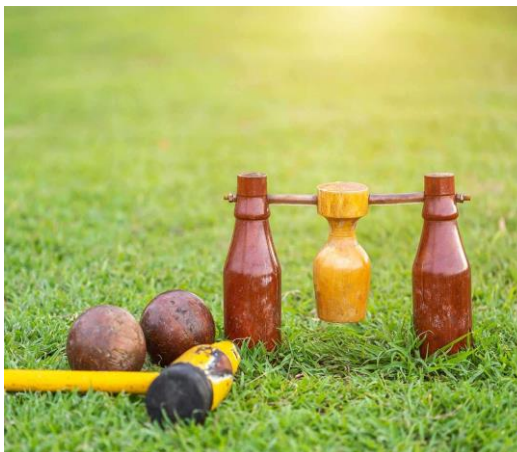




THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Business, Technical, Vocational Education and Training [BTJET] Subsector Reform



Assessment and Training Package

For

**WOODBALL
PRACTITIONER**

Qualification Level: 1

Occupational Cluster: Physical Education

January 2022

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda

DIRECTORATE OF INDUSTRIAL TRAINING

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Under BTVET Act, 2008 the functions of the Directorate of Industrial Training are:

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF;
- (b) To regulate apprenticeship schemes;
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF;
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate;
- (e) To accredit training institutions or companies as assessment centers;
- (f) To determine fees payable under the Act;
- (g) To develop, apply, expand and improve the purposeful application of Uganda Vocational Qualifications defined in the UVQF;
- (h) To assess and award Uganda Vocational Qualifications;
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading; and
- (j) To prescribe the procedure for the making of training schemes

Further to the above provisions, there is an established Uganda Vocational Qualifications Framework (UVQF), under part V of the BTVET Act, 2008. It is stated that:

The purpose of the UVQF is to define:

- (a) Occupational standards in the world of work;
- (b) Assessment standards;
- (c) Vocational qualifications of learners who meet the set standards of different studies;
- (d) Provide guidelines for modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:

- (a) Flexible training or learning modules;
- (b) Positive assessment and Certification;
- (c) Assessment of Prior Learning;
- (d) Recognition of formal and non-formal training;
- (e) Self-paced or individual learning; and
- (f) Work place learning

For award and recognition of certificates, the BTVET Act, 2008 provides that:

- (1) The Directorate and other examination boards established under the Act shall award certificates and diplomas for Business, Technical or Vocational education and training under the UVQF;
- (2) The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council;
- (3) The Certificates and Diplomas awarded under the Act shall be recognized in the Uganda education system and by the labour market.

Under the TVET Implementation Standards 2020, the proposed new mandate of the Directorate of Industrial Training shall be restricted to promoting the highest standards in the quality and efficiency of industrial training in the country and ensuring an adequate supply of properly trained manpower at all levels in the industry and the world of work.

The functions shall include:

- a) Regulating Industrial training and trainers,
- b) Developing industrial training curricula,
- c) Harmonizing curricula and certificates of competence,
- d) Assessing industrial training,
- e) Development of occupational standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work and
- f) Awarding certificates in that respect.

At operational level in the Directorate, the Qualification Standards Department performs development tasks related to concepts, procedures and instruments for establishment of the UVQF in close collaboration with both public and private stakeholders in vocational training.

In particular, the Department organizes and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

The Directorate has therefore produced this Assessment and Training Package for use in implementing Competence-Based Education and Training mechanisms.

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Word from Permanent Secretary

The Ministry of Education and Sports (MoES) through the Directorate of Industrial Training conducts Competence Based Assessment.

The foreseen advantages of CBA include improved access, equity and relevance of skills development, reduced unit costs of training, and recognition of Prior Learning (or on-the-job- training), among others.

As the Ministry executes its obligation of ensuring quality in training standards, the public-private partnership is being strengthened to improve occupational competence of the country's workforce without gender bias.

To achieve the set-out targets, the Directorate embarked on the anticipated UVQF design and development piloting its instruments and mechanisms in order to effectively enhance Competence-Based Assessment (CBA) in Uganda.

To date, the Qualifications Standards Department of DIT has produced Assessment and Training Packages (ATP) for various occupations. Each ATP contains 3 parts namely:

- 1.Occupational/job Profile
- 2.Training modules and
- 3.Assessment instruments Banks

The ATP can be used by any training provider and/or those who wish to present themselves for Occupational Assessment and Certification.

Herewith, the Directorate of Industrial Training presents the “Assessment & Training Package (ATP)” for training, assessment and certification of **WOODBALL PRACTITIONER – QUALIFICATION LEVEL 1**

Finally, I thank all individuals, organizations and development partners who have contributed and/or participated in the development of this noble document.

Ketty Lamaro

Permanent Secretary

Executive Summary

This Assessment and Training Package is a Competence-Based Education and Training (CBET) tool and consists of three major parts:

- 0.1 **PART I: The “Occupational Profile” (OP) of a WOODBALL PRACTITIONER.** This Occupational Profile which was developed by WOODBALL PRACTITIONERs practicing in the world of work, mirrors the duties and tasks WOODBALL PRACTITIONERs are expected to perform in the world of work.
- 0.2 **PART II: “Training Modules”** in the form of guidelines to train **WOODBALL PRACTITIONERs** both on the job as well as in training centers (or combinations of both venues of learning). The Training Modules herein have been developed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: “Assessment Instruments”** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as a **WOODBALL PRACTITIONER**. These assessment instruments were developed jointly by job practitioners (WOODBALL PRACTITIONER) and teachers based on the occupational profile and training modules¹.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, -including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**

In combination, both parts -the OP and the test items- constitute the relevant ‘Assessment STANDARDS’ for competence-based assessment and certification for acquiring a credible Qualification for – Woodball practitioner-Qualification Level 1.

- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centers as well as companies can accommodate more students in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all

¹In this document, only sample test items for assessing (practical) performance and occupational knowledge (theory) are included. A larger selection of test items can be obtained from an electronic Test Item Bank at Directorate of Industrial Training

This ATP (or parts of it) may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

Patrick Byakatonda
Ag. Director DIT

Acknowledgement

The Qualifications Standards Department of DIT wishes to sincerely acknowledge the valuable contributions to the develop of this Assessment and Training Package by the following persons, Institutions and organizations:

- Members of the DIT Industrial Training Council;
- The Director and staff of DIT,
- Ministry of Education and Sports;
- The practitioners from the world of work;
- Teachers of Physical Exercises in various Secondary schools;
- Physical Exercises Curriculum Specialists from NCDC;
- Examination Specialist from UNEB;
- The facilitators involved in guiding the practitioners in their activities;
- The Government of Uganda for financing the develop of this ATP;

Abbreviations and Acronyms

A&C	Assessment & Certification
ATP	Assessment & Training Packages
BTVET	Business, Technical and Vocational Education and Training
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
TVET	Technical, Vocational, Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

Key Definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
Competency	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
CBET	Competence-based education and training means that programmes: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment LWAs are real work situations /assignments.
Modules	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

Occupational Profiles define WHAT a person is supposed to do in performance terms. It also contains generic information regarding related knowledge and skills, attitudes/behavior, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

Occupational profiles are the reference points for developing modular curricular and assessment standards

Qualification A qualification is a formal recognition for demonstrating competence, based on formal assessment against set standards. A qualification is provided to the individual in form of a certificate specifying the nature of the competence.

Task Job TASKS represent the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point. Tasks can be observed and measured. *(see also: Duty)*

1.0 ATP-PART I

Occupational Profile for a WOODBALL PRACTITIONER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Woodball practitioner” below defines the **Duties** and **Tasks** a competent Woodball practitioner is expected to perform in the world of work (on the job) in Uganda and the East African region today.
- 1.2 Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of training modules and

assessment instruments (test items) which are directly relevant to employment in Ugandan and the East African businesses and industries.

- 1.3 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of “occupational/job profiling.”¹

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop the panelists define the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panelists, facilitators and coordinators who participated in reviewing this Occupational Profile for a WOODBALL PRACTITIONER are listed on the following page.

¹ The DACUM-method was used. DACUM is an acronym for ‘Develop A Curriculum’

Expert Panel
Katende David
 NCS Representative

Mukiibi Charles
 NCDC

Nakyeyune Stella
 UNEB Representative

Kabayonga Eva
 Gayaza High School

Bwambale Gerald
 St.Mary's College Kisubi

Luwedde Eseza
 St.Mark's College Namagoma

Ssemwendo Samuel
 Luzira Senior School

Alwenyi Alice
 Mengo Senior School

Isabirye George
 Uganda National Woodball

Kaddu John Bosco
 Uganda Woodball Federation

Mirembe Immaculate
 MUBS Club.

Mukova Joan
 Uganda National Woodball

Facilitators
Doreen Tuhirirwe
 Directorate of Industrial Training

Kirabo Thomas mugenyi
 Directorate of Industrial Training

Co-ordinator
Elizabeth Ruth Mukyala
 Directorate of Industrial Training

Funded by
 The Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Business, Technical and Vocational
Education and Training (BTJET) Sub sector Reform

Occupational Profile

For a

“WOODBALL PRACTITIONER”

Developed by: Qualifications Standards
Department of the Directorate
of Industrial Training

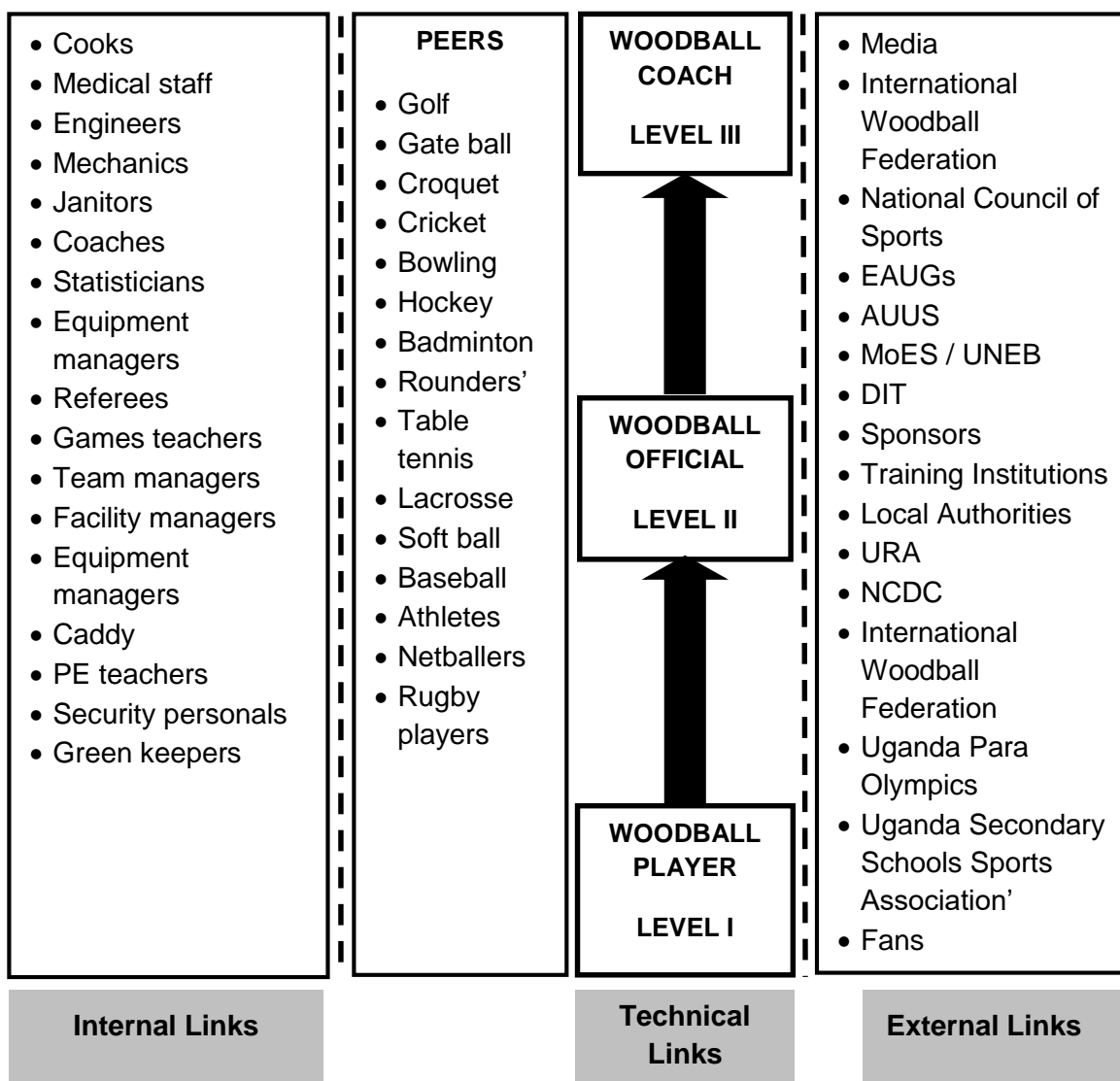
Date of workshop: 17th –21st January, 2022

NOMENCLATURE FOR THE OCCUPATION OF A WOODBALL

PRACTITIONER

Definition: A **WOODBALL PRACTITIONER** is an individual who is skilled and actively engages in the practice of the wood ball sport as a player, coach, an officiating official or manager.

JOB ORGANISATION CHART FOR A WOODBALL PRACTITIONER



Level Descriptors for a Woodball Practitioner:

UVQ Level I Woodball Player;

This is a person who plays woodball competently and performs game supporting activities.

UVQ Level II Woodball Official;

This is a person who has a skill to play and competence of officiating a woodball game.

UVQ Level III Woodball Coach; This is a person who has the competence to coach and manage a wood ball game

Duties and Tasks

A. SETUP WOODBALL COURSE	A1 Identify site	A2 Select site	A3 Secure site
	A4 Demarcate site	A5 Clear site	A6 Mark fairways
	A7 Fix gates	A8 Setup tents	

B. PLAY WOODBALL	B1 Register players	B2 Wear sports attire	B3 Select equipment
	B4 Familiar self with course layout	B5 Perform warm up	B6 Take positions
	B7 Tee off	B8 Play strokes	B9 Record strokes
	B10 Confirm strokes	B11 Perform signage	

C. COACH WOODBALL GAME	C1 Design training program	C2 Prepare training session	C3 Organize course
	C4 Brief players	C5 Train players	C6 Mentor and inspire players
	C7 Assess players	C8 Manage discipline	C9 Profile players
	C10 Select teams	C11 Identify talents	C12 Make training reports
	C13 Manage drills		

D. OFFICIATE WOODBALL GAME	D1 Set scorecard	D2 Inspect course	D3 Seed players
	D4 Brief athletes	D5 Read out scorecards	D6 Inspect players
	D7 Record results	D8 Allocate scorecards	D9 Position players
	D10 Direct play order	D11 Kick of game	D12 Oversee tee off
	D13 Apply rules and regulations	D14 Manage game time	D15 Record results

	D16 Position balls	D17 Read out results	D18 Confirm results
	D19 Award players		

E. MAINTAIN TOOLS, EQUIPMENTS AND MATERIALS	E1 Prepare maintenance schedules	E2 Repair tools and equipment	E3 Replace tools and equipment
	E4 Remark course	E5 Clean equipment	E6 Store tools and equipment
	E7 Keep maintenance records		

F. PERFORM ADMINISTRATIVE TASKS	F1 Plan activity calendar	F2 Prepare budgets	F3 Mobilize resources
	F4 Recruit staff	F5 Assign roles	F6 Organize training courses
	F7 Organize and coordinate woodball competitions	F8 Procure tools, materials & equipment	F9 Appraise staff
	F10 Supervise activities	F11 Conduct meetings	F12 Keep records
	F13 Prepare reports	F14 Register club	F15 Create partnerships
	F16 Conduct research on woodball operations		

G. MARKET WOODBALL GAME	G1 Brand team	G2 Conduct press conferences	G3 Advertise game
	G4 Participate in tournaments	G5 Organize demonstrations	G6 Form clubs
	G7 Carryout cooperate social responsibilities	G8 Organize game exhibitions	G9 Network with peers

H. PERFORM OCCUPATIONAL HEALTH AND SAFETY PRECAUTIONS	H1	Wear Personal Protective gear	H2	Administer First Aid	H3	Carryout medical checks
	H4	Display safety signs	H5	Perform fire fighting	H6	Manage waste
	H7	Mark safety zones	H8	Perform physical exercises		

Additional Information

<p>Related knowledge & skills</p> <ol style="list-style-type: none"> 1. Usage of tools, equipment 2. Knowledge about the game 3. Factors affecting performance of the game 4. Knowledge about the tournament 5. Marketing skills 6. Managerial skills 7. Communication skills 8. Social & Interpersonal skills 9. Knowledge on marking fairway 10. Knowledge on scorecards 11. Training skills 	<ol style="list-style-type: none"> 12. Administration of first Aid 13. Knowledge on performance of people with special needs 14. Guidance and counseling skills 15. Nutritional management 16. Terminologies used in Woodball 17. Rules and regulations 18. Record keeping 19. Waste management 20. Team composition 21. Standard dimensions of fairway <p>Information and communication technology</p>
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Tools, Materials and Equipment

1. Mallet
2. Woodball
3. Gate
4. Fairway flags
5. Scorecards
6. Ropes and pegs
7. Starting blocks
8. Position markers
9. Stationaries
10. Game attire

Attitudes / Traits / Behaviour	Future Trends and Concerns
<ol style="list-style-type: none"> 1. Self-motivated 2. Trustworthy 3. Honest 4. Tolerant 5. Hardworking 6. Team player 7. Disciplined 8. Good time manager 9. Committed 10. Good listener 11. Flexible 12. Result oriented 13. Curious 14. Competitive 15. cooperative 16. Innovative and creative 17. Physically fit 18. Knowledgeable 19. Patient 20. Polite 21. Social 22. Vigilant 23. Calm 24. Respectful 25. Confident 26. Intelligent 27. Logical 28. Trainable 29. Tidy 30. Kind 31. Empathetic 	<ol style="list-style-type: none"> 1. Self-criticism 2. Popularization of the game 3. Permanent practice courses 4. Inadequate funding 5. professionalizing the game 6. Availability of game equipment 7. Qualification for international sports stages 8. Open succession plan 9. Inadequate sponsorships 10. Doping in sports 11. Negative attitude to the industry 12. Early talent identification 13. Poor work ethics 14. Inadequate skilled man power 15. Competition from other jump sports industries 16. Inadequate competent woodball practitioners 17. Standardized training curriculum 18. Inadequate sponsorship 19. Inadequate and substandard woodball infrastructure 20. Retention of players 21. Embrace global trends 22. Body health (physical fitness) 23. Capacity building 24. Commercialization of the sport 25. Match fixing 26. Inadequate officiating officials 27. Competition opportunities at grass root levels

2.0 ATP – PART II

Training Modules for WOODBALL PRACTITIONER

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for Curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Woodball practitioner to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centers, as well as companies can accommodate more students in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and considering the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.

LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.

PEXs are therefore sub-sets of a LWA.

- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the workplace; or a combination of both.

WHO IS A WOODBALL PRACTITIONER QUALIFICATION LEVEL 1?

A **level 1 WOODBALL PRACTITIONER** is an individual who is skilled and actively engages in the practice of the wood ball sport as a player, coach, an officiating official or manager.

TRAINING MODULES FOR WOODBALL PRACTITIONER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/WP/M1.1	Establish Woodball Course	120	03
UE/WP/M1.2	Play Woodball	240	06
UE/WP/M1.3	Manage course, tools, equipment and materials	160	04
UE/WP/M1.4	Perform Entrepreneurial Skills	160	04
Summary	4 Training modules	680 Hours	17Weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 160 hours of nominal learning.

Information given on the average duration of training should be understood as a guideline. Quick learners may need less time than indicated or vice versa.

At completion of a module, the learner should be able to satisfactorily perform the included Learning Working Assignments, their Practical Exercises and attached theoretical instruction, as the minimum exposure.

Prior to summative assessment by recognized Agencies, the users of these Module Guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP for **WOODBALL PRACTITIONER**.

Code	UE/WP/M1.1
Module title	Establish Woodball Course
Related Qualification	Part of: Uganda Vocational Qualification (WOODBALL PRACTITIONER UVQ1)
Qualification Level	1
Module purpose	By the end of this module, the trainee will be able to establish a woodball course.
Learning-Working Assignments (LWAs)	<p>LWA1/1: Plan Course</p> <p>LWA1/2: Demarcate Fairways</p> <p>LWA1/3: Perform occupational health, safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the trainee acquires a targeted competence.</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA1/1: Plan Course</p> <p>PEX 1.1: Identify activity area</p> <p>PEX 1.2: Select activity area</p> <p>PEX 1.3: Secure activity area</p> <p>PEX 1.4: Determine nature of ground</p> <p>PEX 1.5: Determine number of fairways</p> <p>PEX 1.6: Determine tools, materials and equipment</p> <p>PEX 1.7: Identify labour force</p> <p>PEX 1.8: Draw course design</p> <p>LWA1/2: Demarcate Fairways</p> <p>PEX 2/1: Prepare tools, equipment and materials</p> <p>PEX 2/2: Display course design</p> <p>PEX 2/3: Measure fairways</p> <p>PEX 2/4: Put up fairway ropes and pegs</p> <p>PEX 2/5: Setup fairway gates</p> <p>PEX 2/6: Put up starting blocks</p> <p>PEX 2/7: Put up fairway flags</p> <p>PEX 2/8: Display fairway maps</p>

	PEX 2/9: Number fairways
	LWA1/3: Perform occupational health, safety and environmental protection practices PEX 3/1: Prepare tools, equipment and materials PEX 3/2: Clean activity area PEX 3/4: Maintain general sanitation PEX 3/5: Observe personal hygiene PEX 3/6: Manage waste PEX 3/7: Display safety signs
Occupational health and safety	Precautions, rules and regulations of applications safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i> <ul style="list-style-type: none"> • Demonstration • Usage of tools and equipment • Types of tools and equipment • Measurements • Design • Planning • Fairway layout • Construction • Mapping • Fairway flags • First aid administration • Waste management • Number of fairways • Nature of course
Average duration of learning	120 hours (15 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 3 days of occupational theory and • 12 days of occupational practice
Suggestions on organization of learning	The acquisition of competencies (Skills-Knowledge, attitudes) described in this module may take place at a training Centre or its equivalent provided all equipment and materials required for training are in place.

Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	Gate, clip boards, flags, gate number cards, computer, printers, furniture, stationery, hammer
Minimum required materials and consumables or equivalent	String, nails, ropes, pegs
Special notes	Woodball fairway should be designed in a rectilinear or curvy form.

Code	UE/WP/M2.1
Module title	Play Woodball
Related Qualification	Part of: Uganda Vocational Qualification (WOODBALL PRACTITIONER UVQ1)
Qualification Level	1
Module purpose	By the end of this module, the trainee will be able execute the woodball game.
Learning-Working Assignments (LWAs)	LWA2/1: Prepare for the game LWA2/2: Perform strokes LWA2/3: Perform course movements LWA2/4: Perform occupational health, safety and environmental protection practices Note: <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the trainee acquires a targeted competence.</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	LWA2/1: Prepare for the game PEX 1.1: Wear sports attire PEX 1.2: Select tools and equipment PEX 1.3: Label equipment PEX 1.4: Perform warm ups PEX 1.5: Assemble for inspection PEX 1.6: Conduct team talk
	LWA2/2: Perform strokes PEX 2.1: Take stance PEX 2.2: Position ball PEX 2.3: Take position PEX 2.4: Hit ball PEX 2.5: Follow the ball PEX 2.6: Gate in ball
	LWA2/3: Perform course movements PEX 3.1: Walk outside fairway PEX 3.2: Play furthest ball PEX 3.3: Follow ball PEX 3.4: Gate in ball

	<p>LWA2/4: Perform occupational health, safety and environmental protection practices</p> <p>PEX 3/1: Prepare tools, equipment and materials</p> <p>PEX 3/2: Clean activity area</p> <p>PEX 3/4: Observe personal hygiene</p> <p>PEX 3/5: Manage waste</p> <p>PEX 3/6: Display safety signs</p>
Occupational health and safety	Precautions, rules and regulations of applications safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	M1.
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Standing positions • Follow through techniques • Taking position • Focus on the ball • Swing mallet • Chipping shots • Techniques of performing strokes • Rules and regulations • Back and forward swings • Follow through • First aid administering • Waste management • Display of signs • Fairway plan
Average duration of learning	<p>240 hours (30 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 3 days of occupational theory and • 27 days of occupational practice
Suggestions on organization of learning	The acquisition of competencies (Skills-Knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related practical and written test items from Item bank

Minimum required tools/ equipment/ implements or equivalent	Ball, mallet, gate, clip boards, flags, gate number cards, computers, printers, furniture, stationery, position markers (coins), umbrellas, hammer
Minimum required materials and consumables or equivalent	String, nails, ropes, pegs
Special notes	The game is played individually, pairs and groups.

Code	UE/WP/M 3.1
Module title	Manage Course, Tools and Equipment
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (WOODBALL PRACTITIONER UVQ1)
Qualification Level	1
Module purpose	By the end of this module, the trainee will be able to manage course, tools and equipment.
Learning-Working Assignments (LWAs)	<p>LWA3/1: Acquire tools, equipment and materials</p> <p>LWA3/2: Maintain tools and equipment</p> <p>LWA3/3: Maintain woodball course</p> <p>LWA3/4: Occupational health safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated till the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA3/1: Acquire tools, equipment and materials</p> <p>PEX 1.1: Identify materials, tools and equipment</p> <p>PEX 1.2: Procure materials, tools and equipment</p> <p>PEX 1.3: Keep inventory</p> <p>PEX 1.4: Store tools, materials and equipment</p>
	<p>LWA3/2: Maintain materials, tools and equipment</p> <p>PEX 2.1: Identify damages</p> <p>PEX 2.2: Clean tools and equipment</p> <p>PEX 2.3: Repair tools and equipment</p> <p>PEX 2.4: Replace tools and equipment</p> <p>PEX 2.5: Paint mallet, balls and gates</p>
	<p>LWA3/3: Maintain Woodball Course</p> <p>PEX 3.1: Prepare tools and equipment</p> <p>PEX 3.2: Clean course</p> <p>PEX 3.3: Mow course</p> <p>PEX 3.4: Level course</p> <p>PEX 3.5: Mark course</p>

	<p>LWA3/4: Perform occupational health, safety and environmental protection practices</p> <p>PEX 3.1: Prepare tools, equipment and materials</p> <p>PEX 3.2: Clean tools and equipment</p> <p>PEX 3.4: Observe personal hygiene</p> <p>PEX 3.5: Manage waste</p> <p>PEX 3.6: Display safety signs</p> <p>PEX 3.7: Administer first aid</p> <p>PEX 3.8: Perform fire fighting</p> <p>PEX 3.9: Fumigate course</p> <p>PEX 3.10: Sensitize on environmental management</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Keep inventory • Procurement • Use of tools and equipment • Storage • Painting • Maintenance • Administering first aid • Manage wastes • Marking course • Fire extinguishing practices • Manage obstacles • Types of balls • Types of mallets
Average duration of learning	<p>160 hours (20 days) of nominal learning suggested to include</p> <ul style="list-style-type: none"> • 10 days of occupational theory and • 10 days of occupational practice

Suggestions on organization of learning	The acquisition of competencies (skills. Knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	Ball, mallet, gate, clip boards, flags, gate number cards, computers, printers, furniture, stationery, position markers (coins), hammer
Minimum required materials and consumables or equivalent	Strings, nails, pegs, ropes
Special notes	

Code	UE/WP/M 4.1
Module title	Perform Entrepreneurial Skills
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (WOODBALL PRACTITIONER UVQ1)
Qualification Level	1
Module purpose	By the end of this module, the trainee will be able to perform entrepreneurial tasks.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Market Woodball game</p> <p>LWA 4/2: Perform Customer Care</p> <p>LWA 4/3: Setup Woodball club</p> <p>LWA 4/4: Keep Records</p> <p>LWA 4/5: Occupational health safety and environmental protection practices</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> 1 The learning exercises may be repeated till the trainee acquires a targeted competence. 2 The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA4/1: Market Woodball game</p> <p>PEX 1.1: Source funds</p> <p>PEX 1.2: Brand game</p> <p>PEX 1.3: Brand players</p> <p>PEX 1.4: Advertise game</p> <p>PEX 1.5: Participate in cooperate social responsibility</p> <p>PEX 1.6: Participate in tournaments</p> <p>PEX 1.7: Motivate players and public</p> <p>PEX 1.8: Participate in exhibitions</p>

	LWA4/2: Perform customer care PEX 2.1: Identify fans PEX 2.2: Reward PEX 2.3: Support fans PEX 2.4: Gather feedback PEX 2.5: Organize galas and parties PEX 2.6: Maintain fan base
	LWA4/3: Setup woodball club PEX 3.1: Source funds PEX 3.2: Source labour force PEX 3.3: Locate work area PEX 3.4: Secure site PEX 3.5: Procure equipment PEX 3.6: Brand club PEX 3.7: Formulate club bylaws PEX 3.8: Register club
	LWA4/4: Keep Records PEX 4.1: Keep maintenance records PEX 4.2: Keep performance records PEX 4.3: Keep players records PEX 4.4: Keep financial records PEX 4.5: Keep inventory PEX 4.6: Keep minutes
	LWA4/5: Perform occupational health, safety and environmental protection practices PEX 3.1: Prepare tools, equipment and materials PEX 3.2: Clean tools and equipment PEX 3.4: Observe personal hygiene PEX 3.5: Manage waste PEX 3.6: Display safety signs PEX 3.7: Administer first aid PEX 3.8: Perform fire fighting PEX 4.9: Sensitize players
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed

	related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Usage of tools and materials • Planning • Human resource management • Networking • Regulations and policies • Storage • Advertising • Record keeping • Financial management • Procurement planning • Waste management • First aid administration • Negotiation • Professional ethics • Communication skills • Literacy • ICT • Benchmarking • Knowledge on tournaments
Average duration of learning	160 hours (20 days) of nominal learning suggested to include <ul style="list-style-type: none"> • 15 days of occupational theory and • 5 days of occupational practice
Suggestions on organization of learning	The acquisition of competencies (skills. Knowledge, attitudes) described in this module may take place at a training Centre/ farm or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	Ball, mallet, gate, clip boards, pens, flags, gate number cards, computers, printers, public address systems, furniture, stationery, phones, position markers (coins), umbrellas, hammer

Minimum required materials and consumables or equivalent	Strings, tents, scorecards, internet, nails
Special notes	

3.0 ATP- PART III

Assessment Instruments for WOODBALL PRACTITIONER

- 3.1 **Assessment** of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards.
- 3.2 Assessment of occupational competence should comprise of both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile and Training Modules, a combined panel of job practitioners and Instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items.
 - Multiple choice test items
 - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a **WOODBALL PRACTITIONER** are included.

3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (Theory)- Short Answer	2
2.	Written (Theory)- Multiple Choice	2
3.	Written (Theory)- Matching with generic	2
4.	Written (Theory)- Matching with work-sequence	1
5.	Performance (Practical)Test Items	1
	Total	8

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	WOODBALL PRACTITIONER			
Competence level:	1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M1,2,3			
Time allocation:	3 minutes			

Test Item	State four occupational health practices performed by a woodball player.
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Answer spaces	i. ii. iii. iv.
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Expected key (answers)	<ul style="list-style-type: none"> I. Manage waste II. Proper hygiene III. Administer first Aid IV. Follow good nutritional practices V. Perform fire fighting VI. Use personal protective
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	WOODBALL PRACTITIONER			
Competence level:	1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related module:	M.2			
Time allocation:	2 minutes			

Test Item	List four equipment used in playing woodball
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Answer spaces	<ul style="list-style-type: none"> i. ii. iii. iv.
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Key (answer)	<ol style="list-style-type: none"> 1. Ball 2. Mallet 3. Gate 4. Gate numbers 5. pegs 6. flags 7. scorecards
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	WOODBALL PRACTITIONER			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	January 2022			
Related module:				
Time allocation:	3 minutes			

Test Item	Which of the following techniques do NOT apply in the game of woodball.
------------------	--

Answer spaces	<ol style="list-style-type: none"> A. Chipping B. Sparking C. Teeing D. gating
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Key (answer)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 5			
Occupational Title:	WOODBALL PRACTITIONER			
Competence level				
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
		,	√	
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M2.			
Time allocation:	5minutes			

Test item	Match the following tools with their functions in the woodball game.
------------------	--

Column A (equipment/tool)	
1.	mallet
2.	Scorecards

Column B (function)	
A.	Indicate corners on the fairway
B.	Marks end of play on the fairway

3.	gate	C.	struck along the fairway
4.	string	D.	Demarcate the fairway
		E.	record strokes
		F.	Strike the ball

Key (answer)

1:F, 2:E, 3:B, 4:D

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	WOODBALL PRACTITIONER			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
			√	
Complexity level:	C3			
Date of OP:	January 2022			
Related module:	M2			
Time allocation:	6mins			

Test item

Match the following faults in column A to their causes in column B

Column A (cause)	
1.	Failure to position the ball on a raised spot
2.	Poor holding of the mallet
3.	Poor swinging of the mallet

Column B (effect)	
A.	Failure to achieve a long drive
B.	Poor movement of the ball
C.	Poor hitting of the ball

4.	Poor stance	D.	Out of bound ball
		E.	Un clear scorecards
		F.	Disqualification of player

Key (answer)

1B: 2C: 3D: 4A:

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 7
Occupational Title:	WOODBALL PRACTITIONER
Competence level:	1
Code no.	

Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
				√
Complexity level:	C3			
Date of OP:	January 2022			
Related modules:	M.3			
Time allocation:	5minutes			

Test Item	Arrange the following steps of setting up a woodball course in their chronological order.
------------------	---

Column A (chronology)	Column B (work steps) in wrong chronology order	
1.	A	Survey the area
2.	B	Secure the area
3.	C	Measure activity area
4.	D	Identify natural obstacles
5.	E	Clear the area
6.	F	Measure the fairway
7.	G	Demarcate fairways
8.	H	Put ropes
9.	I	Put gates
10.	J	Put fairway flags
11.	K	Put gate numbers
12.	L	Put starting area

Key (answer)	1A:, 2B:, 3C:, 4D:, 5E:, 6F:, 7G:, 8H:, 9I:, 10J: 11:K
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PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item- No. 8
Occupational Title:	WOODBALL PRACTITIONER
Competence level:	1
Code no.	
Test Item:	Perform the different strokes in a game situation of Woodball.
Complexity level:	P3
Date of OP:	January, 2022
Related modules:	M2
Related skills and knowledge:	<ul style="list-style-type: none"> • Standing positions • Follow through techniques • Taking position • Focus on the ball • Swing mallet • Techniques of performing strokes • Rules and regulations • Back and forward swings • First aid administration • Waste management • Display of sign • course plan • safety • usage of tools and equipment
Required tools, Materials and Equipment:	String, ball, mallet, gate, flags, nails, hammer, markers, gate numbers, scorecards, pens, stationary, clip board, first Aid kit
Time allocation:	2 hours
Preferred venue:	Woodball course
Remarks for candidates	<ul style="list-style-type: none"> • Handle the tools and equipment with care • Observe health and safety precautions • Wear protective gear
Remarks for assessors	<ul style="list-style-type: none"> • Avail tools ,materials and equipment • Avail helpers

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for task	Wore sports attire Sneakers Jersey		4
		Assembled tools, materials and equipment		3
		Observed set course		3
		Performed warm-ups		1
		Static stretch observed		1
		Dynamic stretch observed		1
2.	Perform warm-ups	Performed general body exercise	3	
		Performed stretches	2	
		Dynamic stretches observed		1
		Static stretches observed		1
3.	Execute short distance stroke	Positioned the ball	1	
		Ball placed on raised spot observed		2
		Aimed	2	
		Mallet placed behind ball in line with target.		2
		Held mallet	2	
		Both hands straight		1
		Left index is straight and intact in front of the mallet		1
		Both hands and mallet formed a straight line (side view)		2
		Both upper arms held tight in front of the chest forming a triangular shape		2
		Held mallet in a relaxed manner,		1
		Right hander (left hand up, right hand down)		2
		left hander (right hand up, left hand down)		1
		Got in a ready position	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Player standing side of the ball creating a triangular shape of ball, Centre of fairway and player		3
	Swung mallet	made eye contact on the ball and the gate		2
		Raised left leg	2	1
		Lowered right leg		1
		Swung mallet backwards	1	
		Mid way raised mallet observed		2
	Hit ball	Mallet hit ball	3	2
		Ball aligned to the target		1
		Ball maintained on fairway		1
		Ball went through the gate		4
		Stopped glass	2	
		Glass in static position observed		2
		Gate in original position observed		2
	Perform post task activities	Confirmed and signed results	2	
		Signed results observed		2
		Collected all the equipment		2
		Cleaned the tools and equipment		2
		Stored tools and equipment		2
		Disposed waste	1	
		Disposed waste observed in dust bin		2
	TOTAL		21	58
	Maximum score (Y)	$\frac{X}{Y} \times 100$		

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (January 2022)

The Assessment and Training Package was exclusively developed by job practitioners of the Woodball practitioner occupation, Secondary School Teachers who double as examiners of Physical Exercise with the Uganda National Examinations Board (UNEB) and Curriculum Development Specialists working with the National Curriculum Development Centre (NCDC).

The job expert panel, guided by UVQF Facilitators developed duties and tasks performed and provided additional generic information regarding the occupation.

4.2 Training Module Development (January 2022)

Based on the developed Occupational Profile for Woodball practitioner of January 2022, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Development (January 2022)

Based on the developed Occupational Profile for Woodball practitioner of January 2022, and Training Modules of January 2022, Test Items were developed by combined panels of Teachers and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

The rationale for the Assessment and Training Package development was to link Vocational Education and Training to the real world of work by bridging Occupational Standards to Training Standards through industry-led Standards-Based Assessment.

Active participation of both teachers and job practitioners' panels consolidated the development philosophy.

The panelists worked as teams in workshop settings complemented by off-workshop field research and literature develop activities including international benchmarking.

4.5 Development Panels

The participating panels of Job Practitioners required at for the development exercise were constituted by members from the following organizations

No.	Name	Institution/ Organization
1.	Ms. Nakyeyune Stella	UNEB
2.	Mr. Mukiibi Charles	NCDC
3.	Mr. Katende David	NCS
4.	Ms. Kabayonga Eva	Senior Examiner
5.	Mr. Bwambale Gerald	Senior School Teacher
6.	Ms. Luwedde Eseza	Senior School Teacher
7.	Mr. Ssemwendo Samuel	Senior School Teacher
8.	Ms. Alwenyi Alice	Senior School Teacher
9.	Mr. Isabirye George	Practitioner
10.	Mr. Kaddu John Bosco	Practitioner
11.	Ms. Mirembe Immaculate	Practitioner
12.	Ms. Mukova Joan	Practitioner

4.6 Facilitator team

This Assessment and Training Package was developed by a Facilitator team listed below:

1. **Team Leader** – Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators** Mr. Doreen Mr. Kirabo Thomas.
3. **Compiled** by Ms. Hanyerere Hattie Wright, Ms. Eria Nuwa, Data Entrants, DIT and edited by Ms. Mukyala Ruth Ag. DD, DIT, Qualification Standards Dept. DIT
4. **Coordinated** by – Mr Byakatonda Patrick, Ag. Director, DIT;

4.7 Reference time:

The Assessment and Training Package was compiled in January 2022 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions:

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