



Certificate Programme

Student Handbook

The Certificate Programme provides a comprehensive theoretical and practical introduction to conversational ministry and biblical counselling. It began in 2013 through a collaboration between Biblical Counselling UK and CCEF (The Christian Counseling and Educational Foundation). Some of the course content is based on CCEF's online courses but with most courses now extensively adapted to the UK context and with the addition of newly created UK courses.

This handbook provides information about:

- Applying and registering
- Course requirements, materials and assessment
- Policies

Please refer to the [Course Descriptions](#) documents for details of the courses offered.

For more information about any of the topics covered in this handbook, please contact Course Administration at courses@bcuk.org.

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1. How to Apply

Applications, references and registration for the Certificate Programme

To apply for a place on the Certificate Programme, complete the online application form at bcuk.org/certificate-programme. Applications usually open in May for the September intake (see 2. Programme Information for details about the 6 months courses which has a January intake).

No formal academic qualifications are required to take the Programme. 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, supportive pastoral reference has been received. NOTE: each student taking the course must have their own, individual email account.

Once students have been accepted and have paid the tuition fee for the first course, we will register them. Two weeks before the beginning of term, students will receive access to Canvas - our password-protected online platform which contains the course materials.

The tuition fee for subsequent courses is due by the registration deadline for each course – 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 course.

A limited bursary fund is available for students with significant financial need. For details, please see the [FAQ page](#) or contact Course Administration.

Transferring registration and credit between Biblical Counselling UK and CCEF

Transfer from CCEF to BCUK: Those who have studied with CCEF are eligible to enrol in Biblical Counselling UK's Certificate Programme. We will accept passes (C- or above) in *Dynamics of Biblical Change* and *Helping Relationships* as pre-requisites for registering to take courses, but you will not be eligible for a Certificate. You may transfer credit for a CCEF pass (C- grade or above) in *Dynamics of Biblical Change* to the BCUK Foundation Certificate, by completing our Access Programme (see Appendix A). If transfer of credit is important to you, please discuss this with us before enrolling.

Transfer from BCUK to CCEF: Certificate Programme students who have completed and achieved a grade of C- or above in *Dynamics of Biblical Change* and *Helping Relationships* have the necessary pre-requisites to take courses and be awarded a Certificate in CCEF's School of Biblical Counseling's *Essentials* Certificate. All other courses students complete with BCUK are not eligible for transfer into CCEF's certificate programme, and CCEF will not issue a *Formations* Certificate for students who complete *Dynamics of Biblical Change* and *Helping Relationships* through BCUK.

A note on accreditation

The Programme is run on a non-accredited basis. Much of the teaching material is supplied by CCEF and includes a selection of the courses from their online *School of Biblical Counseling*. Those courses have been developed by the CCEF faculty over many years and are widely used across the world.

The original teaching material developed by CCEF has been adapted by us for the UK context, and we have added to it material of our own. A key element of the Certificate Programme are the fortnightly seminars of the Foundation and Intermediate Certificates, which provide additional teaching and discussion. These are delivered at local venues across the UK and recently have included Oak Hill in London, Edinburgh, Liverpool, Belfast, Sheffield, Exeter and Derby, as well as Online Seminar options. The optional *Skills Training Days* in the Foundation and Intermediate Certificates provide opportunity to grow in conversational skills. Accredited counselling courses, such as those that would be recognised by BACP (The British Association of Counsellors and Psychotherapists), include extensive requirements for supervised counselling hours and serve a different purpose to that provided by this programme.

Who the course is for

Foundation Certificate in Conversational Ministry

For those who want to grow in their ability to have conversations that foster the deep, relational one-anothering that the New Testament describes.

Intermediate Certificate in Conversational Ministry

For those who want to develop their skills in conversational ministry in the context of relationships and the struggles of everyday life.

Advanced Certificate in Theology for Biblical Counselling

For those who want to deepen their theological understanding of people and their problems.

Advanced Certificate in Skills for Biblical Counselling

Of particular interest to those who want to develop advanced helping skills for more formal pastoral/counselling conversations.

2. Programme Information

Delivery

Students access recorded lectures, reading and assignments through Canvas, our online learning platform. Live seminars are delivered by BCUK trained Tutors either in one of our physical venues, or online via Zoom. Feedback on assignments is given by BCUK Graders.

Attendance at seminars is required, and contributes to a student's grade and eligibility for a Certificate of Completion. In Helping Everyday Problems, students will receive a seminar grade according to their participation and contribution in seminars.

Levels

There are three levels of training: Foundation, Intermediate and Advanced.

Each course runs over 10 weeks. The Foundation and Intermediate courses have 5 seminars each term. The Advanced Certificate Courses will not have seminars but will have various arrangements of 'Tutor cafés' or 'Observation sessions' via zoom.

Each certificate can be completed in one academic year, as indicated in the table below. It is also possible to complete the Foundation Certificate at a slower speed over three years (see "6 Months Courses" section for details).

Foundation Certificate in Conversational Ministry	<ul style="list-style-type: none">• Dynamics of Biblical Change• Helping Relationships• Church Pastoral Care¹
Intermediate Certificate in Conversational Ministry	<ul style="list-style-type: none">• Helping Everyday Problems• Relationships in Life and Church• Scripture for Life and Ministry
<i>From Sept 2026</i> Advanced Certificate in Theology for Biblical Counselling	<ul style="list-style-type: none">• Applied Theology of the Person• Theology and Secular Psychology• Theology for Counselling
<i>From Sept 2026</i> Advanced Certificate in Skills for Biblical Counselling	<ul style="list-style-type: none">• Marriage Counselling• Counselling Embodied Souls• Advanced Skills Training

¹ Formerly Counselling in the Local Church

6 Months Courses

Students wishing to study at a slower pace, can take any of the Foundation Certificate courses – *Dynamics of Biblical Change*, *Helping Relationships* and *Church Pastoral Care* in the "6 months" versions. These run from January to early July each year, with two calendar weeks for each "week" of the 10-week course. Applications open in May for the following January.

Dynamics of Biblical Change 6 Months has eight optional 'Tutor Cafés' available for students to interact with an experienced tutor. Since students on this course will not have had the compulsory seminars that those taking the course at the regular pace will have had, they have the option to make up the interactive contact hours through our Access Programme (see Appendix A).

The 6 Months versions of *Helping Relationships* and *Church Pastoral Care* have 5 seminars, and offer the same contact hours and certificate eligibility as the regular versions of the course.

Progression and Certificates

Students will usually have progressed through the Foundation and then the Intermediate courses before taking any of the Advanced courses, in order to gain the most from training at this level. Some students' experience and/or previous training may allow them to "pick and choose" from the Intermediate and Advanced courses, but *Dynamics of Biblical Change* and *Helping Relationships* will be pre-requisites in this instance (see the non-Certificate pathway below).

Certificate Pathway

To qualify for a Certificate, students must complete the courses for that certificate within 5 years and gain a grade of C- or above in each of them and meet the seminar attendance requirement (see below). If a student does not complete a major project or final paper in a course, they will not be recorded as having passed that course (irrespective of their final grade) and will not be eligible for the relevant certificate.

Certificate Eligibility – seminar attendance requirements

Foundation Certificate	Achieve a C- grade or above in each of the three Foundation courses, <i>and</i> <i>either</i> attend a minimum of 11 of the 15 seminars, with no more than 2 seminars missed in any course. <i>or</i> take the Access Programme and attend 7 out of 10 seminars for <i>Helping Relationships</i> and <i>Church Pastoral Care</i> , with no more than 2 seminars missed in any course
Intermediate Certificate	Achieve a C- grade or above in each of the three Intermediate courses, attend a minimum of 11 of the 15 seminars, with no more than 2 seminars missed in any course, <i>and</i> hold a Foundation Certificate

Advanced Certificates	Achieve a C- grade or above in three courses for the relevant Advanced certificate <i>and</i> hold both a Foundation and an Intermediate Certificate
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Non-Certificate Pathway

A student who has passed *Dynamics of Biblical Change* and *Helping Relationships* (in either the regular or the 6 months versions) may enrol in any courses we offer. If you would like to transition to the Certificate Pathway, please get in touch with us to discuss the eligibility criteria.

Time Requirements

This Certificate Programme is taught at undergraduate level and includes extensive reading and written assignments. The time commitment varies according to the course, but a rough guide is a **minimum of 10-12 hours per week**, excluding seminars.

Access

We welcome applications from students with disabilities (physical, mental and learning disabilities) and are committed to improving access to the course materials and providing support to students where possible.

3. Course Materials

Course Syllabus

Each course has a detailed syllabus with information on assigned readings, lectures and assignments. There is also a schedule for each course 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 Canvas

When you receive access to Canvas, our online platform, you will have access to a Student Orientation course giving an overview of the platform and explaining how to access your course materials and submit assignments.

Copyright and Sharing Materials

All materials provided in Canvas are copyrighted. When you register for a course, 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 course.

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 course 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 course for the next term will be made available to you during the second half of the previous term. Please review this list well before the start of each course to allow sufficient time for ordering books.

Journal of Biblical Counseling articles and Other Required Readings

Required reading from the *Journal of Biblical Counseling (JBC)* or short excerpts of books and articles will be provided to you electronically through your Canvas course. These readings are listed in your course syllabus. Please note that some of the required reading for these courses (eg books, articles, etc) exist in alternative formats. If you own this material in a previously published format, you are welcome to use it for the courses.

Some courses 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

This section provides an overview of preparing for various assignments in the course courses.

General Paper Guidelines

1. Follow the directions: Read the assignment description carefully, and make sure you follow the directions (what the assignment is supposed to encompass) and the guidelines (word count/length, file type, etc).
2. Pay careful attention to the word count required for your paper, and ensure that you do not exceed it. All the text that you write in the main body of your assignment counts towards your final word count, including any bible references or other quotations. The following do *not* count towards the word count: details at the top of the first page (your name, assignment title, stated word count); footnotes (but note the guidance below); anti-plagiarism statement at the end of the paper; required declarations.

Word count limits will be strictly applied and you will lose marks (5 – 15%) for papers that

exceed the word limit. Please note that papers substantially over the word limit will not be graded but will need to be re-submitted within a few days (as advised by your Grader) and will have a 15% grade deduction applied.

3. Footnotes should be used for citations only, not as a way of including additional material that did not fit within the word count. Any additional content in a footnote will not be read or graded. Please note the following with regard to citations:
 - a. Please use footnotes, not endnotes
 - b. Please provide the page number as well as the title and author. If you are using an e-book reader (eg Kindle, etc) which does not provide page numbers, please provide the chapter number/title, and enough information to enable your Grader to locate it easily, for example paragraphs 18-20, or any headings.
 - c. Citations do NOT need to be presented in an academic format.
4. Hints on 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.
5. 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, spelling mistakes, etc) demonstrates thoughtfulness and attention to detail. It may be a good idea to have another person to read your paper to check for those things—spellcheck does not always catch errors!
6. 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 in thinking, or mere stream-of-consciousness. It is evident when assignments are rushed.

Response Papers

Most of the courses require response papers and many of these require a 'response' to things you have read. Obviously we will vary in our ability to produce written assignments. Some students will tend to write more creatively simply because that person is gifted in that way or has more ministry/life experience, and this will be reflected in their grade. Most people submit work that exhibits good, honest effort (ie they're honest about their life, they saw something really important in what they read, they wrote a decent paper about it. This produces a perfectly satisfactory submission which will generally be a B grade 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?
 - A good response paper is not merely a review of reading nor is it just your own personal story about your feelings, what happened to you and what the Lord did. 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 your grader doesn'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. 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 courses, there are longer papers and/or final 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 course (including word count, format, and instructions), and are provided in Canvas.

Confidentiality

Within the Certificate Programme, your assignments will often be quite self-reflective. That means you will be asked to share a little of your heart and your life. It is always up to you what you choose to share, but there is an expectation that you will be "personal" in some way. That often raises the question, "who can see the assignments that contain this personal information?"

Most of the time, the only person who will read your assignments is your grader. However, there will be some exceptions to this:

- If you are struggling with your work, your grader might flag this with your tutor or with the Director of Training and Resources - they might look at your assignment together to work out how to support you well.
- If you raise current or historic safeguarding concerns, your grader will flag this with our BCUK safeguarding officer or deputy, and the Director of Training and Resources. In line with

good practice, we will follow up with you on any mention of abuse (current or historic) and see if any further steps need to be taken. Initially this will be done in an anonymised form - your name will only be passed on if the Safeguarding team need to get more involved.

- If your grader is new to their role, their work will be moderated. Your assignments will usually be anonymised before being moderated.

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 contact Course Administration or your Grader. Incidents of plagiarism will be taken seriously and could result in your failing the course.

Submitting Your Assignments

All assignments are to be submitted electronically, on Canvas, by 23:55 on the due date specified. Papers will usually be graded within two weeks of the due date. Final assignments will usually 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 course, but this may not always be possible.

5. Grading and Feedback on Coursework

There are two main reasons for providing grades for your work in the Certificate Programme. The first is to provide some feedback about how you have done. We trust it helps to have a sense of the standard of your work and changes that may happen over time. The second purpose is to provide some measure of accountability. Taking a course for credit challenges you to put in the time and effort needed to produce good quality thinking and work. All of our lives and all our ministry depends upon growing wisdom. We trust getting grades is one way of helping encourage us toward the effort that is needed for that growth.

Yet grading brings dangers too – it can foster a sense of competitiveness or a fear of failure. So do be praying for godly attitudes. It may help to remember that humility and a willingness to admit ignorance and a desire to grow in knowledge, wisdom, and love (James 1:5; Matt. 5:3) are hallmarks of authentic faith.

In many ways grading is simply a means of helping you maintain the ambitions 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 course syllabus for specific guidelines and grading on individual assignments.

Feedback on your work

Graders have training and experience in conversational ministry and biblical counselling. They have taken the courses themselves and are usually involved in ministry in their local church context. They grade papers using guidelines supplied by BCUK.

Students often ask what kind of feedback they can expect on their assignments. This will vary according to the course, the particular assignment, and the individual style of the Grader. Typically, shorter response papers will receive very few written comments, while longer papers will receive a bit more feedback. Graders may ask questions to provoke more thought (which they may or may not request that you answer). Generally, your Grader 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 course-wide email so that you get a sense of how the entire group of students is learning and growing or needs to be stretched.

Grades and Grading Scheme

Most assignments will be assigned a numerical grade which relates to a letter grade. The course syllabus will provide information on the weight of each assignment towards your final grade. Final grades will be a letter grade.

The table below shows the way that percentage scores relate to letter grades and also shows a rough comparison to the way these scores are applied in UK university honours degrees.

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Grade Letter	Percentage Score	Grade Definition		Degree Class (rough guide for comparison)
A	85% – 100%	Excellent to Outstanding	PASS	First
A-	70%-84%			
B+	66% – 69%	Good to Very Good		Upper Second 2:1
B	63% - 65%			
B-	60%- 62%			
C+	55% – 59%	Satisfactory		

C	50% - 54%			Lower Second 2:2
C-	40% – 49%	Sufficient		Third 3
D	35% – 39%	Unsatisfactory	FAIL	FAIL
E	30% - 34%			
F	0 – 29%	Unsatisfactory		

The table below gives details of the basis on which this grading will be applied.

Letter Grade and Grade Summary	A	B	C	D – F
	You added dimensions to your work that went above the required assignment.	You successfully fulfilled the requirements of the assignment.	You missed some important aspects of the assignment.	You did not fulfill 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.

6. Extensions and withdrawals

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, procrastinate, struggle, or be confused in silence – please do get in touch with your Grader or Course Administration.

The general policy for late work is that papers will be marked 10 percentage marks 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 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.

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 Grader. For extensions longer than a week, contact Course administration – courses@bcuk.org.

Requesting an extension for up to one week:

If an unexpected situation arises and you feel that you need an extension for a paper or project, please contact your Grader 48 hours before the assignment is due, if possible. Please note that requests made after this 48-hour time frame may not be reviewed by your Grader 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 Grader can grant you a 48-hour to 1-week extension to submit the paper without a late penalty.

Requesting an extension longer than a week:

If you feel that you cannot complete an assignment within the extra week granted by your Grader, you can apply for a longer extension request from Course Administration. These extension requests are only granted for unexpected and serious circumstances such as a death in the family or a major

illness. The Grader 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 Course Administration – courses@bcuk.org if possible before the revised deadline, stating:

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

The administrators will respond within two working days of your request and inform your Grader.

Withdrawing

If you need to withdraw from a course, please contact Course Administration at courses@bcuk.org as soon as possible.

The refund due to you is calculated from the date you advise Course Administration. 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 £75
Before the end of week 2 of the course	100% refund less £150
Before the end of week 5 of the course	50% refund
After the end of week 5 of the course	No refund is payable. Students who withdraw after the end of week 5 may re-take the course at a 50% discount. Please contact Course Administration for more details.

7. Student Conduct

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 Programme students.

We expect Certificate Programme Tutors, Graders 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 a Tutor or Grader or an Administrator by contacting Tarita Smallwood at info@bcuk.org.

Please raise any concerns about student conduct with your Tutor or Grader.

A copy of our Equality and Diversity Policy is available on request from info@bcuk.org.

General Code of Conduct

In every area of ministry, Biblical Counselling UK is committed to maintaining the highest possible Biblical standards of integrity and accountability. Our General Code of Conduct describes the behaviour expected by those giving and receiving training organised by Biblical Counselling UK.

Those involved in the activities of Biblical Counselling UK are expected to:

- Relate to others with graciousness, humility, love, gentleness and respect
- Treat everyone with dignity and respect, paying attention not only to language but attitude and body language
- Act with fairness and treat each person equitably, avoiding discrimination or favouritism
- Never scapegoat, ridicule or reject an individual or group or allow others to do so
- Speak up about inappropriate attitudes and behaviour that might be harmful to others

- Never use drugs except for medical reasons under appropriate supervision
- Never drink alcohol excessively whilst at work or representing BCUK
- Obtain consent before taking photographs/video of anyone
- Never use sexually provocative words or gestures, or any forms of physical punishment
- Operate within the principles, procedures and guidelines of Biblical Counselling UK's Safeguarding Policy

Please raise any concerns about your Grader or Tutor conduct by contacting our safeguarding officer, Tarita Smallwood, at info@bcuk.org.

Please raise any concerns about student conduct with your Tutor or Grader, in the first instance.

Concerns can also be raised externally either with the Charity Commission or with the Christian Safeguarding Services advice line: telephone: 0333 303 4101; e-mail: info@thecss.co.uk. For further information see bcuk.org/safeguarding/

The full General Code of Conduct is available from info@bcuk.org

Safeguarding

We consider it important that students are familiar with some basic principles surrounding safeguarding, including the key principle that any ministry in connection with your local church must be undertaken in line with your own church's safeguarding policy.

Therefore, at the commencement of each course, students are required to confirm that they know the identity of their church's safeguarding officer, and that they are familiar with their church's safeguarding policy.

An introduction to Safeguarding is provided in *Dynamics of Biblical Change* and further training is provided in any courses where students are required to be conducting intentional conversations with individuals (for example *Helping Relationships*).

A copy of our full Safeguarding Policy is available on request from info@bcuk.org

8. The goals of the Programme

Foundation and Intermediate Certificates in Conversational Ministry

Our goal for students completing the Foundation and Intermediate Level courses is that students will have a deep foundation in the principles and skills of conversational ministry, and how those skills can be used in the context of relationships and everyday struggles.

- The course seeks to deepen our own knowledge and love of Christ
- The course helps us see how God, by the work of his Word and Spirit, brings about change and growth

- The course shows us how God works in his church and uses the gifts of his people to care for those facing struggles in daily life

All of us have opportunities for conversation with our friends and family and fellow church members. In those conversations we want to be loving and caring friends who listen well and pray well as we seek to serve Christ's kingdom.

We hope and trust that the Certificate Programme will help us with that. It won't instantly turn us into super-wise experts and taking the course mustn't be the basis for claiming a skill we don't have or an authority we haven't been given.

Many students who have completed courses with Biblical Counselling UK have discovered how these courses have enhanced their skills for ministry. They have become better friends, better parents, better small group leaders, better youth workers and better witnesses to Christ. Many have gone on to exercise important ministry roles in their churches. But such ministry roles must always be exercised under the authority and oversight of local church leaders and not be something we do independently of church or of the safeguarding structures that church provides.

Advanced Certificates in Biblical Counselling

Our goal for students taking the Advanced Certificates is to deepen their theological understanding of people and their problems and to develop more advanced helping skills for more formal pastoral/counselling conversations.

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).

Our guidance to those undertaking such biblical counselling ministries is that they should take into account the authority and oversight of local church leaders and the safeguarding structures that churches provide.

Describing Your Certificate

Students satisfactorily completing the Foundation and Intermediate certificates will be able to indicate that they have completed training in the theory and skills of conversational ministry.

Many students are active in conversational ministries in their local church. If they wish to describe their training to others, we suggest the following:

Jane Smith has completed Foundation and Intermediate Certificates in Conversational Ministry in the Certificate Programme offered by Biblical Counselling UK which has involved study in the following areas: a biblical view of personal change; the essentials of helping relationships; developing caring ministries within the local church; the use of the Bible in conversational ministry; understanding and helping everyday problems; and developing effective helping relationships.

Students completing the Advanced Certificates will be able to indicate that they have successfully completed training in the theology and practice of biblical counselling.

9. Appendix A

Certificate Eligibility – DBC 6 Months / transfer from CCEF

Students who have taken *DBC 6 Months* and those who are transferring to the Certificate Programme having taken *DBC* with CCEF, will not have attended the number of seminars required for certificate eligibility. If they wish they can make up the necessary contact time through our Access Programme. Alternatively, it may also be possible to attend seminars for *Dynamics of Biblical Change* in one of the Certificate Programme venues - please contact Course Administration to enquire.

The following table shows the courses and seminar attendance requirement to be eligible for a Foundation Certificate in Conversational Ministry for those who have taken *DBC 6 Months* or who have taken *DBC* with CCEF:

Courses (must be taken within a 5 year period)	Seminar attendance requirement
<p style="text-align: center;"><i>DBC 6 Months + Access Programme</i></p> <p style="text-align: center;">+</p> <p><i>Helping Relationships</i> (either 10 week or 6 months)</p> <p style="text-align: center;">+</p> <p><i>Church Pastoral Care</i> (either 10 week or 6 months)</p>	<p>7 out of 10 seminars (for <i>Helping Relationships</i> and <i>Church Pastoral Care</i>), with no more than 2 seminars missed in any course</p>
<p style="text-align: center;"><i>DBC 6 months + attendance at DBC seminars</i> (at any venue)</p> <p style="text-align: center;">+</p> <p><i>Helping Relationships</i> (either 10 week or 6 months)</p> <p style="text-align: center;">+</p> <p><i>Church Pastoral Care</i> (either 10 week or 6 months)</p>	<p>11 out of 15 seminars, with no more than 2 seminars missed in any course</p>

Access Programme

Students attend one 2-hour online seminar (usually offered in the autumn) and complete a supporting activity.

Seminar: This seminar provides opportunities for the students to consolidate their learning and discuss the course they did over 6 months with a core BCUK tutor.

Supporting activities: participation in another group-based activity, involving BCUK material, that requires a minimum of 3 interactive sessions. Suitable activities include:

- Participating in a BCUK book group
- Participating in a Real Change course in their local church or other grouping
- Participating in a group working through the Crosslands Pastoral Care course in their local church or other grouping
- Participation in a BCUK national conference or local event that involves a minimum of 3 sessions
- A combination of the above activities (eg a 1-session book group, and 2 x 1-session BCUK events in your church or region).

Information and registration for the Access Programme is provided at the end of the *Dynamics of Biblical Change 6 Months* course or contact Course Administration for further details.

Alternatively, students taking *DBC 6 Months* or transferring from CCEF may pursue the non-Certificate pathway and take *Helping Relationships* in either the regular or 6 months version. Once they have passed both *Dynamics of Biblical Change* and *Helping Relationships*, they may enrol in any of the other courses. For more information, please contact courses@bcuk.org.

10. Appendix B

Transition arrangements from the Certificate Course to the Certificate Programme

These arrangements apply to students who were enrolled prior to July 2024.

Certificate Course students with a Foundations Certificate will be eligible for an Intermediate Certificate on successful completion of the Intermediate courses.

Certificate Course students with a Foundations Certificate who have completed *Scripture for Life and Ministry* will be able to transfer the credit for that course to the Intermediate Certificate, provided that they complete the other Intermediate Certificate courses within 5 years of taking *Scripture for Life and Ministry*.

Certificate Course students who have passed both *Dynamics of Biblical Change* and *Helping Relationships* may enrol in any of the offered courses in the Certificate Programme.

Please contact Course Administration at courses@bcuk.org for queries about Certificate eligibility.