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Department of planning, Industry & ENVIRONMENT

Trainers’ Guide

Wombat Rehabilitation Training Standards for the Volunteer Wildlife Rehabilitation Sector

A person holding a baby wombat

Description automatically generated with low confidence

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Contents

[Summary 1](#_Toc72237934)

[Part 1: Introduction to training design, delivery and assessment 2](#_Toc72237935)

[Training requirements of the Code 2](#_Toc72237936)

[Designing training 3](#_Toc72237937)

[Providing training 8](#_Toc72237938)

[Assessment 13](#_Toc72237939)

[Record keeping 14](#_Toc72237940)

[Part 2: Understanding the wombat rehabilitation training standards 15](#_Toc72237941)

[Introduction 15](#_Toc72237942)

[Understanding the format of the training standards 15](#_Toc72237943)

[Standard 1: The framework for wombat rehabilitation in New South Wales 16](#_Toc72237944)

[Standard 2: Work health and safety requirements of wombat rehabilitation 21](#_Toc72237945)

[Standard 3: Record keeping 24](#_Toc72237946)

[Standard 4: Biology and behaviour of wombats 27](#_Toc72237947)

[Standard 5: Stress management in wombats 31](#_Toc72237948)

[Standard 6: Rescue of wombats 33](#_Toc72237949)

[Standard 7: Transport of wombats 42](#_Toc72237950)

[Standard 8: Assessment of wombats 44](#_Toc72237951)

[Standard 9: Rehabilitation of subadult and adult wombats 49](#_Toc72237952)

[Standard 10: Rehabilitation of wombat joeys 55](#_Toc72237953)

[Standard11: Release of wombats 61](#_Toc72237954)

[Further reading 65](#_Toc72237955)

[Appendix A: Training and assessment mapping tool 66](#_Toc72237956)

List of figures

[Figure 1 The four different learning styles of the VARK model 5](#_Toc72230416)

[Figure 2 Reducing hazards in the training environment 9](file:///N:\Publications\PROJECTS\_2021%20Epics%20and%20tasks\EES\5042%20CON%20Wombat%20training%20standards%20and%20trainer%20guides\2%20Edit\01%20wombat-rehabilitation-trainers-guide-210183.docx#_Toc72230417)

[Figure 3 Using pictures and dot points to illustrate key messages on a PowerPoint slide 11](#_Toc72230418)

[Figure 4 Free-ranging adult wombat with abnormal skin and coat condition 46](#_Toc72230419)

[Figure 5 Forelimb of a recently rescued wombat joey 47](#_Toc72230420)

[Figure 6 Wombat joey with a large wounds on its back 47](#_Toc72230421)

[Figure 7 Wombat pre-release enclosure 54](#_Toc72230422)

# Summary

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

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

The guide is divided into two parts:

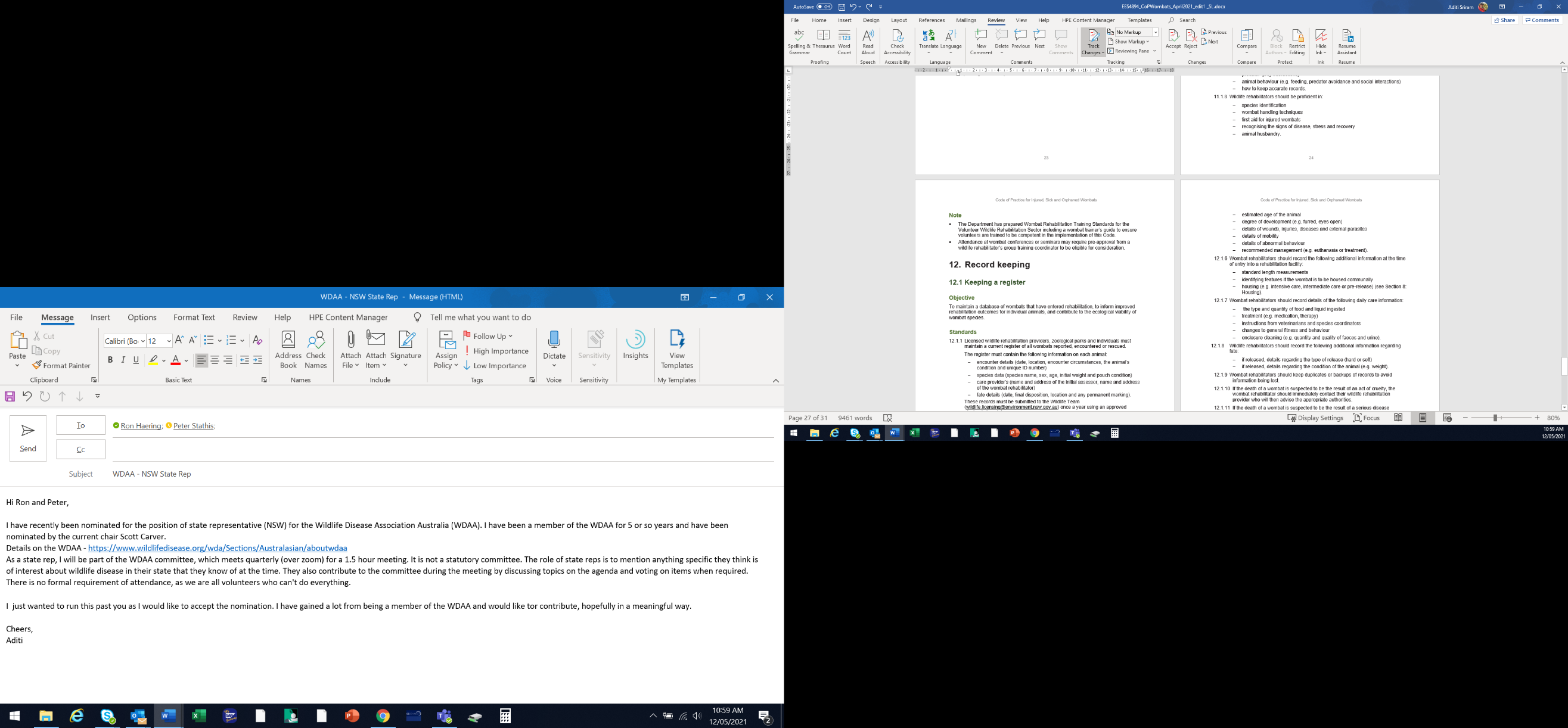
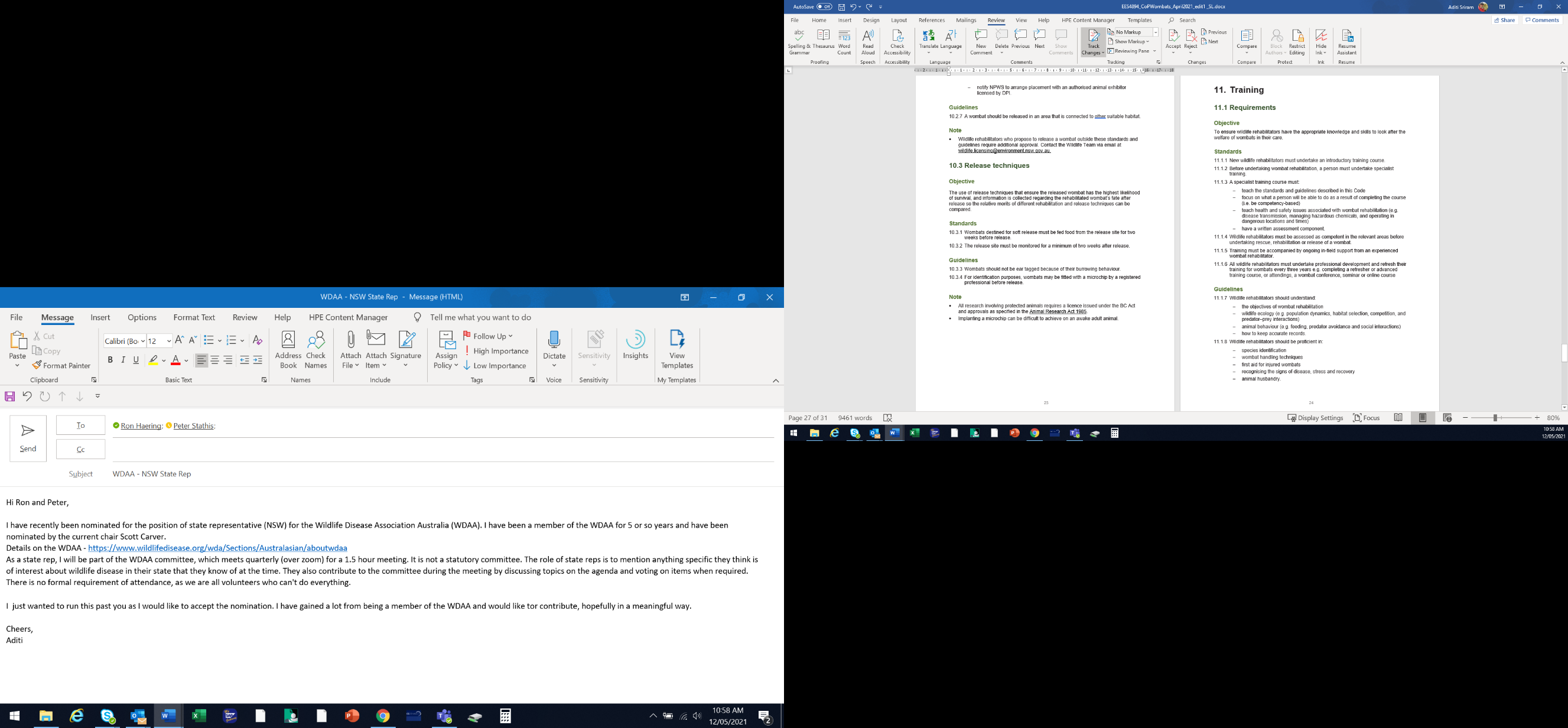
* **Part 1: Introduction to training design, delivery and assessment** provides helpful hints for planning and delivering training, and assessing competency. This section of the guide has been designed to give an overview of training, introduce adult learning and explain how to engage learners in productive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

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

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

## Training requirements of the Code

The first thing you will need to look at when designing or evaluating your training is the [NSW Code of Practice for Injured, Sick and Orphaned Wombats](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-wombats) (the Wombat Code).The following notes on **Section 11 – Training**, explains what is required:



Content to be included in training

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

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

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

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

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

Coordinators, mentors or experienced wombat rehabilitators must be available to help new members.

The objectives explain the overall purpose of wombat rehabilitation training, which is to ensure the welfare of wombats that come into rehabilitation.

## 

## Designing training

Whether you are designing a new course or updating an existing course, there are several questions to ask to determine what your new training should look like. The best way to answer these questions is to organise them into a learning plan before jumping into the training content. To help you start 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 wombat rehabilitation holistically, or will it cover individual or multiple standards aimed at certain topics, for example, wombat rescue or joey rehabilitation?

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

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

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

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

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

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

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

Some other ways to help learners include:

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

#### Adult learning

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

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

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

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

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

#### Learning styles

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

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

For more information about the VARK model, including a quiz for you to find out your preferred learning styles, see [The VARK Modalities](http://vark-learn.com/introduction-to-vark/the-vark-modalities/).

Figure 1 The four different learning styles of the VARK model

### How will training be delivered?

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

#### Face-to-face delivery

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

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

#### Online delivery

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

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

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

#### One-on-one delivery

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

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

#### Tips for delivery

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

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

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

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

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

* regulatory documents for the sector, including the [NSW Code of Practice for Injured, Sick and Orphaned Wombats](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-wombats.) and the training standards
* relevant and useful organisational policies and procedures including standard operating procedures; constitutions; codes of ethics; work, health and safety (WHS) policies; role descriptions and risk management plans
* legislative requirements including the [Biodiversity Conservation Act 2016](https://www.legislation.nsw.gov.au/#/view/act/2016/63)and Australian Pesticides and Veterinary Medicines Authority (APVMA) permit to allow supply and minor use of a registered agvet chemical product for control of sarcoptic mange in wombats
* existing materials – manuals, fact sheets, PowerPoint presentations, handouts and research papers; consider whether these are still relevant or if they need updating, and who needs to be involved in this process
* previous feedback – have you received feedback about previous courses that you could incorporate into the update of training materials?

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

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

### When will training occur?

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

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

## Providing training

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

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

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

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

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

### Ways to engage learners

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

Some additional methods for encouraging learner participation include:

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

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

### Preparation

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

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

### On the day

#### Setting up



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

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

Figure Reducing hazards in the training environment

Photo: Hannah Ryan.

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

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

#### Agendas

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

#### Icebreakers

An icebreaker is a good way of starting any training program because it allows participants to relax, feel motivated and connect with other learners. The possibilities for icebreakers are endless. You can be specific to the topic and ask, ‘What is your favourite thing about wombats?’, ‘Why have you decided to come today?’ or ‘What are you hoping to get out of today?’. Alternatively, icebreakers don’t have to be about the course at all. Some other common icebreakers include ‘What is your favourite colour and why?’, ‘List two truths about yourself and one lie’ and ‘What would be your ideal holiday destination and why?’. There are many online resources with icebreaker suggestions. For example, to get started and work out which icebreakers work for you, see [The Best Ice Breakers for Meetings and Training Classes](https://www.thebalancecareers.com/best-ice-breakers-for-meetings-and-training-classes-1918430).

#### Presenting

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

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

  Description automatically generatedText

  Description automatically generatedBe passionate. Share your experiences and anecdotes to reinforce learning.

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

#### Dealing with difficult behaviour from learners

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

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

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

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

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

Other methods you can use to manage difficult behaviours include:

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

#### Getting feedback

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

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

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

* A common type of feedback is asking people to complete a written questionnaire. When written well, this can be very useful for evaluating training programs. It can also be a good resource to refer back to when updating a training program, to see what worked well and what could be done better. Some tips for writing questionnaire-style feedback forms include:
* Use a sliding scale (i.e. numbered 1–5: strongly agree – strongly disagree).
* Ask questions you want to know the answer to and that are relevant to the training.
* Don’t use language that is vague or unclear.
* Don’t rely on people writing their own answers or responses; many learners will leave this section blank.
* Keep it simple – don’t have too many questions or a busy format.

Some questions to consider adding to your feedback form include:

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

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

## Assessment

What is competency-based assessment?

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

In accordance with the [NSW Code of Practice for Injured, Sick and Orphaned Wombats](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-wombats.), all wombat 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 wombat rescue, without assessing the learner you have no way of knowing if they can apply the knowledge to wombat rescue, or use the skills they have learnt to safely rescue a wombat 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:

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

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

**Validity** – Assessment is based on and assesses to the required benchmark, i.e. assessments meet the requirements in the standards. Assessment must also be based on evidence that demonstrates the learner can apply the skills and knowledge required of their role.

**Reliability** – Evidence is interpreted consistently and accurately regardless of who the trainer or assessor is.

#### Rules of evidence

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

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

#### Types of assessment methods

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

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

Some methods such as questioning and product-based methods are more suited to assessing competency of knowledge. In contrast, 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 wombat rehabilitation training standards

## Introduction

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

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

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

## Understanding the format of the training standards

Graphical user interface, text, application

Description automatically generated

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

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

Learners must be aware of and understand the [NSW Code of Practice for Injured, Sick and Orphaned Wombats](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-wombats.).

To comply with this standard, a rehabilitation organisation must:

1.1 Discuss the Wombat Code.

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

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

### Training areas

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

### Suggested assessments

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

#### Standard 1: Assessment 1 – the Wombat 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 Wombat Code to complete the following multiple-choice quiz.

* + - 1. Four key principles guided the development of the Wombat Code. From the list below, select the four key principles which apply to all aspects of wombat rescue rehabilitation and release.

1. Prioritise the welfare of wombats.
2. Avoid harm to wild wombat populations and other wildlife communities.
3. Contribute to research on wombat behaviour.
4. Minimise the risks to human health and safety.
5. Optimise capacity to care.

Answer: A, B, D and E.

* + - 1. Which of the following describes the mandatory specific actions for wombat rehabilitation, as described by the Code?

A. guidelines

B. standards

C. objectives

D. notes.

Answer: B. standards.

* + - 1. A wombat must be assessed by a veterinarian or experienced wildlife rehabilitator within 24 hours of rescue.

1. True
2. False

Answer: True.

Which of the following is **not** an appropriate method for rescuing a wombat?

1. a non-monitored trap
2. noosing with a rope
3. flooding or smoking out a burrow
4. all of the above.

Answer: D. all of the above.

1. Covering a wombat’s head with a towel, blanket or bag will often help calm it down.
2. True
3. False

Answer: True.

1. When attending to a deceased female wombat, what must you do? Select the correct answers from the list below.
2. nothing, as it is already dead
3. assess risks to yourself and members of the public
4. check the pouch for the presence of a joey.

Answer: B and C.

1. Which of the following temperature ranges is appropriate for furless young during transport?
2. 5°C – 25°C
3. 26°C – 35°C
4. 28°C – 30°C
5. 29°C – 33°C.

Answer: C. 28°C – 30°C.

1. How frequently must a dependent pouch young wombat weighing between 2–5 kilograms be monitored?
2. after every feed
3. once daily
4. every two hours
5. every four hours.

Answer: A. after every feed.

1. Sick and injured wombats must have a management plan developed in consultation with a wildlife-trained veterinarian.
2. True
3. False

Answer: True.

1. To reduce the risk of disease transmission, in what order should a rehabilitator aim to handle and treat wombats in their care.
2. sickest to the healthiest
3. there is no specific order to follow
4. youngest to oldest
5. the healthiest to the sickest.

Answer. D. the healthiest to the sickest.

1. Wombats are not likely to imprint on humans.
2. True
3. False

Answer: False. Wombats are very prone to imprinting and humanisation.

1. Which of the following is **not** a standard for housing a wombat?
2. Wombat housing must be designed to allow interactions with wild wombats.
3. Housing must be designed and positioned so the wombat cannot see domestic pets.
4. If multiple wombats are kept within a single enclosure, there must be sufficient space for individuals to avoid undue conflict with cage mates.
5. Housing must be positioned so the wombat is not exposed to strong vibrations, noxious smells (e.g. wood smoke) or loud noises (e.g. radios and televisions).

Answer: A. Wombat housing must be designed to allow interactions with wild wombats. Wombat housing must protect the wombat from physical contact with wild animals and pests, including other wombats.

1. Wombat intensive care housing should be brightly lit.
2. True
3. False

Answer: False. Wombat housing must be dim as per 8.2.5 in the Code.

1. Once out of intensive care housing, wombats require bark, branches, dirt, rocks and stumps that mimic a natural environment.
2. True
3. False

Answer: True.

1. Which of the following means a wombat is behaviourally ready for release?
2. It can recognise and enter burrows unaided.
3. It can navigate effectively through its natural environment.
4. It is not attracted to humans or to sights, sounds or smells that are specific to captivity.
5. All of the above.

Answer: D. All of the above.

1. If the exact location where a wombat was found is an unsuitable environment for release, it can be released at any suitable location.
2. True
3. False

Answer: False. The wombat must be released in a suitable environment as near as possible to this location but no further than 50 kilometres away.

1. Which of the following is not a minimum mandatory requirement for reporting?
2. encounter location
3. species name
4. fate
5. type of release.

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

#### Standard 1: Assessment 2 – Organisational policies on wombat rehabilitation questionnaire

##### Trainer/Assessor instructions:

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

##### Learner instructions:

Provide answers to each of the questions below.

* + - 1. List three policies or documents you need to be familiar with to rehabilitate wombats.

Answers could include:

* standard operating procedures
* code of practice, ethics and or conduct
* constitution
* petrol reimbursement policy
* release policies
* organisational policies on in-situ treatment of mange in wombats
* WHS procedures and policy.
  + - 1. Who do you need to report a wombat rescue to?

Answers could include:

* supervisor
* wombat coordinator
* care coordinator
  + - 1. What are your organisation’s protocols for seeking veterinary assistance?

Answers could include:

* calling first to make an appointment
* any expensive procedures or medications must be approved by the coordinator
* required for any rescued wombat.
  + - 1. List two positions within the organisation and explain their role in wombat rehabilitation.

Answers could include:

* wombat coordinator – oversees rescues and animals brought into care
* mentor – assists new volunteers with rehabilitation, providing ongoing advice and support
* rescue coordinator – coordinates roster and rescues from the hotline
* training officer – updates wombat training and informs members of when training is available.
  + - 1. Explain your organisations policies and requirements for treating wombats with mange.

Answers could include:

* permit required for the use of ‘Cydectin’ to treat mange in wombats
* adult wombats to be treated in-situ
* pole and scoop or burrow flap methods only for adults
* specially trained members only
* strict quarantine practices.

## Standard 2: Work health and safety requirements of wombat rehabilitation

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

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

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

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

### **Training areas**

* WHS risks associated with the site, equipment or activity could include:
  + cars
  + uneven surfaces
  + weather and extremes of temperature
  + broken equipment
  + working in low light conditions
  + sharp edges
  + chemicals and other hazardous agents.
* WHS risks associated with handling and restraining wombats could include:
  + physical injury from a wombat including trauma, bites, scratches
  + injury from heavy lifting.
* WHS risks associated with zoonotic diseases could include:
  + zoonoses associated with wombats (e.g. sarcoptic mange, ringworm, 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
  + wearing correct PPE
  + using correct equipment
  + two people lifting
  + minimising handling.

### Suggested assessments

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

#### Standard 2: Assessment 1 – WHS requirements of wombat rehabilitation

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

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

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

1. Rescuing an adult wombat in a busy camping area.

|  |  |
| --- | --- |
| WHS risks | How will you minimise these risks? |
|  |  |
|  |  |
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1. Rehabilitating a wombat joey with sarcoptic mange in intensive housing.

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

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

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

## Standard 3: Record keeping

**Objective:** To explain the record keeping requirements for wombat rehabilitation.

To comply with this standard, rehabilitation organisations must:

3.1 Explain the NPWS reporting requirements.

3.2 Explain organisational reporting requirements.

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

### Training areas

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

### Suggested assessments

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

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

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

A juvenile female bare-nosed wombat (ID number: WD123456) was found on Friday 27/9/19 on the main highway at 2 Fake Highway, Anonville. She had been hit by a car and sustained a fracture in the lower section of the right forelimb. You have rehabilitated the wombat and released her two months later. Her release site was away from the road in more suitable habitat at 12 Eucalypt Way, Anonville. Before release, Kelly was microchipped with the number 0098787.

**NPWS report sheet:**

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

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

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

1. List five types of information your organisation records for wombats in care:
2. Detail the type of information your organisation records for treating free-ranging wombats with mange.

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

## Standard 4: Biology and behaviour of wombats

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

To comply with this standard, a rehabilitation organisation must:

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

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

4.3 Provide the tools and understanding required to identify normal behaviours in wombats.

4.4 Provide the tools and understanding required to recognise signs of abnormal behaviour in wombats.

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

### **Training** areas

* Features of wombat biology could include:
  + gastrointestinal anatomy and physiology
  + musculoskeletal anatomy and physiology
  + dentition
  + metabolism and thermoregulation during different stages of development
  + reproduction
  + social behaviour and home range
  + habitat.
* Tools and understanding required to identify species could include:
  + species differences during stages of development
  + species that are known to occur in the local area.
* Normal behaviours for wombats could include:
  + nocturnal
  + territorial behaviour (e.g. vocalisation)
  + thermoregulatory behaviours
  + burrowing.
* Abnormal behaviours for wombats could include:
  + diurnal activity
  + not fleeing when approached
  + humanisation and imprinting.

### Suggested assessments

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

#### Standard 4: Assessment 1 – Wombat behaviour in rehabilitation

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

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#### Standard 4: Assessment 2 – Wombat 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. Wombat teeth continue to grow throughout its life.
2. True
3. False

Answer: True.

1. Wombats have thicker skin than other marsupials.
2. True
3. False

Answer: True.

1. Where is the sacral plate located on the wombat?
2. around the base of the neck
3. on the left forelimb
4. on the rump
5. in the mouth.

Answer: C. on the rump. The sacral plate is used to compact soil in burrow walls and can also provide protection against predators.

1. Which of the following statements about wombats is **not** true?
2. Wombats have a split upper lip.
3. Wombats are hind-gut fermenters.
4. Wombats are primarily nocturnal.
5. Wombats have a low-fibre diet.

Answer: D. Wombats have low-fibre diet.

1. Wombats typically graze for 12 hours a day.
2. True
3. False

Answer: False. On average a wombat will graze for two to six hours a day.

1. When a wombat is hot, which of the following thermoregulatory actions could it use to cool down?
2. sweat
3. curl into a ball
4. go into or stay inside its burrow
5. none of the above.

Answer: C. go into or stay inside its burrow.

1. Which of the following foods represent a wombat’s natural diet?
2. eucalyptus leaves
3. native grasses, roots and sedges of trees and shrubs
4. flowering blossoms
5. pellets and hay.

Answer: B Native grasses and roots and sedges of trees and shrubs. Preferred species include snow grass, wallaby grass and kangaroo grass.

1. List three signs of a healthy wombat:

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1. List three signs of a distressed wombat:

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

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## Standard 5: Stress management in wombats

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

To comply with this standard, rehabilitation organisations must:

5.1 Explain the effects of stress on a wombat at various stages of rescue and rehabilitation.

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

5.3 Discuss methods for minimising stress on a wombat at various stages of rescue and rehabilitation.

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

### **Training areas**

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

### Suggested assessments

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

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

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

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

##### Trainer/Assessor instructions:

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

##### Learner instructions:

For each of the scenarios below, explain how you would minimise stress for the wombat.

1. Rescuing a wombat by the side of the road. There are many onlookers by the time you arrive, and you can see the wombat is injured and will need veterinary attention.
2. A wombat is being transported to a pre-release facility that is two hours away.
3. A wombat joey has been found in the pouch of its deceased mother.
4. A subadult wombat with dehydration and skin wounds in intensive care.

## Standard 6: Rescue of wombats

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

To comply with this standard, a rehabilitation organisation must:

6.1 Outline common reasons for wombat rescue.

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

6.3 Detail the correct method and equipment required to capture, handle and rescue a wombat, as suitable to common rescue situations, conditions and ages of a wombat.

6.4 Detail how to rescue a wombat 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 wombats require rescue       * assess a rescue situation and plan the rescue of a wombat       * safely rescue a wombat 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 Code can be accessed online: [Code of Practice for Injured, Sick and Orphaned Wombats](https://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-wombats.).
* Guidelines can be accessed online: [Guidelines for the Initial Treatment and Care of Rescued Wombats](https://www.environment.nsw.gov.au/topics/animals-and-plants/native-animals/rehabilitating-native-animals/wildlife-rehabilitation-licences).
* Common reasons wombats need to be rescued include:
  + motor vehicle accidents
  + disease
  + dog attacks
  + being orphaned
  + bushfire.
* Performing a situational assessment could include:
  + assessing the situation – is it safe?
  + ensuring the correct equipment is available
  + ensuring the correct number of trained people are available to conduct the rescue
  + identifying obstacles and WHS risks
  + identifying escape routes and risks to the wombat
  + performing a distance examination before approaching the animal.
* An appropriate course of action could include:
  + rescue
  + monitoring the wombat
  + euthanasia on site
  + transporting the animal to a vet
  + transporting the animal to an experienced wombat rehabilitator.
* Methods for rescuing a wombat could include:
  + moving off the road before attempting a pouch check
  + enveloping the animal in a blanket
  + use of traps
  + having two or more rescuers for an adult
  + removing a joey attached to the teat by applying gentle pressure to the sides of the mouth or by cutting the teat close to a deceased mother’s body
  + use of sedatives or anaesthesia.
* Equipment to rescue a wombat could include:
  + blankets
  + heat source for joeys
  + surgical scissors to cut a teat
  + secure, well-ventilated transport container
  + pouches and liners
  + binoculars for observation from a distance
  + wombat trap.
* Minimising pain, stress and further injury could include:
  + ensuring correct training has been completed before undertaking a task
  + performing the correct rescue and handling technique for the condition of the animal
  + covering the animal’s head to minimise stress
  + removing onlookers and domestic pets
  + use of pain relief, sedatives or anaesthetics
  + reducing auditory and visual stimuli.

### Suggested assessments

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

#### Standard 6: Assessment 1 – Wombat rescue case studies

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

##### Case study 1:

You have been called out to rescue an adult wombat with advanced symptoms of mange at a local park. When you arrive, there is a crowd of approximately 20 people gathered near the wombat. The wombat is out during the middle of the day and has severe crusting and fur loss around its legs and lower body.

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 wombat?

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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 Wombat Code?

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1. Describe how you will rescue the wombat.

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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 wombat?

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##### Case study 2:

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

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

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

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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 Wombat Code?

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1. Describe how you will rescue the wombat.

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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 wombat?

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##### Case study 3:

You have been called to rescue a fully furred wombat joey, observed by itself, out during the daytime. There are no other wombats nearby, and the joey has been observed by members of the public for the past 24 hours.

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 wombat?

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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 Wombat Code?

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1. Describe how you will rescue the wombat.

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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 wombat?

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#### Standard 6: Assessment 2 – Wombat rescue practical assessment logbook

##### Trainer/Assessor instructions:

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

##### Learner instructions:

To complete this assessment learners must:

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

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

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

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

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

## Standard 7: Transport of wombats

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

To comply with this standard, a rehabilitation organisation must:

7.1 Demonstrate how to appropriately contain a wombat for transport based on different sizes, ages 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 wombat.

7.4 Discuss the most suitable person or location that a wombat should be transported to, based on different ages, conditions and organisational policies.

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

### Training areas

* Containing a wombat for transport could include:
  + using pouches for dependent young
  + using secure, well-ventilated transport containers
  + providing a heat source for young.
* Transport conditions could include:
  + maintaining and monitoring ambient temperature
  + avoiding noise disturbance
  + sturdy and secure transport containers.
* Transporting to the most suitable person or location would depend on the animal’s condition and could include:
  + a veterinary practice
  + experienced rehabilitator
  + rehabilitation facility
  + warm, dark and quiet location.

### Suggested assessments

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

#### Standard 7: Assessment 1 – Transporting a wombat, scenarios

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

1. An adult male has been attacked by a dog and has injuries to its face and neck.
2. A furless joey has just been rescued from its deceased mother’s pouch. The joey does not have any external injuries, but it is cold.
3. A subadult female wombat with a mild symptoms of mange.

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

##### Trainer/Assessor instructions:

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

1. List the equipment you might need to transport a wombat joey.

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

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

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## Standard 8: Assessment of wombats

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

To comply with this standard, a rehabilitation organisation must:

8.1 Explain how to conduct an initial assessment of a wombat.

8.2 Explain the requirements of a thorough assessment of a wombat.

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

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

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

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

### **Training areas**

* The Wombat Code can be accessed online: [Code of Practice for Injured, Sick and Orphaned Wombats](http://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-wombats.).
* Guidelines can be accessed online: [Guidelines for the Initial Treatment and Care of Rescued Wombats](https://www.environment.nsw.gov.au/topics/animals-and-plants/native-animals/rehabilitating-native-animals/wildlife-rehabilitation-licences).
* Initial assessment of a wombat could include:
  + handling and restraining for assessment purposes
  + signs of stress during handling
  + demeanour and positioning
  + body weight
  + body temperature
  + sex
  + external wounds or injury
  + signs of bleeding
  + hydration status
  + circulation (mucous membranes, heart rate)
  + respiratory rate
  + palpation of limbs and tail
  + coat condition.
* Thorough assessment could include:
  + veterinary assessment
  + pain relief, sedation or anaesthesia prescribed by a veterinarian for a thorough physical examination
  + radiographs, ultrasounds, blood tests.
* Identifying developmental stage in wombat joeys could include:
  + body measurements
  + age factor
  + growth charts
  + physical characteristics (eyes open, ears up, furred).
* Advice and assistance could include:
  + relevant coordinator
  + veterinarian
  + experienced wombat rehabilitator.
* Signs of common diseases and injuries could include:
  + demeanour
  + bleeding
  + bruising
  + swelling
  + dehydration
  + cold extremities
  + mucous membrane colour
  + hair loss, thickened skin, matted or discoloured coat
  + puncture wounds
  + respiratory rate
  + wounds.
* Common conditions, injuries and diseases could include:
  + dehydration
  + hypothermia (low body temperature) and hypoglycaemia (low blood sugar) in joeys
  + musculoskeletal trauma (puncture wounds, fractures, joint dislocation)
  + wounds or changes to the skin and coat (hair loss, scabbing, thickened skin)
  + burn injuries.
* Managing a wombat based on the severity of its condition could include:
  + initial stabilisation
  + triage
  + veterinary assistance.
* Criteria for euthanasia are provided in Section 5 of the Wombat Code. Further training could be provided to discuss the role of the coordinator and seeking assistance with making this decision.

### Suggested assessments

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

#### Standard 8: Assessment 1 – Assessing a wombat, case study – group exercise

##### Trainer/Assessor instructions:

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

##### Notes about the photos:

Figure 4: Free-ranging adult wombat with abnormal skin and coat.

Figure 5: Forelimb of a recently rescued wombat joey.

Figure 6: Wombat joey with a large wound on its back.

##### Learner instructions:

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

Questions for Standard 8 – Assessment 1:

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

A brown furry animal lying on grass

Description automatically generated with low confidence

Figure 4 Free-ranging adult wombat with abnormal skin and coat condition

Photo: Elena Guarracino/LAOKO**.**

A person holding a paw

Description automatically generated with low confidence

Figure 5 Forelimb of a recently rescued wombat joey

Photo: Aditi Sriram/DPIE**.**

A wombat sleeping on a couch

Description automatically generated with low confidence

Figure 6 Wombat joey with a large wounds on its back

Photo: Rodney Sanderson/SONA**.**

#### Standard 8: Assessment 2 – Assessment of a wombat

##### Trainer/Assessor instructions:

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

##### Learner instructions:

Look at the following image. Identify what each line is pointing to and explain what this might tell you about the wombat or what you may be looking for in this region when conducting a visual assessment. The sin and coat have already been completed as an example.



**Skin and coat**

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

## Standard 9: Rehabilitation of subadult and adult wombats

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

Note:The rehabilitation of subadult and adult wombats is only advised where suitable facilities and access to veterinary consultation are available.

To comply with this standard, a rehabilitation organisation must:

9.1 Explain the importance of and process for quarantining individual wombats entering rehabilitation.

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

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

9.4 Describe appropriate equipment and furniture for stages of housing.

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

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

9.7 Detail common conditions and diseases that affect wombats.

9.8 Discuss how to monitor a wombat in accordance with stages of housing and condition.

9.9 Demonstrate how to complete a husbandry plan.

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

### **Training areas**

* The Wombat Code can be accessed online: [Code of Practice for Injured, Sick and Orphaned Wombats](http://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-wombats.).
* Guidelines can be accessed online: [Guidelines for the Initial Treatment and Care of Rescued Wombats](https://www.environment.nsw.gov.au/topics/animals-and-plants/native-animals/rehabilitating-native-animals/wildlife-rehabilitation-licences).
* Importance of and process for quarantining wombats could include:
  + principles of quarantine
  + monitoring for signs of infectious diseases
  + disease transmission between animals.
* The effects of stress and stress-mitigation techniques could include:
  + causes of stress in subadult and adult wombats (capture, handling, new environments)
  + effects of stress on the immune system
  + appropriate handling and housing to minimise stressors
  + sedatives and tranquilisers.
* Facilities to safely rehabilitate a wombat could include:
  + requirements for various stages of housing (intensive, intermediate and pre-release housing)
  + mitigating stress (noise, visual barriers)
  + mimicking the natural environment where possible
  + privacy
  + thermal control, shelter
  + access to food and water
  + access for capture if required
  + predator-proofing.
* Appropriate equipment and furniture could include:
  + substrate
  + thermometer and thermostat
  + fence height, depth and safety
  + shade cloth
  + visual barriers
  + artificial burrows.
* Disease control and hygiene practices could include:
  + washing hands thoroughly
  + wearing gloves
  + quarantining animals
  + removing faeces and soiled bedding daily
  + pest-proofing
  + clean food preparation area
  + disinfection of all equipment between wombats.
* Access to water and appropriate food could include:
  + water bowls
  + appropriate diet
  + offering fresh native grass, roots and soil
  + supplementary feed and suitable commercial formulas for herbivores.
* Common conditions and diseases could include:
  + trauma, fractures
  + hyperthermia
  + periodontal disease
  + mange
  + intestinal parasites.
* Monitoring a wombat could include:
  + frequency – too much and too little
  + progression of disease or injury
  + stress
  + behaviour
  + reaction to housing
  + hydration
  + indications of activity
  + eating patterns and food intake
  + urine and faecal output.
* A husbandry plan could include:
  + consultation with vets
  + medications
  + consultation with coordinators and mentors
  + enrichment
  + release site selection.

### Suggested assessments

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

#### Standard 9: Assessment 1 – Housing a wombat, case studies

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

##### Case study 1:

A subadult male wombat that has been in care for eight months is being tested to determine whether it is fit for release.

##### Case study 2:

An adult female wombat has been rescued after suspected motor vehicle trauma. The wombat is in poor body condition, is reluctant to put weight on the right hindlimb and is very quiet. She also has some patches of hair loss along the rump and hindlimbs.

##### Case study 3:

You have rescued a wombat joey weighing one kilogram. The wombat was rescued from its deceased mother’s pouch and was very cold at the time of rescue. The joey is very quiet in demeanour.

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

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

1. Which of the following scenarios would require a wombat to be housed in intensive care?
2. a wombat that is being tested to determine whether it is fit for release
3. a wombat transitioning towards weaning
4. a wombat with dehydration and hypothermia
5. none of the above.

Answer: C. a wombat with dehydration and hypothermia.

1. Intensive care housing must provide enough space for a wombat to be able to maintain normal posture and stretch its limbs.

A. True

B. False

Answer: True.

1. Which of the following is **not** a requirement for housing design for wombats?
2. escape-proof enclosures
3. prevent access by domestic pets
4. constructed from easily cleaned, non-toxic materials
5. positioned to allow physical contact with wild wombats.

Answer: D. positioned to allow physical contact with wild wombats.

1. Which of the following demonstrates good practices in hygiene and disease control?
2. quarantining new wombats or diseased wombats
3. thoroughly washing your hands
4. removing uneaten food and faeces from the enclosure
5. all of the above.

Answer: D. all of the above.

1. Outdoor enclosures housing wombats with suspected mange must be disinfected and left vacant for one week.
2. True
3. False

Answer: False. Enclosures must be left vacant for a period between two weeks to a month.

1. Which of the below statements about feeding wombats is incorrect?
2. A small proportion of pellets can be provided as supplementary food.
3. Sweet potato, oats and muesli can be provided as supplementary food.
4. Fresh native grass, roots and soil must be available daily.
5. Clean fresh drinking water must be available at all times.

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

1. Sick and injured wombats must have a management plan developed in consultation with a wildlife-trained veterinarian.
2. True
3. False

Answer: C. True.

1. Which of the following floor dimensions are the minimum dimensions required for intermediate care housing for a 5 to 10 kilogram wombat?
2. 2 metres long x 2 metres wide x 1 metre high
3. 3.6 metres long x 3.6 metres wide x 1.2 metres high
4. 1.5 metres long x 2 metres wide x 1 metre high
5. 3 metres long x 3 metres wide x 3 metres high.

Answer: B. 3.6 metres long x 3.6 metres wide x 1.2 metres high.

1. Wombats in intermediate care must be given access to outdoor grazing daily.
2. True
3. False

Answer: True. Secure access to outdoor grazing must be provided for a minimum of four hours per day.

1. Which of the following is **not** a requirement for pre-release housing?
2. burrow area
3. toys for enrichment
4. wombat proof fencing
5. adequate space to move about freely.

Answer: B. toys for enrichment.

1. Monitoring a wombat in rehabilitation includes:
2. visual assessment of body condition and demeanour
3. assessing activity levels
4. checking for signs of injury
5. regularly monitoring weight
6. all of the above.

Answer: E. all of the above.

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

Answer: D. all of the above.

Look at the photo (Figure 7) of a pre-release enclosure for wombats. List at least five features that comply with the Wombat Code.

A yard with a tree stump and a shed

Description automatically generated with low confidence

Figure 7 Wombat pre-release enclosure

Photo: Aditi Sriram/DPIE**.**

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## Standard 10: Rehabilitation of wombat joeys

**Objective:** To provide learners with the specialised knowledge required to rehabilitate a wombat joey.

To comply with this standard, a rehabilitation organisation must:

10.1 Specify key stages of joey development.

10.2 Describe appropriate housing for a wombat joey based on its stage of development.

10.3 Discuss appropriate food and feeding methods and monitoring protocols for a joey based on its stage of development.

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

10.5 Detail common conditions and diseases that affect wombat joeys.

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

10.7 Demonstrate how to complete a husbandry plan for a wombat joey.

10.8 Describe mechanisms to reduce stress and encourage natural behaviours in wombat joeys.

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

### Training areas

* The Wombat Code can be accessed online: [Code of Practice for Injured, Sick and Orphaned Wombats](http://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-wombats.).
* Guidelines can be accessed online: [Guidelines for the Initial Treatment and Care of Rescued Wombats](https://www.environment.nsw.gov.au/topics/animals-and-plants/native-animals/rehabilitating-native-animals/wildlife-rehabilitation-licences).
* Stages of joey development could include:
  + pouch life
  + age factor, weight, physical characteristics
  + developmental milestones
  + viability.
* Appropriate housing could include:
  + intensive care
  + pouches
  + joey pen
  + outdoor enclosure or intermediate housing
  + pre-release yard
  + buddying
  + burrows.
* Appropriate food could include:
  + milk formula
  + water
  + supplementary feeding
  + native grasses, roots and soil.
* Appropriate feeding methods could include:
  + bottles
  + teat size
  + syringe
  + cannula
  + frequency and volume of milk
  + handling and positioning of the joey.
* Maintaining records could include:
  + continuity of care
  + tracking progress
  + frequency of monitoring
  + monitoring sheets.
* Common conditions and diseases could include:
  + pneumonia
  + diarrhoea
  + dehydration
  + internal and external parasites
  + candidiasis
  + jaw misalignment and dental malocclusion
  + bloat
  + constipation
  + cystitis.
* Hygiene and disease control could include:
  + providing clean pouches and bedding
  + wearing gloves
  + sterilising equipment including bottles
  + washing hands.
* A husbandry plan could include:
  + consultation with vets
  + medications
  + consultation with coordinators and mentors
  + enrichment.
* Mechanisms to reduce stress and encourage natural behaviours could include:
  + buddying
  + handling and interaction
  + play
  + dehumanisation
  + moving to appropriate facilities at the right stage.

### Suggested assessments

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

#### Standard 10: Assessment 1 – Wombat joey housing, questions

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

1. Intensive housing:

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1. Intermediate housing:

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1. Pre-release housing:

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#### Standard 10: Assessment 2 – Rehabilitation of a wombat joey, quiz

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

1. Intensive care housing must have bright lights so that the wombat can see.
2. True
3. False

Answer: False. Intensive care housing for wombats should have dim lights only.

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

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

1. Which of the following conditions is **not** typically seen in wombat joeys?
2. diarrhoea
3. bloat
4. dehydration
5. arthritis
6. pneumonia.

Answer: D. arthritis. This is a condition that typically affects older animals.

1. Which of the following is **not** a benefit of buddying wombat joeys?
2. aids in the development of natural behaviours
3. minimises stress
4. prevents a joey from escaping its enclosure
5. all of the above.

Answer: C. prevents a joey from escaping its enclosure

1. Failure to recognise pet species as predators will preclude rehabilitated wombats from being released into the wild.
2. True
3. False

Answer: True.

1. List three hygiene or disease control processes used in wombat joey rehabilitation.

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1. Which of the following can be used to determine developmental stage in wombat joeys?
2. body weight
3. measurement of head length
4. physical characteristics (e.g. ear position, hair growth)
5. a combination of A, B and C.

Answer: D. a combination of A, B and C can be used to determine developmental stage in wombat joeys.

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

Milk formula:

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Native grass:

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1. List five techniques that could be employed to minimise stress for a wombat joey undergoing rehabilitation.

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1. List three strategies you could use to avoid humanisation and encourage natural behaviours in wombat joeys.

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Explain the rehabilitation requirements, including monitoring, feeding and housing, for wombat joeys at each of the following weights.

500 grams:

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2 kilograms:

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7 kilograms:

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## Standard11: Release of wombats

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

To comply with this standard, a rehabilitation organisation must:

11.1 Discuss release considerations for wombats including timing and site selection.

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

11.3 Detail the correct techniques and equipment for releasing a wombat.

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

### **Training areas**

* The Wombat Code can be accessed online: [Code of Practice for Injured, Sick and Orphaned Wombats](http://www.environment.nsw.gov.au/research-and-publications/publications-search/code-of-practice-for-injured-sick-and-orphaned-wombats.).
* Release considerations could include:
  + timing including time of day
  + weather conditions
  + release site selection (existing wombat population, risk of injury, presence of burrows)
  + individual identification (microchip) before release.
* Suitability for release could include:
  + physical condition and fitness
  + age
  + recovery from injury or disease
  + behaviour
  + predator avoidance
  + prior to sexual maturity
  + acclimatised to prevailing climate conditions
  + assessment and approval by a veterinary or experienced wombat rehabilitator.
* Appropriate techniques and equipment could include:
  + soft and hard release techniques
  + monitoring
  + transport to release site.

### Suggested assessments

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

#### Standard 12: Assessment 1 – Releasing a wombat, case studies

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

##### Case study 1: A hand-reared wombat was found in its mother’s pouch, along a busy highway. The joey was assessed with only minor injuries and has since been rehabilitated and is ready for release.

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

##### Case study 2: A wombat joey has been held by a member of the public for two days before being handed to a licensed rehabilitation organisation for care. The exact address where this joey was found is not known, but the general location was passed on by the member of public. Following rehabilitation, the joey is now ready for release.

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

##### Case study 3: A subadult wombat was rescued as it was observed to be feeding during the daytime, was quiet and did not flee when approached. The wombat also had multiple skin wounds. Veterinary diagnosis of the wounds confirmed mange and the wombat has since been treated and is ready for release.

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

#### Standard 12: Assessment 2 – Releasing a wombat, quiz

##### Trainer/Assessor instructions:

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

##### Learner instructions:

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

1. A wombat must be released during extremes of weather or temperature so that it is used to harsh conditions.
2. True
3. False

Answer: False. A wombat must not be released during extremes of weather or temperature.

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

Answer: False. Sexually immature wombats must be released prior to sexual maturity and when they would naturally disperse.

1. An adequate number of burrows, occupied by other wombats and free of immediate risks, are all components of:
2. intensive housing
3. suitable release environment
4. mange management
5. none of the above.

Answer: B. suitable release environment.

1. A wombat can be released into a national park only if:
2. release has written consent from the relevant NPWS Area Manager
3. it was originally encountered in that location
4. release complies with the relevant Department of Planning, Industry and Environment policies on translocation
5. all of the above.

Answer: D. all of the above.

1. Where possible, wombats should be fitted with a microchip, that has been implanted by a registered professional, before release.
2. True
3. False

Answer: True. This is a guideline in the Wombat Code.

1. A wombat’s readiness for release must be confirmed by a veterinarian or experienced wombat rehabilitator before it is released.
2. True
3. False

Answer: True.

1. A wombat should be released in an area that is connected to other suitable wombat habitat.
2. True
3. False

Answer: True.

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

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

1. As they are not dangerous animals, a wombat that is humanised can be released.
2. True
3. False

Answer: False. An imprinted wombat cannot be released.

1. Which of the following is **not** an option for an unreleasable wombat?
2. 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 the Department of Primary Industries (DPI).

Answer: A. keeping it in the house.

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# Further reading

ASQA 2015, *Guide to Developing Assessment Tools*, Australian Skills Quality Authority,accessed 24/7/2019, [www.asqa.gov.au/sites/g/files/net3521/f/Guide\_to\_developing\_assessment\_tools.pdf](https://www.asqa.gov.au/sites/default/files/Guide_to_developing_assessment_tools.pdf).

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

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

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

Appendix A: Training and assessment mapping tool

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

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