CHCCEL003	**Research, design and organise ceremonies**
Application	This unit describes the knowledge and skills required to research, design and write ceremonies and address associated operational requirements. It does not address the specific additional legal requirements for marriage celebrancy, which are found in separate units.
	This unit applies to celebrants, and to different types of ceremonies, both public and private.
	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	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Research ceremonial components	1.1 Analyse the main components of the ceremony in relation to its purpose for the transition / rite of passage being celebrated or honoured
	1.2 Identify credible sources of traditional and contemporary information about ceremony and ceremonial components relevant to client preferences
	1.3 Assess information and select ceremonial components, elements or symbols best suited to client preferences, ceremony purpose and target audience
	1.4 Generate ceremony ideas based on research undertaken and own existing resources and ideas database
	1.5 Collate and organise ceremonial information in a manner that supports current and future ceremonial planning

ELEMENT	PERFORMANCE CRITERIA
2. Design ceremonies	2.1 Integrate client values, culture and ideas by involving the client in ceremony design
	2.2 Match the ceremonial components elements or symbols to the ceremony purpose and target group
	2.3 Identify and integrate practical planning and operational implications into ceremony design
	2.4 Confirm roles of ceremony participants or of other service providers as part of the design process
	2.5 Identify and address legal requirements in ceremony design
	2.6 Document the ceremony design and seek client confirmation
3. Write ceremony content	3.1 Elicit key information and ideas from content researched and agreed with the client
	3.2 Apply ceremony design principles to create format, structure and sequence for the ceremony content based on client preferences
	3.3 Use language suited to client preferences and profile, and the nature of the ceremony audience
	3.4 Use creative and other writing techniques to enhance ceremony content
	3.5 Integrate storytelling and biography into ceremony content according to client preferences
	3.5 Refine and finalise content in consultation with client
4. Address operational arrangements	4.1 Create an operational plan for the ceremony that includes clear actions, timelines and responsibilities for the celebrant
	4.2 Identify and organise resources and other ceremony requirements for the agreed ceremony
	4.3 Organise and confirm rehearsal details with clients and others according to ceremony needs
	4.4 Develop and confirm with client ceremony contingency plans suited to the agreed ceremony
	4.5 Document operational requirements and provide information to clients and others as required

ELEMENT	PERFORMANCE CRITERIA
5. Extend and expand own knowledge base	5.1 Maintain and enhance own knowledge of ceremony through ongoing research
	5.2 Identify and respond to professional development opportunities
	5.3 Develop and adjust work practices as part of ongoing practice development

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 CHCCEL003 Research, design and organise ceremonies

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:

- researched and documented the structure, purpose of the ceremony, ceremonial components, common ceremonial elements and symbols appropriate to the following ceremonies:
  - christenings/ namings
  - coming of age
  - wedding Anniversaries
  - birthdays
  - funerals
- researched and identified at least 20 different ceremonial elements to meet identified client needs and preferences, including at least one related to each of the following:
  - sight
  - sound
  - smell
  - taste
  - movement
  - touch
- researched and selected at least 10 different

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examples of music, poetry and prose to meet identified client needs and preferences for each of the following types of ceremony:

- love
- life
- loss

- created and written in full, and documented the practice requirements for, at least one of each of the following types of ceremony in response to identified client needs and preferences:
  - love
  - life
  - loss

including all of the following components of ceremony structure:

- the entrance
- the warm-up (and group bonding)
- welcome
- introduction (including statement of purpose)
- legalities if relevant
- story-telling/ reflection
- life coaching/ inspiration
- heightening the "gap/ transition"
- the speaking one's truth,
- the promises/commitments (vows) - explicit or implicit
- capturing of memories
- preparation for the next stage
- group affirmation and support
- announcements for practicalities
- conclusion
- the exit

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:
  - codes of practice
    - professional body membership
- copyright and intellectual property (differences between CAL Copyright Licence and Copyright Insurance)
- discrimination, including sexism, homophobia,

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ageism, racism, disability, cultural, economic factors)
- duty of care
- insurance requirements (and impact of ceremony design):
  - o public liability
  - o professional indemnity
- privacy, confidentiality and disclosure
- records management
- trade practices
- work role boundaries – responsibilities and limitations:
  - o agreeing scope of celebrant role in the ceremony
- work health and safety
- ceremonies for the main types of transitions, both traditional and contemporary
- different types of ceremonies 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 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, and how to integrate storytelling in ceremony
- 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
- sources of information for ceremony design, including those for the following for ceremonies of love, life and loss

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- 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 analyze 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

- aspects of ritual and ceremony including: some duplication)
  - structure of ceremony
  - the theatre of ceremony
  - different ceremonial elements and their impact for different individuals and groups

- the difference between signs and symbols, and the elements in creating and assessing ceremonial elements and symbols

- historical use of symbols and their relationships to the old elements (earth, fire, air, water), colour, flowers, precious stones and other special materials

- symbols involving live beings and the ethics, practicalities and predictability in animals, children and adults being used as symbols

- first principles for designing any ceremony

- how to structure a ceremony and key components of ceremony, 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", i.e. acknowledging and honouring both loss and gain, especially appreciating and honouring the contributions of the person/ or relationship or function to one's life (or family

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> 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, punctuation and style
  - clear and logical order
  - differences in writing to be read and writing to be heard including
    - the differences and strategies required when writing ceremonies and other material for presentation and performance by vocal means, including words per page estimates to time material for reading
  - writing for the needs of specific audiences, and how this varies depending on communication media in a celebrancy context
- rules that govern use of written language
- writing styles and their application to different ceremonies: (why would the below not be relevant?)
  - conversational
  - formal
  - dramatic

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- humourous
- plain English
- trends to include the "stories" in the ceremony and celebrant assisting in preparing (reception) speeches as well
- 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
www.cshisc.com.au