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Department of Planning, Industry and Environment

Native Bird Rehabilitation Training Standards Trainers’ guide

for the Volunteer Wildlife Rehabilitation Sector

A white and black bird

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# Summary

This trainer’s guide has been developed as a companion resource to the Department of Planning, Industry and Environment, NSW National Parks and Wildlife Service (NPWS) *Native Bird Rehabilitation Training Standards for the Volunteer Wildlife Rehabilitation Sector* (the native bird training standards). Training developers, trainers and assessors within the volunteer wildlife rehabilitation sector can use the guide to assist them with ensuring their rehabilitation training complies with the training standards.

The standards ensure compliance with the NSW Code of Practice for Injured and Sick and Orphaned Native Birds (DPIE 2020) and a minimum level of care for native birds across the sector.

The guide is divided into 2 parts:

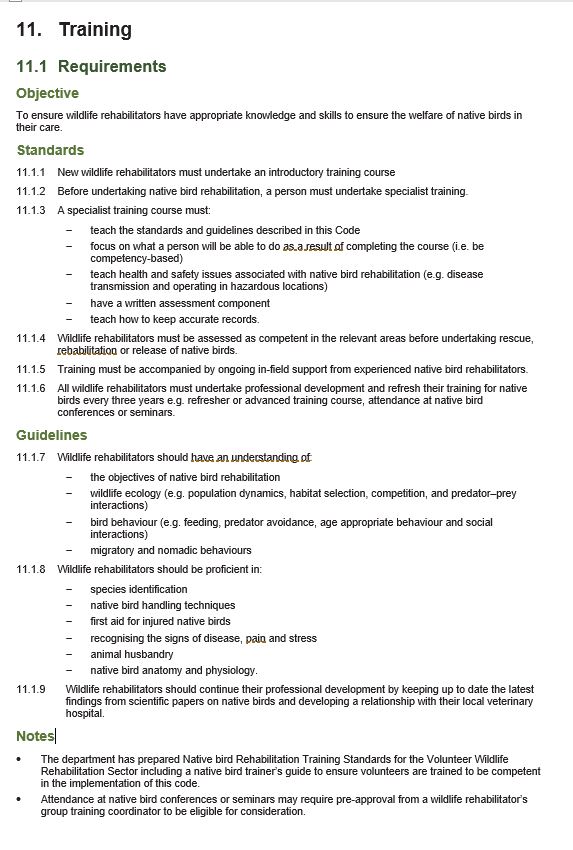
* **Part 1: Introduction to training design, delivery and assessment** provides helpful hints for planning for and delivering training and assessing competency. This section of the guide has been designed to provide an overview of training, introduce adult learning, and explain how to engage learners in productive and efficient ways.
* **Part 2: Understanding the native bird** **rehabilitation standards** suggests topics to include in training programs and assessment types applicable to individual standards. There are 2 example assessments provided for each assessment. 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 Native Birds (the Native Bird Code). The following notes on **Section 11 – Training** explain what is required.



The objectives explain the overall purpose of native bird rehabilitation training, which is to ensure the welfare of native birds that come into rehabilitation.

Coordinators, mentors or experienced avian rehabilitators must be available to help 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 native bird rehabilitation training.

Native bird rehabilitation courses must teach these things and ensure that training is competency-based.

This standard is saying there must be formal induction training for 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 content of your training. 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 native bird rehabilitation holistically, or will it be individual or multiple standards aimed at certain topics, for example, native bird rescue or chick rehabilitation?

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

* **Foundations of native bird rehabilitation –** **Standards 1 to 5** are mostly theoretical or cover multiple aspects of native bird rehabilitation. These standards are foundational for native bird rehabilitation training.
* Rescue of native birds – Standards 6 to 8 address native bird rescue.
* Rehabilitation and release of native birds – Standards 9 to 11 cover the rehabilitation and release of native birds.

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.

If you are updating training that already exists, consider if 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 in your updated version to ensure it is meeting 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 native bird rehabilitation can be diverse and include people across genders, age groups, ethnicities and educational 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 the 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 (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 1 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 methods of delivery 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 |
| * + - * 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       * Learning is self-paced       * 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 the 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 Native Birds and the training standards
* relevant and useful organisational policies and procedures, including standard operating procedures, constitutions, codes of ethics, work health and safety (WHS) policies, role descriptions and risk management plans
* legislative requirements, including the *Biodiversity Conservation Act 2016*
* existing materials – manuals, fact sheets, PowerPoint presentations, handouts and research papers; consider if 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 matches the standards is by using 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 also 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 native birds and the ability 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 people.

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 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

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).

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.

Figure 2 Reducing hazards in the training environment

Photo: Hannah Ryan.

|  |  |  |
| --- | --- | --- |
| 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 ‘Which is your favourite native bird?’, ‘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 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 technology is working – double check embedded videos before beginning 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.

Text

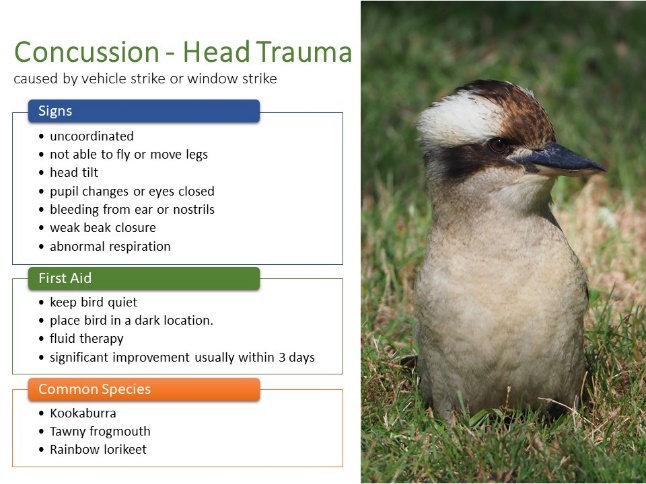
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Figure 3 Using pictures and dot points to illustrate key messages on a PowerPoint slide

#### 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:

* repeatedly disrupting the trainer to contradict points

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

* talking to other learners during a presentation
* one person monopolising the discussion and not giving other learners an opportunity to speak
* not paying attention to the training, e.g. appearing bored, playing on their phone
* a learner that is pushing an agenda and brings 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 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 their thoughts, e.g. ‘Thank you for 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 enough 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 at 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 native bird 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 Native Bird Code, all native bird 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 native bird rescue, without assessing the learner you have no way of knowing if they can apply the knowledge to native bird rescue or use the skills learnt to safely rescue a native bird 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 4 principles of assessment:

**Fairness** – Individual needs of the learners are taken into account and an assessment method must not discriminate against specific learners or groups.

**Flexibility** – Assessments are flexible to accommodate individual learners through reflecting their needs, applying reasonable adjustments where appropriate, and using multiple assessment methods.

**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.

**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:

**Validity** – You are confident the learner has the skills and knowledge outlined in the standards.

**Sufficiency** – There is enough quality evidence to assess competency.

**Authenticity** – You are confident the work submitted is that of the learner and no-one else.

**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 three 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 native bird rehabilitation training standards

## Introduction

This section looks at the native bird rehabilitation training standards in more detail.

This includes possible topics that could be included in the 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 type of role so certain areas may not be applicable. The suggested training areas are listed 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

**Standard 1: The framework for native bird rehabilitation in NSW**

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

The objective of a standard explains what the standards is 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 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 native bird rehabilitation and provide them with an understanding of the framework that exists to support and regulate native bird rehabilitation in New South Wales. Learners must be aware of and understand the Native Bird Code.

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

1.1 Discuss the Native Bird Code

1.2 Ensure organisational policies and procedures applicable to native bird rehabilitation are defined and understood by learners.

1.3 Ensure objectives of native bird rehabilitation are understood by learners.

Ensure objectives of native bird rehabilitation are 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 Native Bird Code       * identify organisational policies and procedures on native bird rehabilitation       * recognise the objectives of native bird rehabilitation. | All |

## Standard 1: The framework for native bird rehabilitation in New South Wales

**Objective:** To familiarise learners with the relevant policies and procedures of native bird rehabilitation and provide them with an understanding of the framework that exists to support and regulate this practice in New South Wales.

Learners must be aware of and understand the NSW *Code of Practice for Injured, Sick and Orphaned Native Birds* (the Native Bird Code).

To comply with this standard, a rehabilitation organisation must:

* 1. Discuss the Native Bird Code
  2. Ensure organisational policies and procedures applicable to native bird rehabilitation are defined and understood by learners.
  3. Ensure objectives of native bird rehabilitation are 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 Native Bird Code       * identify organisational policies and procedures for native bird rehabilitation       * recognise the objectives of native bird rehabilitation. | All |

### Training areas

* The Native Bird Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Native Birds.
* Organisational policies and procedures relevant to native bird rehabilitation could include:
  + standard operating procedures
  + organisational overview
  + work health and safety policies
  + role descriptions
  + constitution
  + code of ethics
  + code of conduct
  + conflict resolution
  + reimbursement
  + working with veterinarians and building strong relationships
  + reporting requirements and reporting chain of command
  + protocols for contacting veterinarians and more experienced wildlife rehabilitators
  + release procedures.

### Suggested assessments

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

#### Standard 1: Assessment 1 – the Native Bird 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 Native Bird Code to complete the following multiple choice questions.

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

Answer: A, B, D and E.

1. Who was the Native Bird Code developed for?
2. Bird watchers
3. Veterinarians
4. Everyone who feeds native birds in their garden
5. Those authorised to rescue, rehabilitate and release native birds
6. All of the above

Answer: D. Those authorised to rescue, rehabilitate and release native birds

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

Answer: B. standards.

1. What is the definition of a branchling?
2. Bird that has completed its first feather moult and has not reached sexual maturity
3. Young bird that remains in the nest and its eyes are open
4. Young bird that can stand on the edge of the nest and hop onto nearby branches
5. Young bird that has attempted or completed its first flight but still returns to the nest or remains in close proximity to the nest

Answer: C. Young bird that can stand on the edge of the nest and hop onto nearby branches

1. What must a wildlife rehabilitator do if an albatross is rescued?
2. Have it assessed by an experienced wildlife rehabilitator or a veterinarian within 24 hours
3. Post a story on Instagram or Facebook as it is so special
4. Have it assessed by a wildlife veterinarian, or seek expertise over the phone from a veterinarian experienced in these species
5. Notify NSW national parks and wildlife service (NPWS)
6. Liaise with other wildlife rehabilitation groups to transport the albatross to a facility with the expertise

Answer: C, D and E. Rehabilitation of an albatross is difficult and complex and must be undertaken by a wildlife rehabilitator experienced in these species.

1. Which of the following is the objective of **Section 6.1 Assessment** in the Native Bird Code?
2. To prevent the spread of diseases among native birds undergoing rehabilitation
3. To identify the severity of wounds, injuries or disease to determine the best course of action for a native bird undergoing rehabilitation
4. To maintain clean rehabilitation facilities so diseases are prevented or contained
5. To check the health of a native bird undergoing rehabilitation so issues can be promptly identified and managed

Answer: B. to identify the severity of wounds, injuries or disease to determine the best course of action for a native bird undergoing rehabilitation.

1. A cardboard box is a useful container to transport parrots from a rescue site to the nearest rehabilitator for assessment.
2. True
3. False

Answer: False. The transport container must be designed to prevent escape and a parrot will chew through a cardboard box.

1. Which of the following are not an approved method of euthanasia for a native bird?
2. Gunshot to the brain for large birds
3. Freezing or burning
4. Chloroform or strychnine
5. Blunt force trauma to the base of the skull
6. Anaesthesia followed by an intravenous injection of sodium pentobarbital performed by a veterinarian

Answer: B and C are not approved methods of euthanasia for native birds.

1. How often should a hatchling be monitored and weighed?
2. Monitored repeatedly each day and weighed at least twice a week
3. Observed daily from a distance
4. Monitored every half hour and weighed daily
5. Monitored once a day and weighed once a week

Answer: A. A hatchling must be monitored repeatedly each day and weighed at least twice a week.

1. For which species do you need to consult with the local NPWS office or a veterinarian experienced in avian care to determine whether a bird is ready for release?
2. Regent honeyeater
3. Swift parrot
4. Little penguin from North Head in Sydney Harbour
5. Little penguin from Jervis Bay

Answer: A, B and C.

1. Dedicated cleaning equipment must be used for enclosures housing native birds with a suspected or confirmed infectious disease. This equipment must not be shared.
2. True
3. False

Answer: True. To prevent disease transmission, equipment must not be shared.

1. Which statement is correct?
2. Soft substrates such as straw, shredded paper and grass clippings are practical substrate options for pre-release and intermediate aviaries
3. Logs and large thick sticks are required in tawny frogmouth pre-release enclosures
4. No shelter is required in pre-release enclosures as the native bird needs to get used to the prevailing weather conditions
5. All native birds in intensive care must be kept warm (32–37° C) as they have serious injuries or are very young nestlings

Answer: B: A tawny frogmouth requires thick sticks and logs in its enclosure so it can imitate dead branches for camouflage.

1. What is the minimum size for a pre-release enclosure for a pelican?
2. 5 metres x 1.5 metres x 2 metres high
3. 1.5 metres x 1 metre x 1 metre high
4. 1.8 metres x 1.8 metres x 2 metres high
5. 5 metres x 3 metres x 2 metres high

Answer: D. A pelican requires an enclosure at least 5 metres long x 3 metres wide x 2 metres high.

1. All wildlife rehabilitators must undertake professional development and refresh their training for native birds every three years.
2. True
3. False

Answer: True. Wildlife rehabilitators must undertake professional development and refresh their training every 3 years.

#### Standard 1: Assessment 2 – Organisational policies on native bird rehabilitation, questions

##### *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. The answers provided for each question are examples only, and answers provided by learners must be specific to their organisation.

##### Learner instructions

Provide answers to each of the questions below.

1. What is the mission statement, or what are the guiding principles and objectives of rehabilitation for your group?

Answers could include:

* to rescue, rehabilitate and release native birds
* to conserve native birds and preserve and enhance their habitat
* to provide best practice standards of care to sick and injured native birds
* the main objective is to return all native fauna back to its wildlife habitat when fit to fend for itself (NATF)
* to actively rehabilitate and preserve Australian wildlife and inspire others to do the same (WIRES).

1. List 3 policies or documents you need to be familiar with to rehabilitate native birds.

Answers could include:

* Code of Practice for Injured, Sick and Orphaned Native Birds
* Rehabilitation of Protected Native Animals Policy
* Organisation’s standard operating procedures including:
  + zoonotic disease policy
  + work health and safety (WHS) policies
  + food bank policy
  + petrol reimbursement policy.

1. Within your organisation, who do you need to report a native bird rescue to?

Answers could include:

* operations manager
* supervisor
* avian coordinator – oversees rescues and animals brought into care.

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

Answers could include:

* calling first to make an appointment
* contacting the avian coordinator for approval to make a veterinary appointment
* any expensive procedures or medications must be approved by the coordinator
* required for specific bird groups (e.g. albatross species).

1. List 2 positions within the organisation and explain their role in native bird rehabilitation.

Answers could include:

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

## Standard 2: Work health and safety (WHS) requirements of native bird rehabilitation

**Objective:** To ensure that learners are able to prioritise their safety and that of the people around them when undertaking native bird 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 native birds and how they can be minimised.

2.3 Discuss the WHS risks associated with zoonotic diseases relevant to native birds and how they can be minimised.

2.4 Discuss rehabilitator wellbeing and 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 native bird rehabilitation       * employ techniques to minimise the WHS risks to themselves and other people. | 3. Rescue  4. Transport  6. Care procedures  7. Husbandry  8. Housing  10. Release considerations |

### Training areas

* WHS risks of the site, equipment or activity could include:
  + uneven surfaces
  + falling branches
  + traffic
  + slippery rocks and waves
  + working in low light and working with height
  + weather and extremes of temperature
  + broken equipment
  + slippery rocks and waves
  + sharp edges
  + chemicals and other hazardous agents.
* WHS risks associated with handling and restraining native birds could include:
  + zoonoses
  + bites and scratches
  + injury from heavy lifting.
* WHS risks associated with zoonotic diseases could include:
  + zoonoses associated with native birds (e.g. avian influenza, mycobacteriosis (avian tuberculosis), psittacosis salmonellosis and giardiasis)
  + personnel safety (hygiene and disinfection practices, personal protective equipment [PPE]).
* Minimising WHS risks could include:
  + ensuring correct training has been completed before undertaking a task
  + wearing correct PPE
  + using correct equipment
  + using the correct technique to restrain a native bird
  + minimising handling.

### Suggested assessments

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

#### Standard 2: Assessment 1 – WHS requirements of native bird rehabilitation

##### Trainer/Assessor instructions

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

##### Learner instructions

For each of the three activities listed below, identify three WHS risks and explain how you could minimise these risks.

1. Rescuing a kookaburra that is on the grass next to a busy road after being hit by a car.

|  |  |
| --- | --- |
| WHS risks | How will you minimise these risks? |
|  |  |
|  |  |
|  |  |

1. Rescuing a cormorant entangled in fishing line on the rocks at the beach

|  |  |
| --- | --- |
| WHS risks | How will you minimise these risks? |
|  |  |
|  |  |
|  |  |

1. Assessing a large sulphur-crested cockatoo with discharge from the eyes and abnormal breathing

|  |  |
| --- | --- |
| WHS risks | How will you minimise these risks? |
|  |  |
|  |  |
|  |  |

#### Standard 2: Assessment 2 – Rehabilitator wellbeing

##### Trainer/Assessor instructions

This is an example of the type of assessment tool 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 explain your findings.

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 native bird rehabilitation.

To comply with this standard, a rehabilitation organisation 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 Native Bird Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Native Birds.
* NPWS reporting requirements could include:
  + notifying NPWS for each albatross rescued (local NPWS Area Office)
  + detailed record report
  + combined report
  + licence conditions
  + discussing the benefits of collecting robust data
  + methods to collect accurate rescue and release location data (e.g. GPS)
  + 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
  + details of native bird’s mobility and behaviour
  + veterinary-prescribed medications and treatment plans
  + copy of records when transferring birds between facilities
  + reporting disease outbreaks to the relevant authorities
  + feeding charts
  + rescue details
  + release details.

### Suggested assessments

The information covered in this standard is largely theory and so would be 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 tool that could be used to assess competency in relation to Standard 3.

##### Learner instructions

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

An adult female kookaburra (ID number: WD123456) was found on Friday 01/04/2020 on the main highway at 2 Fake Highway, Anonville, 4542. She had been hit by a car and sustained bruising and superficial grazes and cuts. After veterinary assessment and treatment, you have rehabilitated the kookaburra and released her 10 days later. Her release site was away from the road in more suitable habitat at 12 Eucalypt Way, Anonville, 4542. Before release, the kookaburra was banded with the number K0098787.

**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 tool 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 3 types of information your organisation records for native birds in care:

|  |
| --- |
|  |
|  |
|  |
|  |

1. Why is record keeping important to your organisation?

|  |
| --- |
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1. Why is it important to submit accurate records to NPWS?

|  |
| --- |
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## Standard 4: Biology and behaviour of native birds

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

To comply with this standard, a rehabilitation organisation must:

4.1 Explain features of native bird biology including anatomy, physiology, social structure, stages of development and habitat and relate them to native bird rehabilitation.

4.2 Provide a basic understanding of native bird ecology including population dynamics, habitat selection, competition and predator–prey interactions.

4.3 Provide the tools and understanding required to identify different species of native birds recorded in New South Wales.

4.4 Provide the tools and understanding required to identify normal behaviour in native birds.

4.5 Provide the tools and understanding required to recognise signs of abnormal behaviour in native birds.

|  |  |
| --- | --- |
| Learning outcomes | Sections in the code |
| Upon completion of this module, learners will be able to:   * + - * relate native bird biology, ecology and behaviour to native bird rehabilitation       * understand how to use the different tools to identify different species of native birds       * recognise signs of normal behaviour in native birds       * recognise signs of abnormal behaviour in native birds. | All |

### Training areas

* The Native Bird Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Native Birds.
* Features of native bird biology could include:
  + gastrointestinal anatomy and physiology in relation to diet
  + musculoskeletal anatomy and physiology
  + variation in anatomy between species
  + feather development and moulting
  + metabolism and thermoregulation during different stages of development
  + life cycle
  + reproduction
  + social behaviour and home range.
* Basic understanding of native bird ecology could include:
  + habitat and species preferences
  + breeding and life cycle
  + diet and competition.
* Tools and understanding required to identify species could include:
  + how to use an avian field guide
  + distinguishing features of different species
  + identifying species in early development (i.e. hatchlings and nestlings)
  + species that are known to occur in the local area.
* Normal behaviours for native birds could include:
  + nocturnal and diurnal species
  + social and solitary species
  + territorial behaviour (e.g. vocalisation and fighting)
  + breeding behaviour
  + thermoregulatory behaviours
  + preening
  + preservation reflex
  + nest construction.
* Abnormal behaviours for native birds could include:
  + not flying
  + not fleeing when approached
  + fluffed up, inactive
  + humanisation and imprinting.

### Suggested assessments

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

#### Standard 4: Assessment 1 – Native bird species identification 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

Try and identify each of the native birds in the table below. If you don’t know the exact species, then nominate what type of native bird, e.g. waterbird, parrot, honeyeater etc. Also list what they eat and the habitat they are from.

|  |  |  |
| --- | --- | --- |
| This page and the next contain 12 small photos of different bird species. | A pelican swimming in the water  Description automatically generated | A bird on a branch  Description automatically generated with medium confidence |
| Species: sacred kingfisher | Species | Species |
| Diet: insectivore, small invertebrates | Diet | Diet |
| Habitat: open forest, woodland, mangroves | Habitat | Habitat |
| A picture containing outdoor, bird  Description automatically generated | A couple of pelicans in a fenced in area  Description automatically generated with medium confidence | A picture containing bird, ground, outdoor, aquatic bird  Description automatically generated |
| Species | Species | Species |
| Diet | Diet | Diet |
| Habitat | Habitat | Habitat |
| A bird standing on grass  Description automatically generated with medium confidence | A colorful bird on a branch  Description automatically generated | A bird sitting on a branch  Description automatically generated with medium confidence |
| Species | Species | Species |
| Diet | Diet | Diet |
| Habitat | Habitat | Habitat |
| A picture containing water, bird, outdoor, aquatic bird  Description automatically generated | A picture containing bird, outdoor, sitting, perched  Description automatically generated | A bird standing on a rock  Description automatically generated |
| Species | Species | Species |
| Diet | Diet | Diet |
| Habitat | Habitat | Habitat |

Photos: Shona Lorigan/DPIE.

#### Standard 4: Assessment 2 – Native bird 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. Birds have a lightweight skeleton; most of the bones of flying birds are hollow.
2. True
3. False

Answer: True.

1. Which statement is correct about waterproofing for seabirds, waterbirds and migratory waders?
2. Native birds preen to align feathers
3. The feather structure forms a complete barrier that repels water and holds air between the body and contour feathers to keep the native bird warm
4. Native birds use oil from their preen gland to condition their feathers and maintain water proofing
5. All of the above

Answer: D. All of the above.

1. There are only 20 species on native bird threatened species lists in New South Wales.
2. True
3. False

Answer: False. There are 11 species of native birds listed as critically endangered, 20 species of native birds and 7 populations listed as endangered, and 81 species listed as vulnerable in New South Wales.

1. What is an altricial hatchling?
2. A hatchling with feathers and able to walk around immediately or very soon after hatching. It is able to thermoregulate, feed itself and is not dependent on its parents
3. A hatchling that is most active during the night
4. A hatchling with its eyes closed and born either fully nude or with a thin covering of down. It is unable to thermoregulate or to feed itself and is totally dependent on its parents
5. A hatchling that is most active during the day

Answer: C. A hatchling with its eyes closed and born either fully nude or with a thin covering of down.

1. Pelagic seabirds can drink sea water.
2. True
3. False

Answer: True. Pelagic seabirds possess a salt gland which allows them to drink salt water and excrete the salt.

1. Name 5 different feeding behaviours seen in native birds, and give a species example for each type of behaviour.

|  |  |
| --- | --- |
| Feeding behaviour | Species example |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Answers for feeding behaviour could include plunge, scavenge, stab, scoop, stalk, stab probe, jab.

1. Name 2 features of a bird which assist with bird identification:

|  |
| --- |
|  |
|  |

Answer: Beak shape and feet type.

1. Which of the following statements is incorrect about a native bird’s respiratory system?
2. Their lungs alternately inflate and then deflate as they inhale and exhale
3. They have complete cartilage rings around their trachea
4. Native birds breathe using a unique system in which air follows a one-way route through the respiratory system
5. They have both lungs and air sacs

Answer: A They maintain a constant volume in their lungs; they do not inflate and deflate like a human.

## Standard 5: Stress management in native birds

**Objective:** To communicate the importance of managing stress in native birds and to provide mechanisms for minimising this stress.

To comply with this standard, a rehabilitation organisation must:

5.1 Explain the effects of stress on native birds at various stages of rescue and rehabilitation.

5.2 Provide the tools and understanding required to recognise signs of stress in a native bird.

5.3 Discuss methods for minimising stress on a native bird 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 native birds and its impact       * apply methods for minimising stress on a native bird. | 3. Rescue  4. Transport  5. Euthanasia  6. Care procedures  7. Husbandry  8. Housing  10. Release considerations |

### Training areas

* Effects of stress could include:
  + death
  + poor body condition
  + decreased immune function
  + physiological impacts.
* Signs of distress could include:
  + lack of appetite
  + repetitive behaviours
  + vocalisations
  + increased heart and respiratory rate.
* Methods for minimising stress could include:
  + minimising handling
  + correct handling techniques
  + providing a warm, dark and quiet environment
  + pain relief
  + limiting exposure to stressors such as domestic animals, loud noises, noxious smells
  + driving carefully.

### Suggested assessments

This standard would be best suited to written or verbal assessment 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 tool 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 a native bird. In your answer include examples of the effect stress has on the body of a native bird, what indications you would be looking for to determine if a native bird 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 tool that could be used to assess competency in relation to Standard 5. This assessment tool can be provided as a written or verbal activity.

##### Learner instructions

For each of the scenarios below explain how you would minimise stress for a native bird.

1. Rescuing a little penguin from a busy beach. There are many onlookers by the time you arrive, and some of them have dogs.

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1. An Australian owlet-nightjar is being transported to a pre-release enclosure that is two hours away.

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1. Two nestling magpies have been handed in by members of the public. They had been kept in the family home for a day before being transferred to a wildlife rehabilitator in your organisation.

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## Standard 6: Rescue of native birds

**Objective:** To ensure learners have the skills to safely, efficiently and humanely rescue a native bird.

To comply with this standard, a rehabilitation organisation must:

6.1 Outline common reasons for native bird rescue.

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

6.3 Detail the correct method and equipment required to capture, handle and rescue a native bird, as suitable to the common rescue situations, conditions and stage of development of the native bird.

6.4 Detail how to rescue a native bird to humanely minimise pain, stress and potential injury.

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

### Training areas

* The Native Bird Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Native Birds.
* Common reasons native birds need to be rescued include:
  + motor vehicle accidents
  + collision with objects (e.g. windows)
  + entanglement
  + disease
  + being orphaned
  + predator attack
  + extreme weather conditions
  + oil spills.
* Performing a situational assessment could include:
  + assessing the situation – is it safe?
  + ensuring correct equipment
  + ensuring appropriate training has been completed
  + ensuring the correct number of trained people are available to conduct the rescue
  + identifying obstacles and WHS risks
  + identifying escape routes and risks to the native bird
  + performing a distance examination before approaching the animal.
* An appropriate course of action could include:
  + rescue
  + monitoring the native bird
  + relocating the native bird
  + transporting to a vet
  + transporting to an experienced avian rehabilitator
  + euthanasia on site.
* Methods for rescuing the native bird could include:
  + enveloping the animal in a towel or blanket
  + use of nets
  + having 2 rescuers when dealing with complex entanglements.
* Equipment to rescue a native bird could include:
  + towels or blankets
  + heat source
  + PPE (e.g. gloves)
  + scissors
  + pliers
  + secure, well-ventilated transport container appropriate to the species
  + net
  + torch.
* Minimising stress and further injury could include:
  + ensuring correct training has been completed before undertaking a task
  + performing correct rescue and handling techniques for the condition of the animal
  + protecting feathers by lining transport container
  + covering the head to minimise stress
  + removing onlookers and domestic pets
  + reducing auditory and visual stimuli.

### Suggested assessments

This standard would be best suited to practical assessment or in a simulated environment that accurately represents rescue conditions.

#### Standard 6: Assessment 1 – Native bird rescue, 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 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 Australasian darter from a small rocky island in a coastal river. The bird has a fishing hook embedded in its wing and fishing line wrapped around its leg.

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 darter?

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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 Native Bird Code?

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1. Describe how you will rescue the darter:

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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 darter?

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**Case study 2:**

You are called out to rescue a rescue an adult cockatoo entangled in netting at the top of a large mandarin tree. The cockatoo appears to have good body condition.

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 cockatoo?

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

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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 Native Bird Code*?*

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1. Describe how you will rescue the cockatoo:

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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 cockatoo?

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**Case study 3:**

You have been called to rescue a rainbow lorikeet that is hopping around by the side of the road but not able to fly. The bird is missing some feathers and looks scruffy and a bit dirty.

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 rainbow lorikeet?

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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 Native Bird Code?

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1. Describe how you will rescue the rainbow lorikeet:

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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 rainbow lorikeet?

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#### Standard 6: Assessment 2 – native bird rescue practical assessment, logbook

##### Trainer/Assessor instructions

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

##### Learner instructions

To complete this assessment learners must:

* complete a minimum of 3 native bird 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: | |

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| Rescue 1 | | | | |
| **Date** | **Unique ID number** | **Rescue/call log number** | |  |
| **Location** |  | | | |
| **Rescue skill** | **Learner details/Observation**  Learner to list rescue skills and explain what was done for each skill set. | **Competency achieved** | | **Supervisor initial and comment** |
| Risks associated with the rescue situation are assessed and options to minimise risks are evaluated and employed as appropriate |  | Yes □ | No □ |  |
| Appropriate equipment is selected for the rescue |  | Yes □ | No □ |  |
| Appropriate rescue method is chosen for the rescue situation |  | Yes □ | No □ |  |
| Options for assisting the animal are evaluated in accordance with the decision tree in the Native Bird Code |  | Yes □ | No □ |  |
| Native bird is safely rescued, and action is taken to minimise stress and the potential for further injury to the animal |  | Yes □ | No □ |  |

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| Rescue 2 | | | | |
| **Date** | **Unique ID number** | **Rescue/call log number** | |  |
| **Location** |  | | | |
| **Rescue skill** | **Learner details/Observation**  Learner to list rescue skills and explain what was done for each skill set. | **Competency achieved** | | **Supervisor initial and comment** |
| Risks associated with the release situation are assessed and options to minimise risks are evaluated and employed as appropriate |  | Yes □ | No □ |  |
| Appropriate equipment is selected for the release |  | Yes □ | No □ |  |
| Appropriate environmental considerations are identified |  | Yes □ | No □ |  |
| Options for release of the animal are evaluated in accordance with the decision tree in the Native Bird Code |  | Yes □ | No □ |  |
| Native bird is safely rescued, and action is taken to minimise stress and the potential for further injury to the animal |  | Yes □ | No □ |  |

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| Rescue 3 | | | | |
| **Date** | **Unique ID number** | **Rescue/call log number** | |  |
| **Location** |  | | | |
| **Rescue skill** | **Learner details/Observation**  Learner to list rescue skills and explain what was done for each skill set. | **Competency achieved** | | **Supervisor initial and comment** |
| Risks associated with the release situation are assessed and options to minimise risks are evaluated and employed as appropriate |  | Yes □ | No □ |  |
| Appropriate equipment is selected for the release |  | Yes □ | No □ |  |
| Appropriate environmental considerations are identified |  | Yes □ | No □ |  |
| Options for release of the animal are evaluated in accordance with the decision tree in the Native Bird Code |  | Yes □ | No □ |  |
| Native bird is safely rescued, and action is taken to minimise stress and the potential for further injury to the animal |  | Yes □ | No □ |  |

## Standard 7: Transport of native birds

**Objective:** To ensure learners have the skills to safely, efficiently and humanely transport a native bird.

To comply with this standard, a rehabilitation organisation must:

7.1 Demonstrate how to appropriately contain a native bird for transport based on different sizes, stages of development and conditions.

7.2 Outline how to secure the transport container to prevent escape and further injury.

7.3 Detail suitable transport conditions, including ambient temperature, to safely transport a native bird.

7.4 Discuss the most suitable person or location that a native bird should be transported to, based on different stages of development, conditions and organisational policies.

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| 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 native bird       * understand the appropriate person or location to transport a native bird to, based on different stages of development, conditions and organisational policies. | 2. Case assessment  3. Rescue  4. Transport  5. Euthanasia  10. Release considerations |

### Training areas

The Native Bird Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Native Birds.

* Containing a native bird for transport could include:
  + using towels
  + using secure, well-ventilated transport containers
  + covering the container substrate and providing a soft towel for grip.
* Transport conditions could include:
  + avoiding noise disturbance
  + maintaining and monitoring ambient temperature
  + using sturdy and secure transport containers.
* Transporting to the most suitable person or location would depend on the species and animal’s condition and could include a:
  + veterinary practice
  + experienced wildlife rehabilitator
  + rehabilitation facility
  + warm, dark and quiet location
  + wildlife rehabilitator experienced in pelagic species and able to provide the specialised care required for albatross species.

### Suggested assessments

This standard would be best suited to practical assessment or in a simulated environment that accurately represents rescue conditions.

#### Standard 7: Assessment 1 – Transporting a native bird, scenarios

##### Trainer/Assessor instructions

This is an example of the type of assessment tool 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 native bird to.

1. A wandering albatross which is very weak and does not appear to be able to stand properly.
2. An adult king parrot that has been hit by a car with one drooping wing.
3. Two magpie nestlings found on the ground in a suburban backyard, with no sign of any parents around. The nestlings do not appear to have any external wounds but they are very quiet.

#### Standard 7: Assessment 2 – Transporting a native bird, short-answer questions

##### Trainer/Assessor instructions

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

##### Learner instructions

1. List the equipment you might need to transport an adult tawny frogmouth:

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1. Explain how you would set up a transport carrier for a pelican showing signs of botulism:

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1. What are some things you can do during transport to minimise stress to a native bird?

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## Standard 8: Assessment of native birds

**Objective:** To equip learners with the skills necessary to assess the health status of a native bird.

To comply with this standard, a rehabilitation organisation must:

8.1 Explain how to conduct an initial assessment of a native bird.

8.2 Explain the requirements of a thorough assessment of a native bird.

8.3 Emphasise the need to seek prompt advice and assistance for a native bird from the coordinator, veterinarian or other relevant person, as appropriate to its condition.

8.4 Distinguish signs of and ways to determine common diseases and injuries affecting native birds.

8.5 Explain how to manage an injured or diseased native bird based on the severity of its condition.

8.6 Outline criteria and approved methods for humane euthanasia.

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

### Training areas

* The Native Bird Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Native Birds.
* Guidelines for the Initial Treatment and Care of Rescued Native Birds can be accessed online.
* Initial assessment of a native bird could include:
  + distance examination
  + species identification
  + demeanour
  + looking for signs of blood and injury
  + entanglement
  + ingestion of marine debris
  + handling and restraining for assessment
  + signs of stress during handling
  + body weight and body condition
  + eyes, mouth, beak
  + external wounds or injury
  + hydration status
  + respiratory rate
  + palpation of wings and limbs
  + feather condition.
  + signs of disease including psittacine beak and feather disease (PBFD).
* Thorough assessment could include:
  + veterinary assessment
  + pain relief, sedation or anaesthesia prescribed by a veterinarian for a thorough physical examination
  + radiographs, blood tests, faecal examination.
* Advice and assistance could include:
  + relevant coordinator
  + veterinarian
  + experienced avian rehabilitator.
* Symptoms of common diseases and injuries could include:
  + demeanour
  + wing droop
  + feather abnormalities
  + lameness
  + dehydration
  + oral plaques
  + increased respiratory rate, open-mouth breathing
  + fixed, dilated pupils
  + skin lesions
  + odours
  + fishing lines or debris embedded in the skin, feathers and beak
  + foreign materials extending from the cloaca or beak.
* Common conditions, injuries and diseases could include:
  + physical trauma – puncture wounds or fractures
  + entanglements
  + infectious disease (e.g. PBFD)
  + ingestion of marine debris
  + dehydration
  + hypothermia
  + poor body condition.
* Managing a native bird based on the severity of its condition could include:
  + initial stabilisation
  + managing bleeding
  + minimising movement
  + veterinary assistance for fluid therapy and medication
  + reducing stress.
* Criteria for euthanasia are provided in Section 5 of the Native Bird Code. Further training could be provided to discuss the role of the coordinator and seeking assistance with making this decision.

### Suggested assessments

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

#### Standard 8: Assessment 1 – Assessing a native bird, group exercise

##### 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.

Notes about the photos:

Figure 4: Juvenile sulphur-crested cockatoo found on the ground at the edge of a road

Figure 5: Juvenile sacred kingfisher trapped in a bumper bar and not found by driver until they took a break and stopped driving

Figure 6:Crested tern entangled in fishing line

##### Learner instructions

In groups of 3 to 5 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.

1. 

Figure 4 Juvenile sulphur-crested cockatoo found on the ground on the edge of a road

Photo: WIRES



Figure 5 Juvenile sacred kingfisher trapped in a bumper bar and not found until the driver stopped for a break

Photo: Elena Guarracino/Looking after our Kosciusko orphans



Figure 6 Crested tern entangled in fishing line

Photo: Kelsey Ayo/Australian Seabird Rescue.

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?

#### Standard 8: Assessment 2 – Assessment of a native bird

##### 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 in relation to all criteria in Standard 8. This could be completed verbally while observing a live native bird.

##### Learner instructions:

Look at the following image of a pelican (photo: Shona Lorigan/DPIE). Identify what each line is pointing to and explain what this might tell you about the native bird or what you may be looking for in this region when conducting a visual assessment. Wing symmetry has already been completed as an example.



**Wing symmetry**

When conducting a visual assessment, I would be looking to see if the wings are symmetrical, and for lumps, swelling or wounds along the top of the wings. This can tell me if the native bird has a possible fracture or traumatic wounds.

## Standard 9: Rehabilitation of immature and adult native birds

**Objective:** To provide learners with an understanding of the requirements for the rehabilitation of immature and adult native birds, 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 native birds entering rehabilitation.

9.2 Detail the facilities required to safely rehabilitate immature and adult native birds, relevant to stages of housing (intensive, intermediate and pre-release).

9.3 Describe appropriate equipment and furniture for each stage of housing.

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

9.5 Explain how to appropriately provide food and water based on the condition of a native bird.

9.6 Detail common conditions and diseases that affect native birds.

9.7 Discuss how to monitor a native bird in accordance with stages of housing and condition.

9.8 Demonstrate how to complete a husbandry plan.

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

### Training areas

* The Native Bird Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Native Birds.
* Guidelines for the Initial Treatment and Care of Rescued Native Birds can be accessed online.
* Importance of and process for quarantining native birds could include:
  + principles of quarantine
  + monitoring for signs of infectious diseases
  + disease transmission between animals.
* Facilities to safely rehabilitate a native bird 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
  + transfer to facility with appropriate housing.
* Appropriate equipment and furniture could include:
  + substrate
  + thermostat, thermometer
  + predator-proof enclosures
  + benches, perches, shelves, artificial burrows and pools
  + browse to provide shelter
  + visual barriers.
* Access to water and appropriate food could include:
  + water containers of appropriate sizes for drinking and bathing
  + diet specific to the species of native bird
  + supplementary feeding
  + storage of food.
* Monitoring a native bird could include:
  + progression of disease or injury
  + frequency – too much or too little
  + weight
  + behaviour
  + indications of activity
  + eating patterns and food intake
  + faecal output.
* A husbandry plan could include:
  + consultation with vets
  + medications
  + consultation with coordinators and mentors
  + enrichment
  + timeline for release
  + release site selection.
* Disease control and hygiene practices could include:
  + washing hands thoroughly and between animals
  + wearing gloves
  + quarantining animals
  + removing faeces as soon as observed
  + removing uneaten food stuffs
  + clean food preparation area
  + disinfection of all equipment between each native bird.

### Suggested assessments

This standard would be best suited to written or verbal assessment methods, practical assessment or a combination of these.

#### Standard 9: Assessment 1 – Housing a native bird, 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 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 native bird. Upon completion of the set-up, each group will be asked to:

* explain your housing set-up
* outline what hygiene and disease control procedures you would implement
* explain how your housing set-up enables you to monitor the native bird and what you would be monitoring the animal for.

**Case study 1:**

An adult pacific black duck has been rescued from the side of a busy road and cannot be seen by the veterinarian until the next morning. It is very quiet and one of its wings is drooping.

**Case study 2:**

After veterinary assessment and treatment for puncture wounds, including antibiotics, a superb fairy wren now appears to be self-feeding and has a brighter demeanour.

**Case study 3:**

A little penguin undergoing a moult has been rescued from a busy beach with an off-leash dog zone. It has finished its moult and is being assessed for release.

#### Standard 9: Assessment 2 – Rehabilitate immature and adult native birds, 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 9.

##### Learner instructions

Complete the following quiz by selecting the correct answer for the multiple choice questions or completing the question.

1. Which of the following scenarios would require a native bird to be housed in intensive care?
2. A gang-gang cockatoo that is having its fitness tested for release
3. A magpie recovering from a cat attack that is on a course of antibiotics prescribed by a veterinarian
4. A pelican that is recovering from botulism, that is now self-feeding and able to stand, walk and swim
5. None of the above

Answer: B. a magpie undergoing antibiotic treatment and recovering from a cat attack.

1. How often must an immature native bird be monitored in intermediate care?
2. Every day and weighed once a week
3. Every day and weighed twice a week
4. Every few days
5. At least 3 times a day

Answer: A. Immature and adult native birds in intermediate care must be monitored at least once a day and weighed at least once a week.

1. Which of the following demonstrates good practices in hygiene and disease control?
2. Quarantining new native birds upon admission
3. Thoroughly washing your hands after handling each bird
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 is not required by pelagic seabirds in pre-release housing?
2. Substrate that is soft such as rubber matting
3. Two pools with clean water
4. An area to shelter as well as an area exposed to prevailing weather conditions
5. Substrate that is easily cleanable such as concrete

Answer: D. While concrete is easily cleanable, it is not a suitable substrate as it can cause infections such as bumblefoot.

1. Look at the photo of an intermediate care enclosure (Figure 7). List at least 5 features that comply with the Native Bird Code.

A bird in a cage

Description automatically generated with low confidence

Figure 7 Intermediate enclosure tawny frogmouth

Photo: Aditi Sriram/DPIE

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1. Which of the following statements about providing foods for native birds undergoing rehabilitation is incorrect?
2. A new holland honeyeater requires native flowers
3. The amount of food fed to a native bird should be based on percentage of its body weight and adjusted for growth and weight gain if required
4. Feeding bread to an underweight duck will help them gain weight and speed up recovery
5. Birds in pre-release housing must be transitioned to their natural wild food before release

Answer: C. A native bird must be fed a diet that is based on their diet in the wild or mimics their diet in the wild. Feeding bread will lead to malnutrition.

1. Which of the following enclosure dimensions are the minimum required for a wattle bird in intermediate care housing?
2. 0.7 metre long x 0.7 metre wide x 1 metre high
3. 1 metre long x 1 metre wide x 1 metre high
4. 2 metres long x 2 metres wide x 1.5 metres high
5. 2 metres long x 2 metres wide x 2.5 metres high.

Answer: B. 1 metre long x 1 metre wide x 1 metre high

1. Which of the following enclosure dimensions are the minimum required for a little tern in pre-release housing?
2. 1 metre long x 1 metre wide x 1 metre high
3. 2 metres long x 2 metres wide by 1.5 metres high
4. 1.8 metres long x 1.8 metres wide x 1.8 metres high
5. 3 metres long x 2 metres wide x 2 metres high

Answer: D. 3 metres long by 2 metres wide by 2 metres high

1. Which of the following is not a correct statement for perches in intermediate enclosures?
2. It is a diameter that prevents the bird from piercing its own foot
3. Both fixed and hanging and perches are required
4. The perch must be covered in a soft covering that will not retain moisture unless it is from a rough bark tree
5. There needs to be only one perch, placed up high where birds like to perch

Answer D Native birds need a variety of perches, and if a bird is unable to fly it will require a series of ramps and perches to assist it with moving up to higher positions

1. List 2 examples of housing design features to protect a native bird from harm, and why they are needed.

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## Standard 10: Rehabilitation of native bird chicks

**Objective:** To provide learners with the specialised knowledge required to rehabilitate a native bird chick.

To comply with this standard, a rehabilitation organisation must:

10.1 Specify key stages of chick development.

10.2 Explain the different intervention methods for chicks at a rescue site.

10.3 Describe appropriate housing for a chick based on its stage of development.

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

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

10.6 Detail common conditions and diseases that affect native bird chicks.

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

10.8 Demonstrate how to complete a husbandry plan for a native bird chick.

10.9 Describe mechanisms to reduce stress and encourage natural behaviour in native bird chicks.

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

### Training areas

* The Native Bird Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Native Birds.
* Guidelines for the Initial Treatment and Care of Rescued Native Birds can be accessed online.
* Identifying the developmental stage in native bird chicks could include:
  + hatchling, nestling, fledgling, branchling
  + body measurements
  + physical characteristics
  + seeking expert advice.
* Explaining the types of intervention required for chicks at a rescue site could include:
  + when to reunite chicks with their parents
  + when rescue is required
  + techniques and equipment for altricial hatchling and nestlings
  + nocturnal versus diurnal chicks
  + techniques for precocial chicks
  + techniques for branchlings and fledglings.
* Appropriate housing could include:
  + intensive care
  + nest boxes and artificial burrows
  + outdoor enclosure or intermediate housing
  + pre-release enclosure.
* Appropriate food and feeding methods could include:
  + species-specific diet
  + supplementary feeding
  + frequency and volume of feeds
  + visual barriers when feeding.
* Importance of and process for quarantining native bird chicks could include:
  + principles of quarantine
  + monitoring for signs of infectious diseases
  + immature immune system in chicks.
* Common conditions and diseases could include:
  + diarrhoea
  + dehydration
  + candidiasis (thrush)
  + psittacine beak and feather disease
  + metabolic bone disease
  + pox virus
  + failure to thrive
  + injuries
  + anatomic deformities
  + hypoglycaemia
  + entanglements
  + foreign body ingestion
  + infectious disease
  + parasitic disease
  + ophthalmic injuries.
* Hygiene and disease control could include:
  + cleaning and replacing the enclosure substrate regularly
  + water changes in pools
  + wearing gloves
  + sterilising equipment including food preparation items
  + washing hands.
* Mechanisms to reduce stress and encourage natural behaviours could include:
  + recognising signs of imprinting
  + grouping chicks based on species, weight and stage of development
  + handling and interaction
  + enrichment.

### Suggested assessments

This standard would be best suited to written or verbal assessment methods, practical assessment or a combination of these.

#### Standard 10: Assessment 1 – Native bird chick intervention, questions

##### Trainer/Assessor instructions

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

##### Learner instructions

List 3 examples of when a native chick must be brought into care rather reunited with its parents.

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List 3 techniques for reuniting chicks with their parents. Include details of when each one would be used, and any monitoring required.

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| Technique 2 |
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| Technique 3 |
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Answers could include substitute nests, nest boxes, open carrier near the parents for precocial chicks, placing a branchling or fledgling on a branch near its parents.

#### Standard 10: Assessment 2 – Native bird chick rehabilitation, questions

##### Trainer/Assessor instructions

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

##### Learner instructions

The native bird chicks shown in Figure 8, Figure 9 and Figure 10 have been brought in by a member of the public and require hand-raising. Explain the enclosure set-up required, what stage of development the chicks should be at, what type of food they would be eating, and what actions you would implement to reduce stress and encourage natural behaviours.

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| A picture containing indoor, bed, brown, cloth  Description automatically generated | A picture containing red, bird  Description automatically generated |
| Figure 8 Rainbow lorikeets  Photo Jenny Packwood/Wildlife Rescue South Coast. | Figure 9 Satin bowerbird  Photo Jenny Packwood/Wildlife Rescue South Coast. |

A picture containing wall, indoor, bird, stuffed

Description automatically generated

Figure 10 Masked lapwings

Photo Julie Marsh/WIRES

## Standard 11: Release of native birds

**Objective:** To ensure learners understand suitability for release and criteria for releasing a native bird.

To comply with this standard, a rehabilitation organisation must:

11.1 Discuss release considerations for native birds, including timing and site selection.

11.2 Explain how to determine a native bird’s suitability for release.

11.3 Detail the correct techniques and equipment for releasing a native bird.

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

### Training areas

* The Native Bird Code can be accessed online: Code of Practice for Injured, Sick and Orphaned Native Birds.
* Release considerations could include:
  + timing including time of day and time of year
  + weather conditions
  + developmental stage
  + migration
  + light pollution
  + release site selection
  + presence of the public.
* Suitability for release could include:
  + physical fitness
  + developmental stage
  + behaviour
  + body condition
  + salt tolerance (pelagic seabirds)
  + acclimatisation to prevailing climate conditions
  + other factors identified after consulting with an experienced avian rehabilitator.
  + when consultation with NPWS and a veterinarian experienced in avian species is required.
* Appropriate methods and equipment could include:
  + soft release for birds in care for extended periods and on recovering firegrounds
  + nestlings and hatchlings in short-term care
  + social species
  + releasing multiple native birds
  + tagging, microchipping and monitoring
  + migrating native birds.

### Suggested assessments

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

#### Standard 11: Assessment 1 – Releasing a native bird, 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 11. This can be completed verbally or in writing.

##### Learner instructions

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

**Case study 1: Gang-gang**

An adult gang-gang was rescued after flying into a window. The gang-gang sustained a broken wing and has completed veterinary treatment and rehabilitation. It is now in a pre-release enclosure.

1. Explain the criteria for assessing release suitability for this gang-gang:

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1. What are the release considerations for this gang-gang?

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1. Where will you release the gang-gang?

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1. Explain how you will release the gang-gang:

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1. How will you minimise work health and safety risks associated with the release site?

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**Case study 2: Wedge-tailed shearwater**

In early May, an immature wedge-tailed shearwater was found in a big 24-hour shopping centre carpark, in good condition, and has been weighed and assessed and is ready for release.

1. Explain the criteria for assessing release suitability for this shearwater:

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1. What are the release considerations for the shearwater?

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1. Where will you release the shearwater?

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1. Explain how you will release the shearwater:

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1. How will you minimise work health and safety risks associated with the release site?

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**Case study 3: Hand-reared kookaburras**

Two juvenile kookaburras have been hand-reared after being held by a member of the public for two days before being handed to a licensed wildlife rehabilitation organisation for care. Following rehabilitation, the chicks are now ready for release.

1. Explain the criteria for assessing release suitability for these kookaburras:

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1. What are the release considerations for the kookaburras?

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1. Where will you release the kookaburras?

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1. Explain how you will release the kookaburras:

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1. How will you minimise work health and safety risks associated with the release site?

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#### Standard 11: Assessment 2 – Releasing a native bird, 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 11.

##### Learner instructions

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

1. When is the appropriate time of day to release a native bird? Select the correct answers from the list below:
2. When it can immediately investigate its environment
3. In the middle of the day for diurnal species
4. One hour after dark for nocturnal species
5. Anytime of the day or night is fine

Answer: A and C.

1. Banding a bird before release is a simple technique to tag a native bird and all you need is a metal band and a set of pliers.
2. True
3. False

Answer: B. False. Banding birds requires an authority issued by the Australian Bird and Bat Banding Scheme.

1. What are the considerations for a releasing a native bird in an area that has recently had a severe fire?
2. No considerations are needed as birds can travel over a wide range of distances, they will just fly to a better location
3. Provide temporary post-release support (‘soft release’)
4. Keep the native birds in care for an extended time until the bush has regrown
5. Reduce the numbers of native birds released at that site

Answer: B and D.

1. A native bird should be released during extremes of weather or temperature, so it is used to harsh conditions.
2. True
3. False

Answer: False. A native bird should not be released during extremes of weather or temperature.

1. Which of the following is **not** an option for an unreleasable magpie?
2. A member of the public keeping it in the house
3. Applying to the department to have it placed in permanent care
4. Euthanasia
5. Notifying the department to arrange placement with an authorised animal exhibitor licensed by NSW Department of Primary Industries

Answer: A. A member of the public keeping it in the house

1. From the list below, identify the release location which is **not** suitable for releasing an adult grey butcherbird. Is it one that:
2. Contains appropriate habitat and adequate food resources
3. Has another pair of adult grey butcherbirds
4. Is within the natural range for the species
5. Is not near a busy road?

Answer: B. As a territorial species, if a grey butcherbird is released near another pair of adults it will have a negative impact on the current social structure.

1. No more than 6 magpies must be released at one site per year in urban areas.
2. True
3. False

Answer: True.

1. Who should you consult with before assessing an eastern hooded dotterel’s readiness for release?
2. An experienced avian rehabilitator
3. A veterinarian
4. An experienced avian veterinarian and the NPWS area office
5. The local NPWS area manager

Answer: C. an experienced avian veterinarian and the NPWS area office.

1. A juvenile from a migratory species can be kept in care for several months after the species has departed and then released when the species returns.
2. True
3. False

Answer: False. The best time to release migratory species is at least two weeks before their typical departure period.

# Further reading

ASQA 2015, *Guide to Developing Assessment Tools*, Australian Skills Quality Authority,accessed 24 July 2019: <https://www.asqa.gov.au/sites/default/files/Guide_to_developing_assessment_tools.pdf>.

Heathfield SM 2019, *Best Ice Breakers for Meetings and Training Classes,* The Balance Careers, accessed 24 July 2019: [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*, 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

* [Australian Bird and Bat Banding Scheme](http://www.environment.gov.au/science/bird-and-bat-banding)
* [Avian influenza](https://www.health.nsw.gov.au/Infectious/factsheets/Factsheets/avian_influenza.pdf)
* [Biodiversity Conservation Act 2016](https://legislation.nsw.gov.au/view/html/inforce/current/act-2016-063)
* [Code of Practice for Injured and Sick and Orphaned Native Birds](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-native-birds)
* [Giardiasis](https://www.health.nsw.gov.au/Infectious/factsheets/Pages/Giardiasis.aspx)
* [Malcolm Knowles, informal adult education, self-direction and andragogy](https://infed.org/malcolm-knowles-informal-adult-education-self-direction-and-andragogy/)
* [Mycobacteriosis](https://www.wildlifehealthaustralia.com.au/Portals/0/Documents/FactSheets/Avian/Mycobacteriosis%20in%20Australian%20Birds.pdf) (avian tuberculosis)
* [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)
* [Psittacine beak and feather disease](https://wildlifehealthaustralia.com.au/Portals/0/Documents/FactSheets/Avian/Beak_and_feather_disease_virus_in_Australian_birds.pdf)
* [Psittacosis](https://www.health.nsw.gov.au/Infectious/factsheets/Pages/Psittacosis.aspx)
* [Rehabilitation of Protected Native Animals Policy](https://www.environment.nsw.gov.au/research-and-publications/publications-search/rehabilitation-of-protected-native-animals-policy)
* [Reporting requirements](https://www.environment.nsw.gov.au/research-and-publications/publications-search/volunteer-wildlife-rehabilitation-sector-data-reporting-instructions)
* [Standards for Registered Training Organisations 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/)

# 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 standards you have omitted, or if you need to add further information to your training materials. You can match the learning outcomes to an assessment tool so you can see how you are determining the 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 native bird rehabilitation in New South Wales** | | | | | | | | | |
| 1.1 Discuss the Code of Practice for Injured, Sick and Orphaned Native Birds |  | |  |  | Identify and demonstrate understanding of the Native Bird Code. |  |  |  |  |
| 1.2 Ensure organisational policies and procedures applicable to native bird rehabilitation are defined and understood by learners. |  | |  |  | Identify organisational policies and procedures on native bird rehabilitation. |  |  |  |  |
| 1.3 Ensure objectives of native bird rehabilitation are understood by learners. |  | |  |  | Recognise the objectives of native bird rehabilitation. |  |  |  |  |
| **Standard 2: Work health and safety (WHS) requirements of native bird 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 native bird rehabilitation. |  |  |  |  |
| 2.2 Explain the WHS risks associated with handling and restraining native birds 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 diseases relevant to native birds and how they can be minimised. |  | |  |  |  |  |  |  |  |
| 2.4 Discuss rehabilitator wellbeing and potential mental health impacts of 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 native birds** | | | | | | | | | |
| 4.1 Explain features of native bird biology including anatomy, physiology, social structure, stages of development and habitat, and relate them to native bird rehabilitation. |  | |  |  | Relate native bird biology and behaviour to native bird rehabilitation practices. |  |  |  |  |
| 4.2. Provide a basic understanding of native bird ecology including population dynamics, habitat selection, competition and predator–prey interactions |  | |  |  |  |  |  |  |  |
| 4.3. Provide the tools and understanding required to identify different species of native birds recorded in New South Wales. |  | |  |  | Understand how to use the different tools to identify different species of native birds. |  |  |  |  |
| 4.4 Provide the tools and understanding required to identify normal behaviour in native birds. |  | |  |  | Recognise signs of normal behaviour in native birds. |  |  |  |  |
| 4.5 Provide the tools and understanding required to recognise signs of abnormal behaviour in native birds. |  | |  |  | Recognise signs of abnormal behaviour in native birds. |  |  |  |  |
| **Standard 5: Stress management in native birds** | | | | | | | | | |
| 5.1 Explain the effects of stress on native birds at various stages of rescue and rehabilitation. |  | |  |  | Recognise signs of stress in native birds and its impact. |  |  |  |  |
| 5.2 Provide the tools and understanding required to recognise signs of stress in a native bird. |  | |  |  | Apply methods for minimising stress on native birds. |  |  |  |  |
| 5.3 Discuss methods for minimising stress on native birds at various stages of rescue and rehabilitation. |  | |  |  |  |  |  |  |  |
| **Standard 6: Rescue of native birds** | | | | | | | | | |
| 6.1 Outline common reasons for native bird rescue. |  | |  |  | List the common reasons why native birds require rescue. |  |  |  |  |
| 6.2 Detail how to perform a situational assessment, including the use of the decision tree in the Native Bird Code to establish the appropriate course of action. |  | |  |  | Assess a rescue situation and plan the rescue of a native bird. |  |  |  |  |
| 6.3 Detail the correct method and equipment required to handle and rescue a native bird, as suitable to common rescue situations and conditions. |  | |  |  | Safely rescue a native bird using correct equipment. |  |  |  |  |
| 6.4 Demonstrate how to rescue a native bird to humanely minimise pain, stress and potential injury. |  | |  |  | Determine the type of intervention required at a rescue site. |  |  |  |  |
| **Standard 7: Transport of native birds** | | | | | | | | | |
| 7.1 Demonstrate how to appropriately contain a native bird for transport based on different sizes, stages of development and conditions. |  | |  |  | Prepare a carrier for transport of a native bird. |  |  |  |  |
| 7.2 Outline how to secure the transport container to prevent escape and further injury. |  | |  |  |  |  |  |  |  |
| 7.3. Detail suitable transport conditions, including ambient temperature, to safely transport a native bird. |  | |  |  | Outline the transport conditions required to safely transport a native bird. |  |  |  |  |
| 7.4 Discuss the most suitable person or location that a native bird should be transported to, based on different stages of development, conditions and organisational policies. |  | |  |  | Understand the appropriate person or location to transport a native bird to, based on different stages of development, conditions and organisational policies. |  |  |  |  |
| **Standard 8: Assessment of native birds** | | | | | | | | | |
| 8.1 Explain how to conduct an initial assessment of a native bird. |  | |  |  | Conduct an initial assessment of a native bird. |  |  |  |  |
| 8.2 Explain the requirements of a thorough assessment of a native bird. |  | |  |  | Assess the health status of a native bird and recognise stages, symptoms and severity of common diseases and injuries. |  |  |  |  |
| 8.3 Emphasise the need to seek prompt advice and assistance for a native bird from a coordinator, veterinarian or other relevant person, as appropriate to its condition. |  | |  |  |  |  |  |  |  |
| 8.4 Distinguish signs of and ways to determine common diseases and injuries affecting native birds. |  | |  |  |  |  |  |  |  |
| 8.5 Explain how to manage an injured or diseased native bird based on the severity of its condition. |  | |  |  | Determine the appropriate course of action for a native bird based on its condition |  |  |  |  |
| 8.6 Outline criteria and approved methods for humane euthanasia. |  | |  |  | Understand the criteria for and approved methods of euthanasia |  |  |  |  |
| **Standard 9: Rehabilitation of immature and adult native birds** | | | | | | | | | |
| 9.1 Explain the importance of and process for quarantining individual native birds entering rehabilitation. |  | |  |  | Outline the requirements for immature and adult native bird rehabilitation. |  |  |  |  |
| 9.2 Detail the facilities required to safely rehabilitate immature and adult native birds relevant to stages of housing (intensive, intermediate and pre-release). |  | |  |  | Demonstrate correct set-up for housing immature and adult native birds |  |  |  |  |
| 9.3 Describe appropriate equipment and furniture for each stage of housing. |  | |  |  |  |  |  |  |  |
| 9.4 Illustrate disease control and hygiene practices appropriate to stages of housing. |  | |  |  | Apply hygiene and disease control processes to native bird rehabilitation. |  |  |  |  |
| 9.5 Explain how to appropriately provide food and water based on the condition of a native bird. |  | |  |  | Provide food and water appropriate to condition of immature and adult native birds. |  |  |  |  |
| 9.6 Detail common conditions and diseases that affect native birds. |  | |  |  |  |  |  |  |  |
| 9.7 Discuss how to monitor a native bird in accordance with stages of housing and condition. |  | |  |  | Monitor a native bird undergoing rehabilitation. |  |  |  |  |
| 9.8 Demonstrate how to complete a husbandry plan. |  | |  |  | Complete a husbandry plan for an immature or an adult native bird. |  |  |  |  |
| **Standard 10: Rehabilitation of native bird chicks** | | | | | | | | | |
| 10.1 Specify key stages of chick development. |  | |  |  | Identify stages of development of native bird chicks and relate these to rehabilitation. |  |  |  |  |
| 10.2 Describe appropriate housing for a chick based on its stage of development. |  | |  |  | Outline the requirements for native bird chick rehabilitation. |  |  |  |  |
| 10.3 Discuss appropriate food and feeding methods and monitoring protocols for a chick based on its stage of development. |  | |  |  |  |  |  |  |  |
| 10.4 Explain the importance of maintaining records on growth, behaviour and feeding of chicks throughout the rehabilitation process. |  | |  |  |  |  |  |  |  |
| 10.5 Detail common conditions and diseases that affect native bird chicks. |  | |  |  |  |  |  |  |  |
| 10.6 Illustrate disease control and hygiene practices appropriate to stages of housing. |  | |  |  | Apply hygiene and disease control processes to native bird chick rehabilitation. |  |  |  |  |
| 10.7 Demonstrate how to complete a husbandry plan for a native bird chick. |  | |  |  | Complete a husbandry plan for a native bird chick. |  |  |  |  |
| 10.8 Describe mechanisms to reduce stress and encourage natural behaviours in native bird chicks. |  | |  |  | Reduce stress and encourage natural behaviours in native bird chicks. |  |  |  |  |
| **Standard 11: Release of native birds** | | | | | | | | | |
| 11.1 Discuss release considerations for native birds including timing and site selection. |  | |  |  |  |  |  |  |  |
| 11.2 Explain how to determine a native bird’s suitability for release. |  | |  |  | Assess a native bird for release suitability. |  |  |  |  |
| 11.3 Detail the correct techniques and equipment for releasing a native bird. |  | |  |  | Competently release a native bird. |  |  |  |  |