



# Biblical Counselling UK

## Certificate in Biblical Counselling

in partnership with CCEF (The Christian Counseling and Educational Foundation)  
and supported by Oak Hill College

## Student Handbook

This course is offered by Biblical Counselling UK in partnership with CCEF (the Christian Counseling and Educational Foundation) and supported by Oak Hill College. We are delighted to be able to offer this course in the UK and pray that it might help those taking the course to grow in their love of the Lord and in their ability to love others wisely and well.

This handbook provides information about:

- Applying and registering for the course
- Course requirements and materials
- Structure of the course including assignments and timetable

If you have further questions about the course please email: [courses@biblicalcounselling.org.uk](mailto:courses@biblicalcounselling.org.uk)

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## 1. How to Apply

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### **Application and registration for the Certificate Course**

To apply for a place on the Certificate in Biblical Counselling, complete the online application form from [www.biblicalcounselling.org.uk/certificatecourse](http://www.biblicalcounselling.org.uk/certificatecourse). Applications usually open in March/April for the coming September.

No formal academic qualifications are required to take the Certificate Course. However, the reading and study requirements of the course are approximately at undergraduate degree level. A reference will be required from the pastor / senior minister of the church you currently attend and students can only be accepted onto the course once a satisfactory pastoral reference has been received.

NOTE: each student taking the course must have their own, individual email account.

Once students have been accepted onto the course and have paid the tuition fee for the first module, we will register them. Students will receive an invitation to join CCEF's School of Biblical Counseling online platform, which will give them access to a password-protected website containing the course materials two weeks before the beginning of term.

The tuition fee for subsequent modules is due by the registration deadline for each module – usually a month prior to the date students are given course access. Please note that late payment of fees incurs an administration charge, and may result in a student not being registered for that module.

A limited bursary fund is available for students with significant financial need. For details, please see our website – [www.biblicalcounselling.org.uk/certificatecourse](http://www.biblicalcounselling.org.uk/certificatecourse) or contact the course administrator.

### **Transfer of Credit**

Due to the administration of the course in the UK, credits are only transferable to CCEF's Certificates or to a US Master's level program on payment of an additional fee. If this is important to you, please discuss this with us before enrolling.

### **A note on accreditation**

The course is run on a non-accredited basis. The teaching material is supplied by CCEF and includes a selection of the modules from their Online School of Biblical Counseling. These modules have been developed by the CCEF faculty over many years and are widely used across the world. Additional teaching and discussion sessions as well as peer counselling and observation classes will be delivered at a local venue (currently Oak Hill in London, Edinburgh, Liverpool, Bath, Belfast and Sheffield). These will provide the practical component of the course. An accredited counselling course would include much more supervised counselling than it is possible to deliver within the constraints of this course.

Students satisfactorily completing the three certificates will be able to indicate that they have successfully completed a course providing a broad introduction to the theory and practice of biblical counselling.

## 2. Course Requirements

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### **Attendance requirements and exemptions**

To qualify for a certificate, students will be required to complete the modules listed in the course syllabus and gained a grade of C- or above. The Summer Intensive should be taken within two years of completing the Foundations certificate.

Each certificate should normally be completed over one academic year, but we recognise that some students need the flexibility to complete it over a longer period. For more information, please contact the course administrator.

Students who have already completed any of the modules directly with CCEF may apply for an exemption from that module. Because the practical elements of the course and the opportunities to engage in discussion with other students are all key components of this certificate course, students will normally be granted no more than two exemptions across the three certificates. Students who have already taken more than two of these seven modules with CCEF should contact the course administrator to discuss their situation. All students seeking exemptions will need to have obtained a pass at grade C- or higher in the relevant module.

Attendance at seminars will be recorded. To qualify for a certificate, students are required to achieve an overall attendance record of at least 70% across the modules for that certificate. Students who are granted exemptions are required to achieve an attendance record of 80% of the seminars in the modules they take. Students granted exemptions may choose to enroll to attend the seminars for their exempted module(s), in which case their attendance requirement is 70% across all the modules.

### **Confidentiality**

Students will be required to sign confidentiality agreements relating both to peer counselling sessions and to observation classes.

We recognise that students may wish to write very personally in their response papers for the course modules. Arrangements to protect confidentiality are as follows. Papers uploaded to CCEF's secure School of Biblical Counselling (SBS) platform can only be accessed by the individual student, the RIs for that module, course tutor(s), BCUK Course Administration and CCEF staff. RIs grade and return papers through the online learning platform. Should – exceptionally - an RI need to download a student's assignment, they are required to delete it from their computer once grading for that assignment has finished, and document that they have done so. Please note that BCUK and CCEF may keep students' papers on their systems after the end of the module for quality monitoring

purposes. Students should bear these arrangements in mind as they write and submit response papers.

## References

All students will require a satisfactory reference from the pastor / senior minister of the church they currently attend (see section 1, How to Apply: Application and Registration).

## Time Requirements

This Certificate course is taught at undergraduate level and includes extensive reading and written assignments. Typically, you will need to allow a minimum of five hours per week *in addition* to the time required for lectures and seminars.

## 3. Course Materials

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### Course Syllabus

Each module has a detailed syllabus with information on assigned readings, lecture schedule, a specific grading rubric, and schedule of assignments. There is also a schedule for each module giving dates of seminars and due dates for assignments. You are expected to read the syllabus thoroughly and take note of dates of seminars and due dates of assignments listed on the course schedule.

### Introduction to CCEF's School of Biblical Counseling Online platform

When you receive access to CCEF's *School of Biblical Counseling* (SBS) online platform ("Canvas") you will be able to view videos giving an overview of the website demonstrating how to access your course materials and submit assignments.

### Copyright and Sharing Materials

All materials posted on by CCEF on Canvas are copyrighted. When you register for a module, you agree that you will not duplicate or share the audio, video, and/or printed materials with another person(s), unless that person is also registered for that module.

CCEF have made an exception to this policy to allow students to share up to 10 copies of *Journal of Biblical Counseling (JBC)* articles from the course for use in their personal ministry. Examples of this would include sharing an article with a counsellee, spouse, friend or small group. This is strictly limited to *JBC* articles. If you wish to share a *JBC* resource with more than 10 people, you will need to make an application via the [permissions page on the CCEF website](#).

## Ordering Required Textbooks

You are responsible for obtaining the required textbooks. The cost of books for each module will vary depending on the number of books required, the source you choose to order from, and shipping costs. Details of the required reading for the module for the next term will be emailed to you during the second half of the previous term. Please review this list well before the start of each module to allow sufficient time for ordering books.

## *Journal of Biblical Counseling* articles and Other Required Readings

If you are required to read *Journal of Biblical Counseling (JBC)* articles for a particular module, these articles will be provided to you through your course access on Canvas. Please note that some of the required reading for these modules (both textbooks and articles) exists in earlier formats (either *JBC* issues or on the *JBC CD-Rom*.) If you own this material in a previously published format, you are welcome to use it for the modules.

Some modules may require you to read an excerpt of a book or a short article. These excerpts and articles will be available through your course access on Canvas. A portion of your tuition fee is used for the required copyright fees to distribute these items electronically to you.

## 4. Assignments

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This section provides an overview of preparing for various assignments in the CCEF modules as well as resources available to assist you in improving your writing skills.

### General Paper Guidelines

1. Follow the directions: Read the assignment description carefully, and make sure you adhere to both the directions (what the assignment is supposed to encompass) and guidelines (word count/length, name of file, etc.).
2. Remember the writing process:
  - a. brainstorm ideas, get thoughts out
  - b. narrow and focus your thoughts in a clear, organised way, so that you are building an argument for your audience
  - c. edit, edit, edit yourself ruthlessly (some ideas are meant for another project or are not essential to be included –and that's ok!)
  - d. the final version is the fruit of your labours (not the labour itself). Related to this, take a step back to see how your paper "flows." Is it logical? Does it naturally progress from one idea to another? It may be helpful to have another person read your paper

3. Proof-read your work: Grammatical errors, misspellings, run-on sentences, sentence fragments and/or punctuation can significantly obscure content. Those types of errors may not be marked on your paper, but will be noticed! A well-written paper (free of typos, misspelled words, etc.) demonstrates thoughtfulness and attention to detail. It is a good idea to have another person to read your paper to check for those things—spellcheck does not always catch errors!
4. Don't procrastinate: Papers should not be written at the last minute. Though some papers are more informal than others, it doesn't mean they should be sloppy, slapdash thinking, or mere stream-of-consciousness. It is evident when assignments are rushed.

### **Response Papers**

Many CCEF modules require weekly response papers. It is a given that there are some people who have more talent or gifting in writing than others and that some people are more insightful. So, these students will tend to write more creatively and richer and it's simply because that person is gifted in that way or has more ministry/life experience (that will be an A paper). In our experience, most people fall into the category of someone whose work exhibits good honest effort (i.e. they're honest about their life, they saw something really important in what they read, they wrote a decent paper about it. That will be a B paper).

Here are some more detailed guidelines used for grading response papers:

1. Are you getting what is the driving force of this particular reading?
2. Are you personally wrestling with/honestly grappling with the driving force of this particular reading?
  - As stated above, it's not just a book report and it's not just your own personal story, your feelings, what happened to you, what the Lord did. It's not just a testimony. It's something really unique that is at the intersection of those two things.
  - Are you going beyond the "just" syndrome? There may be a really wonderful theological truth, like trust the Lord. The "just" syndrome is when you go into great detail about the problem and then posit as the solution "just trust the Lord." It means well and it's the right answer, but it's not grappling. Grappling would involve asking yourself: "How do you do this?" How does that "just" get translated into a life that's hard, that's confusing, that's difficult - what would that look like?

There should be a balance of both personal application and meaningful interaction with the assigned reading or topic in your papers. If you simply summarise the authors or are abstract – in other words, if they don't see anything of you, life-lived, and ministry in what you write – they wonder if you are really learning to apply what you're learning to your own heart and ministry. The authors you are reading seek to write significantly about real life. Are you letting the reading engage you, as "iron sharpening iron"? But if they see you interacting meaningfully with what you've read, they get

excited. May it be increasingly true of you what was spoken of Jonathan Edwards: “His theology was all application and his application was all theology.” Edwards learned that from reading the Bible.

### **Papers/Projects**

In most CCEF modules, there are lengthier papers and/or projects that force you to explore the concepts presented in each lecture in greater depth. Guidelines for these papers and projects vary according to the faculty’s guidelines and specific module (including word count, format, and instructions). Please see your module syllabus for specific guidelines.

### **Exams**

A number of the modules require students to take timed exams. Below is some general information to remember as you prepare for exams:

1. Exams will be available on Canvas one week before the due date.
2. You are on your honour to not open the file until you are ready to take the exam. You may not look at the exam and then study the material again. Once you have seen the exam, you must continue on and complete it.
3. Opening the file to read the questions in advance is considered a violation of the honour code that you will sign upon completion of the exam.
4. If you cannot take the exam during the assigned time, please contact the course administrator to arrange to take the exam early.
5. Some lecturing instructors have provided study guides for some (not all) exams. If available, these will be posted on Canvas.
6. All exams are closed book/notes. Some (but not all) may allow the use of an unmarked Bible. You may NOT use an electronic or online Bible.
7. You will be asked to save your exam with a specific file name on your computer. Pay close attention to the specific instructions included on the exam.
8. Make sure to save periodically while you take the exam so you won’t lose any work in the event of a technical problem.
9. Pay close attention to the time allotted for the exam. You will be asked to record your start and end times on the exam.



10. Please note that CCEF does not permit the distribution or showing of the exam in any manner. (This includes family members as they may take the module in the future.)

### **Improving Your Reading and Writing Abilities**

The Center for Theological Writing at Westminster Theological Seminary, a CCEF academic partner, has developed some helpful tools for students to sharpen both their reading and writing abilities. Here are specific links that you may find helpful as you tackle your CCEF assignments:

- Becoming a Demanding Reader: Good Writing Requires Good Reading  
[www.wts.edu/resources/westminster\\_center\\_for\\_theolog/becoming\\_a\\_demanding\\_reader\\_ma.html](http://www.wts.edu/resources/westminster_center_for_theolog/becoming_a_demanding_reader_ma.html)
- Becoming a Better Writer (specifically the section entitled “Writing Clearly and Coherently”)  
[www.wts.edu/resources/westminster\\_center\\_for\\_theolog/become\\_writerhtml.html](http://www.wts.edu/resources/westminster_center_for_theolog/become_writerhtml.html)
- Writing for Counselling:  
[http://www.wts.edu/resources/westminster\\_center\\_for\\_theolog/paper\\_formatshtml/practical\\_theology/writing\\_for\\_counseling.html](http://www.wts.edu/resources/westminster_center_for_theolog/paper_formatshtml/practical_theology/writing_for_counseling.html)

### **Citations (A Word on Plagiarism)**

If you use another person’s words (whether exact or paraphrased), ideas, or flow of argument without proper citation in the body of the paper as well as in the bibliography (if applicable), whether you have intended it or not, you have plagiarised. Your course tutor or grader should have no doubts whether or not what he/she is reading is your original thought or the borrowed thoughts of another.

If you are still uncertain, please communicate with the course administrator or your recitation instructor. Violations will be taken seriously and could result in a failing grade for the course.

### **Submitting Your Assignments**

All assignments are to be submitted electronically, on Canvas, by 23:55 on the due date specified. Papers, exams and projects will be graded, generally within two weeks of the due date. Final assignments (projects, papers and exams) will generally be graded within four weeks of their due dates. We will aim to confirm final grades to you four weeks after the end of the module.

## **5. Grading and Feedback on Coursework**

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The chief purpose of a grade is accountability. Grading challenges you to put in the time and concentrated effort needed to do your very best quality thinking and work. Your life and ministry depend upon your growing wisdom. We want to handle truth well; we want to walk well. Put off the

competitiveness or fear of failure that lurks within and competes with our Father's goals for our education! Jesus' disciples are learners by definition, so we should be unashamed of our continual need to grow in knowledge, wisdom, and love (James 1:5; Matt. 5:3). Grading is only a tool to help hold you accountable to those goals and desires that led you to register in the first place.

We have outlined some general grading guidelines to give perspective and help students understand the criteria for evaluation. Please refer to your module syllabus for specific guidelines and grading rubrics on individual assignments.

### **Grading Standards**

Recitations Instructors (RIs) have training and experience in biblical counselling. They have taken the modules themselves and are involved in counselling in their local church context. They have received instruction in grading the papers using the same standards as the lecturing professor has requested.

### **Feedback on Your Work**

Students often ask what kind of feedback they can expect on their assignments. This will vary according to the module, the particular assignment, and the individual style of the Recitation Instructor. Typically, response papers will receive very few written comments, while longer papers will receive a bit more feedback. RI's may ask questions to provoke more thought (which they may or may not request that you answer). Generally, your RI will offer one positive comment and two comments on an area that could have strengthened your paper. If there are general patterns contained within a specific assignment, you may receive a module-wide email so that you get a sense of how the entire class is learning and growing or needs to be stretched.

### **Grade Meanings**

Most assignments will be assigned a numerical grade. The points for individual assignments and the course syllabus will provide information on the weight of each assignment towards your final grade. Final grades will be a letter grade.

The following sample grading rubric provides a general guideline of how grades may be determined for written assignments and a structure to approach your assignments. Your course syllabus may include a rubric that is specific for the assignments given in that course.

Letter Grade and Grade Summary	A	B	C	D–F
	You added dimensions to your work that <b>went above</b> the required assignment.	You <b>successfully fulfilled</b> the requirements of the assignment.	You missed some important aspects of the assignment.	You <b>did not fulfill</b> some or all of the assignment requirements.
Discussion	Discussion is insightful, thorough, and interesting.	Discussion is interesting.	Discussion is interesting but lacks depth.	Discussion is uninteresting and/or too shallow for the assignment.
Understanding	Demonstrates thorough understanding of the material.	Demonstrates fair understanding of the material.	Demonstrates partial understanding of the material.	Demonstrates lack of understanding.
Application	Applies several key concepts from course resources to personal observations and experiences.	Applies at least one key concept from course resources to personal observations and experiences.	Implies key concepts, but doesn't make clear link to course resources.	Does not apply course concepts.
Grammar, Mechanics, Spelling, & Structure	Clear writing with no grammar or spelling errors.	Clear writing with minimal grammar or spelling errors.	Multiple grammar or spelling errors. Mechanics get in the way of clarity.	Numerous spelling or grammar errors. Difficult to read.

## Final Course Grading Scale

The grading scale for all CCEF modules is as follows:

A	95 and above	C	75-77.9
A-	92-94.9	C-	72-74.9
B+	88-91.9	D+	70-71.9
B	85-87.9	D	68-69.9
B-	82-84.9	D-	66-67.9
C+	78-81.9	F	< 66

Note: The Counselling Observation module is graded on a pass/fail basis.

## 6. Extensions and withdrawals

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### Late/Missing Work

Our goal is to help you to *do* the work, for your sake – so that you profit from the course. Sometimes unexpected circumstances (illness, technical problems, ministry or family crises, etc) make lateness unavoidable. We will work with you to help you to catch up. Don't suffer, avoid, procrastinate, struggle, get overwhelmed, or be confused in silence – please be proactive in communicating with your RI or the course administrator!

The general policy for late work is that papers, exams and projects will be marked 10 percentage points off per day that it is late, and “0” after one week. Exceptions to this policy will be made on a case-by-case basis, to be fair to students who submitted their work on time. If you do not submit an assignment, a grade of “0” will be recorded for that assignment.

Please note: If a mission/camp, holiday or other event scheduled in your diary will interfere with you handing in an assignment on time, you are responsible to submit work that is due during the planned absence ***before leaving for*** the event. Please contact the course administrator to be given early access to an exam.

All work is due by 23:55 on the due date.

### **Extensions**

Extensions are granted for unexpected situations (ie ones that you were unable reasonably to anticipate). Extensions will not be granted for a previously scheduled holiday, mission/camp or other planned event.

If you need an extension for up to a week, you should contact your RI. For extensions longer than a week, contact the course administrator – [courses@biblicalcounselling.org.uk](mailto:courses@biblicalcounselling.org.uk).

#### **Requesting an extension for up to one week:**

If an unexpected situation arises and you feel that you need an extension for a response paper, project or exam, please contact your RI 48 hours before the assignment is due. Requests made after this 48-hour time frame may not be reviewed by your RI before the assignment is due, and late assignments that do not receive a retrospective extension will receive the standard grade deduction (10 points off for every day that it is late, and “0” after a week).

Extension requests for assignments will only be granted for extreme circumstances (illness, ministry or family crises, etc.). Your RI can grant you a 48-hour to 1-week extension to submit the paper without a late penalty. If you feel that you are unable to complete the work in the allotted time, you should apply for a longer extension with the course administrator (see below).

#### **Requesting an extension longer than a week:**

If you feel that you cannot complete an assignment within the week granted by your RI, you can apply for a longer extension request from the course administrator. These extension requests are only granted for unexpected and extenuating circumstances such as a death in the family or a major illness. The RI will be notified when an extension request is received and whether the extension is approved along with the new due date.

To request an extension longer than a week:

Email the course administrator – [courses@biblicalcounselling.org.uk](mailto:courses@biblicalcounselling.org.uk) before the deadline, stating:

1. The module you are taking, your course venue, and the name of your RI
2. The paper or project for which you are requesting an extension
3. The due date
4. The reason for your extension request.

The Course administrator will respond within two working days of your request and inform your RI.

### Withdrawing

If you need to withdraw from a module please contact the **course administrator** as soon as possible.

The refund due to you is calculated from the date you advise the **course administrator**. The refund policy is as follows:

Date of withdrawal	Refund due
Before the student receives course access	100% refund
After the student receives course access and before the start of week 1 of the course	100% refund less £50
<i>Certificate Course:</i> Before the end of week 2 of the course  <i>Dynamics/Helping Relationships for Leaders:</i> Before the end of the 2 <sup>nd</sup> calendar week of the course	100% refund less £100
<i>Certificate Course:</i> Before the end of week 5 of the course  <i>Dynamics/Helping Relationships for Leaders:</i> Before the end of the 5 <sup>th</sup> calendar week of the course	50% refund
<i>Certificate Course:</i> After the end of week 5 of the course  <i>Dynamics/Helping Relationships for Leaders:</i> After the end of the 5 <sup>th</sup> calendar week of the course	No refund is payable

## 7. Student Conduct

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### Equality and diversity policy

It is important to us that our ministry is free from discrimination. This means that we treat all people with courtesy and respect, involve and listen to others and show consideration and empathy for their well-being.

We value others for their contribution irrespective of personal differences and seek to foster a positive learning environment for our Certificate Course students.

We expect Certificate Course Tutors and RIs and our administration staff to have respect for everyone with whom they come into contact. As those with responsibilities for students, they have a particular responsibility to ensure that each of them is respected.

We expect students to contribute to and uphold our ethos in the way they speak and act towards others. We will not tolerate abuse or discrimination.

We expect everyone to:

- Co-operate with any measures introduced to ensure equal opportunity
- Report any suspected discriminatory acts or practices witnessed or experienced
- Not induce or attempt to induce others to practise discrimination
- Not treat anyone less favourably as a result of them having reported or provided evidence of discrimination (“victimisation”)
- Not subject others to harassment

Please raise any concerns about discrimination by contacting the Senior Administrator at [info@biblicalcounselling.org.uk](mailto:info@biblicalcounselling.org.uk).

A copy of our Equality and Diversity Policy is available on request from [info@biblicalcounselling.org.uk](mailto:info@biblicalcounselling.org.uk)

## 8. Academic Policies

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### Describing Your Certificate

Many students who have completed courses at CCEF are active in lay counselling ministries in their local church. If they wish to describe their qualification to others, the guidance suggested by CCEF (and adapted for the UK certificate programme) is as follows.

*Jane Smith has completed all three certificates in the Certificate in Biblical Counselling programme offered by Biblical Counselling UK in association with the Christian Counseling and Educational Foundation ([www.ccef.org](http://www.ccef.org)). This comprehensive course has involved study in the following areas: a biblical view of personal change and human personality; developing effective helping relationships for individuals and couples; developing caring ministries within the local church; and understanding the unique contribution of the Christian faith to the task of counselling.*

### Accreditation

This training is primarily focused on training pastors and lay people for service in biblical counselling ministries in churches and para-church ministries. It is not designed to prepare students for

accreditation with a professional body such as BACP (the British Association for Counselling and Psychotherapy).

For more information about any of the topics covered in this handbook, please contact the course administrator at [courses@biblicalcounselling.org.uk](mailto:courses@biblicalcounselling.org.uk)

## 9. Appendix A

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### ***Dynamics of Biblical Change for Leaders* Students – Transferring to the Certificate Course**

*DBC for Leaders* students are welcome to transfer to the Certificate Course. They can choose either to attend the Certificate Course seminars for *Dynamics of Biblical Change* (for a small additional fee) or join the Certificate Course with *Helping Relationships*. For more information, please contact [courses@biblicalcounselling.org.uk](mailto:courses@biblicalcounselling.org.uk).

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