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Department of planning, Industry & ENVIRONMENT

Sea Turtle and Sea Snake Rehabilitation Training Standards

Trainers’ guide for the Volunteer Wildlife Rehabilitation Sector



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Contents

[Summary 1](#_Toc75851666)

[Part 1: Introduction to training, design, delivery and assessment 2](#_Toc75851667)

[Training requirements of the Code 2](#_Toc75851668)

[Designing training 3](#_Toc75851669)

[Providing training 8](#_Toc75851670)

[Assessment 13](#_Toc75851671)

[Record keeping 14](#_Toc75851672)

[Part 2: Understanding the sea turtle and sea snake rehabilitation training standards 15](#_Toc75851673)

[Introduction 15](#_Toc75851674)

[Understanding the format of the training standards 16](#_Toc75851675)

[Standard 1: The framework for sea turtle and sea snake rehabilitation in New South Wales 17](#_Toc75851676)

[Standard 2: Work health and safety requirements of sea turtle and sea snake rehabilitation 21](#_Toc75851677)

[Standard 3: Record keeping 24](#_Toc75851678)

[Standard 4: Biology and behaviour of sea turtles and sea snakes 26](#_Toc75851679)

[Standard 5: Stress management in sea turtles and sea snakes 30](#_Toc75851680)

[Standard 6: Rescue of sea turtles and sea snakes 33](#_Toc75851681)

[Standard 7: Transport of sea turtles and sea snakes 44](#_Toc75851682)

[Standard 8: Assessment of sea turtles and sea snakes 46](#_Toc75851683)

[Standard 9: Rehabilitation of subadult and adult sea turtles and sea snakes 52](#_Toc75851684)

[Standard 10: Rehabilitation of post-hatchlings 56](#_Toc75851685)

[Standard 11: Release of sea turtles and sea snakes 60](#_Toc75851686)

[Further reading 66](#_Toc75851687)

[Appendix A: Training and assessment mapping tool 67](#_Toc75851688)

List of tables

[Table 1 Body condition and buoyancy assessments 50](#_Toc75791063)

[Table 2 Sea turtle body score card 51](#_Toc75791064)

List of figures

[Figure 1 The four different learning styles of the VARK model 5](#_Toc76110401)

[Figure 2 Reducing hazards in the training environment 9](#_Toc76110402)

[Figure 3 Using pictures and dot points to illustrate key messages on a PowerPoint slide 11](#_Toc76110403)

[Figure 4 Post-hatchling loggerhead turtle washed up on beach after a storm 48](#_Toc76110404)

[Figure 5 Green turtle with heavy epibiota load washed up on the beach 49](#_Toc76110405)

[Figure 6 Elegant seasnake found washed up on the beach 49](#_Toc76110406)

# Summary

This trainer’s guide has been developed as a companion resource to the NSW National Parks and Wildlife Service (NPWS) *Sea Turtle and Sea Snake Rehabilitation Training Standards* (the sea turtle and sea snake training standards). Training developers, trainers and assessors within the volunteer wildlife rehabilitation sector can use the guide to assist them with ensuring their rehabilitation training is compliant with the training standards.

The standards ensure compliance with the NSW Code of Practice for Injured and Sick Sea Turtles and Sea Snakes (DPIE 2020) and a minimum level of care for sea turtles and sea snakes across the sector.

The guide is divided into two parts:

* **Part 1: Introduction to training design, delivery and assessment** provides helpful hints for planning for and delivering training and assessing competency. This section of the guide has been designed to provide an overview of training, introduce adult learning and explain how to engage learners in productive and efficient ways.
* **Part 2: Understanding the sea turtle and sea snake** **rehabilitation standards** suggests topics to include in training programs and assessment types applicable to individual standards. There are two example assessments provided for each assessment. These assessments can be used to determine competency of 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 and Sick Sea Turtles and Sea Snakes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes) (the Sea Turtle and Sea Snake Code). The following notes on **Section 11 – Training** explain what is required.



Sea turtle and sea snake 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.

There **must** be an assessment completed in writing for anyone undertaking sea turtle and sea snake rehabilitation training.

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.

Coordinators, mentors or experienced sea turtle and sea snake rehabilitators must be available to help new members.

The objectives explain the overall purpose of sea turtle and sea snake rehabilitation training, which is to ensure the welfare of sea turtles and sea snakes that come into rehabilitation.

**11. Training**

**11.1 Requirements**

#### Objective

To ensure wildlife rehabilitators have appropriate knowledge and skills to ensure the welfare of marine reptiles in their care.

#### Standards

* + 1. New wildlife rehabilitators must undertake an introductory training course (excluding paid staff in DPI-licensed facilities).
    2. Before undertaking marine reptile rehabilitation, a person must undertake specialist training.
    3. A specialist training course must:
       - teach the standards and guidelines described in this code
       - focus on what a person will be able to do as a result of completing the course (i.e. be competency-based)
       - teach health and safety issues associated with marine reptile rehabilitation (e.g. disease transmission, envenomation, managing hazardous chemicals and operating in hazardous locations)
       - have a written assessment component.
    4. Wildlife rehabilitators must have an understanding of:
       - the objectives of marine reptile rehabilitation
       - wildlife ecology (e.g. population dynamics, habitat selection, competition, and predator–prey interactions)
       - animal behaviour (e.g. feeding, predator avoidance and social interactions)
       - first aid for venomous snake bites
       - how to keep accurate records.
    5. Wildlife rehabilitators must be proficient in:
       - species identification
       - marine reptile handling techniques
       - first aid for injured marine reptiles
       - recognising the signs of disease
       - animal husbandry
       - marine reptile anatomy and physiology.
    6. Wildlife rehabilitators must be assessed as competent in the relevant areas before undertaking rescue, rehabilitation or release of sea turtles and sea snakes.
    7. Training must be accompanied by ongoing in-field support from experienced marine reptile rehabilitators.
    8. All wildlife rehabilitators must undertake professional development and refresh their training for marine reptiles every three years e.g. refresher training course, attendance at marine reptile conferences.

#### Note

Attendance at marine reptile conferences may require pre-approval from a wildlife rehabilitator’s group training coordinator to be eligible for consideration.

## Designing training

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

### What is the purpose of the course?

Are you designing a course that will combine all the training standards and look at sea turtle and sea snake rehabilitation holistically, or will it be individual or multiple standards aimed at certain topics, for example, sea turtle and sea snake rescue or post-hatchling rehabilitation?

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

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

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

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

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

Questions to ask include:

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

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

### Who is the training designed for?

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

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

Some other ways to help learners include:

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

#### Adult learning

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

There are several theories surrounding adult learning with one of the most well-known being andragogy, which was popularised by [Malcolm Knowles](https://infed.org/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 (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 The four different learning styles of the VARK model

### How will training be delivered?

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

#### Face-to-face delivery

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

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

#### Online delivery

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

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

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

#### One-on-one delivery

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

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

#### Tips for delivery

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

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

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

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

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

* regulatory documents for the sector including the NSW [Code of Practice for Injured and Sick Sea Turtles and Sea Snakes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes) and the training standards
* relevant and useful organisational policies and procedures including standard operating procedures, constitutions, code of ethics, work health and safety (WHS) policies, role descriptions and risk management plans
* legislative requirements including the [*Biodiversity Conservation Act 2016*](https://legislation.nsw.gov.au/view/html/inforce/current/act-2016-063)
* existing materials – manuals, fact sheets, PowerPoint presentations, handouts and research papers; consider if these are still relevant or if they need updating, and who needs to be involved in this process
* previous feedback – have you received feedback about previous courses that you could incorporate into the update of training materials?

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

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

### When will training occur?

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

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

## Providing training

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

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

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

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

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

### Ways to engage learners

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

Some additional methods for encouraging learner participation include:

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

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

### Preparation

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

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

### On the day

#### Setting up

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

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

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

Figure 2 Reducing hazards in the training environment

Photo: Hannah Ryan.

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

#### Agendas

Agendas are useful tools for organising a session. An agenda should include the day’s goal and a breakdown of what participants can expect. Be sure to allow enough time for questions and incorporate this into your agenda. No-one minds their training finishing early, but many learners become frustrated and distracted when the day diverges from the agenda.

#### Icebreakers

An icebreaker is a good way of starting any training program because it allows participants to relax, feel motivated and connect with other learners. The possibilities for icebreakers are endless. You can be specific to the topic and ask ‘What is your favourite thing about sea turtles and sea snakes?’, ‘Why have you decided to come today?’ or ‘What are you hoping to get out of today’. Alternatively, icebreakers don’t have to be about the course at all. Some other common icebreakers include ‘What is your favourite colour and why?’, ‘List two truths and one lie’ and ‘What would be your ideal holiday destination and why?’. There are many online resources with icebreaker suggestions. For example, to get started and work out which icebreakers work for you, see [The Best Ice Breakers for Meetings and Training Classes](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 technology is working – double check embedded videos before beginning the presentation.
* Look for visual cues from the audience– are learners reciprocating eye contact, are they interested in the content or are they looking bored or distracted? Adapt your approach accordingly.
* Go at an appropriate pace. If you feel nervous, breathe and slow down.
* Ensure all learners can hear you. Project your voice and adjust your tone.
* Be honest – if you don’t know the answer to someone’s question tell them, don’t try to fumble your way through. If you offer to find something out for them, make sure you do.
* Be positive. Smile and make eye contact.
* Be passionate. Share your experiences and anecdotes to reinforce learning.

Text

Description automatically generated A turtle on sand

Description automatically generated with low confidence

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

#### Dealing with difficult behaviour from learners

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

* repeatedly disrupting the trainer to contradict points

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

* talking to other learners during a presentation
* one person monopolising the discussion and not giving other learners an opportunity to speak
* not paying attention to the training, e.g. appearing bored, playing on their phone
* a learner that is pushing an agenda and brings up the same argument repeatedly.

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

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

Other methods you can use to manage difficult behaviours include:

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

#### Getting feedback

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

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

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

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

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

Some questions to consider adding to your feedback form include:

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

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

## Assessment

What is competency-based assessment?

Competency-based assessment assesses a learner based on whether they can perform a task or have acquired the knowledge required for their workplace, i.e. do learners have the knowledge and skills required for their role in sea turtle and sea snake 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 and Sick Sea Turtles and Sea Snakes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes), all marine reptile 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 sea turtle rescue, without assessing the learner you have no way of knowing if they can apply the knowledge to sea turtle rescue or use the skills learnt to safely rescue a sea turtle 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 time frame and reflects the learner’s current level of skill and knowledge. This could be applied to the refresher time frame where further training is required to be completed every four years.

### Types of assessment methods

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

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

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

## Record keeping

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

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

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

# Part 2: Understanding the sea turtle and sea snake rehabilitation training standards

## Introduction

This section looks at the sea turtle and sea snake rehabilitation training standards in more detail.

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

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

## Understanding the format of the training standards

**Standard 1: The framework for marine reptile rehabilitation in NSW**

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

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

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

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

**Objective:** To familiarise learners with the relevant policies and procedures of sea turtle and sea snake rehabilitation and provide them with an understanding of the framework that exists to support and regulate sea turtle and sea snake rehabilitation in New South Wales. Learners must be aware of and understand the [Sea Turtle and Sea Snake Code.](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes)

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

1.1 Discuss the Sea Turtle and Sea Snake Code.

1.2 Ensure organisational policies and procedures applicable to sea turtle and sea snake rehabilitation are defined and understood by learners.

1.3 Ensure objectives of sea turtle and sea snake rehabilitation are understood by learners.

Ensure objectives of sea turtle and sea snake rehabilitation are understood by learners

|  |  |
| --- | --- |
| Learning outcomes | Sections in the Code |
| Upon completion of this module, learners will be able to:   * + - * identify and demonstrate understanding of the Sea Turtle and Sea Snake Code       * identify organisational policies and procedures on sea turtle and sea snake rehabilitation       * recognise the objectives of sea turtle and sea snake rehabilitation. | All |

## Standard 1: The framework for sea turtle and sea snake rehabilitation in New South Wales

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

Learners must be aware of and understand the [NSW Code of Practice for Injured and Sick Sea Turtles and Sea Snakes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes) (the Sea Turtle and Sea Snake Code).

To comply with this standard, a rehabilitation organisation must:

1.1 Discuss the Sea Turtle and Sea Snake Code.

1.2 Ensure organisational policies and procedures applicable to sea turtle and sea snake rehabilitation are defined and understood by learners.

1.3 Ensure objectives of sea turtle and sea snake rehabilitation are understood by learners.

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

### Training areas

* The Sea turtle and Sea Snake Code can be accessed online: [Code of Practice for Injured and Sick Sea Turtles and Sea Snakes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes).
* Organisational policies and procedures relevant to sea turtle and sea snake rehabilitation could include:
  + standard operating procedures
  + organisational overview
  + work health and safety policies
  + role descriptions
  + constitution
  + code of ethics
  + code of conduct
  + conflict resolution
  + reimbursement
  + working with veterinarians and building strong relationships
  + reporting requirements and reporting chain of command
  + release procedures
  + protocols for contacting veterinarians and more experienced wildlife rehabilitators.

### Suggested assessments

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

#### Standard 1: Assessment 1 – the Sea Turtle and Sea Snake 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 Sea Turtle and Sea Snake Code to complete the following multiple choice questions.

1. The development of the Sea Turtle and Sea Snake Code was guided by four key principles. From the list below, select the four key principles which apply to all aspects of sea turtle and sea snake rescue, rehabilitation and release.
2. prioritise the welfare of sea turtles and sea snakes
3. avoid harm to wild sea turtle and sea snake populations and other wildlife communities
4. contribute to research on sea turtle and sea snake behaviour
5. minimise the risks to human health and safety
6. optimise capacity to care

Answer: A, B, D and E.

1. Who was the Sea Turtle and Sea Snake Code developed for?
2. everyone who loves sea turtles and sea snakes
3. veterinarians
4. for those authorised to rescue, rehabilitate and release sea turtles and sea snakes
5. all of the above

Answer: C.

1. Which of the following describes the mandatory specific actions for sea turtle and sea snake rehabilitation, as described by the code?
2. guidelines
3. standards
4. notes
5. objectives

Answer: B. Standards.

1. Who can rescue a sea turtle?
2. anyone can rescue in New South Wales as long as they hand over the sea turtle to a licensed rehabilitation group or NPWS within three days
3. only zoos as sea turtles need big tanks
4. an individual authorised by a licensed wildlife rehabilitation group for marine reptiles
5. all of the above

Answer: C. While most other protected species in New South Wales can be rescued by anyone, sea turtles along with marine mammals are specifically excluded and can only be rescued by an individual with an authority from a wildlife rehabilitation group licensed for marine reptiles.

1. Under the Commonwealth *Environment Protection and Biodiversity Conservation Act 1999*, what are the two categories that sea turtles are listed as?
2. not listed
3. endangered and critically endangered
4. vulnerable and critically endangered
5. vulnerable and endangered
6. extinct in the wild and critically endangered

Answer: D. Green turtles, hawksbill turtles and flatback turtles are listed as vulnerable, while leatherback turtles, loggerhead turtles and olive ridley turtles are listed as endangered.

1. Which of the following is the objective of **Section 7.2 Hygiene** in the Sea Turtle and Sea Snake Code?
2. to prevent the spread of diseases among sea turtles and sea snakes undergoing rehabilitation
3. to ensure the sea turtle or sea snake has a feeding and watering regime that encourages rapid recovery
4. to maintain clean rehabilitation facilities so diseases are prevented or contained
5. to check the health of a sea turtle or sea snake undergoing rehabilitation so that issues can be promptly identified and managed

Answer: C. To maintain clean rehabilitation facilities so diseases are prevented or contained.

1. During intensive care housing, the sea turtle must be able to swim to the bottom of the tank and submerge.
2. True
3. False

Answer: False. The sea turtle must have sufficient space to maintain a normal posture and to stretch its flippers and turn around.

1. What actions would you take for a nesting sea turtle?
2. move everyone away from the turtle
3. contact NPWS to secure the site
4. remain out of the turtle’s line of vision and only approach from behind
5. turn out all lights (except red light) and no flash photography
6. all of the above

Answer: E – all are correct.

1. All wildlife rehabilitators must undertake professional development and refresh their training for marine reptiles every five years.
2. True
3. False

Answer: B False – professional development must be undertaken every three years.

1. A sea turtle and sea snake must be assessed by a veterinarian or experienced marine reptile rehabilitator within 48 hours of rescue.
2. True
3. False

Answer: False, as rescuers must arrange assessment within 24 hours.

1. Who must the rehabilitator contact if a sea turtle or sea snake is entangled in shark meshing equipment?
2. The Royal Society for the Prevention of Cruelty to Animals (RSPCA)
3. Surf Lifesaving
4. NSW Water Police
5. Department of Primary Industries

Answer: D. Department of Primary Industries Fishers Watch Phoneline 1800 043 536 as it is illegal for anyone to interfere with commercial fishing equipment, and shark meshing equipment falls within this definition.

1. Who must the rehabilitator contact if the death of a sea turtle or sea snake is suspected to be the result of a serious disease outbreak?
2. Taronga Wildlife Hospital or Sea World
3. The Daily Telegraph
4. species coordinator to notify the Department of Primary Industries (DPI)
5. the local NPWS area office

Answer: C. Species coordinator to notify the DPI Emergency Animal Disease Hotline (1800 675 888).

1. What is needed for a sea snake transport container?
2. label with the snake’s name on it
3. secured and with a clearly visible warning label that says ‘DANGER – venomous live sea snake’
4. it must be filled with water
5. all of the above

Answer: B. Secured and with a clearly visible warning label.

#### Standard 1: Assessment 2 – Organisational policies on sea turtle and sea snake rehabilitation, questionnaire

Trainer/Assessor instructions:

This is an example of the type of assessment tool that could be used to assess competency in relation to Standard 1. The answers provided for each question are examples only and answers provided by learners must be specific to their organisation.

Learner instructions:

Provide answers to each of the questions below.

1. What is the mission statement/guiding principles/objective of rehabilitation for your group?

Answers could include:

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

1. List three policies or documents you need to be familiar with to rehabilitate sea turtles and sea snakes.

Answers could include:

* the Code of Practice for Injured and Sick Sea Turtles and Sea Snakes
* Guidelines for the Initial Treatment and Care of Rescued Sea Turtles
* Organisation’s standard operating procedures including:
  + zoonotic disease policy
  + work health and safety (WHS) policies.

1. Within your organisation, who do you need to report a sea turtles or sea snake rescue to?

Answers could include:

* operations manager
* clinical director
* supervisor
* marine reptile coordinator – oversees rescues and animals brought into care.

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

Answers could include:

* calling first to make an appointment
* contacting the marine reptile coordinator for approval to make a veterinary appointment
* any expensive procedures or medications must be approved by the coordinator
* required for any rescued sea turtle or sea snake.

1. List two positions within the organisation and explain their role in sea turtle and sea snake rehabilitation.

Answers could include:

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

## Standard 2: Work health and safety requirements of sea turtle and sea snake rehabilitation

**Objective:** To ensure that learners are able to prioritise their safety and that of the people around them when undertaking sea turtle and sea snake 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 sea turtles and sea snakes and how they can be minimised.

2.3 Discuss the WHS risks associated with zoonotic diseases relevant to sea turtles and sea snakes and how they can be minimised.

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

|  |  |
| --- | --- |
| Learning outcomes | Sections in the code |
| Upon completion of this module, learners will be able to:   * + - * identify WHS risks associated with sea turtle and sea snake rehabilitation       * employ techniques to minimise the WHS risks to themselves and other people. | 3. Rescue  4. Transport  6. Care procedures  7. Husbandry  8. Housing  10. Release considerations |

### Training areas

* WHS risks of the site, equipment or activity could include:
  + waves
  + uneven surfaces
  + sea urchins
  + sting rays
  + boat safety and use of life jackets
  + weather and extremes of temperature
  + broken equipment
  + sharp edges
  + chemicals and other hazardous agents.
* WHS risks associated with handling and restraining sea turtles and sea snakes could include:
  + zoonoses
  + fatal envenomation
  + bites and scratches
  + injury from heavy lifting.
* WHS risks associated with zoonotic diseases could include:
  + zoonoses associated with marine reptiles (e.g. salmonella)
  + personnel safety (hygiene and disinfection practices, personal protective equipment [PPE]).
* Minimising WHS risks could include:
  + ensuring correct training has been completed before undertaking a task, particularly venomous snake handling
  + wearing correct PPE
  + using correct equipment
  + two people lifting where animals are over 20 kilograms.

### Suggested assessments

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

#### Standard 2: Assessment 1 – WHS requirements of sea turtle and sea snake rehabilitation

Trainer/Assessor instructions:

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

Learner instructions:

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

1. Rescuing a sea turtle that has been washed into a rock pool. There are waves washing over the rocks.

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

1. Rescuing a sea snake that is on a busy beach.

|  |  |
| --- | --- |
| WHS risks | How will you minimise these risks? |
|  |  |
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1. Using electrical equipment such as aquarium heaters around water.

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| --- | --- |
| 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 tool that could be used to assess competency in relation to Standard 2. Split the learners into smaller groups with fewer than 10 learners to a group and get them to discuss and answer the questions below. When the groups have completed their discussions come together and discuss what each group came up with.

Learner instructions:

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

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

## Standard 3: Record keeping

**Objective:** To explain the record keeping requirements for sea turtle and sea snake rehabilitation.

To comply with this standard, a rehabilitation organisation must:

3.1 Explain the NPWS reporting requirements.

3.2 Explain organisational reporting requirements.

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| --- | --- |
| 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 Sea Turtle and Sea Snake Code can be accessed online: [Code of Practice for Injured and Sick Sea Turtles and Sea Snakes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes).
* NPWS [reporting requirements](https://www.environment.nsw.gov.au/research-and-publications/publications-search/volunteer-wildlife-rehabilitation-sector-data-reporting-instructions) could include:
  + notifying NPWS for each sea turtle incident (local NPWS Area Office or Elements database)
  + 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).
* Organisational reporting requirements could include:
  + husbandry plans
  + standard length measurements (curved carapace length [CCL], curved carapace width [CCW], tail length and head width for sea turtles, and total length and snout to vent length for sea snakes)
  + body weight
  + identifying features
  + details of animal’s mobility and behaviour
  + veterinary-prescribed medications and treatment plans
  + copy of records when transferring animals between facilities
  + reporting entanglements and disease outbreaks to the relevant authorities
  + feeding charts
  + rescue details
  + release details.

### Suggested assessments

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

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

Trainer/Assessor instructions:

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

Learner instructions:

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

A member of the public, John Smith, called your organisation about an injured green sea turtle on the 27 March 2020 at 2pm.

What information is important to gain from this phone call?

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Upon arrival, you identify a subadult green turtle on the beach at Woolgoolga, in front of the surf club. The animal was covered in algae and had a depressed demeanour.

What information would you need to record regarding the situation?

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| --- |
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The animal is ready for release 9 months later.

What information would you need to record regarding the release?

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

Trainer/Assessor instructions:

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

Learner instructions:

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

1. List 3 types of information your organisation records for sea turtles and sea snakes in care:

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1. Why is record keeping important to your organisation?

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

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## Standard 4: Biology and behaviour of sea turtles and sea snakes

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

To comply with this standard, a rehabilitation organisation must:

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

4.2 Provide the tools and understanding required to identify different species of sea turtles and sea snakes.

4.3 Provide the tools and understanding required to identify normal behaviours in sea turtles and sea snakes.

4.4 Provide the tools and understanding required to recognise signs of abnormal behaviour in sea turtles and sea snakes.

|  |  |
| --- | --- |
| Learning outcomes | Sections in the code |
| Upon completion of this module, learners will be able to:   * relate sea turtle and sea snake biology and behaviour to sea turtle and sea snake rehabilitation practices * understand how to use the different tools to identify different species of sea turtles and sea snakes * recognise signs of normal behaviour in sea turtles and sea snakes * recognise signs of abnormal behaviour in sea turtles and sea snakes. | All |

### Training areas

* The Sea Turtle and Sea Snake Code can be accessed online: [Code of Practice for Injured and Sick Sea Turtles and Sea Snakes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes).
* Features of sea turtle and sea snake biology could include:
  + anatomy
  + digestive system and diet
  + life cycle
  + reproduction
  + habitat.
* The sea turtle and snake species in New South Wales can be found in Appendix 1 and Appendix 2 of the Sea Turtle and Sea Snake Code. Tools and understanding required to identify species could include:
  + how to use a field guide
  + species differences during stages of development.
* Normal behaviours for sea turtles and sea snakes could include:
  + solitary swimming and foraging
  + bright and alert demeanour
  + evasion of threats including human contact
  + bottom resting.
* Abnormal behaviours for sea turtles and sea snakes could include:
  + positive buoyancy
  + lying stationary on the beach
  + lack of evasive behaviours when threats are present
  + impaired swim ability
  + circular swim patterns.

### Suggested assessments

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

#### Standard 4: Assessment 1 – Sea turtle species identification

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 missing species information in the identification diagram below.

Graphical user interface

Description automatically generated

#### Standard 4: Assessment 2 – Sea turtle and sea snake 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. Green turtles are listed as a vulnerable species in New South Wales.
2. True
3. False

Answer: True.

1. Of the seven species of sea turtle, six can be found in NSW waters.
2. True
3. False

Answer: True. The only species not found in NSW waters is the kemp ridley turtle.

1. Between what ages will a subadult green turtle return to the near shore environment after the ‘lost years’?
2. 12–14 months
3. 2–3 years
4. 8–12 years
5. D. 20–30 years

Answer: C. 8–12 years.

1. Over 10 species of sea snake have been recorded in NSW waters.
2. True
3. False

Answer: True.

1. Sea snakes get their fresh water by drinking from the ocean surface after rain.
2. True
3. False

Answer: True. Sea snakes undergoing rehabilitation need to be provided with access to fresh water to remain hydrated.

1. Sea turtles will seek out sheltered caves and cracks to rest.
2. True
3. False

Answer: True. Sea turtles undergoing rehabilitation can benefit from structures to shelter in.

1. Sea turtles can consume sea water and excrete the excess salt to maintain hydration.
2. True
3. False

Answer: True. Sea turtles have specialised glands that enable them to extract fresh water from salt water.

1. List three signs of a healthy sea snake:

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

Answers could include:

* shedding
* weight gain
* feeding
* normal swim patterns.

1. List three signs of an unhealthy or abnormal sea turtle:

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

Answers could include:

* positive buoyancy
* asymmetric buoyancy
* lack of appetite
* circular swimming
* altered mental activity
* lack of resistance when handled.

## Standard 5: Stress management in sea turtles and sea snakes

**Objective:** To communicate the importance of managing stress in sea turtles and sea snakes and to provide mechanisms for minimising this stress.

To comply with this standard, a rehabilitation organisation must:

5.1 Explain the effects of stress on sea turtles and sea snakes at various stages of rescue and rehabilitation.

5.2 Provide the tools and understanding required to recognise signs of stress in sea turtles and sea snakes.

5.3 Discuss methods for minimising stress on sea turtles and sea snakes at various stages of rescue and rehabilitation.

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

### Training areas

* Effects of stress could include:
  + death
  + decreased immune function
  + prolonged time in rehabilitation
  + physiological impacts.
* Signs of distress could include:
  + lack of appetite
  + repetitive behaviours
  + swimming into the walls of the tank.
* Methods for minimising stress could include:
  + reducing exposure to adverse stimuli
  + pain relief
  + minimising handling
  + correct handling techniques
  + keeping domestic animals away
  + providing shelter in the tank
  + opaque tank walls to limit the animal’s ability to see out
  + controlling water temperature.

### Suggested assessments

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

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

Trainer/Assessor instructions:

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

Learner instructions:

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

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

Trainer/Assessor instructions:

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

Learner instructions:

For each of the scenarios below explain how you would minimise stress for a sea turtle or a sea snake.

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

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1. A sea turtle is being transported to a pre-release beach that is two hours away.

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1. A post-hatchling has washed ashore following a severe storm and is being attacked by predators.

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## Standard 6: Rescue of sea turtles and sea snakes

**Objective:** To ensure learners have the skills to safely, efficiently and humanely rescue a sea turtle or a sea snake.

To comply with this standard, a rehabilitation organisation must:

6.1 Outline common reasons for sea turtle and sea snake rescue.

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

6.3 Demonstrate the correct method and equipment required to capture, handle and rescue a sea turtle and a sea snake, as suitable to the common rescue situations, conditions and stage of development of the sea turtle or sea snake.

6.4 Detail how to rescue a sea turtle and a sea snake 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 sea turtles and sea snakes require rescue       * assess a rescue situation and plan the rescue of a sea turtle and a sea snake       * safely rescue a sea turtle and a sea snake 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 Sea Turtle and Sea Snake Code can be accessed online: [Code of Practice for Injured and Sick Sea Turtles and Sea Snakes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes).
* Common reasons sea turtles and sea snakes need to be rescued include:
  + entanglement
  + foreign body ingestion
  + buoyancy abnormalities
  + chronic disease
  + boat strike
  + predator attack
  + oil spills.
* Performing a situational assessment could include:
  + assessing the situation – is it safe?
  + ensuring correct equipment
  + ensuring appropriate training has been completed
  + ensuring correct number of trained personnel are available to conduct the rescue
  + identifying obstacles and WHS risks
  + identifying escape routes and risks to the sea turtle or sea snake
  + performing a distance examination before approaching the animal.
* An appropriate course of action could include:
  + rescue
  + monitoring the sea turtle or sea snake
  + relocating the sea turtle or sea snake
  + transporting to a vet
  + transporting to an experienced marine reptile rehabilitator or facility.
* Methods for rescuing the sea turtle or sea snake could include:
  + restraining in a stretcher
  + placing in a tub
  + enveloping in a towel.
* Equipment to rescue a sea turtle and a sea snake could include:
  + towel
  + appropriately sized containers for subadult and post-hatchling sea turtles
  + lockable containers for sea snakes
  + purpose-built stretchers for larger sea turtles
  + snake hooks
  + gloves.
* Minimising stress and further injury could include:
  + ensuring correct training has been completed before undertaking a task
  + performing correct rescue and handling techniques for the condition of the animal
  + covering the head to minimise stress for sea turtles
  + removing onlookers and domestic pets
  + reducing auditory and visual stimuli.

### Suggested assessments

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

#### Standard 6: Assessment 1 – Sea turtle and sea snake rescue, case studies

Trainer/Assessor instructions:

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

Learner instructions:

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

**Case study 1:**

You have been called out to rescue a subadult sea turtle in poor body condition at a local beach. When you arrive, there is a crowd of approximately 20 people gathered near the sea turtle. The sea turtle is in a shallow rock pool and large waves are washing over the rocks.

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 sea turtle?

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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 Sea Turtle and Sea Snake Code?

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1. Describe how you will rescue the sea turtle:

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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 sea turtle?

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**Case study 2:**

You are called out to rescue a sea snake entangled in seaweed on the beach. The sea snake is approximately two metres long and appears in good body condition.

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

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1. What WHS risks have you identified for handling the sea snake?

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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 Sea Turtle and Sea Snake Code*?*

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1. Describe how you will rescue the sea snake:

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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 sea snake?

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**Case study 3:**

You have been called to rescue an adult sea turtle from the local marina. The sea turtle is close to a moored boat with excessive amounts of algae on the shell and infected wounds on the flippers.

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 sea turtle?

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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 Sea Turtle and Sea Snake Code?

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1. Describe how you will rescue the sea turtle:

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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 sea turtle?

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**Standard 6: Assessment 2 – Sea turtle and sea snake rescue practical assessment, logbook**

Trainer/Assessor instructions:

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

Learner instructions:

To complete this assessment learners must:

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

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

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

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

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

## 

## Standard 7: Transport of sea turtles and sea snakes

**Objective:** To ensure learners have the skills to safely, efficiently and humanely transport a sea turtle or a sea snake.

To comply with this standard, a rehabilitation organisation must:

7.1 Demonstrate how to appropriately contain a sea turtle or a sea snake for transport based on different sizes, stages of development and conditions.

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

7.3 Detail suitable transport conditions, including ambient temperature, to safely transport a sea turtle and a sea snake.

7.4 Discuss the most suitable personnel or location that a sea turtle or a sea snake should be transported to, based on different stages of development, conditions and organisational policies.

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

### Training areas

The Sea Turtle and Sea snake Code can be accessed online: [Code of Practice for Injured and Sick Sea Turtles and Sea Snakes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes).

* Containing a sea turtle or sea snake for transport could include:
  + using buckets of damp sand for post-hatchlings
  + using rescue carriers or tubs for subadult sea turtles
  + using a lockable container with a small amount (1–3 millimetres) of sea water for a sea snake
  + providing towels to support injuries.
* Transport conditions could include:
  + avoiding noise disturbance
  + maintaining and monitoring ambient temperature.
* Transporting to the most suitable personnel or location would depend on the animal’s condition and could include a:
  + veterinary practice
  + experienced rehabilitator trained in handling venomous snakes
  + rehabilitation facility.

### Suggested assessments

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

#### Standard 7: Assessment 1 – Transporting a sea turtle or a sea snake, scenarios

Trainer/Assessor instructions:

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

Learner instructions:

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

1. A large adult sea turtle weighing 70 kilograms has been hit by a boat. The animal has several shallow, parallel wounds along the carapace.
2. A post-hatchling sea turtle has just been rescued from the beach after being washed ashore during inclement weather. The post-hatchling does not have any injuries, but it appears weak and lethargic.
3. An elegant seasnake is found on the beach with a wound halfway down the body and appears to have compromised movement of its tail.

#### Standard 7: Assessment 2 – Transporting a sea turtle and a sea snake, short answer questions

Trainer/Assessor instructions:

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

1. List the equipment you might need to transport an adult sea turtle:

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1. Explain how you would set up a transport carrier for a venomous sea snake:

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

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## Standard 8: Assessment of sea turtles and sea snakes

**Objective:** To equip learners with the skills necessary to assess the health status of a sea turtle and a sea snake.

To comply with this standard, a rehabilitation organisation must:

8.1 Explain how to conduct an initial assessment of a sea turtle and a sea snake.

8.2 Explain the requirements of a thorough assessment of a sea turtle and a sea snake.

8.3 Emphasise the need to seek prompt advice and assistance for a sea turtle and a sea snake from the coordinators or other relevant personnel, as appropriate to its condition.

8.4 Demonstrate use of body scoring to assess the condition of a sea turtle.

8.5 Distinguish signs of and ways to determine common diseases and injuries affecting a sea turtle and a sea snake.

8.6 Explain how to manage an injured or diseased sea turtle and sea snake 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 sea turtle and a sea snake       * assess the health status of a sea turtle and a sea snake and recognise stages, symptoms and severity of common diseases and injuries       * determine the appropriate course of action for a sea turtle and a sea snake based on its condition       * understand the criteria for and approved methods of euthanasia | 5. Euthanasia  6. Care procedures  7. Husbandry  8. Housing |

### Training areas

* The Sea Turtle and Sea Snake Code can be accessed online: [Code of Practice for Injured and Sick Sea Turtles and Sea Snakes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes).
* The [Guidelines for the Initial Treatment and Care of Rescued Sea Turtles](https://www.environment.nsw.gov.au/research-and-publications/publications-search/guidelines-for-the-initial-treatment-and-care-of-rescued-sea-turtles) can be accessed online.
* Initial assessment of a sea turtle or a sea snake could include:
  + looking for signs of blood and injury
  + carapace integrity
  + plastron integrity
  + epibiotic load
  + entanglement
  + ingestion of marine debris
  + depressed demeanour
  + weak swim patterns
  + respiration
  + signs of disease including fibropapillomatosis
  + signs of dehydration, e.g. sunken eyes.
* Thorough assessment could include:
  + taking a sea turtle or a sea snake to the vet for assessment and a blood test or faecal analysis
  + radiographs
  + assessment of body score for a sea turtle.
* Advice and assistance could include:
  + relevant coordinator
  + veterinarian
  + experienced sea turtle or sea snake rehabilitator.
* Symptoms of common diseases and injuries could include:
  + bleeding
  + cracked carapace
  + reduced keratin on the scutes of the carapace
  + translucency of the plastron
  + epibiotic growth on carapace
  + skin lesions
  + dehydration
  + odours
  + depressed demeanour
  + fishing lines or debris embedded in the skin, scales or around the carapace
  + foreign materials extending from the cloaca or mouth.
* Common conditions, injuries and diseases could include:
  + physical trauma – puncture wounds to the carapace, broken, fractured or dislocated bones
  + entanglements
  + ingestion of marine debris
  + fibropapillomatosis.
* Managing a sea turtle or a sea snake based on the severity of its condition could include:
  + initial stabilisation
  + managing bleeding
  + veterinary assistance for fluid therapy and medication
  + providing freshwater baths.
* Criteria for euthanasia are provided in Section 5 of the Sea Turtle and Sea Snake Code.

### Suggested assessments

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

#### Standard 8: Assessment 1 – Assessing a sea turtle or a sea snake case study, group exercise

Trainer/Assessor instructions:

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

Notes about the photos:

Figure 4: Post-hatchling loggerhead turtle washed up on beach after a storm

Figure 5:Green turtle with heavy epibiota load washed up on the beach

Figure 6: Elegant seasnake found washed up on the beach

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.

A turtle on a sandy beach

Description automatically generated with medium confidence

Figure Post-hatchling loggerhead turtle washed up on beach after a storm

Photo: Duane March.

A large turtle on a sandy beach

Description automatically generated with low confidence

Figure Green turtle with heavy epibiota load washed up on the beach

Photo: Duane March.

A picture containing dune

Description automatically generated

Figure Elegant seasnake found washed up on the beach

Photo: Duane March.

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

#### Standard 8: Assessment 2 – Assessment of a sea turtle or a sea snake

Trainer/Assessor instructions:

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

Learner instructions:

For the three sea turtles in Table 1 below, complete the body score card (Table 2).

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| --- | --- | --- | --- | --- |
| Animal | Carapace integrity | Plastron integrity | Eye position | Buoyancy |
| 1 | A turtle on a white surface  Description automatically generated with medium confidence | A large piece of turtle  Description automatically generated with low confidence | A turtle on the floor  Description automatically generated with low confidence | A turtle in a box  Description automatically generated with low confidence |
| 2 | A turtle on a green surface  Description automatically generated with low confidence | A statue of a turtle  Description automatically generated with low confidence | A close-up of a reptile  Description automatically generated with low confidence | A turtle swimming in the water  Description automatically generated with low confidence |
| 3 | A close-up of a turtle  Description automatically generated with low confidence | A person holding a large piece of turtle  Description automatically generated with low confidence | A close-up of a turtle  Description automatically generated with low confidence | A turtle lying on a rug  Description automatically generated with low confidence |

Table Body condition and buoyancy assessments

Table 2 Sea turtle body score card

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Body score card |  | | | | | | Score |
| Animal ID |  | | | | | |  |
| Demeanour | Bright, alert and responsive | 0 | Quiet alert and responsive | 1 | Non-responsive | 2 |  |
| Swim ability | Strongly upright | 0 | Weak upright | 1 | Circling | 2 |  |
| Skin appearance | Healthy | 0 | Minor lesions | 1 | Generalised lesions | 2 |  |
| Skin epibiotic load | 0 < 10 % | 0 | 10–50 % | 1 | < 50 % | 2 |  |
| Fibropapillomatosis | 0 | 0 | < 5 lesions | 1 | > 5 lesions | 2 |  |
| Carapace epibiotic load | 0 < 10 % | 0 | 10–50 % | 1 | > 50 % | 2 |  |
| Carapace integrity | Firm | 0 | Soft at scute margins | 1 | Generalised weakness | 2 |  |
| Plastron shape | Convex | 0 | 0 < 3 cm concave | 1 | > 3 cm concave | 2 |  |
| Plastron integrity | Clean | 0 | Moderate damage | 1 | Marked damage | 2 |  |
| Muscle tone | Strong | 0 | Poor | 1 | Absent | 2 |  |
| Buoyancy | Neutral | 0 | Behavioural floating | 1 | Positively buoyant | 2 |  |
| Jaw tone | Strong | 0 | Reduced | 1 | Absent | 2 |  |
| Palpebral reflex | Present | 0 | Reduced | 1 | Absent | 2 |  |
| Menace reflex | Present | 0 | Reduced | 1 | Absent | 2 |  |
| **Total** | | | | | | |  |

## 

## Standard 9: Rehabilitation of subadult and adult sea turtles and sea snakes

**Objective:** To provide learners with an understanding of the requirements for the rehabilitation of subadult and adult sea turtles and sea snakes. To equip learners with the skills to provide high quality rehabilitative care of adult sea turtles or sea snakes at the relevant stages of housing.

Note: This standard can be applied to a single stage of care, i.e. intensive care, intermediate care or pre-release care, depending on the role the learner will be expected to perform upon successful completion of the training.

To comply with this standard, a rehabilitation organisation must:

9.1 Explain the importance of and process for quarantining individual sea turtles and sea snakes entering rehabilitation.

9.2 Detail the facilities required to safely rehabilitate subadult and adult sea turtles and sea snakes, relevant to stages of housing (intensive and pre-release).

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

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

9.5 Explain how to appropriately provide food and water based on the condition of a sea turtle and a sea snake.

9.6 Detail common conditions and diseases that affect sea turtles and sea snakes.

9.7 Discuss how to monitor a sea turtle and a sea snake in accordance with stages of housing and condition.

9.8 Demonstrate how to complete a husbandry plan.

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

### Training areas

* The Sea Turtle and Sea snake Code can be accessed online: [Code of Practice for Injured and Sick Sea Turtles and Sea Snakes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes).
* The [Guidelines for the Initial Treatment and Care of Rescued Sea Turtles](https://www.environment.nsw.gov.au/research-and-publications/publications-search/guidelines-for-the-initial-treatment-and-care-of-rescued-sea-turtles) can be accessed online.
* Importance of and process for quarantining sea turtles and sea snakes could include:
  + principles of quarantine
  + monitoring for signs of infectious diseases
  + disease transmission between animals.
* Housing requirements and considerations for a sea turtle or a sea snake undergoing intensive care could include:
  + sufficient room to stretch out and turn around
  + thermal control
  + natural light–dark cycles
  + reduced auditory and visual stimuli
  + shallow water for sea turtles to prevent drowning.
* Housing requirements for a sea turtle or a sea snake undergoing pre-release care could include:
  + round or oval-shaped pens to assist uninterrupted swimming
  + sufficient room to demonstrate natural behaviours
  + exposure to prevailing weather conditions
  + conditions to encourage natural behaviours
  + waterflow to mimic natural sea currents
  + reduced exposure to humans.
* Appropriate equipment and furniture could include:
  + haul-out platforms for sea snakes
  + submerged structures to facilitate shelter
  + submerged feeding structures
  + covering for enclosure
  + thermometer and thermostat
  + shade cloth.
* Access to water and appropriate food could include:
  + methods for providing fresh water for sea snakes
  + offering submerged fresh leafy vegetables for sea turtles
  + freshly mixed seafood.
* Monitoring a sea turtle and a sea snake could include:
  + progression of disease or injury
  + frequency – too much or too little
  + weight
  + body scores
  + behaviour
  + eye position
  + indications of activity
  + eating patterns and food intake
  + faecal output.
* A husbandry plan could include:
  + consultation with vets
  + medications
  + consultation with coordinators and mentors
  + enrichment
  + release site selection.
* Disease control and hygiene practices could include:
  + washing hands thoroughly and between animals
  + quarantining animals
  + removing faeces as soon as observed
  + removing uneaten food stuffs
  + clean food preparation area
  + disinfection of all equipment between each sea turtle and each sea snake.

### Suggested assessments

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

#### Standard 9: Assessment 1 – Housing a sea turtle or a sea snake, case studies

Trainer/Assessor instructions:

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

Learner instructions:

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

**Case study 1:**

An adult female sea turtle has been rescued and cannot be seen by the veterinarian until the next morning. The sea turtle has a good body condition but a depressed demeanour.

**Case study 2:**

A subadult sea turtle has just undergone surgery to remove a pectoral flipper following entanglement in a crab pot line.

**Case study 3:**

You have rescued a yellow-bellied sea snake. The animal was on the beach and was minimally responsive upon rescue.

**Case study 4:**

Three post-hatchlings are found on the beach after a cold snap. The ocean was 16°C and the animals are alive but barely moving.

**Case study 5:**

A subadult sea turtle has been in care for six months and is being prepared for release.

#### Standard 9: Assessment 2 – Rehabilitate subadult and adult sea turtle and sea snake, quiz

Trainer/Assessor instructions:

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

Learner instructions:

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

1. Which of the following scenarios would require a sea turtle to be housed in intensive care?
2. a sea turtle that is having its fitness tested for release
3. a sea turtle recovering from a positive buoyancy disorder that is currently feeding
4. a sea turtle that has just been rescued and has a heavy epibiotic load
5. none of the above

Answer: C. Sea turtles can drown if unsupervised or placed in inappropriate housing in the first 24 hours.

1. Intensive care housing must provide enough space for a sea snake to stretch its tail and turn around.
2. True
3. False

Answer: False. A sea snake needs enough space to uncoil and stretch to their full length but not actively swim.

1. Which of the following equipment is **not** required for intensive care housing?
2. thermal control
3. submerged feeding apparatus
4. a secured rock or piece of coral for a sea snake

Answer: B. Submerged feeding apparatus.

1. Which of the following demonstrates good practices in hygiene and disease control?
2. quarantining new sea turtles upon admission
3. thoroughly washing your hand between animals.
4. removing uneaten food and faeces from the enclosure
5. all of the above

Answer: D. All of the above.

1. Which of the following options is **not** appropriate for intensive care?
2. thermal control
3. strong currents
4. shallow water
5. all of the above

Answer: B. Strong currents.

1. Which of the following is **not** a requirement for pre-release housing?
2. deep water for diving and submerging
3. exposure to prevailing weather conditions
4. human contact
5. none of the above

Answer: C. Human contact as sea turtles and sea snakes need to practice natural behaviours when being prepared for release.

1. Which of the following is the objective of pre-release housing?
2. allow the sea turtle or sea snake to regain its physical condition
3. allow the sea turtle or sea snake to acclimatise to current weather conditions
4. allow the sea turtle or sea snake to practice natural behaviours
5. all of the above

Answer: D. All of the above.

## Standard 10: Rehabilitation of post-hatchlings

**Objective:** To provide learners with the specialised knowledge required to rehabilitate a post-hatchling sea turtle.

To comply with this standard, a rehabilitation organisation must:

10.1 Specify key stages of hatchling development.

10.2 Describe appropriate housing for post-hatchling sea turtles based on stage of development.

10.3 Discuss appropriate food and feeding methods for post-hatchlings based on their stage of development.

10.4 Detail common conditions and diseases that affect post-hatchling sea turtles.

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

10.6 Demonstrate how to complete a husbandry plan for a post-hatchling sea turtle.

10.7 Describe mechanisms to reduce stress and encourage natural behaviours in post-hatchling sea turtles.

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

### Training areas

* The Sea Turtle and Sea Snake Code can be accessed online: [Code of Practice for Injured and Sick Sea Turtles and Sea Snakes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes).
* The [Guidelines for the Initial Treatment and Care of Rescued Sea Turtles](https://www.environment.nsw.gov.au/research-and-publications/publications-search/guidelines-for-the-initial-treatment-and-care-of-rescued-sea-turtles) can be accessed online.
* Stages of post-hatchling development and condition could include:
  + weight
  + curved carapace length
  + yolk sac cicatrix
  + plastron creasing
  + curved flippers
  + energy levels.
* Appropriate housing could include:
  + post-hatchling pool to enable swimming and floating
  + shallow water to prevent drowning
  + dry docked on wet sand.
* Appropriate food could include:
  + fish-based gruel
  + cut seafood
  + gel diets
  + commercial pellets.
* Appropriate feeding methods could include:
  + placing food in a tank
  + feeding from a small skewer
  + feeding from a floating platform
  + force feeding (only by experienced marine reptile rehabilitators).
* Common conditions and diseases could include:
  + injuries
  + anatomic deformities
  + hypoglycaemia
  + entanglements
  + foreign body ingestion
  + infectious disease
  + parasitic disease
  + ophthalmic injuries.
* Hygiene and disease control could include:
  + removing uneaten food from the tank
  + water changes in the tank
  + wearing gloves
  + sterilising equipment including food preparation items
  + washing hands.
* Mechanisms to reduce stress and encourage natural behaviours could include:
  + buddying
  + providing floating structures to enable rest
  + dehumanisation.

### Suggested assessments

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

#### Standard 10: Assessment 1 – Post-hatchling sea turtle housing, questions

Trainer/Assessor instructions:

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

Learner instructions:

Explain the response to scenarios listed below. For each scenario, explain the housing and feeding requirements while animals are undergoing rehabilitation.

1. Post-hatchling with high energy levels and a closed cicatrix:

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Answer: This animal can be housed in warmed salt water and requires minimal support. Feeding will occur naturally with the animal biting a small piece of cut seafood.

1. Post-hatchling with low energy levels and a closed cicatrix:

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Answer: This animal may need to be housed in shallow water, less than three centimetres deep, or dry docked on towels or wet sand while its energy reserves rebuild. Once the animal can right itself when inverted in the water column, it can be transferred to deeper tanks before an offshore release.

1. Post-hatchling with an exposed yolk sac:

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Answer: This animal requires the most amount of care and should be housed on wet towels or in shallow water, with the depth dependent upon its ability to raise its nares out of the water to breathe. This animal is also prone to infection due to the external yolk sac, and non-porous containers must be used to allow appropriate disinfection.

#### Standard 10: Assessment 2 – Sea turtle post-hatchling housing, 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 10.

Learner instructions:

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

1. Post-hatchling sea turtles can suffer from:
2. foreign body ingestion
3. trauma
4. entanglement
5. all of the above

Answer: D. All of the above.

1. How long after hatching will post-hatchlings begin to feed?
2. straight away
3. 1 month
4. 5 days
5. 48 hours

Answer: C. For the first 5 days hatchlings use the residual energy from the yolk sac.

1. What could you do to reduce stress for post-hatchlings undergoing rehabilitation?

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Answer: Provide floating structures (that the animals cannot eat) to allow them to seek shelter while floating.

1. List a danger of housing post-hatchlings together? How would you mitigate the danger?

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Answer: Aggression. Post-hatchlings may inflict serious injuries on one another. Separation within the tank (in floating baskets) can prevent unnecessary trauma.

1. List a danger of housing post-hatchlings outside? How would you mitigate the danger?

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Answer: Predation. Ensure the enclosure has netting, as post-hatchling sea turtles are vulnerable to predators including birds of prey.

## Standard 11: Release of sea turtles and sea snakes

**Objective:** To ensure learners understand suitability for release and criteria for releasing a sea turtle or a sea snake.

To comply with this standard, a rehabilitation organisation must:

11.1 Discuss release considerations for sea turtle or a sea snakes including timing and site selection.

11.2 Explain how to determine a sea turtle or a sea snake’s suitability for release.

11.3 Detail the correct techniques and equipment for releasing a sea turtle or a sea snake.

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

### Training areas

* The Sea Turtle and Sea Snake Code can be accessed online: [Code of Practice for Injured and Sick Sea Turtles and Sea Snakes](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-and-sick-sea-turtles-and-sea-snakes).
* Release considerations could include:
  + ocean temperature
  + ocean visibility
  + timing including time of day and time of year
  + release site selection
  + location of stranding
  + presence of the public.
* Suitability for release could include:
  + physical fitness (e.g. swim tests, submerge and dive ability)
  + behaviour
  + body condition
  + veterinarian or experienced marine reptile rehabilitator approval.
* Appropriate methods and equipment could include:
  + boats
  + containers
  + releasing with floating structures for protection
  + releasing offshore in southbound currents (post-hatchlings).

### Suggested assessments

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

#### Standard 11: Assessment 1 – Releasing a sea turtle or a sea snake, case studies

Trainer/Assessor instructions:

This is an example of the type of assessment tool that could be used to assess competency in relation to Standard 11. This can be completed verbally or in writing.

Learner instructions:

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

**Case study 1: Rehabilitated subadult green turtle**

A subadult green sea turtle was found on a beach in poor condition and covered in barnacles

1. Explain the criteria for assessing release suitability for this sea turtle:

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1. What are the release considerations for this sea turtle?

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1. Where will you release this sea turtle?

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1. Explain how you will release this sea turtle:

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

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**Case study 2: Rehabilitated elegant seasnake**

An adult sea snake was found on a beach in poor condition but with no obvious external injuries.

1. Explain the criteria for assessing release suitability for this sea snake:

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1. What are the release considerations for this sea snake?

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1. Where will you release this sea snake?

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1. Explain how you will release this sea snake:

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

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**Case study 3: Post-hatchling sea turtle**

A post-hatchling sea turtle was admitted following a storm event. The animal was weak but is now feeding and diving.

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

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1. What are the release considerations for this post-hatchling?

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1. Where will you release this post-hatchling?

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1. Explain how you will release this post-hatchling:

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

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#### Standard 11: Assessment 2 – Releasing a sea turtle or a sea snake, quiz

Trainer/Assessor instructions:

This is an example of the type of assessment tool that could be used to assess competency in relation to Standard 11.

Learner instructions:

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

1. How would you assess if a sea turtle has recovered from buoyancy issues?
2. see if it can dive to the bottom of the pre-release tank
3. ensure it has been observed diving to the bottom of the tank and remains submerged for extended periods
4. use a piece of fish and see if the turtle can follow as you walk around the tank
5. there is no test, just release after it has gained weight

Answer: B. The sea turtle needs to show normal dive behaviours including the ability to remain submerged.

1. If a post-hatchling is strong, it must be released from the beach.
2. True
3. False

Answer: False. Once hatchlings have been through the swim frenzy phase, they need to be released offshore.

1. What technique is used to release a sea snake?
2. release offshore by holding the snake bag upside down over the side of the boat, making sure you don’t touch the snake
3. place in gentle surf near the shoreline and allow to swim off
4. place in a rock pool at the base of the headlands on the beach it was found
5. release past the surf line by lowering the transport container into the water and allowing the snake to swim out on its own

Answer: D. Sea snakes cannot navigate through the waves and must be gently lowered into the water from their transport container.

1. A sea turtle or a sea snake should be released during extremes of weather or temperature so that it is used to harsh conditions.
2. True
3. False

Answer: False. A sea turtle or a sea snake should not be released during extremes of weather or temperature.

1. A post-hatchling sea turtle should be released with its buddy.
2. True
3. False

Answer: True.

1. A sea turtle cannot be released if it has a history of fibropapillomatosis.
2. True
3. False

Answer: False.

1. Which of the following is **not** an option for an unreleasable sea turtle or a sea snake?
2. a member of the public keeping it in the house
3. applying to the Department to have it placed in permanent care
4. euthanasia
5. notifying the Department to arrange placement with an authorised animal exhibitor licensed by NSW Department of Primary Industries

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

1. Identify the release location which is **not** suitable for releasing a subadult hawksbill turtle in the list below. Is it one that:
2. contains appropriate habitat and adequate food resources
3. has a strong tide flow to assist with movement offshore
4. has a water temperature of at least 21°C
5. is near a boat ramp for easy access

Answer: D. Not near a boat ramp as it places the released turtle in immediate risk of injury.

# 

# Further reading

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

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

# Appendix A: Training and assessment mapping tool

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

| Standard | Training tools | | | Learning outcomes | Assessment tools | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Slides on PPT** | **Pages in manual** | **Other resources** | **Multiple choice or short-answer questions** | **Demonstration (real or scenario based)** | **Demonstration (real or scenario based)** | **Assessor checklist** |
| **Standard 1: The framework for sea turtle and sea snake rehabilitation in New South Wales** | | | | | | | | |
| 1.1 Discuss the [Code of Practice for Injured and sick sea turtles and sea snakes](https://www.environment.nsw.gov.au/-/media/OEH/Corporate-Site/Documents/Animals-and-plants/Native-animals/injured-sick-sea-turtles-sea-snakes-code-of-practice-200424.pdf#:~:text=The%20Code%20of%20Practice%20for%20Injured%20and%20Sick,stemming%20from%20their%20rehabilitation%20and%20release%20are%20optimised.) |  |  |  | Identify and demonstrate understanding of the [Sea Turtle and Sea Snake Code.](https://www.environment.nsw.gov.au/-/media/OEH/Corporate-Site/Documents/Animals-and-plants/Native-animals/injured-sick-sea-turtles-sea-snakes-code-of-practice-200424.pdf#:~:text=The%20Code%20of%20Practice%20for%20Injured%20and%20Sick,stemming%20from%20their%20rehabilitation%20and%20release%20are%20optimised.) |  |  |  |  |
| 1.2 Ensure organisational policies and procedures applicable to sea turtle and sea snake rehabilitation are defined and understood by learners. |  |  |  | Identify organisational policies and procedures on marine reptile rehabilitation. |  |  |  |  |
| 1.3 Ensure objectives of sea turtle and sea snake rehabilitation are understood by learners. |  |  |  | Recognise the objectives of sea turtle and sea snake rehabilitation. |  |  |  |  |
| **Standard 2: Work health and safety requirements of sea turtle and sea snake 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 sea turtle and sea snake rehabilitation. |  |  |  |  |
| 2.2 Explain the WHS risks associated with handling and restraining sea turtles and sea snakes and how they can be minimised. |  |  |  | Employ techniques to minimise the WHS risks to themselves and other people. |  |  |  |  |
| 2.4 Discuss rehabilitator wellbeing and potential mental health impacts of rehabilitation. |  |  |  |  |  |  |  |  |
| **Standard 3: Record keeping** | | | | | | | | |
| 3.1 Explain the NPWS reporting requirements. |  |  |  | Keep records in accordance with NPWS and organisational requirements. |  |  |  |  |
| 3.2 Explain organisational reporting requirements. |  |  |  |  |  |  |  |  |
| **Standard 4: Biology and behaviour of sea turtles and sea snakes** | | | | | | | | |
| 4.1 Explain features of sea turtle and sea snake biology including anatomy, physiology, social structure, stages of development and habitat, and relate them to sea turtle and sea snake rehabilitation. |  |  |  | Relate sea turtle and sea snake biology and behaviour to sea turtle and sea snake rehabilitation practices. |  |  |  |  |
| 4.2 Provide the tools and understanding required to identify different species of sea turtles and sea snakes. |  |  |  | Understand how to use the different tools to identify different species of sea turtles and sea snakes. |  |  |  |  |
| 4.3 Provide the tools and understanding required to identify normal behaviours in sea turtles and sea snakes. |  |  |  | Recognise signs of normal behaviour in sea turtles and sea snakes. |  |  |  |  |
| 4.4 Provide the tools and understanding required to recognise signs of abnormal behaviour in sea turtles and sea snakes. |  |  |  | Recognise signs of abnormal behaviour in sea turtles and sea snakes. |  |  |  |  |
| **Standard 5: Stress management in sea turtles and sea snakes** | | | | | | | | |
| 5.1 Explain the effects of stress on sea turtles and sea snakes at various stages of rescue and rehabilitation. |  |  |  | Recognise signs of stress in sea turtles and sea snakes and its impact. |  |  |  |  |
| 5.2 Provide the tools and understanding required to recognise signs of stress in sea turtles and sea snakes. |  |  |  | Apply methods for minimising stress on sea turtles and sea snakes. |  |  |  |  |
| 5.3 Discuss methods for minimising stress on sea turtles and sea snakes at various stages of rescue and rehabilitation. |  |  |  |  |  |  |  |  |
| **Standard 6: Rescue of sea turtles and sea snakes** | | | | | | | | |
| 6.1 Outline common reasons for sea turtle or sea snake rescue. |  |  |  | List the common reasons why sea turtles and sea snakes require rescue. |  |  |  |  |
| 6.2 Detail how to perform a situational assessment, including the use of the decision tree in the [Sea Turtle and Sea Snake Code](https://www.environment.nsw.gov.au/-/media/OEH/Corporate-Site/Documents/Animals-and-plants/Native-animals/injured-sick-sea-turtles-sea-snakes-code-of-practice-200424.pdf#:~:text=The%20Code%20of%20Practice%20for%20Injured%20and%20Sick,stemming%20from%20their%20rehabilitation%20and%20release%20are%20optimised.) to establish the appropriate course of action. |  |  |  | Assess a rescue situation and plan the rescue of a sea turtle and a sea snake. |  |  |  |  |
| 6.3 Demonstrate the correct method and equipment required to handle and rescue a sea turtle and a sea snake, as suitable to common rescue situations and conditions. |  |  |  | Safely rescue a sea turtle and a sea snake using correct equipment. |  |  |  |  |
| 6.4 Detail how to rescue a sea turtle or sea snake to humanely minimise pain, stress and potential injury. |  |  |  | Determine the type of intervention required at a rescue site. |  |  |  |  |
| **Standard 7: Transport of sea turtles and sea snakes** | | | | | | | | |
| 7.1 Demonstrate how to appropriately contain a sea turtle or a sea snake for transport based on different sizes, stages of development and conditions. |  |  |  | Prepare a carrier for transport of a sea turtle or a sea snake. |  |  |  |  |
| 7.2 Outline how to secure the transport container to prevent escape and further injury. |  |  |  | Outline the transport conditions required to safely transport a sea turtle and a sea snake. |  |  |  |  |
| 7.3. Detail suitable transport conditions, including ambient temperature, to safely transport a sea turtle and a sea snake. |  |  |  | Understand the appropriate personnel or location to transport a sea turtle and a sea snake to, based on different stages of development, conditions and organisational policies. |  |  |  |  |
| **Standard 8: Assessment of sea turtles and sea snakes** | | | | | | | | |
| 8.1 Explain how to conduct an initial assessment of a sea turtle and a sea snake. |  |  |  | Conduct an initial assessment of a sea turtle and a sea snake. |  |  |  |  |
| 8.2 Explain the requirements of a thorough assessment of a sea turtle and a sea snake. |  |  |  | Assess the health status of a sea turtle and a sea snake and recognise stages, symptoms and severity of common diseases and injuries. |  |  |  |  |
| 8.3 Emphasise the need to seek prompt advice and assistance for a sea turtle or a sea snake from coordinators or other relevant personnel, as appropriate to its condition. |  |  |  | Determine the appropriate course of action for a sea turtle and a sea snake based on its condition. |  |  |  |  |
| 8.4 Demonstrate use of body scoring to assess the condition of a sea turtle. |  |  |  |  |  |  |  |  |
| 8.5 Distinguish signs of and ways to determine common diseases and injuries affecting sea turtles and sea snakes. |  |  |  |  |  |  |  |  |
| 8.6 Explain how to manage an injured or diseased sea turtle and sea snake based on the severity of its condition. |  |  |  |  |  |  |  |  |
| 8.7 Outline criteria and approved methods for humane euthanasia. |  |  |  | Understand the criteria for and approved methods of euthanasia. |  |  |  |  |
| **Standard 9: Rehabilitation of subadult and adult sea turtles and sea snakes** | | | | | | | | |
| 9.1 Explain the importance of and process for quarantining individual sea turtles and sea snakes entering rehabilitation. |  |  |  | Outline the requirements of for subadult and adult sea turtle and sea snake rehabilitation. |  |  |  |  |
| 9.2 Detail the facilities required to safely rehabilitate subadult and adult sea turtles and sea snakes relevant to stages of housing (intensive care and pre-release). |  |  |  | Provide food and water appropriate to age and condition of a sea turtle and a sea snake. |  |  |  |  |
| 9.3 Describe appropriate equipment and furniture for stages of housing. |  |  |  | Apply hygiene and disease control processes to sea turtle and sea snake rehabilitation. |  |  |  |  |
| 9.4 Illustrate disease control and hygiene practices appropriate to stages of housing. |  |  |  | Monitor a sea turtle and a sea snake undergoing rehabilitation. |  |  |  |  |
| 9.5 Explain how to appropriately provide food and water based on the condition of a sea turtle and a sea snake. |  |  |  | Complete a husbandry plan for a subadult and an adult sea turtle and sea snake. |  |  |  |  |
| 9.6 Detail common conditions and diseases that affect sea turtles and sea snakes. |  |  |  |  |  |  |  |  |
| 9.7 Discuss how to monitor a sea turtle and a sea snake in accordance with stages of housing and condition. |  |  |  |  |  |  |  |  |
| 9.8 Demonstrate how to complete a husbandry plan. |  |  |  |  |  |  |  |  |
| **Standard 10: Rehabilitation of post-hatchlings** | | | | | | | | |
| 10.1 Specify key stages of hatchling development. |  |  |  | Identify stages of development for post-hatchlings and relate these to rehabilitation. |  |  |  |  |
| 10.2 Describe appropriate housing for post-hatchling sea turtles based on stage of development. |  |  |  | Outline the requirements for post-hatchling sea turtle rehabilitation. |  |  |  |  |
| 10.3 Discuss appropriate food and feeding methods for post-hatchlings based on their stage of development. |  |  |  | Apply hygiene and disease control processes to post-hatchling sea turtles undergoing rehabilitation. |  |  |  |  |
| 10.4 Detail common conditions and diseases that affect post-hatchling sea turtles. |  |  |  | Complete a husbandry plan for a post-hatchling sea turtle. |  |  |  |  |
| 10.5 Illustrate disease control and hygiene practices appropriate to stages of housing. |  |  |  | Reduce stress and encourage natural behaviours in post-hatchling sea turtles. |  |  |  |  |
| 10.6 Demonstrate how to complete a husbandry plan for a post-hatchling sea turtle. |  |  |  | Prepare a post-hatchling sea turtle for release. |  |  |  |  |
| 10.7 Describe mechanisms to reduce stress and encourage natural behaviours in post-hatchling sea turtles. |  |  |  |  |  |  |  |  |
| **Standard 11: Release of sea turtles and sea snakes** | | | | | | | | |
| 11.1 Discuss release considerations for sea turtles and sea snakes including timing and site selection. |  |  |  | Assess a sea turtle or a sea snake for release suitability. |  |  |  |  |
| 11.2 Explain how to determine a sea turtle and sea snake’s suitability for release. |  |  |  | Competently release a sea turtle and a sea snake. |  |  |  |  |
| 11.3 Detail the correct techniques and equipment for releasing a sea turtle and a sea snake. |  |  |  |  |  |  |  |  |