

## Facilitator Guidelines

- Each learner will need access to a PC to take part in the programme.
- Every PC requires access to the internet throughout the programme.
- Flash Player is needed to run parts of the programme, click here to download a free version of [Flash Player](#).
- Access to a printer is needed throughout the programme.
- It is advisable for each PC to have ear phones on hand, but this is not essential.
- It is vitally important that the information provided to learners is neutral and objective and does not in any way promote a particular financial institution.
- The programme descriptor provides a learning framework for the coursework; facilitators should explore additional aids to learning that might suit their particular group's interests, needs and abilities.
- Facilitators should check with the relevant service provider regarding all in-house policies and procedures relating to service user finances before commencing the delivery of the training.
- Facilitators must not allow the disclosure of sensitive family circumstances to occur in the class.
- Facilitators need to be sensitive to all personal information disclosed within the programme and remind the group that anything discussed during the programme is strictly private and confidential.
- It is advisable to check facts and details with the appropriate organisations listed in the useful links section if unsure of any particular specifics.

### Facilitators should remember the following when working with learners who may have an intellectual disability:

- Make eye contact with the learners.
- Keep sentences short and the language simple. Try and use words of one syllable, where possible.
- Keep to the point when explaining, it is very easy to get sidetracked and not cover the session content.

- Repetition will be necessary in order to be sure that people understand the concepts involved. If you are unsure of someone's comprehension ask them to explain the concept back to you.
- Humour can be useful when discussing scenarios but irony may be too abstract for some to understand.
- If a learner nods in agreement with a sentence it does not necessarily mean that they understand.
- Refer back to previous sessions to jog memories. Use visuals to aid memory.
- Intersperse factual material with visual aids where possible.
- Aim to provide one piece of information at a time.
- When asking questions aim for open, informative responses i.e. not yes / no answers.
- Emphasise key words in sentences.
- Model respectful behaviour and language.
- It is not necessary to raise your voice.
- If you are unsure of what someone is saying to you it is okay to say you do not understand. Ask them to explain it another way to you.
- You may need to establish a support staff for some learners.
- Refer to the support staff if someone brings up a topic which you feel is best dealt with outside of the session, offer to discuss it with the learner afterwards.
- You will require assistance from another facilitator in some of the units.
- Use the website links provided to research the topic further.
- Use the [bank of images](#) to assist in learning by printing a selection of the items relating to the topic in question.