

## Facilitator interviews

- Tell me about your musical background, including your musical interests and preferences
- Tell me about any past experience of facilitating or teaching you have
- What facilitating or teaching are you involved with at the moment and how did you get involved? (Check detail e.g. how long course has been running, whether some or all participants have attended previous courses that the facilitator knows about [their own or someone else's – so some knowledge of who takes part in their sessions], whether an established course that has been running for some time with the same/different people?)
- What would you say are the main aims of the activity or activities you lead?
- How do you go about facilitating or teaching the group or groups you are involved with?
- Reasons for preferred approach
- Describe a session (at this centre) that went particularly well and why you think it did.
- Describe a session (at this centre) that did not go so well and why.
- Tell me about any benefits you think there are for the participants (example/s)
- Any difficulties or less positive outcomes for participants (example/s)
- Benefits for you
- Difficulties for you
- Retention – do people attend regularly – if not, reasons why?
- Any thoughts on how the activity or activities you lead could be improved?
- Any other thoughts about the benefits and challenges of participating in or facilitating group activities. (Prompt inter-generational / older people if not already referred to)
- If not already covered, any comments on group cohesion / participants, how participants get on with each other, whether that is important for the activity
- If not already covered, have you observed any differences in the experience for older/younger people?
- If not already referred to, any views on the benefits or challenges of performances for the musical activity/ies you facilitate?
- Any views on the role of performance in relation to the activity (if relevant), public or invited audience, the purpose and value of performing, and so on.