



Koala rehabilitation

Trainers' guide for the wildlife rehabilitation sector

Department of Climate Change,
Energy, the Environment and Water



Acknowledgement of Country

Department of Climate Change, Energy, the Environment and Water acknowledges the Traditional Custodians of the lands where we work and live.

We pay our respects to Elders past, present and emerging.

This resource may contain images or names of deceased persons in photographs or historical content.

© 2025 State of NSW and Department of Climate Change, Energy, the Environment and Water

With the exception of photographs, the State of NSW and Department of Climate Change, Energy, the Environment and Water (the department) are pleased to allow this material to be reproduced in whole or in part for educational and non-commercial use, provided the meaning is unchanged and its source, publisher and authorship are acknowledged. Specific permission is required to reproduce photographs.

Learn more about our copyright and disclaimer at www.environment.nsw.gov.au/copyright

Artist and designer Nikita Ridgeway from Aboriginal design agency Boss Lady Creative Designs created the People and Community symbol.

Cover photo: Koala (*Phascolarctos cinereus*). Shona Lorigan/DCCEEW

Published by:
Environment and Heritage
Department of Climate Change,
Energy, the Environment and Water
Locked Bag 5022, Parramatta NSW 2124
Phone: +61 2 9995 5000 (switchboard)
Phone: 1300 361 967 (Environment and Heritage enquiries)
TTY users: phone 133 677, then ask for 1300 361 967
Speak and listen users: phone 1300 555 727, then ask for 1300 361 967
Email info@environment.nsw.gov.au
Website www.environment.nsw.gov.au

ISBN 978-1-923436-95-4
EH 2025/0193 July 2025

Find out more at:

environment.nsw.gov.au

Contents

Summary	1
Part 1: Introduction to training, design, delivery and assessment	2
Training requirements of the code	2
Designing training	4
Providing training	10
Assessment	16
Part 2: Understanding the koala rehabilitation training standards	19
Introduction	19
Understanding the format of the training standards	20
Standard 1: The framework of koala rehabilitation in New South Wales	21
Standard 2: Work health and safety requirements of koala rehabilitation	29
Standard 3: Record keeping	33
Standard 4: Biology and behaviour of koalas	36
Standard 5: Stress management in koalas	40
Standard 6: Rescue of koalas	44
Standard 7: Transport of koalas	57
Standard 8: Assessment of koalas	60
Standard 9: Rehabilitation of adult koalas	67
Standard 10: Rehabilitation of koala joeys	75
Standard 11: Leaf identification and collection	80
Standard 12: Release of koalas	83
Resources	88
Further information	88
Appendix A: Training and assessment mapping tool	89

List of figures

Figure 1	Training requirements in the code	2
Figure 2	The 4 different learning styles of the VARK model	6
Figure 3	Using dot points (top) and pictures (bottom) to illustrate key messages on a PowerPoint slide	14
Figure 4	Format for koala rehabilitation training standards	20
Figure 5	Key koala assessment features	66

Summary

This trainers' guide has been developed as a companion resource to the *Koala rehabilitation training standards* (the training standards) produced by the Department of Climate Change, Energy, the Environment and Water (the department). Training developers, trainers and assessors within the volunteer wildlife rehabilitation sector can use the guide to assist them with ensuring their koala rehabilitation training is compliant with the training standards.

The standards ensure compliance with the NSW *Code of practice for injured, sick and orphaned koalas* and a minimum level of care for koalas across the sector.

The guide is divided into 2 parts:

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

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

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

Training requirements of the code

The first thing you will need to look at when designing or evaluating your training is the *Code of practice for injured, sick and orphaned koalas* (the code). Section 11 – Training, is broken down below to give you a greater understanding of what is required.

11 Training

Objectives

To ensure koala rehabilitators have the appropriate knowledge and skills to safeguard the welfare of koalas in their care.

Standards

11.1.1 New wildlife rehabilitators must undertake an introductory training course.

11.1.2 Koala rehabilitators must undertake specialist training, including the requirements of this Code, prior to caring for koalas.

11.1.3 All wildlife rehabilitators must attend a refresher training course every four years.

11.1.4 Training courses must:

- teach the standards and guidelines described in this Code
- focus on what a person will be able to do as a result of completing the course (i.e. be competency-based)
- include leaf identification and selection
- teach health and safety issues associated with koala rehabilitation (e.g. disease transmission, managing hazardous chemicals and operating in hazardous locations)
- have a written assessment component (This point does not apply to training for rehabilitation assistants who assist under the direct supervision of an experienced koala rehabilitator.).

11.1.5 Wildlife rehabilitators must be assessed as competent in the relevant areas before undertaking rescue, rehabilitation or release of koalas.

11.1.6 Training must be accompanied by ongoing in-field support from experienced koala rehabilitators.

Guidelines

11.1.7 Koalas rehabilitators should have an understanding of:

- the objectives of koala rehabilitation
- wildlife ecology (e.g. population dynamics, habitat selection, competition, and predator–prey interactions)
- animal behaviour (e.g. feeding and social interactions)
- how to keep accurate records.

11.1.8 Koala rehabilitators should be proficient in:

- koala handling techniques
- first aid for injured koala
- recognising the signs of disease
- animal husbandry.

Figure 1 Training requirements in the code

Breakdown of Section 11 of the code

Objectives

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

Standards

11.1.3

- Refresher training should include advanced topics and developments in rehabilitation practices and scientific research.

11.1.4

- Koala rehabilitation courses must teach these things and ensure that training is competency based.
- There **must** be an assessment completed in writing for anyone undertaking koala rehabilitation training. The exception is for people who are working in temporary supervised facility-based roles.

11.1.5

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

11.1.6

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

Guidelines

- Content to be included in training.

Designing training

Whether you are designing a new course or updating an existing course, there are several questions to ask to determine what your new training should look like. The best way to answer these questions is to organise them into a learning plan before jumping into the content of your training. This section has been broken down into the broad questions of what, who, how and when, to get you started.

What is the purpose of the course?

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

The training standards have been grouped into 3 overarching core areas that between them cover 12 areas of training:

- **Foundations of koala rehabilitation** – Standards 1 to 5 that are mostly theoretical or cover topics that inform multiple aspects of koala rehabilitation and should therefore be considered foundational for koala rehabilitation training.
- **Rescue of koalas** – Standards 6 to 9 address koala rescue.
- **Rehabilitation of koalas** – Standards 9 to 12 cover the rehabilitation and release of both adult and joey koalas.

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

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

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

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

Who is the training designed for?

Understanding the 'who' is very important to developing successful training.

The audience for a program aimed at koala rehabilitation can be diverse and include people across genders, age groups, ethnicities and educational levels. Consider what you can put in place to account for this diversity and assist 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:

- have questions or an interview in place upon enrolment to determine if a learner will require additional or alternative help throughout the training
- use simple and succinct language
- use visuals such as pictures, diagrams and graphs
- factor in time for asking questions and evaluating information
- use short and concise sentences
- 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 best-known being andragogy, which was popularised by Malcolm Knowles in the 1970s. Andragogy refers to adult learning, in contrast to pedagogy, which is child learning. What the theory of andragogy tells us is that adults:

- are self-directed learners
- need to know why they are learning something
- have a problem-centred approach to learning
- bring life and work experiences, skills and biases to learning
- are more willing to learn when they think it will provide skills to develop their life situations (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. When we look at adult learning the trainer becomes 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 more effective at reaching your learners.

The VARK model (visual, auditory, reading/writing preference, and kinaesthetic) separates learning styles into 4 types, although learners don't have to be restricted to just one learning type. See Figure 2 below for a description of the learning styles.

For more information about the VARK mode of learning, including a quiz for you to find out your preferred learning styles, see 'The VARK modalities' under 'Further information'.

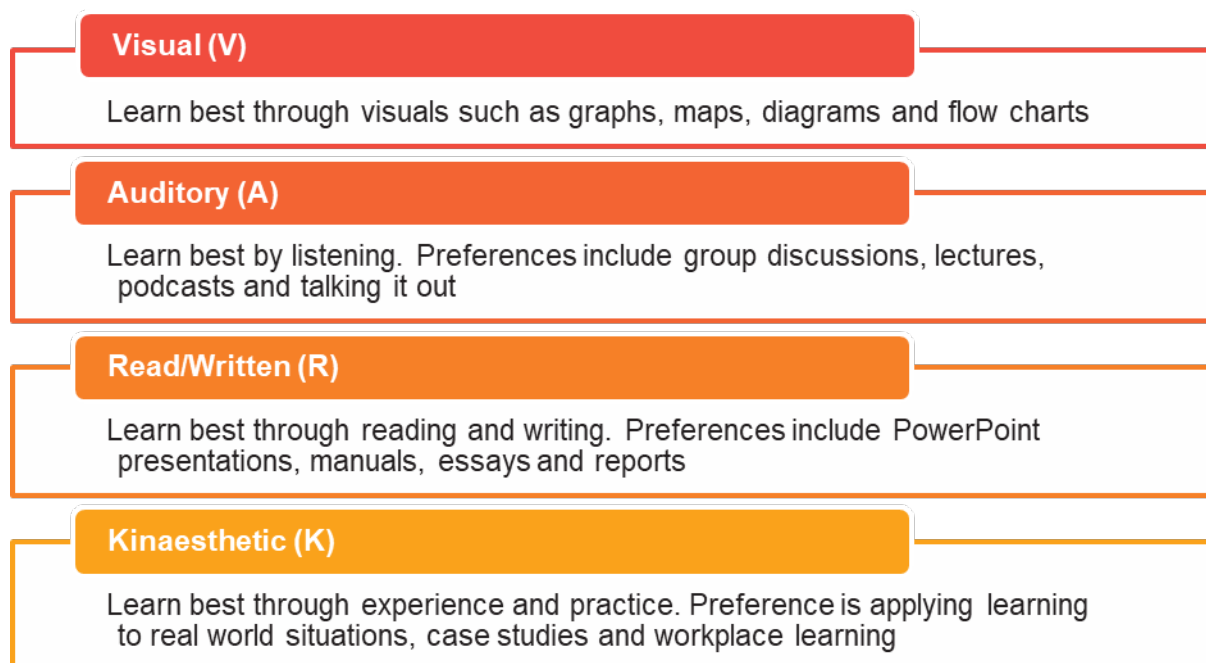


Figure 2 The 4 different learning styles of the VARK model

How will training be delivered?

The 3 most common delivery methods are face-to-face, online and one-on-one training. The different methods of delivery suit different learning styles and there no one method is 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
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Can be completed in the comfort of your own home or other convenient location• Flexible – can be accessed at any time and fit with learners' schedules• There is consistency in what is learnt as the content is the same for every learner• Can be easy to pull statistics and provide feedback• Can be more cost-effective than other types of delivery• Learning is self-paced• Can improve the learner's electronic and technical skills	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Can be difficult to incorporate training into day-to-day tasks • May not allow for diversity of opinions or the ability for the learner to engage with other learners • Providing feedback can be awkward and taken more personally • Appropriate mentors can be difficult to find • Can take longer to complete training because of both learner and mentor schedules

Tips for delivery

More information on delivery can be found in the training section of this document but here are some tips for delivery you should reflect on when designing your learning plan:

- 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?

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 *Code of practice for injured, sick and orphaned koalas* and the training standards
- relevant and useful organisational policies and procedures including standard operating procedures, constitutions, code of ethics, work health and safety policies, role descriptions and risk management plans
- legislative requirements including the *Biodiversity Conservation Act 2016* and council regulations for collecting leaf in local areas
- existing materials – manuals, fact sheets, PowerPoints, handouts and research papers (consider if these are still relevant or if they need updating and who needs to be involved in this process)
- previous feedback – have you received feedback about previous courses that you could incorporate into the update of training materials?

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

When developing resources, you need to determine what the learners will need to competently complete the training and any further materials that would 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 impact 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, requires regular attendance and the frequency of the training. Further to this, 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 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
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 in which the training will occur 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 koalas and the ability to reinforce learning by having the learner complete tasks in a practical setting. Conversely, there may be emergencies that require attention or frequent interruptions from other personnel.

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

Ways to engage learners

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

Some additional methods for encouraging learner participation include:

- demonstrations
- group activities
- case studies and scenarios
- group discussions

- brainstorming sessions
- blended delivery (combination of online, face-to-face and mentor training)
- videos, graphs, images and other visual aids.

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

Preparation

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

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

On the day



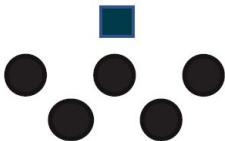
Setting up

It is important you arrive before the learners and with adequate time to prepare yourself and the venue. As the trainer, you have responsibility 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 (see photo below). Chairs can be placed in a way that channels learners away from the hazard.



Reducing hazards in the training environment

Arriving early also gives you an opportunity to set up the room how you want. 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	Best suited to presentation or lecture-based training
	Tables are set up in a u-shape or semicircle shape	Best suited to training that has a lot of discussion and learner interaction
	Tables are clustered into groups	Best suited to training that has a lot of group discussion and activities

Agendas

Agendas are useful tools for organising the learning. An agenda should include the goal of the day and a breakdown of what learners can expect. Be sure to allow enough time for questions and incorporate this into your agenda, no one ever got upset that their training finished 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 the learner to relax, feel motivated and connect with other learners.

The possibilities for icebreakers are endless; you can get specific to the topic and ask learners ‘What is your favourite thing about koalas?’, ‘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 2 truths and one lie’ and ‘What would be your ideal holiday destination and why?’.

There are many online resources with icebreaker suggestions to help you started and work out which icebreakers work for you.

Presenting

Presenting training content requires skill and enthusiasm and continual practice. Your presentation will be vital to the learners feeling engaged and energised by the content. Some tips for delivering an engaging presentation are listed below.

- Don’t just read from your presentation slide, use it as a guide only. The notes feature on PowerPoint can be used to remind you of your points without overloading your slide. In addition to this, don’t put too much text on your slides, and use dot points and pictures to make slides more interesting (see Figure 3: which one do you find easier to read?).
- Summarise and question learners on key points.
- Ensure technology is working – double-check embedded videos before beginning the presentation.
- Look for visual cues from the audience– are learners reciprocating eye contact, are they interested in the content or are they looking bored or distracted? Adapt your approach accordingly.
- Go at an appropriate pace, if you feel your nerves getting to you 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 a question tell them, don’t try to fumble your way through. If you offer to find out for them make sure you do.
- Be positive, smile and make eye contact.
- Be passionate, share your experiences and anecdotes to reinforce learning.

Threats to Koalas

There are many reasons that the koala is listed as a threatened species in NSW, and in other parts of the country as well. The main threat to koalas is habitat loss. Other threats include diseases such as ocular and urogenital chlamydia, koala retrovirus and cryptococcosis.

Dog attacks in urban backyards and being hit by cars are also two significant threats facing the koala today.

A lot of these threats can be traced to increased development by humans impacting koalas and their habitat.

Threats to Koalas

- Threatened in NSW
- Diseases e.g. Chlamydia, KoRV, Cryptococcosis
- Dog attacks
- Motor vehicle accidents
- **Habitat Loss**



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

Dealing with difficult behaviour from learners

There are many 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:

- disrupting the trainer constantly to contradict points
- talking to other learners during a presentation
- one person monopolising the discussion and not allowing other learners to speak
- not paying attention to the training, e.g. appearing bored, playing on their phone
- a learner that is pushing an agenda and brings up the same argument repeatedly.

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

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

Other methods you can use to manage difficult behaviours include:

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

Getting feedback

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

There are numerous ways to obtain feedback and we will look at a few of them here. One way to determine if your learners have obtained the relevant information and evaluate the overall effectiveness of your training is to quiz learners on the content, in accordance with the 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 that 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 upon.

Probably the most common type of feedback is the written questionnaire. When written well, this can be incredibly 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 scale (i.e. numbered 1 to 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 put all your expectations in written answer questions; 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?
- Were 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 koala rehabilitation. There is no grade in competency-based assessment; rather, the learner is assessed as either competent or not yet competent.

As per the *Code of practice for injured, sick and orphaned koalas*, all koala 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 koala rescue, without assessing the learner you have no way of knowing if they can apply the knowledge to koala rescue or use the skills learnt to safely rescue a koala according to the learning outcomes in the standards.

The *Standards for Registered Training Organisations (RTOs) 2015* has Principles of Assessment and Rules of Evidence that it requires of the VET (vocational education and training) sector. While your training may not be a VET accredited course, these 2 tools are useful for ensuring your assessment methods are effective and ethical. They are summarised below.

Principles of assessment

There are 4 principles of assessment:

- **Fairness** – Individual needs of the learners are taken into account and an assessment method must not discriminate against specific learners or groups.
- **Flexibility** – Assessments are flexible to accommodate individual learners through reflecting their needs, applying reasonable adjustments where appropriate and utilising 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/assessor is.

Rules of evidence

When assessing the competency of a learner you must consider the following 4 rules of evidence:

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

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

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

Record keeping

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

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

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

Part 2: Understanding the koala rehabilitation training standards

Introduction

The following section looks at the koala rehabilitation training standards in more detail.

We look at possible topics that could be included in the training. This can be found under the heading 'Training areas' for each standard. Not all these areas will need to be covered as your training may be specific to a type of role so certain areas may not be applicable. The suggested training areas are listed to guide you in thinking about what may be considered in the context of each standard.

There are also recommendations for the types of assessments. Each standard is accompanied by 2 examples of assessments that could be used to assess competency. The assessments are examples only and do not have to be used. You may want to use them as ideas to create your own assessments. If you do use these assessments though, you must have covered the topics in your content to ensure your assessment process is fair and accurate.

Understanding the format of the training standards

Standard 1: The framework for koala rehabilitation in NSW



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

Objective: Familiarise learners with the relevant policies and procedures of koala rehabilitation and provide them with an understanding of the framework that exists to support and regulate koala rehabilitation in New South Wales. Learners must be aware of and understand the *NSW Code of practice for Injured, Sick and Orphaned Koalas*.



The objective of a standard explains what the standard is trying to achieve – that is, its aim.

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

- 1.1 Discuss the *NSW Code of practice for injured, sick and orphaned koalas*.
- 1.2 Ensure organisational policies and procedures applicable to koala rehabilitation are defined and understood by learners.
- 1.3 Ensure objectives of koala rehabilitation are understood by learners.



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

Learning outcomes

Sections in the code

Upon completion of this module, learners will be able to:

- identify and demonstrate understanding of the *NSW Code of practice for injured, sick and orphaned koalas*
- identify organisational policies and procedures on koala rehabilitation
- recognise the objectives of koala rehabilitation.

All



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

Figure 4 Format for koala rehabilitation training standards

Standard 1: The framework of koala rehabilitation in New South Wales

Objective

Familiarise learners with the relevant policies and procedures of koala rehabilitation and provide them with an understanding of the framework that exists to support and regulate koala rehabilitation in New South Wales. Learners must be aware of and understand the *Code of practice for injured, sick and orphaned koalas*.

To comply with this standard, a rehabilitation organisation must:

- 1.1 Discuss the *Code of practice for injured, sick and orphaned koalas*.
- 1.2 Ensure organisational policies and procedures applicable to koala rehabilitation are defined and understood by learners
- 1.3 Ensure objectives of koala rehabilitation are understood by learners.

Learning outcomes	Sections in the code
Upon completion of this module, learners will be able to: <ul style="list-style-type: none">• identify and demonstrate understanding of the <i>Code of practice for injured, sick and orphaned koalas</i>• identify organisational policies and procedures on koala rehabilitation• recognise the objectives of koala rehabilitation.	All

Training areas

- Access the *Code of practice for injured, sick and orphaned koalas* can be accessed.
- Organisational policies and procedures relevant to koala rehabilitation could include:
 - standard operating procedures
 - organisational overview
 - work health and safety protocols
 - 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 members.

Suggested assessments

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

Standard 1: Assessment 1 – Code of practice for injured, sick and orphaned koalas 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 *Code of practice for injured, sick and orphaned koalas* to complete the following multiple-choice quiz.

1. The *Code of practice for injured, sick and orphaned koalas* has been developed to protect the welfare of koalas in care and the conservation of wild koala populations.
 - A. True
 - B. False

Answer: True.

2. Which of the following describes the mandatory specific actions for koala rehabilitation, as described by the code?
 - A. Guidelines
 - B. Standards
 - C. Notes
 - D. Objectives

Answer: B. Standards.

3. A koala admitted into care must be assessed by a veterinarian.
 - A. True
 - B. False

Answer: True. All koalas admitted into care must be assessed by a veterinarian; time frames will vary based on their condition and reason for admission into care.

4. Which of the following is **not** an appropriate method for rescuing a koala?
 - A. Shaking the tree
 - B. Noosing with a rope
 - C. Deliberately forcing a koala to jump from a height
 - D. All of the above

Answer: D. All of the above.

5. Covering a koala's head with a towel, blanket or bag will often help calm it down.
 - A. True
 - B. False

Answer: True

6. Hessian sacks are an appropriate material for rescuing and transporting koalas.

- A. True
- B. False

Answer: False. Hessian sacks must not be used as the koala's claws can become entangled and threads can irritate the eyes or become entangled.

7. When a koala has been admitted as a result of a traumatic injury, which of the following should **not** be offered to a koala?

- A. Pain relief
- B. Treatment for shock
- C. Fork to climb into
- D. Fluid therapy

Answer: C. Fork to climb into. A koala with traumatic injuries would be housed in intensive housing.

8. Which of the following is a true statement about feeding koalas?

- A. Koalas should be offered contaminant-free dirt and bark
- B. Leaves should be collected from the side of major roads
- C. The choice of eucalyptus species should be the same throughout its time in rehabilitation
- D. Leaves from non-eucalyptus native food trees should not be offered

Answer: A. Koalas should be offered contaminant-free dirt and bark.

9. When an uninjured koala joey has reached 2 kg (2.5 kg for NSW alpine region) it must be housed outside all the time.

- A. True
- B. False

Answer: True.

10. Koalas undergoing rehabilitation must be prevented from coming into contact with domestic pets.

- A. True
- B. False

Answer: True.

11. Which of the following is the objective of Section 7.2 Hygiene in the code?

- A. To ensure that the koala has a feeding and watering regime that encourages rapid recovery
- B. To check the health of a koala undergoing rehabilitation so that issues can be promptly identified and managed
- C. To prevent the spread of diseases among koalas undergoing rehabilitation
- D. To maintain clean rehabilitation facilities so diseases are prevented or contained

Answer: D. To maintain clean rehabilitation facilitates so diseases are prevented or contained.

12. Which of the following is **not** a standard for pre-release housing?

- A. Enclosures must have a floor dimension of at least 2 m long x 2 m wide
- B. Must provide areas where the koala can gain exposure to prevailing weather conditions and areas where it can access shelter
- C. Must be designed and/or positioned so that exposure to humans is kept to the minimum required for monitoring, feeding and cleaning
- D. Must contain habitat elements that enable the koala to perform a range of natural behaviours

Answer: A. 2m long x 2m wide is the minimum floor dimension for intermediate housing of a koala. Pre-release enclosures must have dimensions of at least 6m long x 6m wide x 3m high.

13. A koala must not be released until it is behaviourally ready. This has been achieved when which of the following occurs?

- A. It can recognise and consume eucalyptus leaf unaided
- B. It can climb effectively
- C. It is not attracted to humans and can recognise and interact normally with other koalas
- D. All of the above

Answer: D. All of the above.

14. If the location where the koala was found is assessed as unsuitable environment for release:

- A. The koala must not be released
- B. The koala must still be released back into the unsuitable environment
- C. The koala must be released in a suitable environment as near as possible to this location
- D. The koala must be released in a suitable environment as far from this location as possible

Answer: C. The koala must be released in a suitable environment as near as possible to this location, without transporting it across a physical boundary that it would not normally cross or a hazard that would pose significant risk of injury or further than 10 km for sub adult or adult koalas.

15. Hand-reared koalas must not be released more than 50 km from their original location.

- A. True
- B. False

Answer: True

16. Which of the following is not a minimum mandatory requirement for reporting?

- A. Encounter details
- B. Age
- C. Fate
- D. Breed of dog if attacked

Answer: D. Breed of dog if attacked. While this is good information to record, it is not part of the minimum mandatory reporting requirements.

Standard 1: Assessment 2 – Organisational policies on koala rehabilitation questionnaire

Trainer/assessor instructions

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

Learner instructions

Provide answers to each of the questions below.

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

Answers could include:

- Conserving koalas and preserving and enhancing their habitat (Friends of the Koalas)
- To provide the world best practice standards of care to sick, injured and orphaned koalas (Port Stephens Koalas)
- To actively rehabilitate and preserve Australian wildlife and inspire others to do the same (WIRES)

2. List 3 policies or documents you need to be familiar with to rehabilitate koalas.

Answers could include:

- Standard operating procedures
- Code of practice, ethics and or conduct
- Constitution
- Petrol reimbursement policy
- Facility policy
- Leaf collection policy
- Work health and safety procedures/policy

3. Who do you need to report a koala rescue to?

Answers could include:

- Clinical director
- Supervisor
- Koala coordinator/State koala coordinator
- Care coordinator

4. 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 every koala admitted for care
5. List 2 positions within the organisation and explain their role in koala rehabilitation.

Answers could include:

- Koala coordinator – oversees rescues and animals brought into care
- Mentor – assists new volunteers with rehabilitation, providing advice and support
- Rescue coordinator – coordinates roster and rescues from the hotline
- Training officer – updates koala training and informs members of when training is available

Standard 2: Work health and safety requirements of koala rehabilitation

Objective

Ensure that learners are able to prioritise their safety and that of the people around them when undertaking koala rescue and rehabilitation.

To comply with this standard, a rehabilitation organisation must:

- 2.1 Explain the work health and safety risks associated with the site, equipment or activity and how they can be minimised.
- 2.2 Explain the work health and safety risks associated with handling and restraining koalas and how they can be minimised.
- 2.3 Discuss rehabilitator wellbeing and potential emotional and psychological impacts of rehabilitation.

Learning outcomes	Sections in the code
Upon completion of this module, learners will be able to:	3. Rescue
• identify work, health and safety risks associated with koala rehabilitation	6. Care procedures
• employ techniques to minimise the work health and safety risks to themselves and other people.	7. Rehabilitation care
	10. Release considerations

Training areas

- Access the *Code of practice for injured, sick and orphaned koalas*.
- Work health and safety risks of the site, equipment or activity could include:
 - cars and traffic
 - uneven surfaces
 - ticks and other parasites
 - falling debris
 - weather and extremes of temperature
 - working in low light
 - working with height
 - broken equipment
 - sharp edges
 - chemicals and other hazardous agents.
- Work health and safety risks associated with handling and restraining koalas could include:
 - zoonoses
 - bites and scratches
 - injury from heavy lifting.

- Minimising work health and safety risks could include:
 - wearing correct personal protective equipment (PPE)
 - using correct equipment
 - hygiene practices
 - two people lifting
 - ensuring correct training has been completed before undertaking a task
 - vaccinations
 - minimising handling.

Suggested assessments

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

Standard 2: Assessment 1 – Work, health and safety requirements of koala rehabilitation

Trainer/assessor instructions

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

Learner instructions

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

1. Rescuing a koala that has been hit by a car. The koala is next to a moderately busy road and will need to be transported to a vet for euthanasia.

Work health and safety risks	How will you minimise these risks?

2. Rescuing a koala that is in a tree in a busy park.

Work health and safety risks	How will you minimise these risks?

3. Rehabilitating a chlamydia positive koala in intensive housing.

Work health and safety risks	How will you minimise these risks?

Standard 2: Assessment 2 – Rehabilitator wellbeing

Trainer/assessor instructions

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

Learner instructions

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

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

Standard 3: Record keeping

Objective

Explain the record keeping requirements of koala rehabilitation.

To comply with this standard, rehabilitation organisations must:

3.1 Explain the department reporting requirements.

3.2 Explain organisational reporting requirements.

Learning outcomes	Sections in the code
Upon completion of this module, learners will be able to: <ul style="list-style-type: none">• keep records in accordance with department and organisational requirements.	12. Record keeping

Training areas

- Access the *Code of practice for injured, sick and orphaned koalas*.
- The department's reporting requirements could include:
 - Detailed records 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
 - consulting with the department for releases greater than 5 km and less than 10 km from rescue site
 - seeking approval from the department for releasing a koala outside standards in the koala code
 - I Spy Koala app.
- Organisational reporting requirements could include:
 - rehabilitation care plans
 - weights
 - feeding charts
 - rescue details
 - release details
 - process for reporting disease outbreaks to the relevant authorities.

Suggested assessments

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

Standard 3: Assessment 1 – Record sheet

Trainer/assessor instructions

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

Learner instructions

A young male koala (ID number: WD123456) was found on Friday 27/9/24 on the main highway at 212 Fake Highway, Anonville. He had been hit by a car and had a fractured arm. You have rehabilitated the koala, who you have named Jim, and released him 2 months later. His release site was 2 km away from the road in more suitable habitat at 12 Eucalypt Way, Anonville. Prior to release, Jim was fitted with a green ear tag numbered 347.

Species Name
ID Number
Date of Encounter
Encounter Type
Location Details
Location Postcode
Animal Condition
Sex
Age
Initial Weight
Pouch Condition
Rehabilitator Name
Fate
Date of Fate
Release Location
Mark/Band/Microchip Number

Standard 3: Assessment 2 – Record keeping in your organisation

Trainer/Assessor instructions

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

Learner instructions

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

1. List 5 types of information your organisation records for koalas in care:

2. Why is record keeping important to your organisation?

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 koalas

Objective

Ensure detailed knowledge of the koala is taught to learners. This is done by providing learners with the foundational tools to understand koala biology and behaviour and how these aspects inform interactions with koalas undergoing rehabilitation.

To comply with this standard, a rehabilitation organisation must:

- 4.1 Explain features of koala biology including anatomy, physiology, social structure and habitat and relate them to koala rehabilitation.
- 4.2 Provide the tools and understanding required to identify normal behaviours in koalas.
- 4.3 Provide the tools and understanding required to recognise signs of abnormal behaviour in koalas.

Learning outcomes	Sections in the code
Upon completion of this module, learners will be able to: <ul style="list-style-type: none">• relate koala biology and behaviour to koala rehabilitation• recognise signs of normal behaviour in koalas• recognise signs of abnormal behaviour in koalas.	All

Training areas

- Access the *Code of practice for injured, sick and orphaned koalas*.
- Features of koala biology could include:
 - anatomy
 - digestive system and diet
 - habitat
 - social structure and home range
 - reproduction.
- Normal behaviours for koalas could include:
 - nocturnal
 - solitary and territorial
 - thermoregulatory behaviours
 - bright and alert demeanour
 - shallow and regular breathing.
- Abnormal behaviours for koalas could include
 - hunched over position
 - remaining in the same place for days
 - being on the ground for prolonged periods of time.

Note: some abnormal stress behaviours are covered in Standard 5.

Suggested assessments

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

Standard 4: Assessment 1 – Koala behaviour in rehabilitation

Trainer/Assessor instructions

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

Learner instructions

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

Standard 4: Assessment 2 – Koala 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. Koalas are listed as a vulnerable species in New South Wales.

- A. True
- B. False

Answer: False. Koalas are listed as an endangered species in Schedule 1 of the *Biodiversity Conservation Act 2016*.

2. Koalas have the best insulated fur of any marsupial in Australia.

- A. True
- B. False

Answer: True.

3. Between what ages will a juvenile koala seek out its own home range?

- A. 6 to 12 months
- B. 12 to 14 months
- C. 18 to 24 months
- D. 24 to 36 months

Answer: C. 18 to 24 months.

4. Which of the following statements about koalas is **not** true?

- A. Koalas are hind-gut fermenters
- B. Koalas are folivores
- C. Koalas are nocturnal
- D. Koalas eat all species of eucalyptus

Answer: D. Koalas eat all species of eucalyptus. Koalas are known to eat only 60 species of eucalypt (there are over 900 species of eucalypt in Australia).

5. Koalas get most of their water from the leaf they consume.

- A. True
- B. False

Answer: True – although koalas will drink and fresh drinking water must always be available during rehabilitation.

6. Koalas typically sleep for 5 hours a day.

- A. True
- B. False

Answer: False. A koala will sleep for approximately 18 hours a day. This is an evolutionary adaption to their diet, which is low in nutrients.

7. When a koala is hot, which of the following thermoregulatory actions will it use to cool down?

- A. Sweat
- B. Curl into a ball
- C. Lay back with its arms outstretched
- D. None of the above

Answer: C. Lay back with its arms outstretched.

8. List 5 signs of a healthy koala:

9. List 3 signs of a distressed koala:

10. Explain the digestive features of a koala and how they allow the koala to survive on a highly toxic diet of eucalyptus leaf.

Standard 5: Stress management in koalas

Objective

Communicate the importance of managing stress in koalas 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 koala at various stages of rescue and rehabilitation.
- 5.2 Provide the tools and understanding required to recognise signs of stress in a koala.
- 5.3 Discuss methods for minimising stress on a koala at stages of rescue and rehabilitation.

Learning outcomes	Sections in the code
Upon completion of this module, learners will be able to:	3. Rescue
• recognise signs of stress in koalas and its impact	4. Transport
• apply methods for minimising stress on a koala.	5. Euthanasia
	6. Care procedures
	7. Rehabilitation care
	8. Housing
	10. Release considerations

Training areas

Access the *Code of practice for injured, sick and orphaned koalas*

- Effects of stress could include:
 - death
 - decreased immune function
 - prolonged time in rehabilitation
 - physiological impacts.
- Signs of distress could include:
 - rapid breathing/panting
 - crying/screaming vocalisations
 - grinding teeth
 - flicking of the ears
 - ears flat and facing forward
 - bulging eyes
 - pacing
 - hiccups
 - diarrhoea

- changes in scat consistency
- drooling
- lack of appetite
- stress eating
- poor demeanour
- recognition that there will always be a level of stress for any koala in rehabilitation.
- Methods for minimising stress could include:
 - covering the head with a towel
 - warm, dark and quiet environment
 - pain relief
 - correct handling techniques
 - no domestic animals nearby
 - providing leaf for comfort
 - getting appropriate and prompt help for a koala
 - covering the cage
 - controlling temperature
 - driving carefully, i.e. no sudden movements
 - stopping or pausing activity if a koala is too stressed.

Suggested assessments

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

Standard 5: Assessment 1 – Signs of stress

Trainer/assessor instructions

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

Learner instructions

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

Standard 5: Assessment 2 – Minimising stress

Trainer/assessor instructions

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

Learner instructions

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

1. Rescuing a koala by the side of the road. There are many onlookers by the time you arrive, and you can see that the koala is injured and will need veterinary attention.

2. A koala is being transported to a pre-release enclosure that is 4 hours away.

3. A koala joey has been found in the pouch of its deceased mother.

Standard 6: Rescue of koalas

Objective

Ensure learners have the skills to safely, efficiently and humanely rescue a koala.

To comply with this standard, a rehabilitation organisation must:

- 6.1 Outline common reasons for koala rescue.
- 6.2 Detail how to plan a rescue, including the use of the decision tree in the *Code of practice for injured, sick and orphaned koalas*, to establish the appropriate course of action.
- 6.3 Detail the correct method and equipment required to handle and rescue a koala, as suitable to common rescue situations, conditions and ages of a koala.
- 6.4 Demonstrate how to rescue a koala to humanely minimise pain, stress and potential injury.

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

Training areas

- Access the *Code of practice for injured, sick and orphaned koalas*.
- Common reasons koalas need to be rescued include:
 - motor vehicle accidents
 - disease
 - dog attacks
 - orphaned
 - habitat loss
 - bushfire
 - cow or horse attack
 - injury.
- Planning a rescue could include:
 - assessing the situation – is it safe?
 - ensuring correct equipment is available
 - ensuring correct number of trained personnel are available to conduct the rescue
 - identifying obstacles and work health and safety risks
 - identifying escape routes and risks to the koala

- visually assessing the animal before approach to ascertain its condition.
- Appropriate course of action could include:
 - rescue
 - leaving the koala to fend for itself
 - relocating the koala
 - transporting to a vet
 - transporting to an experienced rehabilitator or facility.
- Methods for rescuing a koala could include:
 - bagging
 - flagging
 - trapping
 - enveloping in a blanket
 - disengaging claws before lifting.
- Equipment to rescue a koala could include:
 - canvas bags
 - washing baskets
 - blankets
 - thick towels
 - capture poles
 - rescue carrier/cage
 koala trap.
- Minimising stress and further injury could include:
 - ensuring correct training has been completed before undertaking a task
 - performing correct rescue and handling technique for condition of the animal
 - covering head to minimise stress
 - removing onlookers and domestic pets
 - reducing auditory and visual stimuli
 - suspending a rescue if koala is pursued for longer than 10 minutes or shows signs of stress.

Suggested assessments

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

Standard 6: Assessment 1 – Koala rescue case studies

Trainer/assessor instructions

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

Learner instructions

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

Case study 1:

You have been called out to rescue an adult koala with advanced symptoms of chlamydia at a local park. When you arrive, there is a crowd of approximately 20 people gathered near the koala. The koala is about 4 metres high in the tree and has a very dirty and stained rump.

1. What work health and safety risks have you identified for the rescue site?

2. What work health and safety risks have you identified for handling the koala?

3. What will you do to minimise the work health and safety risks associated with this rescue scenario?

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

5. What outcome do you get when using the decision tree in the *Code of practice for injured, sick and orphaned koalas*?

6. Describe how you will rescue the koala.

7. What equipment will you use?

8. How do you intend to minimise further stress or injury to the koala?

Case study 2:

You are called out to rescue a koala on the ground on a 35 °C day. The koala is sitting on the ground next to a major road, hunched over with its head down on its chest. You cannot see any signs of injury or blood when you conduct a visual assessment of the koala.

1. What work health and safety risks have you identified for the rescue site?

2. What work health and safety risks have you identified for handling the koala?

3. What will you do to minimise the work health and safety risks associated with this rescue scenario?

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

5. What outcome do you get when using the decision tree in the *Code of practice for injured, sick and orphaned koalas*?

6. Describe how you will rescue the koala.

7. What equipment will you use?

8. How do you intend to minimise further stress or injury to the koala?

Case study 3:

You are called out to rescue a young koala high up in a tree at the local university. The koala weighs approximately 3.5 kg and is on its own.

1. What work health and safety risks have you identified for the rescue site?

2. What work health and safety risks have you identified for handling the koala?

3. What will you do to minimise the work health and safety risks associated with this rescue scenario?

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

5. What outcome do you get when using the decision tree in the *Code of practice for injured, sick and orphaned koalas*?

6. Describe how you will rescue the koala.

7. What equipment will you use?

8. How do you intend to minimise further stress or injury to the koala?

Case study 4:

You have been called to rescue an adult koala in a backyard. The koala is low down in a tree and when looking at the koala you notice matted fur around the neck and ears.

1. What work health and safety risks have you identified for the rescue site?

2. What work health and safety risks have you identified for handling the koala?

3. What will you do to minimise the work health and safety risks associated with this rescue scenario?

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

5. What outcome do you get when using the decision tree in the *Code of practice for injured, sick and orphaned koalas*?

6. Describe how you will rescue the koala.

7. What equipment will you use?

8. How do you intend to minimise further stress or injury to the koala?

Standard 6: Assessment 2 – Koala rescue practical assessment logbook

Trainer/assessor instructions

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

Learner instructions

To complete this assessment learners must:

- complete a minimum of 3 koala 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.

Name:

Signature:

Supervisor name:

Supervisor signature:

Date completed:

Rescue 1				
Rescue/call log number	Unique ID number of the koala	Date		
Location				
Rescue skill	Learner details/observations	Competency achieved		Supervisor initial and comment
	Learner to provide response to the rescue skills and an explanation of what was done for each skill.	Yes	No	Supervisor to initial and where applicable provide constructive feedback.
Risks associated with the rescue situation are assessed and options to minimise risks are evaluated and employed as appropriate.		<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate equipment is selected for the rescue.		<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate rescue method is chosen for the rescue situation.		<input type="checkbox"/>	<input type="checkbox"/>	
Options for assisting the animal are evaluated in accordance with the decision tree in the <i>Code of practice for injured, sick and orphaned koalas</i> .		<input type="checkbox"/>	<input type="checkbox"/>	
Koala is safely rescued, and action is taken to minimise stress and the potential for further injury to the koala.		<input type="checkbox"/>	<input type="checkbox"/>	

Rescue 2				
Rescue/call log number	Unique ID number of the koala	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.		<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate equipment is selected for the rescue.		<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate rescue method is chosen for the rescue situation.		<input type="checkbox"/>	<input type="checkbox"/>	
Options for assisting the animal are evaluated in accordance with the decision tree in the <i>Code of practice for injured, sick and orphaned koalas</i> .		<input type="checkbox"/>	<input type="checkbox"/>	
Koala is safely rescued, and action is taken to minimise stress and the potential for further injury to the koala.		<input type="checkbox"/>	<input type="checkbox"/>	

Rescue 3				
Rescue/call log number	Unique ID number of the koala	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.		<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate equipment is selected for the rescue.		<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate rescue method is chosen for the rescue situation.		<input type="checkbox"/>	<input type="checkbox"/>	
Options for assisting the animal are evaluated in accordance with the decision tree in the Code of Practice for Injured, Sick and Orphaned Koalas.		<input type="checkbox"/>	<input type="checkbox"/>	
Koala is safely rescued, and action is taken to minimise stress and the potential for further injury to the koala.		<input type="checkbox"/>	<input type="checkbox"/>	

Standard 7: Transport of koalas

Objective

Ensure learners have the skills to safely, efficiently and humanely transport a koala.

To comply with this standard, a rehabilitation organisation must:

- 7.1 Demonstrate how to appropriately contain a koala 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 Discuss the most suitable personnel or location that a koala should be transported to, based on different ages, conditions and organisational policies.

Learning outcomes	Sections in the code
Upon completion of this module, learners will be able to:	2. Case assessment
• prepare a carrier for transport of a koala	3. Rescue
• understand the appropriate personnel or location to transport a koala to, based on different ages, conditions and organisational policies.	4. Transport
	5. Euthanasia

Training areas

- Access the Code of practice for injured, sick and orphaned koalas
- Containing a koala for transport could include:
 - using pouches for dependent young
 - using rescue carriers or washing baskets
 - providing padding to support injuries
 - 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 personnel or location would be dependent on the animal's condition and could include:
 - veterinary practice
 - experienced member
 - rehabilitation facility
 - warm, dark and quiet location.

Suggested assessments

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

Standard 7: Assessment 1 – Transporting a koala scenario

Trainer/assessor instructions

This is an example of the type of assessment tool that could be used to assess competency in relation to Standard 7. Ensure there is sufficient suitable 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 koala to.

1. A large adult male weighing 10kg has been hit by a car. He has a large injury to the left arm and suspected head trauma.
2. A joey koala has just been rescued from its deceased mother's pouch. The joey does not have any injuries but it is cold.
3. A young female koala has a severe urogenital infection (wet bottom/dirty tail).

Standard 7: Assessment 2 – Transporting a koala short answer questions

Trainer/assessor instructions

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

Learner instructions

Complete the questions below.

1. List the equipment you might need to transport a koala.

2. Explain how you would set up a transport carrier for an adult koala that has been attacked by a dog.

3. What are some things you can do during transport to minimise stress to a koala?

Standard 8: Assessment of koalas

Objective

Equip learners with the skills necessary to assess the health status of a koala.

To comply with this standard, a rehabilitation organisation must:

- 8.1 Explain how to conduct an initial assessment of a koala.
- 8.2 Explain the requirements of a thorough assessment of a koala.
- 8.3 Emphasise the need to seek prompt advice and assistance for a koala from coordinators or other relevant personnel, as appropriate to its condition.
- 8.4 Demonstrate use of body scoring to assess the condition of a koala.
- 8.5 Identify tooth wear as the primary method for determining the age of a koala.
- 8.6 Distinguish signs of and ways to determine common diseases and injuries affecting koalas.
- 8.7 Explain how to manage an injured or diseased koala based on the severity of its condition.
- 8.8 Outline criteria and approved methods for humane euthanasia.

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

Training areas

- Access the *Code of practice for injured, sick and orphaned koalas*.
- Managing a koala based on its condition could include:
 - veterinary assessment for all koalas taken into care
 - criteria for urgent veterinary assessment (no longer than 24 hours)
 - sedation for diagnostic assessment, treatment of burn wounds and bandage changes for bushfire victims
 - sedation for bandaging changes for burn victims
 - testing protocols for chlamydia
 - first aid
 - triage.
- Assessment of a koala could include:

- looking for signs of blood and injury
- matted fur
- demeanour and positioning
- signs of disease
- signs of stress
- cold extremities
- signs of dehydration, e.g. sunken eyes
- palpation.
- Advice and assistance could include:
 - relevant coordinator
 - veterinarian
 - experienced koala rehabilitator.
- Signs of common diseases and injuries could include:
 - bleeding
 - dehydration
 - odours
 - fur discolouration
 - cold extremities
 - chin colour
 - mucous membrane
 - respiratory rate
 - wet bottom
 - nystagmus (involuntary rapid eye movement)
 - matted fur
 - puncture marks
 - pus and other discharges.
- Common conditions, injuries and diseases could include:
 - physical trauma – burns, puncture wounds, broken, fractured or dislocated bones
 - chlamydia
 - koala retrovirus.
- Criteria for euthanasia are provided in Section 5 of the *Code of practice for injured, sick and orphaned koalas*. Further training could be provided to discuss the role of the coordinator and seeking assistance with making this decision.

Suggested assessments

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

Standard 8: Assessment 1 – Assessing a koala case study – group exercise

Trainer/assessor instructions

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

Learner instructions

In groups of 3 to 5, discuss the images on the following pages and answer the questions below. Each group will need to present its findings for one image.

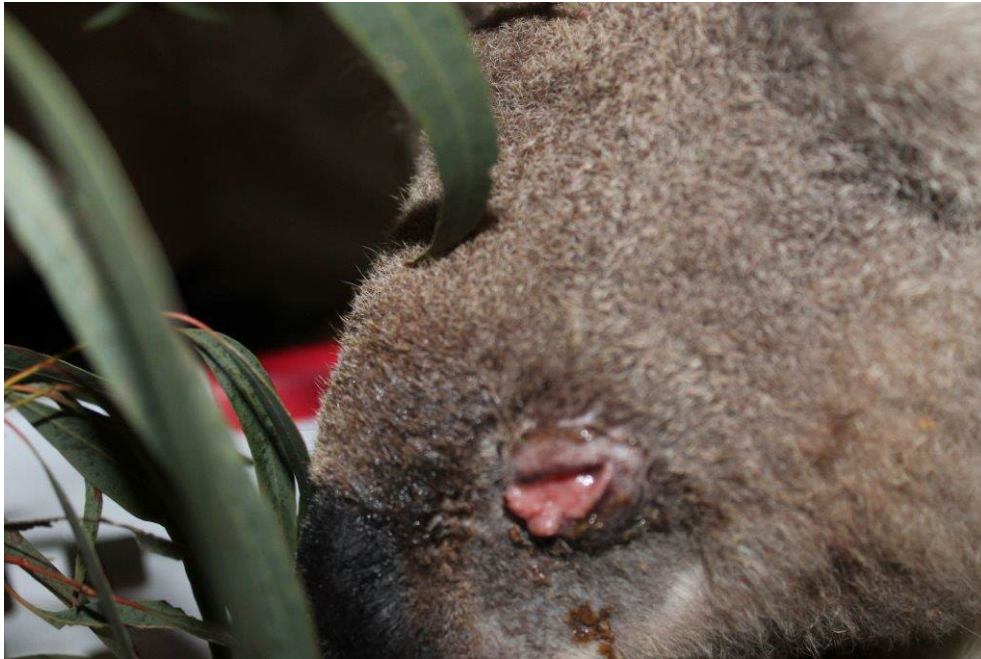
1. What signs of injury or disease can you see?
2. What level of severity is it at?
3. What internal issues might you suspect in relation to this injury/disease?
4. What body score would you assign to this animal?
5. What is the likely prognosis for this animal?
6. If you just rescued this animal, what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



Koala has conjunctivitis, coat discoloration and poor body condition (Photo: Friends of the Koalas)



A koala that has been hit by a car and had a broken jaw, injured eye, broken femur and internal bleeding (Photo: T Bowman/WIRES)



Ocular chlamydia (Photo: Port Stephens Koalas)



Koala infected with chlamydia (see wet bottom) (Photo: Friends of the Koalas)

Standard 8: Assessment 2 – Assessment of a koala

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 against all criteria for Standard 8. This could be completed verbally while observing a live koala.

Learner instructions

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

Eyes

When conducting a visual assessment, I would be looking for any signs of injury, blindness, asymmetry between left and right, pus and discharge. This can tell me if the animal is blind,

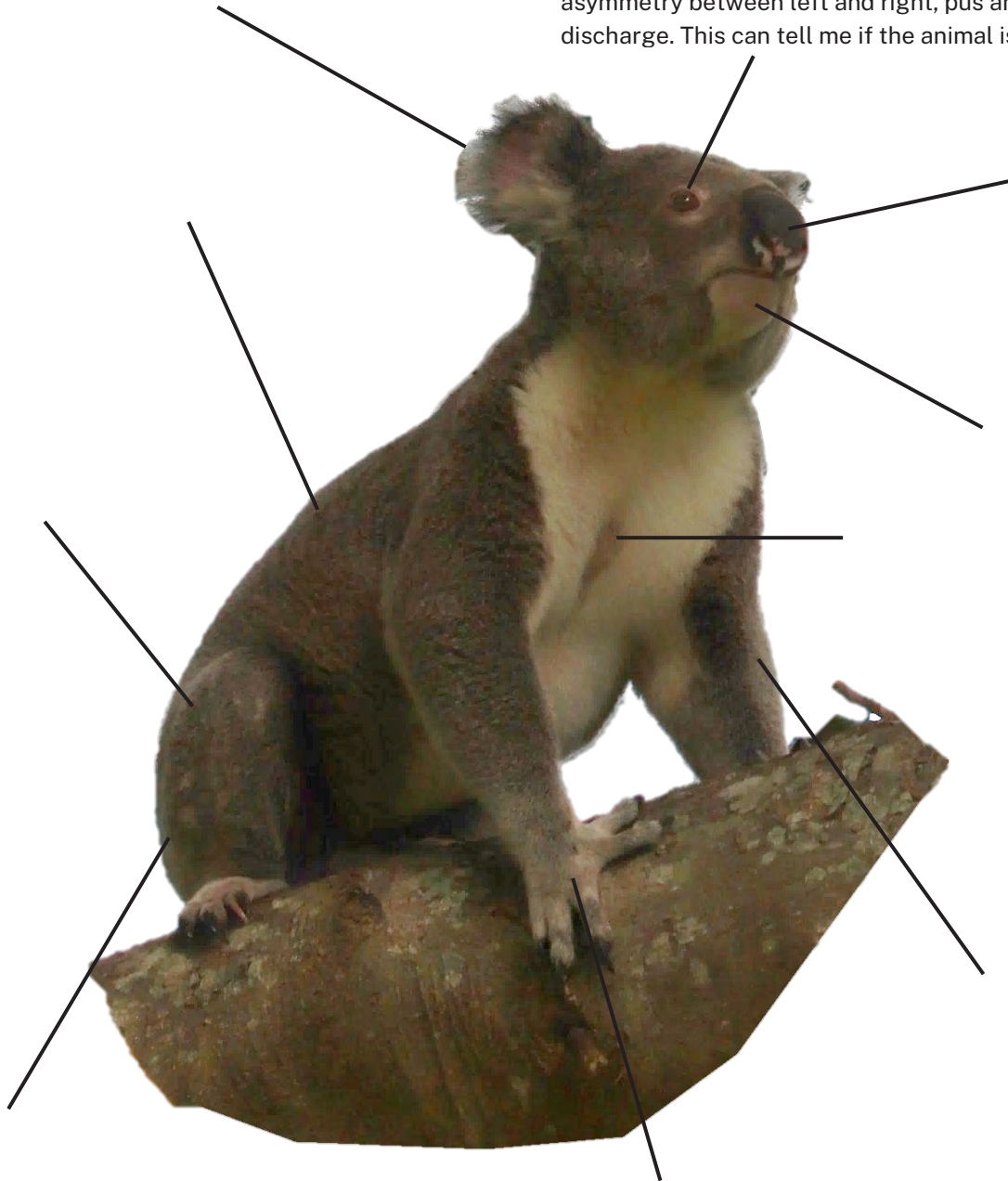


Figure 5 **Key koala assessment features**

Standard 9: Rehabilitation of adult koalas

Objective

Equip learners with the skills to provide high quality rehabilitative care of adult koalas at the relevant stage(s) of housing.

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

To comply with this standard, a rehabilitation organisation must:

- 9.1 Explain the importance of and process for quarantining individual koalas entering rehabilitation.
- 9.2 Specify stages of housing (intensive, intermediate and pre-release).
- 9.3 State the housing requirements and considerations relevant to stages of housing.
- 9.4 Describe appropriate equipment and furniture for stages of housing.
- 9.5 Explain how to appropriately provide food and water based on the condition of a koala.
- 9.6 Discuss how to monitor a koala in accordance with stages of housing and condition.
- 9.7 Demonstrate how to complete a rehabilitation care plan.
- 9.8 Illustrate disease control and hygiene practices appropriate to stages of housing.

Learning outcomes	Sections in the code
Upon completion of this module, learners will be able to:	5. Euthanasia
• explain the requirements of housing for koalas	6. Care procedures
• demonstrate correct set-up for housing koalas	7. Rehabilitation care
• provide food and water appropriate to age and condition of a koala	8. Housing
• monitor a koala undergoing rehabilitation	
• complete a rehabilitation care plan for an adult koala.	

Training areas

- Access the *Code of practice for injured, sick and orphaned koalas*.
- Importance of and process for quarantining koalas could include:
 - principles of quarantine
 - monitoring for signs of infectious diseases
 - disease transmission between animals.
- Facilities to safely rehabilitate koalas could include:
 - escape proof
 - base of enclosure is flat non-slip surface

- free from exposed wires and sharp edges
- no exposure to people or pets.
- Housing requirements and considerations for koalas undergoing intensive care could include:
 - limited space
 - thermal control
 - access to food and water
 - light-dark cycle
 - minimising stimuli
 - floor dimensions
 - ventilation
 - reducing stress
 - low to the ground
 - supporting injury or condition
 - leaf placement low so the koala can access it
 - soft substrate.
- Housing requirements for koalas undergoing intermediate care could include:
 - roof
 - access to food and water
 - light-dark cycle
 - minimising stimuli
 - floor and wall dimensions
 - ventilation
 - buddying
 - reducing stress
- Housing requirements for koalas undergoing pre-release care could include:
 - habitat elements
 - minimal exposure to humans
 - 2 m distance from nearest branch
 - 3 m of vertical climbing space
 - exposure to prevailing weather conditions
 - encouraging natural behaviours
 - floor and wall dimensions
 - smooth sided wall.
- Appropriate equipment and furniture could include:
 - washing baskets
 - cot
 - soft substrate, e.g. towels, pillows

- covering for enclosure
- thermometer and thermostat
- prop for holding
- variety of native branches different textures and thicknesses
- placement of branches (vertical and horizontal) and tree forks
- slanted pole
- shade cloth.
- Access to water and appropriate food could include:
 - bowl of water
 - fresh leaf (3 different koala food species)
 - milk formula
 - dirt
 - bark
 - arrangement of leaf to maximise access and intake.
- Monitor koala could include:
 - frequency – too much and too little
 - progression of disease or injury
 - weight
 - stress
 - behaviour
 - reaction to housing
 - hydration
 - indications of activity
 - eating patterns and food intake
 - scat size, quantity, frequency and quality
 - urine quality.
- A rehabilitation care plan could include:
 - consultation with vets
 - medications
 - consultation with coordinators and mentors
 - enrichment
 - release site selection.
- Correct hygiene and disease control could include:
 - washing hands thoroughly
 - wearing gloves
 - removing faeces and soiled bedding daily
 - removing uneaten leaf

- ensuring fresh leaf is available
- clean food preparation area
- disinfection of all equipment between koalas.

Suggested assessments

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

Standard 9: Assessment 1 – Housing a koala case studies

Trainer/assessor instructions

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

Learner instructions

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

Case study 1:

An adult female koala has been rescued at night and cannot be seen by the veterinarian until the next morning. The koala has a poor body condition (score of 4) and is dehydrated but has no obvious signs of injury or illness.

Case study 2:

A juvenile male koala has just undergone surgery for a broken arm after being hit by a car. He cannot climb and needs to be given analgesia every 3 hours.

Case study 3:

You have rescued a koala joey weighing 1kg. The koala was rescued from its deceased mother's pouch and was very cold at the time of rescue. The joey is very stressed.

Case study 4:

A koala suffered partial burns on its feet and hands. The burns have all healed, but the pads are pink and soft.

Case study 5:

An adult male koala that has been in care for a month is being fitness tested for release.

Standard 9: Assessment 2 – Rehabilitate adult koalas quiz

Trainer/assessor instructions

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

Learner instructions

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

1. Which of the following scenarios would require a koala to be housed in intensive care?
 - A. A koala that is having its fitness tested for release
 - B. A koala recovering from a mild chlamydial infection needing medication once every 2 weeks
 - C. A koala in shock needing frequent monitoring
 - D. None of the above

Answer: C. A koala in shock needing frequent monitoring.

2. Intensive care housing must provide enough space for a koala to be able to sit upright and stretch its limbs.
 - A. True
 - B. False

Answer: True.

3. Which of the following equipment is **not** required for intensive care housing?
 - A. Soft substrate
 - B. Climbing furniture
 - C. Prop for a koala to hold onto
 - D. Thermometer

Answer: B. Climbing furniture.

4. Which of the following demonstrates good practices in hygiene and disease control?
 - A. Quarantining new koalas or diseased koalas
 - B. Thoroughly washing your hands
 - C. Removing uneaten food and faeces from the enclosure
 - D. All of the above

Answer: D. All of the above.

5. Which of the following options is not appropriate for intensive care?

- A. Cot
- B. Washing basket
- C. Outside aviary
- D. A large mesh dog carrier

Answer: C. An outside aviary.

6. Which of the following is **not** a requirement of intermediate housing?

- A. Two branches each with a fork
- B. A slanted pole
- C. A live tree
- D. Light-dark cycle

Answer: C. A live tree.

7. Which of the following are the minimum dimensions required for intermediate care housing?

- A. 2 m long x 2 m wide x 2 m high
- B. 0.5 m long x 0.5 m wide
- C. 0.7 m long x 0.7 m high
- D. 3 m long x 6 m wide x 2 m high

Answer: A. 2 m long x 2 m wide and 2 m high.

8. Age and sex should be considered when determining the location of koalas in intermediate care.

- A. True
- B. False

Answer: True.

9. Which of the following is **not** a requirement for pre-release housing?

- A. Soft substrate
- B. Water bowl
- C. Bowl of dirt
- D. Minimum of 3 forks

Answer: A. Soft substrate.

10. Branches in a pre-release yard need to be:

- A. A minimum of 3 metres from the enclosure walls
- B. A maximum of 6 metres from the enclosure walls
- C. A minimum of 2 metres from the enclosure walls
- D. A minimum of 1 metre from the enclosure walls

Answer: C. A minimum of 2 metres from the enclosure walls. Koalas can jump and may escape if branches are close to the perimeter of the yard.

11. Feeding a koala the eucalyptus species from the area they are due to be released in is best practice in pre-release.

- A. True
- B. False

Answer: True A koala must be fed leaves from the eucalyptus species in the area they will be released into during when preparing for release.

12. Which of the following is the objective of pre-release housing?

- A. Allow the koala to regain its physical condition
- B. Allow the koala to acclimatise to current weather conditions
- C. Allow the koala to practice natural behaviours
- D. All of the above

Answer: D. All of the above.

13. Look at the photo below. List at least 10 features that comply with the NSW *Code of practice for injured, sick and orphaned koalas*.



Port Macquarie Koala Hospital

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

Standard 10: Rehabilitation of koala joeys

Objective

Provide learners with the specialised knowledge required to rehabilitate a koala 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 koala joey based on stage of development.
- 10.3 Discuss appropriate food and feeding methods for a joey based on its stage of development.
- 10.4 Examine common conditions and diseases that affect koala joeys.
- 10.5 Illustrate disease control and hygiene practices appropriate to stages of housing.
- 10.6 Demonstrate how to complete a rehabilitation care plan for a koala joey.
- 10.7 Describe mechanisms to reduce stress and encourage natural behaviours in koala joeys.
- 10.8 Prepare a hand-raised koala for release.

Learning outcomes	Sections in the code
Upon completion of this module, learners will be able to:	2. Case assessment
• outline the requirements for koala joey rehabilitation	5. Euthanasia
• identify stages of development for koala joeys and relate these to rehabilitation	6. Care procedures
• apply hygiene and disease control processes to koala joey rehabilitation	7. Rehabilitation care
• reduce stress and encourage natural behaviours in koala joeys.	8. Housing
• complete a rehabilitation care plan for a koala joey.	

Training areas

- Access the *Code of practice for injured, sick and orphaned koalas*.
- Importance of and process for quarantining koala joeys could include:
 - principles of quarantine
 - monitoring for signs of infectious diseases
 - immature immune system in joeys.
- Stages of joey development could include:
 - milestones
 - weight
 - pouch life
 - age
 - fur covering.

- Appropriate housing could include:
 - intensive care
 - joey pen
 - outdoor aviary/intermediate housing
 - pre-release yard.
- Appropriate food could include:
 - milk formula
 - pap
 - leaf
 - supplement feeding.
- Appropriate feeding methods could include:
 - bottles
 - teat size
 - syringe
 - cannula.
- Common conditions and diseases could include:
 - typhlitis
 - diarrhoea
 - dehydration
 - chlamydia
 - blue chin
 - pneumonia
 - caecal thrush.
- Hygiene and disease control could include:
 - toileting
 - cleaning face of joey
 - wearing gloves
 - sterilising equipment including bottles
 - washing hands.
- Mechanisms to reduce stress and encourage natural behaviours could include:
 - providing a soft toy
 - buddying
 - preventing habituation
 - stand with multiple perches
 - moving to appropriate facilities at the right stage.
- Preparing a hand-raised koala for release could include:

- time of year
- feeding local leaf species from the release site
- acclimatised to weather conditions
- ensuring ready for release by dispersal age
- appropriate age and weight for sex
- with a buddy, where possible
- suitable release site sourced
- ensuring the joey is not humanised.

Suggested assessments

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

Standard 10: Assessment 1 – Koala joey housing questions

Trainer/Assessor instructions

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

Learner instructions

Explain the set-up required for a koala joey 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 koala joey.

1. Intensive housing:

2. Intermediate housing:

3. Pre-release housing:

Standard 10: Assessment 2 – Koala joey housing quiz

Trainer/assessor instructions

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

Learner instructions

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

1. At what weight must a joey koala be outside permanently during rehabilitation?
 - A. 1 kg
 - B. 2 kg
 - C. 3 kg
 - D. 4 kg

Answer: B. 2 kg.

2. Hand-reared koalas must be exposed to other koalas during the intermediate care stage.
 - A. True
 - B. False

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

3. Which of the following conditions is **not** typically seen in koala joeys?
 - A. Typhlitis
 - B. Chlamydia
 - C. Dehydration
 - D. Cataracts

Answer: D. Cataracts. This is typically seen in older koalas.

4. After the pap stage, when should most feeds for a koala joey occur?
 - A. At night
 - B. In the morning
 - C. Time of day isn't important
 - D. Dusk

Answer: A. At night. This is to replicate natural conditions and nocturnal behaviours.

5. List 3 hygiene or disease control processes used in koala joey rehabilitation.

6. Explain how the following food should be kept to avoid contamination and nutritional loss.

Pap:

Leaf:

7. List 5 techniques that could be employed to minimise stress for a koala joey undergoing rehabilitation.

1.

2.

3.

4.

5.

8. List 2 major threats to koala joeys undergoing rehabilitation and what hygiene and disease control measures you could implement to reduce the risk of these threats.

1.

2.

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

160 g:

1 kg:

2 kg:

Standard 11: Leaf identification and collection

Objective

Introduce learners to techniques for identifying and collecting leaf for koalas in rehabilitation.

To comply with this standard, a rehabilitation organisation must:

- 11.1 Identify legislative requirements and best practice standards for harvesting leaf.
- 11.2 Discuss how to select leaf to maximise intake by koalas.
- 11.3 Describe how to collect, transport and store leaf to minimise contamination and moisture loss.
- 11.4 Discuss how to collect the appropriate volume of leaf.
- 11.5 Identify species of locally significant food trees.

Learning outcomes	Sections in the code
Upon completion of this module, learners will be able to: <ul style="list-style-type: none">• collect leaf to promote health and sustainability of trees• select the most appropriate and correct amount of leaf for consumption by koalas• correctly identify locally significant primary and secondary food trees.• transport and store leaf to minimise contamination and moisture loss.	7. Rehabilitation care

Training areas

- Access the *Code of practice for injured, sick and orphaned koalas*.
- Legislative requirements could include:
 - council restrictions on leaf harvest.
- Selecting leaf to maximise intake by koalas could include:
 - variety of species
 - offering both young and mature leaves
 - fresh leaf
 - tips and fibrous leaf
 - seasonal variability of leaf.
- Minimise contamination and moisture loss could include:
 - ensuring the leaf doesn't touch the ground
 - avoiding picking leaf from the side of major roads
 - using a cover such as a sheet or tarpaulin when transporting leaves
 - collecting leaf early morning or in the late afternoon
 - storing for a maximum of 3 days in containers of fresh water

- trimming branch base for better fluid intake
- spraying with water before offering to koalas
- proper cleaning of equipment between trees.
- Work, health and safety considerations could include:
 - wearing PPE
 - collecting in pairs
 - appropriate handling and storage of secateurs
 - being aware of surroundings
 - snake bites
 - ticks and other parasites.
- Locally significant food trees could include:
 - any species of locally occurring eucalyptus known to be a food tree for koalas

Suggested assessments

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

Standard 11: Assessment 1 – Leaf identification exercise

Trainer/assessor instructions

This is an example of the type of assessment tool that could be used to assess competency in relation to Standard 11. This exercise can also be done using images of locally significant food trees.

Learner instructions

Your instructor will take you to the section in your facility where leaf is stored. You will be asked to identify each species of leaf that is available and if the species is a primary or secondary food tree for koalas in your area.

Standard 11: Assessment 2 – Leaf collection scenario

Trainer/assessor instructions

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

Learner instructions

Use the space below to describe a day of leaf collecting for a rehabilitator or leaf collector. In your answer, include what equipment you would take, what work health and safety considerations are at play and where and how you intend to harvest the leaf.

Standard 12: Release of koalas

Objective

Ensure learners understand suitability for release and criteria for releasing a koala.

To comply with this standard, a rehabilitation organisation must:

- 12.1 Assess release considerations for koalas including timing and site selection.
- 12.2 Explain how to determine a koala's suitability for release.
- 12.3 Detail the correct techniques and equipment for releasing a koala.
- 12.4 Explain the Australian Museum genetic sampling protocol.

Learning outcomes	Sections in the code
Upon completion of this module, learners will be able to:	9. Suitability for release
<ul style="list-style-type: none">• assess a koala for release suitability	10. Release considerations
<ul style="list-style-type: none">• competently release a koala	
<ul style="list-style-type: none">• outline the genetic sampling protocol for sending samples to the Australian Museum.	

Training areas

- Access the *Code of practice for injured, sick and orphaned koalas*.
- Release considerations could include:
 - timing including time of day and time of year
 - release site selection
 - microchip for identification
 - ear tagging for identification
 - collection of DNA sample for Australian Museum
 - tree selection at release site
 - not overburdening the release location
 - consultation with the department for release sites over 5 km from rescue location for subadult and adult koalas
 - approval from the department for release outside standards in the koala code.
- Suitability for release could include:
 - physical fitness
 - climbing ability
 - age
 - testing protocols for chlamydia positive koalas
 - recovery from injury
 - weight
 - behaviour
 - ability to eat unaided

- approval from veterinarian or experienced koala rehabilitator.
- Appropriate methods and equipment could include:
 - temporary support (soft release) for koalas in care for an extended timeframe without access to pre-release enclosure
 - at the base of a tree
 - baskets/cages.

Suggested assessments

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

Standard 12: Assessment 1 – Releasing a koala 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: Hand-reared koala

A koala joey ready for release.

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

Case study 2: Adult male koala

An adult male koala was attacked by a dog in a suburban backyard. He has recovered from his injuries and is now ready to be released.

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

Case study 3: Adult female koala

An adult female koala was admitted with a mild case of chlamydia. She received treatment and responded well and is now ready for release.

1. Explain the criteria for assessing release suitability for this koala.
2. What are the release considerations for this koala?

3. Where will you release this koala?
4. Explain how you will release this koala.
5. How will you minimise work health and safety risks associated with the release site?

Standard 12: Assessment 2 – Releasing a koala 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 koala should be released during extremes of temperature so that it is used to harsh conditions.

- A. True
- B. False

Answer: False. A koala must not be released during extremes of temperature or storms.

2. A hand-reared koala should be released with its buddy.

- A. True
- B. False

Answer: True.

3. An adequate number of food trees, occupied by other koalas and free of immediate risks, are all components of:

- A. Intensive housing
- B. Suitable release environment
- C. Treating chlamydia
- D. None of the above

Answer: B. Suitable release environment.

4. When must the wildlife rehabilitation provider contact the department for a koala release?

- A. To gain approval for any release that does not meet the standards in the koala code
- B. When the rescue location is an unsuitable location and the proposed release site is over 5 km away
- C. For any release of a hand reared koala
- D. When the proposed release location is in a national park

Answer: A, B and D.

5. A koala must be microchipped for identification prior to release.

- A. True
- B. False

Answer: True.

6. A koala's readiness for release must be confirmed by a veterinarian or experienced koala rehabilitator prior to it being released.

- A. True
- B. False

Answer: True.

7. A koala can be released if it has a body score of X or better. What is X?

- A. 4 out of 5
- B. 2 out of 5
- C. 3 out of 5
- D. 9 out of 10

Answer: C. 3 out of 5 or better.

8. If a koala was attacked by a dog in a backyard and rehabilitated it needs to be released:

- A. In the backyard it was rescued from
- B. It cannot be released as the environment is unsuitable
- C. In the front yard
- D. In a suitable environment as close to the backyard as possible

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

9. Which of the following scenarios would indicate that a koala is behaviourally ready and fit enough for release?

- A. The koala is observed mainly walking around the enclosure floor
- B. The koala climbs quickly to the upper branches and tree forks provided in the enclosure and is observed jumping
- C. While the koala does climb it is only to the lower branches provided in the enclosure
- D. The koala approaches the rehabilitator every time the browse or water is changed in the pre-release enclosure.

Answer: B. A koala needs to be able to climb effectively including quickly up a tree and jumping between branches.

10. As they are not dangerous animals, a koala that is humanised can be released.

- A. True
- B. False

Answer: False. A humanised koala cannot be released.

11. Which of the following is **not** an option for an unreleasable koala?
- A. Keeping it in the house
 - B. Applying to the department to have it placed in permanent care
 - C. Euthanasia
 - D. Notifying the department to arrange placement with an authorised animal exhibitor licensed by NSW Department of Climate Change, Energy, the Environment and Water

Answer: A. Keeping it in the house.

Resources

Biodiversity Conservation Act 2016

Code of practice for injured sick and orphaned koalas

I Spy Koala app

Koala rehabilitation training standards for the wildlife rehabilitation sector

Further information

Hill D, Hill T and Perlitz L (2011) *Vocational training and assessment*, McGraw-Hill Education, North Ryde, NSW.

Hill D, Hill T and Perlitz L (2013) *Professional training and assessment*, McGraw-Hill Education, North Ryde, NSW.

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

VARK 2019, *Introduction to VARK*, VARK Learn Limited, accessed 24/7/19, 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 in your training materials. For the learning outcomes, you can match these to an assessment instrument so you can see where exactly you are determining competency of your learner against each outcome. You can change or include additional training or assessment tools if the ones listed do not match what is provided in your training.

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	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 of koala rehabilitation in New South Wales								
1.1 Discuss the <i>Code of practice for injured, sick and orphaned koalas</i> .				Identify and demonstrate understanding of the <i>Code of practice for injured, sick and orphaned koalas</i> .				
1.2 Ensure organisational policies and procedures applicable to koala rehabilitation are defined and understood by learners.				Identify organisational policies and procedures on koala rehabilitation.				

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	Pages in manual	Other resources		Multiple choice or short answer questions	Demonstration (real or scenario-based)	Verbal questioning and answering	Assessor checklist
1.3 Ensure the objectives of koala rehabilitation are understood by learners.				Recognise the objectives of koala rehabilitation.				
Standard 2: Work, health and safety (WHS) requirements of koala 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 koala rehabilitation.				
2.2 Explain the WHS risks associated with handling and restraining koalas and how they can be minimised.				Employ techniques to minimise the WHS risks to themselves and other people.				
2.3 Discuss rehabilitator wellbeing and potential emotional and psychological impacts of rehabilitation.								

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	Pages in manual	Other resources		Multiple choice or short answer questions	Demonstration (real or scenario-based)	Verbal questioning and answering	Assessor checklist
Standard 3: Record keeping								
3.1 Explain the department's reporting requirements.				Keep records in accordance with both the department's and organisational requirements.				
3.2 Explain organisational reporting requirements.								
Standard 4: Biology and behaviour of koalas								
4.1 Explain features of koala biology including anatomy, physiology, social structure and habitat and relate them to koala rehabilitation.				Relate koala biology and behaviour to koala rehabilitation.				
4.2 Provide the tools and understanding required to identify normal behaviours in koalas.				Recognise signs of normal behaviour in koalas.				

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	Pages in manual	Other resources		Multiple choice or short answer questions	Demonstration (real or scenario-based)	Verbal questioning and answering	Assessor checklist
4.3 Provide the tools and understanding required to recognise signs of abnormal behaviour in koalas.				Recognise signs of abnormal behaviour in koalas.				
Standard 5: Stress management in koalas								
5.1 Explain the effects of stress on a koala at various stages of rescue and rehabilitation.								
5.2 Provide the tools and understanding required to recognise signs of stress in a koala.				Recognise signs of stress in koalas and its impact.				
5.3 Discuss methods for minimising stress on a koala at various stages of rescue and rehabilitation.				Apply methods for minimising stress on a koala				

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	Pages in manual	Other resources		Multiple choice or short answer questions	Demonstration (real or scenario-based)	Verbal questioning and answering	Assessor checklist
Standard 6: Rescue of koalas								
6.1 Outline common reasons for koala rescue.				List the common reasons why koalas require rescue.				
6.2 Detail how to plan a rescue, including the use of the decision tree in the <i>Code of practice for injured, sick and orphaned koalas</i> , to establish the appropriate course of action.				Assess a rescue situation and plan the rescue of a koala.				
6.3 Detail the correct method and equipment required to handle and rescue a koala, as suitable to common rescue situations, conditions and ages of a koala.				Determine the type of intervention required at a rescue site.				

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	Pages in manual	Other resources		Multiple choice or short answer questions	Demonstration (real or scenario-based)	Verbal questioning and answering	Assessor checklist
6.4 Demonstrate how to rescue a koala to humanely minimise pain, stress and potential injury.				Safely rescue a koala using correct equipment.				
Standard 7: Transport of koalas								
7.1 Demonstrate how to appropriately contain a koala 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.								
7.3 Discuss the most suitable personnel or location that a koala should be transported to, based on different ages, conditions				Understand the appropriate personnel or location to transport a koala to, based on different ages, conditions and organisational policies				

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	Pages in manual	Other resources		Multiple choice or short answer questions	Demonstration (real or scenario-based)	Verbal questioning and answering	Assessor checklist

and organisational policies.

Standard 8: Assessment of koalas

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

Conduct an initial assessment of a koala.

8.2 Explain the requirements of a thorough physical assessment of a koala.

Assess the health status of a koala and recognise stages, symptoms and severity of common diseases and injuries.

8.3 Emphasise the need to seek prompt advice and assistance for a koala from coordinator(s) or other relevant person, as appropriate to its condition.

Determine the appropriate course of action for a koala based on its condition.

8.4 Demonstrate use of body scoring to assess

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	Pages in manual	Other resources		Multiple choice or short answer questions	Demonstration (real or scenario-based)	Verbal questioning and answering	Assessor checklist
the condition of a koala.								
8.5 Identify tooth wear as the primary method for determining the age of a koala.								
8.6 Distinguish signs of and ways to determine common diseases and injuries affecting koalas.								
8.7 Explain how to manage an injured or diseased koala based on the severity of its condition.								
8.8 Outline criteria and approved methods for humane euthanasia.				Outline criteria for and approved methods of euthanasia.				

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	Pages in manual	Other resources		Multiple choice or short answer questions	Demonstration (real or scenario-based)	Verbal questioning and answering	Assessor checklist
Standard 9: Rehabilitation of adult koalas								
9.1 Explain the importance of and process for quarantining individual koalas entering rehabilitation.								
9.2 Specify stages of housing (intensive, intermediate and pre-release).				Demonstrate correct set-up for housing koalas.				
9.3 State the housing requirements and considerations relevant to stages of housing.				Explain the requirements of housing for koalas.				
9.4 Describe appropriate equipment and furniture for stages of housing.								
9.5 Explain how to appropriately provide food and water based on the				Provide food and water appropriate to age and condition of a koala				

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	Pages in manual	Other resources		Multiple choice or short answer questions	Demonstration (real or scenario-based)	Verbal questioning and answering	Assessor checklist
condition of a koala.								
9.6 Discuss how to monitor a koala in accordance with stages of housing and condition.				Monitor a koala undergoing rehabilitation.				
9.7 Demonstrate how to complete a rehabilitation care plan.				Complete a rehabilitation care plan for an adult koala.				
9.8 Illustrate disease control and hygiene practices appropriate to stages of housing.								
Standard 10: Rehabilitation of koala joeys								
10.1 Specify key stages of joey development.				Identify stages of development for koala joeys and relate these to rehabilitation.				

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	Pages in manual	Other resources		Multiple choice or short answer questions	Demonstration (real or scenario-based)	Verbal questioning and answering	Assessor checklist
10.2 Describe appropriate housing for a koala joey based on stage of development.				Outline the requirements for koala joey rehabilitation.				
10.3 Discuss appropriate food and feeding methods for a joey based on its stage of development.				.				
10.4 Examine common conditions and diseases that affect koala joeys.								
10.5 Illustrate disease control and hygiene practices appropriate to stages of housing.				Apply hygiene and disease control processes to koala joey rehabilitation				
10.6 Demonstrate how to complete a rehabilitation care plan for a koala joey.				Complete a rehabilitation care plan for a koala joey				

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	Pages in manual	Other resources		Multiple choice or short answer questions	Demonstration (real or scenario-based)	Verbal questioning and answering	Assessor checklist
10.7 Describe mechanisms to reduce stress and encourage natural behaviours in koala joeys.				Reduce stress and encourage natural behaviours in koala joeys.				
10.8 Prepare a joey koala for release								
Standard 11: Leaf identification and collection								
11.1 Identify legislative requirements and best practice standards for harvesting leaf.				Collect leaf to promote health and sustainability of trees.				
11.2 Discuss how to select leaf to maximise intake by koalas.				Select the most appropriate and correct amount of leaf for consumption by koalas.				
11.3 Describe how to collect, transport and store leaf to minimise contamination and moisture loss.				Transport and store leaf to minimise contamination and moisture loss				

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	Pages in manual	Other resources		Multiple choice or short answer questions	Demonstration (real or scenario-based)	Verbal questioning and answering	Assessor checklist
11.4 Discuss how to collect the appropriate volume of leaf.								
11.5 Identify species of locally significant food trees.				Correctly identify locally significant primary and secondary food trees.				
Standard 12: Release of koalas								
12.1 Assess release considerations for koalas including timing and site selection.				.				
12.2 Explain how to determine a koala's suitability for release.				Assess a koala for release suitability				
12.3 Detail the correct techniques and equipment for releasing a koala.				Competently release a koala.				

Standard	Training tools			Learning outcomes	Assessment tools			
	PowerPoint slides	Pages in manual	Other resources		Multiple choice or short answer questions	Demonstration (real or scenario-based)	Verbal questioning and answering	Assessor checklist
12.4 Explain the Australian Museum genetic sampling protocol.				Outline the genetic sampling protocol for sending samples to the Australian Museum.				