

## **Assessment notes for the Instructor grade.**

### **General Notes**

The Instructor grade is suitable for anyone who wishes (or needs) to instruct archery (i.e. It is suitable for archers within a club as well as Sports Centre staff, Scout group leaders etc) A prior knowledge of Archery and the ability to shoot are not mandatory requirements for this grade. The structuring of the course will obviously be determined by the candidates taking it, and if it being run for archers, then some of the material could be omitted if the candidates can demonstrate an adequate level of knowledge. It is expected that the teaching should take around 20 hours to complete

### **Do not assume that archers will have the required knowledge / skills**

Ideally the Course tutor (or the candidates themselves) should provide suitable people who are willing to be taught at the assessment so the candidates can demonstrate their skills. If this is not possible, the candidates should act as the pupils during the teaching demonstration. If this is done, it is suggested that existing archers shoot the other way round (i.e. a right handed archer is taught left handed) if suitable equipment is available.

Candidates should bring suitable equipment to the assessment.

It is anticipated that the assessment will take up a full day, and will require a degree of patience, as the assessor can only deal with one person at a time during the more formal discussion phases. The Coaching committee accepts that in the short term, we do not have the resources to accurately control the standard of teaching and assessing. We are therefore relying on the knowledge and integrity of the tutors and assessors to hopefully ensure a reasonable uniformity of standards, based on the notes below.

The course will consist of a number of phases –

- ? Formal learning
- ? Practical work
- ? Final assessment

The candidate will be given the assessment sheet at the beginning of the course so they have details on the requirements.

Where ever possible, the assessor should have no involvement in the tutoring of the course to ensure an unbiased and accurate assessment of the candidates. The assessor can, if necessary, work with the Course tutor to assess the candidates in stages as they complete the various sections of work.

If any candidate fails any of the sections, the Course Tutor and Assessor will help define any remedial work that the candidate needs to undertake prior to retaking of that section.

## **Section 1**

- 1) Consideration should be given to -
  - ? Roping off outdoors
  - ? Access into the venue indoors
  - ? Backstop / overshoot
  - ? Suitable waiting area (particularly for juniors)
  
- 2) Safety rules should cover-
  - ? Never load an arrow into the bow unless on the shooting line and facing the target
  - ? Never draw a bow (or shoot it) without an arrow in it
  - ? Shooting is always under the control of a suitable qualified person
  - ? Never proceed in front of the shooting line unless told to do so
  - ? Explain the phrase "Come down" or "Let down"
  - ? Explain how the person in charge will stop the shooting if a safety issue arises.
  
- 3) Basic cardio-vascular warm up and a few simple stretches are adequate at this stage
  
- 4) Technique should show good posture, with the drawing fore-arm generally in line with the arrow and a controlled follow through
  
- 5) Candidate should explain –
  - ? Walk to the target looking for any arrows on the ground
  - ? Ensuring no-one is behind you while drawing arrows
  - ? Do not try and pull arrows out of the target whilst you have other arrows in your hand
  - ? Walk back to the shooting line with the arrows placed in a quiver or held points down
  
- 6) Ensure the candidate is putting the above information into effect.
  
- 7) Candidate should be concentrating on developing good posture line and loose
  
- 8) Candidate should be positive and single out some points for praise. It is important to make sure the beginner has enjoyed themselves and that they are hopefully keen to return next session.

## **Section 2**

This is self explanatory and basically requires the candidate to attend all the formal training sessions. If one is missed through a genuine problem then the Course tutor should ensure the candidate is given the chance to catch up on the work missed.

## **Section 3**

- 1) Key points include, bow type, bow length, poundage, arrow length
- 2) Candidate should be familiar with (and be able to explain about) –
  - ? Bracing height
  - ? Nocking point
  - ? Limbs
  - ? Riser
  - ? Arrow type
- 3) The candidate should be able to produce a string that he / she has reserved, along with evidence of some arrow fletching and the ability to replace a nocking point on a string.
- 4) Key points here include –
  - ? Making sure the limbs are on the right way round
  - ? Correct use of a bow stringer
  - ? Checking the nocking point using a bow square
  - ? Looking for obvious signs of damage(It is suggested that the candidate be given a dis-assembled bow and asked to set it up with the relevant checks)
- 5) The candidate needs to be able to explain that good arrow flight requires arrows that are matched to the bow. He / she should be able to demonstrate an understanding of the Easton Arrow chart and the basic concept behind arrow spine

## **Section 4**

If time is tight, this section could be covered as a group activity over a working lunch for example. The assessor could have a list of questions and work his way around the group. If any individual is obviously having difficulty, then this could be developed further during one of the interview sessions with that candidate.

- 1) The candidate should have a very basic knowledge of target, field, clout and flight and the fundamental differences between them

2) The candidate needs to be able to explain briefly about the National and International governing bodies of the sport, how they interact, and how to contact them.

3) The candidate needs to be able to give examples of a typical target and field round and also explain the concept behind clout and flight (This is a development on from item 1)

4) Give examples of sources of information.