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Department of planning, Industry & ENVIRONMENT

Possum and Glider Rehabilitation Training Standards for the Volunteer Wildlife Rehabilitation Sector

Trainers’ guide

A possum in a tree

Description automatically generated with low confidence

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# Summary

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

The standards ensure compliance with the [NSW Code of Practice for Injured, Sick and Orphaned Possums and Gliders](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-possums-and-gliders) (DPIE 2021) and a minimum level of care for possums and gliders across the NSW wildlife rehabilitation sector.

The guide is divided into two parts:

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

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

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

## Training requirements of the Code

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

Content to be included in training

Possum and glider 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.

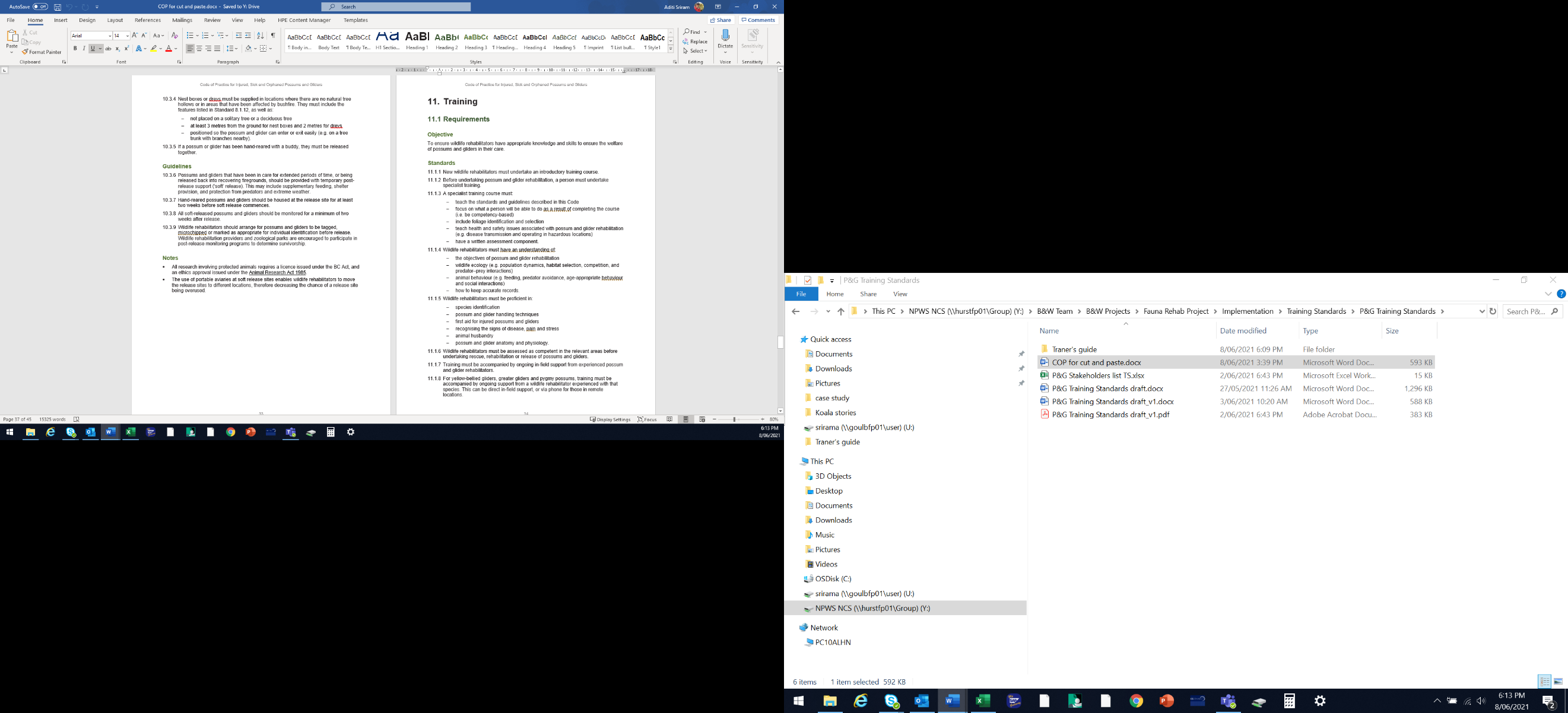
Refresher training must be completed within three years from the time your last course was completed.   
Refresher training should include advanced topics and developments in rehabilitation practices and scientific research.

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

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

Coordinators, mentors or experienced possum and glider rehabilitators must be available to help new members.

The objectives explain the overall purpose of possum and glider rehabilitation training, which is to ensure the welfare of possums and gliders that come into rehabilitation.



## 

## Designing training

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

### What is the purpose of the course?

Are you designing a course that will combine all the training standards and look at possum and glider rehabilitation holistically, or will it cover individual or multiple standards aimed at certain topics, for example possum and glider rescue or joey rehabilitation?

The 12 training standards have been grouped into three core areas:

* **Foundations of possum and glider rehabilitation – Standards 1 to 5** are mostly theoretical or cover multiple aspects of possum and glider rehabilitation. These standards are foundational for possum and glider rehabilitation training.
* **Rescue of possums and gliders – Standards 6 to 8** address possum and glider rescue.
* **Rehabilitation of possums and gliders – Standards 9 to 12** cover the rehabilitation and release of both adult and joey possums and gliders.

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

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

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

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

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

### Who is the training designed for?

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

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

Some other ways to help learners include:

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

#### Adult learning

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

There are several theories surrounding adult learning with one of the most well-known being andragogy, which was popularised by [Malcolm Knowles](http://infed.org/mobi/malcolm-knowles-informal-adult-education-self-direction-and-andragogy/) in the 1970s. Andragogy refers to adult learning, in contrast to pedagogy, which is child learning. What the theory of andragogy tells us is that adults:

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

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

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

#### Learning styles

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

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

For more information about the VARK model, including a quiz for you to find out your preferred learning styles, see [The VARK Modalities](http://vark-learn.com/introduction-to-vark/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 delivery methods suit different learning styles and there is no one method better than the others. When designing your program, you need to consider what resources are available and the methods that best suit your trainers’ and learners’ needs.

#### Face-to-face delivery

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

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

#### Online delivery

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

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

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

#### One-on-one delivery

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

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

#### Tips for delivery

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

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

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

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

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

* regulatory documents for the sector including the NSW Code of Practice for Injured, Sick and Orphaned Possums and Gliders 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](https://www.legislation.nsw.gov.au/#/view/act/2016/63)
* existing materials – manuals, fact sheets, PowerPoint presentations, handouts and research papers; consider whether these are still relevant or if they need updating, and who needs to be involved in this process
* previous feedback – have you received feedback about previous courses that you could incorporate into the update of training materials?

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

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

### When will training occur?

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

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

## Providing training

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

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

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

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

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

### On the day

#### Setting up

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

Other hazards to be mindful of include slippery or uneven surfaces, poor lighting, inadequate ventilation and excess or broken furniture in the room. Locate the emergency exits, 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 ‘What is your favourite species of possum or glider?’, ‘Why have you decided to come today?’ or ‘What are you hoping to get out of today?’. Alternatively, icebreakers don’t have to be about the course at all. Some other common icebreakers include ‘What is your favourite colour and why?’, ‘List two truths about yourself and one lie’ and ‘What would be your ideal holiday destination and why?’. There are many online resources with icebreaker suggestions. For example, to get started and work out which icebreakers work for you, see [The Best Ice Breakers for Meetings and Training Classes](https://www.thebalancecareers.com/best-ice-breakers-for-meetings-and-training-classes-1918430).

#### Presenting

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

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



Exudative dermatitis

Often referred to as stress dermatitis and is commonly observed in brushtail possums. The exact cause is unknown, but multiple factors contribute to the disease. In mild cases signs can include patches of fur loss or reddened skin. In severe cases it can progress to deep ulcerative wounds with scabs and necrosis (tissue death). There is no specific treatment, but mild cases can be managed symptomatically with antibiotic treatment, surgical debridement of wounds and supportive care.

Exudative dermatitis

* ‘Stress dermatitis’
* Signs: fur loss or reddened skin, deep ulcerative wounds with scabs and necrosis (tissue death)
* Commonly observed in brushtail possums
* Exact cause unknown
* No specific treatment

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:

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

* Repeatedly disrupting the trainer to contradict points.
* Talking to other learners during a presentation.
* One individual monopolising the discussion and not giving other learners an opportunity to speak.
* Not paying attention to the training e.g. appearing bored, using their phone.
* Pushing an agenda and bringing up the same argument repeatedly.
* These behaviours can be addressed using different strategies and it can be useful to ascertain what’s causing the behaviour. For example, does the learner know the subject matter to a more advanced level, are they shy and afraid to speak to the entire group, or are they just passionate about a particular topic?
* Setting out the ground rules at the start of the day can assist with mitigating some of these behaviours. Ground rules can include everyone showing respect for others’ opinions, or clarifying whether questions are allowed during the presentation or only at the end of each section. What do you expect from the learners and what can they expect from you?

Other methods you can use to manage difficult behaviours include:

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

#### Getting feedback

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

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

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

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

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

Some questions to consider adding to your feedback form include:

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

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

## Assessment

What is competency-based assessment?

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

In accordance with the NSW Code of Practice for Injured, Sick and Orphaned Possums and Gliders, all possum and glider 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 possum and glider rescue, without assessing the learner you have no way of knowing if they can apply the knowledge to possum and glider rescue, or use the skills they have learnt to safely rescue a possum and glider according to the learning outcomes in the standards.

[Standards for Registered Training Organisations (RTOs) 2015](https://www.legislation.gov.au/Details/F2019C00503) has principles of assessment and rules of evidence that are required of the vocational education and training (VET) sector. While your training may not be a VET-accredited course, these two tools are useful for ensuring your assessment methods are effective and ethical. These are summarised below.

#### Principles of assessment

There are four principles of assessment:

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

#### Rules of evidence

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

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

#### Types of assessment methods

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

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

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

## Record keeping

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

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

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

# Part 2: Understanding the possum and glider rehabilitation training standards

## Introduction

This section looks at the possum and glider rehabilitation training standards in more detail.

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

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

## Understanding the format of the training standards

**Standard 1: The framework for possum and glider 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 are trying to achieve, i.e. its aim.

These points explain what must be included within training for it to be compliant with the training standards. The organisation or trainer is responsible for ensuring this information is included in 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 possum and glider rehabilitation and provide them with an understanding of the framework that exists to support and regulate possum and glider rehabilitation in New South Wales. Learners must be aware of and understand the NSW Code of Practice for Injured, Sick and Orphaned Possums and Gliders (the Possum and Glider Code).

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

Discuss the Possum and Glider Code.

Ensure organisational policies and procedures applicable to possum and glider rehabilitation are defined and understood by learners.

|  |  |
| --- | --- |
| Learning outcomes | Sections in the Code |
| Upon completion of this module, learners will be able to:   * identify and demonstrate understanding of the Possum and Glider Code * identify organisational policies and procedures for possum and glider rehabilitation * recognise the objectives of possum and glider rehabilitation. | All |

## Standard 1: The framework for possum and glider rehabilitation in New South Wales

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

Learners must be aware of and understand the NSW Code of Practice for Injured, Sick and Orphaned Possums and Gliders.

To comply with this standard, a rehabilitation organisation must:

1.1 Discuss the Possum and Glider Code.

1.2 Ensure organisational policies and procedures applicable to possum and glider rehabilitation are defined and understood by learners.

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

### Training areas

* The Possum and Glider Code can be accessed online: [Code of Practice for Injured, Sick and Orphaned Possums and Gliders.](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-possums-and-gliders)
* Organisational policies and procedures relevant to possum and glider rehabilitation could include:
  + standard operating procedures
  + organisational overview
  + work health and safety policies
  + role descriptions
  + constitution
  + code of ethics
  + code of conduct
  + conflict resolution
  + bullying and harassment
  + reimbursement
  + working with vets and building strong relationships
  + reporting requirements and reporting chain of command
  + protocols for contacting veterinarians and more experienced wildlife rehabilitators.

### Suggested assessments

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

#### Standard 1: Assessment 1 – the Possum and Glider 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 Possum and Glider Code to complete the following multiple choice quiz.

1. The development of the Possum and Glider Code was guided by four key principles. From the list below, select the four key principles which apply to all aspects of possum and glider rescue, rehabilitation and release.
2. Prioritise the welfare of possums and gliders
3. Avoid harm to wild possum and glider populations and other wildlife communities
4. Contribute to research on possum and glider behaviour
5. Minimise the risks to human health and safety

Optimise capacity to care.

Answer: A, B, D and E.

1. Which of the following describes the mandatory specific actions for possum and glider rehabilitation, as described by the Code?
2. Guidelines
3. Standards
4. Objectives
5. Notes

Answer: B. standards.

1. Possums and gliders must be assessed by a veterinarian or experienced wildlife rehabilitator within 24 hours of rescue.
2. True
3. False

Answer: True.

1. Which of the following statements regarding the use of traps to rescue possums is incorrect?
2. The trap must be covered to provide a dark environment
3. The trap must be monitored at least once every two days
4. Place traps just before dusk, when the possum wakes up to forage
5. Ensure the trap has no sharp surfaces to prevent injury

Answer: B. The trap must be monitored at least once every two days. The trap must be continually monitored e.g. checked no later than first light the next morning.

1. Containers used for transporting possums and gliders must be escape-proof, appropriate to the species and size of the animal and well-ventilated.
2. True
3. False

Answer: True.

1. When attending to a deceased female possum or glider, what must you do? Select the correct answers from the list below.
2. Nothing, as it is already dead
3. Assess risks to yourself and members of the public
4. Check the pouch for the presence of a joey

Answer: B and C.

1. Which of the following temperatures is appropriate for furless pouch young during transport?
2. 25°C
3. 28°C
4. 32°C
5. 35°C

Answer: C. 32°C.

1. If an unusual disease or mortality event is suspected, the wildlife rehabilitator must contact the department’s emergency animal disease hotline.
2. True
3. False

Answer: A. True.

1. How frequently must an orphaned pouch young be monitored and weighed?
2. Smaller possum and glider species must be monitored at every feed and weighed daily
3. Larger possum and glider species must be monitored at every feed and weighed daily until weight gain is stable
4. Unfurred and lightly furred joeys must be weighed every two days once stabilised
5. All of the above

Answer: D. All of the above.

1. Within 24 hours of rescue, greater gliders, yellow-bellied gliders and feathertail gliders and pygmy possums must be transferred to, or supervised by, a wildlife rehabilitator experienced with these species.
2. True
3. False

Answer: True.

1. Which of the following statements regarding quarantine and controlling disease transmission between animals is false?
2. When handling animals, start with the sickest animal and finish with the healthiest
3. Newly arrived possums and gliders must be isolated in a separate area
4. Animals suspected to be carrying an infectious disease must be kept under strict quarantine
5. Different species undergoing rehabilitation must not be kept in the same enclosure as a possum or glider

Answer. A. When handling animals, start with the sickest animal and finish with the healthiest. When handling animals, start with the healthiest and finish with the sickest to reduce the risks of disease transmission.

1. Which of the following are suitable to feed possums and gliders in care?
2. Cabbage, kale and cauliflower
3. Lots of fruit and bread
4. Dog and cat food
5. Native browse, leaves and flowers that would form the majority of the animal’s diet in the wild

Answer. D. native browse, leaves and flowers that would form the majority of the animal’s diet in the wild.

1. Possum and glider intensive care housing should be brightly lit 24 hours a day.
2. True
3. False

Answer: False. Possum and glider housing must experience a light–dark cycle that replicates outside conditions.

1. Once out of intensive care housing, possums and gliders require which of the following three habitat elements that mimic a natural environment.
2. A place to hide e.g. a nest box or drey
3. Fresh browse and foliage for nest and drey building
4. At least three climbing branches of different textures and heights for climbing
5. A piece of corrugated fencing for them to shelter under

Answer: A, B ,C.

1. Which of the following means a possum or glider is behaviourally ready for release?
2. It can recognise, catch and consume appropriate, naturally available food and water
3. It can navigate effectively through its natural environment
4. It is not attracted to humans or to sights, sounds or smells that are specific to captivity
5. All of the above

Answer: D. All of the above.

1. A yellow-bellied glider, greater glider or pygmy possum’s readiness for release can be confirmed by all rehabilitators.
2. True
3. False

Answer: False. A yellow-bellied glider, greater glider or pygmy possum’s readiness for release must be confirmed by an experienced possum and glider rehabilitator or a veterinarian with experience in these species.

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

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

#### Standard 1: Assessment 2 – Organisational policies on possum and glider rehabilitation questionnaire

##### Trainer/Assessor instructions:

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

##### Learner instructions:

Provide answers to each of the questions below.

1. List three policies or documents you need to be familiar with to rehabilitate possums and gliders.

Answers could include:

* standard operating procedures
* code of practice, ethics and or conduct
* constitution
* petrol reimbursement policy
* release policies
* WHS procedures and policy.

1. Who do you need to report a possum or glider rescue to?

Answers could include:

* supervisor
* possum and glider species coordinator
* care coordinator.

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

Answers could include:

* calling first to make an appointment
* any expensive procedures or medications must be approved by the coordinator
* required for any rescued possum or glider that has any wounds or injuries, is unwell or is displaying abnormal behaviours.

1. List two positions within the organisation and explain their role in possum and glider rehabilitation.

Answers could include:

* possum and glider coordinator – oversees rescues and animals brought into care, provides advice on release of certain possum and glider species
* mentor – assists new volunteers with rehabilitation, providing ongoing advice and support
* rescue coordinator – coordinates roster and rescues from the hotline
* training officer – updates possum and glider training and informs members of when training is available.

1. What are some of the WHS protocols relevant to possum and glider rehabilitation?

Answers could include:

* use of appropriate personal protective equipment (PPE)
* quarantine protocols
* incident reporting
* vaccinations.

## Standard 2: Work health and safety requirements of possum and glider rehabilitation

**Objective:** To ensure that learners are able to prioritise their safety and that of the people around them when undertaking possum and glider 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 possums and gliders and how they can be minimised.

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

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

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

### **Training areas**

* WHS risks associated with the site, equipment or activity could include:
  + traffic
  + falling branches
  + weather and extremes of temperature
  + broken equipment
  + working in low light conditions and working with heights
  + barbed wire
  + chemicals and other hazardous agents.
* WHS risks associated with handling and restraining possums or gliders could include:
  + physical injury from a possum or glider including bites or scratches
  + injuries when operating traps.
* WHS risks associated with zoonotic diseases could include:
  + zoonoses associated with possums and gliders (e.g. tularaemia, salmonella)
  + personnel safety (hygiene and disinfection practices, PPE).
* Minimising WHS risks could include:
  + ensuring correct training has been completed before undertaking a task
  + wearing correct PPE
  + using correct equipment
  + using correct technique to restrain a possum or glider
  + minimising handling.

### Suggested assessments

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

#### Standard 2: Assessment 1 – WHS requirements of possum and glider rehabilitation

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

1. Rescuing a brushtail possum joey from the pouch of its deceased mother, which has been hit by a car. The possum is next to a moderately busy road and the joey will need to be transported to a vet to assess its injuries.

|  |  |
| --- | --- |
| WHS risks | How will you minimise these risks? |
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1. Rescuing an adult sugar glider entangled in barbed wire.

|  |  |
| --- | --- |
| WHS risks | How will you minimise these risks? |
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1. Rehabilitating a ringtail possum joey with diarrhoea.

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

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

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

## Standard 3: Record keeping

**Objective:** To explain the record keeping requirements for possum and glider rehabilitation.

To comply with this standard, rehabilitation organisations must:

3.1 Explain the NPWS reporting requirements.

3.2 Explain organisational reporting requirements.

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

### Training areas

* The Code can be accessed online: [Code of Practice for Injured Sick and Orphaned Possums and Gliders.](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-possums-and-gliders)
* NPWS [reporting requirements](https://www.environment.nsw.gov.au/research-and-publications/publications-search/volunteer-wildlife-rehabilitation-sector-data-reporting-instructions) could include:
  + detailed record report
  + combined report
  + licence conditions
  + discussing the benefits of collecting robust data
  + an overview of where the data is being used and why it is important
  + [annual reports](https://www.environment.nsw.gov.au/research-and-publications/publications-search/nsw-wildlife-rehabilitation-annual-report-2018-19) and the [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).
* Organisational reporting requirements could include:
  + husbandry plans
  + body weight
  + veterinary-prescribed medications and treatment plans
  + feeding charts
  + rescue details
  + release details.

### Suggested assessments

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

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

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

A juvenile female ringtail possum (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. She was hypothermic and dehydrated when found. After veterinary assessment and treatment, you have rehabilitated the possum 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 possum was microchipped with the number 0098787.

NPWS report sheet:

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

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

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

List five types of information your organisation records for possums and gliders in care:

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

## Standard 4: Biology and behaviour of possums and gliders

**Objective:** To ensure detailed knowledge of possums and gliders is taught to learners. This is done by providing learners with the foundational tools to understand possum and glider biology, ecology and behaviour and how these aspects inform interactions with possums and gliders undergoing rehabilitation.

To comply with this standard, a rehabilitation organisation must:

4.1 Explain features of possum and glider biology, including anatomy, physiology, social structure, stages of development and relate them to possum and glider rehabilitation.

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

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

4.4 Provide the tools and understanding required to identify normal behaviours in possums and gliders.

4.5 Provide the tools and understanding required to recognise signs of abnormal behaviours in possums and gliders.

|  |  |
| --- | --- |
| Learning outcomes | Sections in the code |
| Upon completion of this module, learners will be able to:   * + - * relate possum and glider ecology, biology and behaviour to possum and glider rehabilitation       * identify various species of possums and gliders found in New South Wales       * recognise signs of normal behaviour in possums and gliders       * recognise signs of abnormal behaviour in possums and gliders. | All |

### **Training** areas

* Features of possum and glider biology could include:
  + gastrointestinal anatomy and physiology in relation to diet
  + musculoskeletal anatomy and physiology
  + variation in anatomy between species
  + dentition
  + metabolism and thermoregulation during different stages of development
  + reproduction
  + social behaviour and home range.
* Basic understanding of possum and glider ecology could include:
  + habitat and species preferences
  + breeding and life cycle
  + diet and competition.
* Tools and understanding required to identify species could include:
  + distinguishing features of different species
  + identifying species in early development (i.e. pouch young)
  + species that are known to occur in the local area.
* Normal behaviours for possums and gliders could include:
  + nocturnal
  + territorial behaviour (e.g. vocalisation and fighting)
  + thermoregulatory behaviours
  + nest and drey buildling.
* Abnormal behaviours for possums and gliders could include:
  + diurnal activity
  + not fleeing when approached
  + humanisation and imprinting.

### Suggested assessments

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

#### Standard 4: Assessment 1 – Possum and Glider behaviour in rehabilitation

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

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#### Standard 4: Assessment 2 – Possum and glider 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. Some possum and glider species can enter torpor in response to cold temperatures or decreased nutrient intake.
2. True
3. False

Answer: True.

1. Gliders use their tails as rudders to change direction when gliding.
2. True
3. False

Answer: True.

1. Which of the following statements regarding diets of possums and gliders is incorrect?
2. Greater gliders feed exclusively on eucalyptus leaves, tips and stems
3. Feathertail gliders’ diet includes nectar, pollens, native blossoms and small insects
4. Sugar gliders feed exclusively on nectar
5. Squirrel gliders’ diet includes pollen, nectar, insects and sap

Answer: C. Sugar gliders feed exclusively on nectar. Sugar gliders have a more diverse diet which includes acacia and eucalyptus saps, nectar, pollen and insects.

1. Which of the following is true about the inner digit or ‘nub’ on the hindlimb of possums and gliders?
2. The nub opposes all the other digits in the foot
3. The nub has no nail
4. The nub is important for climbing and balance
5. All of the above

Answer: D. All of the above.

1. All possums and gliders have cutaneous scent glands.
2. True
3. False

Answer: True. Scent produced from the scent glands is used as a form of communication, for example, to mark territory.

1. Which of the following statements about the gastrointestinal function of possums and gliders is incorrect?
2. Most possums and gliders are foregut fermenters
3. Possums and gliders digest plant material by microbial fermentation
4. Microbial fermentation occurs mostly in the caecum and colon
5. Bloat in ringtail possums can be due to multifactorial causes which may include a poor or inappropriate diet, incorrect or prolonged use of antibiotics, or severe stress

Answer: A. Most possums and gliders are foregut fermenters. Possums and gliders digest plant material by microbial fermentation in the caecum and colon, classifying them as hindgut fermenters.

1. Common brushtail possums are territorial and vocal, using a range of vocalisations to establish territories and to attract mates during breeding season.
2. True
3. False

Answer: True.

1. For a possum or glider species of your choice, list three signs you may observe if the animal is healthy:

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1. For a possum or glider species of your choice, list three signs you may observe if the animal was distressed:

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1. Describe features of the digestive function in possums and gliders and why it is important to understand this for rehabilitation.

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## Standard 5: Stress management in possums and gliders

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

To comply with this standard, rehabilitation organisations must:

5.1 Explain the effects of stress on possums or gliders at various stages of rescue and rehabilitation.

5.2 Provide the tools and understanding required to recognise signs of stress in possums and gliders.

5.3 Discuss methods for minimising stress in possums and gliders at various stages of rescue and rehabilitation.

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| Learning outcomes | Sections in the code |
| Upon completion of this module, learners will be able to:   * + - * recognise signs of stress in possums and gliders and its impact       * apply methods for minimising stress in possums and gliders. | 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 and concurrent disease (e.g. exudative dermatitis)
  + physiological impacts.
* Signs of distress could include:
  + vocalisations
  + clenched feet
  + inappetence, weight loss
  + increased heart and respiratory rate
  + diarrhoea.
* Methods for minimising stress could include:
  + covering the animal’s head during handling
  + providing a warm, dark and quiet environment
  + pain relief
  + minimising handling
  + correct handling techniques
  + sedation
  + limiting exposure to stressors such as domestic animals, loud noises, noxious smells
  + getting appropriate and prompt help for the possum or glider
  + covering the cage or box while maintaining good ventilation
  + controlling temperature
  + driving carefully, i.e. no sudden movements
  + stopping activity if the possum or glider is too stressed.

### Suggested assessments

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

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

##### Trainer/Assessor instructions:

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

##### Learner instructions:

Use the space provided to explain the effects of stress in possums and gliders. In your answer include examples of the effect stress has on the body of a possum or glider, what indications you would be looking for to determine if a possum or glider is stressed, and what you would do to minimise this stress.

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

##### Trainer/Assessor instructions:

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

##### Learner instructions:

For each of the scenarios below explain how you would minimise stress for the possum or glider.

1. Rescuing an adult common brushtail possum trapped in a garage: the owners of the house and neighbours are huddled around the garage, and you can see the possum is injured and will need veterinary attention.
2. A sugar glider being transported to a pre-release facility that is two hours away.
3. Two ringtail possum joeys found together in the pouch of their deceased mother.
4. A subadult common brushtail possum with dehydration and skin wounds in intensive care.

## Standard 6: Rescue of possums and gliders

**Objective:** To ensure learners have the skills to safely, efficiently and humanely rescue a possum or glider.

To comply with this standard, a rehabilitation organisation must:

6.1 Outline common reasons for possum and glider rescue.

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

6.3 Detail the correct method and equipment required to capture, handle and rescue a possum and glider, as suitable to common rescue situations, species, age and condition of the possum or glider.

6.4 Detail how to rescue a possum and glider 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 possums and gliders require rescue       * assess a rescue situation and plan the rescue of a possum and glider       * safely rescue a possum and glider 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 Possum and Glider Code can be accessed online: [Code of Practice for Injured, Sick and Orphaned Possums and Gliders](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-possums-and-gliders).
* Guidelines can be accessed online: [Initial Treatment and Care Guidelines for Rescued Possums and Gliders](https://www.environment.nsw.gov.au/research-and-publications/publications-search/initial-treatment-and-care-guidelines-for-rescued-possums-and-gliders).
* Common reasons possums and gliders need to be rescued include:
  + motor vehicle accidents
  + dog and cat attacks
  + disease
  + entanglement
  + being orphaned
  + displaced home or territory
  + bushfire.
* Performing a situational assessment could include:
  + assessing the situation – is it safe?
  + ensuring the correct equipment is available
  + 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 possum or glider
  + performing a distance examination before approaching the animal.
* An appropriate course of action could include:
  + rescue
  + monitoring the possum or glider
  + euthanasia on site
  + safely and securely transporting the animal to a vet
  + safely and securely transporting the animal to an experienced possum and glider rehabilitator.
* Methods for rescuing possums and gliders could include:
  + moving a deceased animal off the road before attempting a pouch check
  + enveloping the animal in a towel or blanket
  + use of traps
  + having two rescuers when dealing with complex fence entanglements
  + removing a joey attached to the teat by applying gentle pressure to the sides of the mouth or by cutting the teat close to the deceased mother’s body
  + use of sedatives or anaesthesia.
* Equipment to rescue possums and gliders could include:
  + towels or blankets
  + heat source for joeys
  + surgical scissors to cut a teat
  + secure, well-ventilated transport container appropriate to the species
  + pouches and liners
  + a net
  + wire-cutters to assist with fence entanglements
  + a trap of appropriate size for the species.
* Minimising pain, stress and further injury could include:
  + ensuring correct training has been completed before undertaking a task
  + performing the correct rescue and handling technique for the species and condition of the animal
  + covering the animal’s head to minimise stress
  + removing onlookers and domestic pets
  + use of pain relief, sedatives or anaesthetics
  + reducing auditory and visual stimuli.

### Suggested assessments

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

#### Standard 6: Assessment 1 – Possum and glider rescue case studies

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

##### Case study 1:

You have been called out to rescue an adult sugar glider entangled in a barbed wire fence on a farmer’s property. When you arrive, there is a crowd of approximately 10 people gathered near the fence. The glider is quiet and has some bleeding superficial wounds on its gliding membranes. The sun has been up for a couple of hours and the weather is starting to warm up.

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 glider?

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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 Possum and Glider Code?

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1. Describe how you will rescue the glider.

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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 glider?

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##### Case study 2:

You are called out to do a pouch check on a deceased female common brushtail possum on the side of a busy road. When you open the pouch you see a slightly furred joey attached to the teat.

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 female possum and joey?

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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 Possum and Glider Code?

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1. Describe how you will rescue the joey.

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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 joey?

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##### Case study 3:

You have been called to rescue an adult ringtail possum, observed by itself during the day, on a low branch in a tree. There are no other possums nearby and the possum has been observed by members of the public for the past three hours. It has not moved much and appears dazed and disorientated.

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 possum?

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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 Possum and Glider Code?

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1. Describe how you will rescue the possum.

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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 possum?

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#### Standard 6: Assessment 2 – Possum and glider rescue practical assessment, logbook

##### Trainer/Assessor instructions:

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

##### Learner instructions:

To complete this assessment learners must:

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

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

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

## Standard 7: Transport of possums and gliders

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

To comply with this standard, a rehabilitation organisation must:

7.1 Demonstrate how to appropriately contain a possum and glider for transport based on species, size, age and condition.

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 possum and glider.

7.4 Discuss the most suitable person or location that a possum and glider should be transported to, based on species, age, condition 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 possum and glider       * understand the appropriate person or location to transport a possum and glider to, based on species, age, condition and organisational policies. | 2. Case assessment  3. Rescue  4. Transport  5. Euthanasia |

### Training areas

* Containing a possum and glider for transport could include:
  + using pouches
  + using secure, well-ventilated transport containers
  + preventing tail injury when placing animals in pouches and transport containers
  + providing a heat source for young.
* Transport conditions could include:
  + maintaining and monitoring ambient temperature
  + avoiding noise disturbance
  + sturdy and secure transport containers.
* Transporting to the most suitable person or location would depend on the animal’s species and condition and could include:
  + a veterinary practice
  + experienced wildlife rehabilitator
  + greater gliders, yellow-bellied gliders, feathertail gliders and pygmy possums transferred to an experienced wildlife rehabilitator
  + rehabilitation facility
  + warm, dark and quiet location.

### Suggested assessments

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

#### Standard 7: Assessment 1 – Transporting possums or gliders, scenarios

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

1. An adult feathertail glider has been attacked by a cat and has injuries to its back.
2. Two furless joeys have just been rescued from a deceased common ringtail possum’s pouch. The joeys do not have any external injuries but are very cold.
3. A subadult male common brushtail possum has ulcerative, bleeding wounds on its face and body.

#### Standard 7: Assessment 2 – Transporting possums or gliders, short-answer questions

##### Trainer/Assessor instructions:

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

1. List the equipment you might need to transport a lightly furred possum or glider joey.

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

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1. What are some things you can do during transport to minimise stress to a possum or glider?

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## Standard 8: Assessment of possums and gliders

**Objective:** To equip learners with the skills necessary to assess the health status of a possum and glider.

To comply with this standard, a rehabilitation organisation must:

8.1 Explain how to conduct an initial assessment of a possum or glider.

8.2 Explain the requirements of a thorough assessment of possums or gliders.

8.3 Provide the tools and understanding required to identify developmental stages in possum and glider joeys.

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

8.5 Distinguish signs of and ways to determine common diseases and injuries affecting possums and gliders.

8.6 Explain how to manage an injured or diseased possum and glider based on the severity of its condition.

8.7 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 possum and glider       * assess the health status of possums and gliders and recognise stages, symptoms and severity of common diseases and injuries       * determine the appropriate course of action for a possum and glider based on its age and condition       * outline criteria for euthanasia and approved methods of euthanasia. | 5. Euthanasia  6. Care procedures  7. Husbandry  8. Housing |

### **Training areas**

* The Possum and Glider Code can be accessed online: [Code of Practice for Injured, Sick and Orphaned Possums and Gliders](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-possums-and-gliders).
* Guidelines can be accessed online: [Initial Treatment and Care Guidelines for Rescued Possums and Gliders](https://www.environment.nsw.gov.au/research-and-publications/publications-search/initial-treatment-and-care-guidelines-for-rescued-possums-and-gliders).
* Initial assessment of a possum and glider could include:
  + handling and restraining for assessment
  + signs of stress during handling
  + species identification
  + demeanour
  + body weight
  + body temperature
  + sex
  + external wounds or injury
  + signs of bleeding
  + hydration status
  + circulation (mucous membranes, heart rate)
  + respiratory rate
  + palpation of limbs and tail
  + gliding membrane
  + coat condition.
* Thorough assessment could include:
  + veterinary assessment
  + pain relief, sedation or anaesthesia prescribed by a veterinarian for a thorough physical examination
  + radiographs, ultrasounds, blood tests.
* Identifying developmental stage in possum and glider joeys could include:
  + body measurements
  + age factor
  + growth charts
  + physical characteristics (eyes open, furred).
* Advice and assistance could include:
  + relevant coordinator
  + veterinarian
  + experienced possum and glider rehabilitator.
* Signs of common diseases and injuries could include:
  + demeanour
  + bleeding
  + bruising
  + dehydration
  + cold extremities
  + mucous membrane colour
  + tail injury
  + injury to the gliding membrane
  + ulcerative skin wounds
  + puncture wounds
  + respiratory rate.
* Common conditions, injuries and diseases could include:
  + dehydration
  + hypothermia (low body temperature) and hypoglycaemia (low blood sugar) in joeys
  + musculoskeletal trauma (puncture wounds, fractures)
  + wounds or changes to the skin and coat (hair loss, ulcerative wounds)
  + injuries to the gliding membrane and tail
  + burn injuries.
* Managing possums and gliders based on the severity of their condition could include:
  + initial treatment and stabilisation
  + minimising movement
  + reducing stress
  + veterinary assistance.
* Criteria for euthanasia are provided in Section 5 of the Possum and Glider Code. Further training could be provided to discuss the role of the coordinator and seeking assistance with making this decision.

### Suggested assessments

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

#### Standard 8: Assessment 1 – Assessing possums and gliders, case study – group exercise

##### Trainer/Assessor instructions:

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

##### Notes about the photos:

Figure 4: Common brushtail possum with patches of missing fur along its back.

Figure 5: Common brushtail possum with wounds on the face and body.

Figure 6: A furless glider joey or 'pinkie'.

##### Learner instructions:

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

Questions for Standard 8 – Assessment 1:

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

A picture containing indoor, cat, mammal, laying

Description automatically generated

Figure 4 Common brushtail possum with wounds on the face and body

Photo: Australian Registry of Wildlife Health.

A cat lying on its back

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Figure 5 Common brushtail possum with patches of missing fur along its back

Photo: Rebecca Robey**.**

A picture containing indoor, person

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Figure 6 A furless glider joey or 'pinkie'

Photo: Cheryl Winner/FAWNA.

#### Standard 8: Assessment 2 – Assessment of possums and gliders

##### 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 for all criteria in Standard 8. This could be completed verbally while observing a live possum or glider.

##### Learner instructions:

Look at the following image of a yellow-bellied glider (Photo: FAWNA). Identify what each line is pointing to and explain what this might tell you about the animal or what you may be looking for in this region when conducting a visual assessment. The skin and coat have already been completed as an example.



**Skin and coat**

When conducting a visual assessment, I would be looking for hair loss, ulceration and puncture wounds and the location and extent of these changes. This can tell me if the animal has traumatic wounds, infection or mange.

## Standard 9: Rehabilitation of subadult and adult possums and gliders

**Objective:** To provide learners with an understanding of the requirements for the rehabilitation of subadult and adult possums and gliders, 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 possums and gliders entering rehabilitation.

9.2 Discuss the effects of stress and the stress-mitigation techniques required to safely rehabilitate subadult and adult possums and gliders.

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

9.4 Describe appropriate equipment and furniture for stages of housing.

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

9.6 Explain how to appropriately provide food and water based on the species-specific diet requirements and condition of the possum and glider.

9.7 Detail common conditions and diseases that affect possums and gliders.

9.8 Discuss how to monitor a possum and glider based on species, condition and stages of housing.

9.9 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 subadult and adult possum and glider rehabilitation       * demonstrate correct set-up for housing possums and gliders       * provide food and water appropriate to the species and condition of a possum and glider       * monitor a possum and glider undergoing rehabilitation       * apply hygiene and disease control processes to possum and glider rehabilitation       * complete a husbandry plan for a possum and glider. | 2. Case assessment  5. Euthanasia  6. Care procedures  7. Husbandry  8. Housing |

### **Training areas**

* The Possum and Glider Code can be accessed online: [Code of Practice for Injured, Sick and Orphaned Possums and Gliders](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-possums-and-gliders).
* Guidelines can be accessed online: [Initial Treatment and Care Guidelines for Rescued Possums and Gliders](https://www.environment.nsw.gov.au/research-and-publications/publications-search/initial-treatment-and-care-guidelines-for-rescued-possums-and-gliders).
* Importance of and process for quarantining possums and gliders could include:
  + principles of quarantine
  + monitoring for signs of infectious diseases
  + disease transmission between animals.
* The effects of stress and stress-mitigation techniques could include:
  + causes of stress in subadult and adult possums and gliders (capture, handling, novel environments)
  + effects of stress on the immune system
  + appropriate handling and housing to minimise stress
  + sedation and pain relief prescribed by a veterinarian.
* Facilities to safely rehabilitate possums and gliders could include:
  + requirements for various stages of housing (intensive, intermediate and pre-release housing)
  + mitigating stress (noise, visual barriers)
  + mimicking the natural environment where possible
  + privacy
  + thermal control, shelter
  + access to food and water
  + access for capture if required
  + predator-proofing.
* Appropriate equipment and furniture could include:
  + substrate
  + browse to provide shelter
  + thermometer and thermostat
  + predator-proof enclosures
  + shade cloth
  + visual barriers
  + provide access to materials for nest and drey building.
* Disease control and hygiene practices could include:
  + washing hands thoroughly
  + wearing gloves
  + quarantining animals
  + removing faeces and soiled bedding daily
  + pest-proofing
  + clean food preparation area
  + disinfection of all equipment between possums and gliders.
* Access to water and appropriate food could include:
  + water and food bowls appropriate for the species
  + diet specific to the species of possum and glider
  + offering fresh native browse and foliage
  + supplementary feed and suitable commercial formulas for possums and gliders.
* Common conditions and diseases could include:
  + trauma, fractures
  + hypothermia
  + hypoglycaemia
  + exudative dermatitis in brushtail possums
  + bloat
  + swollen paw syndrome in ringtail possums
  + burns
  + entanglement injuries.
* Monitoring possums and gliders could include:
  + frequency – too much and too little
  + progression of disease or injury
  + stress
  + behaviour
  + reaction to housing
  + hydration
  + indications of activity
  + eating patterns and food intake
  + urine and faecal output.
* A husbandry plan could include:
  + consultation with vets
  + medications
  + consultation with coordinators and mentors
  + enrichment
  + release site selection.

### Suggested assessments

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

#### Standard 9: Assessment 1 – Housing possums and gliders, case studies

##### Trainer/Assessor instructions:

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

##### Learner instructions:

To be completed in groups. Using one of the case studies below and the available equipment, set up housing appropriate for your possum or glider. 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 possum or glider and what you would be monitoring.

##### Case study 1:

A subadult female sugar glider that has been in care for one months is being tested to determine whether it is fit for release.

##### Case study 2:

An adult male ringtail possum has been rescued after suspected cat bite injuries. The possum is in poor body condition, is reluctant to move and is very quiet. The right hind limb is positioned at an odd angle from the body and there are patches of hair loss along the rump and hindlimbs.

##### Case study 3:

A common brushtail possum with exudative dermatitis was rescued two weeks ago. The possum has been assessed by a veterinarian and most of its wounds are healing apart from a single wound on the bridge of the nose. The possum is feeding well and is displaying normal behaviours for its age and condition.

#### Standard 9: Assessment 2 – Rehabilitation of subadult and adult possums and gliders, quiz

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

1. Which of the following scenarios would require a possum or glider to be housed in intensive care?
2. A possum or glider that is being tested to determine whether it is fit for release
3. A possum or glider transitioning towards weaning
4. A possum or glider with dehydration and hypothermia
5. Vone of the above

Answer: C. a possum or glider with dehydration and hypothermia.

1. Intensive care housing must provide enough space for possums and gliders to climb freely.
2. True
3. False

Answer: False. Intensive care housing should provide sufficient space for the possum or glider to sit upright, stretch its body and limbs and move away from urine and faeces, but not enough space to climb.

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

Answer: D. all of the above.

1. Unrelated subadult brushtail possums can be housed together, as long as they are the same age.
2. True
3. False

Answer: False. Subadult and adult possums and gliders (except ringtail possums, sugar gliders and squirrel gliders) must not be housed together unless they have come into care together.

1. Which of the below statements about feeding possums and gliders is incorrect?
2. All gliders require access to bark and browse with insect activity
3. Sweet potato, oats and muesli can be provided as supplementary food
4. Fresh native browse must be available for the possum or glider to eat at all times and replaced daily
5. Clean fresh drinking water must be available at all times

Answer: B. Sweet potato, oats and muesli can be provided as supplementary food.

1. Which of the following enclosure floor dimensions are the minimum required for intermediate care housing for a common brushtail possum?
2. 2 metres long x 2 metres wide x 1 metre high
3. 3.6 metres long x 3.6 metres wide x 1.2 metres high
4. 1 metre long x 1 metre wide x 1.5 metres high
5. 1 metre long x 0.6 metres wide x 1.5 metres high.

Answer: D. 1 metre long x 0.6 metres wide x 1.5 metres high.

1. If more than one possum or glider is in the intermediate enclosure, the dimensions do not need to change.
2. True
3. False

Answer: False. The enclosure should be increased by minimum 10% in all directions if there are multiple animals occupying the enclosure.

1. Which of the following statements about dreys and nest boxes is incorrect?
2. Nest boxes and dreys must be waterproof
3. A single drey or nest box is sufficient when housing multiple possums or gliders together
4. Intermediate housing must provide fresh browse and foliage for nest and drey building
5. Nest boxes or dreys in pre-release housing must be at least 1.5 metres off the ground for all species except mountain pygmy-possums

Answer: B: A single drey or nest box is sufficient when housing multiple possums or gliders together. When multiple possum or gliders are housed together, multiple nest boxes, dreys, pouches (for joeys) and places to hide must be provided.

1. Which of the following is not a requirement for pre-release housing?
2. Branches of different textures and thickness to improve climbing skills
3. Plastic toys for enrichment
4. Safe and secure possum-proof and glider-proof fencing
5. Foliage and browse for drey and nest building

Answer: B. plastic toys for enrichment.

1. Monitoring possums and gliders in rehabilitation includes:
2. Visual assessment of body condition and demeanour
3. Assessing activity levels and behaviour
4. Checking for signs of injury or illness
5. Regularly monitoring weight
6. All of the above

Answer: E. all of the above.

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

Answer: D. all of the above.

1. Look at the photo (Figure 7) of a pre-release enclosure.   
   List at least five features that comply with the Possum and Glider Code.

Figure 7 A pre-release enclosure for possums and gliders

Photo: Meredith Ryan (FAWNA).

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| --- |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

## Standard 10: Rehabilitation of possum and glider joeys

**Objective:** To provide learners with the specialised knowledge required to rehabilitate possum and glider joeys.

To comply with this standard, a rehabilitation organisation must:

10.1 Explain the importance of and process for quarantining possum and glider joeys entering rehabilitation.

10.2 Specify key stages of joey development.

10.3 Describe appropriate housing for a possum and glider joey based on species, condition and stage of development.

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

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

10.6 Detail common conditions and diseases that affect possum and glider joeys.

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

10.8 Demonstrate how to complete a husbandry plan for a possum and glider joey.

10.9 Describe mechanisms to reduce stress and encourage natural behaviours in possum and glider joeys.

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

### Training areas

* The Possum and Glider Code can be accessed online: [Code of Practice for Injured, Sick and Orphaned Possums and Gliders](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-possums-and-gliders).
* Guidelines can be accessed online: [Initial Treatment and Care Guidelines for Rescued Possums and Gliders](https://www.environment.nsw.gov.au/research-and-publications/publications-search/initial-treatment-and-care-guidelines-for-rescued-possums-and-gliders).
* Importance of and process for quarantining possum and glider joeys could include:
  + principles of quarantine
  + monitoring for signs of infectious diseases
  + immature immune system in joeys.
* Stages of joey development could include:
  + pouch life
  + age factor, weight, physical characteristics
  + weaning
  + developmental milestones
  + viability.
* Appropriate housing could include:
  + intensive care
  + pouches
  + nest box and dreys
  + outdoor enclosure or intermediate housing
  + pre-release enclosure
  + buddying.
* Appropriate food and feeding methods could include:
  + milk formula
  + water
  + supplementary feeding
  + frequency and volume of feeds
  + bottles, teat, syringes, spoon or bowl
  + native browse and foliage.
* Appropriate monitoring protocols could include:
  + urine and faecal output
  + weighing frequency based on species and developmental stage
  + behaviour.
* Maintaining records could include:
  + continuity of care
  + tracking progress
  + frequency of monitoring
  + monitoring sheets.
* Common conditions and diseases could include:
  + aspiration pneumonia
  + diarrhoea
  + dehydration
  + candidiasis
  + bloat
  + constipation
  + failure to thrive.
* Hygiene and disease control could include:
  + providing clean pouches and bedding
  + wearing gloves
  + sterilising equipment including bottles
  + washing hands.
* A husbandry plan could include:
  + consultation with vets
  + medications
  + consultation with coordinators and mentors
  + enrichment.
* Mechanisms to reduce stress and encourage natural behaviours could include:
  + buddying based on species, weight and stage of development
  + handling and interaction
  + enrichment
  + dehumanisation
  + moving to appropriate facilities at the right stage.

### Suggested assessments

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

#### Standard 10: Assessment 1 – Possum and glider joey housing, questions

##### Trainer/Assessor instructions:

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

##### Learner instructions:

Explain the set-up required for a pair of ringtail possum joey ‘twins’ being hand-raised for each type of housing listed below. For each type of housing, explain what stage of development the joeys should be at, what type of food they would be eating, and what actions you would implement to reduce stress and encourage natural behaviours.

1. Intensive housing:

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1. Intermediate housing:

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1. Pre-release housing:

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#### Standard 10: Assessment 2 – Rehabilitation of a possum and glider joey, quiz

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

1. Rehabilitated orphaned joeys must spend time in pre-release housing before release.
2. True
3. False

Answer: True.

1. Which of the following statement about joeys is incorrect?
2. When a joey first emerges from the pouch, it must start to spend time outside and be dehumanised
3. Once a joey emerges from the pouch, it no longer requires access to a pouch
4. Orphaned pouch young must be monitored at each feed
5. Possum and glider joeys must be provided with access to leaf tips once their teeth have erupted

Answer: B. Once a joey emerges from the pouch, it no longer requires access to a pouch. When transitioning from the pouch, a possum or glider joey must be provided with both a pouch and a nest box or drey.

1. Which of the following conditions is not typically seen in possum and glider joeys?
2. Diarrhoea
3. Bloat
4. Dehydration
5. Exudative dermatitis
6. Hypothermia

Answer: D. exudative dermatitis. This is a condition that typically affects subadult and adult brushtail possums.

1. List three hygiene or disease control processes relevant to possum and glider joey rehabilitation.

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1. Which of the following can be used to determine developmental stage in possum and glider joeys?
2. Body weight
3. Body measurements
4. Physical characteristics (e.g. eyes open, hair growth)
5. A combination of A, B and C.

Answer: D. a combination of A, B and C.

1. List five important considerations for maintaining hygiene when storing and feeding the following types of food.

Milk formula:

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Native browse:

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1. Explain the rehabilitation requirements, including monitoring, feeding and housing, for each of the following species.

A 100-gram ringtail possum joey:

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A 150-gram yellow-bellied glider joey:

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A 20-gram sugar glider joey:

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Create a list of what you would include in a husbandry plan for a common brushtail possum joey being treated with antibiotics for a wound on its leg.

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## Standard 11: Browse identification and collection

**Objective:** To introduce learners to techniques for identifying, collecting and storing browse for possums and gliders in rehabilitation.

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

11.1 Identify legislative requirements and best practice standards for harvesting browse.

11.2 Discuss the requirements for browse relevant to species, age and condition of possums and gliders.

11.3 Provide the tools and understanding required to identify species of browse.

11.4 Discuss how to collect and store browse to minimise contamination.

|  |  |
| --- | --- |
| Learning outcomes | Sections in the code |
| Upon completion of this module, learners will be able to:   * + - * collect browse to promote health and sustainability of plants       * outline requirements for browse for possums and gliders based on species, age and condition       * correctly identify, collect and store browse for possums and gliders. | Husbandry  Housing |

### **Training areas**

* The Possum and Glider Code can be accessed online: [Code of Practice for Injured, Sick and Orphaned Possums and Gliders](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-possums-and-gliders).
* Legislative requirements could include:
  + council restrictions on browse collection.
* Requirements for browse could include:
  + dietary requirements specific to species
  + mature and young foliage
  + browse with insect activity
  + browse and foliage to build nest and dreys
  + enrichment and exercise
  + seasonal variability of different plant species.
* Tools and understanding to identify species of browse could include:
  + native flora identification keys
  + locally common species
  + photographic guides.
* Collecting and storing browse could include:
  + ensuring the browse doesn’t touch the ground
  + avoiding collecting browse from the side of major roads
  + storing in a water container and for a maximum of two days
  + storing away from pests and pets
  + proper cleaning of equipment between browse collections
  + disposal of unused browse.

### Suggested assessments

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

#### Standard 11: Assessment 1 – Browse identification 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 11. This exercise can also be done using images of native flora.

##### Learner instructions:

Your instructor will display various types of native browse and provide you with a photographic flora identification guide. You will be asked to identify some of the common species of browse that is available in your area and which species of possum or glider the browse is a suitable diet choice for.

#### Standard 11: Assessment 2 – Leaf collection scenario

##### 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:

Explain browse requirements for the two different species listed below. In your answer include the types and quantity of browse, what equipment you would use to harvest the browse and where and how you intend to collect and store the browse.

Mountain pygmy-possum:

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Short-eared possum

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## Standard 12: Release of possums and gliders

**Objective:** To ensure learners understand suitability for release and criteria for releasing possums and gliders.

To comply with this standard, a rehabilitation organisation must:

12.1 Discuss release considerations for possums and gliders including timing and site selection.

12.2 Explain how to determine a possum and glider’s suitability for release.

12.3 Detail the correct techniques and equipment for releasing possums and gliders.

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

### **Training areas**

* The Possum and Glider Code can be accessed online: [Code of Practice for Injured, Sick and Orphaned Possums and Gliders](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-possums-and-gliders).
* Release considerations could include:
  + timing including time of day
  + weather conditions
  + developmental stage
  + release site selection
  + capacity of release sites to support possums and gliders.
* Suitability for release could include:
  + age, physical condition and fitness
  + recovery from injury or disease
  + behaviour
  + predator avoidance
  + prior to sexual maturity
  + acclimatised to prevailing climate conditions
  + assessment and approval by a veterinarian or experienced wildlife rehabilitator.
* Appropriate techniques and equipment could include:
  + soft release
  + use of nest boxes and dreys
  + releasing multiple animals
  + microchipping and monitoring.

### Suggested assessments

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

#### Standard 12: Assessment 1 – Releasing possums and gliders, case studies

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

##### Case study 1:

##### A hand-reared common brushtail possum was found in its mother’s pouch, along a busy highway. The joey was assessed with only minor injuries and has since been rehabilitated and is ready for release.

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

##### Case study 2:

##### A pair of common ringtail possum joeys have been held by a member of the public for two days before being handed to a licensed rehabilitation organisation for care. The exact address where these joeys were found is not known, but the general location was passed on by the member of public. Following rehabilitation, the joeys are now ready for release.

Explain the criteria for assessing release suitability for these possums.

1. What are the release considerations for these possums?
2. Where will you release these possums?
3. How you will release these possums?
4. How will you minimise work health and safety risks associated with the release site?

##### Case study 3:

##### An adult yellow-bellied glider was found entangled in a barbed wire fence and has since been rehabilitated. The glider had wounds to the gliding membrane which have healed following veterinary treatment. The glider is currently housed in a pre-release enclosure.

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

#### Standard 12: Assessment 2 – Releasing possums and gliders, quiz

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

1. Possums and gliders must be released during extremes of weather or temperature so they get used to harsh conditions quickly.
2. True
3. False

Answer: False. Possums and gliders must not be released during extremes of weather or temperature.

1. Possums and gliders must be released only after they reach sexual maturity, so they are capable of fending for themselves in the wild.
2. True
3. False

Answer: False. Possums and gliders must be released prior to sexual maturity and when they would naturally disperse.

1. When is the most appropriate time of day to release a possum or glider:
2. In the middle of the day so it can clearly see and navigate through the release site
3. As the sun rises so it can bask in the warmth of the sun
4. One hour after dark but before midnight
5. Anytime of the day or night is fine

Answer: C. one hour after dark but before midnight. A possum or glider must be released at a time of day that enables it to immediately investigate its environment.

1. A possum or glider can be released into a national park only if the release has written consent from the relevant NPWS Area Manager and the release complies with the relevant Department of Planning, Industry and Environment policies on translocation.
2. True
3. False

Answer: True.

1. If there is no information about where the possum or glider was found, it can be released anywhere as long as there is suitable habitat and food sources.
2. True
3. False

Answer: False. If there is no information about where the possum or glider was found, it must not be released.

1. A greater glider, yellow-bellied glider or a pygmy possum’s readiness for release must be confirmed by a veterinarian or a wildlife rehabilitator with experience in these species before it is released.
2. True
3. False

Answer: True.

1. Possums and gliders must be released in an area that is connected to other suitable possum or glider habitats.
2. True
3. False

Answer: True. Suitable habitats may include corridors of trees and shrubs to aid in natural dispersal.

1. If a rescued possum or glider was attacked by a dog in a backyard it needs to be released:
2. In the backyard it was rescued from
3. It cannot be released as the environment is unsuitable
4. In the front yard
5. In a suitable environment as close to the backyard as possible

Answer: D. in a suitable environment as close to the backyard as possible.

1. As they are not dangerous animals, possums and gliders that are humanised can be released.
2. True
3. False

Answer: False. An imprinted possum or glider cannot be released.

1. Which of the following is not an option for un-releasable possums and gliders?
2. Keeping it in the house as a pet
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 the Department of Primary Industries (DPI)

Answer: A. keeping it in the house as a pet.

# Further reading

ASQA 2015, *Guide to Developing Assessment Tools*, Australian Skills Quality Authority,[www.asqa.gov.au/sites/g/files/net3521/f/Guide\_to\_developing\_assessment\_tools.pdf](https://www.asqa.gov.au/sites/default/files/Guide_to_developing_assessment_tools.pdf).

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NHS Education for Scotland 2012, *Train the Trainers Toolkit,* NHS Education for Scotland, [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, [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/).

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

VARK 2019, *Introduction to VARK,* VARK Learn Limited, [vark-learn.com/introduction-to-vark/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 standard you have omitted, or may need to add further information to. For the learning outcomes, you can match these to an assessment instrument so you can see exactly where you are determining competency of your learner against each outcome. You can change or include additional training or assessment tools if the ones listed do not match what is provided in your training.

| Standard | Training tools | | | | Learning outcomes | Assessment tools | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Slides on PPT** | **Pages in manual** | **Other resources** | | **Multiple choice or short-answer questions** | **Demonstration (real or scenario-based)** | **Verbal questioning and answering** | **Assessor checklist** | |
| **Standard 1: The framework for possum and glider rehabilitation in New South Wales** | | | | | | | | | | |
| 1.1 Discuss the Possum and Glider Code. |  |  |  | Identify and demonstrate understanding of the Possum and Glider Code. | |  |  |  | |  |
| 1.2 Ensure organisational policies and procedures applicable to possum and glider rehabilitation are defined and understood by learners. |  |  |  | Identify organisational policies and procedures for possum and glider rehabilitation. | |  |  |  | |  |
|  |  |  |  | Recognise the objectives of possum and glider rehabilitation. | |  |  |  | |  |
| **Standard 2: Work, health and safety (WHS) requirements of possum and glider 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 possum and glider rehabilitation. | |  |  |  | |  |
| 2.2 Explain the WHS risks associated with handling and restraining possums and gliders 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 possums and gliders and how they can be minimised. |  |  |  |  | |  |  |  | |  |
| 2.4 Discuss rehabilitator wellbeing and the potential mental health impacts of wildlife rehabilitation. |  |  |  |  | |  |  |  | |  |
| **Standard 3: Record keeping** | | | | | | | | | | |
| 3.1 Explain the NPWS reporting requirements. |  |  |  | Keep records in accordance with NPWS and organisational requirements. | |  |  |  | |  |
| 3.2 Explain organisational reporting requirements. |  |  |  |  | |  |  |  | |  |
| **Standard 4: Biology and behaviour of possums and gliders** | | | | | | | | | | |
| 4.1 Explain features of possum and glider biology including anatomy, physiology, social structure and stages of development and relate them to possum and glider rehabilitation. |  |  |  | Relate possum and glider ecology, biology and behaviour to possum and glider rehabilitation. | |  |  |  | |  |
| 4.2 Provide a basic understanding of possum and glider ecology including population dynamics, habitat selection, competition and predator–prey interactions. |  |  |  | Recognise signs of normal behaviour in possums and gliders. | |  |  |  | |  |
| 4.3 Provide the tools and understanding required to identify different species of possums and gliders recorded in New South Wales. |  |  |  | Recognise signs of abnormal behaviour in possums and gliders. | |  |  |  | |  |
| 4.4 Provide the tools and understanding required to identify normal behaviours in possums and gliders. |  |  |  |  | |  |  |  | |  |
| 4.5 Provide the tools an understanding required to recognise signs of abnormal behaviour in possums and gliders. |  |  |  |  | |  |  |  | |  |
| **Standard 5: Stress management in possums and gliders** | | | | | | | | | | |
| 5.1 Explain the effects of stress on possums and gliders at various stages of rescue and rehabilitation. |  |  |  | Recognise signs of stress in possums and gliders and its impact. | |  |  |  | |  |
| 5.2 Provide the tools and understanding required to recognise signs of stress in possums and gliders. |  |  |  | Apply methods for minimising stress on possums and gliders. | |  |  |  | |  |
| 5.3 Discuss methods for minimising stress in possums and gliders at various stages of rescue and rehabilitation. |  |  |  |  | |  |  |  | |  |
| **Standard 6: Rescue of possums and gliders** | | | | | | | | | | |
| 6.1 Outline common reasons for possum and glider rescue. |  |  |  | List the common reasons why possums and gliders require rescue. | |  |  |  | |  |
| 6.2 Detail how to plan a situational assessment, including the use of the decision tree in the Possum and Glider Code, to establish the appropriate course of action. |  |  |  | Assess a rescue situation and plan the rescue of a possum and glider. | |  |  |  | |  |
| 6.3 Detail the correct method and equipment required to capture, handle and rescue a possum and glider, as suitable to common rescue situations, species, age and condition of the possum and glider. |  |  |  | Safely rescue a possum and glider using correct equipment. | |  |  |  | |  |
| 6.4 Detail how to rescue a possum and glider to humanely minimise pain, stress and potential injury. |  |  |  | Determine the type of intervention required at a rescue site. | |  |  |  | |  |
| **Standard 7: Transport of possums and gliders** | | | | | | | | | | |
| 7.1 Demonstrate how to appropriately contain a possum and glider for transport based on species, size, age and condition. |  |  |  | Prepare a carrier for transport. | |  |  |  | |  |
| 7.2 Outline how to secure the transport container to prevent escape and further injury. |  |  |  | Outline transport conditions required to safely transport a possum and glider. | |  |  |  | |  |
| 7.3 Detail suitable transport conditions, including ambient temperature, to safely transport a possum or glider. |  |  |  | Understand the appropriate person or location to transport a possum and glider to, based on species, age, condition and organisational policies. | |  |  |  | |  |
| 7.4 Discuss the most suitable person or location that a possum and glider should be transported to, based on species, age, condition and organisational policies. |  |  |  |  | |  |  |  | |  |
| **Standard 8: Assessment of possums and gliders** | | | | | | | | | | |
| 8.1 Explain how to conduct an initial assessment of a possum and glider. |  |  |  | Conduct an initial assessment of a possum and glider. | |  |  |  | |  |
| 8.2 Explain the requirements of a thorough assessment of a possum and glider. |  |  |  | Assess the health status of a possum and glider and recognise stages, symptoms and severity of common diseases and injuries. | |  |  |  | |  |
| 8.3 Provide the tools and understanding required to identify developmental stages in possum and glider joeys. |  |  |  | Determine the appropriate course of action for a possum and glider based on its condition. | |  |  |  | |  |
| 8.4 Emphasise the need to seek prompt advice and assistance for a possum or glider from a coordinator, veterinarian or other relevant person, as appropriate to its condition. |  |  |  | Outline criteria for and approved methods of euthanasia. | |  |  |  | |  |
| 8.5 Distinguish signs of and ways to determine common diseases and injuries affecting possums and gliders. |  |  |  |  | |  |  |  | |  |
| 8.6 Explain how to manage an injured or diseased possum and glider based on the severity of its condition. |  |  |  |  | |  |  |  | |  |
| 8.7 Outline criteria and approved methods for humane euthanasia. |  |  |  |  | |  |  |  | |  |
| **Standard 9: Rehabilitation of subadult and adult possums and gliders** | | | | | | | | | | |
| 9.1 Explain the importance of and process for quarantining individual possums and gliders entering rehabilitation. |  |  |  | Outline the requirements for subadult and adult possum and glider rehabilitation. | |  |  |  | |  |
| 9.2 Discuss the effects of stress and the stress-mitigation techniques required to safely rehabilitate subadult and adult possums and gliders. |  |  |  | Demonstrate correct set-up for housing possums and gliders. | |  |  |  | |  |
| 9.3 Detail the facilities required to safely rehabilitate subadult and adult possums and gliders, relevant to stages of housing (intensive, intermediate and pre-release). |  |  |  | Provide food and water appropriate to the species and condition of a possum and glider. | |  |  |  | |  |
| 9.4 Describe appropriate equipment and furniture for stages of housing. |  |  |  | Monitor a possum and glider undergoing rehabilitation. | |  |  |  | |  |
| 9.5 Illustrate disease control and hygiene practices appropriate to stages of housing. |  |  |  | Apply hygiene and disease control processes to possum and glider rehabilitation. | |  |  |  | |  |
| 9.6 Explain how to appropriately provide food and water based on the species-specific diet requirements and condition of the possum and glider. |  |  |  | Complete a husbandry plan for a possum and glider. | |  |  |  | |  |
| 9.7 Detail common conditions and diseases that affect possums and gliders. |  |  |  |  | |  |  |  | |  |
| 9.8 Discuss how to monitor a possum and glider in accordance with stages of housing and condition. |  |  |  |  | |  |  |  | |  |
| 9.9 Demonstrate how to complete a husbandry plan. |  |  |  |  | |  |  |  | |  |
| **Standard 10: Rehabilitation of possum and glider joeys** | | | | | | | | | | |
| 10.1 Explain the importance of and process for quarantining possum and glider joeys entering rehabilitation. |  |  |  | Outline the requirements for possum and glider joey rehabilitation. | |  |  |  | |  |
| 10.2 Specify key stages of joey development. |  |  |  | Identify stages of development for possum and glider joeys and relate these to rehabilitation. | |  |  |  | |  |
| 10.3 Describe appropriate housing for a possum and glider joey based on species, condition and stage of development. |  |  |  | Apply hygiene and disease control processes to possum and glider joey rehabilitation. | |  |  |  | |  |
| 10.4 Discuss appropriate food, feeding methods and monitoring protocols for a joey based on species and stage of development. |  |  |  | Reduce stress and encourage natural behaviours in possum and glider joeys. | |  |  |  | |  |
| 10.5 Explain the importance of maintaining records on growth, behaviour, feeding and toileting of joeys throughout the rehabilitation process. |  |  |  | Prepare a hand-raised possum and glider for release. | |  |  |  | |  |
| 10.6 Detail common conditions and diseases that affect possum and glider joeys. |  |  |  |  | |  |  |  | |  |
| 10.7 Illustrate disease control and hygiene practices appropriate to stages of housing. |  |  |  |  | |  |  |  | |  |
| 10.8 Demonstrate how to complete a husbandry plan for a possum and glider joey. |  |  |  |  | |  |  |  | |  |
| 10.9 Describe mechanisms to reduce stress and encourage natural behaviours in possum and glider joeys. |  |  |  |  | |  |  |  | |  |
| **Standard 11: Browse identification and selection** | | | | | | | | | | |
| 11.1 Identify legislative requirements and best practice standards for harvesting browse. |  |  |  | Collect browse to promote health and sustainability of plants. | |  |  |  | |  |
| 11.2 Discuss the requirements for browse relevant to species, age and condition of possums and gliders. |  |  |  | Outline requirements for browse for possums and gliders based on species, age and condition | |  |  |  | |  |
| 11.3 Provide the tools and understanding required to identify species of browse. |  |  |  | Correctly identify, collect and store browse for possums and gliders. | |  |  |  | |  |
| 11.4 Discuss how to collect and store browse to minimise contamination. |  |  |  |  | |  |  |  | |  |
| **Standard 12: Release of possums and gliders** | | | | | | | | | | |
| 12.1 Discuss release considerations for possums and gliders including timing and site selection. |  |  |  | Assess a possum and glider for release suitability. | |  |  |  | |  |
| 12.2 Explain how to determine a possum and glider’s suitability for release. |  |  |  | Competently release a possum and glider. | |  |  |  | |  |
| 12.3 Detail the correct techniques and equipment for releasing possums and gliders. |  |  |  |  | |  |  |  | |  |