports project.
6. The ability to plan and design solutions to a variety of problems.

8.5. Practical skills

On successful completion graduates should have developed:

1. Understanding of industry relevant software and tools and how these can be used.
2. The ability to analyse and respond to strategies to improve performance.
3. The ability to test, evaluate and refine work.
4. Understanding of Cyber security threats and how to spot potential threats and protect data and systems in the esports arena and current data protection regulations.

9. Admissions Criteria, including APCL, APEL and Disability Service arrangements.

Entry Requirements for HNC Esports Production and Management	
GCSE	Maths and English at Grade 4/C or above
A-level/AS-level	Minimum entry requirement is 64 UCAS points
T level	Minimum entry requirement is 64 UCAS points
BTEC National Diploma/QCF Extended Diploma	Minimum grade of MPP which is equivalent to 64 UCAS points
Access to Higher Education at level 3	Access to HE Diploma with a minimum Pass grade overall
Apprenticeships	Level 3 apprenticeship pass in associated subject
Welsh Baccalaureate	Minimum grade C, at level 3
Scottish Qualifications Authority	National Certificate or Scottish Highers with equivalent to 64 UCAS points
Irish Leaving Certificate	64 UCAS points from a minimum of 3 Higher Level grades including Computing or Maths subject
APEL / APCL possibilities	Prior experience within the industry or partial completion of other relevant level 4/5 qualifications will be considered on an individual basis
Disclosure and Barring Service Required	None required
Disability Service Arrangements	The Disabled Students Allowance (DSA) advisor will support your application and assessment of needs. Upon receipt of your Needs Assessment, all reasonable adjustments and support will be put in place to support your studies. In addition, there is a counsellor on campus with whom appointments can be made directly.

Progression Routes

Students can apply to complete the HND or other institutions for a preferred top-up option.

Non-Standard Regulations

N/A

10. Transitional Arrangements

N/A

Appendices

- Programme Specification Mapping (UG) – core/elective modules

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes.
CORE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes.

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																						Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge & understanding					Cognitive & intellectual skills				Key & transferable skills					Employment related skills					Practical skills				
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	
Level 4	**EXCE1170**	X	X		X		X				X									X					Y	C1 – 60% P1 - 40%
	EXCE1171						X	X	X		X										X	X	X		Y	C1 – 70% T1 - 30%
	EXCE1172												X	X	X		X	X	X	X	X		X	X	Y	C1 – 100%
	EXCE1173							X	X		X		X		X					X		X	X		Y	C1 – 60% P - 40%
	EXCE1174		X	X		X				X	X	X	X	X		X	X				X				Y	C1 – 60% P1 - 40%
	EXCE1175	X	X	X	X	X		X	X	X		X		X		X		X	X	X			X	X	Y	C1 – 100%
Level 4 LOs																										

Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: EXCE1170 **MODULE TITLE: Esports Ecosystem**

CREDITS: 20 **FHEQ LEVEL:4** **HECOS CODE: 100737 Multimedia Computing Science 100097 Sports Development**

PRE-REQUISITES: None **CO-REQUISITES: None** **COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The module will introduce students to the esport ecosystem. It is broad-based that will enable students to gain a level of knowledge to allow them to explore other modules in greater depth and underpin the course. Producing case studies, students will gain an in-depth knowledge of the key components and will cover the history, potential, game genres, teams, tournaments, stakeholders, and terminology of the industry.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**60%**	**P1 (**Practical**)**	**40%**
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- To explore the games, hardware, software, and IT infrastructure.
- To analyse the function of players, teams, and tournaments.
- To evaluate the role of national and international governing bodies and organisations.
- To investigate audience, vendor, advertising, gambling, event, and media stakeholders.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Demonstrate an understanding of factors that define successful players, teams, and tournaments.	8.1.1, 8.1.2, 8.3.1,8.1.4
2. Explain the steps required for national esports teams to be competing at local, regional, and international levels.	8.1.1, 8.1.2
3. Create media viable esports business strategy for presentation to a stakeholder.	8.1.1, 8.4.6, 8.2.1

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2022	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Framework for Higher Education Qualifications
- The Quality Assurance Agency for Higher Education
- Subject benchmark statements Subject Benchmark Statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code UK Quality Code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/2027

NATIONAL COST CENTRE: 108 Sports Science & Leisure Studies

MODULE LEADER: K Bayntun-Norman

OTHER MODULE STAFF:

Summary of Module Content

LO1 - Players, teams, and tournaments.

- Players – Health Fitness and nutrition.
- Players – Practice and professionalism.
- Player and Teams – pay, prizes and remuneration.
- Teams – Clubs and academies
- Teams – Professional teams
- Tournaments – Online
- Tournaments – Live Events
- Tournaments – Broadcasts and Streams

LO2 - National and international governing bodies and organisations.

- National Bodies
- College and University organisations
- International bodies
- Traditional sport organisation
- How sports become ‘Olympic

LO3 - Audience, vendor, advertising, gambling, event, and media stakeholders.

- Audience profiles
- Vendors – games
- Vendors – platforms
- Vendors – hardware
- Advertisers
- Gambling
- Event, Arena, and tournaments
- Media, broadcasters, and streaming platforms

The module will introduce students to the esport ecosystem. It is a foundation module that will enable students to gain a suitable level of knowledge to allow them to explore other modules in greater depth and underpin the course. By producing case studies students will gain an in-depth knowledge of the key components of the industry. This will cover the history, potential, game genres, teams, tournaments, stakeholders, and terminology of the industry.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Teaching contact time	45	
Practical activities	40	
Mentor support	15	
Independent study	100	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study (LO1-2)	100%
Practical	Business plan presentation (LO3)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Written report (LO3)	100%
Coursework	Case Study (LO1 & 2)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kristina Bayntun-Norman Date: Sept 2026	**Approved by**: Ian Wallace Date: Sept 2026

Recommended Reading

Kingsnorth, S. (2022) *The digital marketing handbook the digital marketing handbook: Deliver powerful digital campaigns*. London, England: Kogan Page.

Martinez-Lopez, F. J. *et al.* (2019) *Online brand communities: Using the social web for branding and marketing*. Cham, Switzerland: Springer International Publishing.

Ströh, J. H. A. (2017) *The eSports market and eSports sponsoring*. 1st ed. Marburg an der Lahn, Germany: Tectum Wissenschaftsverlag.

Zackariasson, P. and Dymek, M. (2016) *Video Game Marketing: A student textbook*. London, England: Routledge.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: EXCE1171	**MODULE TITLE: Gaming Science**	
CREDITS: 20	**FHEQ LEVEL: 4**	**HECOS CODE: 1001267 Computer Games**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

In this module students explore games to find optimal strategies via game theory, theory crafting, feature discovery and an appreciation of game design. The module is exemplified with an underpinning of established findings and practice in Esports e.g., Micro, Macro, map awareness, rock-paper-scissors mechanics, etc.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**70%**	**P1 (**Practical**)**	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)	**30%**				

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- To develop theory crafting skills
- To develop systematic approaches to feature discovery
- To develop an understanding of how game design elements are intended to be used by players.
- To implement probability and game theory within gaming practice

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Use theory crafting to evaluate an optimal strategy.	8.5.2, 8.5.3
2. Analyse features and useful meta using a systematic approach.	8.2.1, 8.2.3, 8.5.1
3. Review and desynthesise an element of an esport's design to determine intent.	8.2.2, 8.3.1, 8.5.2
4. Demonstrate application of probability & game theory in time-controlled conditions	8.2.3
5. Report on established practices within a chosen game	8.2.3

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2022	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2026/2027

NATIONAL COST CENTRE: 108 Sports Science & Leisure Studies

MODULE LEADER: M Gargett

OTHER MODULE STAFF:

Summary of Module Content

theory crafting
spreadsheeting
scientific / statistical methods
measurement techniques
variables and controls

feature discovery
fuzzing
input types: normal, extreme, erroneous, sequenced, timed.
root cause analysis
chaos theory

game design desynthesis
balance
risk and reward
hit detection / dead reckoning.
secret help e.g., input buffering, autoaim

probability & game theory
Bayesian Games
Nash equilibriums
Backward Induction
imperfect information
Evolutionary stability
Mixed strategies
Rock-paper-scissors

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Teaching contact time	45	
Practical activities	40	
Mentor support	15	
Independent study	100	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Analysis of coaching theory (LO 1,2,3 & 5)	100%
Test	Game theory test (LO 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of original assessment)	Course work in case of referral to cover original assignment and test (LO 4)	100%
Coursework	Written report (LO1,2,3 & 5)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kristina Bayntun-Norman Date: Sept 2026	**Approved by**: Ian Wallace Date: Sept 2026

Recommended Reading

Kingsnorth, S. (2022) *The digital marketing handbook the digital marketing handbook: Deliver powerful digital campaigns*. London, England: Kogan Page.

Martinez-Lopez, F. J. *et al.* (2019) *Online brand communities: Using the social web for branding and marketing*. Cham, Switzerland: Springer International Publishing.

Ströh, J. H. A. (2017) *The eSports market and eSports sponsoring*. 1st ed. Marburg an der Lahn, Germany: Tectum Wissenschaftsverlag.

Zackariasson, P. and Dymek, M. (2016) *Video Game Marketing: A student textbook*. London, England: Routledge.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: EXCE1172 **MODULE TITLE: Streaming and Video Editing**
CREDITS: 20 **FHEQ LEVEL: 4** **HECOS CODE: 100440 Digital Media**
PRE-REQUISITES: None **CO-REQUISITES: None** **COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will develop the skills to produce quality live streams and short video products. By researching current best practice, analysing codes, conventions and using industry standard software, hardware, for sharing on channels like YouTube and Twitch. The content will be uploaded, viewed data will be analysed and evaluated with the aim of identifying how the product performed and how it could be developed further.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**100**	**P1 (**Practical**)**	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- Explore video products in the esport industry. Identify common codes and conventions used when planning and producing modern video products such as video streaming and on-demand entertainment.
- Develop skills in the production of professional quality live streams and on demand video products.
- Undertake video pre-production for an esport video product.
- Evaluate short form video product and live stream, including analytics and audience feedback and recommend changes for future productions.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Analyse the codes, conventions, and styles of esport video products.	8.3.3, 8.5.1,8.5.4
2. Undertake pre-production for an esports video product brief.	8.4.6, 8.3.5, 8.4.3
3. Identify platforms and the content required for a successful esports video product.	8.3.3, 8.4.2, 8.3.4
4. Demonstrate the ability to evaluate and reflect on an esport video product and suggest improvements.	8.5.3, 8.4.5

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2022	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/2027 **NATIONAL COST CENTRE:** 108 Sports Science & Leisure Studies

MODULE LEADER: P Pamatmat **OTHER MODULE STAFF:**

Summary of Module Content

LO1: Analysis of Video Products (Live Stream & On-Demand)

- Semiotics (Codes & Conventions)
- Video styles
- Lighting techniques
- Video forms
- Media representation
- Audience types and target audiences
- Psychographic profiling
- Consumption methods and designing a video product around intended delivery method (e.g., mobile, television, on demand streaming etc.)
- Audio analysis (e.g., diegetic & non-diegetic sound)
- Shot type & Framing.
- Preferred readings
- Call to action etc.

LO2: Pre-Production of an esport Video Product

- Storyboarding
- Outline planning
- Scripting
- Shot type planning.
- Casting of talent
- Permits & release forms (contributor, location release)
- Production schedule
- Equipment plan & cost breakdown.
- Location scout/plan (including remote connections to player locations)
- Technical breakdown including backups, intended camera settings, and recording method(s)
- Rehearsal practicalities

LO3: Production of an esport Video Product

- Develop use industry standard hardware, software, and techniques.
- Produce esport video product (short 5–15-minute video or segment of a live stream)
- Soft skills of presenting to camera and interviewing participants.

LO4: Evaluation of an esport Video Product

- Reflect on finished product.
- Critically evaluate finished product
- Identify creative skills which you would like to develop in the future to further improve your product.

This module will develop the necessary skills to produce high-quality live streams and short video products. Learners will research current best practice by analysing existing live streams and video product form, codes, and conventions. They will then go on to plan their own live stream and short video product. Learners will use industry standard software, hardware, and skills to produce high-quality video products for sharing on popular channels including YouTube and Twitch. Finally, the content will be uploaded and viewing data will be analysed and evaluated with the aim of identifying how the product performed and how it could be developed further.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Teaching contact time	45	
Practical activities	40	
Mentor support	15	
Independent study	100	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Group work to produce video (LO2&3) Individual evaluation of video (LO 1&4)	60% 40%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Production and evaluation of a video (LO 1-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Chris Temple-Murray Date: Sept 2026	**Approved by**: Kristina Bayntun-Norman Date: Sept 2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: EXCE1173 **MODULE TITLE: Esports Coaching**
CREDITS: 20 **FHEQ LEVEL:4** **HECOS CODE: 101267 Computer Games 100095 Sports Coaching**
PRE-REQUISITES: None **CO-REQUISITES: None** **COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

In this module, coaching skills, knowledge, techniques, and best practices are developed. This will involve developing your planning, delivery, and reflection skill, as well as your ability to use a variety of coaching methods. Key investigations will involve how best to build up a positive coach to player rapport, building a training regime, analysing esports performance and evaluating the impact of coaching.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**60%**	**P1 (**Practical**)**	**40%**
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

- Explore the methods of development of players and an understanding of factors to consider in the development of a training regimes.
- Understand how to break down and analyse an esports players performance in order to address areas for improvement.
- Explore the differences within solo and team coaching, addressing the comparison and making appropriate adjustments.
- Explore the emotional responses that occur within a game and discover how to approach both negative and positive reactions when coaching a player.
- Develop relevant IT skills to conduct coaching online, using a range of methods.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Display evidence of building a positive rapport to coach a player.	8.5.2, 8.3.3, 8.3.1, 8.3.5, 8.4.4
2. Develop an individualised training plan to be used when coaching the chosen esports player.	8.4.6, 8.3.5
3. Undertake a detailed performance analysis assessment.	8.2.2, 8.2.3, 8.4.4
4. Develop a theoretical assessment that explores team coaching.	8.5.3

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2022	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2026/2027

NATIONAL COST CENTRE: 108 Sports Science & Leisure Studies

MODULE LEADER: M Gargett

OTHER MODULE STAFF:

Summary of Module Content

Performance analysis:
- analysis tools e.g., mobalytics
- statistical and quantitative analysis
- zone and positional analysis
- giving and receiving feedback

Instructional design:
- competency frameworks
- zone of proximal development

Solo vs team coaching:
- Team dynamics/ team management
- gelling as a team
- team strategies
- collaboration with other players
- group decision making
- player impact
- assessing strengths and weaknesses
- communication skills
- management of pressure

Coping with tilt:
- Understanding tilt triggers, and their avoidance
- Calming techniques
- Challenging self-criticism
- Encouraging a positive mindset
- Boosting confidence
- Motivation

Building a rapport e.g., listening skills, body language, voice tone, trust building etc.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Teaching contact time	45	
Practical activities	40	
Mentor support	15	
Independent study	100	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Review of coaching techniques (LO3, LO4)	100%
Practical	Implementation of coaching plan (LO1, LO2)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Case study of coaching scenario (LO1 & 2)	100%
Coursework	Report on coaching techniques (LO 3 & 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kristina Bayntun-Norman Date: Sept 2026	**Approved by**: Ian Wallace Date: Sept 2026

Recommended Reading

Kingsnorth, S. (2022) *The digital marketing handbook the digital marketing handbook: Deliver powerful digital campaigns*. London, England: Kogan Page.

Martinez-Lopez, F. J. *et al.* (2019) *Online brand communities: Using the social web for branding and marketing*. Cham, Switzerland: Springer International Publishing.

Ströh, J. H. A. (2017) *The eSports market and eSports sponsoring*. 1st ed. Marburg an der Lahn, Germany: Tectum Wissenschaftsverlag.

Zackariasson, P. and Dymek, M. (2016) *Video Game Marketing: A student textbook*. London, England: Routledge.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: EXCE1174	**MODULE TITLE: Driving Digital Content and Engagement**	
CREDITS: 20	**FHEQ LEVEL: 4**	**HECOS CODE: 100075 Advertising**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module explores how the growth of esports, and the data provided by the industry can be leveraged to increase fan engagement and develop new commercial assets. Digital content has the power to enhance brand awareness, increase conversion rates and improve customer retention. However, it is not enough to simply put content out there and hope the mere presence of it will attract the target audience.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**60%**	**P1 (**Practical**)**	**40%**
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Computing.

Professional body minimum pass mark requirement:

MODULE AIMS:

By the end of the module, it is expected that the student will be able to:

- Identify key approaches to digital marketing.
- Apply a data-driven approach to optimizing user engagement through web analytics.
- Analyse the effectiveness of the social web for building brands.
- Assess the ethical and legal issues in collecting, storing, and analysing customer data and content.
- Create digital marketing strategies and digital content to support those strategies.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Understand the opportunities and challenges presented by the digital environment.	8.3.2, 8.4.1,8.1.2, 8.1.5, 8.4.2
2. Know how key digital tools can support and enhance digital marketing.	8.3.3, 8.5.1, 8.3.4
3. Apply the key principles involved in monitoring and measuring digital marketing effectiveness to create appropriate digital marketing strategies.	8.3.3,8.1.3,8.2.4 8.3.2
4. Develop digital activities to support and enhance digital marketing strategies	

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2022	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)
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ACADEMIC YEAR: 2026-2027

NATIONAL COST CENTRE: 108 Sports Science & Leisure Studies

MODULE LEADER: A Clement

OTHER MODULE STAFF:

Summary of Module Content

- Internet of things
- Location-based marketing
- Big Data
- Crowdsourcing
- Virtual and Augmented reality
- Automation
- Real-time marketing
- Consumer generated media
- Customer Relationship Management
- Brand Image and corporate reputation
- Security and privacy
- Consumer expectations
- Infomediaries
- 7 Ps – product, price, place, people, process, and physical evidence
- Live Chat
- Social Media
- Podcasts
- Search Engine Marketing
- Customer Journey
- Digital Marketing Mix
- Implementation Planning
- Campaign reviews
- Customer analysis
- ROI and LTV

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Teaching contact time	45	
Practical activities	40	
Mentor support	15	
Independent study	100	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Application of digital marketing strategies and content generation techniques. (LO1–3)	100%
Practical	Implantation of a digital marketing plan (LO4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Revised Assignment - application of digital marketing strategies and content generation techniques. (LO4)	100%
Coursework	Case Study (LO1-3)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Adam Clement Date: Sept 2026	**Approved by**: Kristina Bayntun-Norman Date: Sept 2026

Recommended Reading

Kingsnorth, S. (2022) *The digital marketing handbook the digital marketing handbook: Deliver powerful digital campaigns*. London, England: Kogan Page.

Martinez-Lopez, F. J. *et al.* (2019) *Online brand communities: Using the social web for branding and marketing*. Cham, Switzerland: Springer International Publishing.

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Zackariasson, P. and Dymek, M. (2016) *Video Game Marketing: A student textbook*. London, England: Routledge.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: EXCE1175 **MODULE TITLE: Esports Events Management**

CREDITS: 20 **FHEQ LEVEL: 4** **HECOS CODE: 100083 Event Management**

PRE-REQUISITES: None **CO-REQUISITES: None** **COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

In this module students will plan and stage a single/multi-player Esports event. Students will develop an Event Management Plan outlining the scope and scale, resources, and budget for their Esports event, as a 'live' event-based project. They will document and reflect upon the process of planning and executing their event, identifying potential risks, and recognising the challenges present for an Esports professional.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1 (**Practical**)**	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked:

Professional body minimum pass mark requirement:

MODULE AIMS:

- Introduce the different models used to plan and monitor an event project.
- Identify the resources required to successfully plan and implement an event.
- Apply appropriate marketing tools to generate interest in an event.
- Demonstrate teamwork requirements to successfully implement an esports event.
- Determine success measures to evaluate the outcome of an event.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Create a plan for a single/multiplayer esports event using a recognised project management method.	8.1.1, 8.1.2. 8.3.2, 8.4.1
2. Analyse a range of marketing tools to develop marketing campaign to a specified target audience.	8.1.3, 8.1.4,8.1.5,8.3.4
3. Implement and manage an esports event with appropriate documentation.	8.2.2, 8.2.3, 8.3.2, 8.4.4, 8.5.4
4. Evaluate the effectiveness of planning tools against event feedback.	8.4.3, 8.4.6, 8.5.3,8.2.4, 8.4.5

DATE OF APPROVAL: 20/05/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: Sept 2022	**SCHOOL/PARTNER: Exeter College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Notes:

Additional Guidance for Learning Outcomes:

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- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
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ACADEMIC YEAR: 2026/2027 **NATIONAL COST CENTRE:** 108 Sports Science & Leisure Studies

MODULE LEADER M Gargett **OTHER MODULE STAFF:**

Summary of Module Content

Project Management – Waterfall, Agile, PRiNCE
Resources – physical, human, financial
Physical, digital and hybrid events
Events team roles
Competition Legislation
Competitor analysis
Marketing Tools
Participant/audience Engagement Methods
Introduction to funding options
Measuring success

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	30	Theoretical content delivery
Project/Event Planning	30	Developing events plans
Group tutorials	10	Individual event monitoring and support
Project Implementation	10	Setting up and running event
Independent Study	120	Readings, research and attending other esports events
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Events and Marketing Plan (LO1) Esports Event Portfolio (LO2&3) Evaluation and Professional Discussion (LO4)	30% 50% 20% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study (LO1-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kristina Bayntun-Norman Date: Sept 2026	**Approved by**: Ian Wallace Date: Sept 2026

Recommended Reading

Kingsnorth, S. (2022) *The digital marketing handbook the digital marketing handbook: Deliver powerful digital campaigns*. London, England: Kogan Page.

Martinez-Lopez, F. J. *et al.* (2019) *Online brand communities: Using the social web for branding and marketing*. Cham, Switzerland: Springer International Publishing.

Ströh, J. H. A. (2017) *The eSports market and eSports sponsoring*. 1st ed. Marburg an der Lahn, Germany: Tectum Wissenschaftsverlag.

Zackariasson, P. and Dymek, M. (2016) *Video Game Marketing: A student textbook*. London, England: Routledge.