

**ACCREDITATION OF PRIOR LEARNING (APL) APPLICATION FORM:**  
**ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL)****APPLICATION FORM**

**This form should be completed by applicants who are applying for Accreditation of Prior Experiential Learning (APEL) achieved through professional experience/independent study and are applying to start at the beginning of a UG or PG course.**

- Please refer to the University's Admissions APL Policy and APL Procedure when completing this application form, available online at [www.falmouth.ac.uk/student-regulations](http://www.falmouth.ac.uk/student-regulations)
- It is the applicant's responsibility to provide certified copies of original documentation, such as official transcripts of results, and appropriate evidence to demonstrate equivalent certificated and/or experiential learning outcomes.
- This application must be made by the applicable deadline outlined in the APL Procedure and it is the applicant's responsibility to ensure that they allow plenty of time to gather and upload the evidence, tasks or information required by that deadline. Normally, late applications will not be considered.
- All requested evidence, including this form, must be uploaded to the [Falmouth Applicant Portal](#) in order for the application to be considered complete. If, following upload, we request further information from you, your application will be considered incomplete until you have uploaded it.
- Acceptable file types are .doc, .pdf or .jpeg.
- If you have any questions regarding the APL process, please contact a member of the Applicant Services team at [applicantservices@falmouth.ac.uk](mailto:applicantservices@falmouth.ac.uk) or on +44(0)1326 213730.

**Section A**  
**PERSONAL DETAILS**

Please fill in your details in the table below. Do not leave any rows blank.

Falmouth Applicant ID (7 digits) or UCAS ID (11 digits):	2608299
Forename(s):	Fabrice
Surname:	Choudry
Full award/course title you are applying to:	MA in Music Education
Month and year that you intend to commence your studies at Falmouth e.g. Sept 2025:	Sept 2026

**Section B**  
**PORTFOLIO OF EVIDENCE TO SUPPORT YOUR APEL APPLICATION**

Please use this section to outline the evidence you are providing to support your application, you will then need to upload your evidence in the Applicant Portal. Please see our guide for examples of what would be suitable to include.

Please put an 'x' in the box next to ALL relevant pieces of evidence that you have uploaded as part of your application to the [Falmouth Applicant Portal](#).

If you are unsure about what work is required of you, please contact your Admissions Tutor.

<input checked="" type="checkbox"/>	Portfolio of previous work
<input checked="" type="checkbox"/>	Example(s) of written work
<input type="checkbox"/>	Assessment(s) set by the University
<input type="checkbox"/>	A recorded performance
<input checked="" type="checkbox"/>	Other (please specify): Employer written testimonial

**Section C****REFLECTIVE ESSAY RELATED TO THE COURSE AND YOUR LEARNING**

**Please provide a written statement (500 – 750 words) of that reflects on your prior learning achievements. In your statement, you should include the following:**

- how the learning you achieved is **relevant** to the subject area you are applying for; and
- how you have kept your learning **current/up-to-date** since you completed that independent learning or gained that experience.

Please refer to our guide for further guidance.

**INTRODUCTION**

I have developed my professional practice in music education through a combination of teaching, performance, composition for media, and running my own freelance audio business. Across these areas, my learning has been primarily practice-based, supported by reflection, independent research, and collaboration with other professionals in the field. This experience has enabled me to develop a flexible and adaptive approach to music education, informed by real-world application across a range of learning environments and professional contexts.

My teaching practice forms the core of this development, encompassing group work, one-to-one tuition, and support for learners with additional needs. Alongside this, my work as a performing musician, composer for media, and business owner has contributed to my broader understanding of professional musicianship, communication, and the demands of working within the music industry. The following statement reflects on these experiences and how they have shaped my ongoing development as a music educator.

## TEACHING PRACTICE

My teaching practice has developed significantly through experience across group lessons, SEND provision, and one-to-one tuition. In group settings, I now plan with careful consideration of group dynamics, student ability levels, and age ranges. I set clear learning objectives and design tasks that balance engagement with structured progression, informed by my own research into pedagogical approaches. Lessons are now more flexible, with improved information retention supported by retrieval and transfer-based activities. The use of scaffolded task design enables me to accommodate varying ability levels more effectively, ensuring learners can build secure understanding and progress at an appropriate pace. Working with SEND students has required me to adapt lesson planning to meet a range of individual needs. I structure lessons to be accessible and supportive while maintaining clear objectives. Regular communication with specialist staff, both within and outside lessons have been essential in applying appropriate strategies. This collaboration has strengthened my understanding of barriers to learning and informed my approach to differentiation and support. I take a consistent reflective approach to my teaching practice through lesson notes, planning, and a personal journal focused on teaching philosophy. This allows me to evaluate my teaching, identify areas for development, and refine practice when outcomes could be improved. I also engage with external pedagogical resources, including articles, podcasts, and research literature, integrating relevant ideas into my teaching. Mentoring from experienced colleagues has further supported my ability to set realistic and effective learning goals across a range of learners. In one-to-one teaching, I have developed the ability to adapt lesson planning to individual strengths, challenges, and goals. This includes adjusting methods and pacing to support learning effectively, alongside maintaining communication with parents to monitor progress. This has created a more responsive teaching approach, enabling me to identify and adjust strategies more efficiently. To further support this work, particularly in areas where I have less familiarity with specific instruments or techniques, I have developed my own musicianship through online learning resources. This has deepened my understanding of learner challenges and strengthened my ability to provide informed, practical guidance. Overall, my teaching practice is underpinned by a reflective and adaptive approach that responds to both individual and group learning needs. I consistently adjust my planning and delivery to support a range of abilities and learning styles, informed by ongoing reflection, pedagogical research, and collaboration with experienced colleagues. This has resulted in a teaching practice that is responsive, inclusive, and grounded in both practical experience and wider educational thinking.

## MUSIC SYNC

My experience in music sync has required me to manage my time effectively between researching musical styles and applying these ideas to project briefs, while incorporating supervisor feedback throughout the process. This has helped me develop a focused and pragmatic approach to my work, enabling me to prioritise key elements within deadlines and respond efficiently to briefs. Working with hired musicians has strengthened my ability to communicate musical ideas clearly and prioritise playability in my notation, deepening my understanding of instrument-specific capabilities and supporting my broader musicianship.

## PERFORMANCE

My experience as a function band musician required me to manage workload effectively under pressure while applying skills developed through formal study at ACM. This led to a more pragmatic and efficient approach to using these skills in real performance contexts. The group dynamics within a band developed my collaborative mindset, requiring me to support others in achieving shared musical goals while adapting to different schedules, abilities, and approaches to learning. This experience has encouraged a more inclusive approach to collaboration, which has also informed my teaching practice.

## FCAUDIO

Since 2022, I have run my own audio business FCAUDIO, managing responsibilities including budgeting, tax administration, funding considerations, and creative development such as website design. This has given me extensive experience balancing creative and administrative demands within a freelance music context. Through this work, I have encountered challenges particularly in project management and the realistic application of my skills to income generation. Over time, I have reassessed my expectations and developed a more pragmatic understanding of sustaining a freelance practice, focusing on my strengths and areas of established expertise. This development has been informed through independent research and industry guidance, alongside feedback from publishers and collaborators. It has strengthened my ability to manage projects more effectively and make informed professional decisions, which directly supports my wider work as a musician and educator.

**PART D**  
**APPLICANT DECLARATION**

"By signing below, I certify that the information given above is accurate and I understand that giving false information may constitute a disciplinary offence within the regulations of Falmouth University. I understand that the University can approach the awarding body (such as a training centre or college) or employer, if it chooses, for verification of the submitted qualifications and/or experience. I also understand that submission of an APL application does not constitute the guarantee of an offer to study at the University."

**Signed:**



**Dated: 16/04/26**

**Please upload this completed form with all requested evidence, to the [Falmouth Applicant Portal](#).**