

1. Funding

- 1.1 The National Age Group (NAG) academy is a part self-funded, part funded programme.
- 1.2 Athletes pay a programme contribution for eight months of the year and are responsible for arranging and paying for coaching with their academy coach. Programme contribution costs are reviewed each year. Full details of financial commitments will be communicated with invitations to programme.

2. General points of eligibility

- 2.1 Archers are eligible for consideration provided they:
 - 2.1.1 Are an Archery GB member in good standing
 - 2.1.2 Are a recurve archer
 - 2.1.3 Will be in the under-21 category or younger in 2025
 - 2.1.4 Have satisfied all other eligibility under the rules of World Archery (WA) and subject to any changes it may introduce subsequent to the publication of this policy

3. Context and purpose of the profiling process and the National Age Group (NAG) academy

- 3.1 The Competition Pathway refers to athletes who train and compete outside of a formal Pathway programme.
- 3.2 Recurve athletes demonstrating the skills and behaviours required to progress can be selected to the NAG academy, the induction for which takes place each autumn. The purpose of the NAG academy is to promote the technical, physical, mental and personal development of promising archers to support them to become internationally competitive youth athletes.

4. Profiling standards

- 4.1 Profiling is the process of periodically assessing athletes' performance and progress against an established development framework. This framework outlines the performance standards, skills and behaviours that Archery GB expects athletes at different programme stages to demonstrate.
- 4.2 The current Olympic Pathway framework can be found in Appendix A. Ongoing review is taking place to ensure optimal athlete development and alignment with the World Class Programme.

5. Nomination and selection panel

- 5.1 A selection panel will be convened to confirm selections for the NAG academy.

- 5.2** The representatives at this meeting will be made up of the following as required. In the event of an attendee being unable to attend the meeting, a report will be submitted and/or a suitable alternative will attend if appropriate:
- 5.2.1** Performance Pathway Manager
AGB Coach Development Manager (Pathway technical lead)
Independent coach(es)
Independent performance specialist
Medical personnel
Pathway Administrator (meeting notes)
- 5.3** Selections will be ratified by the Performance Director or other nominated member of the Performance Management Team.
- 5.4** In selecting a team that is in keeping with the context and aims of academy selection in section 3, the panel will consider all available information. This may include but is not limited to the readiness of athletes to train, maintenance of form and fitness, willingness to do the work, performance potential, behaviour and contribution to a team ethos.

6. Selection process, timetable and communication

- 6.1** A three-stage profiling process will identify those athletes who are ready for an invitation to join the NAG academy.
- 6.2** Stage 1: Longlisting
- 6.2.1** Scores route
- 6.2.1.1** The performances of all age group recurve athletes competing in world or UK record status WA70, WA60 and Metric 122-50 competitions will be tracked by the Performance Pathway where these records are publicly available. Exceptionally, the selection panel may also consider performances in Metric 122-40 rounds.
- 6.2.1.2** The most competitive athletes will be invited to join the profiling process at longlisting stage (by week commencing 10 June).
- 6.2.2** Nomination route
- 6.2.2.1** An athlete may be nominated by an Archery GB coach on the basis that the coach believes that the athlete is demonstrating the skills, behaviours and technical fundamentals outlined in the Olympic Pathway framework below. Coaches are asked to carefully consider whether the athlete is ready to progress.
- 6.2.2.2** The coach will capture the technical video/photo evidence outlined in Appendix B and submit, together with the application form in Appendix C, to the Performance Pathway Manager (cait.leach@archerygb.org) by Wednesday 5 June. Please note that applications cannot be considered unless all required information is provided.
- 6.2.2.3** Applications will be reviewed by members of the selection panel including the Pathway technical lead and successful athletes will be invited to join the profiling process at longlisting stage (by week commencing 10 June).

6.3 Stage 2: Shortlisting

- 6.3.1 Athletes will be asked to complete a questionnaire – “Getting to know you”
- 6.3.2 Follow up conversations will be held with the athlete (and their parents where the athlete is aged under 18) to gain a holistic understanding of each individual.
- 6.3.3 Following this stage, invitations to a profiling day will be issued to a shortlist of athletes (by week commencing 1 July).

6.4 Stage 3: Profiling day at Lilleshall National Sports Centre, Thursday 1 August

- 6.4.1 Athletes will take part in a series of activities designed to assess their readiness to join the NAG academy:
 - 6.4.1.1 Physical
 - Technical
 - Performance under pressure

6.5 Invitations to join the NAG academy will be issued to athletes in late August/early September.

6.6 Young athletes’ performance can improve quickly. Archery GB reserves the right, but are under no obligation, to invite further athletes into the profiling process and/or consider such athletes for selection outside of the above process if the athlete has demonstrated competitive performance after the completion of any/all stages above.

7. Following the conclusion of the selection process

- 7.1 Athletes who wish to accept an invitation to join the academy programme will be required to sign up to the relevant Code of Conduct or Athlete Agreement.
- 7.2 In accepting a place on the academy, athletes make a commitment to their training and the support offered.

8. Appeals

- 8.1 Any selection appeal must be registered in line with the process identified in the appeals document available at <https://archerygb.org/performance/international-team-selection-criteria>

9. Any matters not covered by this Policy

- 9.1 Any matters arising from the selection processes, which are not covered within this policy, shall be determined by the Performance Director (or representative thereof) acting at their sole discretion.

Appendix A

FTEM STAGES	Foundation			Talent				Elite		Mastery	
	F1	F2	F3	T1	T2	T3	T4	E1	E2	M1	
UK Sport Levels	Basic Movement Foundations	Extension and Refinement of Movement Foundation	Sports Specific Commitment and/or competition	Demonstration of Potential	Talent Verification	Practising and Achieving	Practising and Achieving	Breakthrough and Reward	Senior National Representation	Podium Success	Sustained Success
Pathway stage	Progression			Confirmation		Academy		Podium			
		Performance Clubs	National Talent Development Programme	NAG (technical subgroup)	National Age Group	Conversion Academy	Performance Archery Potential Programme	Performance Archery World Class Programme			
			Performance Clubs / Competition Pathway								
Athlete demonstrates technical proficiency for performance archery											
Technical execution	Learning skills	Athlete is learning to use tools and progression planning effectively in their training, e.g. progressive resistance, stretch bands, drills and skills		Athlete understands and demonstrates effective use of tools and progression planning in their training							
		Athlete is learning to use feedback effectively in their training, e.g. mirrors, video, coach feedback		With support, athlete can use feedback effectively in their training		Athlete routinely uses feedback effectively in their training					
		The athlete has a good sense of the relative positioning and movement of their joints and limbs in all planes of movement and is able to recreate key technical reference points independently		The athlete has a highly tuned sense of the relative positioning and movement of their joints and limbs during the shot process and is able to retain and recreate key technical reference points independently over prolonged periods of time		The athlete performs their shot with "unconscious competence" as dynamic automation of the shot process has been achieved					
	INDICATORS: Athlete and Coach qualitative RAG rating										
Full Draw Position	•Stance and posture			Robust shot process, drawing on technical fundamentals		Robust shot process which has been individually honed, drawing on technical fundamentals		Robust shot process under high competition pressure, from the first arrow to the last			
	•Alignment										
	•String fingers and anchor										
	•Bow hand/bow shoulder			Robust shot process which is becoming reliably consistent in both practice and competition		Robust shot process which is consistent in both practice and competition, from the first arrow to the last		Robust shot process under varying weather conditions			
	•String arm/string shoulder and clearance										
Shot Sequence - Motion	•Set to set up										
	•Rotation to alignment										
	•Drawing			Robust shot process which is becoming consistent under varying weather conditions		Robust shot process under varying weather conditions					
	•Expansion										
Shot Execution	•Stability										
	•Drawing arm/draw elbow										
	•Release fingers										
	•Bow arm			Robust shot process in different competition formats		Robust shot process in different competition formats		Robust shot process under different competition formats, optimised for team rounds in particular			
	•Bow hand										
INDICATORS: Profiling via technical development framework											

		Athlete demonstrates equipment skills, knowledge and behaviours for performance archery			
Equipment	Skills	Athlete can assemble and string their bow properly	(In addition to skills, knowledge and behaviours at previous stages)	(In addition to skills, knowledge and behaviours at previous stages)	
		Athlete can check brace height, tiller and nock height	Athlete can carry out basic bare shaft tuning methods	Athlete can check, set up and adjust a bow, including tiller adjustment, limb alignment, nocking point and centre shot	
		Athlete can take down and put away their bow	Athlete can check their centre shot		
		Athlete can take care of their equipment and prevent loss or damage to their arrows	Athlete can serve a string and tie on a nocking point	Athlete can tune a bow using multiple methods	
		Athlete can identify when equipment needs repair	Athlete can cut arrow shafts, install points and nocks		
		Athlete can add basic accessories to their bow	Athlete can change an arrow rest	Athlete can "micro tune", "tune for groups" and sort their arrows by plotting	
		Athlete can adjust their sight	Athlete can measure their draw weight and arrow length		
		Athlete can fletch arrows and change nocks			
	Knowledge	Athlete knows their bow length, bow weight, arrow length and arrow spine	Athlete knows when they are having problems with their bow tuning and how to check their equipment if their groups move or change	Athlete knows how to select and test the best equipment for them	
		Athlete understands that equipment needs to be matched correctly for tuning and good arrow flight	Athlete knows the importance of arrow selection to match the bow weight and arrow length	Athlete knows how to select the correct arrow for their set up	
Behaviours		Athlete ensures spare equipment is available and ready in competition	Athlete makes intelligent decisions about selection of equipment, considering budget and the appropriate role of sponsorship		
		Keeps an equipment log noting any changes they make in their equipment and informs their coach			
		Athlete checks brace height and tiller every time they put their bow together			Athlete checks brace height and tiller every time they put their bow together and regularly in competition
		Athlete inspects their bow for accuracy (secure nocking point, arrow rest, bow sight mount, cushion plunger) and their arrows for accuracy (straightness, good fletching, good nocks)			
INDICATORS: Athlete and Coach qualitative RAG rating					
		Athlete demonstrates tactical skills, knowledge and behaviours for performance archery			
Tactical	Tactical awareness	Athlete is learning about shooting in different types of weather and discovering ways to cope	Athlete is developing effective strategies for shooting in different types of weather (e.g. using signals for wind, strategies for aiming off/adjusting and managing light)	Athlete can use effective strategies for shooting in different types of weather (e.g. using signals for wind, strategies for aiming off/adjusting and managing light)	
		Athlete is learning the fundamental rules of competition	Athlete has a good working knowledge of competition rules and how to use them	Athlete has a good working knowledge of competition rules and how to use them	
			Athlete is learning to use effective and appropriate behaviour to project confidence and is able to identify competitive behaviour from opponents	Athlete can use effective and appropriate behaviour to project confidence and is able to identify competitive behaviour from opponents	

2024 Pathway Selection Policy

Competition Pathway to National Age Group Academy

FTEM STAGES UK Sport Levels Pathway stage	Foundation			Talent				Elite		Mastery	
	F1	F2	F3	T1	T2	T3	T4	E1	E2	M1	
	Basic Movement Foundations	Extension and Refinement of Movement Foundations	Sports Specific Commitment and/or competition	Demonstration of Potential	Talent Verification	Practising and Achieving	Practising and Achieving	Breakthrough and Reward	Senior National Representation	Podium Success	Sustained Success
Progression			Confirmation		Academy			Podium			
Performance Clubs			National Talent Development Programme	NAG (technical subgroup)	National Age Group	Conversion Academy	Performance Archery Potential Programme	Performance Archery World Class Programme			
Performance Clubs / Competition Pathway											
Athlete demonstrates physical athleticism for performance archery											
Injury prevention and performance readiness	Athlete uses a physical warm up/down routine effectively		Athlete uses a physical warm up/down routine effectively	Athlete understands the principles of an effective physical warm up/down routine and consistently carries it out		Athlete is beginning to individualise an effective physical warm up/down routine through a solid understanding of the underlying principles					
Global strength and movement skills	Athlete understands the athleticism required for Performance Archery and is committed to engaging in a wide range of activity, including a semi-structured programme as appropriate.		Athlete understands the athleticism required for Performance Archery and is committed to engaging in a wide range of activity, including a semi-structured programme as appropriate.	Athlete engages in a structured physical development programme with an understanding of principles of activity progression		Athlete engages in an individualised physical development programme, taking ownership through a robust understanding of principles of activity progression					
	Athlete demonstrates a wide variety of movement capabilities and functions through games involving gross motor skills		Athlete demonstrates a wide variety of movement capabilities and functions through games involving gross motor skills	Athlete can demonstrate technically sound functional movement patterns using bodyweight loads		Athlete can demonstrate technically sound functional movement patterns with a mechanical load and has an understanding of the underlying movement mechanics					
Archery-specific strength behaviours	Athlete is integrating sport-specific strength training through their effective development of drills and skills			Athlete is learning to integrate a programme of safe and structured bow-training as part of their training.		Athlete employs individually appropriate bow training exercises as part of their training programme.					
INDICATORS: Athlete and coach qualitative RAG rating document											
Physio profiling	Physio profiling to be reviewed and established as appropriate to Pathway stage - expected autumn 2022										
Benchmarking measures	Long lever side plank with straight arm OR short lever side plank with straight arm			Long lever side plank with straight arm							
	Crucifix hold 3kg OR 1kg			Crucifix hold 3kg							
	Tempo press up (full) OR tempo press up (kneeling)			Tempo press up (full)							
	Draw weight			Draw weight							
	INDICATORS: No specific benchmarks have been set for each Pathway stage but there is an expectation for individual longitudinal progression (to an appropriate maximum) with consideration of injury and PHW										
Health development	Athlete understands that nutrition and hydration play an important role in their physical/mental development and integrates positive habits in their day to day life, training and competition		Athlete is learning about performance nutrition and integrates positive habits in their day to day life, training and competition	Athlete is learning about performance nutrition and is involved in ensuring they have a healthy diet optimised for performance		Athlete has a good working knowledge of performance nutrition and takes responsibility for ensuring they have a healthy diet optimised for their individual training and performance needs					
	Athlete understands the role that sleep plays in their physical/mental development and integrates positive habits in their day to day life		Athlete understands the role that sleep plays in their physical/mental development and integrates positive habits in their day to day life	Athlete understands the role that sleep plays in their physical/mental development and integrates positive habits in their day to day life		Athlete employs effective sleep hygiene strategies in their day to day lives and at pressure points such as exams and competitions					
	Athlete is aware of their responsibilities with regard to anti-doping and employs effective strategies to ensure they compete clean		Athlete is aware of their responsibilities with regard to anti-doping and employs effective strategies to ensure they compete clean	Athlete understands their responsibilities with regard to anti-doping and employs effective strategies to ensure they compete clean		Athlete understands their responsibilities with regard to anti-doping and employs effective strategies to ensure they compete clean					

Physical readiness

		Athlete demonstrates knowledge and behaviours for performance archery				
Athlete Intelligence	Competition management	Athlete knows basic competition procedures and understands the range of WA competition formats	Athlete understands competition procedures and can compete in the range of WA competition formats	Athlete is confident about competing in a range of WA competition formats and is able to independently manage their time in competition	Athlete is confident about competing in a range of WA competition formats and is able to independently manage their time in competition	
		Athlete is learning to focus at competition	Athlete is learning to focus at competition	Athlete is developing individual coping strategies to minimise the effect of distraction at competition	Athlete uses individual coping strategies to minimise the effect of distraction at competition	
		Athlete is prepared for different weather conditions	Athlete is prepared for different weather conditions	Athlete has clothing, tools and personal items for all eventualities as standard and proactively responds as required	Athlete has clothing, tools and personal items for all eventualities as standard and proactively responds as required	
				Athlete makes appropriate use of coaches/support staff in competition	Athlete makes appropriate use of coaches/support staff in competition and commits to building an effective in-competition relationship with their teammates	
Athlete Intelligence	Training management	Athlete is learning about goal-setting and employs effective deliberate practice in training, including maintaining some form of training record	Athlete is learning about goal-setting and employs effective deliberate practice in training, including maintaining some form of training record	Athlete takes part in planning and goal-setting and employs effective deliberate practice in training, with developing skills of self-review and reflection	Athlete leads on planning and goal-setting, with support, and employs effective deliberate practice in training, including self-review and reflection	
		Athlete is punctual when attending training	Athlete is punctual when attending training	Athlete prepares to be physically and mentally ready to train	Athlete prepares to be physically and mentally ready to train	
				Athlete makes good use of coaches/support staff through asking intelligent questions	Athlete assumes more ownership of their training, in conjunction with coaches/support staff, through asking intelligent questions, seeking answers, employing effective problem solving and displaying appropriate decision-making	
Athlete Intelligence	Career duality	Athlete is becoming more aware of personal options and goals for life during and after sport, appropriate to age and stage	Athlete is becoming more aware of personal options and goals for life during and after sport, appropriate to age and stage	Athlete has a medium-term education/career plan appropriate to age and stage	Athlete has a medium/long-term education/career plan with professional goals appropriate to age and stage	
		Athlete is starting to understand the commitment required to be a performance athlete	Athlete is starting to understand the commitment required to be a performance athlete	With support, athlete maintains a schedule to balance training, education/work and social life/down-time including planning for pressure points	Athlete takes a proactive approach to maintaining an effective schedule and planning for pressure points	
		Athlete maintains a rounded identity which is broader than simply "archer" and has outside interests, including practising other sports	Athlete maintains a rounded identity which is broader than simply "archer" and has outside interests, including practising other sports	Athlete maintains a rounded identity which is broader than simply "athlete" and has outside interests	Athlete maintains a rounded identity which is broader than simply "athlete" and has outside interests	
Athlete Intelligence	Independent personal administration	Athlete is developing more independence in their communications with coaches, appropriate to age and stage	Athlete is developing more independence in their communications with coaches, appropriate to age and stage	Athlete is working towards independently managing communications with their coach and the Pathway team	Athlete can independently manage communications with their coach, SSM and Pathway team	
		Athlete takes part in managing their own calendar and is learning to be responsible for making sure they have everything they need	Athlete takes part in managing their own calendar and is learning to be responsible for making sure they have everything they need	Athlete takes the lead in managing their own calendar, takes part in managing other performance administration and is assuming more responsibility for making sure they have everything they need	Athlete independently manages their own calendar, takes the lead on managing other performance administration and is wholly responsible for making sure they have everything they need	
		INDICATORS: Athlete and coach qualitative RAG rating document				
Mental readiness	Psychological skills and behaviours	Psych profiling to be reviewed and established as appropriate to Pathway stage				

Appendix B

Full Front Video



Camera in front of shooting line – centred between back of bow and drawing elbow.

Show entire shot routine from set up through to the end of the follow through.

Front Upper-half Slo-Mo



Use slow motion settings on camera and capture whole shot process.

Camera at nock height – centred between back of bow and drawing elbow.

Make sure to keep bow hand and elbow final position within frame.

Close Head on Slo-Mo



Use slow motion settings on camera and capture whole shot process.

Position camera in front of bow (use selfie stick or tripod to avoid standing in front of the shooting line).

Full Rear Video



Head at top, feet at bottom within frame.

Camera at mid-height (near belt line).

String down centre of limbs at full draw.

Show entire shot routine from set up through to the end of the follow through.

Top Half Rear Video Slo-Mo



Use slow motion settings on camera and capture whole shot process.

Centre camera from top of head to waist. Keep camera at nock level and string in centre of the bow.

Keep entire elbow motion in the frame through the shot.

Full Back Video



Camera in front of shooting line – centred between back of bow and drawing elbow.

Show entire shot routine from the set position through to the end of the follow through.

Overhead Slo-Mo



Use slow motion settings on camera and capture whole shot process.

Centre camera from front of bow to back elbow, leaving room for follow through.

Keep camera perpendicular to the floor

Line string up down centre of limbs.

Large collections of files may be sent securely as a zipped folder or via a file sharing provider. If you are unsure as to how to submit the above evidence, please contact cait.leach@archerygb.org for further advice.

Appendix C

Name of athlete:

Date of birth:

Archery GB membership number:

Main club:

Home address and postcode:

Name of parent (if athlete aged under 18):

Contact email address (of parent if athlete aged under 18):

Contact telephone number (of parent if athlete aged under 18):

—

Name of nominating coach:

Archery GB membership number:

Contact email address of coach:

Contact telephone number of coach:

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Declaration by athlete/parent (if athlete aged under 18):

I consent to my/my child's information being held by Archery GB for the purpose of athlete profiling. I understand that all data will be held in line with Archery GB's privacy policy (<https://archerygb.org/resources/privacy-policy>).

I understand that the profiling process is competitive and that not all nominated athletes will be able to progress through the profiling process. I recognise that the development journey of an athlete is long-term and individualised. I understand that not being selected to progress at this stage does not preclude me/my child from opportunities in the future.

Signed:

Name:

Date:



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