

The PBS peer review project - initial information for positive behaviour support learning providers

The overall aim of the project is to ensure that high-quality positive behaviour support (PBS) training is available for organisations to either provide in-house or to commission from training providers. Providers can submit any of their PBS training for peer review. All training must be aligned with the [PBS Academy Competence Framework](#).

Funding

The learning and development support scheme (LDSS) for the adult social care workforce was launched in September 2024 by the Department of Health and Social Care (DHSC). The scheme supports the non-regulated ASC workforce to advance their careers, develop new skills and specialisms and gain recognition for their existing expertise. It does this by allowing eligible ASC employers to claim towards costs they have incurred when putting their staff on certain courses and qualifications.

For training paid for after 1 April 2025, only PBS training that is delivered by a 'peer reviewed' training provider is eligible for LDSS funding. If you intend to claim for funding through this service, you need to be able to evidence that you've had your training peer reviewed.

Maximum reimbursement amounts

Course name	New maximum reimbursement amount for training courses paid for between 1 April 2025 and 31 March 2026	Maximum reimbursement amount for training courses paid for between 1 April 2024 and 31 March 2025
First step to foundation	£60	£55
PBS foundation level	£160	£155
PBS intermediate level	£315	£305
PBS advanced level	£475	£460

The peer review process

The peer review process is currently organised by Skills for Care. Skills for Care arrange meetings every 2-3 months to discuss the peer review process, keep everyone involved updated and link people who are representing their organisations who would like their training reviewed with those who are available to provide a peer review.

To participate and have their training reviewed, organisations must commit to providing a peer review for another organisation at least twice a year.

The Peer Review Process follows the schedule outlined below. However more details will be provided once an organisation signs up to the peer review process.

The peer review process – step-by-step

1. Two people are allocated to conduct each review.
2. The people conducting the review and those being reviewed complete a self-assessment which they will share with the organisation they are reviewing and Skills for Care.
3. The reviewee and reviewers liaise together to plan the review and training, and promotional materials are provided for the reviewers to use during the visits/observations.
4. The visits/observations take place - these can be in person or using video and they can be done at the same time or separately.
5. Feedback about impact is gained from people involved in delivering and developing the training, learners, people supported by the learners and those 'commissioning' the training.
6. The draft review assessment and report are sent to the reviewee.
7. All parties meet to explore and agree the report, with Skills for Care if the other parties choose this.
8. The final assessment / report to be sent to the reviewee and Skills for Care.
9. Skills for Care will provide a logo that can be used to promote the reviewed training and publish details of reviewed training.
10. The reviewee will feed back actions taken as a result of the review to the reviewer and Skills for Care.

If your organisation might be interested in becoming involved in the PBS Peer Review Process discuss the points below with your colleagues. You can also work through the Self-Reflection Good Practice Checklist as a way of starting to review your training and any changes you might want to make before you become involved in the Peer Review Process.

Points to consider

- What PBS training do you currently provide, and do you want to develop training beyond that which you already have.? For example, do you have half-day awareness, full day training or training which is more comprehensive?
- Do you want to apply for funding or have that option available for organisations who purchase your training if you provide training externally?
- Can you and your colleagues make the time commitment to be involved in the Peer Review meetings, provide reviews for other services, as well as have your organisations training reviewed?
- Do you have the knowledge and skills in your organisation, as defined by the PBS competence framework, to be able to develop PBS Training, if you are just at the start of this process?

PBS learning provider self-reflection checklist

This checklist is designed to help PBS training providers reflect on the quality of the training they offer and to consider whether they are ready for PBS peer review. This checklist builds on work by Professor Edwin Jones: [What does good PBS look like](#).

Score each statement according to how much you agree with it. There is space underneath for you to write notes.

We are aware of the PBS Academy Training Standards and our training is structured to meet the standards as much as possible in relation to the specific courses that we provide.

No/Unsure: 0 Sometimes: 1 Mostly: 2

Com

ments:

We are aware of the PBS Competence Framework and the content of our training is structured to meet the competencies relevant to the levels of course we are providing.

No/Unsure: 0 Sometimes: 1 Mostly: 2

Comments:

Our training includes appropriate content about human rights (as principles and as a law), and the mental capacity act.

No/Unsure: 0 Sometimes: 1 Mostly: 2

Comments:

The content of our PBS training raining does not include any training about restrictive practices, and we are clear about the division if we also offer that training.

No/Unsure: 0 Sometimes: 1 Mostly: 2

Comments:

We have defined our content, and the learning outcomes associated with the specific training course.

No/Unsure: 0 Sometimes: 1 Mostly: 2

Comments:

Our training equips learners to:

- a) enable the people they support to have the lives they choose, with improved quality of life, wellbeing and happiness.
- b) understand and describe the different functions of behaviour.
- c) recognise distress and work to reduce this.
- d) communicate better with the people they support; building a good relationship and knowing what is important to and for them.
- e) respect diversity and work in person-centred ways.
- f) work collaboratively to coproduce all PBS plans with the person and other people who know them well.
- g) challenge and review any restrictive practice.

No/Unsure: 0 Sometimes: 1 Mostly: 2

Comments:

Our training enables learners to avoid the following:

- a) focusing on the behaviour as a problem**
- b) trying to manipulate people's behaviour.**
- c) doing things that distress the person or cause them harm.**

No/Unsure: 0 Sometimes: 1 Mostly: 2

Comments:

As much as possible our training is linked to a workplace training needs analysis

No/Unsure: 0 Sometimes: 1 Mostly: 2

Comments:

As much as possible our more comprehensive training programmes are embedded by practice leaders, self-directed learning, coaching and mentoring.

No/Unsure: 0 Sometimes: 1 Mostly: 2

Comments:

We review and update our own training regularly and stay up to date with current practice in the area of PBS.

No/Unsure: 0 Sometimes: 1 Mostly: 2

Comments:

If you are interested in joining the PBS peer review process, please email innovation@skillsforcare.org.uk to arrange an initial conversation.