

Decisions of synod 2006 of the FRCSA, with regard to Theological Training

1 Profile of a Minister of the Word

1.1 Different aspects/dimensions in developing the minister

The profile of a minister consists of different aspects, which must receive proper attention during the training phase and should in some way be part and parcel of shaping the personality of the prospective minister.

1.1.1 One aspect that must be clear is the calling by the living God and being conscious of living in God's presence. In this regard we pay attention to the personal devotion and practice thereof by the prospective minister. This includes a personal faith by surrendering oneself to the Lord of the church, the following of Christ as His disciple and to be continuously fulfilled and to live by the baptism through the Holy Spirit .

1.1.2 This so-called spiritual dimension is not in conflict of developing a necessary fixed measure of expertise (vocational proficiency) within the area of a minister's work responsibilities. We consider it being the result of surrendering oneself to Christ, whereby His Holy Spirit wishes to sanctify our sinful human nature. Skills and understanding should be developed in order that the person may become proficient in his vocation.

1.1.3 The bond of the faith which was delivered once and for all, must be strong so that a minister may not be tossed to and thro and carried about with every wind of doctrine. The knowledge and skills which are to be learned, should be more than scientific skills and cannot be entertained without a personal faith and firmly attached to and surrendering oneself to this faith as described within the Confessions of Faith by the church.

1.1.4 Another aspect is the personal functioning of the prospective minister. From the ecclesiastical practice it should be known whether the prospective minister has acquired sufficient social and communicational skills, including the ability to be critical at himself and knowing how to deal and address, on a spiritual adult manner critique from others.

When the outcomes of the training of the minister has been formulated, the said essential aspects should be integrated into the profile.

1.2 Vocational profile

The different aspects / dimensions of the person being a minister are elaborated and applied to the different work-areas of a minister in order to establish a clear profile of the minister.

1.3 DIMENSION : DEVOTION / SPIRITUALITY

1.3.1 **Position:** *The theological student who has completed his studies is aware of his calling by God and is eager to be sent as His servant and co-worker of the office-bearers and believers.*

- i) He is eager and is convinced to take up his position as a minister within the FRCSA.
- ii) He is fully aware that he should not present himself as the kingpin in the church.

iii) He shows a mature spiritual independent boldness, which enables him to work as a servant of God and not as a servant of people.

1.3.2 **Motive:** *The student is motivated to do his future work as a minister, by the Christian believe, hope and love*

i) He considers the work of a minister as a splendid task and expects to find joy and fulfilment therein, in spite of matters that are laborious and a heavy burden.

1.3.3 **Power:** *He is aware of and accepts his own weaknesses and expects that God will give him power.*

i) He expects the power from God in doing the work as a minister and views it as a gift of God to be received by daily personal Scripture reading and prayer. He shows a healthy discipline with regard in practicing communion with God.

ii) He acknowledges with thankfulness the power and gifts the Lord has given Him through the Holy Spirit and is desirous to utilise these gifts when performing his task. He is also active in stimulating and developing these gifts which God has given him.

1.3.4 Input: *He commits himself with dedication and acts in obedience to God's guidance by Word and Spirit.*

i) He shows himself to be dedicated in the service of God and be committed to His congregation and acts to promote the glory of God and seeks the salvation of the congregation.

ii) He is aware of wrong motifs and inclinations which could have a negative impact on his commitment to God and hinder his work, but wishes to act against it by faith.

iii) He knows his strong and weak points and allows himself rest to be able to perform his physical and mental tasks in a good and sound manner.

1.3.5 Conduct: *He wishes to follow Christ in dedicated service and be an example for the congregation and consciously work to build her up spiritually*

i) He is focussed to build the congregation spiritually (internally and externally).

ii) He shows and understands to care for the congregation as a whole (body of Christ) but also pays attention to the individual member, seeking his or her salvation.

iii) Being a follower of Christ and through the power of the Holy Spirit, he tries to be an example for the congregation.

iv) He knows his own sins and weaknesses and seeks reconciliation from Jesus Christ. He is eager to reconcile himself with people he sinned against or who he has treated badly.

v) He can be characterised as having integrity, wisdom and faithfulness in words and deeds.

vi) He shows a serving attitude and knows the danger of dominating others in action or conduct.

1.3.6 Responsibility: *He is able to give good account of his work and actions.*

i) He is able to give good account of his work, before God and his own conscience, to the consistory, the congregation and others

ii) He shows transparency in his words and deeds and has no hidden agenda.

1.4 DIMENSION : CONVICTION

1.4.1 Scripture and Confession: *He loves the Word of God and accepts wholeheartedly the reformed doctrine*

i) He rejects everything that is in conflict with Scripture and the dogma of the church and knows to have a calling to refute and oppose heresies and at the same time defend the sound doctrine and propagate it.

ii) He allows his own insights or opinions to be nursed, guided and tested by the holy Scriptures. Should he come to an opinion which deviates from the doctrine of the church he accepts the way such situations are dealt with in the church and considers himself bound by judgments and decisions made by the church in such matters.

iii) In dealing with insights, opinions and convictions of himself and of others he takes into account that these matters must serve the spiritual edification of the congregation.

iv) He is capable to consider questions of present day actuality and to provide a clear Christian perspective on the matter.

1.4.2 Churches, congregation and office: *He is positive and loyal with regard to the church community and to the reformed tradition and does have a clear understanding of the office*

i) He acts positively and is loyal to his own church community and to his own theological and church tradition. Nevertheless, he is not afraid to deal with these issues in a critical manner in the light of God's Word.

ii) He has an open mind for good development and new things in theology and within the church.

iii) His opinions and convictions regarding the up building and functioning of the community is based on Scripture.

iv) He has a clear and well established vision of the office, especially the office of minister in relation to the other offices and the congregation.

1.5 DIMENSION : PERSON

1.5.1 Self-knowledge and personal functioning: *He has sufficient self-knowledge and is able to reflect critically with regard to his personal functioning.*

i) He knows his own capabilities, gifts and restrictions.

ii) He knows that his own person acts as an intermediate in all contacts with others.

iii) He is capable to reflect systematically and to be critical regarding his own personal functioning and is prepared to make changes if and when necessary.

1.5.2 Self management: *He is able to deal positively with himself, his role, situation, position and time*

i) He is able to deal positively with personal stress, emotions, praise, critique and resistance.

ii) He has developed a realistic role model concerning the office of minister and is capable to react on different role-expectations from members of the congregation and others.

iii) He has the courage to ask for time and understanding in order to deal with his own troubles and sorrows.

iv) He does not act in a dominating manner, but also does not let him be pushed around as a non-entity.

1.5.3 Empathetic capabilities: *He is receptive and sympathetic towards people*

i) His attitude is to listen, being receptive and having empathetic open-minded responsive manners towards others.

ii) He is capable to acknowledge and understand signals from individuals and groups.

1.5.4 Social conduct: *His conduct is authentic. He gives attention to others and treats them friendly and respectfully.*

i) His conduct is characterised by authenticity.

ii) He gives personal attention to people and treat them with respect and dignity.

iii) He is capable and is willing to enter into a relationship of trust with others and acts towards them being friendly, open-minded and with understanding.

iv) In his social contact with people he lets himself be guided in a careful and respectful manner. He refrains from expressing a superficial opinion or judgment but tries to verbalise his critique in a positive caring manner.

1.5.5 **Communication :** *He has good communication skills*

i) He is capable to meet and address people in all walks of life.

ii) He is able to discern, being involved with members of the congregation and to maintain a functional distance.

iii) He is capable to formulate clearly, giving form and substantial content to the message to be communicated.

iv) He shows congruency in his verbal and non-verbal communication and is capable to reflect critically on his own communication and is willing to adapt or change if necessary.

v) He has a co-operative attitude and is capable to work together, giving others an opportunity to take part.

vi) He knows how to deal with differences and conflicts.

1.5.6 **Giving guidance:** *He is capable of giving guidance to others, stimulate them and show the way.*

i) He has developed his gifts sufficiently so that that he is capable to guide people in an inspiring manner, able to stimulate and making them enthusiastic.

ii) He shows proof of having a spiritually-guiding attitude and is capable to lead others.

iii) He has sufficient internal capacity to acquire a certain authority.

iv) On the other hand he is willing to accept the authority of others.

v) He is aware that his person and conduct is considered to set an example.

vi) He takes the initiative when necessary.

1.6 DIMENSION : EXPERTISE

In this regard three main aspects are distinguished:

i) Firstly a student who has completed his studies must be able to function and deliver work of sound academical standards.

ii) Secondly, the prospective minister must have sufficient expertise to fulfil his major tasks in the different fields being:

- Preaching and propagating the gospel and leading the worship services;
- guiding of learning processes;
- attending to the pastorate;
- church governance, leadership and edification of the congregation in general
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iii) In acting as minister he should be aware to become professional in the good sense of the word, in his vocation as minister but also by promoting the vocation

1.6.1 **Academic work and cognitive standards**

For a prospective minister this standard entails that he will be capable of the following:

i) find quickly information, digest and understand the issues;

- ii) distinguish between main and side-issues;
- iii) acquire insight of complex situations;
- iv) recognise problems, analyse and resolve the matter;
- v) know how to take a position and develop perspectives;
- vi) gather relevant facts and submit them for broader estimation or discernment;
- vii) bring matters in proper relation to each other whilst situated within different areas;
- viii) able to master non-theological problems;
- ix) taking part in responsible decisions built on sound arguments;
- x) able to steer himself, guided by a clear vision on his office;
- xi) able to give good account of his work and actions based on a sufficient theoretical framework;
- xii) having an open-minded critical attitude;
- xiii) keep abreast of new developments in theology;
- xiv) to work in co-operation according to accepted policies.

1.6.2 **Vocational qualifications to fulfil main tasks**

The prospective minister should have sufficient knowledge, insight and skills covering different areas of theology to be able to fulfil the main tasks of his work as a minister.

1.6.3 **General conditions:** *He has knowledge, insight and skills to be able to teach the Christian dogma from the Scriptures in the present context.*

- i) He has a thorough knowledge of and insight in the holy Scriptures and good knowledge of the history and dogma of the church.
- ii) He has skills to perform exegesis, based on sufficient knowledge of the original languages of the Bible and by utilising the resources like dictionaries and commentaries.
- iii) He has insight in society and its culture and the developments taking place and is able to draw conclusions pertaining to Christian life and the life of the congregation.

1.6.4 **Proclaiming the gospel and leading the worship services:** *He is capable to preach the gospel convincingly with expert knowledge and show the relevance thereof for today and lead the worship service in a good manner.*

- i) He is capable to propagate and preach the Biblical message to people within and outside the church community, being involved and caring for the present world and contextualise the message for today.
- ii) When preparing his sermon he gives proper attention to exegesis, meditation and pastoral reflection
- iii) He is capable, when applying good methodical preparation, to finalise a sermon within approximately 15 hours.
- iv) He has knowledge of and insight in relevant homiletical theories and is capable to give good account when utilising or applying such theory for his sermons.

v) In his sermons he is capable to clearly formulate the message of the biblical text, taking into consideration and respecting the reformed doctrine and taking into account the hearers' experiences.

vi) He gives attention to shape his sermon in a clear and compelling way and considers the possibility to utilise different language forms.

vii) He is capable to deliver his sermon convincingly, being himself involved.

viii) He has a good understanding of the liturgy as a whole and is capable to lead the worship service in a stimulating manner.

ix) He is capable to offer prayers in a responsible manner.

1.6.5 Guiding of learning processes: *He has expertise to guide learning processes.*

i) He is capable of training groups of young people catechetical classes, being well acquainted with the material itself and maintaining good pedagogical, didactical standards.

ii) By means of personal conduct and presentation, he stimulates a good pedagogical climate for the learning process.

1.6.6 Pastoral Care: *He is capable of good pastoral care and is able to guide others in this respect.*

i) He has a clear vision concerning the pastorate and is capable to give account of his pastoral care in line of this vision.

ii) He is able to hold pastoral conversations, maintaining a good balance between coming close and holding a distance.

iii) He is able to view the personal life of the members of the congregation in the light of God's Word and in this way guide them, giving assistance and also to reprimand.

iv) In his pastoral care he is able to apply relevant Scriptural texts and to pray with and for the members of the congregation.

v) He recognises the limits of pastoral care and refers (when necessary) to third parties (e.g. social work, psychotherapy).

vi) He is capable to work together with (and if necessary to guide) others who are also involved to perform certain tasks in the pastorate (other office-bearers, pastoral workers, church members).

vii) He is capable to stimulate and equip church members to implement mutual pastoral care.

1.6.7 Church governance and edification of congregation: *He is capable in giving expert guidance for the life of the church and the edification of the congregation.*

i) He has a good vision, knowledge and insight with regard to the prevailing ecclesiastical law. He is capable to apply it to concrete questions and situations and give assistance to work out the matter.

ii) He has a good vision, knowledge and insight with regard to the functioning of the congregation in all its aspects and divisions. He is capable of taking his place and position within the congregation and to give to others theological support and guidance for the edification of the congregation

iii) He has basic knowledge and insight to develop a good policy and to give sufficient guidance to the congregation.

iv) He has basic expertise in the technique of holding meetings and how to deal with and resolve conflicts.

2 Outcomes of the theological training

Based on the profile of a Minister of the Word the following outcomes of the training have been formulated.

2.1 A list of competencies and expertise

A candidate minister must be

- capable for Reformed ministry of Word, preaching and defending of the Gospel (**preaching**)
- capable to teach (didactical, catechetical) (**teaching**)
- capable for pastoral duties, love for the congregation, visiting ill people, prayer, communication (**pastoral**)
- informed on church polity, leadership in the congregation and the federation of churches (**leadership**)
- able to lead in the propagation of the church, expansion, evangelism (**missionary**)
- mature in personal development including 'soft skills', self-knowledge; conflict management (**personality**)
- able to practice competencies (**personality**)

2.2 Course outcomes and objectives per subject and link with competencies

The Ministerial Training Structure takes responsibility that the end outcome of each theological student in the FRCSA is such that he has done at least the subjects/courses mentioned below.

N.B. As to the extent of subjects, an indication is given in percentages. That means, 100% stands for the whole theological training period. However, the time for practical duties and specialisation ARE NOT INCLUDED.

2.2.1 OT Hebrew

A study of the Hebrew language in order to master the basic principles of its grammar, orthography, morphology and syntax. Reading of Old Testament passages: narrative; prophetic and poetic. The student has to complete successfully two years of Hebrew study at a registered university, or in another way of which the equivalent standard should be proved.

Extent of subject: 7%

Link with competencies: OT Hebrew is indispensable to a theologian in his task of independent exegesis of the OT as well as evaluating the exegesis of others (for example found in commentaries). This forms the foundation of a responsible preaching from the OT. As to the other competencies, having access to the OT is desirable regarding to his task of teaching convincingly.

2.2.2 Text of the OT

A study of the transmission of the OT text, the history and significance of the versions, and the practice of textual criticism with the aid of the text-critical apparatus of the Hebrew OT.

Extent of subject: 0,5%

Link with competencies: Text of the OT is indispensable for preaching from the OT in a reliable way, being well aware of and making responsible use of the knowledge on the transmission on the OT text. It is also strongly advised regarding his task of teaching convincingly with regard to the nature and historicity of the OT.

2.2.3 OT Exegesis

A study of the principles and practice of interpreting the OT in order to help equip the student for fulfilling the task of exegesis in a historically and hermeneutically responsible way. Exegesis of selected passages from the Pentateuch, Prophets and Poetic literature, with special emphasis on the text, translation and message, making independent use of the original text, grammars, lexicons and commentaries, incorporating the knowledge acquired in other subjects dealing with the OT. Attention to related subjects regarding OT texts.

Extent of subject: 7%

Link with competencies: OT exegesis is indispensable in the sermon making process (preaching). For teaching and missionary duties it is also strongly advised, enabling him to make responsible and exhaustive use of the OT text.

2.2.4 History and Institutions of OT Times

OT history in the context of the history of the ancient Near East. This includes attention to geographical, archaeological and historiographical subjects. Furthermore, attention is given to religious and social institutions found in the OT, taking into account the ancient Near Eastern cultural setting.

Extent of subject: 1%

Link with competencies: Hist. & Inst. of OT times is indispensable for a pastor as regards to his duties of preaching and teaching, in that it enables him to make use of the OT in a historically sound way, preventing him from jumping to wrong conclusions. This subject is also advised as to his missionary tasks, enabling him to preach and teach clearly and convincingly as to the reason behind OT customs and institutions, in comparison with (superficially compared) similar customs on the mission field.

2.2.5 History of Revelation in the OT (Historia Revelationis)

A study of the history of God's revelation in the OT from creation to the end of prophecy. Included is an orientation in and critical discussion of past and current OT theologies.

Extent of subject: 1,5%

Link with competencies: Hist. Rev. OT is indispensable to preach and teach from the OT in a redemptive historical sound way, as well as to be able to independently judge the way others (ab)use the OT. As for his missionary tasks, this subject is strongly advised in order to enable him to locate the position of people (for example on the mission field) in the time frame of God's redemptive historical plan. Especially as to the primal religions, the history of revelation enables him to teach being aware the broader framework of God dealings with mankind through the ages. It is also advised with regards to his preaching and leadership duties, enabling him 'not see the wood for the trees' in more complex matters.

2.2.6 OT Canonics

A study of the origin and specific character of the books of the OT. The authorship, date, contents, and structure as well as the special place or purpose of each book is discussed. A general knowledge of the contents of all the books of the OT is acquired. Attention is also given to the history of the study of Canonics as well as current trends in this field.

Extent of subject: 4%

Link with competencies: OT Canonics is indispensable for *preaching* (exegeting and applying OT texts in a responsible way within their specific context), *teaching* and *missionary activities*. It will help him to foster knowledge of and love for the OT (all its books and genres). Furthermore, it is advised with regards to his *pastoral* and *leadership* competencies, because it will be of much benefit to be well versed into the contents and character of the OT books. It is also desirable as to his *character*, because a profound knowledge of the content of God's Word will be very formative for his character.

2.2.7 NT Greek

A study of the Greek language in order to master the basic principles of its grammar, orthography, morphology and syntax. Attention is also given to the specific grammar and idioms of NT Greek. Reading of NT passages (Gospels, Acts, Pauline Epistles, Hebrews, Catholic Epistles and Revelation) as well as from the Septuagint and the Apostolic Fathers. The student has to complete successfully two years of Greek study at a registered university, or in another way of which the equivalent standard should be proved.

Extent of subject: 7%

Link with competencies: NT Greek is indispensable to a theologian in his task of independent exegesis of the NT as well as evaluating the exegesis of others (for example found in commentaries). This forms the foundation of a responsible *preaching* from the NT. As to the other competencies, having access to the NT is desirable regarding to his task of *teaching* convincingly. It is also enriching in so far that it gives him access as well to many texts of the early church in their original language.

2.2.8 Text of the NT

A study of the transmission of the NT text and the history and significance of the versions. Attention is given to the practice of textual criticism with the aid of the text-critical apparatus of the Greek NT. Attention is also given to the history of Bible translation and the requirements for and different methods of Bible translation.

Extent of subject: 0,5%

Link with competencies: Text of the NT is indispensable for *preaching* from the NT in a reliable way, being well aware of and making responsible use of the knowledge on the transmission on the NT text. It is also strongly advised regarding his task of *teaching* convincingly with regard to the nature and historicity of the NT.

2.2.9 NT Exegesis

A study of the principles and practice of interpreting the NT in order to help equip the student for fulfilling the task of exegesis in a historically and hermeneutically responsible way. Exegesis of selected passages from the Gospels, Epistles and Revelation, with special emphasis on the text, translation and message, making independent use of the original text, grammars, lexicons and commentaries, incorporating the knowledge acquired in other subjects dealing with the NT. Attention to related subjects regarding NT texts.

Extent of subject: 7%

Link with competencies: NT exegesis is indispensable in the sermon making process (*preaching*). For *teaching* and *missionary* duties it is also strongly advised, enabling him to make responsible and exhaustive use of the OT text.

2.2.10 NT Background

Study of the larger Judaic and Greco-Roman context in which the NT events took place. Attention is given to the extra-Biblical sources for much of that knowledge, to the inter-testamental history, to the sects and movements within Israel that were current and the broader religious map, to the geography, culture, and the nature of daily life in NT times.

Extent of subject: 1%

Link with competencies: NT background is indispensable for a pastor as regards to his duties of *preaching* and *teaching*, in that it enables him to make use of the NT in a historically sound way, preventing him from jumping to wrong conclusions. This subject is also advised as to his *missionary* tasks, enabling him to preach and teach clearly and convincingly as to the reason behind phenomena we find in the NT, in comparison with (superficially compared) similar phenomena on the mission field.

2.2.11 Historia Revelationis NT

Study of the concept of a 'history of revelation'. Study of several phases of this history in the NT era. Attention is given to some themes from the Pauline writings especially with a view to their relation to the teaching of the Lord Jesus.

Extent of subject: 1,5%

Link with competencies: Hist. Rev. NT is indispensable to *preach* and *teach* from the NT in a redemptive historical sound way, as well as to be able to independently judge the way others (ab)use the NT. As for his *missionary* tasks, this subject is strongly advised in order to enable him to locate the position of people (for example on the mission field) in the time frame of God's redemptive historical plan, as it is unfolded in the NT for the era of the new covenant.

2.2.12 NT Canonics

The course deals with the grounds for and the history of the recognition of the books in the NT as holy and canonical. These books are also studied with respect to their contents, and their place and purpose in the canon. A general knowledge of the contents of all the books of the NT is acquired. Attention is also given to current trends in this field.

Extent of subject: 4%

Link with competencies: NT Canonics is indispensable for *preaching* (exegeting and applying NT texts responsibly within their specific context), *teaching* and *missionary activities* (being able to transfer knowledge and love for all the NT genres and books in their colourful variety, as well as regarding their contents). Furthermore, it is advised with regard to his *pastoral* and *leadership* competencies, because it will be of much benefit to be well versed into the contents and character of the NT books. It is also desirable as to his *character*, because a profound knowledge of the content of God's Word will be very formative for his character.

2.2.13 Introduction to Theology (Encyclopedia)

This course addresses the meta-question what theology should be from the Reformed perspective. Topics include the specific subject matter of theology, its relation to other disciplines, and the division of theology.

Extent of subject: 0,5%

Link with competencies: Encyclopedia is strongly advised in order to enlarge the competency of *teaching* convincingly the doctrine of the Bible, because it enables him to teach being aware of the broader framework of the whole of theology, also being aware of how it is related to other disciplines. It is also advised with regards to his *preaching* and *leadership* duties, enabling him 'not to see the wood for the trees' in more complex matters.

2.2.14 Dogmatics

Focus on introductory questions, such as nature, method and source of dogmatics, revelation and Scripture. Systematical study of the different loci dealing with the doctrine of Scripture. Acquiring insight in how the doctrines of the church are related to the doctrine of Scripture. Acquiring capability of evaluating different views on the doctrine of Scripture and the church. Attention to the interaction between dogmatics and ethics, symbolics and the bibliological disciplines.

Extent of subject: 7%

Link with competencies: Dogmatics are indispensable for preaching, teaching and missionary activities, since it provides competency in having a broad and balanced knowledge of and love for the doctrine of Scripture, also being aware of how the church dealt with and applied Scripture through the ages. It prevents him from going astray, perhaps with good intentions. It enables him to defend the doctrine of God's Word. As to his pastoral duties, it is advised in the sense of giving sound guidance to people, and the same applies as to his duty

of leadership within church and society. It is also enriching as to his character, being equipped with a broad and balanced knowledge of the doctrine of Scriptures.

2.2.15 Hermeneutics

Study of the history and Reformed principles of the interpretation of the Scriptures. Study of hermeneutical and methodological issues, with special attention to the treatment of Biblical texts. Study of deviant hermeneutical methods.

Extent of subject: 2%

Link with competencies: Hermeneutics is indispensable for the sermon making process (preaching), for it helps the preacher to guard at the right use of Scriptures, as the Holy Spirit intended the church of Christ to make use of them through the ages, and to defend them against misuse. The same applies as to his task of teaching. For his pastoral duties, it is also advised that he should follow this subject, in order to lead others in the way of using the Scriptures in a sound way. On the mission field, or in evangelistics, or in contact with other religions, it is also strongly advised that the minister should be well equipped in making sound use of the Scriptures, and to be aware of deviant hermeneutical methods.

2.2.16 Missiology

Study of the Biblical principles of Reformed mission, history of missions, and methodology of missions. Special attention is given to church planting, building of a church bond, in the context of the local situation and requirements.

Extent of subject: 3%

Link with competencies: Missiology is indispensable for a minister to be involved in the calling of the Lord to propagate his church (missionary). It is also strongly advised with regard to his duties of preaching and teaching, that should be permeated with a missiological dimension, just as we find in the Scriptures (especially of the NT). It is also advised that the minister should be missiologically sensitive in his pastoral activities, and this is desirable also to his duties of leadership.

2.2.17 Evangelistics

Study of the principles and practice of the church's calling to propagate the Gospel to the people in the church's direct environment. Attention is given to developments of increasing multi-culturalism. Contemporary evangelistic methods and courses are evaluated (e.g. the Alpha Course). The ability of evangelistically sensitive speaking and writing is practiced.

Extent of subject: 3%

Link with competencies: Evangelistics is indispensable for a minister to be involved in the calling of the Lord to propagate his church (missionary).

It is also strongly advised with regard to his duties of preaching and teaching, to master the ability and desire of evangelistically sensitive speaking. It is also strongly advised with regard to his pastoral activities, as it is desirable to his leadership activities, setting the good example.

2.2.18 Elenctics

A study of the Biblical standpoint on false religions. A study of the Biblical standpoint on adherents to false religions. A study of the major false religions of the world, such as Islam, Judaism, Hinduism, Buddhism, and especially of African Traditional Religions. A study of the history of elenctics and apologetics. Attention is also given to current trends in apologetics. Practicing the ability of dealing with critique against the Christian faith in a convincing, responsible and faithful way.

Extent of subject: 3%

Link with competencies: Elenctics is indispensable with regard to missionary activities. The pastor shall know how to deal with rival religions and the adherents to these false religions. In order to do this, knowledge of the contents and driving forces behind these religions are indispensable. From his teaching and preaching it should also become clear that he is not ignorant to the principles of Biblical elenctics.

2.2.19 Church History

A study of the character and place of Church History in the framework of the theological disciplines.

A study of the specifics regarding the historiography of the church, in comparison with other forms of historiography.

A study of the history of the church from Pentecost to the Reformation, with special attention to the doctrinal controversies of the early period.

A study of the history of the church from the Reformation to circa 1800. Special attention is given to the Reformation in various Western European countries such as the Netherlands, England, Germany and France.

A study of the history of the church from 1800 to the present, with special attention to the controversies in the nineteenth century, leading towards the 'Afscheiding' and the 'Doleantie', and the 'Vereeniging' in the Netherlands, as well as the 'Vrijmaking' in the Netherlands.

A study of the history of the church in Southern Africa, including the history of the RCSA and the FRCSA.

Extent of subject: 7%

Link with competencies: Church history is indispensable for sound preaching and teaching, because in it Christ provides us with innumerable examples to follow, and to be aware of apostasies and heresies. Especially for missionary endeavours it is also strongly advised, learning from the growth of the church in its different phases from the past. A leader will gain experience, also from studying the past, therefore it is certainly advised for leadership.

2.2.20 Symbolics

A study of the text of the three Ecumenical Creeds and the Three Forms of Unity, with the purpose of acquiring a thorough knowledge of these creeds and confessions. A study of the history of these creeds and confessions. A study of other confessions, such as the Westminster Confession. In detail study of a number of articles of the Belgic Confession, Heidelberg Catechism and Canons of Dordt.

Extent of subject: 4%

Link with competencies: Symbolics are indispensable for Reformed preaching and teaching. This applies specifically when dealing with the symbols of the church. To lead the congregation in the right direction, knowledge of and commitment to the confessions are indispensable as well. For pastoral and missionary duties it is (strongly) advised to make use of the creeds and confessions, and to be aware of the process of their birth in the past, and furthermore the calling to be a confessing church in the present.

2.2.21 Homiletics

Introduction to the field of Homiletics, with special attention to the character of preaching from the Scriptures, aided by the Reformed Confessions. Study of the various stages of the sermon making process. Study of the specifics of Catechism preaching. Study of important issues in Reformed homiletics, such as redemptive-historical preaching. Study of the specifics of preaching through the church year, preaching on special occasions and evangelistic preaching. Presentation and evaluation of a number of sermon proposals on the OT, NT and from the Catechism. Initially texts are selected for the students, and in a later stage students themselves choose the text. Study of the history of preaching, with special reference to preaching in the early church, the church of the Reformation, Puritan preaching, and the preaching tradition in the FRCSA. Attention to

contemporary homiletical issues and debates, such as experiential preaching, redemptive-historical preaching, and the place of the hearer in preaching.

Extent of subject: 8%

Link with competencies: Homiletics are indispensable for being able to preach. This subject teaches (in theory and practice) how to make and deliver Biblical sound, that is Reformed sermons, being relevant to the congregation. Homiletics are also desirable for the task teaching and missionary duties. It enables the servant of the Gospel to be faithful, clear, convincing and relevant in all of his speaking and writing.

2.2.22 Ethics

Study of the Ten Words of the Covenant, and how the Mosaic law elaborates on them, and their authority in OT and NT. Study of the character of Christian life (individual and communal) in the light of God's Word. Study of ethical issues, both old and new.

Extent of subject: 2,5%

Link with competencies: Ethics are indispensable for the task of preaching and teaching, since it equips the minister with knowledge and skills how to concretize a true Christian life. For pastoral and leadership duties, it is also strongly advised, being able to apply the will of the Lord as to the specific and concrete situations of everyday life.

2.2.23 Catechetics

A study of the principles, history and practice of Catechism teaching, with special attention for the formation of a curriculum for Catechism teaching. A study of the pedagogical principles for catechetical teaching. A study of developmental psychology with special attention to teenagers.

Extent of subject: 2,5%

Link with competencies: Catechetics are indispensable in order to teach clearly, convincingly and in a relevant way. This subject is also strongly advised with regard to preaching. The making of effective sermons will undoubtedly benefit from an awareness of various pedagogical and psychological realities and principles. It is also advised as to missionary activities, where the teaching of the basics of the Gospel are so important.

2.2.24 Poimenics

A study of the principles and practice of pastoral and diaconal care for individuals and families in the Church of Christ. A study of different aspects of pastoral care of the congregation, including counselling of various categories of church members, with special attention to the cooperation with professional care givers such as social workers and psychologists.

Extent of subject: 4%

Link with competencies: Poimenics are indispensable in order to function well as a pastor, acquiring a thoroughly knowledge of the Biblical revelation concerning pastoral care, the (origin of the) offices of elders and deacons, and a basic knowledge of different situations one might come across, and how to react to them. This subject is also strongly advised as for preaching, to guarantee relevant application of the Biblical message. As to teaching and leadership, poimenics are also advised, supplying a solid basis for competency in these fields.

2.2.25 Church polity

An introduction to Reformed Church Polity, its foundation, character as well as its place within the framework of theological disciplines. A study of the nature and history of the church order as well as various other forms of church government and their backgrounds. Selected articles of subsequently all the sections of the Church Order of Dordt (or a church order based on it like that of the FRCSA) are dealt with in detail. Relations with churches in a national and international setting are also dealt with.

Extent of subject: 2,5%

Link with competencies: To guarantee competent leadership a thorough knowledge of church polity is indispensable. It is also strongly advised as to preaching and teaching, being able to defend and further peace in the church.

2.2.26 Liturgics

A study of the principles, the historical development, and the practice of the worship service of the Christian church, with special reference to the Reformed tradition. Study of the contents and historical background of the liturgical forms and prayers of the FRCSA. A study of hymnology (Psalms, hymns and church music).

Extent of subject: 1%

Link with competencies: As to leadership and teaching a broad knowledge of liturgics and the basic principles underlying it are indispensable, in order to educate people and to set and keep the right direction in these matters. And because of preaching being an essential part of the ecclesial liturgy, it is also strongly advised in this regard. As to missionary involvement, it is also desirable to have a good knowledge on why things in the church are done as they are.

2.2.27 Philosophy

The history of philosophy from antiquity is dealt with in broad outlines, with special reference to the history of modern philosophy since Descartes. Acquiring the ability of using and evaluating philosophical terminology, frameworks and methods. Special attention is given to the interaction between philosophy and theology through the ages. Some selected philosophers are dealt with in detail, with special emphasis on the theological implications of their positions.

Extent of subject: 1%

Link with competencies: Philosophy is strongly advised with regard to the task of teaching. It enables the minister to discern trends and basic ways of thought and behaviour. As to preaching it is also advised to take this subject, for it enhances the ability of preaching in a relevant and communicative way, taking the hearers along leading them from a sinful worldview towards a God-fearing perception on the whole of life. The same applies as to missionary involvement.

2.2.28 Personal functioning and skills

Practical courses enhancing the functioning and skills of the student as to:

- **Personal management**
 - conflict management
 - mediation
 - stress management
 - financial management
- project management
 - **Leadership**
 - leadership
 - chairing and minuting of meetings
 - **Diverse literacy**
 - research methodology
- English proficiency
 - computer literacy
 - public speaking

Extent of subject: 7%

Link with competencies: For teaching, pastoral and leadership activities personal functioning and skills are indispensable, making the minister well equipped, balanced in his character, being aware of his strengths and weaknesses, having acquired the necessary skills expected from a personality in a public and leadership position. As to missionary activities these skills are advised strongly as well. It is also advised as to preaching, contributing also to a better communication of

the Word of God. Finally, it is strongly advised to develop a God-fearing and balanced character more and more.

2.3 Matrix indicating relationship between profile and subjects

Deputies drafted a matrix indicating the weight of each subject in relationship to the competencies in the ministerial profile. The weight of each subject is categorized from 1 (superfluous) to 7 (indispensable)

Legend:

- 1 = superfluous
- 2 = nice to have
- 3 = enriching
- 4 = desirable
- 5 = advised
- 6 = strongly advised
- 7 = indispensable

	<i>Subjects</i>	Preaching	Teaching	Pastoral	Leadership	Missionary	Personality
1	OT Hebrew	7	4	1	1	2	3
2	Text of the OT	7	6	2	2	2	2
3	OT Exegesis	7	6	4	3	6	3
4	History & Inst of OT Times	7	7	2	2	5	3
5	Historia Revelationis OT	7	7	3	4	6	3
6	OT Canonics	7	7	5	5	7	4
7	NT Greek	7	4	1	1	2	3
8	Text of the NT	7	6	2	2	2	2
9	NT Exegesis	7	6	4	3	6	3
10	NT Background	7	7	2	2	5	3
11	Historia Revelationis NT	7	7	3	4	6	3
12	NT Canonics	7	7	5	5	7	4
13	Encyclopedia	5	6	2	5	3	3
14	Dogmatics	7	7	5	4	7	3
15	Hermeneutics	7	7	5	4	6	3
16	Missiology	6	6	5	4	7	3
17	Evangelistics	6	6	6	4	7	3
18	Elenctics	5	6	4	4	7	3
19	Church History	7	7	4	5	6	4
20	Symbolics	7	7	6	7	5	5
21	Homiletics	7	4	3	3	4	3
22	Ethics	7	7	6	6	4	4
23	Catechetics	6	7	3	3	5	3
24	Poimenics	6	5	7	5	4	4
25	Church Polity	6	6	3	7	4	4
26	Liturgics	6	7	3	7	4	3
27	Philosophy	5	6	3	4	5	3
28.1	Personal – Management	5	7	7	7	6	6
28.2	Personal – Leadership	5	7	7	7	6	6
28.3	Personal – Literacy	5	7	7	7	6	6