

# Sport Education Coaching



## Our Mission

To unlock every learner's full potential

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## Our Values

### PRIDE

We are passionate about what we do, take responsibility and find solutions

### TEAMWORK

Together we can enjoy, inspire and achieve

### STRIVING FOR EXCELLENCE

We invest in staff development, continuous improvement, innovation and efficiency

### QUALITY

We are committed to excellence and achieving the highest standards

# Contents

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## Current Delivery

<u>Early Years Practitioner</u>	1
<u>Early Years Educator</u>	2
<u>Teaching Assistant</u>	3
<u>Community Sports &amp; Health Officer</u>	4
<u>Assessor or Coach</u>	5
<u>Coaching Professional</u>	6

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## Future Proposed Programmes

Laboratory Technician	7
School Business Professional	8
Early Years Lead Practitioner	9
Teacher	10
Sports Coach	11
Senior Leader	12

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## About Us

Funding	13
<u>Our Added Value</u>	14
Progression Pathways	15
<u>Other Qualifications</u>	16

# Early Years Practitioner

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	Level:	2
	Duration:	15 Months
	Value:	4,000



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## Ideal Candidates

This occupation is found in a range of private and public settings including; full daycare, children's centres, pre-schools, reception classes, playgroups, nursery schools, home-based provision, hospitals, social care settings, out of school environments and local authority provision to deliver the Early Years Foundation Stage. Typical roles include Assistant Childminder, Early Years Practitioner, Nanny and Early Years Worker, Nursery Assistant, Nursery Nurse and Nursery Practitioner.

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## Overview

The broad purpose of the occupation is to work and interact directly with children on a day-to-day basis supporting the planning of and delivery of activities, purposeful play opportunities and educational programmes within the ethos of the setting.

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## Modules

- Unit 201: Exploring roles and development opportunities in early years settings
- Unit 202: Child development from birth to 7 years
- Unit 203: Safeguarding babies and young children in early years settings
- Unit 204: Supporting health and safety in early years settings
- Unit 205: Promoting wellbeing in early years settings
- Unit 206: Supporting effective communication in early years settings
- Unit 207: Supporting activities, purposeful play and educational programmes
- Unit 208: Understand how to support children with special educational needs and/or disabilities
- Unit 209: Working with parents, colleagues and other professionals in early years settings

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## End-Point Assessment (EPA)

- Assessment method 1: Professional discussion underpinned by portfolio
- Assessment method 2: Knowledge test

# Early Years Educator

	Level:	3
	Duration:	18 Months
	Value:	6,000



## Ideal Candidates

Early Years Educators, and other job roles such as nursery nurse and childminders, are highly trained professionals who play a key role in ensuring that young children learn and develop well and are kept healthy and safe. They may either be working on their own or supervising others to deliver the Early Years Foundation Stage (EYFS).

With additional experience, an Early Years Educator can become the manager of an early years setting

## Overview

Early Years Educators can work in a range of settings including full day care, children's centres, pre-schools, reception classes and as childminders.

An effective EYE will –

- Plan and supervise child initiated and adult led activities which are based around the needs and interests of each individual child
- Support children to develop numeracy and language skills through games and play
- Have key person responsibility to help ensure each child feels safe and secure
- Observes each child and shapes their learning experience to reflect their observations
- Meet the care needs of the individual child such as feeding, changing nappies and administration of medicine
- Work in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child

## Modules

Unit 300: Developing effective study skills

Unit 301: Promote partnership working with parents

Unit 302: Model, promote and support positive behaviour with children

Unit 303: Principles of safeguarding policies and procedures

Unit 304: Promoting diversity, equality and inclusion

Unit 305: Working in partnership with colleagues and other professionals

Unit 306: Plan, implement activities, play opportunities and educational programmes

Unit 307: Promoting children's health and welfare

Unit 308: Promoting the health and safety of children

Unit 309: Promote children's speech, language and communication development

Unit 310: Support organisational requirements for recording, storing and disclosing of information and providing reports

Unit 311: Supporting children creative and imaginative play and experiences

Unit 312: Support children experiencing transitions and significant events

Unit 313: Continuous professional development using reflective practice

Unit 400: Theories which underpin practice

Unit 401: Child development from conception to 7 years

Unit 402: Observation and assessment

Level 3 Award in Paediatric First Aid

## End-Point Assessment (EPA)

Assessment method 1: Professional discussion underpinned by portfolio of evidence

Assessment method 2: Knowledge test

# Teaching Assistant

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	Level:	3
	Duration:	18 Months
	Value:	5,000



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## Ideal Candidates

Have you got lunchtime staff, administration assistants, or volunteers that display a real passion and commitment when working with young people? Are they showing a real interest in working in the classroom and taking their learning to the next level? If you have like-minded people like this then the Teaching Assistant course will be perfect for your school. Riverside will support the candidates throughout the course by teaching bespoke programmes of learning during teaching sessions and assignments that embed the learning enabling the students to take their knowledge into the classroom.

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## Overview

Teaching Assistants work in Primary, Special and Secondary education across all age ranges encompassing special educational needs and emotional vulnerabilities. The primary role of the Teaching Assistant is to support the class teacher to enhance pupils' learning either in groups or individually, ensuring pupils understand the work set, know their learning objectives and stay on task to make progress. Promoting self-belief, social inclusion and high self-esteem play an integral part in pupils' well-being; ensuring pupils thrive in a positive, nurturing, safe environment. They are good role models, act with honesty and integrity, take part in team meetings and contribute to planning and class activities.

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## Modules

- Personal development, reflection and the importance of feedback
- Behaviour management
- Child development
- National curriculum, EYFS and planning
- Safeguarding & Prevent
- Communication, professional relationships and team work
- Support learning and assessment
- Supporting English as an additional language
- Mental health awareness and mindfulness in education
- Transitions

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## End-Point Assessment (EPA)

Assessment method 1: Practical observation with questions & answers

Assessment method 2: Professional discussion supported by portfolio of evidence



**STRIDE**  
ACTIVE



**RIVERSIDE**  
TRAINING

# Community Sports and Health Officer (PE Apprenticeship)

 Level: 3  
 Duration: 13 Months  
 Value: 9,000



## Ideal Candidates

Our PE apprenticeship programme incorporates the Community Sport and Health Officer (CSHO) qualification alongside other training development and guest speakers. Ideal candidates will be looking to support physical education in a community or school settings. They will be exploring behaviour change theories, gathering customer insight and identifying how to engage inactive individuals in physical activity. Tasks might include supporting sessions, delivering interventions, liaising with partner organisations, designing physical activity resources or reporting against project criteria.

## Overview

A CSHO gains a comprehensive understanding of the principles of behaviour change; an ability to adapt delivery to suit different groups; knowledge of how to support colleagues or volunteers; practical experience of how to develop and devise appropriate sports or physical activity programmes; and the expectations of collaborative work with a network of partners/stakeholders.

## Modules

- Behaviour change theories
- Planning programmes of innovative and engaging activities using sport and physical activity
- Working with sport and physical activity partners
- Gathering customer insight
- The importance of physical activity and healthy lifestyles
- Managing disruptive behaviour
- How sport and physical activity can be used to prevent, minimise and manage anti-social behaviour and low-level criminality
- Determinants of health
- Using information technology to monitor and evaluate programmes to measure impact and capture outcomes
- The funding landscape
- Delivery projects to support and lead activities
- Practical share-points

## End-Point Assessment (EPA)

Assessment method 1: Work-based observation

Assessment method 2: Case study challenge

Assessment method 3: Presentation with question and answers

Assessment method 4: Panel interview discussing reflective accounts

# Assessor or Coach

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	Level:	4
	Duration:	18 Months
	Value:	7,000



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## Ideal Candidates

An Assessor or Coach is a dual professional, using their up-to-date professional knowledge and skills to support the vocational and professional development of learners at any level. They coach and assess vocational learners, usually on a one-to-one basis, in a range of learning environments. They may, for example, coach and assess apprentices, trainees or new recruits in the workplace.

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## Overview

The broad purpose of the occupation is to coach and assess vocational learners, working cooperatively with other Education and Training Sector professionals. Inspiring and motivating learners through carefully planned and individualised learning to achieve their aspirations within their sector.

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## Modules

- The procedures behind effective planning
- Planning coaching and assessment
- What makes effective coaching practice?
- Delivering coaching support
- What makes effective vocational assessment?
- Assessing learners in line with their sector requirements
- What makes effective quality improvement?
- Level 1 Safeguarding

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## End-Point Assessment (EPA)

Assessment Method 1: Observation by an independent assessor whilst you work with two of your learners

Assessment Method 2: A professional discussion based around your portfolio showcase of the work you have been doing

# Coaching Professional

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	Level:	5
	Duration:	18 Months
	Value:	5,000



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## Ideal Candidates

This occupation is found in private, public and third sector national and multinational organisations and employers. It is found in every sector across the country including, for example; the health sector, finance sector, engineering and manufacturing sectors, business and professional services, education sector, retail sector, leisure sector, technology sector and construction.

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## Overview

The broad purpose of the occupation is to work with a wide range of individuals and teams across organisations, to empower and engage with them to enhance their professional performance. Coaching is a way of leading in a non-directive manner, helping people to learn through deep listening and reflective, open questions rather than instructing, giving advice or making suggestions.

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## Modules

- Coaching theories and coaching in the modern workplace
- Developing coaching contracts
- Reflection
- Theories and skills used in coaching
- Analyse coaching and professional services including safeguarding
- Goal setting
- Investing in coaching

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## End-Point Assessment (EPA)

Assessment method 1: Observation with questions and answers

Assessment method 2: Interview supported by a portfolio of evidence

Assessment method 3: Knowledge test

# Laboratory Technician

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	Level:	3
	Duration:	24 Months
	Value:	21,000



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## Ideal Candidates

This occupation is found in a wide range of organisations, including but not exclusively, educational establishments. In their daily work, an employee in this occupation interacts with the laboratory manager and colleagues, teaching staff and students, external suppliers delivery drivers, regulatory bodies and inspection teams e.g. HSE. Laboratory Technicians are expected to work both individually and as part of a laboratory team. They can work with minimum supervision, taking responsibility for the quality and accuracy of their own work. This could be ideal professional development for experienced School Laboratory Technicians.

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## Overview

The broad purpose of the occupation is to carry out both routine and one-off laboratory testing (and manufacturing where relevant). Laboratory Technicians perform a variety of technical support functions across the organisation, such as appropriate and safe preparation and disposal of resources to support teaching in the classroom.

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## Modules

- Working safely in a laboratory
- Following quality procedures
- Using appropriate scientific techniques, procedures and methods to prepare for a task
- Perform laboratory tasks following specified methodologies
- Use of specified instrumentation and laboratory equipment, including calibration
- Produce reliable, accurate data and keep accurate records
- Analyse, interpret and evaluate data
- Use of laboratory information management systems
- Apply scientific techniques for data presentation
- Recognise problems and apply appropriate scientific methods to identify causes and achieve solutions
- Participate in continuous business performance improvement

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## End-Point Assessment (EPA)

Each assessment method is weighted equally in their contribution to the overall EPA grade.

Assessment method 1: 75-minute multiple-choice knowledge test

Assessment method 2: Observation with a 20-minute questioning session

Assessment method 3: 75-minute structured interview underpinned by a portfolio of evidence

# School Business Professional

	Level:	4
	Duration:	18 Months
	Value:	6,000



## Ideal Candidates

School Business Professionals (SBPs) perform a role which is unique to schools, administering and managing the financial, site and support services within the school context. They provide essential support to school leadership teams, implementing their financial and business decisions.

SBPs may work in any school phase (primary, secondary, special) and in different school structures: single academy trusts, multi-academy trusts (MATs), local authority maintained schools and federations, etc. Consequently, they can work in very different settings with varying numbers of people that they report to including the headteacher or School Business Director (SBD).

## Overview

The role typically includes:

- Drafting and monitoring the school budget, setting up financial controls and reporting on performance to ensure best value for money is achieved; managing payroll, maintaining accounts and financial reporting to the headteacher and governors
- Management of the school site to ensure that it provides a safe and suitable learning environment; procurement of goods and services to achieve the best value and oversee contract management, e.g. staff, catering and maintenance contracts
- Identification of income generation opportunities on a small scale, supporting the SBD in larger opportunities
- Preparation of marketing materials and lead a range of marketing activities to add value and promote the school externally
- Responsibility for managing office and other support staff and for developing and maintaining effective administrative systems, e.g. student record-keeping systems; implementation of school HR processes
- Ensuring compliance with and implementation of safeguarding and Health & Safety policies so that all stakeholders work in a safe and healthy

## Modules

- Finance
- Procurement
- Human resources
- Managing support services
- Governance and risk
- Marketing
- Infrastructure
- Ethical Standards
- Project and Change Management

## End-Point Assessment (EPA)

Assessment method 1: Simulated task- Write a short report on a given scenario and make a presentation which will be followed by questions

Assessment method 2: Project report & presentation with questions and answers (Q&A) - Write a formal, detailed structured report on the on-programme workplace project they have completed. The presentation of this will be followed by questions

# Early Years Lead Practitioner

	Level:	5
	Duration:	24 Months
	Value:	8,000



## Ideal Candidates

Early Years Lead Practitioners are highly skilled professionals who take an operational lead for the care, learning and development of all young children within their care, adapting to individual needs providing inclusive and holistic provision. They engage with sector developments both locally and nationally, with a commitment to developing their own professional and educational competencies while being responsible for supporting the quality of learning and development in their setting of other employees.

## Overview

Early Years Lead Practitioners may work in a range of settings which can include day nurseries, playgroups, nursery schools, pre-schools, kindergartens, primary schools, hospitals, social care settings, out of school environments and local authority provision.

The broad purpose of the occupation is to be a proactive and influential practitioner, working directly with children, skilfully leading day to day practice at an operational level. As active practitioners they are effective role models of play based learning, interacting with children aged from birth to 8 years, families, practitioners, other professionals and appropriate agencies.

They lead on the operational aspects of this provision and are typically responsible for leading other practitioners, an aspect or environment such as; Communication and Language, Planning and Assessment, Forest School, Physical Activity and Nutrition.

## Modules

- Leadership and management
- Working in partnership with parents/carers and other professionals
- Safeguarding, Prevent and British Values
- Promoting children's health, safety and welfare
- The importance of play
- Organisational requirements for documentation
- Support numeracy and literacy
- Support children experiencing transitions and significant events
- Continuous professional development using reflective practice
- Theories which underpin practice
- Child development from conception to 8 years
- Observation and assessment

## End-Point Assessment (EPA)

Assessment method 1: Observation with questions

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

Assessment method 3: Case study report and presentation and questioning

# Teacher

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	Level:	6
	Duration:	12 Months
	Value:	9,000



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## Ideal Candidates

Ideal candidates include HLTAs, Cover Supervisors or Teaching Assistants that are showing a desire to teach and take their learning to the next level. This course could be perfect for your school allowing you to retain your experienced staff. A teacher apprenticeship is a nationally recognised, work-based route into teaching. It offers participants a postgraduate-level qualification without having to pay tuition fees, and the ability to earn while they learn. Candidates must have previously obtained a level 6 equivalent or higher qualification such as a BAhons or BSc.

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## Overview

The postgraduate teaching apprenticeship is an employment-based initial teacher training (ITT) route leading to qualified teacher status (QTS).

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## Modules

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

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## End-Point Assessment (EPA)

Show evidence of meeting all teacher standards through:

Assessment method 1: Lesson observation with a professional dialogue

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

# School Sports Coach

	Level:	4
	Duration:	18 Months
	Value:	9,000



## Ideal Candidates

School Sports Coaches collaborate with teachers to develop pupils' mastery of psychomotor skills by applying a whole child approach in their coaching. The broad purpose of the School Sports Coach occupation is to use extensive technical and tactical sports knowledge and skills to design and deliver coaching programmes that engage, motivate and evolve participants' skills and performance. Ideal candidates will be those looking to begin delivering sport in school settings or those who have businesses providing sport and physical activity opportunities in schools. This could also be ideal as a progression from Community Sport and Health Officer (PE Apprenticeship) allowing the apprentice to remain in school with a sports focus.

## Overview

School Sports Coaches will design and deliver coaching programmes that focus on the acceleration of sustainable mastery of children's psychomotor skills and wider physical education standards.

School Sports Coaches profile children's cognitive, social, emotional and physical development needs. They measure psychomotor, technical and tactical skills in a range of physical activity contexts drawn from the National Curriculum to enable physical education targets to be agreed upon. These results are used to create a high-level curriculum plan that considers school term schedules and a 'whole child' development approach.

## Modules

This programme includes 9 core duties, generic to a sports coach, including

- Develop and update own coaching philosophy/strategies
- Use enquiry and profiling techniques to create a learning and development curriculum
- Facilitate learning and skill acquisition of participants by creating positive coaching environments
- Measure the impact

And 4 role-specific duties, required of the School Sports Coach

- Maintain up-to-date knowledge of education standards and contemporary influences.
- Deliver appropriate coaching pedagogies and processes that align with the national curriculum
- Profile development needs to set and monitor physical education targets and plans
- Ensure the design and delivery of high-quality, inclusive curricular and extracurricular lessons

## End-Point Assessment (EPA)

Assessment method 1: Work-based project and presentation with questioning

Assessment method 2: Practical observation with questioning

Assessment method 3: Professional discussion underpinned by a portfolio

# Senior Leader

	Level:	7
	Duration:	24 Months
	Value:	14,000



## Ideal Candidates

Senior Leaders are a key component of all types of business model where there is a workforce to lead, manage and support. The broad purpose of the occupation is to provide clear, inclusive and strategic leadership and direction relating to their area of responsibility within an organisation. Typically, this involves setting, managing and monitoring achievement of core objectives that are aligned to the overall strategic objectives of their organisation's Board.

## Overview

An employee in this occupation will be responsible for

- Setting direction, vision, governance and providing a clear sense of purpose for their area of responsibility
- Providing clear and inclusive leadership
- Identifying longer-term opportunities and risks using data from internal intelligence sources and external influences
- Developing ethical, innovative and supportive cultures that get the best from people and enable the delivery of results
- Resources that may include budgets, people, assets and facilities
- Staying up to date with innovation and championing its adoption
- Keeping pace with - and responding to change - by leading agile transformation
- Leading and promoting sustainable business practices
- Responding and managing crisis situations

## Modules

There are 12 duties in total, including:

- Set the overall strategic direction of their area of responsibility in partnership with the Board (or equivalent), encouraging employees to buy into the organisation's vision
- Lead on the development and critical review of operational policies and practices within their area of responsibility, to ensure they are aligned to the needs of the organisation and remain fit for purpose and sustainable
- Lead and influence agreed projects to deliver organisational strategy such as change and agile transformation programmes, diversification, new product implementation, and customer experience improvement
- Make decisions about organisational resource requirements (budgets, people, technology) based on strategic insight and reliable evidence
- Lead and respond to crisis management, assessing the risks and opportunities which could affect business/department performance, and finding solutions that meet the needs of both the organisation and its customers/stakeholders in a responsible and ethical way

## End-Point Assessment (EPA)

Assessment method 1: Strategic business proposal, presentation with questioning

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

# Funding & Delivery

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## Levy clients

Clients with a gross wage bill in excess of £3million will be levy paying. This may be as part of a local authority, group of academies or in your own individual right as an employer.

You will, through your HMRC, portal be able to monitor spend as well as utilise this levy funding to pay for the training we deliver inclusive of all resources, learning portal, registrations, certifications, re-sits and training.

The cost of this is denoted throughout this document but may be reduced in acknowledgement or a record of prior learning. We will populate the cohort within the DAS but the employer must have final authorisation on each cohort and create an initial link with Riverside as an approved provider.

All the above actions are of course to sit in line with your own procurement procedures and must be compliant with law.

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## Non- Levy clients

Smaller employers pay just 5% of the cost of their Apprenticeship training and the Government pays the rest so it still represents excellent value. Riverside will secure 95% of the funding on your behalf as an approved Apprenticeship provider from the ESFA.

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## Delivery

Partly because of the Covid-19 pandemic, we employ a remote working model to deliver our learning courses. This provides a safe learning environment for our learners and our staff, and also allows you to remain Covid-compliant, ensuring learning continuity. Most of our courses are delivered via Zoom which limits disruption and does away with costly travel and overnight stays.

Our very talented and committed team of Learning & Development Coaches have all had personal experience in the sectors they lead in.

In certain qualifications we still require face to face delivery as well as on site observations where applicable and in line with safeguarding requirements and measures.

# Our Added Value

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## Experience

Riverside Training is an established Government-approved training provider with a wealth of Apprenticeship knowledge gained over 25 years of experience in the industry. We work nationally with a very broad and diverse range of organisations from primary schools through to the NHS, providing them with a range of Apprenticeship programmes and recruitment services. In fact, we have worked with over 500 businesses and our clients have included BMW, Close Brothers, Balfour Beatty, Eurostar, Anchor Hanover and Portman Dental.



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## Point of Difference

One of the key factors that makes Riverside Training so different from other providers is our conscious approach to people and the environment. We feel it is important to take responsible actions to promote sustainability and also to be responsive to the needs and feelings of our staff and learners. Increasingly that includes people's mental well-being. We use the services of a specialist local company to deliver fantastic third party support and coaching to help any of our learners or staff who may be struggling with issues. We believe we are the only organisation that offers this level of care and assistance.

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## Expertise

We have trained more than 5000 learners through to qualification status covering people as diverse as initial work experience through to board members. All our Learning & Development Coaches join us with relevant sector experience in the areas they lead-in. We just employ the most competent staff.

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## Innovation

We are a dynamic organisation, who adapt and change, to take the lead on implementing new approaches to meeting our clients' and learners' needs. We were one of the first to offer level 7 qualifications training and led the way on the introduction of interactive online learning via BUD and cutting-edge cognitive domain mapping which allows us to offer each Apprentice tailored learning. Riverside Training has also led on fully electronic enrolment and an employer portal to view applicant and learner progress. We believe that fresh thinking and fresh ideas will keep Riverside at the forefront of training delivery.

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## Achievement

- We are currently achieving 100% pass rates once learners pass through Gateway
- 75% of our learners are achieving qualifications at distinction level
- Our post qualification tracking of satisfaction levels stands at 96% amongst employers and 86% amongst learners

# Education Progression Pathways

It is our goal to ensure all learners have clear and achievable progression routes, we work to ensure these routes can be realised following successful completion of their qualification. We are also exploring links for Sport, Education and Coaching learners with Worcester University.

The majority of the employers we work with take their Apprentices on full time after they have completed the course. Even when this is not possible, every learner will have gained a year's experience and a qualification which will greatly assist in applying for other jobs.

All learners may be able to progress onto the next level of qualification. Those range from Intermediate (Level 2), equivalent to five GCSE passes A-C or 4-9, Advanced (Level 3), equivalent to two A-Levels, and Higher Apprenticeships (Level 4-7), equivalent to a Foundation or Bachelor's Degree and even a Master's Degree.

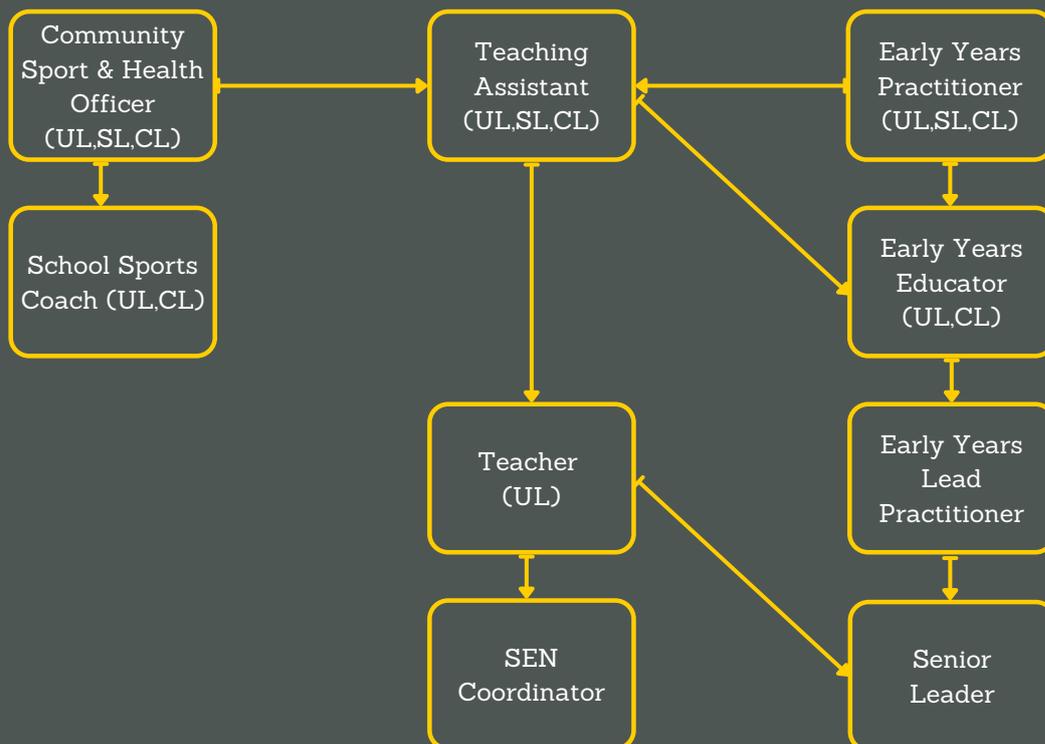
This means we can offer career progression qualifications at every level from Teaching Assistant to Head Teacher. You're never too old nor senior to secure new skills and vital qualifications.

We work closely with professional bodies to ensure our courses are fully accredited and some offer the option to become an affiliate member of the awarding organisation, further boosting the learner's CV, such as those below:

- CMI - Chartered Management Institute
- AAT - Association of Accounting Technicians
- ILM - Institute of Leadership & Management
- CIPD - Chartered Institute of Personnel of Development



Here are the typical routes within Sports, Education and Coaching.



Key:

- School Leaver (SL)
- College Leaver (CL)
- University Leaver (UL)

# Other Qualifications

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- Business Administrator
- Team Leader Supervisor with CMI and ILM Accreditation
- Operational Departmental Manager with ILM and CMI Accreditation
- Accounts or Finance Assistant with AAT Certificate
- Accounts Assistant with AAT Diploma
- Professional Accounting or Taxation Technician with AAT Diploma
- HR Support
- HR Partner / Consultant with CIPD
- Senior People Person with CIPD



## In Development

- Special Educational Needs Coordinator (SENCO)



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