



Jabatan Pembangunan Kemahiran
Kementerian Sumber Manusia, Malaysia

NATIONAL OCCUPATIONAL SKILLS STANDARD
(*STANDARD KEMAHIRAN PEKERJAAN KEBANGSAAN*)

R931-001-3:2021

ELECTRONIC SPORTS COACHING

KEJURULATIHAN SUKAN ELEKTRONIK

LEVEL 3

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Department of Skills Development (DSD)
Federal Government Administrative Centre
62530 PUTRAJAYA, MALAYSIA

NATIONAL OCCUPATIONAL SKILLS STANDARD

ELECTRONIC SPORTS COACHING

KEJURULATIHAN SUKAN ELEKTRONIK

LEVEL 3

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Preface

Standard Definition

The National Occupational Skills Standard (NOSS) is a Standard document that outlines the **minimum** competencies required by a skilled worker working in Malaysia for a particular area and level of occupational, also the path to achieve the competencies. The competencies are based on the needs of employment, according to the career structure for the occupational area and developed by industry experts and skilled workers.

The National Competency Standard (NCS) is a Standard document that outlines the competencies required by a skilled worker in Malaysia.

Description of Standard Components

The document is divided into three (3) components which includes: -

Component I Standard Practice

This component is about the information related to occupational area including introduction to the industry, Standard requirements, occupational structure, levelling of competency, authority and industry requirements as a whole.

Component II Standard Content

This component is a reference to industry employers in assessing and improving the competencies that is required for a skilled worker. The competencies are specific to the occupational area. The component is divided into two (2) section which are the chart (Competency Profile Chart, CPC) and details of the competencies (Competency Profile, CP).

Component III Curriculum of Competency Unit

This component is a reference for the training personnel to identify training requirements, design the curriculum, and develop assessment. The training hours that included in this component is based on the recommendations by the Standard Development Committee (SDC). If there are modifications to the training hours, the Department provides the medium for discussion and consideration for the matter.

Abbreviation

1	CoCu	Competency of Curriculum unit.
2	CP	Competency Profile.
3	CPC	Competency Profile Chart.
4	Esports	Electronic Sports.
5	META	Most Effective Tactics Available.
6	MMR	Matchmaking Rating.
7	MOBA	Multiplayer Online Battle Arena.
8	MSC	Malaysia Skill Certificate.
9	NOSS	National Occupational Skill Standard.
10	SP	Standard Practice.

Glossary

1	Blunder	A careless mistake.
2	Buff	Game's meta improvement by developer as healing items that may change from an assassin-focused meta to a caster or spell-based meta.
3	Burn out	A condition in which a gamer is worn out from playing their usual games way more than their standard amount of time in a day.
4	Elo	A rating system is a method of calculating the relative skill levels of players, originally designed for two-player games such as chess.
5	Esports	Form of sport competition using video games.
6	Esports athlete	A person who is proficient in electronic games.
7	Game bugs	Game bugs or glitches or defects are an unexpected result from the code used in the game build.
8	Game lobbies	Game lobbies are menu screens where players can inspect the upcoming game session, examine the results of the last, change their settings, and talk to each other. In many games players return to the lobby at the end of each session.
9	Game style	Game style is a term commonly used by coaches, sports scientists, performance analysts and media to refer to patterns of play in team sports
10	Game trend	Game trend refers to the current or upcoming method of how a game is played in order to achieve victory based on statistics or with a professional teams/players continuous success using that method
11	In Game	Done or happening when someone is playing a computer game.
12	Leader board	A scoreboard showing the names and current scores of the leading competitors/athlete.
13	Mechanics	Mechanics are rule based systems / simulations that facilitate and encourage a user to explore and learn the properties of their possibility space through the use of feedback mechanisms
14	META	An industry term for the strategies and choices that are powerful based on the game's balance and play patterns.
15	MMR	Is a value that determines the skill level of each player.
16	Nerf	Nerf is a change to a game that reduces the desirability or effectiveness of a particular game element.
17	Patch note	Documented hidden game updates, which generally affect gameplay by introducing minor changes to existing gameplay elements.
18	Payoff	The payout a player receives from arriving at a particular outcome.

- 19 Real time ranking The actual time ranking during which the computer may partly analyze the data in real time.
- 20 Scrimmage Practice play or friendly match between 2 squad or more.
- 21 Theorycrafting Mathematical analysis of game mechanics to discover optimal strategies and tactics.
- 22 Try out A test of the ability to determine response and discover strength or weaknesses.

List of Figure

1. Figure 1 Occupational Structure of Electronic Sports.
2. Figure 2 Occupational Area Structure of Electronic Sports.

Acknowledgement

Director General of Department of Skills Development (DSD) would like to extend his gratitude to the National Skills Development Council (MPKK), Standard Technical Committee (JTS), Standard Technical Evaluation Committee (JTPS), Standard Development Committee (JPS), and organisation and individuals who have been involved directly or indirectly for the contribution, persistence and support in the development of this Standard until it is completed.

The Director General of DSD also would like to express his sincere thanks to the support and involvement of secretariat for the supervision of standard development, Electronic Sports Coaching Standard Development Committee as a major contributor and effort in developing this Standard successfully and also Siti Noraklima binti Zulkipli assisting as documentor during the session.

STANDARD PRACTICE
NATIONAL OCCUPATIONAL SKILLS STANDARD (NOSS) FOR:
ELECTRONIC SPORTS COACHING
LEVEL 3

1. Introduction

Electronic sports (also known as esports) is a form of sports where the primary aspects of the sport are facilitated by electronic systems. Esports often takes the form of organised, multiplayer video game competitions, particularly between professional players, either individually or as teams. Unlike traditional sports like football and badminton, esports players are competing virtually via gaming platforms such as personal computers, console and mobile instead.

Matches and competitions are organized and involves participation from various ages where professional players and their teams compete for tournament prizes. The prize pool in this global esports industry have reached a total of 159.3 million USD in 2018 and expected to reach 1 billion USD worth of business with a global audience of over 300 million fans. Global esports revenues will grow to \$1.1 billion in 2020, a year-on-year growth of +15.7%, up from \$950.6 million in 2019. In 2020, \$822.4 million in revenues—or three-quarters of the total market—will come from media rights and sponsorship. This will increase to \$1.2 billion by 2023, making up 76% of total esports revenues.

According to Newzoo 2020 Global Esport Market Report, the total esports audience will grow to 495.0 million people in 2020, a year on-year growth of +11.7%. Esports Enthusiasts will make up 222.9 million of this number, growing +10.8% year on year. China is the largest market by revenues, with total revenues of \$385.1 million in 2020. This is up +18.0% from 2019's total of \$326.2 million. It is followed by North America, with total revenues of \$252.8 million, and Western Europe, with total revenues of \$201.2 million. The global average revenue per Esports Enthusiast will be \$4.94 this year, up +2.8% from \$4.80 in 2019.

In 2019, there were 885 major events. Together, they generated \$56.3 million in ticket revenues, up from \$54.7 million in 2018. Total prize money in 2019 reached \$167.4 million, a slight increase from 2018's \$150.8 million. The League of Legends World Championship was 2019's biggest tournament by live viewership hours on Twitch and YouTube, with 105.5 million hours. The Overwatch League was the most-watched league by live viewership hours on Twitch and YouTube, generating 104.1 million hours.¹

Esports has been in the industry for more than 10 years, become part of video game culture for an exceptionally long time. These video games were mainly played as a hobby until the late 2000s, when it gained a significant surge in popularity as a competitive spectator sport and is a field that began to be classified as one of the official sports in Malaysia and globally. The field of esports is now not only for family entertainment but also promises lucrative returns and careers that have a place among professional and semi-professional players. Depending on the type of esports, the league of matches organized is sometimes incredibly competitive, involving participation from outside and within the country.

Now, esports is growing exponentially as a spectator sport, with 6.6 billion hours of esports videos watched worldwide in 2018. This rings true in Malaysia, with wildly popular competitive mobile game Mobile Legends: Bang-Bang (MLBB) achieved a whopping 276,579 peak concurrent viewers during the MLBB SEA Cup. This opens up a huge pathway for investment opportunities and subsequent economic growth. As esports

¹ <https://newzoo.com/insights/trend-reports/newzoo-global-esports-market-report-2020-light-version/>

grow, so does the need for esports coaches. Like traditional sports, the esports coach's role is to bring out the esports player's ability by identifying needs, planning and implementing suitable training programmes. An esports coach will help the team train against other teams in order to improve. Coaches will work closely with the players, to motivate them, identify their strengths and weaknesses and make sure they are playing at their best.

Whatever types of games related with the esports, the esports coach will develop strategies and analyse opponents in order to win as many matches and tournaments as possible. Esports coaches are also involved in developing the athletes' mental and physical fitness, providing the best possible tournament preparation, analysis and strategy in order to maximise their performance.

1.1 Occupation Overview

A person who specializes in strategizing matches, analysing strengths, weaknesses, opportunities, threats in a game and is good at handling and supervising one's physical / mental needs is called a coach. They are the competent workers in four (4) principal elements of coaching abilities namely game strategizing and analysis, psychological and physical mood evaluation, character building competency and motivation competency. All these competencies are performed to achieve the positive outcome of athlete's personal development with positive and winning attitude. Thus, coaching competencies are related to perceptions of coach's ability to influence athletes' perceptions, beliefs and attitudes.

- a) **Game strategizing and analysis;**
 Playing games is not only for fun but can be good leadership training. Unplanned attacks can either produce good results or failures. The wisdom of organizing players with different skills and roles while understanding how small tasks fit into the larger schemes can all be done in virtual games. Playing games can develop the ability to influence participants through leadership, without commanding them. Participants in video game competitions will need a leader who can lead by giving instructions to others, coordinating other people's activities, and working as team members.

Competing, socializing, strategizing while assessing individual or team motivation as well as leveraging task and roles are common characteristics of leadership in the workplace. Learning about failures, improvements and problem solving through video games with trial and error may be better than direct training for leaders. Compiling a lot of data, filtering previous chronology, or doing research to make decisions are key features of coaches and these skills can be developed through the game.

- b) **Psychological and physical mood evaluation;**
 Ability to evaluate the physical and physiological effects of esports. Athletes face immense pressure in every competition to achieve victory. Esports does not involve the high level of physical training compared to traditional sports but can still cause the psychological state of the athlete to be depressed or to experience stress due to changes in the autonomic nervous system. Esports can also

contribute to physical injuries such as joint pain, tennis elbow, headaches, sleeping and vision problem.

- c) **Character building competency; and**
Esports games cover a wide range of genres that require unique skills to play competitively. For example, in some of the games, a team is formed and assigned for the mission of destroying the base (core) of the opposing team while defeating the members of the opposing team. In these game, the character is chosen by the players to be developed and it requires team spirit and structured strategy. Each type of game has different character choices and needs. Some games require players to be tasked with various missions, such as defending or attacking objectives or defending fortifications. This indirectly helps players to express and perform their role as team members who can work together for example acting as team captain, highlighting the side of the player as the leader or plays part as a team member that is able to hold their respective duties on their designated position and roles.
- d) **Motivation competency.**
Motivational competence refers to a coach's ability to influence their psychology and skills. This ability is also defined as a coaching assessment method to influence the learning and performance of athlete. Organizations and teams are able to achieve expected or predetermined goals when they have skilled instructors and trainers. It has been proven that the role of a coach is remarkably effective in the achievement and performance of athletes. In esports team, an athlete performs best, positively and efficiently from the point of view of his coach and strives to implement all the coach's recommendations and strategies.

1.2 Rationale of NOSS Development

This NOSS programme development for esports coach covers the standards for a competent Electronic Sports Coach in Malaysia. Although we can see a huge growth of esports around the world, there are currently no standards governing esports in Malaysia. As the esports industry continues to grow, this NOSS programme will be able to introduce a standard and recognition in the esports industry for esports coaches. The esports coaches must have the proper standard to coach any esports team or players to generate esports players with a high calibre. Thus, we must take-action by implementing the standard in the early stages of esports growth to create a generation of talented esports players.

The ramifications of not addressing this will only lead to low calibre esports players as a result of low quality esports coaches. Hence, it is imperative for an Electronics Sports Coach standard to be developed and regulated across state and national levels.

1.3 Rationale of Occupational Structure and Occupational Area Structure

Based on the development findings, it was decided that the entry level for Esports Coaching personnel career is at Level 3. The justification is based on the nature of work that most coaches start as gamers who can execute analysis and formulate match strategies without instructions from others. If there is an existence of employees in this field which starts at a lower level, they are normally called and usually categorized as coaches in training where they are evaluated based on the period of experience and the winning rate of their team or athlete under their supervision.

1.4 Regulatory/Statutory Body Requirements Related to Occupation

The occupation of esports coaches in Malaysia in general is subject to the following ministry and organisation requirements:

- a) Occupational Safety and health Act (OSHA) 1994, (Act 514) – Department of Safety and Health (DOSH), Ministry of Human Resources
 - i) Occupational Safety and Health (Noise Exposure) Regulations 2019;
 - ii) Guidelines for Manual Handling at Workplace 2018;
 - iii) Guidelines On Ergonomics Risk Assessment At Workplace 2017;
 - iv) Guidelines on Occupational Safety and Health for Seating at Work, 2003; and
 - v) Guidelines on Occupational Safety and Health for Working with Video Display Unit (VDU's), 2003.

- b) Ministry of Youth and Sports (KBS)
 The Ministry of Youth and Sports (*Kementerian Belia dan Sukan*), abbreviated KBS, is a ministry of the Government of Malaysia that is responsible for youth, sports, recreation, leisure activities, stadiums, youth development, and youth organisations in Malaysia.

KBS was formed on 15 May 1964 in conjunction with the National Youth Day celebration of that year. In 1972, the Culture Division was established, and this has led the Ministry of Youth and Sports to change its name to the Ministry of Culture, Youth and Sports until 1987, as the Culture Division was eventually relocated under the Ministry of Culture, Arts and Tourism. Since then, the Ministry of Culture, Youth and Sports was reverted to its original name which, today, known as the Ministry of Youth and Sports.

KBS was given the mandate to implement the policies of the Malaysian government, particularly in the areas of Youth and Sports development. In the tabling of the 2019 Annual Budget, the Ministry of Finance laid down RM10 million to be invested in the development of esports. It was the first ever annual budget announcement in Southeast Asia focused exclusively on the development of esports. The budget allocation has also been extended with the recent announcement in the Budget Speech 2020 with another allocation of RM20 million for esports.

- c) Malaysian Electronic Sports Federation (MESF)
 Malaysian Electronic Sports Federation (MESF) is the governing body for all electronic sports in Malaysia. Originally registered on the 4th of December 2014 with the National Sports Commissioner (*Pesuruhjaya Sukan Malaysia*) as an association, it was promoted to federation status in 2020.

MESF now has 13 state associations proudly affiliated under its administration. The federation is currently a full member of the International Electronic Sports Federation (IESF) based in South Korea and an affiliated member of the Asian Electronics Sports Federation (AESF).

In November 2019, KBS commissioned MESF work on the Malaysia Esports Blueprint with an engagement of at least five years in order to help develop the entire esports ecosystem from individual players through to nation building esports industries.

The strategic priorities of the Malaysia Esports Blueprint are as follows:

- i) Develop Athletes for Esports Excellence;
- ii) Towards Responsible Gaming and Esports Ethics;
- iii) Better Access to Esports Infrastructure;
- iv) Build a Sustainable Esports Ecosystem;
- v) Institute Good Law & Good Governance; and
- vi) State Esports Association.

1.5 Occupational Prerequisite

The minimum requirements set forth by the industry and relevant statutory bodies for any interested individual to undertake the job or career in this area are as follows:

- a) Minimum of 1 years of experience in esports gaming;
- b) Age 18 years and above (Employment Act 1955 – Act 265); and
- c) Medically fit (medical check-up by a licensed Medical Officer or Occupational Health Doctor).

1.6 General Training Prerequisite for Malaysian Skills Certification System

The minimum requirements set forth before enrolling for this course are as follows:

- a) Able to read and write (Bahasa Malaysia and/or English Language); and
- b) Able to understand and perform basic mathematical operations (addition, subtraction, division and multiplication).

2. Occupational Structure (OS)

Section	(R) Arts, Entertainment and Recreation
Group	(931) Sports Activities
Area	Electronic Sports
Level 5	Electronic Sports Manager
Level 4	Electronic Sports Officer
Level 3	Electronic Sports Coach
Level 2	No Level
Level 1	No Level

Figure 1: Occupational Structure of Electronic Sports.

3. Occupational Area Structure (OAS)

Section	(R) Arts, Entertainment and Recreation
Group	(931) Sports Activities
Area	Electronic Sports
Level 5	Electronic Sports Management
Level 4	Electronic Sports Administration
Level 3	Electronic Sports Coaching
Level 2	No Level
Level 1	No Level

Figure 2: Occupational Area Structure of Electronic Sports.

4. Definition of Competency Levels

The NOSS is developed for various occupational areas. Below is a guideline of each NOSS Level as defined by the Department of Skills Development, Ministry of Human Resources, Malaysia.

- Level 1: Competent in performing a range of varied work activities, most of which are routine and predictable.
- Level 2: Competent in performing a significant range of varied work activities, performed in a variety of contexts. Some of the activities are non-routine and required individual responsibility and autonomy.
- Level 3: Competent in performing a broad range of varied work activities, performed in a variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy and control or guidance of others is often required.
- Level 4: Competent in performing a broad range of complex technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and allocation of resources is often present.
- Level 5: Competent in applying a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources features strongly, as do personal accountabilities for analysis, diagnosis, planning, execution and evaluation.

5. Award of Certificate

The Director General may award, to any person upon conforming to the Standards the following skills qualifications as stipulated under the National Skills Development Act 2006 (Act 652):

- a) Malaysian Skills Certificate (MSC); or
- b) Statements of Achievement.

6. Occupational Competencies

The Electronic Sports Coaching Level 3 personnel is competent in performing the following core competencies:

- a) Esports Athlete Development;
- b) Game Strategy Planning;
- c) Gaming Resource Readiness Inspection; and
- d) Esport Athlete Fitness Preparation.

7. Work Conditions

Esports coach will be able to help esports players realise and reach their maximum potential in the esports arena. The esports coach may be required to communicate with their players through online medium or even to travel with their players for offline events.

The esports coach would need to be well versed with the game jargons, player's or team's strategy and game plan going into the tournament. Besides that, the esports coach must ensure that they are alert of the player's condition at all times, including training environment conditions, player's physical health or injury (if any), player's fatigue and player's mental health.

8. Employment Prospects

Esports coaches could be employed by sponsored professional or amateur esports teams depending on calibre and experience. A high performing esports coach with a good track record may be able to earn attractive salaries or obtain a significantly larger share of prize winnings.

In Malaysia, according to MDEC, there are 14 million gamers, and this is an indication of potential talents that are yet to be developed or identified. Some of these talents have the potential to be world class esports players. Thus, the Esports coaches may have opportunities to train and develop potential talents to represent Malaysia as well.

With the SEA Games 2019 being the first official Olympic-sanctioned event to endorse Esports as a medal tally event, there will be many more editions of SEA Games, Asian Games and potentially even the Olympics where Malaysia will be sending their world class esports athletes to bring home medals for Malaysia. World class esports coaches will be needed as well to develop these athletes to maximize their performance in the global arena.

Esports coach usually will be able to find employment within legal and formal esports professional teams and clubs available locally or internationally. A fresh and certified esports coach typically will embark their journey in the esports coaching industry in Malaysia with a remuneration ranging from RM24,000 to RM36,000 on a yearly basis.

On top of this, additional income such as allowances and teams winning prize (in terms of monetary) may also be offered to the coaches depending on the teams and clubs offerings. This is often depending on teams and clubs agreement with the coaches on a case-by-case basis. After a few years of coaching experience (more than 3 years) and with a good/ outstanding track record, the esports coach may earn or demand up RM60,000 to RM120,000 of salary per annum.

However, this salary range (experienced esports coach) is currently being offered by the international teams or clubs. With the introduction of this document (SKM for Esports Coaching) as a certified/ competent esports coaches, the local esports teams and clubs will consider this certification as a value add to the coaches and eventually will be able to offer the salary ranges close to their international counterparts.

9. Up Skilling Opportunities

There are ample up skilling opportunities for esports coach. With more advanced training and experience in a specific discipline of preference, they can venture into esports analyst, esports content creator, esports head coach or providing services as esports event management.

Esports coach normally trains on the job, working with more experienced colleagues to learn, develop new techniques and skills. It is also essential for esports coach to develop strategies and analyse opponents in order to win as many matches and tournaments as possible.

The responsibility held by esports coach are covering every aspect relating to performance within a team which include but not limited to growth of skills of the players, team unity, in-game strategy, motivational responsibility and discipline. Thus, it is compulsory for esports coach to keep up to date with industry requirements and technology.

At the time, this document is being developed, there are no specific Esports Coaching up skilling or value-added courses being offered either at local or international level.

10. Organisation Reference for Sources of Additional Information

The following organisations can be referred as sources of additional information which can assist in defining the document's contents.

- a) Ministry of Youth and Sports
Menara KBS, No. 27,
Persiaran Perdana,
Precint 4, 62570 Putrajaya
Malaysia
03-8871 3000/ 3333
www.kbs.gov.my
webmaster@kbs.gov.my
- b) Malaysian Communications and Multimedia Commission (MCMC)
MCMC Tower 1
Jalan Impact
Cyber 6
63000 Cyberjaya
Selangor Darul Ehsan
Malaysia
03-8688 8000
www.mcmc.gov.my
scd@mcmc.gov.my
- c) Malaysia Digital Economic Corporation
Corporation (MDEC) Sdn Bhd
2360 Persiaran APEC
63000 Cyberjaya
Selangor Darul Ehsan
- d) Malaysian National Sports Council (MSN)
Kompleks Sukan Negara
Jalan Bukit Jalil Indah 2,
Bukit Jalil, 57000 Kuala Lumpur,
Wilayah Persekutuan
03-89929600
www.nsc.gov.my
webinfo@nsc.gov.my
- e) Malaysian Tourism Promotion Board
9th Floor, No. 2, Tower 1,
Jalan P5/6, Precinct 5,
62200, Putrajaya,
Malaysia
03-8891 8000
www.tourism.gov.my
enquiries@tourism.gov.my

- f) Malaysia Electronic Sports Federation
Suite E-08-08, Capital 5,
Oasis Square No. 2,
Jalan PJU1A/7A, Oasis Damansara,
Ara Damansara, 47301 Petaling Jaya,
Selangor
6013-716 3765
www.facebook.com/persatuansukanelektronikmalaysia
info@esportsmalaysia.org

- g) Selangor Electronic Sports Association
No.75A, Jalan Pelabur 23/B,
Seksyen 23, 40000 Shah Alam,
Selangor.
6019 - 663 3441
www.esportsselangor.com
esportsselangor@gmail.com

- h) Esports MedicA
Universiti Sains Islam Malaysia (USIM)
Bandar Baru Nilai
71800, Nilai, Negeri Sembilan
Malaysia
06798 8000
www.usim.edu.my

11. Standard Technical Evaluation Committee

NO	NAME	POSITION & ORGANISATION
CHAIRMAN		
1	Dr Zool Hilmi Bin Mohamed Ashari	Principal Assistant Director Department of Skill Development
EVALUATION PANEL		
1	Ts. Jazmi Izwan Bin Jamal	Founder Future Creative School Akademi Seni Budaya Dan Warisan Kebangsaan
2	Mohd Hafiz Khairulah	Deputy President Esports Selangor Association
3	Onn Bin Md Zin	Advisor Esports Klang Association
4	Suhaila Binti Kamal	Secretary Esports Hulu Langat Association
5	Syed Fakrurrozi Bin Syed Agil	Managing Director Axis Esports Sdn Bhd
6	Rinnie Ramli	Esports Shout Caster
SECRETARIAT		
1	Sukri Bin Awang	Senior Assistant Director Department of Skill Development

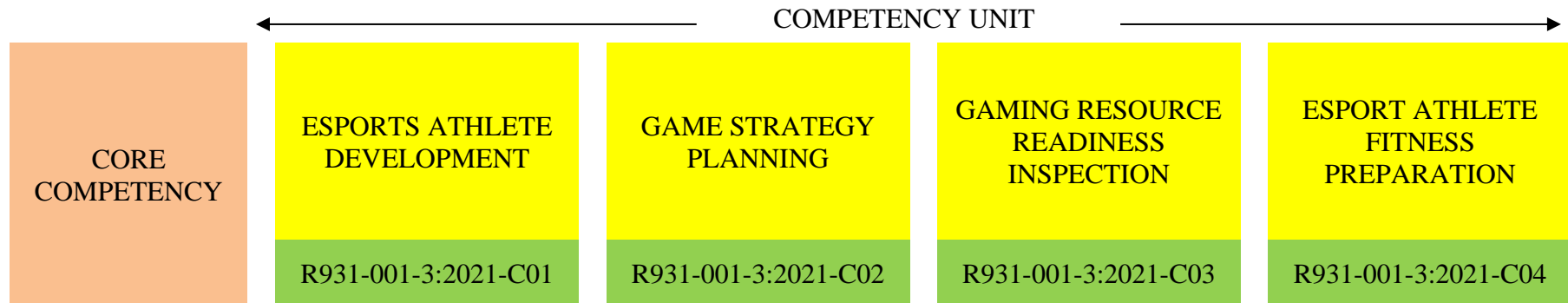
12. Standard Development Committee**ELECTRONIC SPORTS COACHING****LEVEL 3**

NO	NAME	POSITION & ORGANISATION
DEVELOPMENT PANEL		
1	Dr. Yew Weng Kean	Professional Player Malaysia Electronic Sports Federation
2	Mohamad Rusydi Bin Idrus	Professional Esports Coach Selangor State Sports Council
3	Abdul Razak Bin Hj. Mohd Yusof	President Esports Selangor Association
4	Ahmad Riaz Shah Bin Syed Amanullah	Vice President Esports Selangor Association
5	Mohammad Shukri Bin Hashim	Treasurer Esports Hulu Langat Association
6	Mohd Fariszuan Bin Jumaat	Professional Player Esports Klang Association
7	Mohammad Syahir Bin Zolbahare	Chief Executive Officer Kitamen Entertainment Sdn Bhd
8	Maizhakim Bin Mazlan	Director DE Virtual Sdn Bhd
9	Muhammad Najmi Bin Abdul Rahman	Head of Aksiz Amanz Media Sdn Bhd
10	Ahmad Hamiduddin Bin Mat Hassin	Senior Manager DE Virtual Sdn Bhd
11	Amir Fikri Bin Khazani	Project Manager DE Virtual Sdn Bhd
12	Mohd Amirul Aiman Bin Mohammad Kamal	Manager Axis Esports Sdn Bhd
13	Mior Muhammad Hafiz Bin mior Lahmudin	Professional Electronic Racer Axle Motorsport Sdn Bhd
FACILITATOR		
1	Siti Hadrawati Binti Kasi	CIAST/PPL/FDS-0256/2016 Jumantara Timur Sdn Bhd

STANDARD CONTENT
NATIONAL OCCUPATIONAL SKILLS STANDARD (NOSS) FOR:
ELECTRONIC SPORTS COACHING
LEVEL 3

13. Competency Profile Chart (CPC)

SECTION	(R) ARTS, ENTERTAINMENT AND RECREATION		
GROUP	(931) SPORTS ACTIVITIES		
AREA	ELECTRONIC SPORTS		
NOSS TITLE	ELECTRONIC SPORTS COACHING		
NOSS LEVEL	THREE (3)	NOSS CODE	R931-001-3:2021



14. Competency Profile (CP)

SECTION	(R) Arts, Entertainment and Recreation		
GROUP	(931) Sports Activities		
AREA	Electronic Sports		
NOSS TITLE	Electronic Sports Coaching		
NOSS LEVEL	Three (3)	NOSS CODE	R931-001-3:2021

CU TITLE & CU CODE	CU DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
1 Esports Athlete Development R931-001-3:2021-C01	Esports Athlete Development describes the process of identifying potential talents that can be developed into competent athletes. The results of this analysis, evaluation and observation will assist the overall development of new and senior athletes which includes the process of determining their weaknesses and strengths as well as strengthening existing skills, strategizing and providing continuous structured training for new, season athlete and team progress. The person who is competent in this CU should be able to perform new talent evaluation, review talent game play style, monitor athlete personal ranking, monitor athlete	1. Perform new talent evaluation.	1.1 Talent data record interpreted in accordance with athlete development plan. 1.2 Athlete game play movement which include strategy, reflex time, accuracy, critical thinking, communication, adaptability and teamwork determined in accordance with assessment requirements. 1.3 Talent strategic planning analysis executed in accordance with athlete development plan. 1.4 Talent capability confirmed based on strategic planning analysis. 1.5 Talent role and positioning “try out” determined in accordance with talent capability.
		2. Review talent game play style.	2.1 Collective discussion session objective determined in accordance with talent performance requirement.

CU TITLE & CU CODE	CU DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
	<p>“in game” performance, monitor athlete challenges and conduct practice and reflect performance evaluation.</p> <p>The outcomes of this CU are new and talented esports gamers recruited and produced in accordance with esports talent development plan.</p>	<p>3. Monitor athlete personal ranking.</p>	<p>2.2 Collective discussion session performed in accordance with related game play style.</p> <p>2.3 Game play style determined in accordance with game criteria and requirements.</p> <p>2.4 Game play style documented in accordance with gaming reporting guidelines.</p> <p>3.1 Athlete real time personal ranking acquired from matchmaking rating system.</p> <p>3.2 Athlete ranking authenticity checked in accordance with online “in game” statistic.</p> <p>3.3 Athlete progress analysed in accordance with athlete performance statistics.</p> <p>3.4 Athlete real-time personal ranking evaluated in accordance with athlete performance statistics.</p> <p>3.5 Athlete personal rank standard confirmed in accordance with athlete winning rate.</p> <p>3.6 Ranking monitoring record compiled in accordance with online leader board system.</p>

CU TITLE & CU CODE	CU DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
		4. Monitor athlete “in game” performance.	4.1 Athlete “in game” performance evaluated in accordance with athlete developments requirement. 4.2 Athlete performance statistics interpreted based on the recent “in-game” statistics. 4.3 Athlete “in-game” play evaluated based on training and tournament video records. 4.4 Athlete performance progress action plan proposed in accordance with athlete development requirement.
		5. Monitor athlete challenges.	5.1 Consultation activity executed in accordance with athlete personal assessment requirement. 5.2 Athlete performance tendency which include habit, personal traits, mental fortitude and social pressure (in-game and off game) examined in accordance with athlete condition and responses. 5.3 Possible causes on challenges addressed in accordance with athlete needs and welfare. 5.4 Athlete feedback interpreted in accordance with athlete monitoring procedure.

CU TITLE & CU CODE	CU DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
			<p>5.5 Athlete challenges resolution proposed in accordance with athlete development plan.</p> <p>6. Conduct practice and reflect performance evaluation.</p> <p>6.1 Game objective analysis interpreted in accordance with esports games requirements.</p> <p>6.2 Athlete role selected in accordance with athlete ability and games proficiency.</p> <p>6.3 Evaluation of athlete game performance in given period compared based on the record of competition and practices.</p> <p>6.4 Athlete performance strategic planning analysis assessed in accordance with athlete performance development needs.</p> <p>6.5 Athlete performance development planning which include tactical, technical and strategy improvement proposed in accordance with athlete real time performance record.</p> <p>6.6 Athlete performance report produced based on athlete development plan target.</p> <p>6.7 Overall athlete data record compiled in accordance with online leader board system.</p>

CU TITLE & CU CODE	CU DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
2 Game Strategy Planning R931-001-3:2021-C02	<p>Game Strategy Planning describes the activity of devising the most effective tactical and technical available before and during the tournament with athletes and opponents in the game itself. This process is to make certain that athletes are always at their best and follow current trends with the ability to analyse, identify and update the latest games requirements and other team strategies.</p> <p>The person who is competent in this CU should be able to perform opponent play style assessment, coordinate tournament strategy, analyse game trends and establish game plan.</p> <p>The outcomes of this CU are the formation of the most effective (winning) esports game plan strategy in accordance with esports game objectives and targets.</p>	1. Perform opponent play style assessment.	1.1 Opponent tournament footage interpreted in accordance with game plan strategy. 1.2 Opponent strategic planning analysis determined based on tournament footage observation. 1.3 Opponent META which include resisting, attacking and defending evaluated in accordance with game strategy plan. 1.4 Opponent mechanics analysed in accordance with game strategy plan. 1.5 Opponent tactics determined in accordance with game strategy plan. 1.6 Post-game report produced in accordance with game reporting guidelines.
		2. Coordinate tournament strategy.	2.1 Tournament strategy briefing executed in accordance with tournament strategy requirements. 2.2 Athlete role positioned in accordance with tournament strategy requirements. 2.3 Individual/ team strategic planning analysis assessment compared based on opponent strategic planning analysis gathered. 2.4 Individual/ team META which include resisting, attacking and

CU TITLE & CU CODE	CU DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
			<p>defending established based on tournament strategy planning.</p> <p>2.5 Tournament rules and regulation complied in accordance with tournament organiser and game publisher rules and regulations.</p> <p>2.6 Training schedule conformed in accordance with overall athlete training plan.</p>
		3. Analyse game trends.	<p>3.1 Game mechanics changes reviewed in accordance with developer patch note.</p> <p>3.2 Games bugs addressed based on reported game bugs.</p> <p>3.3 Regional references which include character, mechanics, tactical and game style assessed in accordance with gaming requirements.</p> <p>3.4 Games with new patch update simulated in accordance with game trends.</p>
		4. Establish game plan.	<p>4.1 Game plans listed in accordance with the game strategy.</p> <p>4.2 Game environment which include opposing, attacking and defending tactics determined in accordance with game strategy planning.</p>

CU TITLE & CU CODE	CU DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
			<p>4.3 Contingency plans produced based on match preparation requirements.</p> <p>4.4 Game plan strategy which include strength, weakness, opportunity and threat performed in accordance with game planning needs.</p> <p>4.5 Game plan produced in accordance with game requirement.</p> <p>4.6 Game plans summarized based on previous and new strategies.</p>
<p>3 Gaming Resource Readiness Inspection</p> <p>R931-001-3:2021-C03</p>	<p>Gaming Resource Readiness Inspection describes the activity of a coach to strike a balance between player gaming preferences and gaming best practices or suitability. This includes apparel, device, equipment, software and hardware, compatibility and recommendations of the game itself. At the same time the coaches need to incorporate and ensure compliance of rules and regulations whether in training or tournament. This activity requires coach skilful communication and ability to convey the important information to the athlete who is in his care to comply with the rules and regulations at all times required</p>	<p>1. Perform game setup and process inspection.</p> <p>2. Supervise tournament rules and regulations compliance.</p>	<p>1.1 General pre-game setup requirements determined in accordance with tournament rules and regulation.</p> <p>1.2 Athlete accounts inspected in accordance with event organizer policy and regulations.</p> <p>1.3 Game lobbies determined based on event organizer arrangement.</p> <p>1.4 Game schedule determined based on tournament requirements.</p> <p>1.5 Game schedule complied in accordance with event organizer policy and regulations.</p> <p>2.1 Game rules and regulations acquired from tournament organizer.</p> <p>2.2 Athlete activity which include behaviour, progress and</p>

CU TITLE & CU CODE	CU DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
	<p>before, during and after each tournament in particular.</p> <p>The person who is competent in this CU should be able to perform game setup and process inspection, supervise tournament rules and regulations compliance and prepare athlete equipment and apparel.</p> <p>The outcomes of this CU are esports athlete performed well with complete and compatible equipment/ devices during tournament or training in accordance with training requirement as well as tournament rules and regulations.</p>	<p>3. Prepare athlete equipment and apparel.</p>	<p>performance monitored throughout tournament duration.</p> <p>2.3 In-game general setup requirements interpreted in accordance with the needs and tournament compliance.</p> <p>2.4 Post-game process requirement which include obtaining result, tech notes and break time determined in accordance with tournament compliance and guideline.</p> <p>2.5 Team briefing executed in accordance with tournament compliance and guideline.</p> <p>2.6 Tournament rules and regulations compliance adhered in accordance with event organiser policy.</p> <p>3.1 Supporting device requirements determined in accordance with tournament rules and regulations.</p> <p>3.2 Provided equipment checked in accordance with tournament readiness requirements.</p> <p>3.3 Equipment replacement inspected in accordance with tournament rules and regulation.</p> <p>3.4 Team apparel requirement arranged in accordance with event organiser policy, rules and regulations.</p>

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4 Esport Athlete Fitness Preparation R931-001-3:2021-C04	<p>Esport Athlete Fitness Preparation describes the activity of coordinating clinical evaluations and services as well as fitness assessments to the athletes. These process will usually demand the involvement of a certified physical practitioner/mediator as the subject matter of expert in fitness which typically include mental and physical aspect. With the third-party involvement in the team, the element of integrity and legal obligation need to be addressed with mutual understanding between the two parties. These fitness evaluation and assessment are deemed compulsory towards athletes to prepare for pre-game, during-game, post-game and injury recovery process in order to maximise the performance of the athlete to the optimum level.</p>	1. Coordinate athlete fitness test.	1.1 Athlete fitness profile acquired in accordance with athlete performance report. 1.2 Athlete fitness record confirmed based on athlete performance profile. 1.3 Athlete current fitness status evaluated based on athlete performance monitoring. 1.4 Athlete fitness test organised in accordance with athlete fitness requirement. 1.5 Athlete fitness test scheduled in accordance with athlete fitness requirement. 1.6 Athlete fitness test result interpreted based on the athlete performance monitoring report. 1.7 Athlete fitness record checked in accordance with athlete performance monitoring report. 1.8 Athlete fitness improvement suggested in accordance with athlete performance report.
	<p>The person who is competent in this CU should be able to coordinate athlete fitness test, monitor athlete routine workout</p>	2. Monitor athlete routine workout session.	2.1 Athlete routine workout requirements determined in accordance with physical fitness assessment guidelines.

CU TITLE & CU CODE	CU DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
	<p>session, monitor athlete nutritional intake and prepare gaming safety guidelines.</p> <p>The outcomes of this CU are esports athlete mental and physical fitness stage/ status is constantly in a good and acceptable state to compete in any esports games or tournament.</p> <p><u>Disclaimer:</u> <i>The coaches and certified practitioner/ mediator are NOT to be held responsible for any untoward incidents that may happens to the athlete. A legally bind agreement between athletes and coaches usually will take precedence before any fitness evaluations or assessment take place.</i></p>	<p>3. Monitor athlete nutritional intake.</p>	<p>2.2 Athlete routine workout schedule prepared based on routine workout plan.</p> <p>2.3 Athlete routine workout executed in accordance with athlete physical training guidelines.</p> <p>2.4 Session effectiveness assessed in accordance with athlete performance plan.</p> <p>2.5 Routine workout session feedback which include outcome and respond checked in accordance with athlete performance reports.</p> <p>3.1 Athlete meal schedule produced in accordance with nutritionist meal planning.</p> <p>3.2 Each individual athlete nutritional requirements determined in accordance with nutritionist food intake guidelines.</p> <p>3.3 Athlete dietary plan which include portion intake, supplementary intake, cooking method, eating schedule, food category and metabolic rate determined based on nutritionist food intake guidelines.</p> <p>3.4 Athlete nutritional intake which include progress, plan compliance and athlete performance supervised</p>

CU TITLE & CU CODE	CU DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
			<p>in accordance with approved nutritional plan.</p> <p>3.5 Athlete nutritional record submitted for superior approval.</p>
		<p>4. Prepare gaming safety guidelines.</p>	<p>4.1 Gaming safety guidelines determined in accordance with gaming requirements.</p> <p>4.2 Athlete medical attention arranged in accordance with medical and emergency treatment guidelines.</p> <p>4.3 Athlete rehabilitation program arranged in accordance with athlete recovery plan.</p> <p>4.4 Athlete injuries/ incident documented in accordance with incident management procedure.</p>

CURRICULUM OF COMPETENCY UNIT
NATIONAL OCCUPATIONAL SKILLS STANDARD (NOSS) FOR:
ELECTRONIC SPORTS COACHING
LEVEL 3

15. Curriculum of Competency Unit
15.1. Esports Athlete Development

SECTION	(R) Arts, Entertainment and Recreation		
GROUP	(931) Sports Activities		
AREA	Electronic Sports		
NOSS TITLE	Electronic Sports Coaching		
COMPETENCY UNIT TITLE	Esports Athlete Development		
LEARNING OUTCOMES	<p>The learning outcomes of this competency are to enable the trainees to recruit and develop new talented esports gamer in accordance with esports talent development plan.</p> <p>Upon completion of this competency unit, trainees should be able to:</p> <ol style="list-style-type: none"> 1. Perform new talent evaluation. 2. Review talent game play style. 3. Monitor athlete personal ranking. 4. Monitor athlete “in game” performance. 5. Monitor athlete challenges. 6. Conduct practice and reflect performance evaluation. 		
TRAINING PREREQUISITE (SPECIFIC)	Not available.		
CU CODE	R931-001-3:2021-C01	NOSS LEVEL	Three (3)

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
1. Perform new talent evaluation.	1.1 The roles and responsibility of esports coach: <ul style="list-style-type: none"> • Advisor. • Assessor. 	1.1 Obtain talent data record. 1.2 Observe game play movement.	<u>ATTITUDE</u> 1.1 Meticulous in talent evaluation. 1.2 Resourceful and analytical in	1.1 Roles and responsibility of esports coach listed and elaborated. 1.2 Fundamental of esports coaching listed and elaborated.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Counsellor. • Demonstrator. • Friend. • Motivator. • Facilitator. • Mentor. • Coordinator/ planner. • Role model. <p>1.2 Fundamental of esports coaching:</p> <ul style="list-style-type: none"> • Game knowledge. • Time management. • Creative and critical thinking. • Negotiation. • Manipulation. • Persuasion. <p>1.3 Types of coaching technique.</p> <p>1.4 Method of coaching.</p> <p>1.5 Introduction to presentation skill:</p> <ul style="list-style-type: none"> • Computer literacy. • Communication skill. 	<p>1.3 Conduct talent strategic planning analysis.</p> <p>1.4 Determine talent capability.</p> <p>1.5 Identify talent role and position.</p>	<p>assessing athlete ability.</p> <p><u>SAFETY</u></p> <p>1.1 Compliance to safety and regulations.</p> <p>1.2 Practice good ergonomics.</p> <p><u>ENVIRONMENT</u></p> <p>1.1 Practice 5R (Refuse, Reduce, Reuse, Recover and Recycle).</p>	<p>1.3 Types of coaching technique explained.</p> <p>1.4 Method of coaching explained.</p> <p>1.5 Introduction to presentation skill listed and explained.</p> <p>1.6 Strategic planning analysis listed and explained.</p> <p>1.7 Understanding of gaming skills listed and elaborated.</p> <p>1.8 Talent data record explained.</p> <p>1.9 Method of assessment explained.</p> <p>1.10 Assessment/ evaluation documentation listed and described.</p> <p>1.11 Talent data record acquired in accordance with athlete development plan.</p> <p>1.12 Athlete game play movement which include strategy, reflex time, accuracy, critical thinking, communication, adaptability and teamwork checked in accordance with assessment requirements.</p> <p>1.13 Talent strategic planning analysis implemented in accordance with athlete development plan.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Instructional communication. • Soft skill. <p>1.6 Strategic planning analysis:</p> <ul style="list-style-type: none"> • Strength. • Weakness. • Opportunity. • Threat. <p>1.7 Understanding of gaming skills:</p> <ul style="list-style-type: none"> • Strategy. • Reflex time. • Accuracy. • Coach/ athlete from previous tournament. • Adaptability. • Teamwork. <p>1.8 Talent data record:</p> <ul style="list-style-type: none"> • Talent information. • Gaming experience. • Achievement. <p>1.9 Method of assessment:</p> <ul style="list-style-type: none"> • Aptitude test. 			<p>1.14 Talent capability confirmed based on strategic planning analysis.</p> <p>1.15 Talent role and positioning “try out” confirmed in accordance with talent capability.</p> <p>1.16 Meticulous attitude demonstrated in talent evaluation activity.</p> <p>1.17 Resourceful and analytical attitude demonstrated in assessing athlete ability.</p> <p>1.18 Compliance to safety and regulations demonstrated.</p> <p>1.19 Good ergonomics practice complied.</p> <p>1.20 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in performing new talent evaluation.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Interview session. • Profiling. 1.10 Assessment/ evaluation documentation: <ul style="list-style-type: none"> • Procedure of documentation. • Structure of documentation. • Types of document (report, checklist, interview form, profiling form). • Filing system. 			
2. Review talent game play style.	2.1 Fundamental of gaming objective: <ul style="list-style-type: none"> • Victory objective. • Progression objective. • Beneficial objective. • Challenge objective. 2.2 Collective discussion objective: <ul style="list-style-type: none"> • Input. 	2.1 Identify collective discussion session objective. 2.2 Conduct collective discussion session. 2.3 Identify talent game play style.	<u>ATTITUDE</u> 2.1 Analytical in assessing athlete game play style. <u>SAFETY</u> 2.1 Compliance to safety and regulations. 2.2 Practice good ergonomics.	2.1 Fundamental of gaming objective listed and elaborated. 2.2 Collective discussion objective explained. 2.3 Collective discussion process described. 2.4 Understanding of athlete game play style explained. 2.5 Types of ranking proficiency (depends on games) listed and elaborated.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Idea. • Solution. <p>2.3 Collective discussion process:</p> <ul style="list-style-type: none"> • Problem background information. • Problem definition. • Idea generation. • Idea selection. • Advantages & disadvantages. • Critical concerns. • Action plan & implementation. • Post-mortem. <p>2.4 Understanding of athlete game play style:</p> <ul style="list-style-type: none"> • Identifying mistake. • Understanding of players insight. • Problem solving. • Correcting a mistakes. 	<p>2.4 Prepare game play style report.</p>	<p><u>ENVIRONMENT</u></p> <p>2.1 Practice 5R (Refuse, Reduce, Reuse, Recover and Recycle).</p>	<p>2.6 List of favourite META explained.</p> <p>2.7 Talent roles category listed and explained.</p> <p>2.8 Talent game play style category listed and explained.</p> <p>2.9 Phase of game explained.</p> <p>2.10 Reporting procedure described.</p> <p>2.11 Collective discussion session objective confirmed in accordance with talent performance requirement.</p> <p>2.12 Collective discussion session executed in accordance with related game play style.</p> <p>2.13 Game play style confirmed in accordance with game criteria and requirements.</p> <p>2.14 Game play style recorded in accordance with gaming reporting guidelines.</p> <p>2.15 Analytical attitude demonstrated in assessing athlete game play style activity.</p> <p>2.16 Compliance to safety and regulations demonstrated.</p> <p>2.17 Good ergonomics practice complied.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	2.5 Types of ranking proficiency (depends on games): <ul style="list-style-type: none"> • Character • Weapon 2.6 List of favourite META. 2.7 Talent roles category: <ul style="list-style-type: none"> • All-rounder. • Objectives-based. • Player position. 2.8 Talent game play style category: <ul style="list-style-type: none"> • Offensive. • Aggressive. • Proactive. • Passive. 2.9 Phase of game: <ul style="list-style-type: none"> • Early game. • Mid game. • Late game. 2.10 Reporting procedure: <ul style="list-style-type: none"> • Writing. • Online. 			2.18 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in reviewing talent game play style.
3. Monitor athlete	3.1 Information of player gaming history: <ul style="list-style-type: none"> • Leader board. 	3.1 Obtain athlete real-time	<u>ATTITUDE</u>	3.1 Information of player gaming history listed and elaborated. 3.2 Category of athlete explained.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
personal ranking.	<ul style="list-style-type: none"> • Rank. • Matches played. • Win rate. • Draw rate. • Lose rate. • Rank consistency. • Matrix. <p>3.2 Category of athlete:</p> <ul style="list-style-type: none"> • Amateur/ semi-professional/ professional. • “In game” ranking (individual/ team). • Tournament ranking. • Achievement. <p>3.3 Quantifying athlete ranking:</p> <ul style="list-style-type: none"> • Previous ranking. • Current ranking. • Growth. • Performance. <p>3.4 Monitoring personal ranking procedure:</p> <ul style="list-style-type: none"> • Justifying athlete expectation. 	<p>personal ranking.</p> <p>3.2 Identify ranking authenticity.</p> <p>3.3 Identify athlete progress.</p> <p>3.4 Compare athlete real time personal ranking.</p> <p>3.5 Establish athlete personal rank standard.</p> <p>3.6 Update ranking monitoring record.</p>	<p>3.1 Fairness in monitoring athlete personal ranking.</p> <p>3.2 Good judgement in identifying athlete talent.</p> <p><u>SAFETY</u></p> <p>3.1 Compliance to safety standard and regulations.</p> <p>3.2 Practice good ergonomics.</p> <p><u>ENVIRONMENT</u></p> <p>3.1 Practice 5R (Refuse, Reduce, Reuse, Recover and Recycle).</p>	<p>3.3 Quantifying athlete ranking listed and elaborated.</p> <p>3.4 Monitoring personal ranking procedure explained.</p> <p>3.5 Athlete ranking recording procedure explained.</p> <p>3.6 Athlete real time personal ranking retrieved from matchmaking rating system.</p> <p>3.7 Athlete ranking authenticity confirmed in accordance with online “in game” statistic.</p> <p>3.8 Athlete progress examined in accordance with athlete performance statistics.</p> <p>3.9 Athlete real-time personal ranking gauged in accordance with athlete performance statistics.</p> <p>3.10 Athlete personal rank standard checked in accordance with athlete winning rate.</p> <p>3.11 Ranking monitoring record gathered in accordance with online leader board system.</p> <p>3.12 Fairness attitude demonstrated in monitoring athlete personal ranking activity.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> Differentiate the quality of athlete based on rank. 3.5 Athlete ranking recording procedure.			3.13 Good judgement attitude demonstrated in identifying athlete talent. 3.14 Compliance to safety and regulations demonstrated. 3.15 Good ergonomics practice complied. 3.16 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in monitoring athlete personal ranking.
4. Monitor athlete “in game” performance.	4.1 Process of identifying athlete gaming strategy: <ul style="list-style-type: none"> Objective. Strength/weaknesses. Strategy application. Coordination. Outcome. 4.2 Athletes mechanics: <ul style="list-style-type: none"> Individual skill. Ability to play in a team. Reaction speed. 	4.1 Observe athlete “in game” performance. 4.2 Obtain athlete’s statistics. 4.3 Perform in-game play analysis. 4.4 Determine action plan to improve athlete performance.	<u>ATTITUDE</u> 4.1 Analytical in assessing athlete play style. 4.2 Thoroughly in finding strength and weaknesses. <u>SAFETY</u> 4.1 Compliance to safety standard and regulations. 4.2 Practice good ergonomics. <u>ENVIRONMENT</u>	4.1 Process of identifying athlete gaming strategy listed and explained. 4.2 Athletes mechanics listed and elaborated. 4.3 Understanding of athlete state of mind listed and explained. 4.4 Evaluation processes listed and explained. 4.5 Action plan for improvement explained. 4.6 Fundamental of statistic explained. 4.7 Athlete “in game” performance assessed in accordance with

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Hand-eye coordination. • Decision making. • Critical thinking. • Accuracy. <p>4.3 Understanding of athlete state of mind:</p> <ul style="list-style-type: none"> • During training. • During tournament. • Level of confidents. • Winning mentality. <p>4.4 Evaluation processes:</p> <ul style="list-style-type: none"> • Evidence. • Analysis. • Summaries • Recommendation. <p>4.5 Action plan development for improvement.</p> <p>4.6 Fundamental of statistic.</p>		4.1 Practice 5R (Refuse, Reduce, Reuse, Recover and Recycle).	<p>athlete developments requirement.</p> <p>4.8 Athlete performance statistics retrieved based on the recent “in-game” statistics.</p> <p>4.9 Athlete “in-game” play gauged based on training and tournament video records.</p> <p>4.10 Athlete performance progress action plan developed in accordance with athlete development requirement.</p> <p>4.11 Analytical attitude demonstrated in assessing athlete play style activity.</p> <p>4.12 Thoroughly attitude demonstrated in finding strength and weaknesses details.</p> <p>4.13 Compliance to safety standard and regulations demonstrated.</p> <p>4.14 Good ergonomics practice complied.</p> <p>4.15 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in monitoring athlete “in game” performance.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
5. Monitor athlete challenges.	5.1 Understanding of consultation: <ul style="list-style-type: none"> • Definition. • Importance. 5.2 The consultation processes.	5.1 Conduct athlete consultation. 5.2 Observe athlete performance tendency “in game” and off game. 5.3 Clarify athlete’s potential issues. 5.4 Evaluate athlete’s feedback. 5.5 Suggest challenges resolution.	<u>ATTITUDE</u> 5.1 Compassionate in assessing athlete challenges. 5.2 Good judgement in identifying athlete potential issues. 5.3 Meticulous in identifying athlete attitude changes. <u>SAFETY</u> 5.1 Compliance to safety standard and regulations. 5.2 Practice good ergonomics. <u>ENVIRONMENT</u> 5.1 Practice 5R (Refuse, Reduce, Reuse, Recover and Recycle).	5.1 Understanding of consultation explained. 5.2 The consultation processes explained. 5.3 Performance athlete tendency listed and elaborated. 5.4 Type of athlete challenges listed and explained. 5.5 Method of approach described. 5.6 Method of finding resolution explained. 5.7 Consultation activity performed in accordance with athlete personal assessment requirement. 5.8 Athlete performance tendency which include habit, personal traits, mental fortitude and social pressure (in-game and off game) assessed in accordance with athlete condition and responses. 5.9 Possible causes on challenges referred in accordance with athlete needs and welfare. 5.10 Athlete feedback construed in accordance with athlete monitoring procedure.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	5.6 Method of finding resolution.			5.11 Athlete challenges resolution recommended in accordance with athlete development plan. 5.12 Compassionate attitude demonstrated in assessing athlete challenges activity. 5.13 Good judgement attitude demonstrated in identifying athlete potential issues activity. 5.14 Meticulous attitude demonstrated in identifying athlete attitude changes activity. 5.15 Compliance to safety standard and regulations demonstrated. 5.16 Good ergonomics practice complied. 5.17 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in reviewing talent game play style.
6. Conduct practice and reflect performance evaluation.	6.1 Criteria of scrim evaluation: <ul style="list-style-type: none"> • Training result. • Reason of losing. • Reason of winning. 	6.1 Identify game analysis objective. 6.2 Assign task for each athlete.	<u>ATTITUDE</u> 6.1 Strict in conducting scrimmage.	6.1 Criteria of scrim evaluation listed and elaborated. 6.2 Athlete flexibility details listed and explained. 6.3 Previous tournament information explained.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Athlete mistake. • Athlete intuition. <p>6.2 Athlete flexibility on:</p> <ul style="list-style-type: none"> • New role. • New META (Most Effective Tactics Available). • Cooperation. <p>6.3 Previous tournament information:</p> <ul style="list-style-type: none"> • Winning rate. • In-game player statistic. • “In game” contribution. <p>6.4 Method of reporting:</p> <ul style="list-style-type: none"> • Writing. • Checklist. <p>6.5 Digital record storage (cloud).</p>	<p>6.3 Observe athlete game performance within timeline.</p> <p>6.4 Review athlete performance strategy analysis.</p> <p>6.5 Conclude skill improvement suggestion.</p> <p>6.6 Prepare athlete reports.</p> <p>6.7 Update player database.</p>	<p>6.2 Innovative in finding new META.</p> <p>6.3 Timeliness in training schedule.</p> <p><u>SAFETY</u></p> <p>6.1 Compliance to safety standard and regulations.</p> <p>6.2 Practice good ergonomics.</p> <p><u>ENVIRONMENT</u></p> <p>6.1 Practice 5R (Refuse, Reduce, Reuse, Recover and Recycle).</p>	<p>6.4 Method of reporting explained.</p> <p>6.5 Digital record storage (cloud) explained.</p> <p>6.6 Game objective analysis confirmed in accordance with esports games requirements.</p> <p>6.7 Athlete role confirmed in accordance with athlete ability and games proficiency.</p> <p>6.8 Evaluation of athlete game performance in given period assessed based on the record of competition and practices.</p> <p>6.9 Athlete performance strategic planning analysis gauged in accordance with athlete performance development needs.</p> <p>6.10 Athlete performance development planning which include tactical, technical and strategy improvement recommended in accordance with athlete real time performance record.</p> <p>6.11 Athlete performance report processed based on athlete development plan target.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
				<p>6.12 Overall athlete data record collected in accordance with online leader board system.</p> <p>6.13 Strict attitude demonstrated in conducting scrimmage activity.</p> <p>6.14 Innovative attitude demonstrated in finding new META activity.</p> <p>6.15 Timeliness attitude demonstrated in following training schedule.</p> <p>6.16 Compliance to safety standard and regulations demonstrated.</p> <p>6.17 Good ergonomics practice complied.</p> <p>6.18 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in conducting practice and reflect performance evaluation.</p>

Employability Skills

Core Abilities

- Please refer NCS- Core Abilities latest edition.

Social Values & Social Skills

- Please refer Handbook on Social Skills and Social Values in Technical Education and Vocational Training.

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- 12 Department of Skills Standard (DSD), 2018, Module of Social Competency and Humanities. <http://www.dsd.gov.my>.

15.2. Game Strategy Planning

SECTION	(R) Arts, Entertainment and Recreation		
GROUP	(931) Sports Activities		
AREA	Electronic Sports		
NOSS TITLE	Electronic Sports Coaching		
COMPETENCY UNIT TITLE	Game Strategy Planning		
LEARNING OUTCOMES	<p>The learning outcomes of this competency are to enable the trainees to produce the most effective formation of game plan strategy in accordance with esports game objectives and targets.</p> <p>Upon completion of this competency unit, trainees should be able to:</p> <ol style="list-style-type: none"> 1. Perform opponent play style assessment. 2. Coordinate tournament strategy. 3. Analyse game trends. 4. Establish game plan. 		
TRAINING PREREQUISITE (SPECIFIC)	Not available.		
CU CODE	R931-001-3:2021-C02	NOSS LEVEL	Three (3)

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
1. Perform opponent play style assessment.	1.1 Fundamental of game theory: <ul style="list-style-type: none"> • Game. • Players. • Strategy. • Payoff. • Information set. 	1.1 Review opponent tournament footage. 1.2 Identify opponent strategic planning analysis. 1.3 Analyse opponent META.	<u>ATTITUDE</u> 1.1 Analytical in assessing athlete play style. 1.2 Meticulous in finding strength and weaknesses.	1.1 Fundamental of game theory listed and explained. 1.2 Introduction to game strategy planning explained. 1.3 Opponent META analysis described. 1.4 Opponent mechanics analysis described.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<p>1.2 Introduction to game strategy planning:</p> <ul style="list-style-type: none"> • Tactical (formation, tactical, tactical blunder). • Technical (good strategy, strategy blunder). <p>1.3 Opponent META analysis.</p> <p>1.4 Opponent mechanics analysis.</p> <p>1.5 Understanding of opponent's game play:</p> <ul style="list-style-type: none"> • Aggressiveness. • Passiveness. • Team synergy. • Limitation. • Habit. • Strength. • Weaknesses. 	<p>1.4 Review opponent mechanics.</p> <p>1.5 Identify opponent tactics.</p> <p>1.6 Prepare post-game report.</p>	<p><u>SAFETY</u></p> <p>1.1 Compliance to safety standard and regulations.</p> <p>1.2 Practice good ergonomics.</p> <p><u>ENVIRONMENT</u></p> <p>1.1 Practice 5R (Refuse, Reduce, Reuse, Recover and Recycle)..</p>	<p>1.5 Understanding of opponent's game play listed and elaborated.</p> <p>1.6 Opponent tournament footage construed in accordance with game plan strategy.</p> <p>1.7 Opponent strategic planning analysis confirmed based on tournament footage observation.</p> <p>1.8 Opponent META which include resisting, attacking and defending assessed in accordance with game strategy plan.</p> <p>1.9 Opponent mechanics examined in accordance with game strategy plan.</p> <p>1.10 Opponent tactics checked in accordance with game strategy plan.</p> <p>1.11 Post-game report generated in accordance with game reporting guidelines.</p> <p>1.12 Analytical attitude demonstrated in assessing athlete play style.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
				1.13 Meticulous attitude demonstrated in finding strength and weakness activity. 1.14 Compliance to safety and regulations demonstrated. 1.15 Good ergonomics practice complied. 1.16 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in performing opponent play style assessment.
2. Coordinate tournament strategy.	2.1 Introduction of tournament: <ul style="list-style-type: none"> • Definition. • Type of game genre (MOBA, sport, fighting, shooting, trading card game, real time strategy) • Tournament format. 2.2 Esports gaming mission:	2.1 Conduct strategy briefing. 2.2 Assign athlete role. 2.3 Analyse individual/ team strategic planning. 2.4 Plan individual/ team META. 2.5 Follow game rules and regulations. 2.6 Comply to training schedule.	<u>ATTITUDE</u> 2.1 Innovative in finding new META. 2.2 Meticulous in identifying gaming strategy. <u>SAFETY</u> 2.1 Compliance to safety and regulations. 2.2 Practice good ergonomics.	2.1 Introduction of tournament listed and explained. 2.2 Esports gaming mission explained. 2.3 Fundamental of technical game play explained. 2.4 Game rules and regulation explained. 2.5 Tournament strategy briefing performed in accordance with tournament strategy requirements. 2.6 Athlete role arranged in accordance with tournament strategy requirements.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Goal. • Desired outcome. • Strategy. • Target. • Result. <p>2.3 Fundamental of technical game play:</p> <ul style="list-style-type: none"> • Before. • After. • In between. <p>2.4 Game rules and regulation:</p> <ul style="list-style-type: none"> • Organiser. • Game publisher. 		<p><u>ENVIRONMENT</u></p> <p>2.1 Practice 5R (Refuse, Reduce, Reuse, Recover and Recycle).</p>	<p>2.7 Individual/team strategic planning analysis assessment evaluated based on opponent strategic planning analysis gathered.</p> <p>2.8 Individual/ team META which include resisting, attacking and defending confirmed based on tournament strategy planning.</p> <p>2.9 Tournament rules and regulation conformed in accordance with tournament organiser and game publisher rules and regulations.</p> <p>2.10 Training schedule conformed in accordance with overall athlete training plan.</p> <p>2.11 Innovative attitude demonstrated in finding new META activity.</p> <p>2.12 Meticulous attitude demonstrated in identifying gaming strategy activity.</p> <p>2.13 Compliance to safety and regulations demonstrated.</p> <p>2.14 Good ergonomics practice complied.</p> <p>2.15 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
				application demonstrated in coordinating tournament strategy.
3. Analyse game trends.	3.1 Review game updates: <ul style="list-style-type: none"> • Patches note changes. • New update. • Adjustment. 3.2 Method of identifying game bugs. 3.3 Comparison of regional references: <ul style="list-style-type: none"> • Character/ equipment selection. • Mechanics (reaction speed, decision making, critical thinking, accuracy). 	3.1 Check patches note changes. 3.2 Identify games bugs. 3.3 Compare regional references. 3.4 Play game with new patch update.	<u>ATTITUDE</u> 3.1 Meticulous in identifying game trends changes. <u>SAFETY</u> 3.1 Compliance to safety and regulations. 3.2 Practice good ergonomics. <u>ENVIRONMENT</u> 3.1 Practice 5R (Refuse, Reduce, Reuse, Recover and Recycle).	3.1 Details of game updates explained. 3.2 Method of identifying game bugs explained. 3.3 Comparison of regional references listed and explained. 3.4 Game mechanics changes confirmed in accordance with developer patch note. 3.5 Games bugs checked based on reported game bugs. 3.6 Regional references which include character, mechanics, tactical and game style confirmed in accordance with gaming requirements. 3.7 Games with new patch update practiced in accordance with game trends.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Tactical selection (formation, META, map awareness). 3.4 Game style: <ul style="list-style-type: none"> • Win condition. • Method of game style. • Outdated strategy. • Vulnerability of play style. • Improvising play style. 3.5 Trends forecast.			3.8 Meticulous attitude demonstrated in identifying game trends changes. 3.9 Compliance to safety and regulations demonstrated. 3.10 Good ergonomics practice complied. 3.11 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in analysing game trends.
4. Establish game plan.	4.1 Introduction to game planning: <ul style="list-style-type: none"> • Importance. • Features. • Limitation of planning. • Planning process. • Types of plan. 4.2 Introduction of theory crafting:	4.1 Prepare game plan. 4.2 Analyse game environment. 4.3 Prepare contingency plan. 4.4 Construct strength, weakness, opportunity and threat.	<u>ATTITUDE</u> 4.1 Meticulous in game planning strategy. <u>SAFETY</u> 4.1 Compliance to safety and regulations. 4.2 Practice good ergonomics.	4.1 Introduction to game planning explained. 4.2 Introduction of theory crafting explained. 4.3 Knowledge of game geography explained. 4.4 Game plans produced in accordance with the game strategy. 4.5 Game environment which include opposing, attacking

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Character/ equipment selection. • Effective rotation. • Effective selection for “in-game” items. • Objective priority. • Potential weakness. <p>4.3 Knowledge of game environment:</p> <ul style="list-style-type: none"> • Map. • Stadium. • Arena. • Racetrack. • Weather. • Day & night. 	<p>4.5 Execute game plan.</p> <p>4.6 Compare game plan.</p>	<p><u>ENVIRONMENT</u></p> <p>4.1 Practice 5R (Refuse, Reduce, Reuse, Recover and Recycle).</p>	<p>and defending tactic generated in accordance with game strategy planning.</p> <p>4.6 Contingency plans generated based on match preparation requirements.</p> <p>4.7 Game plan strategy which include strength, weakness, opportunity and threat structured in accordance with game planning needs.</p> <p>4.8 Game plan prepared in accordance with game requirement.</p> <p>4.9 Game plans reviewed based on previous and new strategies.</p> <p>4.10 Meticulous attitude demonstrated in game planning strategy.</p> <p>4.11 Compliance to safety and regulations demonstrated.</p> <p>4.12 Good ergonomics practice complied.</p> <p>4.13 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in game plan establishment.</p>

Employability Skills

Core Abilities

- Please refer NCS- Core Abilities latest edition.

Social Values & Social Skills

- Please refer Handbook on Social Skills and Social Values in Technical Education and Vocational Training.

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<http://www.dsd.gov.my>.
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15.3. Gaming Resource Readiness Inspection

SECTION	(R) Arts, Entertainment and Recreation		
GROUP	(931) Sports Activities		
AREA	Electronic Sports		
NOSS TITLE	Electronic Sports Coaching		
COMPETENCY UNIT TITLE	Gaming Resource Readiness Inspection		
LEARNING OUTCOMES	<p>The learning outcomes of this competency are to enable the trainees to operate and handle equipment/ devices during tournament in accordance with tournament game plan strategy.</p> <p>Upon completion of this competency unit, trainees should be able to:</p> <ol style="list-style-type: none"> 1. Perform game setup and process inspection. 2. Supervise tournament rules and regulations compliance. 3. Prepare athlete equipment and apparel. 		
TRAINING PREREQUISITE (SPECIFIC)	Not available.		
CU CODE	R931-001-3:2021-C03	NOSS LEVEL	Three (3)

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
1. Perform game setup and process inspection.	1.1 General pre-game setup requirements: <ul style="list-style-type: none"> • Hardware (console, PC and mobile). • Software (Version, OS). • Gaming equipment. 	1.1 Identify general pre-game setup requirement. 1.2 Check athlete accounts profile. 1.3 Identify game lobbies. 1.4 Identify game schedule.	<u>ATTITUDE</u> 1.1 Meticulous in executing game setup and process inspection. 1.2 Good time management.	1.1 General pre-game setup requirement listed and explained. 1.2 Registration of athlete explained. 1.3 Introduction to game lobby and room management explained. 1.4 Function of game lobbies explained.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Network connectivity. <p>1.2 Registration of athlete:</p> <ul style="list-style-type: none"> • Athlete accounts profile. • Athlete verification. • Check-in lobbies (in-game lobbies, athlete lounge). <p>1.3 Introduction to game lobbies and room management.</p> <p>1.4 Function of game lobbies.</p> <p>1.5 Importance of time management:</p> <ul style="list-style-type: none"> • Scheduling. • Punctuality. 	<p>1.5 Monitor game schedule.</p>	<p><u>SAFETY</u></p> <p>1.1 Compliance to safety rules and regulations.</p> <p>1.2 Practice good ergonomics.</p> <p><u>ENVIRONMENT</u></p> <p>1.1 Compliance to environmental regulations requirement.</p> <p>1.2 Practice 5R (Refuse, Reduce, Reuse, Recover, and Recycle).</p>	<p>1.5 Importance of time management explained.</p> <p>1.6 General pre-game setup requirements confirmed in accordance with tournament rules and regulations.</p> <p>1.7 Athlete accounts profile supervised in accordance with event organizer policy and regulations.</p> <p>1.8 Game lobbies confirmed based on event organizer arrangement.</p> <p>1.9 Game schedule confirmed based on tournament requirements.</p> <p>1.10 Game schedule conformed in accordance with event organizer policy and regulations.</p> <p>1.11 Meticulous attitude demonstrated in executing game setup and process inspection.</p> <p>1.12 Good time management attitude demonstrated at all times.</p> <p>1.13 Compliance to safety and regulations demonstrated.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
				1.14 Good ergonomics practice complied. 1.15 Compliance to environmental regulations requirement adhered. 1.16 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in performing game setup and process inspection.
2. Supervise tournament rules and regulations compliance.	2.1 Responsibility towards healthy gaming and esports ethics: <ul style="list-style-type: none"> • Gaming protocol. • Gaming ethics. • Gaming best practice. 2.2 Game rules and regulations: <ul style="list-style-type: none"> • Device setting (compatibility, safety, functionality, cleanliness). 	2.1 Obtain in-game rules and regulations. 2.2 Check athlete activity. 2.3 Identify “in-game” general setup requirement. 2.4 Identify post-game process requirement. 2.5 Conduct team briefing. 2.6 Enforce team compliance.	<u>ATTITUDE</u> 2.1 Compliance to game rules and regulations. 2.2 Good time management. <u>SAFETY</u> 2.1 Compliance to safety and regulations. 2.2 Practice good ergonomics. <u>ENVIRONMENT</u> 2.1 Compliance to environmental	2.1 Responsibility towards healthy gaming and esports ethics listed and elaborated. 2.2 Game rules and regulation listed and explained. 2.3 “In-game” general setup configuration explained. 2.4 Post-game process requirement explained. 2.5 Type of briefing and meeting listed and explained. 2.6 Briefing and meeting reporting format explained. 2.7 Game rules and regulations retrieved from tournament organizer. 2.8 Athlete activity which include behaviour, progress and

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Stoppage of play (pauses, technical/ device/ equipment malfunction or emergencies, solution for extreme cases). • Streaming. • Refusal of entry (compliance of apparel rules). <p>2.3 “In-game” general setup configuration.</p> <p>2.4 Post-game process requirement:</p> <ul style="list-style-type: none"> • Obtaining results. • Tech notes. • Break time. <p>2.5 Type of briefing and meeting:</p> <ul style="list-style-type: none"> • Briefing and meeting procedure. 		<p>regulations requirement.</p> <p>2.2 Practice 5R (Refuse, Reduce, Reuse, Recover and Recycle).</p>	<p>performance assessed throughout tournament duration.</p> <p>2.9 “In-game” general setup requirements construed in accordance with the needs and tournament compliance.</p> <p>2.10 Post-game process requirement which include obtaining result, tech notes and break time confirmed in accordance with tournament compliance and guideline.</p> <p>2.11 Team briefing performed in accordance with tournament compliance and guideline.</p> <p>2.12 Tournament rules and regulations complied in accordance with event organiser policy.</p> <p>2.13 Compliance to game rules and regulations demonstrated.</p> <p>2.14 Good time management attitude demonstrated at all times.</p> <p>2.15 Compliance to safety and regulations demonstrated.</p> <p>2.16 Good ergonomics practice complied.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Briefing and meeting agenda. • Pre-game and post-game. 2.6 Briefing and meeting reporting format.			2.17 Compliance to environmental regulations requirement adhered. 2.18 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in supervising tournament rules and regulations compliance.
3. Prepare athlete equipment and apparel.	3.1 Athlete supporting device requirement: <ul style="list-style-type: none"> • Tablets/ pc, consoles, laptops/ mobile phone or non-handheld device. • iOS/Android operating system. 3.2 Athlete provided equipment requirement: <ul style="list-style-type: none"> • Handheld device, headset and/or earbuds and/or microphone. • Table and chair. • Voice chat. 	3.1 Identify support device requirement. 3.2 Determine provided equipment. 3.3 Check equipment replacement. 3.4 Coordinate team apparel requirement.	<u>ATTITUDE</u> 3.1 Compliance to game rules and regulations. 3.2 Good time management. <u>SAFETY</u> 3.1 Compliance to safety and regulations. 3.2 Practice good ergonomics. <u>ENVIRONMENT</u> 3.1 Compliance to environmental regulations requirement.	3.1 Athlete supporting device requirement listed and explained. 3.2 Athlete provided equipment requirement listed and explained. 3.3 Type of equipment replacement requirement explained. 3.4 Procedure of equipment replacement explained. 3.5 Team apparel requirement explained. 3.6 Supporting device requirements confirmed in accordance with tournament rules and regulations. 3.7 Provided equipment inspected in accordance with tournament readiness requirements.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Social media and communication. • Fixation of handheld. <p>3.3 Types of equipment replacement requirement:</p> <ul style="list-style-type: none"> • Hardware. • Software. • Any technical problem. • Equipment tampering. <p>3.4 Procedure of equipment replacement.</p> <p>3.5 Team apparel requirement:</p> <ul style="list-style-type: none"> • Official uniform. • Team apparel design. 		3.2 Practice 5R (Refuse, Reduce, Reuse, Recover and Recycle).	<p>3.8 Equipment replacement confirmed in accordance with tournament rules and regulations.</p> <p>3.9 Team apparel requirement confirmed in accordance with event organiser policy, rules and regulations.</p> <p>3.10 Compliance to game rules and regulations.</p> <p>3.11 Good time management attitude demonstrated at all times.</p> <p>3.12 Compliance to safety and regulations demonstrated.</p> <p>3.13 Good ergonomics practice complied.</p> <p>3.14 Compliance to environmental regulations requirement adhered.</p> <p>3.15 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in preparing athlete equipment and apparel.</p>

Employability Skills

Core Abilities

- Please refer NCS- Core Abilities latest edition.

Social Values & Social Skills

- Please refer Handbook on Social Skills and Social Values in Technical Education and Vocational Training.

References for Learning Material Development

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15.4. Esport Athlete Fitness Preparation

SECTION	(R) Arts, Entertainment and Recreation		
GROUP	(931) Sports Activities		
AREA	Electronic Sports		
NOSS TITLE	Electronic Sports Coaching		
COMPETENCY UNIT TITLE	Esport Athlete Fitness Preparation		
LEARNING OUTCOMES	<p>The learning outcomes of this competency are to enable the trainees to prepare the esports athlete mentally and physically in a constant good and acceptable state to compete in any esports games or tournament.</p> <p>Upon completion of this competency unit, trainees should be able to:</p> <ol style="list-style-type: none"> 1. Coordinate athlete fitness test. 2. Monitor athlete routine workout session. 3. Monitor athlete nutritional intake. 4. Prepare gaming safety guidelines. 		
TRAINING PREREQUISITE (SPECIFIC)	Not available.		
CU CODE	R931-001-3:2021-C04	NOSS LEVEL	Three (3)

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
1. Coordinate athlete fitness test.	1.1 The importance of knowing the athlete: <ul style="list-style-type: none"> • Profiling. • Monitoring. • Evaluation. • Improvement. 	1.1 Obtain athlete fitness profile. 1.2 Check athlete fitness previous record.	<u>ATTITUDE</u> 1.1 Meticulous in assessing athletes fitness performance.	1.1 The importance of knowing the athlete details explained. 1.2 Type of athlete fitness profile explained. 1.3 Athlete fitness level assessment criteria explained.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<p>1.2 Type of athlete fitness profile.</p> <p>1.3 Athlete fitness level assessment criteria:</p> <ul style="list-style-type: none"> • Mental health and wellbeing. • Illness and burnout. • Lifestyle and performance. <p>1.4 Type of fitness test schedule:</p> <ul style="list-style-type: none"> • Mental fitness test schedule. • Physical fitness test schedule. <p>1.5 Type of fitness test result:</p> <ul style="list-style-type: none"> • Body composition examination / test. • Cardiovascular endurance test. • Physio endurance test. 	<p>1.3 Assess current athlete fitness level.</p> <p>1.4 Determined athlete fitness test schedule.</p> <p>1.5 Arrange athlete fitness test.</p> <p>1.6 Obtain athlete fitness test result.</p> <p>1.7 Update athlete fitness record.</p> <p>1.8 Propose athlete fitness improvement.</p>	<p>1.2 Maintain optimum fitness level and performance.</p> <p><u>SAFETY</u></p> <p>1.1 Compliance to safety rules and regulations.</p> <p>1.2 Practice good ergonomics.</p> <p><u>ENVIRONMENT</u></p> <p>1.1 Compliance to environmental regulations requirement.</p> <p>1.2 Practice 5R (Refuse, Reduce, Reuse, Recover and Recycle).</p>	<p>1.4 Type of fitness test schedule explained.</p> <p>1.5 Type of fitness test result explained.</p> <p>1.6 Recording procedure explained.</p> <p>1.7 Athlete fitness profile retrieved in accordance with athlete performance report.</p> <p>1.8 Athlete fitness record verified based on athlete performance profile.</p> <p>1.9 Athlete current fitness status confirmed based on athlete performance monitoring.</p> <p>1.10 Athlete fitness test scheduled in accordance with athlete fitness requirement.</p> <p>1.11 Athlete fitness test scheduled in accordance with athlete fitness requirement.</p> <p>1.12 Athlete fitness test result acquired based on the athlete performance monitoring report.</p> <p>1.13 Athlete fitness record verified in accordance with athlete performance monitoring report.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Psychological test (motivational, conflicts, teamwork etc). • Hand-eye coordination test. <p>1.6 Recording procedure:</p> <ul style="list-style-type: none"> • Writing. • Digital record (cloud base). 			<p>1.14 Athlete fitness improvement recommended in accordance with athlete performance report.</p> <p>1.15 Meticulous attitude demonstrated in assessing athletes fitness performance.</p> <p>1.16 Optimum fitness level and performance attitude demonstrated throughout training duration.</p> <p>1.17 Compliance to safety rules and regulations demonstrated.</p> <p>1.18 Good ergonomics practice complied.</p> <p>1.19 Compliance to environmental regulations requirement adhered.</p> <p>1.20 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in coordinating athlete fitness test.</p>
2. Monitor athlete routine workout session.	2.1 Athlete routine workout requirement: <ul style="list-style-type: none"> • Facility. • Apparel. 	2.1 Identify athlete routine workout requirement. 2.2 Identify athlete routine schedule.	<u>ATTITUDE</u> 2.1 Meticulous in monitoring athlete routine activity.	2.1 Athlete routine workout requirement explained. 2.2 Athlete routine schedule explained.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<p>2.2 Athlete routine schedule:</p> <ul style="list-style-type: none"> • Daily. • Weekly. <p>2.3 Type of routine workout:</p> <ul style="list-style-type: none"> • Stretching. • Warm-up. • High intensity interval training. • Pool/aqua workout. • Weightlifting. <p>2.4 Session effectiveness evaluation technique:</p> <ul style="list-style-type: none"> • Feedback form. • Checklist. <p>2.5 Routine workout session recording procedure:</p> <ul style="list-style-type: none"> • Routine workout. • Types of workout. • Frequency. 	<p>2.3 Conduct athlete routine workout.</p> <p>2.4 Evaluate session effectiveness.</p> <p>2.5 Update routine workout session record.</p>	<p>2.2 Maintain physical fitness.</p> <p><u>SAFETY</u></p> <p>2.1 Compliance to safety rules and regulations.</p> <p>2.2 Practice good ergonomics.</p> <p><u>ENVIRONMENT</u></p> <p>2.1 Compliance to environmental regulations requirement.</p> <p>2.2 Practice 5R (Refuse, Reduce, Reuse, Recover, and Recycle).</p>	<p>2.3 Type of routine workout listed and explained.</p> <p>2.4 Session effectiveness evaluation technique elaborated.</p> <p>2.5 Routine workout session recording procedure described.</p> <p>2.6 Athlete routine workout requirements confirmed in accordance with physical fitness assessment guidelines.</p> <p>2.7 Athlete routine workout schedule confirmed based on routine workout plan.</p> <p>2.8 Athlete routine workout performed in accordance with athlete physical training guidelines.</p> <p>2.9 Session effectiveness gauged in accordance with athlete performance plan.</p> <p>2.10 Routine workout session feedback which include outcome and respond verified in accordance with athlete performance reports.</p> <p>2.11 Meticulous attitude demonstrated in monitoring</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
				<p>athlete routine workout activity.</p> <p>2.12 Optimum fitness level and performance attitude demonstrated throughout training duration.</p> <p>2.13 Compliance to safety rules and regulations demonstrated.</p> <p>2.14 Good ergonomics practice complied.</p> <p>2.15 Compliance to environmental regulations requirement adhered.</p> <p>2.16 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in monitoring athlete routine workout session.</p>
<p>3. Monitor athlete nutritional intake.</p>	<p>3.1 Introduction to nutrition planning.</p> <p>3.2 Importance of nutritional requirement.</p> <p>3.3 Type of dietary plan:</p> <ul style="list-style-type: none"> • BMI. • Portion intake. 	<p>3.1 Obtain nutritionist meal planning.</p> <p>3.2 Identify each athlete nutritional requirement.</p> <p>3.3 Prepare athlete dietary plan.</p> <p>3.4 Check athlete nutritional intake.</p>	<p><u>ATTITUDE</u></p> <p>3.1 Compliance to nutrition planning best practice.</p> <p>3.2 Maintain optimum physical fitness and performance.</p>	<p>3.1 Introduction to nutrition planning explained.</p> <p>3.2 Importance of nutritional requirement described.</p> <p>3.3 Type of dietary plan listed and elaborated.</p> <p>3.4 Method of monitoring nutritional intake listed and explained.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Supplement intake. • Cooking method. • Eating meal schedule. • Food category. • Metabolic rate. <p>3.4 Method of monitoring nutritional intake:</p> <ul style="list-style-type: none"> • Logbook. • Checklist. • Reminder. <p>3.5 Nutritional intake recording procedure:</p> <ul style="list-style-type: none"> • Dietary plan. • Progress. • Compliance. 	3.5 Update athlete nutritional record.	<p><u>SAFETY</u></p> <p>3.1 Compliance to safety rules and regulations.</p> <p>3.2 Practice good ergonomics.</p> <p><u>ENVIRONMENT</u></p> <p>3.1 Compliance to environmental regulations requirement.</p> <p>3.2 Practice 5R (Refuse, Reduce, Reuse, Recover, and Recycle).</p>	<p>3.5 Nutritional intake recording procedure listed and explained.</p> <p>3.6 Athlete meal schedule prepared in accordance with nutritionist meal planning.</p> <p>3.7 Each individual athlete nutritional requirements confirmed in accordance with nutritionist food intake guidelines.</p> <p>3.8 Athlete dietary plan which include portion intake, supplementary intake, cooking method, eating schedule, food category and metabolic rate established based on nutritionist food intake guidelines.</p> <p>3.9 Athlete nutritional intake which include progress, plan compliance and athlete performance administered in accordance with approved nutritional plan.</p> <p>3.10 Athlete nutritional record uploaded via cloud for approval.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
				<p>3.11 Compliance to nutrition planning best practice demonstrated.</p> <p>3.12 Optimum fitness level and performance attitude demonstrated throughout training duration.</p> <p>3.13 Compliance to safety rules and regulations demonstrated.</p> <p>3.14 Good ergonomics practice complied.</p> <p>3.15 Compliance to environmental regulations requirement adhered.</p> <p>3.16 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in monitoring athlete nutritional intake.</p>
<p>4. Prepare gaming safety guidelines.</p>	<p>4.1 Introduction of fitness safety program.</p> <p>4.2 Injury prevention requirement:</p> <ul style="list-style-type: none"> • Safety and hygiene. • Training facility. 	<p>4.1 Identify gaming safety requirement.</p> <p>4.2 Coordinate athlete medical attention.</p> <p>4.3 Coordinate athlete rehabilitation program.</p>	<p><u>ATTITUDE</u></p> <p>4.1 Compliance to fitness safety guideline.</p> <p>4.2 Maintain physical fitness.</p> <p><u>SAFETY</u></p>	<p>4.1 Introduction of fitness safety program explained.</p> <p>4.2 Injury prevention requirement listed and elaborated.</p> <p>4.3 Basic first aid treatment explained.</p> <p>4.4 Types of medical attention listed and explained.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Training/ workout routine. • Attire. • Medical history. <p>4.3 Basic first aid treatment.</p> <p>4.4 Types of medical attention:</p> <ul style="list-style-type: none"> • Understanding of common esports injury. • Treatment facility. <p>4.5 Types of rehab program:</p> <ul style="list-style-type: none"> • Symptom of addiction. • Injury. • Mental rehab. • Hearing. <p>4.6 Injury/ incident reporting procedure.</p>	<p>4.4 Update athlete injuries/ incident report.</p>	<p>4.1 Compliance to safety rules and regulations.</p> <p>4.2 Practice good ergonomics.</p> <p><u>ENVIRONMENT</u></p> <p>4.1 Compliance to environmental regulations requirement.</p> <p>4.2 Practice 5R (Refuse, Reduce, Reuse, Recover, and Recycle).</p>	<p>4.5 Types of rehab program explained.</p> <p>4.6 Injury/ incident reporting procedure explained.</p> <p>4.7 Gaming safety guidelines confirmed in accordance with gaming requirement.</p> <p>4.8 Athlete medical attention administered in accordance with medical and emergency treatment guidelines.</p> <p>4.9 Athlete rehabilitation program administered in accordance with athlete recovery plan.</p> <p>4.10 Athlete injuries/ incident recorded in accordance with incident management procedure.</p> <p>4.11 Compliance to fitness safety guideline adhered.</p> <p>4.12 Optimum fitness level and performance attitude demonstrated throughout training duration.</p> <p>4.13 Compliance to safety rules and regulations demonstrated.</p> <p>4.14 Good ergonomics practice complied.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
				<p>4.15 Compliance to environmental regulations requirement adhered.</p> <p>4.16 5R (Refuse, Reduce, Reuse, Recover, and Recycle) concept application demonstrated in preparing gaming safety guidelines.</p>

Employability Skills

Core Abilities

- Please refer NCS- Core Abilities latest edition.

Social Values & Social Skills

- Please refer Handbook on Social Skills and Social Values in Technical Education and Vocational Training.

References for Learning Material Development

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- 2 David J. Magee, BPT, PhD, CM and Robert C. Manske, PT, DPT, SCS, MEd, ATC, CSCS, Dec 2020, Orthopaedic Physical Assessment, 7th Edition, ISBN-9780323522991.
- 3 Malaysia-KBS, 2020, KBS Strategic Plan for Esports Development 2020-2025.pdf, www.kbs.gov.my. 15/11/2020: 8.00pm.
- 4 magazinartikel59body22, 2020, esports Training: Fitness and Nutrition, <https://en.owayo.com/magazine/esports-fitness-nutrition-woen.htm>. 15/11/2020: 8.30pm (Blog).
- 5 DK, 22 June 2016, First Aid Manual (1st Print), DK UK, ISBN-9780241241233.
- 6 Rachel, Kaser, May 2, 2019, Gaming – Hitting The Gym Makes Esports Athletes More Successful. <https://thenextweb.com/gaming/2019/05/01/esports-athletes-gym-training/>.15/11/2020. 00:41am. Website.
- 7 Jake, Middleton. Nov 9, 2017. Physical- The Importance of Exercise Training For Esports Athletes. <https://www.acer.com/ac/en/US/content/training-room-importance-of-exercise/>. 15/11/2020. 08:45pm.
- 8 Palve, Marinkovic. May 28, 2020. Esports Team Training – Inside Esports Teams: Training Professional Gaming Stars. <https://medium.com/predict/inside-esports-teams-training-professional-gaming-stars-4ab40190e6d1>. 13/11/2020. 15:02pm. Website.
- 9 Department of Skills Development (DSD), 2015, Z-009-1:2015, National Competency Standard (NCS) - Core Abilities Level 1. <http://www.dsd.gov.my>.
- 10 Department of Skills Development (DSD), 2015, Z-009-2:2015, National Competency Standard (NCS) - Core Abilities Level 2. <http://www.dsd.gov.my>.
- 11 Department of Skills Development (DSD), 2015, Z-009-3:2015, National Competency Standard (NCS) - Core Abilities Level 3. <http://www.dsd.gov.my>.
- 12 Department of Skills Standard (DSD), 2018, Module of Social Competency and Humanities. <http://www.dsd.gov.my>.

16. Delivery Mode

The following are the **recommended** training delivery modes: -

KNOWLEDGE	SKILL
<ul style="list-style-type: none"> • Lecture • Group discussion • E-learning, self-paced • E-learning, facilitate • Case study or Problem based learning (PBL) • Self-paced learning, non-electronic • One-on-one tutorial • Shop talk • Seminar 	<ul style="list-style-type: none"> • Demonstration • Simulation • Project • Scenario based training (SBT) • Role play • Coaching • Observation • Mentoring

Skills training and skills assessment of trainees should be implemented in accordance with TEM requirements and actual situation.

17. Tools, Equipment and Materials (TEM)

ELECTRONIC SPORTS COACHING**LEVEL 3**

CU	CU CODE	COMPETENCY UNIT TITLE
C01	R931-001-3:2021-C01	Esports Athlete Development
C02	R931-001-3:2021-C02	Game Strategy Planning
C03	R931-001-3:2021-C03	Gaming Resource Readiness Inspection
C04	R931-001-3:2021-C04	Esport Athlete Fitness Preparation

* Items listed refer to TEM's **minimum requirement** for skills delivery only.

NO.	ITEM*	RATIO (TEM: Trainees or AR = As Required)			
		C01	C02	C03	C04
A. Tools					
1	Genuine Esports gaming apps/ software	1:1	1:1	1:1	
B. Equipment					
1	Training room	1:25	1:25	1:25	1:25
2	Mid-tier gaming computer set: - Latest CPU specification - Ram 8gb 2666hz - Latest graphic card specification - HD SSD 250gb and above - MB Socket 1151/AM4 - Gaming specification - Keyboard - Mouse	1:5	1:5	1:5	

NO.	ITEM*	RATIO (TEM: Trainees or AR = As Required)			
		C01	C02	C03	C04
3	LED monitor HDMI compatible (Minimum 20")	1:5	1:5	1:5	
4	Mobile device (5.5"-6.7")	1:10	1:10	1:10	
5	Simulator set with single screen	1:25	1:25	1:25	
6	Gaming console set with LED television	1:5	1:5	1:5	
7	Broadband Router/Wireless Router	1:25	1:25	1:25	
8	Internet (Minimum 500mbps)	1:25	1:25	1:25	
9	Network switch	1:25	1:25	1:25	
10	LAN cable Cat6 above	AR	AR	AR	
11	Colour printer	1:25	1:25	1:25	
12	Projector	1:25	1:25	1:25	1:25
13	Computer table & chair	1:1	1:1	1:1	1:1
14	Console table & chair	1:1	1:1	1:1	
15	Mobile station	1:25	1:25	1:25	
16	Whiteboard	1:25	1:25	1:25	1:25
17	Head set with microphone	1:1	1:1	1:1	1:1
18	Yoga mat				1:1
19	Skipping rope				1:1
20	Stress ball				1:1
21	Dumbbell set				1:10
22	Console manual	1:1	1:1	1:1	
23	Simulation manual	1:1	1:1	1:1	
24	Gaming apps manual	1:1	1:1	1:1	
25	Mobile device manual	1:1	1:1	1:1	
26	Sample of record book	1:1	1:1	1:1	1:1
27	Sample of attendance book	1:25	1:25	1:25	1:25
28	Sample of equipment inspection checklist			1:1	

NO.	ITEM*	RATIO (TEM: Trainees or AR = As Required)			
		C01	C02	C03	C04
29	Sample of equipment maintenance record			1:1	
30	Sample of athlete profile	1:1	1:1	1:1	1:1
31	Sample of athlete performance report	1:1	1:1	1:1	1:1
32	Sample of performance checklist	1:1	1:1	1:1	1:1
33	Sample of health and safety guideline	1:1	1:1	1:1	1:1
34	Sample of health and safety SOP	1:1	1:1	1:1	1:1
35	Sample of medical and emergency treatment guideline				1:1
36	Sample of routine workout checklist				1:1
37	Sample of nutrition guideline				1:1
38	Sample of dietary plan				1:1
39	Sample of nutrition meal planning				1:1
40	Sample of athlete nutrition intake checklist				1:1
41	Sample of nutrition record				1:1
42	Sample of injuring preventive guideline	1:1	1:1	1:1	1:1
43	Sample of athlete recovery plan				1:1
C. Materials					
1	A4 paper	AR	AR	AR	AR
2	Stationary set	AR	AR	AR	AR

18. Competency Weightage

The following table shows the percentage of training priorities based on consensus made by the Standard Development Committee (SDC).

ELECTRONIC SPORTS COACHING

LEVEL 3

CU CODE	COMPETENCY UNIT TITLE	COMPETENCY UNIT WEIGHTAGE	WORK ACTIVITIES	WORK ACTIVITIES WEIGHTAGE
R931-001-3:2021-C01	Esports Athlete Development	40%	1. Perform new talent evaluation.	20%
			2. Review talent game play style.	25%
			3. Monitor athlete personal ranking.	10%
			4. Monitor athlete “in game” performance.	10%
			5. Monitor athlete challenges.	5%
			6. Conduct practice and reflect performance evaluation.	30%
R931-001-3:2021-C02	Game Strategy Planning	40%	1. Perform opponent play style assessment.	15%
			2. Coordinate tournament strategy.	35%
			3. Analyse game trends.	15%
			4. Establish game plan.	35%
R931-001-3:2021-C03	Gaming Resource Readiness Inspection	10%	1. Perform game setup and process inspection.	40%
			2. Supervise tournament rules and regulations compliance.	40%
			3. Prepare athlete equipment and apparel.	20%

CU CODE	COMPETENCY UNIT TITLE	COMPETENCY UNIT WEIGHTAGE	WORK ACTIVITIES	WORK ACTIVITIES WEIGHTAGE
R931-001-3:2021-C04	Esport Athlete Fitness Preparation	10%	1. Coordinate athlete fitness test.	25%
			2. Monitor athlete routine workout session.	25%
			3. Monitor athlete nutritional intake.	20%
			4. Prepare gaming safety guidelines.	30%
TOTAL PERCENTAGE (CORE COMPETENCY)		100%		