Assessment Requirements for CHCCEL003 Research, design and organise ceremonies

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages.
	New unit.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- researched and documented the structure, purpose, ceremonial components and elements for a minimum of 5 different types of ceremonies for major life events (from birth to death)
- researched and identified at least 30 different ceremonial elements or examples of music, poetry and prose to meet identified client needs and preferences
- created and written in full 3 ceremonies (1 each of love, life and loss) in response to identified client needs and preferences, taking into consideration various aspects of ceremony structure.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations (national, state/territory, local) for ceremony creation, and how these apply in individual practice:
  - copyright and intellectual property (differences between Copyright Agency Limited (CAL) and Copyright Insurance)
  - discrimination, including sexism, discrimination on the basis of sexual orientation, ageism, racism, disability, cultural, economic factors
  - insurance requirements and impact on ceremony design
  - privacy, confidentiality and disclosure

- work role boundaries – responsibilities, scope and limitations of the celebrant in the ceremony
  - work health and safety
- different types of ceremonies for main types of transitions and celebrations for individuals, couples, groups and communities
- aspects of ritual and ceremony including:
  - structure of ceremony
  - purpose of ceremony for clients and others
  - public role, legal importance and benefits of different kinds of ceremony to society
  - ceremonies as rites of passage
  - how ceremonies signpost a culture and the expression of ceremony and ritual across different cultures
  - different ceremonial elements and their impact for different individuals and groups
  - history of religious and secular ceremonies, including knowledge of the evolving role of the celebrant in Australian culture in 21st Century
- function and importance of storytelling in times of change, and in particular human life stages from birth to death
- client-centred practice as the focus for ceremony design, what this means in practice and the needs of different target groups in celebrancy practice
- basic knowledge of family structures and dynamics as applicable to celebrancy work
- broad knowledge of stages of human development and psychology of change and its application to ceremony design
- sources of information for ceremony design, including those for the following ceremonies of love, life and loss:
  - poetry
  - prose
  - music
  - ceremonial symbols
- creative considerations for enhancing ceremony, including:
  - use of symbols and metaphors, their importance for integration of complex ideas and meanings and relationship with ceremonial elements
  - how to analyse the qualities needed for a particular aspect of the ceremony, research and create meaningful symbols to match the ceremonial need
  - storytelling
  - developing a life story from 'whole' person perspective
  - relationships between ceremonial elements and the human senses
  - ceremony as art
  - use of props
- the difference between signs and symbols, and the factors in creating and assessing ceremonial elements and symbols

- historical use of symbols, including examples of the use and meaning of symbols related to elements (earth, fire, air, water), colour, flowers, and the traditional and modern significance of colours, flowers, precious stones and other special materials
- the ethics and practicalities of using plants, animals, children and adults as symbols in ceremonies
- first principles for designing any ceremony
- key components of ceremony, and how these can be integrated into ceremony design and those particularly important for ceremonies related to loss and grief, including:
  - acknowledging and honouring the loss
  - appreciating and honouring the contributions of the person, relationship or function to one's life, family or community
  - acknowledging the need for inspiration and support
  - encouraging family and community support for those who are grieving
- how to structure a ceremony and key components of ceremony and its theatrical elements, and how these can be integrated into ceremony design, including:
  - the warm-up (and group bonding), entrance, welcome, introduction (including statement of purpose) legalities if relevant
  - story telling, reflection, heightening the 'gap/transition'; acknowledging and honouring both loss and gain, especially appreciating and honouring the contributions of the person, relationship or function to one's life family, or community
  - preparation for the next stage – life coaching, inspiration, and support
  - the speaking one's truth, the promises, commitments (vows) explicit or implicit
  - group affirmation and support encouraging family and community support, especially for those who are grieving.
  - the capturing of memories, preparation for the next stage
  - announcements (i.e. after-ceremony requirements, refreshments), conclusion
  - the exit
- communication, interviewing and negotiation strategies
- communication and personality styles – differences in ways people receive and give out communication, factors that affect communication, learning and experiencing the world
- principles and techniques of writing as one form of communication, including:
  - clear and meaningful
  - concise
  - consistent style
  - correct grammar
  - clear and logical order
  - differences and strategies required when writing ceremonies and other material for presentation and performance by vocal means, including words per page estimates, time for material reading
  - writing for the needs of specific audiences, and how this varies depending on communication media in a celebrancy context
- spelling and grammar checking processes for ceremony drafts
- writing styles and their application to different ceremonies:

- conversational
- formal
- dramatic
- humourous
- plain English
- trends to include 'stories' that allow the personalisation of ceremony content to meet expectations
- strategies for improving writing skills
- operational considerations and constraints for ceremony design:
  - scope of role of celebrant in overall ceremony
  - role of participants
  - location
  - duration
  - season and climate
  - other event components
  - other services providers
  - rehearsal requirements
  - resources and equipment
- planning techniques and formats
- techniques and opportunities for extending own knowledge of ceremony

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - documented client needs and preferences on which ceremony design is based
  - ceremony information sources
- modelling of industry operating conditions, including:
  - interactions with other people
  - scenarios that involve problem solving.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53