

1. Funding

- 1.1** The Para academy is a part self-funded, part funded programme.
- 1.2** The Pathway provides camp delivery, coaching at camps and individualised sports science/medicine.
- 1.3** Athletes are responsible for their own accommodation costs and for their personal sporting costs such as equipment, competitions and coaching outside of camps.
- 1.4** Programme costs are reviewed each year. Full details of financial commitments will be communicated with invitations to programme.

2. General points of eligibility

2.1 Para 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** Have received a national or international classification of W1, W2 (Wheelchair) or ST (Standing)
- 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 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 Para Academy is to promote the technical, physical, mental and personal development of promising archers to support them to become nationally competitive Para athletes and to progress to the Paralympic World Class Programme.

4. Profiling standards

- 4.1** Profiling is the process of periodically assessing athletes' performance and progress against established skills, behaviours and performance standards.
- 4.2** Work is ongoing to develop a formal Paralympic Pathway framework in conjunction with the Paralympic World Class Programme. This programme will be multi-faceted and includes:
 - 4.2.1** Technical development

- 4.2.2 Commitment to the programme including, but not limited to, attendance at camps and engagement with TASS (where applicable)
 - 4.2.3 Performance skills and behaviours
 - 4.2.4 Minimum performance thresholds
- 4.3** With reference to 4.2.1 and, given the development stage within which the Para Academy sits and in recognition of varying performance levels, profiling will place greater emphasis on the development of a positive change in technique over the course of a 'confirmation period', as opposed to a prescribed level of technical proficiency.
- 4.4** Performance skills and behaviours will be assessed using the protocol provided in Appendix A. It is important to note that, although the performance skills assessment will not be used to inform selection decisions for the 2025/26 cycle, Para Academy archers will be required to complete this assessment in October 2025 and June 2026 as part of the selection process for 2026/27 and beyond.
- 4.5** Given the rapidly evolving nature of performance standards within para archery, the development of minimum performance thresholds (4.2.4) as a basis for informing selection decisions will not be operational until the 2026/27 cycle. However, Para Academy archers will be expected to submit every World Record Status (WRS) competition score achieved at WA50 (compound) and WA70 (recurve) during the 2025/26 season, using the below score tracker:
<https://forms.office.com/e/Z8zj4J5tni>.

5. Nomination and selection panel

- 5.1** A selection panel will be convened to confirm selections for the Para 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 Nominated member of the Performance Management Team (Chair) (*voting member*)
Performance Pathway Manager (*voting member*)
Paralympic Coach – Recurve (*voting member*)
Paralympic Coach – Compound (*voting member*)
Independent coach(es) (*voting member*)
Independent performance specialist (*voting member*)
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 For those Para NTDP athletes who have received an appropriate classification as outlined in 2.1.3 and wish to be considered for selection, observations that are commensurate with 4.2.1 – 4.2.2 will be provided by Para NTDP coaching staff to the selection panel.
- 6.1.2 New or existing Para Academy athletes who have been on programme for under two years are not typically profiled for selection purposes until the end of their second year to allow for an early technical focus and accommodate the typical development curve observed within para archery.
- 6.1.3 Existing Para Academy archers who have reached the end of their second year will be profiled at the beginning and end of a 'confirmation phase', comprising the first three months of the 2025/26 cycle (refer to 6.2.2.1) and during which progress and performance will be assessed against 4.2.1 – 4.2.2.
- 6.1.4 In the case of both prospective and existing Para Academy athletes, an independent panel of coaches, practitioners and managers will then discuss the profiling of both cohorts and in each case, discussion will consider whether to extend an invitation to an athlete to be part of the Para Academy programme for 2025/26.
- 6.1.5 Places on the Para academy are limited, and invitations will take into account the capacity of the programme and the relative performance profiling of the whole athlete cohort.

6.2 Timetable and communication

- 6.2.1 For prospective Para Academy athletes:
 - 6.2.1.1 The selection panel will meet on or around 1 September.
 - 6.2.1.2 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.
 - 6.2.1.3 Acceptance or declination of a place on academy will be expected shortly thereafter ahead of the induction camp on 18/19 October 2025.
- 6.2.2 For existing Para Academy athletes:
 - 6.2.2.1 The 'confirmation phase' will run from 18 October 2025 to 17 January 2026.
 - 6.2.2.2 The selection panel will meet on or around 26 January 2026.
 - 6.2.2.3 Following ratification, athletes will be notified as to whether or not they have retained their place within the Para Academy programme.
- 6.2.3 Any changes to this timetable will be communicated to all academy athletes.

7. Following the conclusion of the selection process

- 7.1 Athletes who wish to accept an invitation to join the 2025/26 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 – Performance Skills Assessment

Performance Skill	Descriptor	Awareness	Motivation
1 Self Awareness	Has an accurate awareness of own thoughts, feelings, physiological responses, and actions; and understands how these impact themselves and those around them	Knowledge and awareness of the skill and ability to articulate its benefits to themselves / others / and the programme in different contexts. Accurate awareness that they could be better at this skill	Shows a willingness and desire to develop and use this skill. Encourages themselves/is actively trying to be better at this skill (even if not always executing well)
2 Self Regulation	Ability to manage one's own thoughts, feelings and behaviours in healthy and appropriate ways in pursuit of success to support themselves and those around them		
3 Communication	Shares ideas and feelings effectively whilst understanding and appreciating ideas and feelings of others.		
4 Engagement	Is collaborative in their approach (uses the people around them), takes opportunities to learn from all areas of the programme and actively uses learning / feedback to support their development and performance, both individually and in a team.		
5 Adaptability	Openness and ability to change when it is required / be consistent in variable environments, learn from experience and embrace challenges to improve performance and become more effective.		
6 Perseverance & Drive	Ability to continuously push and work towards goals despite setbacks and commit to the levels of effort and/or passion needed to improve performance.		
7 Goal-setting & Planning	Able to set realistic and challenging goals, and make and adhere to a plan that maximises chance of achieving these.		
8 Organisation	Ability to plan, prioritise and efficiently manage time and energy appropriately in order to meet their individual goals and the requirements of the programme.		
9 Focus & Distraction Control	Ability to focus on individual and team performance goals whilst minimising and managing distractions.		

Reactive Use	Proactive Use	Consistent Use
<p>Ability to use the skill in the here and now - using it in the moment, last minute and/or in the short-term without much forethought. May be evidenced by only using this skill when it is essential or when they are reacting to a need/problem in the moment</p> <p><u>a:</u> Reactive use of the skill with support. Can use the skill when prompted/reminded/supporter to do so</p> <p><u>b:</u> Reactive use of the skill without support. Can autonomously use the skill well in the most appropriate way. Self-driven use of the skill</p> <p><u>c:</u> Evidence of using this skill in multiple contexts (competition, training, life)</p>	<p>Ability to think ahead and anticipate when they may need to use this skill the most and how they would do this. Using the skill in a proactive and timely fashion to prevent problems from arising, and consideration of a long term and bigger picture focus</p> <p><u>a:</u> Proactive use of the skill with support. Can use the skill proactively when prompted/reminded/supporter to do so</p> <p><u>b:</u> Proactive use of the skill without support. Can autonomously use the skill proactively in the most appropriate way. Self-driven use of the skill</p> <p><u>c:</u> Evidence of using this skill in multiple contexts (competition, training, life)</p>	<p>Ability to autonomously and consistently apply this skill appropriately over a sustained length of time to multiple contexts. Includes both reactive use (e.g., dealing with issues) and proactive use (e.g., maintaining strengths, preventative)</p>