

CHCCEL002

Establish client celebrancy needs

Application

This unit describes the knowledge and skills required to establish the client celebrant relationship, work with the client to identify their needs, and then match celebrancy services to those needs. It does not address the specific additional legal requirements for marriage celebrancy, which are found in separate units.

This unit applies to celebrants.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

ELEMENT

Elements define the essential outcomes

1. Establish client celebrant relationship

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Access and use appropriate facilities and resources required for client interviews
 - 1.2 Use interpersonal skills that establish rapport and promote positive participation of clients
 - 1.3 Respect and support client interests, rights and decision-making
 - 1.4 Explain the role of both celebrant and client in the development and delivery of the ceremony
2. Clarify client needs
 - 2.1 Gather and record information about client needs and preferences using interviewing skills
 - 2.2 Share information about the significance of ceremony and the role and purpose of different ceremony components
 - 2.3 Assist client/s to identify ways to express and strengthen their values, ideals and relationships through ceremony by providing information, advice, resources and support
 - 2.4 Recognise, respect and respond to individual differences and preferences
 - 2.5 Review potential venues/settings in consultation with client/s, advising of issues relating to preferred setting if required
 - 2.6 Identify when client needs fall outside the scope of individual practice or the celebrancy role, and refer client to other services
 - 2.7 Use negotiation and conflict resolution skills to identify and resolve differences with the client/s and to deal with difficult people and/or situations.

ELEMENT

PERFORMANCE CRITERIA

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| 3. Match services to client needs | 3.1 Identify services from the range of services offered that may match client needs |
| | 3.2 Provide clear, comprehensive and accurate details and options about services |
| | 3.3 Use a client-centred approach to work with the client and assist them to review different options and services and features |
| | 3.4 Give advice consistent with current legislative requirements |
| | 3.5 Negotiate and agree the scope and nature of celebrancy services to be provided |
| | 3.6 Discuss and agree ongoing contact arrangements with client and others involved in the celebrancy service provided |
| 4. Complete administrative tasks | 4.1 Create a mutually agreeable service contract with the client detailing fees and other relevant terms and conditions in writing |
| | 4.2 Complete client documentation and invoicing in accordance with practice administration procedures |
| | 4.3 Maintain client confidentiality and privacy according to legal and ethical requirements for record keeping |
| | 4.4 Manage and securely maintain client documentation relating to the ceremony and communications with the client according to legal and ethical requirements |
| 5. Obtain feedback from clients in relation to one's celebrancy services | 5.1 Seek client feedback and use feedback to continuously improve service |
| | 5.2 Maintain relationship where appropriate with client and or guests for offering future professional celebrancy services |

FOUNDATION SKILLS

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

UNIT MAPPING INFORMATION

No equivalent unit

LINKS

www.cshisc.com.au

ASSESSMENT REQUIREMENTS for CHCCEL002 Establish client celebrancy needs

The assessment requirements provide advice on assessment and must be read in conjunction with the specific detail of this unit of competency and related assessment information for this Training Package.

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:

- conducted 6 prospective client interviews by phone for ceremonies that cumulatively include love, life and loss ceremonies
- conducted 3 prospective client interviews face to face – for love, life and loss ceremonies
- conducted interviews with clients from at least two different cultural or language backgrounds
- negotiated, confirmed and documented a celebrancy service agreement with at least 6 clients (agreement to include at least 1 each of ceremonies of love, life and loss)

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 celebrancy, and how these are applied in individual practice:
 - codes of practice:
 - professional body membership
 - conflict of interest, including:
 - how, when and with whom this may occur
 - copyright and intellectual property rights, including celebrant group copyright licence availability
 - insurance requirements, including:
 - public liability
 - professional indemnity
 - privacy, confidentiality and disclosure
 - records management
 - specific legislation that applies to marriage (existence and key objectives only)

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- trade practices
- work role boundaries – responsibilities and limitations, including:
 - role of celebrant in Australian communities
- work health and safety
- type of resources and facilities that may required for client interviews and how to access
- factors that affect client preferences
 - abilities and disabilities
 - age
 - cultural background
 - education
 - gender
 - socio-economic factors
 - spirituality / religion
 - values
- importance and purpose of ceremony for clients and others in relation to the main types of transitions in life and rites of passage
- history of religious and secular ceremony
- different types of ceremonies and celebrations for
 - individuals, groups, families and communities and their role
 - the main types of transitions, both traditional and contemporary
 - private and public occasions
- stages of human development and psychology of change
- how change and ‘death’ are a part of the cycle of life whether the death is of a person, relationship, death of a function and/or way of life, including:
 - the defence mechanisms and their role in human behaviour, particularly when change is required or forced
- personal, religious, social and cultural attitudes to death and dying
- psychology and spirituality of ceremony and the effects of ceremony on the human psyche intellectually, psychologically, emotionally, socially and culturally
- the role of acceptance, inspiration, hope, respect, tolerance, and other positive life affirming values in ceremony
- the role of celebrants to
 - guide people to have “beautiful ceremonies in beautiful settings and surrounds”.
 - encourage and link to poets, musicians,

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storytellers, and other aspects of history and culture

- how ceremonies signpost elements of culture and how ceremonies and rituals express different cultural beliefs and norms.
- place of cultural rights, multicultural contributions and the arts in culture and ceremony
- distinctions between religious, secular and civil ceremony philosophy, purpose and content i.e. church vs. state issues, and how that impacts the celebrant's role
- how 'civil' means inclusivity, and some of the barriers to inclusiveness
- types of ceremonies and celebrations across different cultures and how they may be tailored to meet different client preferences, including:
 - love (betrothal/ engagement, celebration of marriage, civil union, commitment, renewal of vows, wedding anniversaries)
 - life (christening/ baby blessings/ namings, coming of adolescent, coming of age, graduation, major birthdays, retirement, house warmings, coming of wisdom age, liferals, boat blessings,)
 - loss (funerals, memorials, civil community memorials, companion animals funerals, divorce, living wakes, community ceremonies re natural disasters)
- 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/ or relationship or function to one's life (or family or community)
 - acknowledging the need for inspiration and support
 - encouraging family and community support for those who are grieving
- types of services to which celebrants refer clients and in what types of situations:
 - translating and interpreting
 - parenting
 - relationships
 - ageing
 - loss and grief

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- communication strategies and techniques:
 - communication and personality styles – differences in ways people receive and give out information
 - person centred and rights based approaches
 - cross-cultural communication protocols
 - non-verbal communication cues
 - addressing communication barriers
 - conflict resolution
 - negotiation
- financial considerations, including:
 - invoicing requirements, and the information that must be included
 - use of receipts
 - refundable items

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:
 - ??? what is a must for assessment
- 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

www.cshisc.com.au