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Department of Planning, Industry and Environment

Flying-fox Rehabilitation Training Standards for the Volunteer Wildlife Rehabilitation Sector

Trainers’ guide

A group of bats on a branch

Description automatically generated with low confidence

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# Summary

This trainers’ guidehas been developed as a companion resource to the Department of Planning, Industry and Environment, NSW National Parks and Wildlife Service (NPWS) Flying-fox Rehabilitation Training Standards for the Volunteer Wildlife Rehabilitation Sector(the Flying-fox Training Standards).Training developers, trainers and assessors within the volunteer wildlife rehabilitation sector can use the guide to assist them with ensuring their flying-fox rehabilitation training complies with the training standards.

The standards ensure compliance with the NSW Code of Practice for Injured, Sick and Orphaned Flying-foxes (DPIE 2021)and a minimum level of care for flying-foxes across the NSW wildlife rehabilitation sector.

The guide is divided into 2 parts:

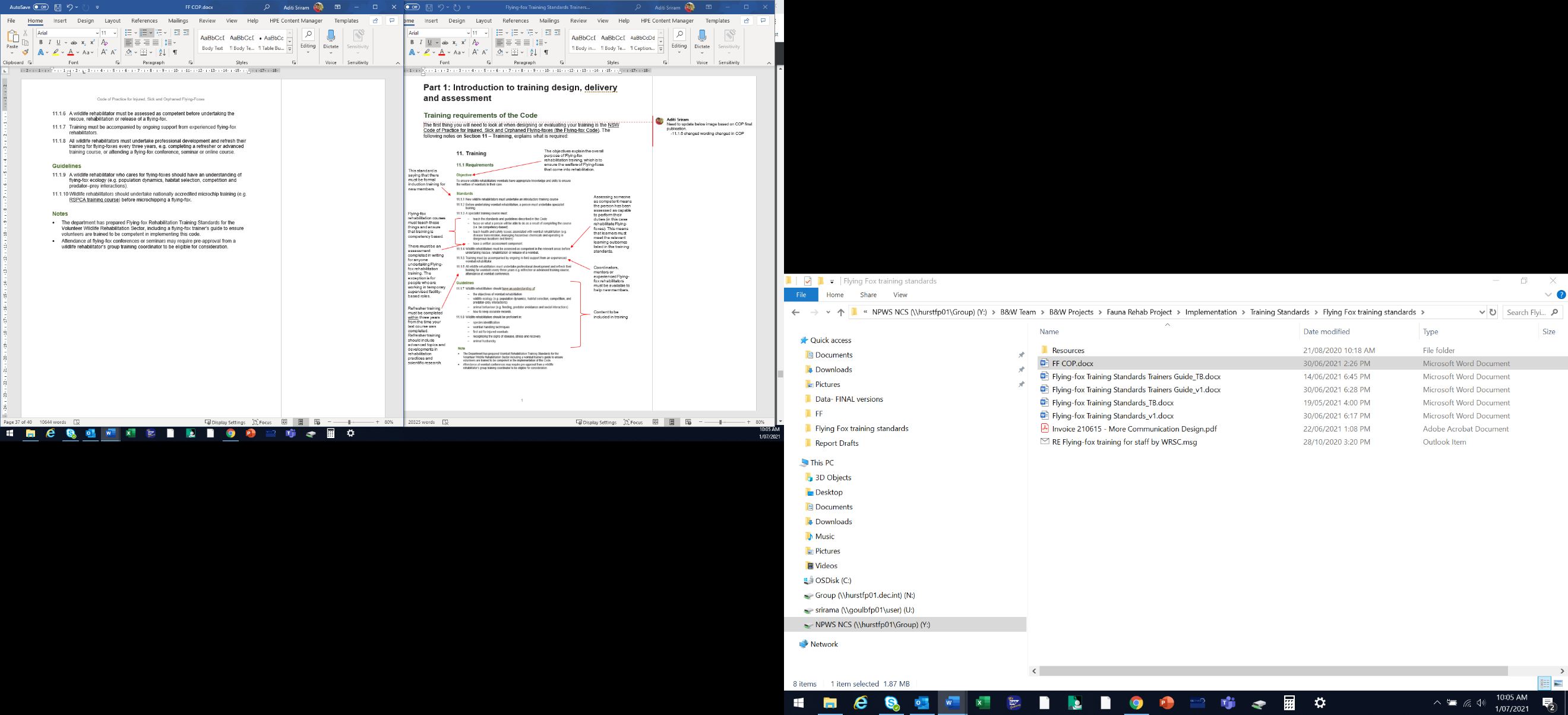
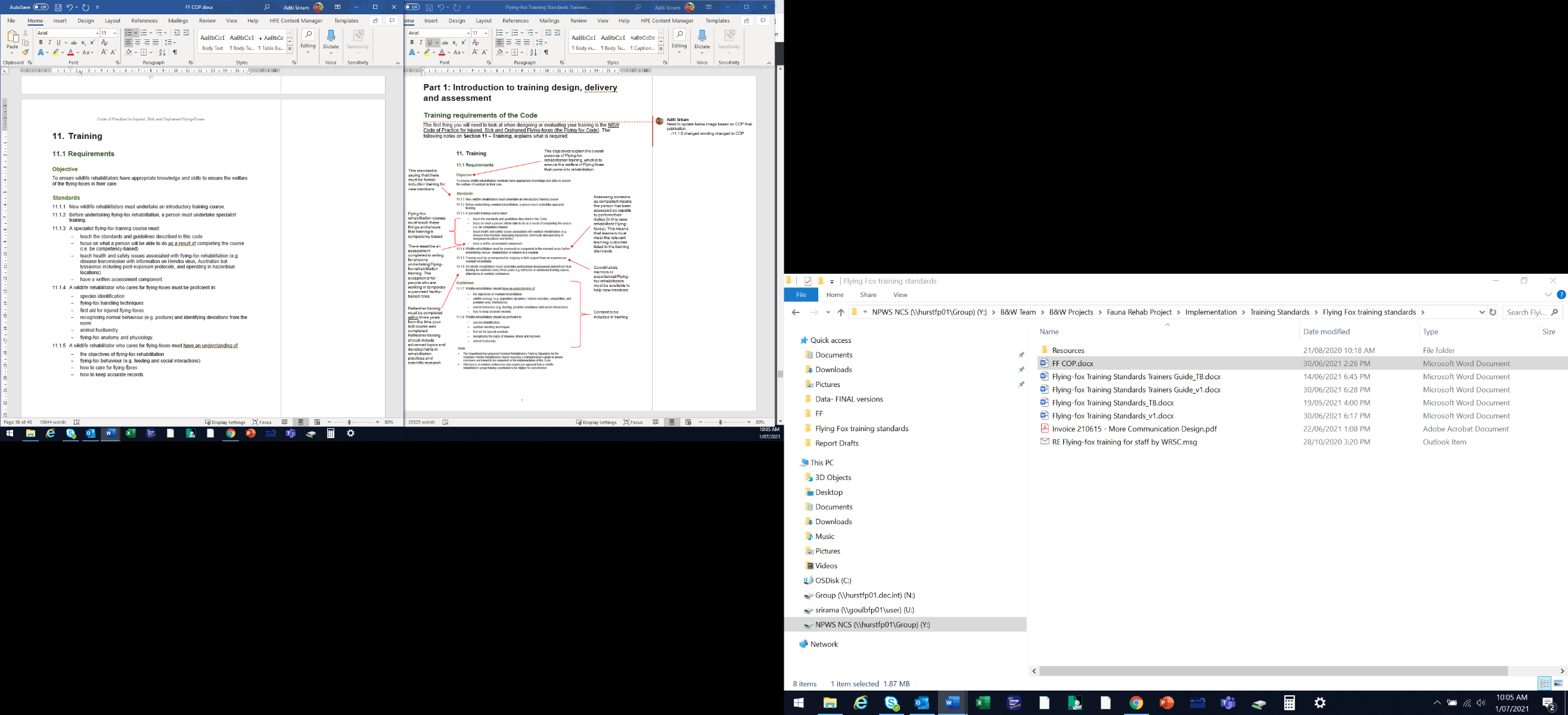
* **Part 1: Introduction to training design, delivery and assessment** provides helpful hints for planning and delivering training and assessing competency. This section of the guide has been designed to provide an overview of training, introduce adult learning, and explain how to engage learners in productive and efficient ways.
* **Part 2: Understanding the flying-fox rehabilitation standards** suggests topics to include in training programs, and assessment types applicable to individual standards. There are two example assessments provided for each standard. These assessments can be used to determine competency related to individual standards.

The guide has been developed as a resource to support the sector in implementing the training standards.

# Part 1: Introduction to training design, delivery and assessment

## Training requirements of the Code

The first thing you will need to look at when designing or evaluating your training is the NSW Code of Practice for Injured, Sick and Orphaned Flying-foxes (the Flying-fox Code).The following notes on **Section 11 – Training**, explain what is required:



Content to be included in training

Flying-fox rehabilitation courses must teach these things and ensure that training is competency-based.

The objectives explain the overall purpose of flying-fox rehabilitation training, which is to ensure the welfare of flying-foxes that come into rehabilitation.

This standard is saying there must be formal induction training for new members.

Refresher training must be completed within three years from the time your last course was completed.   
Refresher training should include advanced topics and developments in rehabilitation practices and scientific research.

There **must** be an assessment completed in writing for anyone undertaking flying-fox rehabilitation training. The exception is for people who are working in temporary supervised facility-based roles.

Assessing someone as competent means the person has been assessed as capable to perform their duties (in this case rehabilitate flying-foxes). This means that learners must meet the relevant learning outcomes listed in the training standards.

Coordinators, mentors or experienced flying-fox rehabilitators must be available to help new members.

## Designing training

Whether you are designing a new course or updating an existing course, there are several questions to ask to determine what your new training should look like. The best way to answer these questions is to organise them into a learning plan before jumping into the training content. To help you get started with designing your course, this section discusses what you might consider and how you might answer the broad questions: what, who, how and when.

### What is the purpose of the course?

Are you designing a course that will combine all the training standards and look at flying-fox rehabilitation holistically, or will it cover individual or multiple standards aimed at certain topics, for example, flying-fox rescue or rehabilitating flying-fox pups?

The 11 training standards have been grouped into 3 core areas:

* **Foundations of flying-fox rehabilitation – Standards 1 to 5** are mostly theoretical or cover multiple aspects of flying-fox rehabilitation. These standards are foundational for flying-fox rehabilitation training.
* **Rescue of flying-foxes** **– Standards 6 to 8** address flying-fox rescue.
* **Rehabilitation of flying-foxes – Standards 9 to 11** cover the rehabilitation and release of both adult flying-foxes and pups.

While you do not have to design your training according to these areas, you may want to consider if they fit with the purpose of your training.

Perhaps you are updating training that already exists. If so, consider whether all areas of the training standards are covered. Do you have assessments in place to determine competency and achieve the learning outcomes? If not, identify the gaps in your current program to work out what to include to ensure your updated version will meet the standards. Appendix A is a mapping tool to assist you with this exercise.

By understanding the reasons behind your training, you can also be clear on the pathways learners can take throughout the learning process. These pathways can then be clearly communicated to the learners, so they understand their responsibilities, and you can manage their expectations. Questions to ask include:

* will there be prerequisites and what are they?
* what will the learner be able to do upon completion of this training?
* what, if any, further training will be required?

Once you understand the purpose of the training you can start to incorporate other elements of training design into your plan.

### Who is the training designed for?

Understanding the ‘who’ is very important to developing successful training.

The audience for a program aimed at flying-fox rehabilitation can be diverse and include people across genders, age groups, ethnicities and education levels. Consider what you can put in place to account for this diversity and help learners who may have special learning requirements. One way to do this is to understand what skills are required for the role the learner is undertaking training for, and ensure the content and assessments are compatible with this skill level, i.e. don’t make training harder than it needs to be.

Some other ways to help learners include:

* include some questions or an interview as part of the enrolment process, so you can determine whether a learner will require additional or alternative help throughout the training
* use simple and succinct language; for written materials use short, concise sentences
* use visuals such as pictures, diagrams and graphs
* factor in time for asking questions and evaluating information
* where appropriate, make reasonable adjustments to the assessment. For example, if a learner struggles with reading you could change a written test to a verbal one to determine competency.

## Adult learning

One thing we do know about our learners is that they are all adults.

There are several theories surrounding adult learning, with one of the most well-known being andragogy, which was popularised by Malcolm Knowles in the 1970s. Andragogy refers to adult learning, in contrast to pedagogy, which is child learning. What the theory of andragogy tells us is that adults:

* are self-directed learners
* need to know why they are learning something
* have a problem-centred approach to learning
* bring life and work experiences, skills and biases to learning
* are more willing to learn when they think it will provide skills to develop their life situations, i.e. it is relevant to them.

Adults learn best by being involved in their learning process, feeling respected, and through a hands-on approach to learning. The trainer is a facilitator of learning rather than a director, providing guidance while allowing the learner greater ownership of the learning experience.

Understanding these concepts is important for developing effective and engaging adult learning programs.

## Learning styles

Another important thing to know about your learners is their learning style. While it may not be possible to always know and account for every participant’s learning style, understanding the styles and incorporating them into your training will allow you to be a more effective trainer.

The VARK model separates learning styles into four types (see Figure 1), although learners don’t have to be restricted to just one learning type.

For more information about the VARK model, including a quiz for you to find out your preferred learning styles, see The VARK Modalities.

Figure The four different learning styles of the VARK model

### How will training be delivered?

Three of the most common delivery methods are face-to-face, online or one-on-one training. The different delivery methods suit different learning styles, and there is no one method better than the others. When designing your program, you need to consider what resources are available and the methods that best suit your trainers’ and learners’ needs.

#### Face-to-face delivery

Face-to-face learning is the more traditional method for delivering training and includes presentations, lectures and demonstrations.

|  |  |
| --- | --- |
| **Pros** | **Cons** |
| * + - * Traditional, well-known to most learners       * Can be completed at a faster rate than other methods       * Additional learning can occur through interactions and exchanges between learners       * Easier to adapt based on learner needs       * Can be activity-based and increase learning by doing       * Can build personal relationships and networks that continue to facilitate learning outside the structured training       * Can be easier to ask questions and seek clarification from the trainer | * + - * Can remind adult learners of school classrooms and create disinterest       * Must be completed at a certain pace, which can leave some learners behind       * Not very flexible, courses must happen at certain times with specific agendas       * Can be expensive to attend and to run       * Certain learners can monopolise conversations and more timid learners may be unable to engage well with the content |

#### Online delivery

Online or eLearning is broadly defined as learning that takes place using a computer or electronic resource. eLearning has grown in popularity in recent years and has both advantages and disadvantages.

|  |  |
| --- | --- |
| **Pros** | **Cons** |
| * + - * Learning is self-paced, and can be completed in the comfort of your own home or other convenient location       * Flexible – can be accessed at any time and fit with learners’ schedules       * There is consistency in what is learnt as the content is the same for every learner       * Can be easy to pull statistics and provide feedback       * Can be more cost-effective than other types of delivery       * Can improve the learner’s electronic and technical skills | * + - * Little opportunity to engage with the trainer or other learners       * Can be too flexible – leading to a lack of motivation, commitment and ultimately lack of course completion       * Can require more of the student, e.g. more reading requirements or additional assessments       * Can be discouraging for people who are not confident with computers       * Lacks opportunities for hands-on learning       * Can be impacted by poor internet connection or technical issues       * Can require more instructions and detailed explanations than other methods where a trainer is present |

One option used by training providers is ‘blended delivery’ which combines online learning with face-to-face learning to obtain the advantages of both delivery methods.

#### One-on-one delivery

One-on-one delivery is also known as mentoring and usually occurs in the workplace. It involves a more experienced person sharing knowledge, skills and expertise with the learner.

|  |  |
| --- | --- |
| **Pros** | **Cons** |
| * + - * Sole focus is on the learner, allowing learning to be tailored to their strengths and weaknesses       * Usually practical in nature       * Feedback between mentor and learner can be instant       * Self-directed learning       * Can broaden the learner’s network quickly       * Can be flexible to allow for personal circumstances | * + - * Can be difficult to incorporate training into day-to-day tasks       * May not allow for diversity of opinions or the ability for learner to engage with other learners       * Providing feedback can be awkward and taken more personally       * Appropriate mentors can be difficult to find       * Can take longer to complete training because of both learner and mentor schedules |

#### Tips for delivery

When designing your learning plan it can be helpful to consider these tips:

* Effective communication is key to effective training.
* Write for your learner – don’t use jargon or big words without explaining them. Remember to consider your audience, e.g. is it a refresher course where learners will be familiar with the terminology or is it an introductory course where learners have no experience with rehabilitation and will need the terminology explained?
* Manage learner expectations by being clear at the beginning of the training what their responsibilities are and what they will be able to do upon completion of the course.
* Designing training to be accessible to all learning types will make the information more engaging and likely increase the success of the program.
* Think about your own experiences as a learner – what did you like? What didn’t you like?

More information on delivery can be found in the training section of this document.

### What content will be included in the training?

Organising training content can be one of the most enjoyable aspects of designing your training plan. It is also crucial to ensuring you are creating relevant, engaging and accurate training.

When deciding what will go into your training the first thing you should do is consider existing materials. This can include:

* regulatory documents for the sector, including the NSW Code of Practice for Injured, Sick and Orphaned Flying-foxes and the training standards
* relevant and useful organisational policies and procedures, including standard operating procedures, constitutions, code of ethics, work health and safety (WHS) policies, role descriptions and risk management plans
* existing materials – manuals, fact sheets, PowerPoint presentations, handouts and research papers; consider whether these are still relevant or if they need updating, and who needs to be involved in this process
* previous feedback – have you received feedback about previous courses that you could incorporate into the update of training materials?

Using the training standards will be vital to ensuring your content is compliant and assesses competency at the required level. A way of confirming your content aligns with the standards is to use the standards as headings during your planning phase, putting existing content under these headings. From here you can see which areas require additional information.

When developing resources, you need to determine what the learners will need in order to complete their training and become competent, and whether any further materials could assist them in their role. For example, home-based rehabilitators might require more take-home reference material than facility-based rehabilitators who are supervised and have access to materials at their facility. The method of delivery will also affect the type of resources required. For example, online training will require more instructional and detailed information than face-to-face or one-on-one learning where a trainer is present to discuss content, answer questions and provide clarification.

### When will training occur?

This is largely up to you and your organisation’s needs. You should consider whether the training is ongoing, requiring regular attendance, and the frequency of the training. You need to consult with your trainers on their availability.

If the training requires prerequisites, is there enough time to complete the required training first?

## Providing training

As a trainer your role is to provide a productive, safe and supportive learning environment. As discussed in the previous section, with adult learning, trainers take on less of a director or teacher role and become more of a facilitator of learning. A facilitator is a trainer who encourages participation and takes a learner-centred approach.

The table below lists some common actions that trainers should and should not do.

|  |  |
| --- | --- |
| **Do** | **Don’t** |
| * + - * Know your subject matter       * Be organised       * Communicate clearly       * Apply active listening skills and use positive non-verbal communication, e.g. maintaining eye contact, using gestures, nodding, paraphrasing       * Encourage questions and ensure enough time has been set aside for discussion       * Take feedback on board and adjust accordingly | * + - * Be unprepared       * Use unnecessarily difficult words or jargon       * Use negative non-verbal communication, e.g. stare, roll your eyes, cross your arms, stand too close       * Be dismissive and discourage interaction       * Get defensive if feedback is provided |

In addition to these behaviours it is also important to think about the environment the training will occur in and how you can maximise its advantages and minimise its disadvantages. For example, if you are doing one-on-one training in a facility you will have access to flying-foxes and be able to reinforce learning by having the learner complete tasks in a practical setting. Conversely, there may be emergencies that require attention, or frequent interruptions from other personnel.

In a venue designed for face-to-face training, you can encourage ideas and discussions between learners but you will not have access to real-life situations and may need to simulate these environments to keep the learners engaged in the topic.

### Ways to engage learners

Presentations are great for face-to-face training, however, an extended time without engaging the learners can create disinterest and learners may tune out altogether. Integrating more activities and engaging learners in other ways can incorporate different learning styles and enhance overall learning.

Some additional methods for encouraging learner participation include:

* demonstrations
* group activities
* case studies and scenarios
* group discussions
* brainstorming sessions
* blended delivery (combination of online, face-to-face and mentor training)
* videos, graphs, images and other visual aids.

The following advice is based predominantly on face-to-face training but could be adapted to fit other methods of delivery as required.

### Preparation

Being prepared is vital to creating an effective and engaging learning environment. Develop a checklist for yourself that includes all the resources you need on the day and who is responsible for them, e.g. electronics (laptops, projectors, USB drives), training materials (presentations, handouts, manuals, reference materials), keys to the venue, catering organised, pens, notepads, power cords, backup presentations, equipment for any activities. The list can be long and will be specific to your training but having a checklist can ensure the day starts off in a positive and organised manner.

Another aspect of being prepared is ensuring you are familiar with all the technology needed to get started. If you don’t have access to this before the course, ensure you arrive early enough to give yourself plenty of time to work it out.

### On the day

#### Setting up



Figure Reducing hazards in the training environment

Photo: Hannah Ryan.

It is important you arrive before the learners and with adequate time to prepare yourself and the venue. As the trainer, you are responsible for providing a safe learning environment. You should identify and minimise any risks as they arise and where this is not possible, bring them to the attention of your learners. For example, if there is an extension cord that could be a tripping hazard, tape it to the floor and ask learners to avoid the area (Figure 2). Chairs can be placed in a way that channels learners away from the hazard.

Other hazards to be mindful of include slippery or uneven surfaces, poor lighting, inadequate ventilation and excess or broken furniture in the room. Locate the emergency exists, notify learners of their location and keep access to them clear.

Arriving early also gives you an opportunity to set up the room. Consider how you want the tables to be arranged. See the table below for some examples.

| **Layout** | **Description** | **Suitability** |
| --- | --- | --- |
|  | Typical classroom layout with tables set out in rows facing the trainer | Suited best to presentation or lecture-based training |
|  | Tables are set up in a u-shape or semicircle shape | Suited best to training that has a lot of discussion and learner interaction |
|  | Tables are clustered into groups | Suited best to training that has a lot of group discussion and activities |

#### Agendas

Agendas are useful tools for organising a session. An agenda should include the day’s goal and a breakdown of what participants can expect.

Be sure to allow enough time for questions and incorporate this into your agenda. No-one minds their training finishing early, but many learners become frustrated and distracted when the day diverges from the agenda.

#### Icebreakers

An icebreaker is a good way of starting any training program because it allows participants to relax, feel motivated and connect with other learners. The possibilities for icebreakers are endless.

You can be specific to the topic and ask, ‘What is your favourite thing about flying-foxes?’, ‘Why have you decided to come today?’ or ‘What are you hoping to get out of today?’.

Alternatively, icebreakers don’t have to be about the course at all. Some other common icebreakers include ‘What is your favourite colour and why?’, ‘List two truths about yourself and one lie’ and ‘What would be your ideal holiday destination and why?’.

There are many online resources with icebreaker suggestions. For example, to get started and work out which icebreakers work for you, see The Best Ice Breakers for Meetings and Training Classes.

#### Presenting

Presenting training requires skill, enthusiasm and continual practice. Your presentation will be vital to the learner feeling engaged and energised by the content. To deliver an engaging presentation.

* If you are using PowerPoint, don’t just read from your presentation, use it as a guide only. You can use the ‘Notes’ feature to remind you of your points without overloading your slide.
* Don’t put too much text on your slides. Use brief dot points and pictures to make slides more interesting. (See Figure 3: which one do you find easier to read?)
* Summarise and question learners on key points.
* Ensure the technology is working – double check embedded videos before starting the presentation.
* Look for visual cues from the audience – are learners reciprocating eye contact, are they interested in the content or are they looking bored or distracted? Adapt your approach accordingly.
* Go at an appropriate pace. If you feel nervous, breathe and slow down.
* Ensure all learners can hear you. Project your voice and adjust your tone.
* Be honest – if you don’t know the answer to someone’s question tell them, don’t try to fumble your way through. If you offer to find something out for them, make sure you do.
* Be positive. Smile and make eye contact.
* Be passionate. Share your experiences and anecdotes to reinforce learning.

**ENTANGLEMENT**

Entanglement, in barbed-wire or netting, is one of the most common reasons flying-foxes are rescued. Apart from the injuries sustained directly from the wire or netting, flying-foxes can develop heat stroke, dehydration and myopathy as a consequence of exposure and exertion. Care must be taken when cutting wire and or netting, ensuring PPE is worn to prevent injury to the handler. Once rescued, perform a physical examination.

Flying-foxes may be severely dehydrated and often in shock by the time they are rescued. Pain relief and rehydration is crucial in these animals.



**ENTANGLEMENT**

* Common reason for flying-fox rescue
* Entangled animals can develop heat stroke, dehydration and myopathy
* Care must be taken when cutting wire and or netting, ensuring PPE is worn to prevent injury to the handler
* Perform a physical examination
* Pain relief and rehydration is crucial in these animals.

Figure Using pictures and dot points to illustrate key messages on a PowerPoint slide

#### Dealing with difficult behaviour from learners

There are many different types of difficult behaviours that can crop up during training, and they can range from a one-off incident to disrupting the whole day. Some of the common difficult behaviours encountered during training sessions include:

**Have you ever witnessed these behaviours during a training session?**

* repeatedly disrupting the trainer to contradict points
* talking to other learners during a presentation
* one individual monopolising the discussion and not giving other learners an opportunity to speak
* not paying attention to the training e.g. appearing bored, using their phone
* pushing an agenda and bringing up the same argument repeatedly.

These behaviours can be addressed using different strategies, and it can be useful to ascertain what’s causing the behaviour. For example, does the learner know the subject matter to a more advanced level, are they shy and afraid to speak to the entire group, or are they just passionate about a particular topic?

Setting out the ground rules at the start of the day can assist with mitigating some of these behaviours. Ground rules can include everyone showing respect for others’ opinions, or clarifying whether questions are allowed during the presentation or only at the end of each section. What do you expect from the learners, and what can they expect from you?

Other methods you can use to manage difficult behaviours include:

* Ask the learner to hold their opinion until the end of the section.
* Address the learner who is talking to other learners by asking them their opinion on the topic, e.g. ‘What do you think, Karen?’
* Thank the learner for their opinion and ask other learners for their thoughts, e.g. ‘Thank you for sharing your opinion, what does everyone else think about this?’
* If there is a point that cannot be agreed upon, or that keeps getting brought up, you could say ‘We have spent some time on this topic and have to move on. If we have time at the end of the day, we can discuss it further.’
* If the behaviour is repeated, direct the learner to stop, e.g. ‘You are interrupting a lot, so I am going to have to stop you there and give others a chance to speak.’
* If the behaviour continues pull the learner aside during a break and ask them why they continue to do it and request that they stop.
* If the behaviour continues and you feel it’s appropriate, ask the learner to leave the training session.

#### Getting feedback

Feedback is a valuable tool to evaluate your entire training program and your skills as a trainer. Don’t take feedback too personally, instead see it as an opportunity to learn, grow and improve your training.

There are numerous ways to obtain feedback; we will discuss a few of them here. One way to evaluate the overall effectiveness of your training and determine if your learners have obtained the relevant information is to quiz learners on the content, in accordance with the intended learning outcomes. Provide the quiz to the participants at the start of the day and then again at the end. This can be self-assessed by students, as a group or by the trainer alone. A consistent increase in scores indicates the training has been successful.

Feedback can also be based on informal or formal discussion throughout the day or at the end of the training. Ask learners what parts of the training they enjoyed and what could be done better. If using this method, be sure to ask specific questions and not just ones with yes or no answers. Find out why and how things can be improved.

A common type of feedback is asking people to complete a written questionnaire. When written well, this can be very useful for evaluating training programs. It can also be a good resource to refer back to when updating a training program, to see what worked well and what could be done better. Some tips for writing questionnaire-style feedback forms include:

* Use a sliding-scale (i.e. numbered 1–5: strongly agree – strongly disagree).
* Ask questions you want to know the answer to and that are relevant to the training.
* Don’t use language that is vague or unclear.
* Don’t rely on people writing their own answers or responses, many learners will leave this section blank.
* Keep it simple – don’t have too many questions or a busy format.

Some questions to consider adding to your feedback form include:

* Do you feel like you achieved the learning objectives of this training?
* Were the instructions clear and easy to follow?
* Are the course materials helpful to your learning?
* Was the facility appropriate for the training?
* Did the trainer demonstrate knowledge of the subject matter?
* Did the trainer communicate clearly?
* What did you like most about the training?
* What could be improved on?
* Would you recommend this course to a friend?
* Please provide any additional feedback in the space below.

Be sure to make use of your feedback. Unused feedback benefits no-one.

## Assessment

What is competency-based assessment?

Competency-based assessment assesses a learner based on whether they can perform a task or have acquired the knowledge required for their workplace, i.e. do learners have the knowledge and skills required for their role in flying-fox rehabilitation. There is no grade in competency-based assessment, rather the learner is assessed as either competent or not yet competent.

In accordance with the NSW Code of Practice for Injured, Sick and Orphaned Flying-foxes, all flying-fox rehabilitation training requires an assessment of competency and at least one written assessment component.

Assessment is required to collect evidence that shows a learner is competent in an area and can perform the relevant tasks required of their role. For example, if you were running a training course on flying-fox rescue, without assessing the learner you have no way of knowing if they can apply the knowledge to flying-fox rescue, or use the skills they have learnt to safely rescue a flying-fox according to the learning outcomes in the standards.

Standards for Registered Training Organisations (RTOs) 2015 has principles of assessment and rules of evidence that are required of the vocational education and training (VET) sector. While your training may not be a VET-accredited course, these two tools are useful for ensuring your assessment methods are effective and ethical. These are summarised below.

### Principles of assessment

There are four principles of assessment:

1. **Fairness** – Individual needs of the learners are taken into account and an assessment method must not discriminate against specific learners or groups.
2. **Flexibility** – Assessments are flexible to accommodate individual learners through reflecting their needs, applying reasonable adjustments where appropriate and using multiple assessment methods.
3. **Validity** – Assessment is based on and assesses to the required benchmark, i.e. assessments meet the requirements in the standards. Assessment must also be based on evidence that demonstrates the learner can apply the skills and knowledge required of their role.
4. **Reliability** – Evidence is interpreted consistently and accurately regardless of who the trainer or assessor is.

### Rules of evidence

When assessing the competency of a learner you must consider the following four rules of evidence:

1. **Validity** – You are confident the learner has the skills and knowledge outlined in the standards.
2. **Sufficiency** – There is enough quality evidence to assess competency.
3. **Authenticity** – You are confident the work submitted is that of the learner and no-one else.
4. **Currency** – The assessment evidence has been compiled within a suitable time frame and reflects the learner’s current level of skill and knowledge. This could be applied to the refresher time frame where further training is required to be completed every four years.

### Types of assessment methods

* **Questioning** – written or oral, e.g. conducting interviews, multiple choice quizzes, written short answer questions
* **Direct observation** – observing performance during simulated or real-world tasks
* **Product-based methods** – structured activities, e.g. presentations, role plays, reports and work-based projects
* **Third-party evidence** – involves having a supervisor, manager or equivalent attest to the competency of your learner or providing a supporting statement or letter
* **Portfolio** – a collection of evidence compiled by the learner to demonstrate competency, e.g. a logbook, photographs or videos.

Use a variety of methods to ensure the assessment is valid and allows the learner to demonstrate competency in different ways. This also makes the assessment process more interesting and engaging for the learner.

Some methods such as questioning and product-based methods are more suited to assessing competency of knowledge, whereas other methods such as direct observation and third-party evidence can be used to assess competency in skill or practical application.

## Record keeping

Record keeping is an important aspect of training. Having accurate records that are easily available to authorised people will go a long way to ensuring you have a smooth process in place for knowing who is trained in your organisation. As a minimum you should keep a signed attendance register and a record of whether competency was achieved by the learner for each training session. In addition to this you should keep records of each assessment event and whether competency was achieved.

Having these records will assist your organisation in knowing who is trained, who is due for refresher training, and when training was last held. It is also useful information to maintain in the event your organisation is audited and needs to demonstrate compliance with the codes of practice and training standards.

Also consider what record you might provide to the learner so they can demonstrate competency and completion of a particular training session. A certificate of competency is a useful record for the learner as they can keep it in their personal files and provide it as evidence of training completed if needed.

# Part 2: Understanding the flying-fox rehabilitation training standards

This section looks at the flying-fox rehabilitation training standards in more detail.

This includes possible topics that could be included in training courses (listed under the heading ‘Training areas’for each standard). Not all these topics will need to be covered, as your training may be specific to a particular type of role and certain areas may not be applicable. The suggested training areas are intended to guide you in thinking about what may be considered in the context of each standard.

There are also recommendations for the types of assessments. Each standard is accompanied by two examples of assessments that could be used to assess competency. The assessments are examples only and do not have to be used. You may want to use them as ideas to create your own assessments. If you do use these assessments though, you must have covered the topics in your content to ensure your assessment process is fair and accurate.

## Understanding the format of the training standards

Each standard has a heading that describes the overall topic of the standard.

The objective of a standard explains what the standards are trying to achieve, i.e. its aim.

These points explain what must be included within training for it to be compliant with the training standards. The organisation or trainer is responsible for ensuring this information is included in the training.

Learning outcomes describe what a learner will be able to do upon completion of a standard. A learner is deemed competent when they can demonstrate the learning outcomes.

**Objective:** To familiarise learners with the relevant policies and procedures of flying-fox rehabilitation and provide them with an understanding of the framework that exists to support and regulate flying-fox rehabilitation in New South Wales. Learners must be aware of and understand the NSW Code of Practice for Injured, Sick and Orphaned Flying-foxes (the Flying-fox Code).

To be compliant with this standard, a rehabilitation organisation must:

Discuss the Flying-fox Code.

Ensure organisational policies and procedures applicable to flying-fox rehabilitation are defined and understood by learners.

|  |  |
| --- | --- |
| Learning outcomes | Sections in the code |
| Upon completion of this module, learners will be able to:   * identify and demonstrate understanding of the Flying-Fox Code * identify organisational policies and procedures for flying-fox rehabilitation * recognise the objectives of flying-fox rehabilitation. | All |

**Standard 1: The framework for flying-fox rehabilitation in New South Wales**



## Standard 1: The framework for flying-fox rehabilitation in New South Wales

**Objective:** To familiarise learners with the relevant policies and procedures for flying-fox rehabilitation and provide them with an understanding of the framework that exists to support and regulate flying-fox rehabilitation in New South Wales.

Learners must be aware of and understand the NSW Code of Practice for Injured, Sick and Orphaned Flying-foxes.

To comply with this standard, a rehabilitation organisation must:

1.1 Discuss the Flying-fox Code.

1.2 Ensure organisational policies and procedures applicable to flying-fox rehabilitation are defined and understood by learners.

| **Learning outcomes** | **Sections in the code** |
| --- | --- |
| Upon completion of this module, learners will be able to:   * + - * identify and demonstrate understanding of the Flying-fox Code       * identify organisational policies and procedures for flying-fox rehabilitation       * recognise the objectives of flying-fox rehabilitation. | All |

### Training areas

* The Flying-fox Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Flying-foxes.
* Organisational policies and procedures relevant to flying-fox rehabilitation could include:
  + standard operating procedures
  + organisational overview
  + work health and safety policies
  + organisation policy on vaccination and titre checks
  + Wildlife Health Australia (WHA) personal protective equipment (PPE) information for bat handlers
  + emergency response plan for flying-fox mass casualty events
  + role descriptions
  + constitution
  + code of ethics
  + code of conduct
  + conflict resolution
  + bullying and harassment
  + reimbursement
  + working with vets and building strong relationships
  + reporting requirements and reporting chain of command
  + protocols for contacting veterinarians and more experienced wildlife rehabilitators.

### Suggested assessments

The information covered in this standard is largely theory and so is best suited to written or verbal assessment.

#### Standard 1: Assessment 1 – the Flying-fox Code quiz

##### Trainer/Assessor instructions:

This is an example of the type of assessment tool that could be used to assess competency in relation to Standard 1.

##### Learner instructions:

Use the Flying-fox Code to complete the following multiple choice quiz.

1. The development of the Flying-fox Code was guided by four key principles. From the list below, select the 4 key principles which apply to all aspects of flying-fox rescue, rehabilitation and release.
2. Prioritise the welfare of flying-foxes
3. Avoid harm to wild flying-fox populations and other wildlife communities
4. Contribute to research on flying-fox behaviour
5. Minimise the risks to human health and safety
6. Optimise capacity to care.

Answer: A, B, D and E.

1. Which of the following describes the mandatory specific actions for flying-fox rehabilitation, as described by the code?
2. Guidelines
3. Standards
4. Objectives
5. Notes

Answer: B. Standards.

1. A flying-fox must be assessed by a veterinarian or experienced flying-fox rehabilitator within 24 hours of rescue.
2. True
3. False

Answer: True.

1. When attempting a rescue from within a camp what must you do? Select the correct answers from the list below.
2. Enter quickly and immediately to remove the flying-fox as soon as possible
3. Assess risks to yourself and members of the public
4. Consider the impact of the rescue on the entire camp
5. Consider assessment by an experienced flying-fox rehabilitator for heat stress events

Answer: B,C & D.

1. Which of the following transport conditions are required when transporting an orphaned, dependent flying-fox? Select the correct answers from the list below.
2. The flying-fox pup must be placed on a ‘mumma roll’ then placed in a sling or in a transport cage
3. If the pup is bright and active, it can be transported in a container where it can hang by its feet
4. Maintain a temperature of 28oC during transport
5. Clearly label the container with ‘Dangerous Animal’
6. During long journeys (over three hours), take regular breaks to feed and hydrate the pup

Answer: A,C and E.

1. Only unvaccinated carers or people who haven’t had their titres checked for more than two years need to wear PPE when rescuing a flying-fox:
2. True
3. False

Answer: False. Rehabilitators must wear suitable PPE to minimise risk of injury.

1. Which of the following conditions require euthanasia of a flying-fox? Select the correct answer from the list below.
2. It’s ability to consume food is permanently impaired
3. It is permanently incapable of flying
4. It is carrying an incurable disease that may pose a health risk to wild animals
5. Euthanasia is recommended by an experienced wildlife veterinarian
6. All of the above

Answer: E. All of the above.

1. In the event of a person being bitten or scratched by a flying-fox, what should be done?
2. The person involved should seek urgent medical attention
3. The person should report the incident to NSW Health: 1300 066 055
4. While waiting, the person should follow the first aid advice recommended by the Department of Primary Industries (DPI)
5. All of the above

Answer: All of the above.

1. The rescue of a flying-fox must be undertaken only by vaccinated individuals that have followed the NSW Department of Health guidelines for vaccination and boosters.
2. True
3. False

Answer: True.

1. Wildlife rehabilitation providers must notify NPWS (by contacting the local NPWS office during business hours, or calling 13000 PARKS outside business hours) for all flying-fox mass casualty events (e.g. heat stress events, mass pup abandonment, cold snaps and hailstorms).
2. True
3. False

Answer: True.

1. Upon admission, a flying-fox must be weighed, and measurement of its forearm recorded.
2. True
3. False

Answer: True.

1. Which of the following statements regarding monitoring of flying-foxes in care is correct?
2. A flying-fox in care must be monitored for any signs of injury, disease and parasites
3. A flying-fox in intensive care must be weighed at least twice a week
4. Orphaned dependent flying-foxes should be weighed only once a week to reduce stress from handling
5. A flying-fox in intermediate care must be weighed at least once a week
6. A flying-fox being prepared for release must be left alone

Answer. A, B and D.

1. When should a rescued flying-fox be assessed by a veterinarian or experienced flying-fox rehabilitator?
2. When you get around to it
3. Within 72 hours of admission
4. Within 24 hours of admission
5. Only if the flying-fox is severely injured and requires treatment.

Answer. C. Within 24 hours of admission.

1. When housing a flying-fox in intensive care, what must you do? Select the correct answers from the list below.
2. Expose the flying-fox to the external environment once a day so it can acclimatise
3. Maintain temperature range appropriate to the age and condition of the flying-fox
4. Replace substrate daily
5. Monitor the animal multiple times during the day

Answer: B, C and D.

1. Which of the following is not a minimum mandatory requirement for reporting?
2. Encounter location
3. Species name
4. Fate
5. Type of release.

Answer: D. Type of release. While this is good information to record it is not part of the minimum mandatory reporting requirements.

1. A hand-reared flying-fox must be released together with other flying-foxes.
2. True
3. False

Answer: True.

1. How often do flying-fox rehabilitators need to undertake refresher training?
2. Once every 3 years
3. Every year
4. Once every 4 years
5. Once every 2 years.

Answer: A. Once every 3 years.

**Standard 1: Assessment 2 – Organisational policies on flying-fox rehabilitation,questionnaire**

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 1. This assessment can be provided as a written or verbal activity. The answers provided for each question are examples only; answers provided by learners must be specific to their organisation.

##### Learner instructions:

Provide answers to each of the questions below.

1. List 3 policies or documents you need to be familiar with to rehabilitate flying-foxes.

Answers could include:

* + standard operating procedures
  + code of practice, ethics or conduct
  + constitution
  + petrol reimbursement policy
  + release policies
  + WHS procedures and policy
  + policy on vaccination and titre checks
  + emergency response plan for flying-fox mass casualty events.

1. Who do you need to report a flying-fox rescue to?

Answers could include:

* + supervisor
  + flying-fox coordinator
  + rescue coordinator.

1. What are your organisation’s protocols for seeking veterinary assistance?

Answers could include:

* + calling first to make an appointment
  + any expensive procedures or medications must be approved by the coordinator
  + required for any rescued flying-fox.

1. List 2 positions within the organisation and explain their role in flying-fox rehabilitation.

Answers could include:

* + flying-fox coordinator – oversees rescues and animals brought into care
  + mentor – assists new volunteers with rehabilitation, providing ongoing advice and support
  + rescue coordinator – coordinates roster and rescues from the hotline
  + training officer – updates flying-fox training and informs members of when training is available.

1. Explain your organisation’s policies and requirements for dealing with a situation where a volunteer has reported being bitten or scratched by a flying-fox.

Answers could include:

* + seek urgent medical attention
  + report the bite or scratch to NSW health and follow advice
  + wash the wound thoroughly with soap and water for at least 5 minutes
  + where possible, isolate the bat for testing.

## Standard 2: Work health and safety requirements of flying-fox rehabilitation

**Objective:** To ensure that learners are able to prioritise their safety and that of the people around them when undertaking flying-fox rescue and rehabilitation.

To comply with this standard, a rehabilitation organisation must:

2.1 Explain the Work health and safety (WHS) risks associated with the site, equipment or activity and how they can be minimised.

2.2 Explain the WHS risks associated with handling and restraining flying-foxes and how they can be minimised.

2.3 Discuss the WHS risks associated with zoonotic diseases relevant to flying-foxes and how they can be minimised.

2.4 Discuss rehabilitator wellbeing and the potential mental health impacts of wildlife rehabilitation.

| **Learning outcomes** | **Sections in the code** |
| --- | --- |
| Upon completion of this module, learners will be able to:   * + - * identify WHS risks associated with flying-fox rehabilitation       * employ techniques to minimise WHS risks to themselves and other people. | 3. Rescue  5. Euthanasia  6. Care procedures  7. Husbandry |

### **Training areas**

* WHS risks associated with the site, equipment or activity could include:
  + cars
  + weather and extremes of temperature
  + uneven surfaces
  + broken equipment
  + working in low light conditions
  + barbed wire, sharp edges
  + chemicals and other hazardous agents.
* WHS risks associated with handling and restraining flying-foxes could include:
  + physical injury from a flying-fox including bites or scratches.
* WHS risks associated with zoonotic diseases could include:
  + exposure to Australian bat lyssavirus (ABLV)
  + lyssavirus vaccination and titre checks
  + personnel safety (hygiene and disinfection practices, PPE).
* Minimising WHS risks could include:
  + ensuring correct training has been completed before undertaking a task
  + wearing correct PPE
  + using correct equipment
  + two or more people to assist with complex rescues
  + minimising handling
  + lyssavirus vaccination and regular titre checks.

### Suggested assessments

For this standard, assessment is best suited to written or verbal methods, practical assessment, or a combination of these.

#### Standard 2: Assessment 1 – WHS requirements of flying-fox rehabilitation

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 2.

##### Learner instructions:

For each of the 3 activities listed below, explain the WHS risks associated with them and three things you could do to minimise these risks.

1. Rescuing a black flying-fox entangled in fruit netting in the backyard of a residential property.

| **WHS risks** | **How will you minimise these risks?** |
| --- | --- |
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1. Rescuing a grey-headed flying-fox pup from a power line.

| **WHS risks** | **How will you minimise these risks?** |
| --- | --- |
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1. Rescuing 20 grey-headed flying-foxes found on the ground following a heat stress event.

| **WHS risks** | **How will you minimise these risks?** |
| --- | --- |
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#### Standard 2: Assessment 2 – Rehabilitator wellbeing

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 2. Split the learners into smaller groups with fewer than 10 learners to a group, and get them to discuss and answer the questions below. When the groups have completed their discussions, come together and discuss what each group came up with.

##### Learner instructions:

In your group discuss and answer the questions below. Once this has been completed, choose a representative to speak on behalf of your group to share your ideas.

1. What is wellbeing?
2. What are some of the potential impacts on wellbeing for rehabilitators?
3. What are the signs of these impacts?
4. How can you minimise these impacts?
5. Who should you talk to in these situations?
6. What processes does your organisation have in place to support rehabilitator wellbeing?

## Standard 3: Record keeping

**Objective:** To explain the record keeping requirements for flying-fox rehabilitation.

To comply with this standard, rehabilitation organisations must:

3.1 Explain the NPWS reporting requirements.

3.2 Explain organisational reporting requirements.

| **Learning outcomes** | **Sections in the code** |
| --- | --- |
| Upon completion of this module, learners will be able to:   * + - * keep records in accordance with NPWS and organisational requirements. | 12. Record keeping |

### Training areas

* The code can be accessed online: Code of Practice for Injured Sick and Orphaned Flying-foxes.
* NPWS reporting requirements could include:
  + detailed record report
  + combined report
  + licence conditions
  + discussing the benefits of collecting robust data
  + an overview of where the data is being used and why it is important
  + annual reports and the NSW Wildlife Rehabilitation Dashboard.
* Organisational reporting requirements could include:
  + husbandry plans
  + body weight
  + forearm measurement
  + veterinary-prescribed medications and treatment plans
  + feeding charts
  + rescue details
  + transfer details
  + release details.

### Suggested assessments

The information covered in this standard is largely theory and so is best suited to written or verbal assessment.

#### Standard 3: Assessment 1 – Record sheet

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 3.

##### Learner instructions:

Read the case study and complete the corresponding NPWS report sheet.

An adult female grey-headed flying-fox (ID number: FF123456) was found on Friday 27/7/21 entangled in netting on a property at 2 Fake Highway, Anonville. You have successfully rehabilitated the flying-fox and she was released one month later. Her release site was at the nearby grey-headed flying-fox camp at 12 Fig Way, Anonville. Before release, the flying-fox was microchipped with the number 0098787.

**NPWS report sheet:**

|  |  |
| --- | --- |
| Species name |  |
| ID number |  |
| Date of encounter |  |
| Encounter type |  |
| Location address |  |
| Location suburb/town |  |
| Location postcode |  |
| Animal condition |  |
| Sex |  |
| Life stage |  |
| Initial weight |  |
| Rehabilitator name |  |
| Fate |  |
| Date of fate |  |
| Release location address |  |
| Release location suburb |  |
| Release location postcode |  |
| Tag/band colour and number |  |
| Microchip number |  |

#### Standard 3: Assessment 2 – Record keeping in your organisation

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 3.

##### Learner instructions:

Answer the following questions regarding your organisation’s record keeping requirements.

1. List 5 types of information your organisation records for flying-foxes in care:

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1. Detail the type of information your organisation records when flying-foxes are transferred to another wildlife rehabilitation provider or organisation.

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1. Design a record sheet that could be used to comply with your organisation’s record keeping procedures. Your record sheet could include weights, observations and treatment schedules.

## Standard 4: Biology and behaviour of flying-foxes

**Objective:** To ensure detailed knowledge of flying-foxes is taught to learners. This is done by providing learners with the foundational tools to understand flying-fox biology and behaviour and how these aspects inform interactions with flying-foxes undergoing rehabilitation.

To comply with this standard, a rehabilitation organisation must:

4.1 Explain features of flying-fox biology, including anatomy, physiology, social structure, and stages of development, and relate them to flying-fox rehabilitation.

4.2 Provide the tools and understanding required to identify different species of flying-foxes recorded in New South Wales.

4.3 Provide the tools and understanding required to identify normal behaviours in flying-foxes.

4.4 Provide the tools and understanding required to recognise signs of abnormal behaviour in flying-foxes.

| Learning outcomes | Sections in the code |
| --- | --- |
| Upon completion of this module, learners will be able to:   * + - * relate flying-fox biology and behaviour to flying-fox rehabilitation       * recognise signs of normal behaviour in flying-foxes       * recognise signs of abnormal behaviour in flying-foxes. | All |

### **Training** areas

* Features of flying-fox biology could include:
  + gastrointestinal anatomy and physiology
  + musculoskeletal anatomy and physiology
  + diet and feeding behaviour
  + metabolism and thermoregulation during different stages of development
  + reproduction
  + social behaviour.
* Tools and understanding required to identify species could include:
  + species differences during stages of development
  + behaviour of different species
  + species that are known to occur in the local area.
* Normal behaviours for flying-foxes could include:
  + nocturnal
  + developmental milestones in juvenile flying-foxes
  + thermoregulatory behaviours
  + creching.
* Abnormal behaviours for flying-foxes could include:
  + diurnal activity
  + not attempting to fly-off when approached
  + solitary animals observed during the day.

### Suggested assessments

The information covered in this standard is largely theory and so is best suited to written or verbal assessment.

#### Standard 4: Assessment 1 – Flying-fox behaviour in rehabilitation

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 4.

##### Learner instructions:

Explain why it is important for flying-fox rehabilitators to understand flying-fox behaviour. In your answer provide at least one example of normal behaviour and one example of abnormal behaviour.

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#### Standard 4: Assessment 2 – Flying-fox biology and behaviour quiz

##### Trainer/Assessor instructions:

This is an example of the type of assessment tool that could be used to assess competency in relation to Standard 4.

##### Learner instructions:

Complete the following quiz by selecting the correct choice for multiple choice questions and providing a written response for the short answer questions.

1. Flying-foxes, similar to birds, have hollow bones to facilitate flight.
2. True
3. False

Answer: False. Flying-fox bones are comparable to mammal bones and are not hollow. They rely on well-developed pectoral muscles for flight.

1. Which of the following statements about flying-foxes is not true?
2. Flying-foxes use twice the metabolic energy and therefore generate twice the heat compared to a non-flighted mammal
3. Flying-foxes are primarily insectivorous
4. Flying-foxes are primarily nocturnal
5. Flying-foxes play an important ecological role as they are Australia’s long-distance pollinators

Answer: B. Flying-foxes are primarily insectivorous. Flying-foxes feed on nectar, pollen and fruit.

1. Flying-foxes will usually forage close to camp depending on the season.
2. True
3. False

Answer: False. On average a flying-fox can fly over 40 kilometres from camp in an evening in search of suitable food.

1. When temperatures are warm, which of the following behaviours are not used by flying-foxes to regulate body temperature?
2. Wing fanning
3. Clustering together with other flying-foxes
4. Salivating on to wings
5. Sweating
6. Panting.

Answer: D. Sweating.

1. Which of the following foods represent a flying-fox’s natural diet:
2. Eucalyptus leaves
3. Native fruits
4. Flowering blossoms
5. Cocos palm fruit.

Answer: B&C. Flying-foxes cannot digest eucalyptus leaves, only their blossoms and nectar. Cocos palm fruits are only eaten in the absence of other alternatives and do not form part of their natural diet.

1. List 3 signs of a healthy flying-fox:

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1. List 3 signs of a distressed flying-fox:

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1. Briefly describe the life cycle of a flying-fox and why it is important to understand this for rehabilitation.

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## Standard 5: Stress management in flying-foxes

**Objective:** To communicate the importance of managing stress in flying-foxes and to provide mechanisms for minimising this stress.

To comply with this standard, rehabilitation organisations must:

5.1 Explain the effects of stress on a flying-fox at various stages of rescue and rehabilitation.

5.2 Provide the tools and understanding required to recognise signs of stress in a flying-fox.

5.3 Discuss methods for minimising stress in a flying-fox at various stages of rescue and rehabilitation.

| Learning outcomes | Sections in the code |
| --- | --- |
| Upon completion of this module, learners will be able to:   * + - * recognise signs of stress in flying-foxes and its impact       * apply methods for minimising stress on a flying-fox. | 3. Rescue  4. Transport  5. Euthanasia  6. Care procedures  7. Husbandry  8. Housing  10. Release considerations |

### **Training areas**

* Effects of stress could include:
  + death
  + self-trauma
  + decreased immune function
  + physiological impacts.
* Signs of distress could include:
  + vocalisations
  + inappetence
  + weight loss
  + diarrhoea.
* Methods for minimising stress could include:
  + covering the head during handling
  + providing a warm, dark and quiet environment
  + pain relief
  + minimising handling
  + correct handling techniques
  + sedation
  + keeping domestic animals away
  + getting appropriate and prompt help for a flying-fox
  + covering the cage while maintaining good ventilation
  + controlling temperature
  + driving carefully, i.e. no sudden movements
  + stopping activity if a flying-fox is too stressed.

### Suggested assessments

Assessment relating to this standard is best suited to written or verbal methods, practical assessment, or a combination of these.

#### Standard 5: Assessment 1 – Signs of stress

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 5.

##### Learner instructions:

Use the space provided to explain the effects of stress on flying-foxes. In your answer include examples of the effect stress has on the body of a flying-fox, what indications you would be looking for to determine if a flying-fox is stressed, and what you would do to minimise this stress.

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#### Standard 5: Assessment 2 – Minimising stress

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 5. This assessment can be provided as a written or verbal activity.

##### Learner instructions:

For each of the scenarios below explain how you would minimise stress for the flying-fox.

1. Rescuing 5 flying-foxes entangled in barbed wire along the side of a road. It is the middle of the day with rising temperatures, and you can see that many of the flying-foxes are severely injured and appear weak.
2. A flying-fox female with puncture wounds in the wing membrane. The flying-fox has an enlarged abdomen and is suspected to be pregnant.
3. A flying-fox pup found on the ground near a power line and still attached to its deceased mother.
4. A number of flying-foxes in a large camp, clustered together and some observed panting.

## Standard 6: Rescue of flying-foxes

**Objective:** To ensure learners have the skills to safely, efficiently and humanely rescue a flying-fox.

To comply with this standard, a rehabilitation organisation must:

6.1 Outline common reasons for flying-fox rescue.

6.2 Detail how to perform a situational assessment, including the use of the decision tree in the Flying-fox Code, to establish the appropriate course of action.

6.3 Detail how to perform a situational assessment of a mass casualty event, to establish the appropriate course of action.

6.4 Detail the correct method and equipment required to capture, handle and rescue a flying-fox, as suitable to common rescue situations, age and condition of a flying-fox.

6.5 Detail how to rescue a flying-fox to humanely minimise pain, stress and potential injury.

| Learning outcomes | Sections in the code |
| --- | --- |
| Upon completion of this module, learners will be able to:   * + - * list the common reasons why flying-foxes require rescue       * assess a rescue situation and plan the rescue of a flying-fox       * safely rescue a flying-fox using correct equipment       * determine the type of intervention required at a rescue site       * assess a rescue situation and determine the type of intervention required during a mass casualty event. | 2. Case assessment  3. Rescue  4. Transport  5. Euthanasia  6. Care procedures |

### Training areas

* The code can be accessed online: Code of Practice for Injured, Sick and Orphaned Flying-foxes.
* Guidelines can be accessed online: Initial Treatment and Care Guidelines for Rescued Flying-foxes.
* Common reasons flying-foxes need to be rescued include:
  + entanglement
  + electrocution
  + raptor attack
  + orphaned pups
  + mass casualty events (e.g. heat stress).
* Performing a situational assessment could include:
  + assessing the situation – is it safe?
  + ensuring correct equipment
  + ensuring correct number of trained personnel are available to conduct the rescue
  + identifying obstacles and WHS risks
  + identifying escape routes and risks to the flying-fox
  + performing a distance examination before approaching the animal.
* Performing a situational assessment of a mass casualty event could include:
  + notifying the flying-fox coordinator
  + emergency response plan
  + notifying NPWS and the NSW Environment Protection Authority (EPA).
* An appropriate course of action could include:
  + rescue
  + monitoring the flying-fox or camp
  + notifying NPWS in the case of a mass casualty event
  + euthanasia on site
  + transporting the animal to a vet
  + transporting the animal to an experienced flying-fox rehabilitator.
* Methods for rescuing a flying-fox could include:
  + enveloping the animal in a towel
  + having two or more rescuers for complex rescues
  + removing a pup attached to the mother
  + use of sedatives or anaesthesia.
* Equipment to rescue a flying-fox could include:
  + PPE
  + towels
  + heat source for pups
  + wire cutters and scissors
  + a secure, well-ventilated transport container
  + mumma rolls, wraps and dummies
  + binoculars for observation from a distance.
* Minimising pain, stress and further injury could include:
  + ensuring correct training has been completed before undertaking a task
  + performing correct rescue and handling technique for condition of the animal
  + covering the animal’s head to minimise stress
  + removing onlookers and domestic pets
  + use of pain relief, sedatives or anaesthetics
  + reducing auditory and visual stimuli.

### Suggested assessments

Assessment in relation to this standard is best done through a practical assessment or in a simulated environment that accurately represents rescue conditions.

#### Standard 6: Assessment 1 – Flying-fox rescue case studies

##### Trainer/Assessor instructions:

This is an example of the type of assessment could be used to assess competency in relation to Standard 6.

##### Learner instructions:

Read each of the rescue case studies and complete the corresponding questions.

**Case study 1:**

You have been called out to rescue an adult flying-fox with a pup on a power line near a school. When you arrive, there is a crowd of approximately 20 people gathered around. It is clear the mother is deceased, but the pup is alive.

1. What WHS risks have you identified for the rescue site?

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1. What WHS risks have you identified for handling the flying-fox?

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1. What will you do to minimise the WHS risks associated with this rescue scenario?

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1. What information do you obtain from your visual assessment of the animal?

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1. What outcome do you get when using the decision tree in the Flying-fox Code?

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1. Describe how you will rescue the flying-fox.

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1. What equipment will you use?

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1. How do you intend to minimise further stress or injury to the flying-fox?

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**Case study 2:**

You are called out to do a rescue of an adult grey-headed flying-fox found low in a tree in the garden of a nursing home during the middle of the day. On closer inspection, the flying-fox appears to have one wing hanging lower and asymmetric to the other.

1. What WHS risks have you identified for the rescue site?

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1. What WHS risks have you identified for handling the flying-fox?

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1. What will you do to minimise the WHS risks associated with this rescue scenario?

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1. What information do you obtain from your visual assessment of the animal?

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1. What outcome do you get when using the decision tree in the Flying-fox Code?

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1. Describe how you will rescue the flying-fox.

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1. What equipment will you use?

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1. How do you intend to minimise further stress or injury to the flying-fox?

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**Case study 3:**

You are assessing a grey-headed flying-fox camp on a hot day. There are more than 50 flying-foxes roosting. The temperature is currently 40oC and it is late morning. Some flying-foxes are observed panting and others wrist-licking. There are two flying-foxes on the ground that do not appear to be moving.

1. What WHS risks have you identified for the rescue site?

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1. What WHS risks have you identified for handling the flying-fox?

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1. What will you do to minimise the WHS risks associated with this rescue scenario?

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1. What information do you obtain from your visual assessment of the animals?

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1. What outcome do you get when using the decision tree in the Flying-fox Code?

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1. Describe how you will rescue the flying-fox.

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1. What equipment will you use?

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1. How do you intend to minimise further stress or injury to the flying-fox?

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#### Standard 6: Assessment 2 – Flying-fox rescue practical assessment logbook

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 6.

##### Learner instructions:

To complete this assessment learners must:

* complete a minimum of three flying-fox rescues under the supervision of an appropriately qualified member of a wildlife rehabilitation organisation
* demonstrate competency in the required rescue skills
* complete the relevant section of the logbook for each rescue event and ensure the supervising member has signed and completed the relevant section for each rescue event
* return the completed logbook to the training officer.

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| --- | --- |
| Name: | Signature: |
| Supervisor name: | Supervisor signature: |
| Date completed: | |

| **Rescue 1** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Rescue/Call log number:** | **Unique ID number of the flying-fox:** | | **Date:** | | |
| **Location:** | | | | | |
| **Rescue skill** | **Learner details/Observations**  Learner to provide response to the rescue skills and an explanation of what was done for each skill | **Competency achieved** | | | **Supervisor initial and comment**  Supervisor to initial and where applicable provide constructive feedback |
| **Yes** | | **No** |
| Risks associated with the rescue situation are assessed and options to minimise risks are evaluated and employed as appropriate |  |  | |  |  |
| Appropriate equipment is selected for the rescue |  |  | |  |  |
| Appropriate rescue method is chosen for the rescue situation |  |  | |  |  |
| Options for assisting the animal are evaluated in accordance with the decision tree in the Flying-fox Code |  |  | |  |  |
| Flying-fox is safely rescued and action is taken to minimise stress and the potential for further injury to the flying-fox |  |  | |  |  |

| **Rescue 2** | | | | | |
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| **Rescue/Call log number:** | **Unique ID number of the flying-fox:** | | **Date:** | | |
| **Location:** | | | | | |
| **Rescue skill** | **Learner details/Observations**  Learner to provide response to the rescue skills and an explanation of what was done for each skill | **Competency achieved** | | | **Supervisor initial and comment**  Supervisor to initial and where applicable provide constructive feedback |
| **Yes** | | **No** |
| Risks associated with the rescue situation are assessed and options to minimise risks are evaluated and employed as appropriate |  |  | |  |  |
| Appropriate equipment is selected for the rescue |  |  | |  |  |
| Appropriate rescue method is chosen for the rescue situation |  |  | |  |  |
| Options for assisting the animal are evaluated in accordance with the decision tree in the Flying-fox Code |  |  | |  |  |
| Flying-fox is safely rescued and action is taken to minimise stress and the potential for further injury to the flying-fox |  |  | |  |  |

| **Rescue 3** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Rescue/Call log number:** | **Unique ID number of the flying-fox:** | | **Date:** | | |
| **Location:** | | | | | |
| **Rescue skill** | **Learner details/Observations**  Learner to provide response to the rescue skills and an explanation of what was done for each skill | **Competency achieved** | | | **Supervisor initial and comment**  Supervisor to initial and where applicable provide constructive feedback |
| **Yes** | | **No** |
| Risks associated with the rescue situation are assessed and options to minimise risks are evaluated and employed as appropriate |  |  | |  |  |
| Appropriate equipment is selected for the rescue |  |  | |  |  |
| Appropriate rescue method is chosen for the rescue situation |  |  | |  |  |
| Options for assisting the animal are evaluated in accordance with the decision tree in the Flying-fox Code |  |  | |  |  |
| Flying-fox is safely rescued and action is taken to minimise stress and the potential for further injury to the flying-fox |  |  | |  |  |

## Standard 7: Transport of flying-foxes

**Objective:** To ensure learners have the skills to safely, efficiently and humanely transport a flying-fox.

To comply with this standard, a rehabilitation organisation must:

7.1 Demonstrate how to appropriately contain a flying-fox for transport based on size, age and condition.

7.2 Outline how to secure the transport container to prevent escape, further injury and ensure human safety.

7.3 Detail suitable transport conditions, including ambient temperature, to safely transport a flying-fox.

7.4 Discuss the most suitable personnel or location that a flying-fox should be transported to, based on age, condition and organisational policies.

| Learning outcomes | Sections in the code |
| --- | --- |
| Upon completion of this module, learners will be able to:   * + - * prepare a carrier for transport       * outline the transport conditions required to safely transport a flying-fox       * understand the appropriate personnel or location to transport a flying-fox to, based on age, condition and organisational policies. | 2. Case assessment  3. Rescue  4. Transport  5. Euthanasia |

### Training areas

* Containing a flying-fox for transport could include:
  + container size
  + using mumma rolls for orphaned dependent pups
  + using secure, well-ventilated transport containers
  + allowing the flying-fox to hang and providing support using a sling
  + providing a heat source
  + labelling containers ‘Danger – live bat’.
* Transport conditions could include:
  + maintaining and monitoring ambient temperature
  + avoiding noise disturbance and vibrations
  + sturdy and secure transport containers
  + breaks to feed and hydrate flying-foxes.
* Transporting to the most suitable personnel or location would depend on the animal’s condition and could include:
  + a veterinary practice
  + experienced flying-fox rehabilitator
  + rehabilitation facility
  + warm, dark and quiet location.

### Suggested assessments

Assessment in relation to this standard is best done through a practical assessment or in a simulated environment that accurately represents rescue conditions.

#### Standard 7: Assessment 1 – Transporting a flying-fox, scenario

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 7. Ensure there is enough equipment available to complete this assessment.

##### Learner instructions:

Select one of the scenarios below. Once you have chosen your scenario you will be asked to prepare a carrier for transport using the available equipment. Once you have your carrier set up you will be asked to explain why you have set the carrier up the way you have, and where you will be transporting the flying-fox to.

1. An adult male black flying-fox has been found low in a tree, is quiet and does not respond when approached.
2. Three orphaned, dependent, grey-headed flying-fox pups have been rescued.
3. An adult grey-headed flying-fox has been found with trauma to the right wing, most likely due to raptor attack.

#### Standard 7: Assessment 2 – Transporting a flying-fox, short answer questions

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 7. This assessment can be completed verbally or as a written assessment.

1. List the equipment you might need to transport a flying-fox pup.

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1. Explain how you would set up a transport carrier for an adult flying-fox that has sustained injuries resulting from motor vehicle trauma.

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1. What are some things you can do during transport to minimise stress to a flying-fox?

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## Standard 8: Assessment of flying-foxes

**Objective:** To equip learners with the skills necessary to assess the health status of a flying-fox.

To comply with this standard, a rehabilitation organisation must:

8.1 Explain how to conduct an initial assessment of a flying-fox.

8.2 Explain the requirements of a thorough assessment of a flying-fox.

8.3 Provide the tools and understanding required to identify developmental stages in flying-fox pups.

8.4 Emphasise the need to seek prompt advice and assistance for a flying-fox from a coordinator, veterinarian or other relevant personnel, as appropriate to its condition.

8.5 Distinguish signs of and ways to determine common diseases and injuries affecting flying-foxes.

8.6 Explain how to manage an injured or diseased flying-fox based on the severity of its condition.

8.7 Outline criteria and approved methods for humane euthanasia.

| Learning outcomes | Sections in the code |
| --- | --- |
| Upon completion of this module, learners will be able to:   * + - * conduct an initial assessment of a flying-fox       * assess the health status of a flying-fox and recognise stages, symptoms and severity of common diseases and injuries       * determine the appropriate course of action for a flying-fox based on its age and condition       * outline criteria for euthanasia and approved methods of euthanasia | 5. Euthanasia  6. Care procedures  7. Husbandry  8. Housing |

### **Training areas**

* The Flying-fox Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Flying-foxes
* Guidelines can be accessed online: Initial Treatment and Care Guidelines for Rescued Flying-foxes.
* Initial assessment of a flying-fox could include:
  + behaviour
  + handling and restraining for assessment purposes
  + signs of stress during handling
  + demeanour and positioning
  + body weight
  + right forearm measurement
  + body temperature
  + sex
  + external wounds or injury
  + hydration status
  + circulation (mucous membranes, heart rate)
  + respiratory rate
  + wing membranes
  + palpation of limbs and wings.
* Thorough assessment could include:
  + veterinary assessment
  + pain relief, sedation or anaesthesia prescribed by a veterinarian for a thorough physical examination
  + radiographs, ultrasounds, blood tests.
* Identifying developmental stage in flying-fox pups could include:
  + right forearm measurement
  + body weight
  + physical characteristics.
* Advice and assistance could include:
  + relevant coordinator
  + veterinarian
  + flying-fox ecologist
  + experienced flying-fox rehabilitator.
* Signs of common diseases and injuries could include:
  + demeanour and behaviour
  + wounds
  + bruising
  + swelling
  + dehydration
  + mucous membrane colour
  + increased respiratory rate or effort
  + burn injuries.
* Common conditions, injuries and diseases could include:
  + dehydration
  + hypothermia (low body temperature) and hypoglycaemia (low blood sugar) in pups
  + musculoskeletal trauma (puncture wounds, fractures, joint dislocation)
  + wing membrane injuries
  + injuries to the eyes
  + hyperthermia (heat stroke)
  + burn injuries.
* Managing a flying-fox based on the severity of its condition could include:
  + initial stabilisation
  + triage
  + veterinary assistance.
* Criteria for euthanasia are provided in Section 5 of the Flying-fox Code. Further training could be provided to discuss the role of the coordinator and seeking assistance with making this decision.

### Suggested assessments

Assessment in relation to this standard is best suited to written or verbal methods, practical assessment, or a combination of these.

#### Standard 8: Assessment 1 – Assessing a flying-fox, case study – group exercise

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 8.

##### Notes about the photos:

Figure 4: Depressed flying-fox pup, found clinging to a dead female flying-fox.

Figure 5: An adult flying-fox with abnormal eyes.

Figure 6: An adult flying-fox with abnormal head posture.

##### Learner instructions:

In groups of three to five people, discuss the images on the following pages (Figures 4 to 6) and answer the questions below. Each group will need to present their findings for one image.

Questions for Standard 8 – Assessment 1:

1. What signs of injury or disease can you see?
2. What level of severity is it at?
3. What internal issues might you suspect in relation to this injury or disease?
4. What is the likely prognosis for this animal?
5. If you just rescued this animal, what would be your next steps?



Figure Depressed flying-fox pup, found clinging to a dead female flying-fox

Photo: Tania Bishop.



Figure Adult flying-fox with abnormal eyes

Photo: Tania Bishop**.**

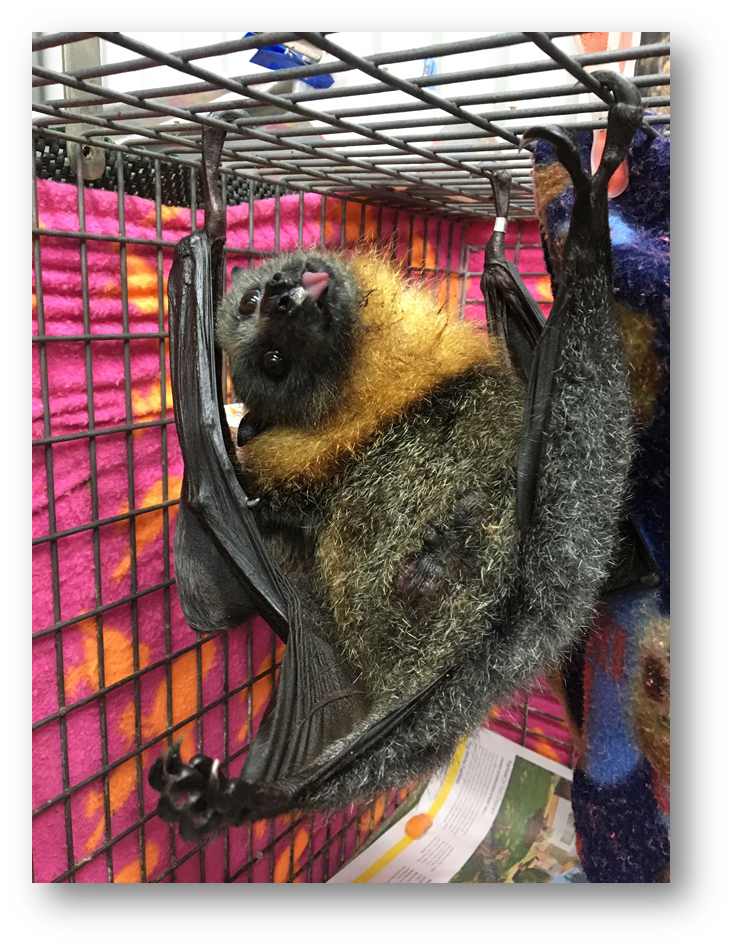


Figure Adult flying-fox with abnormal head posture

Photo: Mandi Griffith.

#### Standard 8: Assessment 2 – Assessment of a flying-fox

##### Trainer/Assessor instructions:

This is an example of the type of assessment tool that could be used to assess competency in relation to Standard 8. This assessment tool assesses competency of all criteria for Standard 8. This could be completed verbally while observing a live flying-fox.

##### Learner instructions:

Look at the following image of a grey-headed flying-fox (Photo: Jacquie Maisey/NTWC). Identify what each line is pointing to and explain what this might tell you about the flying-fox or what you may be looking for in this region when conducting a visual assessment. The wings have been done already as an example.



**Wings**Wings extended and symmetrical. Membrane smooth and of normal consistency and colour. No tears or wounds visible. Observed moving wings freely, without any signs of pain.

## Standard 9: Rehabilitation of adult flying-foxes

**Objective:** To provide learners with an understanding of the requirements for the rehabilitation of adult flying-foxes, and equip learners with the skills to provide quality rehabilitative care at the relevant stages of rehabilitation.

To comply with this standard, a rehabilitation organisation must:

9.1 Explain the importance of and process for quarantining individual flying-foxes entering rehabilitation.

9.2 Discuss the effects of stress and the stress-mitigation techniques required to safely rehabilitate flying-foxes.

9.3 Detail the facilities required to safely rehabilitate adult flying-foxes, relevant to stages of housing (intensive, intermediate and pre-release).

9.4 Describe appropriate equipment and furniture for stages of housing.

9.5 Illustrate disease control and hygiene practices appropriate to stages of housing.

9.6 Explain how to appropriately provide food and water based on the condition of a flying-fox.

9.7 Detail common conditions and diseases that affect flying-foxes.

9.8 Discuss how to monitor a flying-fox in accordance with stages of housing and condition.

9.9 Demonstrate how to complete a husbandry plan.

| Learning outcomes | Sections in the code |
| --- | --- |
| Upon completion of this module, learners will be able to:   * + - * outline the requirements for adult flying-fox rehabilitation       * demonstrate correct set-up for housing flying-foxes       * provide food and water appropriate to the condition of a flying-fox       * monitor a flying-fox undergoing rehabilitation       * apply hygiene and disease control processes to flying-fox rehabilitation       * complete a husbandry plan for a flying-fox. | 2. Case assessment  5. Euthanasia  6. Care procedures  7. Husbandry  8. Housing |

### **Training areas**

* The Flying-fox Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Flying-foxes
* Guidelines can be accessed online: Initial Treatment and Care Guidelines for Rescued Flying-foxes.
* Importance of and process for quarantining flying-foxes could include:
  + principles of quarantine
  + monitoring for signs of infectious diseases
  + disease transmission between animals.
* The effects of stress and stress-mitigation techniques could include:
  + causes of stress in adult flying-foxes (capture, handling, new environments)
  + effects of stress on the immune system
  + appropriate handling and housing to minimise stressors
  + pain relief, sedation and anaesthesia.
* Facilities to safely rehabilitate a flying-fox could include:
  + requirements for various stages of housing (intensive, intermediate and pre-release housing)
  + mitigating stress (noise, visual barriers)
  + mimicking the natural environment where possible
  + privacy
  + thermal control, shelter
  + access to food and water
  + access for capture if required
  + predator-proofing.
* Appropriate equipment and furniture could include:
  + substrate
  + thermometer and thermostat
  + sprinkling system if the region experiences high ambient temperatures
  + rope mimicking vines to hand from and climb
  + shade cloth around the inside of the enclosure to protect against impact or predation
  + visual barriers.
* Disease control and hygiene practices could include:
  + washing hands thoroughly
  + wearing gloves
  + quarantining animals
  + removing faeces and uneaten food daily
  + pest-proofing
  + clean food preparation area
  + disinfection of all equipment between flying-foxes.
* Access to water and appropriate food could include:
  + dripper bottles for water
  + appropriate diet
  + offering hanging fruits.
* Common conditions and diseases could include:
  + trauma, fractures
  + hyperthermia
  + aspiration pneumonia
  + eye ulcers
  + membrane damage.
* Monitoring a flying-fox could include:
  + frequency – too much and too little
  + progression of disease or injury
  + stress
  + behaviour
  + reaction to housing
  + hydration
  + indications of activity
  + eating patterns and food intake
  + urine and faecal output.
* A husbandry plan could include:
  + consultation with vets
  + medications
  + consultation with coordinators and mentors
  + enrichment
  + creche site plan
  + release site selection.

### Suggested assessments

Assessment in relation to this standard is best suited to written or verbal methods, practical assessment, or a combination of these.

#### Standard 9: Assessment 1 – Housing a flying-fox, case studies

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 9.

##### Learner instructions:

To be completed in groups. Using one of the case studies below and the available equipment, set up housing appropriate for your flying-fox. Upon completion of the set-up, each group will be asked to:

1. Explain your housing set-up.
2. Outline what hygiene and disease control procedures you would implement.
3. Explain how your housing set-up enables you to monitor the flying-fox and what you would be monitoring.

**Case study 1:**

An hand-reared male black flying-fox that has been in care for 8 months is being fitness tested for release.

**Case study 2:**

An adult female grey-headed flying-fox with a dependent young has been rescued after suspected raptor attack. The flying-fox is in poor body condition, is reluctant to hang using her right leg and is very quiet. She also has some patches of hair loss along her back and hindlimbs with associated puncture wounds.

**Case study 3:**

You have rescued a grey-headed flying-fox pup weighing 100 grams. The flying-fox was rescued from its deceased mother’s body and was very cold at the time of rescue. The pup is very quiet in demeanour and its abdomen appears to be moving a little more than usual when breathing.

#### Standard 9: Assessment 2 – Rehabilitation of adult flying-foxes, quiz

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 9.

##### Learner instructions:

Complete the following multiple choice quiz by selecting the correct answer for each question.

1. Which of the following scenarios would require a flying-fox to be housed in intensive care?
2. A flying-fox that is having its fitness tested for release
3. A flying-fox transitioning towards weaning
4. A flying-fox with dehydration, hypothermia and aspiration pneumonia
5. none of the above.

Answer: C. A Flying-fox with dehydration and hypothermia.

1. Intensive care housing must provide enough space for a flying-fox to be able to maintain normal posture and stretch its limbs.
2. True
3. False

Answer: True.

1. Which of the following is not a requirement for housing design for flying-foxes?
2. Escape-proof enclosures
3. Prevent access by domestic pets
4. Constructed from easily cleaned, non-toxic materials
5. Positioned to allow physical contact with wild flying-foxes.

Answer: D. Positioned to allow physical contact with flying-foxes.

1. Which of the following demonstrates good practices in hygiene and disease control?
2. Quarantining new flying-foxes
3. Thoroughly washing your hands
4. Removing uneaten food and faeces from the enclosure
5. All of the above.

Answer: D. All of the above.

1. Which of the following floor dimensions are the minimum dimensions required for outdoor intermediate care housing for a flying-fox?
2. 2.4 metres long x 2.4 metres wide x 4 metres high
3. 3.6 metres long x 3.6 metres wide x 1.2 metres high
4. 2.4 metres long x 2.4 metres wide x 2 metres high
5. 0.8 metres long x 0.5 metres wide x 3 metres high.

Answer: C. 2.4 metres long x 2.4 metres wide x 2 metres high.

1. Pre-release housing must have a double-skinned roof with at least 10 centimetres between the layers, to avoid predators attacking the bat's feet as they hang.
2. True
3. False

Answer: True.

1. Which of the following is not a requirement for pre-release housing?
2. Visual and auditory contact with other flying-foxes
3. Toys for enrichment
4. Exposure to prevailing weather conditions and locations to shelter
5. Must be at least 8 metres long x 3 metres wide x 2 metres high.

Answer: B. toys for enrichment.

1. Monitoring a flying-fox in rehabilitation includes:
2. Visual assessment of body condition and demeanour
3. Assessing hydration
4. Checking for signs of injury
5. Regularly monitoring weight
6. All of the above.

Answer: E. All of the above.

1. Which of the following is the objective of pre-release housing?
2. Allow the flying-fox to regain its physical condition
3. Allow the flying-fox to acclimatise to current weather conditions
4. Allow the flying-fox to practice natural behaviours and disconnect from humans
5. All of the above.

Answer: D. All of the above.

1. Which of the following statements about providing food and water for adult flying-foxes is incorrect?
2. Adult flying-foxes must be offered fruit with a protein supplement
3. A range of flowers including exotic flowers can be offered daily as a source of pollen
4. Except for dripper contained, water containers must be cleaned daily
5. Flying-foxes can be offered apples, pears and stone fruit

Answer: B. A range of flowers including exotic flowers can be offered daily as a source of pollen. Fresh native flowers and leaves should be offered as a supplement.

1. Each individual flying-fox should have a husbandry plan.
2. True
3. False

Answer: True.

1. Look at the photo (Figure 7) of a pre-release enclosure for flying-foxes.   
   List at least 5 features that comply with the Flying-fox Code.



Figure Flying-fox pre-release enclosure

Photo: Mandi Griffith.

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## Standard 10: Rehabilitation of flying-fox pups

**Objective:** To provide learners with the specialised knowledge required to rehabilitate a flying-fox pup.

To comply with this standard, a rehabilitation organisation must:

10.1 Explain the importance of and process for quarantining flying-fox pups entering rehabilitation.

10.2 Specify key stages of pup development.

10.3 Describe appropriate housing for a flying-fox pup based on stage of development and condition.

10.4 Discuss appropriate food, feeding methods and monitoring protocols for a pup based on its stage of development.

10.5 Explain the importance of maintaining records on growth, behaviour, feeding and toileting of pups throughout the rehabilitation process.

10.6 Detail common conditions and diseases that affect flying-fox pups.

10.7 Illustrate disease control and hygiene practices appropriate to stages of housing.

10.8 Demonstrate how to complete a husbandry plan for a flying-fox pup.

10.9 Describe mechanisms to reduce stress and encourage natural behaviours in flying-fox pups.

| Learning outcomes | Sections in the code |
| --- | --- |
| Upon completion of this module, learners will be able to:   * + - * outline the requirements for the rehabilitation of flying-fox pups       * identify stages of development for flying-fox pups and relate these to rehabilitation       * apply hygiene and disease control processes to flying-fox pup rehabilitation       * reduce stress and encourage natural behaviours in flying-fox pups       * prepare a hand-raised flying-fox for release. | 2. Case assessment  5. Euthanasia  6. Care procedures  7. Husbandry  8. Housing |

### Training areas

* The Flying-fox Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Flying-foxes.
* Guidelines can be accessed online: Initial Treatment and Care Guidelines for Rescued Flying-foxes.
* Stages of pup development could include:
  + premature pups
  + dependent pups, weaning
  + forearm length, weight and physical characteristics
  + developmental milestones
  + viability.
* Appropriate housing could include:
  + intensive care
  + mumma rolls
  + outdoor enclosure or intermediate housing
  + creche.
* Appropriate food could include:
  + milk formula
  + water
  + supplementary feeding.
* Appropriate feeding methods could include:
  + bottles
  + teat size
  + syringe
  + cannula
  + frequency and volume of milk
  + handling and positioning of the pup.
* Maintaining records could include:
  + continuity of care
  + tracking progress
  + frequency of monitoring
  + monitoring sheets.
* Common conditions and diseases could include:
  + aspiration pneumonia
  + diarrhoea
  + dehydration
  + hypothermia (low body temperature), hypoglycaemia (low blood glucose)
  + malnutrition
  + internal and external parasites
  + congenital problems (e.g. forward-facing wings).
* Hygiene and disease control could include:
  + clean mumma rolls and wraps
  + wearing gloves
  + sterilising equipment including bottles and teats
  + washing hands.
* A husbandry plan could include:
  + consultation with vets
  + medications
  + consultation with coordinators and mentors
  + enrichment.
* Mechanisms to reduce stress and encourage natural behaviours could include:
  + creche
  + handling and interaction
  + providing enrichment
  + dehumanisation
  + moving to appropriate facilities at the right stage.

### Suggested assessments

Assessment in relation to this standard is best suited to written or verbal methods, practical assessment, or a combination of these.

#### Standard 10: Assessment 1 – Flying-fox pup housing, questions

##### Trainer/Assessor instructions:`

This is an example of the type of assessment that could be used to assess competency in relation to Standard 10.

##### Learner instructions:

Explain the set-up required for a flying-fox pup being hand-raised for each type of housing listed below. For each type, explain what stage of development a pup should be at, what type of food they would be eating, and what actions you would implement to reduce stress and encourage natural behaviours in the flying-fox pup.

1. Intensive housing:

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1. Creche housing:

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1. Pre-release housing:

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#### Standard 10: Assessment 2 – Rehabilitation of flying-fox pups, quiz

##### Trainer/Assessor instructions:

This is an example of the type of assessment that could be used to assess competency in relation to Standard 10.

##### Learner instructions:

Complete the following quiz by selecting or providing an answer for each question.

1. Intermediate care housing must have bright lights so the flying-fox can see.
2. True
3. False

Answer: False. Intermediate care housing for flying-foxes should have a light–dark cycle that replicates outside conditions.

1. Substrate used in intensive care housing must be replaced daily.
2. True
3. False

Answer: True. This is a standard in the code.

1. Which of the following conditions is not typically seen in flying-fox pups?
2. Diarrhoea
3. Aspiration pneumonia
4. Dehydration
5. Arthritis
6. Hypothermia (low body temperature).

Answer: D. Arthritis. This condition typically affects older animals.

1. Which of the following statements regarding monitoring orphaned dependent flying-foxes in care is incorrect?
2. At up to three weeks of age, they must be weighed twice a week
3. At over three weeks of age, they must be weighed once a week
4. Juvenile flying-foxes must be weighed once a month
5. Premature flying-fox pups must be weighed daily
6. All of the above

Answer: C. Juvenile flying-foxes must be weighed once a month. Juvenile flying-foxes must be weighed once a week and monitored once a day.

1. Hand-reared flying-foxes must be transferred to a creche when they are weaned and beginning to fly.
2. True
3. False

Answer: True.

1. List 3 hygiene or disease control processes used in flying-fox pup rehabilitation.

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1. A hand-reared grey-headed or black flying-fox must be released only when it has a forearm measurement of 140 millimetres and weighs 400 grams.
2. True
3. False

Answer: True.

1. List 5 important consideration to maintain hygiene when storing and feeding the following types of food.

Milk formula:

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Soft introductory fruits:

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1. List 5 techniques that could be employed to minimise stress for a flying-fox pup undergoing rehabilitation.

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1. List 3 strategies you could use to avoid humanisation and encourage natural behaviours in flying-fox pups.

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1. Explain the rehabilitation requirements, including monitoring, feeding and housing, for flying-fox pups at each of the following weights.

90 grams:

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200 grams:

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450 grams:

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## Standard 11: Release of flying-foxes

**Objective:** To ensure learners understand suitability for release and criteria for releasing a flying-fox.

To comply with this standard, a rehabilitation organisation must:

11.1 Discuss release considerations for flying-foxes including timing and site selection.

11.2 Explain how to determine a flying-fox’s suitability for release.

11.3 Detail the correct techniques and equipment for releasing a flying-fox.

| Learning outcomes | Sections in the code |
| --- | --- |
| Upon completion of this module, learners will be able to:   * + - * assess a flying-fox for release suitability       * competently release a flying-fox. | 9. Suitability for release  10. Release considerations |

### **Training areas**

* The Flying-fox Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Flying-foxes
* Release considerations could include:
  + timing including time of day and time of year
  + weather conditions
  + release site selection.
* Suitability for release could include:
  + physical condition and fitness
  + age, weight and forearm measurement
  + flight fitness
  + recovery from injury or disease
  + behaviour
  + acclimatisation to prevailing climate conditions
  + assessment and approval by a veterinary or experienced wildlife rehabilitator.
* Appropriate techniques and equipment could include:
  + soft and hard release techniques
  + monitoring
  + individual identification (microchip) before release
  + transport to release site.

### Suggested assessments

This standard is best suited to written or verbal assessment methods, practical assessment or a combination of them.

#### Standard 12: Assessment 1 – Releasing a flying-fox, case studies

##### Trainer/Assessor instructions:

This is an example of the type of assessment tool that could be used to assess competency in relation to Standard 12. This can be completed verbally or in writing.

##### Learner instructions:

Read each of the rescue case studies and complete the corresponding questions.

**Case study 1:**

A hand-reared grey-headed flying-fox was found attached to a dead mother found on barbed wire. They pup was assessed and treated for hypoglycaemia and dehydration and has since been hand-reared, rehabilitated and is ready for release.

1. Explain the criteria for assessing release suitability for this flying-fox.
2. What are the release considerations for this flying-fox?
3. Where will you release this flying-fox?
4. Explain how you will release this flying-fox.
5. How will you minimise work, health and safety risks associated with the release site?

**Case study 2:**

An adult black flying-fox has been held at a veterinary surgery for 2 days before being handed to a licensed rehabilitation organisation for care. The exact address where this flying-fox was found is not known. Only the general location was passed on by the member of the public and no other information. The flying-fox is dehydrated but otherwise seems in good body condition. Following rehabilitation, the animal is now ready for release.

Explain the criteria for assessing release suitability for this flying-fox.

1. What are the release considerations for this flying-fox?
2. Where will you release this flying-fox?
3. Explain how you will release this flying-fox.
4. How will you minimise WHS risks associated with the release site?

**Case study 3:**

A grey-headed flying-fox was rescued as it was observed to be out and alone low in foliage during the daytime, was quiet and did not flee when approached. It has had a thorough veterinary examination, has been rehabilitated and is in intermediate care housing. The flying-fox is 350 grams with a forearm measurement of 135 millimetres.

1. Explain the criteria for assessing release suitability for this flying-fox.
2. What are the release considerations for this flying-fox?
3. Where will you release this flying-fox?
4. Explain how you will release this flying-fox.
5. How will you minimise WHS risks associated with the release site?

#### Standard 12: Assessment 2 – Releasing a flying-fox, quiz

##### Trainer/Assessor instructions:

This is an example of the type of assessment tool that could be used to assess competency in relation to Standard 12.

##### Learner instructions:

Complete the following multiple choice quiz by selecting the correct answer for each question.

1. Which of the following statements are correct? A flying-fox is suitable for release:
2. Once it has recovered from injury or disease
3. Once it is showing attempts at flying
4. Once it is not attracted to humans
5. Once it can recognise and interact normally with other flying-foxes
6. All of the above.

Answer: A, C and D. A flying-fox must only be released once it can navigate effectively through its natural environment, not when it is just beginning to fly.

1. A flying-fox can only be released into a national park if:
2. Release has written consent from the relevant NPWS Area Manager
3. It was originally encountered in that location
4. Release complies with the relevant department policies on translocation
5. All of the above.

Answer: D. All of the above

1. Where possible, before release, flying-foxes should be fitted with a microchip for individual identification.
2. True
3. False

Answer: True. This is a guideline in the Flying-fox Code.

1. A flying-fox’s readiness for release must be confirmed by a veterinarian or experienced wildlife rehabilitator before release.
2. True
3. False

Answer: True.

1. Where should a flying-fox be released? Select the correct answers from the list below.
2. In the nearest suitable environment to the location it was found.
3. Within the natural range of the species
4. A location that contains appropriate habitat and adequate food resources
5. All of the above.

Answer: D. All of the above.

1. Which of the following is not an option for an unreleasable flying-fox?
2. Keeping it in the house
3. Applying to the DPIE to have it placed in permanent care
4. Euthanasia
5. Notifying the department to arrange placement with an authorised animal exhibitor licensed by the department.

Answer: A. Keeping it in the house.

1. Little red and black flying-fox must only be released when others of the same species are in the area.
2. True
3. False

Answer: True.

1. When is an appropriate time of day to release a flying-fox?
2. Morning or late afternoon
3. At night as they are nocturnal
4. At dusk
5. Any time of the day.

Answer: A. Morning or late afternoon. Morning is an appropriate release time for a flying-fox being ‘hard’ released, late afternoon is an appropriate release time for a flying-fox being ‘soft’ released.

# Further reading

ASQA 2015, *Guide to Developing Assessment Tools*, Australian Skills Quality Authority,accessed 24/7/2019, [www.asqa.gov.au/sites/g/files/net3521/f/Guide\_to\_developing\_assessment\_tools.pdf](file:///C:\Users\Catherine%20Munro\Documents\Editing\DPIE%20-%20EES\Koala%20training%20standards\www.asqa.gov.au\sites\g\files\net3521\f\Guide_to_developing_assessment_tools.pdf).

Heathfield SM 2019, *Best Ice Breakers for Meetings and Training Classes,* the balance careers, accessed 24/7/19, [www.thebalancecareers.com/best-ice-breakers-for-meetings-and-training-classes-1918430](http://www.thebalancecareers.com/best-ice-breakers-for-meetings-and-training-classes-1918430).

Hill D, Hill T & Perlitz L 2011, *Vocational Training and Assessment*, McGraw-Hill Education, North Ryde, NSW.

Hill D, Hill T & Perlitz L 2013, *Professional Training and Assessment*, McGraw-Hill Education, North Ryde, NSW.

Standards for Registered Training Organisations, made under sections 185(1) and 186(1) of the *National Vocational Education and Training Regulator Act 2011*, can be accessed at [www.legislation.gov.au/Details/F2019C00503](https://www.legislation.gov.au/Details/F2019C00503).

NHS Education for Scotland 2012, *Train the Trainers Toolkit,* NHS Education for Scotland, accessed 24/7/2019, [www.knowledge.scot.nhs.uk/media/6866097/trainthetrainers\_\_final\_.pdf](http://www.knowledge.scot.nhs.uk/media/6866097/trainthetrainers__final_.pdf).

Smith M 2002, *Malcolm Knowles, informal adult education, self-direction and andragogy,* Infed, accessed 24/7/19, [infed.org/mobi/malcolm-knowles-informal-adult-education-self-direction-and-andragogy/](http://infed.org/mobi/malcolm-knowles-informal-adult-education-self-direction-and-andragogy/).

VARK 2019, *Introduction to VARK,* VARK Learn Limited, accessed 24/7/19, [vark-learn.com/introduction-to-vark/the-vark-modalities/](http://vark-learn.com/introduction-to-vark/the-vark-modalities/).

# More information

* [Data Reporting Instructions for the Volunteer Wildlife Rehabilitation Sector](https://www.environment.nsw.gov.au/research-and-publications/publications-search/volunteer-wildlife-rehabilitation-sector-data-reporting-instructions)

* [Department of Primary Industries](https://www.dpi.nsw.gov.au/__data/assets/pdf_file/0011/461873/Australian-Bat-Lyssavirus-information-for-the-public.pdf)
* [Initial Treatment and Care Guidelines for Rescued Flying-foxes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/initial-treatment-and-care-guidelines-for-rescued-flying-foxes)
* [Malcolm Knowles, informal adult education, self-direction and andragogy](https://infed.org/malcolm-knowles-informal-adult-education-self-direction-and-andragogy/)
* [NSW Code of Practice for Injured, Sick and Orphaned Flying-foxes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-flying-foxes)
* [NSW Department of Health guidelines](https://www1.health.gov.au/internet/main/publishing.nsf/Content/cdna-song-abvl-rabies.htm)
* [NSW Wildlife Rehabilitation Annual Report 2019–20](https://www.environment.nsw.gov.au/research-and-publications/publications-search/nsw-wildlife-rehabilitation-2019-20-annual-report)
* [NSW Wildlife Rehabilitation Dashboard](https://www.environment.nsw.gov.au/topics/animals-and-plants/native-animals/rehabilitating-native-animals/wildlife-rehabilitation-reporting/wildlife-rehabilitation-data)
* [Standards for Registered Training Organisations (RTOs) 2015](https://www.legislation.gov.au/Details/F2019C00503)
* [The Best Ice Breakers for Meetings and Training Classes](https://www.thebalancecareers.com/best-ice-breakers-for-meetings-and-training-classes-1918430)
* [The VARK Modalities](http://vark-learn.com/introduction-to-vark/the-vark-modalities/)
* [Wildlife Health Australia ([Department of Primary Industries](https://www.dpi.nsw.gov.au/__data/assets/pdf_file/0011/461873/Australian-Bat-Lyssavirus-information-for-the-public.pdf)WHA) personal protective equipment (PPE) information for bat handlers](https://wildlifehealthaustralia.com.au/Portals/0/Documents/ProgramProjects/PPE_Info_for_Bat_Handlers.pdf)

# Appendix A: Training and assessment mapping tool

The table below is a tool you can use to determine if there are any gaps in your training. You can map your existing training materials to the standards to see if there are any parts of a standard you have omitted or may need to add further information to in your training materials. For the learning outcomes, you can match these to an assessment instrument so you can see where exactly you are determining competency of your learner against each outcome. You can change or include additional training or assessment tools if the ones listed do not match what is provided in your training.

| Standard | Training tools | | | Learning outcomes | Assessment tools | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Slides on PPT | Pages in manual | Other resources | Multiple choice or short answer questions | Demonstration (real or scenario based) | Verbal questioning and answer | Assessor checklist |
| Standard 1: The framework for flying-fox rehabilitation in New South Wales | | | | | | | | |
| 1.1 Discuss the Flying-fox Code. |  |  |  | Identify and demonstrate understanding of the Flying-fox Code. |  |  |  |  |
| 1.2 Ensure organisational policies and procedures applicable to flying-fox rehabilitation are defined and understood by learners. |  |  |  | Identify organisational policies and procedures for flying-fox rehabilitation. |  |  |  |  |
|  |  |  |  | Recognise the objectives of flying-fox rehabilitation. |  |  |  |  |
| Standard 2: Work, health and safety (WHS) requirements of Flying-fox rehabilitation | | | | | | | | |
| 2.1 Explain the WHS risks associated with the site, equipment or activity and how they can be minimised. |  |  |  | Identify WHS risks associated with flying-fox rehabilitation. |  |  |  |  |
| 2.2 Explain the WHS risks associated with handling and restraining flying-foxes and how they can be minimised. |  |  |  | Employ techniques to minimise the WHS risks to themselves and other people. |  |  |  |  |
| 2.3 Discuss the WHS risks associated with zoonotic disease relevant to flying-foxes and how they can be minimised. |  |  |  |  |  |  |  |  |
| 2.4 Discuss rehabilitator wellbeing and the potential mental health impacts of wildlife rehabilitation. |  |  |  |  |  |  |  |  |
| Standard 3: Record keeping | | | | | | | | |
| 3.1 Explain the NPWS reporting requirements. |  |  |  | Keep records in accordance with NPWS and organisational requirements. |  |  |  |  |
| 3.2 Explain organisational reporting requirements. |  |  |  |  |  |  |  |  |
| Standard 4: Biology and behaviour of flying-foxes | | | | | | | | |
| 4.1 Explain features of flying-fox biology including anatomy, physiology, social structure and stages of development and relate them to flying-fox rehabilitation. |  |  |  | Relate flying-fox biology and behaviour to flying-fox rehabilitation. |  |  |  |  |
| 4.2 Provide the tools and understanding required to identify different species of flying-foxes recorded in New South Wales. |  |  |  | Recognise signs of normal behaviour in flying-foxes. |  |  |  |  |
| 4.3 Provide the tools and understanding required to identify normal behaviours in flying-foxes. |  |  |  | Recognise signs of abnormal behaviour in flying-foxes. |  |  |  |  |
| 4.4 Provide the tools and understanding required to recognise signs of abnormal behaviour in flying-foxes. |  |  |  |  |  |  |  |  |
| Standard 5: Stress management in flying-foxes | | | | | | | | |
| 5.1 Explain the effects of stress on a flying-fox at various stages of rescue and rehabilitation. |  |  |  | Recognise signs of stress in flying-foxes and its impact. |  |  |  |  |
| 5.2 Provide the tools and understanding required to recognise signs of stress in a flying-fox. |  |  |  | Apply methods for minimising stress on a flying-fox. |  |  |  |  |
| 5.3 Discuss methods for minimising stress on a flying-fox at stages of rescue and rehabilitation. |  |  |  |  |  |  |  |  |
| Standard 6: Rescue of flying-foxes | | | | | | | | |
| 6.1 Outline common reasons for flying-fox rescue. |  |  |  | List the common reasons why flying-foxes require rescue. |  |  |  |  |
| 6.2 Detail how to perform a situational assessment, including the use of the decision tree in the Flying-fox Code, to establish the appropriate course of action. |  |  |  | Assess a rescue situation and plan the rescue of a flying-fox. |  |  |  |  |
| 6.3 Detail how to perform a situational assessment of a mass casualty event, to establish the appropriate course of action. |  |  |  | Safely rescue a Flying-fox using correct equipment. |  |  |  |  |
| 6.4 Detail the correct method and equipment required to capture, handle and rescue a flying-fox, as suitable to common rescue situations, conditions and ages of a flying-fox. |  |  |  | Determine the type of intervention required at a rescue site. |  |  |  |  |
| 6.5 Detail how to rescue a flying-fox to humanely minimise pain, stress and potential injury. |  |  |  | assess a rescue situation and determine the type of intervention required during a mass casualty event. |  |  |  |  |
| Standard 7: Transport of flying-foxes | | | | | | | | |
| 7.1 Demonstrate how to appropriately contain a flying-fox for transport based on size, age and condition. |  |  |  | Prepare a carrier for transport. |  |  |  |  |
| 7.2 Outline how to secure the transport container to prevent escape and further injury. |  |  |  | Outline transport conditions required to safely transport a flying-fox. |  |  |  |  |
| 7.3 Detail suitable transport conditions, including ambient temperature, to safely transport a flying-fox. |  |  |  | Understand the appropriate personnel or location to transport a flying-fox to, based on age, condition and organisational policies. |  |  |  |  |
| 7.4 Discuss the most suitable personnel or location that a flying-fox should be transported to, based on age, condition and organisational policies. |  |  |  |  |  |  |  |  |
| Standard 8: Assessment of flying-foxes | | | | | | | | |
| 8.1 Explain how to conduct an initial assessment of a flying-fox. |  |  |  | Conduct an initial assessment of a flying-fox. |  |  |  |  |
| 8.2 Explain the requirements of a thorough assessment of a flying-fox. |  |  |  | Assess the health status of a flying-fox and recognise stages, symptoms and severity of common diseases and injuries. |  |  |  |  |
| 8.3 Provide the tools and understanding required to identify developmental stages in flying-fox pups. |  |  |  | Determine the appropriate course of action for a flying-fox based on its age and condition. |  |  |  |  |
| 8.4 Emphasise the need to seek prompt advice and assistance for a flying-fox from a coordinator, veterinarian or other relevant personnel, as appropriate to its condition. |  |  |  | Outline criteria for and approved methods of euthanasia. |  |  |  |  |
| 8.5 Distinguish signs of and ways to determine common diseases and injuries affecting flying-foxes. |  |  |  |  |  |  |  |  |
| 8.6 Explain how to manage an injured or diseased flying-fox based on the severity of its condition. |  |  |  |  |  |  |  |  |
| 8.7 Outline criteria and approved methods for humane euthanasia. |  |  |  |  |  |  |  |  |
| Standard 9: Rehabilitation of adult flying-foxes | | | | | | | | |
| 9.1 Explain the importance of and process for quarantining individual flying-foxes entering rehabilitation. |  |  |  | Outline the requirements for adult flying-fox rehabilitation. |  |  |  |  |
| 9.2 Discuss the effects of stress and the stress-mitigation techniques required to safely rehabilitate adult flying-foxes. |  |  |  | Demonstrate correct set-up for housing flying-foxes. |  |  |  |  |
| 9.3 Detail the facilities required to safely rehabilitate adult flying-foxes, relevant to stages of housing (intensive, intermediate and pre-release). |  |  |  | Provide food and water appropriate to age and condition of a flying-fox. |  |  |  |  |
| 9.4 Describe appropriate equipment and furniture for stages of housing. |  |  |  | Monitor a flying-fox undergoing rehabilitation. |  |  |  |  |
| 9.5 Illustrate disease control and hygiene practices appropriate to stage(s) of housing. |  |  |  | Apply hygiene and disease control processes to flying-fox rehabilitation. |  |  |  |  |
| 9.6 Explain how to appropriately provide food and water based on the condition of a flying-fox. |  |  |  | Complete a husbandry plan for a flying-fox. |  |  |  |  |
| 9.7 Detail common conditions and diseases that affect flying-foxes. |  |  |  |  |  |  |  |  |
| 9.8 Discuss how to monitor a flying-fox in accordance with stages of housing and condition. |  |  |  |  |  |  |  |  |
| 9.9 Demonstrate how to complete a husbandry plan. |  |  |  |  |  |  |  |  |
| Standard 10: Rehabilitation of flying-fox pups | | | | | | | | |
| 10.1 Explain the importance of and process for quarantining flying-fox pups entering rehabilitation. |  |  |  | Outline the requirements for the rehabilitation of flying-fox pups. |  |  |  |  |
| 10.2 Specify key stages of pup development. |  |  |  | Identify stages of development for flying-fox pups and relate these to rehabilitation. |  |  |  |  |
| 10.3 Describe appropriate housing for a flying-fox pup based on stage of development and condition. |  |  |  | Apply hygiene and disease control processes to flying-fox pup rehabilitation. |  |  |  |  |
| 10.4 Discuss appropriate food, feeding methods and monitoring protocols for a pup based on its stage of development. |  |  |  | Reduce stress and encourage natural behaviours in flying-fox pups. |  |  |  |  |
| 10.5 Explain the importance of maintaining records on growth, behaviour, feeding and toileting of pups throughout the rehabilitation process. |  |  |  | Prepare a hand-raised flying-fox for release. |  |  |  |  |
| 10.6 Detail common conditions and diseases that affect flying-fox pups. |  |  |  |  |  |  |  |  |
| 10.7 Illustrate disease control and hygiene practices appropriate to stages of housing. |  |  |  |  |  |  |  |  |
| 10.8 Demonstrate how to complete a husbandry plan for a flying-fox pup. |  |  |  |  |  |  |  |  |
| 10.9 Describe mechanisms to reduce stress and encourage natural behaviours in flying-fox pups. |  |  |  |  |  |  |  |  |
| Standard 11: Release of flying-foxes | | | | | | | | |
| 11.1 Discuss release considerations for flying-foxes including timing and site selection. |  |  |  | Assess a flying-fox for release suitability. |  |  |  |  |
| 11.2 Explain how to determine a flying-fox’s suitability for release. |  |  |  | Competently release a flying-fox. |  |  |  |  |
| 11.3 Detail the correct techniques and equipment for releasing a flying-fox. |  |  |  |  |  |  |  |  |