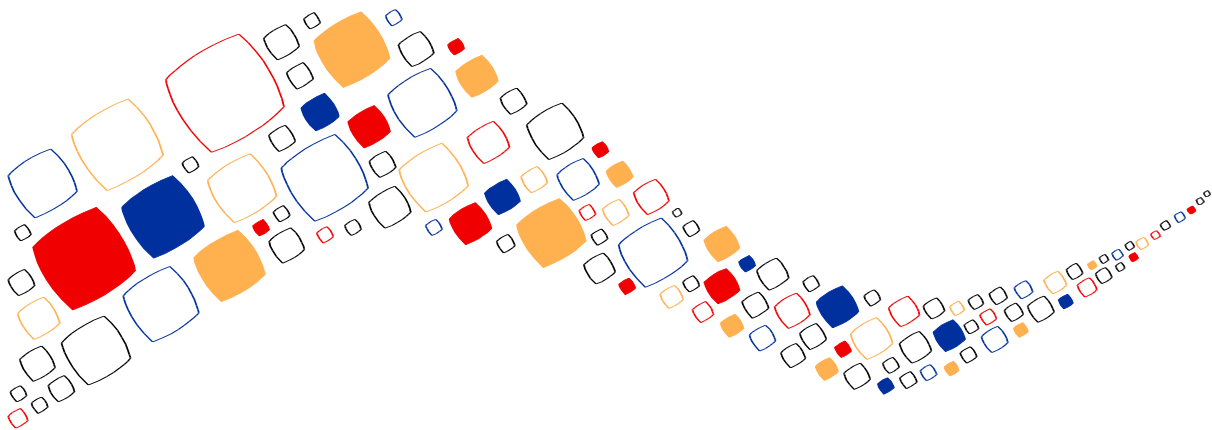




Community Services & Health
Industry Skills Council

Client Services - Celebrancy

Draft 2 Consultation paper – April 2015



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General Update

All qualifications in the Community Services and Health Training Packages are under review. Many updated qualifications have now been finalised and are to be submitted for endorsement in June 2015. This includes a large number of cross sector units some of which are relevant to Celebrancy, and which have already been released for four rounds of public consultation.

Stakeholders would be aware that initial work on the review of the Celebrancy qualifications began in 2012, and was then put on hold in 2013. In September 2014, work re-commenced with the re-forming of our Subject Matter Expert Group (SMEG) and broader Client Services Industry Reference Group (IRG).

The Celebrancy Subject Matter Expert Group now includes representatives from the following organisations:

- Alliance of Celebrants Queensland
- Association of Civil Celebrants, Victoria
- Attorney General's Department
- Australian Federation of Civil Celebrants
- Australian Marriage Celebrants
- Celebrants Australia
- Civil Celebrants Graduate Association
- Coalition of Celebrant Associations
- Funeral Celebrants Association Australia
- International College of Celebrancy Association

The Coalition of Celebrant Associations provides a representative for the Industry Reference Group.

Thank you to everyone involved in those groups. Members have contributed many hours of their time in working with CS&HISC to discuss improvements to content and in developing detailed suggested content for units of competency.

Please note that this is the **second and final public consultation period for Celebrancy**.

Once the public consultation period ends on **Friday 15 May**, the Subject Matter Expert Group will meet again to discuss feedback, content will be finalised for submission, and the Industry Reference Group will sign off on final drafts.

Content will be submitted for endorsement in December 2015.

For consultation process enquiries and assistance please email tpadmin@cshisc.com.au

Draft 1 Feedback

Some of the general themes from Draft 1 feedback were as follows:

- Strong focus on the need to improve quality of celebrant skills and celebrant training
- Differing views about the proposal to increase the level of the qualification to Diploma, with some stakeholders seeing this as integral to improving quality, and others expressing concerns that this would overstate the requirements and restrict access to training
- loss and grief to be elective rather than core
- concerns that some suggested core units from other training package (e.g. community development, writing, stagecraft) were not completely relevant to the celebrancy role and did not need to be separate units, but also support for more explicit expression of presentation and writing skills tailored to the celebrancy context
- importance of practical training and assessment so that graduates able to confidently present ceremonies

- concern about merging of legal content for marriage into a single unit; importance of sound legal knowledge for marriage celebrants

Feedback from Draft 1 was collated and provided to members of the Subject Matter Expert Group for consideration in the development of Draft 2.

General Changes to Units

All units have been updated to meet the new Standards for Training Packages. This includes significant changes to assessment requirements. Depending on the unit, other changes may be quite significant. No unit will be equivalent to its predecessor because of the scope of changes required to meet the new standards. Some units have been re-structured, merged or sometimes replaced. Some of these changes arise from the high level of duplication in the currently endorsed content.

Cross Sector Units

In an effort to enhance user-friendliness and reduce unnecessary duplication, CS&HISC has developed cross sector units and identified some situations where skill requirements are better reflected in content from other Training Packages, (e.g. from Business Services). This is important in two ways:

- It allows CS&HISC to focus all its resources on skills and content unique to our sectors
- It supports transferability of skills for individuals undertaking our qualifications

The majority of cross sector units have now been reviewed. Already reviewed cross sector units that appear in the celebrancy qualification either as core or elective units are listed below.

CHCCCS017	Provide loss and grief support
CHCCDE002	Develop and implement community programs
CHCCOM002	Use communication skills to build relationships
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
CHCLEG003	Manage legal and ethical compliance
CHCPAS001	Plan for the provision of pastoral and spiritual care
CHCPAS002	Provide pastoral and spiritual care
CHCPRP003	Reflect on and improve own professional practice

These units can be downloaded in the accompanying appendix. Please note the above units are not open for public consultation and feedback and only supplied as a reference. Units from other Training Packages may be accessed on training.gov.au

Summary of Proposed Changes, Key Issues and Questions

Units of Competency

There have been significant changes to the Celebrancy units of competency, including the development of new units and re-structuring of content. This applies both to 'general' Celebrancy units and the marriage units that have a direct link to regulatory requirements. No unit will be equivalent to any predecessor unit.

In general terms, key areas of change are as follows:

- New units have been developed around ceremony research, design and organisation (CHCCEL003) and ceremony preparation, presentation and evaluation (CHCCEL004) – this includes an increased focus on ceremonial components, writing skills and presentation skills.
- All units, whether new or based on existing content, include significantly changed elements and performance criteria, plus enhanced assessment requirements around the evidence required to show competency, including:
 - the number ceremonies to be researched /created / presented
 - the types of ceremonies to be researched / created / presented
 - the locations for ceremonies
 - the size of audiences
 - the scope and depth of knowledge required.
- Marriage units have been reduced from 4 to 3, with content re-structured and clarified, and knowledge requirements refined and checked against regulatory requirements in consultation with the Attorney General's Department and other SMEG members.

CS&HISC urges stakeholders to look at the detailed content of the units to ensure that they reflect the skills and knowledge needed by celebrants in their work. Some specific questions appear at the bottom of this document.

The table below provides a summary mapping of unit content.

Existing Endorsed Unit	Draft 2 Proposal
CHCCEL401C Work effectively in a celebrancy role	CHCCEL001 Develop sustainable celebrancy practice Plus other content now appears in new celebrancy units
CHCCEL402A Establish and maintain knowledge of legal responsibilities of a marriage celebrant	CHCCEL005 Establish and maintain marriage celebrancy practice
CHCCEL403A Develop an effective relationship with a marrying couple	CHCCEL006 Interview clients and plan marriage ceremonies
CHCCEL404A Plan a marriage ceremony in line with legal requirements	CHCCEL006 Interview clients and plan marriage ceremonies
CHCCEL405A Conduct and review a marriage ceremony in line with legal requirements	CHCCEL007 Prepare for, present and evaluate marriage ceremonies
CHCCEL406A Identify and address client needs in a celebrancy role	CHCCEL002 Establish client celebrancy needs
	New unit CHCCEL003 Research, design and organise ceremonies
	New unit CHCCEL004 Prepare for, present and evaluate ceremonies

Level of Qualification

Stakeholders would be aware that Draft 1 proposed a change in alignment of the Celebrancy qualification to become a Diploma rather than a Certificate IV.

There were mixed views on this proposal from celebrants and Registered Training Organisations (RTOs). Feedback from the Attorney Generals Department was that the qualification should remain at Certificate IV level. There remains no consensus within the Subject Matter Expert Group about the level of the qualification, and the discussions have been challenging for all:

- Associations aligned to the Coalition of Celebrant Associations (CoCa) and the Funeral Celebrants Association Australia, support alignment of the qualification at Diploma level.
- The Australian Federation of Civil Celebrants supports continued alignment at Certificate IV.
- The position of the Attorney Generals Department, whose role it is to register marriage celebrants only, is that they require a full Certificate IV in Celebrancy for registration as a marriage celebrant, and support this continued alignment.

CS&HISC has no vested interest in the qualification level. Its role is to take industry views on the required content and then to align that content against the characteristics of the Australian Qualifications Framework (AQF). At the time of endorsement, CS&HISC must be able to provide evidence of appropriate alignment. We work to a consensus model wherever possible.

The alignment exercise is not clear cut, because differentiation between the AQF characteristics at Certificate IV and Diploma levels is open to interpretation. It is made more complex by the fact that celebrants work as individual practitioners, where the scope of services provided and skills required to support those services, varies significantly. CS&HISC has put the view to the SMEG that alignment could be supported at either level.

It is also true that we need agreement on the content and scope of the units of competency to be able to complete the alignment exercise. A draft mapping against both qualification levels is provided below.

Given the lack of agreement, CS&HISC has taken the unusual step of releasing the qualification for public consultation without a level indicator. We need wider feedback on the specific questions below, including a sound rationale for stakeholder views.

Comparison of Australian Qualification Framework Characteristics		
	Certificate IV	Celebrancy Work Outcome
Purpose	<p>The Certificate IV qualifies individuals who apply a broad range of specialised knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning</p> <p><i>Skilled work is an outcome that requires specific sets of knowledge and skills and specialised training (AQF Glossary)</i></p>	<p>Celebrants use a broad range of specialised knowledge (for example of ceremony, legal requirements for marriage, presentation and communication techniques) in varied ceremony contexts – this is skilled work</p>
Knowledge	<p>Graduates of a Certificate IV will have broad factual, technical and theoretical knowledge in a specialised field of work and learning</p>	<p>See above</p>
Skills	<p>Graduates of a Certificate IV will have:</p> <ul style="list-style-type: none"> • cognitive skills to identify, analyse, compare and act on information from a range of sources • cognitive, technical and communication skills to apply and communicate technical solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems • specialist technical skills to complete routine and non-routine tasks and functions • communication skills to guide activities and provide technical advice in the area of work and learning 	<p>Celebrants receive and analyse information from clients to determine their needs; they analyse and compare information about different ceremonies from varied sources to determine options</p> <p>Celebrants use cognitive and communication skills to work with clients and to deliver ceremonies; they work with both predictable and unpredictable client and ceremony situations performing routine tasks (e.g. administration) and non-routine tasks (working out how to deliver a ceremony in a noisy venue)</p> <p>Celebrants guide clients and ceremony activities and provide technical advice, especially in the area of marriage</p>
Application of knowledge and skills	<p>Graduates of a Certificate IV will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • to specialised tasks or functions in known or changing contexts • with responsibility for own functions and outputs, and may have limited responsibility for organisation of others • with limited responsibility for the quantity and quality of the output of others in a team within limited parameters 	<p>Celebrants apply skills and knowledge to specialised ceremonial tasks and contexts would sometimes be the same and sometimes very different</p> <p>As independent practitioners celebrants have responsibility for their own functions and outputs</p> <p>Celebrants do not have responsibility for the work of others</p>
Volume of Learning	<p>The volume of learning of a Certificate IV is typically 0.5 – 2 years. There may be variations between short duration specialist qualifications that build on knowledge and skills already acquired and longer duration qualifications that are designed as entry level requirements for work</p>	<p>1 year is considered a full time year equating to approximately 1200 hours</p> <p>CS&HISC can only comment about current practice. Our anecdotal information is that current volume of learning is usually less than 0.5 years.</p> <p>There is a view from many that this is inadequate.</p>

Comparison of Australian Qualification Framework Characteristics		
	Diploma	Celebrancy Work Outcome
Purpose	<p>The Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning</p> <p><i>Advanced knowledge and skills are those that have been developed beyond the attainment of a previous level (AQF glossary)</i></p> <p><i>Paraprofessional work and/or learning are work contexts that generally support professional practice (AQF glossary)</i></p>	<p>Celebrants often, but not always, work in a broad range of contexts; they may use theoretical knowledge in areas such as the role of ceremony and its place in society; they do not integrate technical and theoretical concepts</p> <p>The terms advanced skilled / paraprofessional are open to interpretation and not particularly helpful in relation to Celebrancy</p>
Knowledge	<p>Graduates of a Diploma will have technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning</p>	<p>See above</p>
Skills	<p>Graduates of a Diploma will have:</p> <ul style="list-style-type: none"> cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements specialist technical and creative skills to express ideas and perspectives communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge 	<p>Celebrants receive and analyse information from clients to identify their needs; they synthesise ceremonial information from varied sources to determine options</p> <p>Celebrants plan and design ceremony approaches; as independent practitioners, celebrants meet management requirements of small / micro-business</p> <p>Celebrants use creative skills (presentation and writing skills) in ceremony design and delivery</p> <p>Celebrants transfer knowledge to clients; they do not transfer specialised skills to others</p>
Application of knowledge and skills	<p>Graduates of a Diploma will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with depth in some areas of specialisation, in known or changing contexts to transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations with personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality with initiative and judgement to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters 	<p>Celebrants apply technical and creative skills</p> <p>Some celebrants may have depth in areas of specialisation</p> <p>As independent practitioners, celebrants have personal responsibility and autonomy for own outputs</p> <p>Celebrants do not organise the work of others or plan coordinate and evaluate the work of teams; they would use initiative and judgement in planning their own work</p>
Volume of Learning	<p>The volume of learning of a Diploma is typically 1 – 2 years</p>	<p>1 year is considered a full time year equating to approximately 1200 hours</p> <p>CS&HISC can only comment about current practice. Our anecdotal information is that current volume of learning is usually less than 0.5 years.</p> <p>There is a view from some that this is inadequate.</p>

Key Consultation Questions

We welcome your feedback on any aspect of the draft Celebrancy units and qualification.

The following questions are those that we would like to highlight. In all cases, when providing feedback, please provide a rationale for your comments, and bear in mind that the draft qualification is for all celebrants, not just marriage celebrants. However, if there are differentiations between different types of celebrant skills, please provide advice.

- How well do the units of competency describe what a celebrant needs to do and what a celebrant needs to know to be able to do it? Please provide a rationale for your responses.
 - Do the units have gaps? If so, what are they?
 - Do the unit include unnecessary content? If so, what is unnecessary?
 - Is the knowledge evidence requirement specific enough?
- How well do the units of competency articulate the amount of evidence a person would need to be able to provide to show that they are competent? Please provide a rationale for your responses.
 - Is the suggested volume of evidence too little?
 - Is the suggested volume of evidence too much?
- A number of areas have been highlighted as needing a greater focus. How well are the following skills articulated in units of competency to ensure their coverage in the delivery of training: Please provide a rationale for your responses.
 - Presentation skills
 - Writing skills
 - Legal knowledge for marriage units
- The qualification as presented in the Draft specifically asks for feedback about how legal and ethical knowledge (not including specific knowledge related to marriage) should be covered within the qualification. Please advise your views on the most appropriate unit, or whether this content should be integrated. Please provide a rationale for your responses. (units appear in the Appendix document)
- What are your views about the level of qualification for Celebrancy, and what is the rationale for your views? **How well does the celebrant role map to either the Certificate IV or Diploma within the AQF based on the content of units of competency?** Please provide a rationale for your responses.