



Academic Framework Validated Courses

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1. Academic Framework

- 1.1 This Academic Framework establishes the criteria and rules for **MetFilm courses validated by BIMM University**. It is aligned with the relevant sector-wide standards and, in particular, the *Frameworks for Higher Education Qualification of UK Degree-Awarding Bodies (QAA, 2014)*, the *Framework for Qualifications of the European Higher Education Area (QF-EHEA, 2018)* and the *Sector Recognised Standards (OfS, 2022)*.

2. Franchised and Validated courses

- 2.1 The formal partnership between BIMM University and Met Film School includes both franchised courses (which operate under BIMM University's [Academic Framework](#) and Assessment Regulations for [Undergraduate](#) and [Postgraduate](#) students) and courses validated by BIMM University, which operate under Met Film Schools (Validated Courses) Academic Framework and Assessment Regulations, which have been aligned to those of the university and approved by the BIMM University Academic Board.
- 2.2 BIMM University's Academic Board has delegated authority to the following committees to make recommendations to BIMM University's Academic Board for the conferment of awards:
- Met Film School Assessment Award Boards.
- 2.3 BIMM University validated courses will lead to awards conferred by BIMM University as described in sections 1-4 of the university's [Academic Framework](#).
- 2.4 BIMM University will validate courses according to its [Course Approval and Modification Policy and Procedures](#).
- 2.5 Following BIMM University's course approval process, course-specific requirements may be set for awarding named degrees, diplomas, and certificates that may be more stringent than those in this document.

3. Recognition of Prior Learning for the Transfer of Credit

- 3.1 The university's [Recognition of Prior Learning Policy & Procedure](#) allows applicants prior learning from a member state of the European Credit Transfer & Accumulation System ([ECTS](#)) to be recognised formally and have credit transferred towards their undergraduate course of study.
- 3.2 The university's [PG Recognition of Prior Certified & Experiential Learning Policy & Procedure](#) allows applicants prior learning from a member state of the European Credit Transfer & Accumulation System ([ECTS](#)) to be recognised formally and credit transferred towards their postgraduate course of study.

4. Academic Calendar & Modes of Attendance

4.1 Met Film School's Academic Calendar for validated courses is usually structured as follows:

- Semester/Trimester 1, comprised of 16 weeks (typically 12 weeks taught)
- Semester/Trimester 2, comprised of 16 weeks (typically 12 weeks taught)
- Summer Trimester, comprised of 16 weeks (for postgraduate courses and 2-year degrees)

4.2 Modes of attendance are as follows:

Mode:	Characteristics:
Full-time	Students study for 40 hours per week during term-time.
Part-time	Students study for up to 20 hours per week. Teaching may occur during or outside of term-time, during the daytime, evenings and/or weekends.

5. Academic Credit

5.1 Credit is a means of expressing the equivalence of learning. Credit is awarded to a student for the verified achievement of designated intended learning outcomes at a specified level for a complete module. It is a way of comparing learning achieved in various contexts.

5.2 All credit-bearing modules are credit-rated according to level and volume.

Framework for Higher Education Qualifications (FHEQ) Credit Levels:

- Level 4
- Level 5
- Level 6
- Level 7

6. Credit Volume

Credit reflects the notional student effort to complete a module successfully. It is determined by calculating the required learning hours based on one credit for 10 hours of learning. The credit volume reflects all student effort, particularly taught lessons, independent or guided study, assessment and revision. All Met Film School undergraduate and postgraduate taught modules from FHEQ Level 4-7 are weighted as 20, 40, and 60 credits.¹

7. European Credit Transfer & Learning Hours

- 7.1 In line with the FHEQ and the FQ-EHEA, course credits must be based on a 40-hour week, where one credit equates to 10 notional learning hours. Credits may be converted to the European Credit Transfer & Accumulation System ([ECTS](#)) as follows:

Qualification	FHEQ Credits	ECTS Credits	Learning Hours
Certificate of Higher Education	120	60	1200
Diploma of Higher Education	240	120	2400
Ordinary Degree	300	150	3000
Top-up Degree	120 ²	60	1200
Bachelor's Degree	360	180	3600
Postgraduate Certificate	60	30	600
Postgraduate Diploma	120	60	1200
Master's Degree	180	90	1800

¹ 60 credit modules are reserved for postgraduate courses only.

² 120 credits at Level 6.

8. Credit Framework

8.1 Met Film School taught degrees, diplomas and certificates shall be designed in accordance with the **credit values and rules** stated in the tables below.³

Postgraduate Awards

Award Title	Level	Minimum Credit Requirement	Minimum Period of Registration	Maximum Period of Registration	Award rules
Master's Degree (MA or MSc)	7	180	1 yr. Full Time (FT) 2 yrs. Part Time (PT)	2 yrs. FT 4 yrs. PT	Typically delivered over a single academic year and incorporating a project or dissertation module, normally 60 credits.
Postgraduate Diploma (PG-Dip)	7	120	1 yr. Full Time (FT) 2 yrs. Part Time (PT)	2 yrs. FT 4 yrs. PT	These qualifications may be approved as unclassified standalone or exit awards embedded within a Master's degree course.
Postgraduate Certificate (PG-Cert)	7	60	1 yr. Full Time (FT) 2 yrs. Part Time (PT)	2 yrs. FT 4 yrs. PT	

³ Source: Frameworks for Higher Education Qualification of UK Degree-Awarding Bodies (QAA, 2014).

Undergraduate Awards

Award Title	Level	Minimum Credit Requirement	Minimum Period of Registration	Maximum Period of Registration	Award rules
BA/BSc (Hons)	6	360	3 yrs. FT 6 yrs. PT	6 yrs. FT 10 yrs. PT	This is a degree comprising a main area of study from a single subject and 120 credits must be closely aligned to the award title. Incorporating a Level 6 project module, normally of 40 credits, may also include option modules from outside the main area of study that have been approved as relevant to the course.
BA/BSc (Hons) Single Honours 2 years	6	360	2 yrs. FT 4 years. PT	4 yrs. FT 8 years. PT	This is a degree comprising a main area of study from a single subject, and 120 credits must be closely aligned to the award title. Incorporating a Level 6 project module, normally of 40 credits, may also include option modules from outside the main area of study that have been approved as relevant to the course.
BA/BSc (Hons) Top-up	6	120	1 yr. FT 2 yr. PT	2 yrs. FT 4 yrs. PT	This one-year standalone course enables students with a relevant Level 5 qualification to 'top-up' to a Level 6 honours degree, incorporating a project module, normally of 40 credits, may also include option modules from outside the main area of study that have been approved as relevant to the course.
Ordinary Bachelor's Degree (BA/BSc)	6	300	3 yrs. FT 6 yrs. PT	6 yrs. FT 10 yrs. PT	This exit award is granted in recognition of student learning where insufficient credit has been achieved to award an undergraduate honours degree.
Diploma of Higher Education (Dip-HE)	5	240	2 yrs. FT 4 yrs. PT	4 yrs. FT 8 yrs. PT	These may be approved as standalone unclassified awards or exit awards and will bear the course's name and the award's title.
Certificate of Higher Education (Cert-HE)	4	120	1 yr. FT 2 yrs. PT	2 yrs. FT 4 yrs. PT	

9. Credit and module status on postgraduate taught courses

- 9.1 Credit is module-specific and is achieved upon successful completion of the module. All modules contributing to an award must be credit-bearing.
- 9.2 For full-time postgraduate taught courses comprising 180 credits, the usual pattern of delivery will be 60 credits in the Autumn Trimester, 60 credits in the Spring Trimester and 60 credits in the Summer Trimester.
- 9.3 Individual modules may contribute to more than one course, but the credit volume and level of the module shall be the same irrespective of the course to which the module contributes.
- 9.4 Modules may be delivered within a single Trimester or across two Trimesters. Where a module is delivered across two semesters, the minimum credit volume will be 40credits.
- 9.5 Taught postgraduate courses will typically have 80 credits of modules that are aligned with the award title.

10. Naming Awards

- 10.1 For Undergraduate awards, successful students will receive one of the following:
 - **Bachelor of Arts.** (Single Hons or Top Up at Level 6). This is a classified award.
 - **Bachelor of Science.** (Single Hons or Top Up at Level 6). This is a classified award.
 - **Diploma of Higher Education.** This is an unclassified award.
 - **Certificate of Higher Education.** This is an unclassified award.
 - 10.2 For Postgraduate taught awards, successful students will receive one of the following:
 - **Master of Arts.** This is a classified award.
 - **Master of Science.** This is a classified award.
 - **Postgraduate Diploma.** This is an unclassified award.
 - **Postgraduate Certificate.** This is an unclassified award.
 - 10.3 The minimum requirements for the naming of awards are as follows:
 - **Single Honours:** A degree comprising a primary area of study from a single subject.
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11. Delivery

- 11.1 Undergraduate courses may be delivered in a full-time or part-time mode where approved. As such, any derogations must be formally approved. Likewise, postgraduate taught courses may be offered in full-time or part-time mode subject to formal approval.

12. Modules

- 12.1 There are **two types** of modules:

- **Core** – a module that all students on the course must take to secure the intended learning outcomes for the level/course.

Core modules must be designed to secure the course learning outcomes for a programme at each level and cumulatively overall for the award of a qualification. They should be closely aligned with the award title to ensure the course has a clear identity. Through their assessment, they should also be constructively aligned to both the intended outcomes and each other so that core learning is built at each level and throughout the course.

- **Option** – a group of modules that students may select.

Option modules are freestanding units of learning that should not require pre-requisite learning beyond the transferable knowledge and skills a student at each level of study within a subject will have acquired. Option modules do not need to be closely aligned to overall course learning outcomes.

- 12.2 **Undergraduate courses** will be delivered with the following split of core and option credits at each level:

- **Level 4 Honours Degree/Cert-HE:** 120 core credits
- **Level 5 Honours Degree/Dip-HE:** A minimum of 80 core credits and a maximum of 40 option module credits.
- **Level 6 Honours Degree:** A minimum of 80 core credits and a maximum of 40 option module credits.

- 12.3 **Modules** will typically be delivered as follows:

- **20 credits:** over one semester, requiring 200 hours of student effort.
 - **40 credits:** over one or two semesters/trimesters, over one academic year, requiring 400 hours of student effort.
 - **60 credits:** over one or two semesters/ trimesters, over one academic year, requiring 600 hours of student effort.
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Appendix 1: Undergraduate Met Film Validated Course Framework Model (UG-PCFM)

Undergraduate Single Honours

Level 4 Cert HE			Total: 120 Credits	
S1	Core Subject Modules 120 credits		Core Subject Modules may consist of: 20 credit modules: over one semester. 40 credit modules: over one or two semesters.	
S2				
Level 5 DipHE			Total: 120 Credits	
S1	Core Subject Modules Minimum 80 credits	Option Modules up to 40 credits	Core Subject Modules may consist of: 20 credit modules: over one semester. 40 credit modules: over one or two semesters.	
S2			Option Modules may consist of: 2 x 20 credit modules: each over one semester. 1 x 40 credit module: over two semesters.	
Level 6 Honours Degree			Total: 120 Credits	
S1	Project 40 credits	Core Subject Modules Minimum 40 credits	Option Modules up to 40 credits	Core Subject Modules may consist of: 2 x 20 credit modules: over one semester. 1 x 40 credit module: over one or two semesters.
S2				Option Modules may consist of: 2 x 20 credit modules: each over one semester. 1 x 40 credit module: over two semesters.

Appendix 2: FHEQ Qualification Descriptors

Descriptor for a higher education qualification at Level 4 on the FHEQ	
(e.g., Certificate of Higher Education)	
The descriptor provided for this level is for any Certificate of Higher Education, which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications aligned with Level 4 of the FHEQ.	
Level 4 awards are made to students who have demonstrated:	
<ul style="list-style-type: none"> Knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study. 	
<ul style="list-style-type: none"> An ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. 	
Holders of a Level 4 qualification will be typically able to:	
<ul style="list-style-type: none"> Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. 	
<ul style="list-style-type: none"> Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. 	
<ul style="list-style-type: none"> Undertake further training and develop new skills within a structured and managed environment. 	
Holders of a Level 4 qualification will typically have:	
<ul style="list-style-type: none"> The qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. 	
<ul style="list-style-type: none"> A sound knowledge of the basic concepts of a subject and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications. 	

Descriptor for a higher education qualification at Level 5 on the FHEQ
(e.g., Diploma of Higher Education)
The descriptor provided for this level of the FHEQ is for any foundation degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at Level 5 of the FHEQ.
Level 5 awards are made to students who have demonstrated:
<ul style="list-style-type: none"> • Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed.
<ul style="list-style-type: none"> • Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.
<ul style="list-style-type: none"> • Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.
<ul style="list-style-type: none"> • An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.
Typically holders of the qualification will be able to:
<ul style="list-style-type: none"> • Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
<ul style="list-style-type: none"> • Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.
<ul style="list-style-type: none"> • Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.
Holders will have:
<ul style="list-style-type: none"> • The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
<ul style="list-style-type: none"> • Developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, for example HNDs, enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

Descriptor for a higher education qualification at Level 6 on the FHEQ	
(e.g., Bachelor's Degree with Honours)	
<ul style="list-style-type: none"> The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at Level 6 of the FHEQ. 	
Level 6 awards are made to students who have demonstrated:	
<ul style="list-style-type: none"> A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline. 	
<ul style="list-style-type: none"> An ability to deploy accurately established techniques of analysis and enquiry within a discipline 	
<ul style="list-style-type: none"> Conceptual understanding that enables the student: <ul style="list-style-type: none"> To devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline To describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. 	
<ul style="list-style-type: none"> An appreciation of the uncertainty, ambiguity and limits of knowledge. 	
<ul style="list-style-type: none"> The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). 	
Typically holders of the qualification will be able to:	
<ul style="list-style-type: none"> Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. 	
<ul style="list-style-type: none"> Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem. 	
<ul style="list-style-type: none"> Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. 	
Holders will have:	
<ul style="list-style-type: none"> The qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> The exercise of initiative and personal responsibility. Decision-making in complex and unpredictable contexts. The learning ability needed to undertake appropriate further training of a professional or equivalent nature. 	
<ul style="list-style-type: none"> Developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively. 	

- The qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

Bachelor's degrees with honours form the largest group of higher education qualifications. Typically, learning outcomes for these courses would be expected to be achieved on the basis of study equivalent to three or four full-time academic years. In addition to bachelor's degrees at this level are short courses and professional 'conversion' courses, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline, leading to, for example, graduate certificates or graduate diplomas.

Descriptor for a higher education qualification at Level 7 on the FHEQ	
(e.g., Master's Degree, Postgraduate Diploma, Postgraduate Certificate)	
<ul style="list-style-type: none"> The descriptor provided for this level of the frameworks is for any master's degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at Level 7, including postgraduate certificates and postgraduate diplomas. 	
Level 7 awards are made to students who have demonstrated:	
<ul style="list-style-type: none"> A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. 	
<ul style="list-style-type: none"> A comprehensive understanding of techniques applicable to their own research or advanced scholarship. 	
<ul style="list-style-type: none"> Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. 	
<ul style="list-style-type: none"> Conceptual understanding that enables the student: <ul style="list-style-type: none"> To evaluate critically current research and advanced scholarship in the discipline. To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. 	
Typically holders of the qualification will be able to:	
<ul style="list-style-type: none"> Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences. 	
<ul style="list-style-type: none"> Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. 	
<ul style="list-style-type: none"> Continue to advance their knowledge and understanding, and to develop new skills to a high level. 	
Holders will have:	
<ul style="list-style-type: none"> The qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> The exercise of initiative and personal responsibility. Decision-making in complex and unpredictable situations. The independent learning ability required for continuing professional development. 	
<p>Master's degrees are often distinguished from other qualifications at this framework level (for example, advanced short courses, which often form parts of continuing professional development programmes and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study. Master's degrees, in comparison to postgraduate certificates and postgraduate diplomas, typically include planned intellectual progression that often includes a synoptic/research or scholarly activity.</p>	