

**1. Funding**

- 1.1** The Northern Ireland Performance Academy (NIPA) academy is a part self-funded, part funded programme. Athletes pay a programme contribution for eight months of the year and are responsible for arranging coaching with their academy coach. This will be the same for any athletes who are additionally selected to join the Conversion Academy.
- 1.2** Full details of financial commitments will be communicated with invitations to programme.

**2. General points of eligibility****2.1 Northern Ireland Performance Academy**

Archers are eligible for consideration provided they:

- 2.1.1 Are an Archery GB member in good standing
- 2.1.2 Are a recurve or compound archer
- 2.1.3 Will be in the under-21 category or younger in 2026 (born in 2006 or later)
- 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

**2.2 Conversion academy**

Archers are eligible for consideration provided they:

- 2.2.1 Are an Archery GB member in good standing
- 2.2.2 Are a recurve archer
- 2.2.3 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 academies**

- 3.1** Pathway academies are high-performance environments. To maintain delivery standards, there are limits on the number of athletes that can be supported at each selective academy stage. The profiling process is designed to identify which athletes are the *most ready* to take advantage of the support offered on a selective programme.
- 3.2** The purpose of the Northern Ireland Performance Academy is to promote the technical, physical, mental, and personal development of promising archers to support them to become internationally competitive youth athletes.
- 3.3** The purpose of the Conversion Academy is to convert the most talented young athletes into senior international competitors.

#### **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.
- 4.3** The relevant Compound Technical framework can be found in Appendix C.

#### **5. Nomination and selection panel**

- 5.1** A selection panel will be convened to confirm selections for the NIPA and Conversion academies.
- 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)  
Olympic Programme Coach  
Independent coach(es)  
Independent performance specialist  
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** Process
  - 6.1.1** The NI Talent Coach will carry out an assessment of the athlete's performance and progress against the appropriate performance standards, skills, and behaviours for that athlete's stage. The profiling framework is available in Appendix A. This will include the capture of technical videos as outlined in Appendix B. The NI Talent Coach may take into account a range of views including those of the wider academy coaching team.
  - 6.1.2** Athletes will also be asked to submit a score tracker of all applicable WRS/UKRS scores achieved in the 2025 competition season and complete a performance skills self-assessment. Please note:

- 6.1.2.1 New NIPA athletes are not profiled against performance thresholds (scores) until the end of their second year on programme to allow for an early technical focus.
- 6.1.2.2 In year three and beyond, athletes are expected to demonstrate an upwards performance trajectory with consideration given to key education/life pinch points including injury and transition between distances.
- 6.1.2.3 Achievement of the minimum performance thresholds is not a guarantee of an invitation to join a programme or to be reselected. Invitations will take into account the capacity of the programme and the relative performance profiling of the whole athlete cohort.
- 6.1.3 An independent panel of coaches, practitioners, and managers will discuss the profiling of the whole cohort of 2024/25 academy athletes, as well as athletes from the National Talent Development Programme and the Competition Pathway.
- 6.1.4 Discussion will consider whether to extend an invitation to an athlete to be part of an academy programme for 2025/26.
- 6.1.5 Where an invitation is to be extended, the panel will consider which programme is appropriate (NIPA and/or Conversion).
- 6.1.6 Following the panel's meeting, a conversation will also be held with the NI Talent Coach to review and confirm decisions about selection.
- 6.1.7 The NI Talent Coach will have the opportunity to ask the panel to reconsider a decision but after reconsideration the decision of the selection panel is final (subject to the athlete appeal process detailed in section 8).

## **6.2 Timetable and communication**

- 6.2.1 The NI Talent Coach will carry out profiling of athletes with a competition deadline of 25 August 2025.
- 6.2.2 The selection panel will meet on or around 1 September 2025 with follow-up conversations to the schedule with individual coaches in the following days.
- 6.2.3 Following ratification, invitations for the 2025/26 academy programmes will be confirmed on or around 8 September 2025 with athletes notified around the same time.
- 6.2.4 Acceptance or declination of a place on academy will be expected shortly thereafter ahead of the induction camp in mid-October.
- 6.2.5 Any changes to this timetable will be communicated to all athletes, parents, and coaches.

## **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	M		
	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 programme stage				Performance Clubs	National Talent Development Programme	NI Performance Academy (technical subgroup)	NI Performance Academy	Conversion Academy	Performance Archery Potential Programme	Performance Archery World Class Programme			
UK Sport level	Progression			Confirmation		Academy			Podium				
Minimum performance thresholds	<p>Achievement of the minimum performance thresholds for a Pathway stage is not a guarantee of an invitation to join a programme or to be reselected. Invitations will take into account the capacity of the programme and the relative performance profiling of the whole athlete cohort.</p> <p>Eligible performances are those at WRS and UKRS competition within the same calendar year. Consideration may also be given to scores achieved in other procedurally robust environments such as selection shoots and camp simulations. Scores apply to the athlete's chronological category at WA50 (compound), WA70 (under 21), WA60 (under 18) and Metric 122-50 (under 14). If an athlete chooses to "shoot up" a distance from their chronological category, the Archery GB Outdoor Handicap tables (<a href="https://archerygb.org/resources/outdoor-r-classifications-and-handicaps">https://archerygb.org/resources/outdoor-r-classifications-and-handicaps</a>) may be used to calculate an applicable score for the purposes of minimum performance thresholds.</p> <p>Performance thresholds will be updated annually in line with performance need.</p>			Performance Clubs	NTDP	NI Academy entry	NI Academy reselection (at 2 years then annually)	Conversion	PAPP	PA WCP			
				There are no score thresholds to be a member of a Performance Club	The NTDP is an open programme with no score thresholds for entry	There are currently no minimum performance thresholds for entry to the NI Academy but invitations will be considered relative to the performance profiling of the whole athlete cohort	RM - 550 CM - 600	RM - 620	M - Tier 1: 680+ Tier 2: 670+ Tier 3: 655+				
							RW - 540 CW - 590	RW - 610	W - Tier 1: 675+ Tier 2: 660+ Tier 3: 645+				
				Scores are expected to be achieved 3+ times		Athletes are expected to achieve scores at WRS events and particular emphasis is given to scores achieved at World Ranking Events.							
Athletes at the earliest stages of the Pathway are encouraged to focus on developing a technically effective shot and their overall physical athleticism as the necessary foundations for future performance potential			New NI Academy athletes are not profiled against performance thresholds until 2 years on programme to allow for an early technical focus		At these stages athletes are expected to demonstrate an upwards performance trajectory, with consideration given to key education/life pinchpoints including injury and transition between distances			There is currently no minimum frequency for scoring within the tiered zone scores. However athletes' performance will be tracked and considered relative to the performance profiling of the PAPP/PAWCP cohort.					

# 2025 Pathway Selection Policy

## Northern Ireland Performance academy and Conversion Academy – current athletes

FTEM STAGES	Foundation			Talent				Elite		Mastery													
	F1	F2	F3	T1	T2	T3	T4	E1	E2	M1													
	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												
UK Sport Levels	Progression			Confirmation		Academy			Podium														
Pathway stage				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																							
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	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																
				•Bow hand/bow shoulder																			
Shot Sequence - Motion				•String arm/string shoulder and clearance	Robust shot process which is becoming consistently under varying weather conditions	Robust shot process under varying weather conditions	Robust shot process under different competition formats, optimised for team rounds in particular																
				•Set to set up																			
				•Rotation to alignment	Robust shot process in different competition formats	Robust shot process in different competition formats																	
				•Drawing																			
•Expansion																							
•Stability																							
Shot Execution				•Drawing arm/draw elbow	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							
				•Release fingers																			
				•Bow arm																			
				•Bow hand																			
			•Overall movement																				
				INDICATORS: Profiling via technical development framework																			

Equipment	Athlete demonstrates equipment skills, knowledge and behaviours for performance archery						
	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, set up and adjust a bow, including tiller adjustment, limb alignment, nocking point and centre shot	Athlete can tune a bow using multiple methods
		Athlete can check brace height, tiller and nock height	Athlete can carry out basic bare shaft tuning methods				
		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 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 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 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			

# 2025 Pathway Selection Policy

## Northern Ireland Performance academy and Conversion Academy – current athletes

ITEM STAGES	Foundation		Talent		Elite		Mastery				
	F1	F2	F3	T1	T2	T3	T4	E1	E2	M1	
	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
	Progression			Confirmation		Academy			Podium		
UK Sport Levels											
Pathway stage	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											
Physical readiness	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							
			Single leg wall sit (L & R)								
			Tempo press up (full) OR tempo press up (kneeling)	Tempo press up (full)							
			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 PHV										
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					



# 2025 Pathway Selection Policy

## Northern Ireland Performance academy and Conversion Academy – current athletes

		Athlete demonstrates knowledge and behaviours for performance archery					
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		
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		
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		
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, SSSM 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						
Psychological skills and behaviours		Psych profiling to be reviewed and established as appropriate to Pathway stage					
Mental readiness							

### Appendix B

#### Full front video



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

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

#### Front upper-half slow-motion



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

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

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

### Close head on slow-motion



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

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

### Full rear video



Head at the top and feet at the bottom within the frame.

Camera at mid-height (near belt line).

String down the centre of the limbs at full draw.

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

### Top half rear video slow-motion

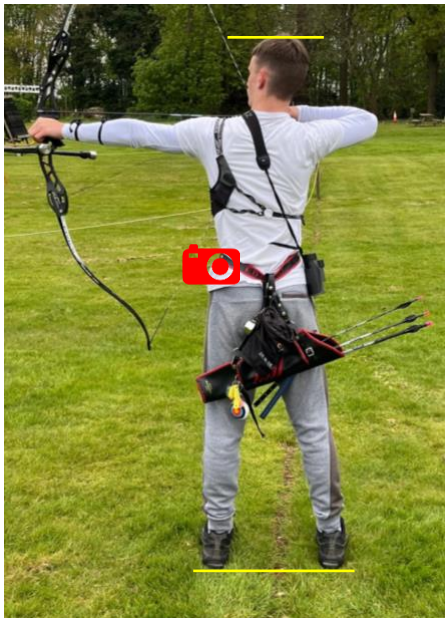


Use the slow-motion settings on the camera and capture the whole shot process.

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

Keep the entire elbow motion in the frame through the shot.

### Full back video



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

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

### Overhead slow-motion



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

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

Keep the camera perpendicular to the floor

Line the string up down the centre of the 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](mailto:cait.leach@archerygb.org) for further advice.



## Appendix C

NTDP		Athlete Name		
Years in Archery	Assessing Coach		Assessment Date	
Years on Pathway	Age			

Score		1	2	3	4	5
		Not yet using Technique	Poor	Developing technique	Good	Gold Standard

Technique	Score	Notes
Stance		
Posture		
Body and Head Position		
Alignment		
Bow hand		
Anchor		
Bow arm/bow shoulder		
Release arm/shoulder		
String arm/string shoulder		
Peep hight setting		
Peep Scope Alignment		
Expansion		
Release execution		
Follow through		

Technical	Score	Notes
Draw weight / Peak / Hold	n/a	
Draw length	n/a	
Suitability of bow		
Release aid type and shot style		
Bow Stabilisation		
Arrows		
Tune		
Hold in gold time		
Long hold at full draw		

General notes



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