



**BRANCH**

**TRAINER'S**

**BOOKLET**

**RESCUE AND IMMEDIATE CARE COURSE**



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## Hosting a RICC Workshop

### Administration

**IMPORTANT: Under no circumstances are live animals (including wild animals undergoing rehabilitation, or pets) to be used during RICC workshops for exhibition, display or training purposes.**

The RICC online theory component must be completed before participants are permitted to attend a workshop. Students can contact WIRES Training to discuss whether any exceptions can be made to this on a case-by-case basis. To be deemed as competent, the student must successfully complete both the online component and achieve competency at the workshop in order to be processed as a WIRES volunteer.

### Course Enquiries & Bookings

Branch workshop dates are advertised on the WIRES public website, via the workshop schedule webpage. WIRES Head Office Training staff coordinate all enrolments for the RICC course and participants can self-book into their chosen workshops upon completion of the theory, or WIRES Training can support them with this. WIRES Head Office Training staff also coordinate all training related enquiries relating to the RICC and associated workshops. Any members of public that express interest in a WIRES course to a WIRES branch member should be encouraged to contact [training@wires.org.au](mailto:training@wires.org.au) for more information.

The host branch is notified of the attending participant names on the Friday before the workshop date, once the registrations are closed at 4pm. Please note that bookings for workshops can still be taken up until the Friday before the workshop is scheduled to run, until enrolments close at 4pm. The total number of participants will be sent to the host branch contact after this time. Course participants can consist of local students or students travelling from other branch regions.

### Venues

The hosting branch is responsible for arranging and booking a venue booking for their proposed RICC workshops. However, the branch is **not** expected to cover the costs of venue hire for a RICC workshop.

- Venue bookings under the amount of \$300 should be invoiced to WIRES Inc. and sent to [training@wires.org.au](mailto:training@wires.org.au) to arrange payment.
- If a venue booking exceeds \$300, please contact [training@wires.org.au](mailto:training@wires.org.au) **prior** to booking.





## Branch Trainers Booklet

If the venue booking requires the use of an online booking system with payment upon booking, please contact the WIRES Training Team ([training@wires.org.au](mailto:training@wires.org.au)) to discuss further.

All WIRES branches are encouraged to check whether your selected venue offers a not-for-profit discount for venue bookings and whether this can be applied to the WIRES booking prior to an invoice being generated. Branches are also encouraged to annually review the venues utilised for RICC workshops to determine if more suitable alternatives might be available.

Whilst social distancing is no longer mandatory within NSW (as per NSW Health guidelines), we encourage branches to appropriately assign workshop capacity as per venue capacities. This will ensure participant and trainer safety whilst indoors and will assist to prevent the spread of COVID-19. **Please check this with the venue prior to making a booking and inform WIRES Training of the capacity limit** to ensure venues numbers are not exceeded during the registration process.

### Trainers

The branch workshops can be hosted by branch volunteers and/or species coordinators, provided **at least one** WIRES approved trainer oversees the running of the workshops.

A WIRES approved trainer must have successfully completed the free online WIRES Train the Trainer course. Please contact [training@wires.org.au](mailto:training@wires.org.au) for further details on completing this course, or you can self-enrol in this training at any time via the Members website.

There needs to be an individual from the branch present on the day to act as the Emergency Contact for the specified workshop. The Emergency Contact will be the first point of contact for participants needing to communicate with trainers in the hours leading up to, and on the day of the workshop in the event they are running late or are having trouble finding the venue. This must be confirmed upon scheduling a RICC workshop for inclusion in the information that students receive upon registering.

### Reimbursements

Following each RICC workshop, WIRES Head Office can reimburse the branch up to \$100 per workshop to help cover the cost of PPE (COVID masks, P2 masks), cleaning equipment and refreshments for the day. Please retain any receipts attained for these items and email these to the branch treasurer for reimbursement.

WIRES RICC Trainers across WIRES branches in NSW may also be eligible for some travel reimbursements.





## Branch Trainers Booklet

The following guidelines apply as of March 2025:

- Trainers for RICC's travelling over 100km to get to the training venue can claim for petrol
- Trainers travelling over 3 hours to get to a training location are eligible for accommodation
- One trainer can be subsidised to attend workshops with up to 5 people, and a maximum of 2 trainers can be subsidised for workshops with between 5 and 15 participants.
- Trainers are defined as those who deliver components of the workshop to the students. Course helpers or observers are not eligible for trainer reimbursement.
- Exceptions to the above will be reviewed on a case-by-case basis.

Trainers will be reimbursed at the following rates:

- 35c per km if driving to a course
- \$15 max for breakfast\*
- \$20 max for lunch
- \$30 max for dinner\*

*\*Eligible for reimbursement only when an overnight stay is required.*

### COVID-19 Considerations

As COVID-19 remains a part of the community with NSW, WIRES continue to encourage, and where required, implement measures to prevent the spread of COVID-19 to ensure the safety of all trainers and workshop participants, and maintain the necessary safety measures in accordance with advice from NSW Health. Participant and trainer safety always remain the most important consideration of scheduled workshops.

Whilst many mandatory restrictions have now been phased out, we ask that all WIRES trainers continue to take precautions in reducing the likelihood and risk of COVID-19 at RICC workshops.

Before hosting a RICC workshop, please consider and plan how you will ensure trainer and participant safety to avoid potential hazards and risks, as well as prevent the spread of COVID-19. As a minimum, we ask that you refer to the following safety procedures and advice for each hosted workshop:

- All participants and trainers are strongly encouraged to wear face masks indoors where an appropriate social distance cannot be maintained (**IMPORTANT: this does not relate to P2 mask wearing for activities that involve handling deceased wildlife cadavers, which remains mandatory to mitigate the risk of zoonotic disease transmission**). A general rule for appropriate social distancing is 1.5m.





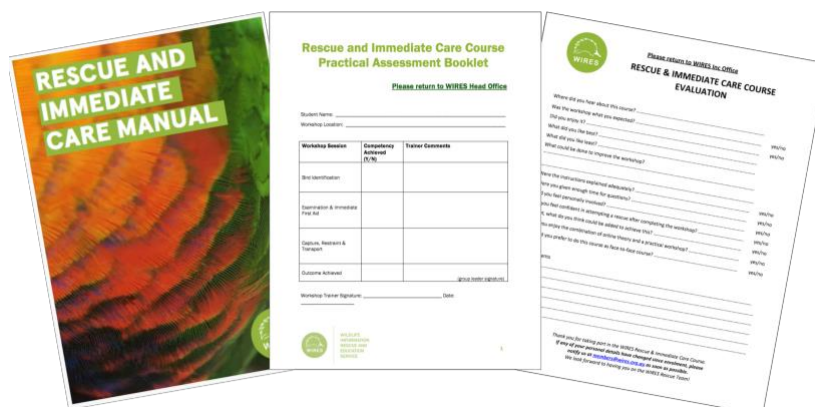
## Branch Trainers Booklet

- It is encouraged to minimise the use of shared equipment and other resources at the workshop where possible. For example, participants will be asked to BYO pen for the workshop.
- COVID signage, a designated COVID-19 Safety Officer and the acknowledgement and/or completion of COVID-19 Safety Checklists (and other associated paperwork) are no longer mandatory at workshops but can be implemented at the discretion of the trainers and Head Office staff, based on the perceived risk to attending individuals. These can be organised for the branch by contacting [training@wires.org.au](mailto:training@wires.org.au).
- Participants or trainers/other attendees from the branch with cold or flu symptoms or are otherwise unwell in the lead up to, or on the day of the workshop, are encouraged to stay home.
- As per NSW Health Guidelines, participants or trainers/other attendees from the branch who test positive to COVID-19 are encouraged to stay home until acute symptoms have gone. Participants who notify they have tested positive in advance of a workshop will be encouraged to book into an alternative workshop.
- Branches are welcome to provide refreshments (coffee, tea, biscuits etc) if they wish, however, please note that participants are asked to bring their own lunch and refreshments for the day.

## Course Paperwork

### *Paperwork Printing and Delivery – Prior to the Workshop*

Course paperwork will be provided by WIRES Head Office for each RICC workshop. WIRES Training Team will arrange the delivery of RICC manuals, Course Evaluations and Practical Assessment Booklets to the desired address advised by the host branch.



# Branch Trainers Booklet

WIRES Training Team will also supply the Attendance Register for each workshop on the Friday prior to the workshop. Please note, the branch must print and use this document on the day as it will contain the details for the participants that have booked into the workshop.

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**Please ensure all sections of the Attendance Register are filled out before returning to WIRES Head Office (Training Team)**, including ensuring that each student and trainer has signed next to their name. Please note that incomplete Attendance Registers may result in delays to student processing.

Upon request, branches may also be supplied with any additional donated equipment to distribute to workshop attendees in the form of a 'rescue goodie bag', such as pouches & liners or towels, when stock is available.

### ***Distributing the Paperwork – At the Workshop***

During registrations, the host branch must ensure that each participant has been issued with the following paperwork.

- **Rescue and Immediate Care Course Manual**
- **Course Evaluations**
- **Practical Assessment Booklet**

The Rescue and Immediate Care Course Manual is the students to keep, however the Course Evaluation and the Practical Assessment Booklet for each student must be collected and returned to Head Office for processing.





## Branch Trainers Booklet

### *Returning Paperwork for Processing – Following the Workshop*

It is the responsibility of the host branch to ensure that ALL workshop participants successfully complete all sections of the paperwork throughout the day, and that it is safely returned to Head Office for processing following the workshop date.

**WIRES Head Office cannot process volunteer authorisation until the following paperwork has been received after each workshop:**

- **RICC Attendance Register**
- **Practical Assessment Booklets**
- **Course Evaluations**

These documents must be returned to Head Office as soon as possible after the workshop. Please refer to the address details below for postage:

WIRES Head Office (Training Team)  
PO Box 7276  
Warringah Mall NSW 2100

Electronic copies for all participants can also be accepted via email and are usually the quicker and easier option. Please direct all scanned paperwork to [training@wires.org.au](mailto:training@wires.org.au), ensuring beforehand that all components of each document are complete. This includes the ID and Competency sections on the Attendance Register which must be completed by the Trainer for each student. **IMPORTANT:** Hardcopies of the paperwork are still required to be sent to WIRES Head Office, even if scanned electronic copies are provided.

Any unused RICC Manuals, Evaluations or Practical Assessment Booklets from the workshop can be retained by the branch for their next RICC workshop, or posted back to WIRES Head Office with the above if no further workshops are scheduled in the calendar year.

**REMINDER:** every page in the Participant Assessment Booklet must be completed by each participant. The booklet is evidence that the participant has been deemed competent in the training, therefore WIRES Head Office is unable to proceed with processing a student if there are sections of their participant booklet missing.





## Preparing to Deliver the Practical Workshop Sessions

### *Compulsory Sessions*

There are three compulsory workshop sessions that must be covered in every RICC workshop, followed by a conclusion session. These include:

- Session 1: Bird Identification
- Session 2: Examination & Immediate First Aid
- Session 3: Capture, Restraint & Transport

**Session 1 (Bird Identification) and Session 2 (Examination and Immediate First Aid) requires the use of bird cadavers therefore it is recommended to complete these sessions first in order to remove the bodies earlier.**

Workshop sessions can be conducted in any order. Suggested workshop layouts are discussed throughout each Workshop Session section below.

### *Additional Optional Sessions*

Additional optional workshop sessions can be conducted at the hosting branch's discretion, however these should be conducted after the conclusion session, as it is not compulsory for the participants to attend these as part of their course. Additional sessions should be appropriate to the cohort, noting they are new WIRES volunteers. A reminder that RICC participants cannot attend rescues for higher risk species such as bats, snakes and monitors, or provide longer term care for wildlife without further advanced training following the RICC.

Examples of additional demonstrations and discussions include:

- Conducting a pouch check (demonstration)
- Branch Coordinator introductions/branch-specific buddy system set up
- The xMatters system and how alerts are received
- Discussion of species courses and further training opportunities

### *Managing Participants*

Where required, large participant groups can be divided into smaller sub-groups, led by an experienced volunteer who will act as the group leader. Branches are strongly encouraged to consider how many participants are manageable when scheduling workshops and allocating capacities. WIRES Train the Trainer Course covers managing participants in further detail.





## Branch Trainers Booklet

### *Equipment Required (including suggested COVID Safety Equipment)*

- Venue supplied table & chairs (see 'workshop sessions' for arrangement instructions)
- Table covers or thick newspaper
- Course paperwork (Attendance Register as well as RICC Manuals, Evaluations and Practical Assessment Booklets for each participant)
- Scales and spare batteries
- Bird identification books or field guides
- Pens – enough for each participant, however they are encouraged to bring their own
- Disposable gloves – variety of sizes, both nitrile and latex. These **must** be worn when handling deceased wildlife bodies and the shared equipment throughout the day.
- P2/N95 Face Masks – **IMPORTANT:** Wildlife Health Australia advice states: *"Surgical masks will not prevent the zoonotic diseases of concern. Typical face masks (of the surgical variety sold in pharmacies) will not prevent breathing in the bacteria or viruses."* On this advice, **please ensure N95 or P2 dust masks are available at all RICC workshops**. N95/P2 masks can be purchased from most hardware stores. Please contact Head Office if you require assistance in sourcing these items.
- Surgical Face Masks – NSW Health advice suggests surgical face masks are suitable to help reduce the spread of COVID-19. These can be utilised during the workshop when deceased wildlife is not involved or being handled and where social distancing is not possible.
- Hand sanitizers – readily available for all participants (minimum alcohol content 60%)
- Animal cadavers – a range of birds with at least one bird per person as well as at least one reptile and one possum where possible. If the branch is unable to obtain sufficient number of cadavers, contact should be made with WIRES Training Team **at least three weeks prior** to the workshop.
- Towels/cloths – various sizes, for use during examination and handling of wildlife cadavers (one per person during examinations + extras for rescue simulation)
- Garbage bags
- Rescue scenario equipment – such as various transport carriers, pouches & liners, capture net, towels of various sizes, gloves, pillowcase, reusable cable ties, heat supply (hot water bottle), soft toys, heavy duty gloves, high-vis vest
- Name tags
- Hospital grade disinfectant & F10 – to clean tables after and during the workshop.
- Disinfectant wipes and spray, as well as cloths – to clean surfaces
- Liquid soap and paper towels – to be placed in all bathrooms if not already provided
- First Aid Kit
- Optional - Participant take home goodies bags. \*Please contact [training@wires.org.au](mailto:training@wires.org.au) a few weeks prior to the workshop to discuss availability.





## Branch Trainers Booklet

### *RICC Workshop Agenda Example*

The following agenda is based on a 9:00am start time; please adjust your branch workshop timings accordingly. Please ensure that you allow enough time for room set up, preparation of materials and group trainer discussion before participants arrive.

Time	Workshop Activity
9am	Attendance Registration <ul style="list-style-type: none"><li>- <b>Ensure participants sign the workshop Attendance Register</b></li><li>- <i>Confirm participant identity and complete the photo identification tickbox on the Attendance Register to ensure accuracy of photos with participant details*</i></li><li>- <i>Request to take headshot images for participants for their WIRES ID</i></li><li>- <i>Ensure participants have pens, or distribute accordingly</i></li></ul>
9:30 - 9:40am	Introduction / Welcome <ul style="list-style-type: none"><li>- <i>Possible ice-breaker activity</i></li><li>- <i>Housekeeping (toilets, kitchen (fridge), fire muster area, exits)</i></li><li>- <i>Acknowledgement of Country ('WIRES acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to their elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.')</i></li><li>- <i>Ensure participants don masks and gloves correctly and understand importance of wearing P2/N95 masks at all times whilst handling cadavers</i></li><li>- <i>Brief explanation of the sessions to be covered and what paperwork they need to complete</i></li></ul>
9:40 - 10:40am	<b>Session 1: Bird Identification</b>
10:40 – 11am	Short break <i>Hand out new masks and gloves to participants as they return where required</i>
11am – 12:30pm	<b>Session 2: Examination and Immediate First Aid</b>
12:30pm – 1:00pm	Lunch break <i>Remove wildlife cadavers offsite for appropriate disposal &amp; set up equipment for demonstrations in the next session</i>
1pm – 2pm	<b>Session 3: Capture, Restraint and Transport</b>
2:00pm	Workshop Conclusion <i>Ask participants to fill out the course evaluations and conduct a conclusion discussion including information on what happens after the workshop (refer to information in student processing section), question &amp; answer time, hand out participant goodie bags and any other supplies discussed by the branch.</i>

\*If any details on their identification do not match what was provided on the attendance register, please request to take a photo of front and back of license so Head Office can follow this up.





## Workshop Sessions

### Workshop Session 1: Bird Identification

**Time Allocation** – 1 hour

#### *Aims & Objectives*

To introduce a variety of native bird species and methods of identification using field guides and smart phone applications that include photographs, sketches and bird song examples, and build confidence using identification tools. Students should gain an understanding of differing characteristics across species and at different development stages.

#### *Equipment Required*

- Practical Assessment Booklet
- RICC Manual
- A variety of bird cadavers - minimum one bird per participant
- Table covers / newspaper
- Disposable gloves
- Face masks (**N95/P2 masks must be worn by all participants and trainers while handling wildlife cadavers**)
- Hand sanitiser
- Bird field guides/identification books
- Scales
- Towels

#### *Workshop Set-up and Instructions*

Provide tables with seating ensuring there is at least 1.5 m distance between each participant. Given the space required per participant, it is easiest to have one table per person, or longer trestle tables may be able to have two participants depending on the length. Please ensure all participants are still able to be engaged, despite being quite spread out, and tables are positioned with a clear view of the trainer demonstration area up the front.





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Tables are to be appropriately covered prior to placing cadavers on them, with a variety of bird bodies on display on the covered table. Lay a towel over the cadavers whilst not in use. Each table should have at least 1 hand sanitiser and a field guide, as well as a set of gloves and mask per person. Scales will need to be floated around the room as students progress to this question in their identification worksheet.

**Adjustments** – Participants who are unable to handle dead birds (immune suppressed, pregnant etc.) can be issued with a photograph of various bird species.

### Instructions

Participants should work their way through the questions on their identification worksheet (refer to Participant Assessment Booklet), with the assistance of the group leader and other training assistants at the table. It is helpful to run through the questions in advance so they participants are aware of what is expected of them during this session.

The participants need to identify features of the bird and use the available field guides to identify the species. This process should be followed with at least 2 of the bird species present – one for practice and one to complete the workshop questions. The answers for the questions 5, 6 and 7 regarding weight and diet in Bird Identification section of the Participant Assessment Booklet can be found in the Appendix of the RICC manual. Once completed, the group leader must sign off the front page of the workbook for the relevant session only.

*NOTE: It is beneficial to place commonly confused birds together and discuss the differences so participants can learn to determine the differences between the species.*

It is ideal for the trainers and training assistants running the workshops to familiarise themselves with the correct identification of each bird cadaver prior to this workshop.

**Please refer to the marking guide in appendix 2 for information on how to assess participants in this workshop session.**





## Workshop Session 2: Examination & Immediate First Aid

**Time Allocation** – 1 hour

### *Aims & Objectives*

To equip participants with the ability to confidently handle animals, examine injuries and disease as well as minimise stress and administer basic first aid to birds. Rescued animals should be identified and associated WHS risks acknowledged. Animals should be examined with minimal stress and handled appropriately according to the species. Common injuries or diseases in birds are identified and appropriate action taken for treatment.

### *Equipment Required*

- Table covers
- Bird cadaver - one bird cadaver per person, preferably indicating an array of injuries for assessment purposes
- If there are lizard/possum cadavers available, please utilise them in this workshop session after students have completed their worksheet as an additional discussion.
- Participant Assessment Booklet
- RICC Manual
- Gloves
- Face masks (**N95/P2 masks must be worn by all participants and trainers while handling animal cadavers**)
- Hand sanitiser
- Towels

### *Workshop Set-up and Instructions*

Tables can be placed together as a square with seating around the table ensuring there is a 1.5 m distance between each participant, or left as set up for workshop session 1. Tables are to be covered first and a variety of bird cadavers to be placed on the covered table. Cadaver should be covered with a towel when not in use.

*Adjustments* – Participants who are unable to handle dead birds (immune suppressed, pregnancy etc.) should be given an equivalent scenario to work through. If insufficient bird cadavers are available, workshop group leaders may use equivalent scenarios.





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### Instructions

The group leader will need to explain the process of conducting an examination on a rescued bird to the participants, demonstrating how to safely remove the animal from the carrier, safe handling techniques relevant to the species, and the stages of the examination process. Following these instructions, and the instructions within the RICC manual, assist the participants in conducting a physical examination themselves on one of the bird cadavers on the table.

**IMPORTANT:** The group leader should remind participants that during a live rescue, physical examination should only take place under the direct supervision of the coordinator or an experienced member and only when an observational examination has been carried out and no injury, illness, disease or other condition has been identified.

Use bird cadavers for species that have died or been euthanised due to various causes (refer to 'Use of deceased animals' policy, which can be found on the [Members Website](#) under the WHS tab for more information). It is ideal for the trainers and experienced branch members running the workshops to familiarise themselves with the rescue situations for each of the bird cadavers and the cause of injury/illness prior to this workshop.

Please ensure that once this session concludes and wildlife cadavers are packed away for disposal that all tables, chairs and accessories are thoroughly wiped down and appropriately disinfected.

**Please refer to the marking guide in Appendix 2 for information on how to assess participants in this workshop session.**





### Workshop Session 3: Capture, Restraint & Transport

**Time Allocation** – 1.5 hour

#### ***Aims & Objectives***

To introduce WHS risks involved in rescuing and transporting injured wildlife, and how to assess injuries and contain wild animals without inducing further stress or trauma. Students should feel confident to select appropriate rescue equipment relevant to the species. Rescues are to be performed with appropriate WHS practices employed, and ensuring transportation is safe for both the animal and the rescuer.

#### ***Equipment***

Equipment utilized for this workshop should reflect best practice and be prepared accordingly (ie. towels and nets with no loose threads and holes, carriers appropriately lined etc).

**Examples of rescue equipment for participants to select from for acting out the scenarios include:**

- Variety of commonly used rescue equipment, such as;
  - various sized carriers such as ventilated tubs and pre-lined carriers
  - cardboard box
  - various sizes of towels with no loose threads or holes
  - heavy duty gloves
  - net etc.
  - pouches and liners
  - pillow cases
  - cable ties
  - hot water bottle
- Variety of commonly used PPE items, such as:
  - high-visibility vest
  - disposable gloves
  - first aid kit
  - face mask
  - glasses or goggles
- A list of rescue scenarios (*see Appendix 1*)





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- Bird - plush toy
- Possum - plush toy
- Lizard and/or turtle - plush toy
- Hand sanitizer and cleaning equipment (F10 bottle, wipes)

### *Workshop Set-up and Instructions*

Prepare all of the rescue equipment ahead of time, ideally during lunch, so it can be easily discussed to the group and students are able to select different equipment for their relevant scenario. Weather and space permitting, this workshop should be conducted outside to allow for the simulation of real rescue scenarios. If conducted indoors, the ideal set up should consist of U-shaped seating ensuring there is a 1.5 m distance between each participant, with rescue equipment in the middle for use in demonstrations and practicing rescue scenarios. Alternatively, rescue equipment can be displayed at the front with each individual demonstrating their scenario in front of the rest of the class.

*Adjustments* – See reasonable adjustment chapter for more information on adjustments for this workshop session.

### *Instructions*

The group leader should demonstrate the use of rescue equipment commonly used to successfully conduct rescues. The leader will also demonstrate how the equipment is to be used in the most effective and safe manner for both the animal requiring rescue, and the rescuer.

Everyone should be issued with two rescue scenarios, each one from a different animal group e.g. bird and a possum, bird and a lizard, turtle and a possum (see Appendix 1 for scenario listings). Using their theoretical knowledge gained from the online training, and the information provided by the group leader during demonstrations, participants will need to fill out the worksheet using each of the rescue scenarios they have been assigned. Allow 15-20 minutes for them to complete this part. If they do not finish this, move on, but allow them time at the end of the day to complete the pages for both scenarios before they are signed off in this session as competent.

As part of this session, the participants will need to demonstrate **one** of their two allocated scenarios in a simulated environment, using the equipment available.





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Mock rescue demonstrations should include a range of species, i.e. some participants will demonstrate lizard and/or turtle rescues, some will demonstrate possum rescues and some will demonstrate bird rescues.

Participants should be verbally describing what equipment they are selecting and why, any WHS considerations regarding the rescue and how they would conduct the rescue.

Note: Participants **must** act out one rescue scenario to be deemed competent in this session. It is recommended the branch be mindful of rescue scenarios that have already been covered and ask the participant to choose either of their two scenarios that are different from those prior as it will create further discussion among the group.

**Please refer to the marking guide in Appendix 2 for information on how to assess participants in this workshop session.**





## Branch Trainers Booklet

### Workshop Conclusion

At the conclusion of the workshop, you can take the opportunity to thank the participants for coming and encourage them to get involved in rescues as soon as possible whilst this information is still fresh in their minds.

Within the conclusion, it is a good idea to remind participants to hand in their paperwork before they leave and reinforce that the RICC manual is theirs to keep. Please emphasise the importance of them reading their Welcome Email as it contains a lot of essential information they will need to get started.

**It is important that RICC participants understand they cannot undertake rescues for WIRES until they have received their digital ID card and authority details via email.**

### Conclusion Instructions for Trainers

Before the participants leave, please make sure to check that:

- All participants have filled out every section of their Practical Assessment Booklet and Evaluation, and have handed these into a trainer. For those who have not completed all components, please provide support to help them complete this before they leave, ensuring that the work is entirely their own.
- You have taken headshots and checked ID for every student.

Paperwork will need to be mailed back to Head Office along with the signed Attendance Register. Please ensure headshot photos of all participants (for their WIRES ID) and any ID images that did not match are either sent via email to [training@wires.org.au](mailto:training@wires.org.au), uploaded to a Dropbox to be shared with WIRES Training, or mailed to HO on a USB.

### Processing New Volunteers - Information to Advise Participants

It is helpful if you can also share the following information at the conclusion of the workshop so students are aware what to expect next:

#### NEXT STEPS

- Explain the processing steps in more detail, including that it can take up to 2-3 weeks for processing following the course before students receive more information about their volunteer authority and WIRES ID.
- New volunteers cannot be processed until the relevant paperwork has been received





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and processed following a branch RICC workshop.

**REMINDER: the RICC online theory component needs to be complete in addition to being marked as competent at the workshop to proceed through to processing.**

- Please remind participants to check their junk mail if they do not receive an email within 3 weeks, and to save 'members@wires.org.au' to their safe sender list, as often Welcome Emails can end up in junk mail.
- Participants will receive an email as soon as they are processed through the WIRES system and set up as a volunteer. Their 'Welcome Email' will include the following information:
  - WIRES digital ID (hardcopy ID cards no longer provided)
  - The link to order a complimentary WIRES vest
  - What branch they are part of and the contact details of their Branch Executive
  - An explanation of xMatters (*the WIRES Rescue communication system*), instructions for downloading, and their personalised log in details. This will only apply for those in branches who utilize the xMatters system.
  - An explanation of CarerHQ and their personalised log in details
  - Access information for the WIRES Membership website where they can read more and enrol in further training with WIRES including in advanced species courses
  - Personalised access to Tall Emu
  - Important WIRES Head Office contact details
- Students will have the option to order a complementary Hi-Vis vest - the link for this will be in their Welcome Email.

### WIRES SYSTEMS

- Explain how the xMatters app works and show participants how to accept rescues from your own phone.
- Explain that they can find their training history and access manuals via Tall Emu.
- Please note to students that they will receive personalised login details for each of the relevant WIRES systems and this information is included in their Welcome Email.

### FURTHER TRAINING

- Please let participants know that further information about WIRES advanced courses





## Branch Trainers Booklet

is available via the Members Website and that the link to this site is provided within their Welcome Email.

- Students can contact the training team via [training@wires.org.au](mailto:training@wires.org.au) with any questions they may have regarding advanced species courses.

**NOTE:** Please don't offer to provide access to links to species training to new volunteers as they will not be eligible to enrol until they have received confirmation of being processed.

### CONNECTING WITH THEIR WIRES BRANCH

- Encourage participants to get in contact with their local branch as soon as possible for further support and advice to help them get started as a new rescuer. Branch contact information will be included in their Welcome Email.
- Let them know the contact information for their Species Coordinators will be within their Welcome Email.

### Questions

Anything that cannot be answered during the workshop can be directed to the WIRES Training Team via email [training@wires.org.au](mailto:training@wires.org.au) for further advice and assistance.





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### Reasonable Adjustments to the Assessment Criteria

While competency must be achieved in all three workshop sessions, there are times where trainers may need to be flexible with their assessment of participants who have different needs and learning styles.

There are many ways in which trainers can reasonably adjust the way they assess participants while still maintaining the integrity of the course content. WIRES is a non-discriminatory organisation and those who have limited abilities can still be a valuable and active member of a WIRES branch. Depending on the extent of the impairment or disability, branches may consider whether the participant could be utilised in an administrative based role.

The following table has been developed to assist with recognising the potential difficulties a participant may face while completing the workshop as well as the support options that are available.

Areas that may require reasonable adjustment	Possible Reasons	Support options
Participant is unable to write their answers	<ul style="list-style-type: none"><li>• English is not their first language</li><li>• Physical or intellectual disability</li><li>• Literacy difficulties</li><li>• Ill health</li></ul>	<ul style="list-style-type: none"><li>○ Support person/carer is able to scribe for the participant as long as the participant verbalises the answers, illustrating comprehension of the questions.</li><li>○ The participant is able to seek verbal clarification regarding the assessment questions from the RICC trainer or their support person.</li><li>○ Provide additional time at the end of the workshop to allow participant to complete workbook.</li></ul>
Participant is unable to read the questions	<ul style="list-style-type: none"><li>• English is not their first language</li><li>• Physical or intellectual disability</li><li>• Literacy difficulties</li><li>• Ill health</li><li>• Vision impairment</li></ul>	<ul style="list-style-type: none"><li>○ Support person/carer is able to read the question to the participant.</li><li>○ The participant is able to seek verbal clarification from the RICC trainer or their support person.</li><li>○ Provide additional time at the end of the workshop to allow participant to complete workbook.</li></ul>





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Participant isn't able or willing to handle deceased bodies	<ul style="list-style-type: none"> <li>• Immuno-compromised</li> <li>• Pregnant</li> <li>• Uncomfortable with handling cadavers</li> <li>• Moral or ethical reasons</li> </ul>	<ul style="list-style-type: none"> <li>○ Issue participant with photographs of various bird species to complete the assessment (Bird Identification workshop)</li> <li>○ Utilise a plush toy for handling during the scenario (Capture, Restraint &amp; Transport)</li> <li>○ Utilise a plush toy for physical handling alongside use of an existing rescue scenario for participant to complete the assessment based on the injuries outlined in the scenario (Examination &amp; Immediate First Aid)</li> </ul>
Participant isn't comfortable acting out the scenarios for session 3	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Stage fright</li> <li>• Limited movement or disability</li> </ul>	<ul style="list-style-type: none"> <li>○ Offer assistance/ buddy up the participant for the scenario.</li> <li>○ Allow participant to act out scenario at the end of the day once other attendees have left.</li> </ul>
Participant isn't able to act out scenario	<ul style="list-style-type: none"> <li>• Limited mobility or physical disability *(see note below)</li> </ul>	<ul style="list-style-type: none"> <li>○ Offer a support person or utilise their carer to assist during the assessment.</li> <li>○ If mobility is severely restricted, branches may consider requesting the participant to verbally describing the scenario. **</li> </ul>
<p>* WIRES Head Office will notify Branch Trainers in advance of a scheduled workshop if there is a registered participant who has declared they have a disability or impairment that may impact their ability to complete any of the sessions of the workshop.</p> <p>** In the case that a participant has severe mobility challenges that are likely to affect their ability to rescue or care for wildlife, please notify <a href="mailto:training@wires.org.au">training@wires.org.au</a> to discuss further.</p>		





## Appendices

### Appendix 1. Rescue Scenarios

Bird Rescues	Possum Rescues	Reptile Rescues
A kookaburra has been hit by a car and is sitting between two parked cars on the side of a busy road.	An eastern pygmy possum has been found on a member of public's doorstep. It appears lethargic and it is in the middle of the day. It isn't contained.	A turtle has been found by the side of a busy road with fractures to its shell.
A sulphur-crested cockatoo with a deformed beak and missing feathers is in a park, unable to fly.	A large brushtail possum has been trapped inside a chicken coop. The MOP is at work but has given permission for a rescuer to enter through the side gate to access the coop in the back yard.	An adult water dragon has been attacked by a dog with no visible injuries. It is uncontained and unresponsive, lying beside a pool.
A rainbow lorikeet is located in a caller's yard with wire tangled around one foot, which is swollen and bleeding. It is able to fly about ½ a metre into the air before falling back down to the ground.	A female ringtail possum has been hit by a car and is on the side of the road. When you arrive, the possum is already dead.	A juvenile blue tongue lizard has been contained by a member of public. The cat was playing with it and it has a scratch on its back. When you arrive you notice that the lizard has been contained in an ice-cream container with no holes.
An ibis chick with no apparent injuries is wedged between a timber fence and a yellow box. The yellow box can be moved, but is heavy.	A brushtail possum has been hit by a car but is still alive and is alert and frightened. It is currently sitting in an asphalted area of a local public school, during school hours.	An Eastern long-necked turtle has been found in the front yard after heavy rain. The property backs onto local bushland where there is a body of water.
A pacific black duck is tangled in fishing line in a pond, approximately 1 metre from the bank. The pond is between ½ m to 1m in depth. A local vet has been notified and is on standby.	A member of public has called in about a sick unknown possum joey they have 'found.' It has diarrhea and when you arrive you find that it is also cold and dehydrated.	A member of public has called in about a lizard in their back yard. They are worried their dog will attack it. When you arrive you observe the animal from a distance and identify that it is a death adder.



An adult galah has been called in by a veterinary clinic. There are no apparent injuries and it is eating and drinking well. The bird is located in a vet cage in the back of the clinic and is very aggressive, so the vet nurses have asked you to remove it from the cage.	A brushtail possum has been living inside a roof of a house that is about to be demolished. It is found when demolition begins and has fallen to the ground. The construction workers have placed a box over the top of the possum. They aren't sure if it is injured.	A member of public has contained a turtle. When you arrive you discover it is a non-native red-eared slider.
A caller has found a very small unknown bird with no feathers on the ground, in their backyard. The parent is in a small tree above, distressed. The caller has now gone to work but has advised they are happy for a rescuer to access the backyard through the side gate. It has been 4 hours since the initial call.	A brushtail possum has been attacked by a dog and is laying on the ground in a member of public's backyard, uncontained. It has visible damp fur around one of its hind legs	A member of public has called in about a bearded dragon that he found last night that was stuck in a chicken wire fence. They aren't sure how long it was there. The MOP has it contained and believes that it is not injured, but it is cold.
A juvenile magpie has been taken to a vet with a drooping wing. The vet has advised it is OK to go into care. There have been no assessments done of the animal and there are no x-rays of the wing.	A ringtail possum was found in a park and has been contained in a shoebox by a member of public. It is covered with ticks. It has one joey with it.	A member of public has called WIRES to relocate a blue-tongue lizard found in their garage. It is uncontained and the MOP is terrified.
An eastern rosella has been found injured, laying on its side. The mop has put it back into a hollow, where another eastern rosella is located. The caller has advised that you need a step ladder to access the hollow.	A brushtail possum has been found inside a community hall venue kitchen. It has come in through a hole in the ceiling and is now causing chaos in the kitchen cupboards. It is uninjured and aggressive.	Shingleback lizard with 4-5 ticks around its neck was found on a footpath outside of a primary school. A Teacher has placed a plastic tub over the top of the lizard and it is a hot, sunny day.



## Appendix 2. Marking Guidelines for Trainers & Group Leaders

### Bird Identification Marking Guide

Worksheet Questions	Marking Criteria	Performance Criteria Addressed
Identify the species you have selected.	Have they identified both the common and scientific names accurately? (do not use Google search to check scientific names)	1.3. <b>Animals</b> are identified and appropriate <b>equipment</b> is selected for the rescue.
What is the estimated age of the animal: e.g. chick, juvenile or adult	Have they correctly estimated the age of the bird based on its physical appearance?	1.3. <b>Animals</b> are identified and appropriate <b>equipment</b> is selected for the rescue.
Where is the bird found? i.e what is the species distribution range	Have they used the field guide to determine what the distribution of the bird is?	NA
What does the bird weigh?	Did they weigh the bird correctly?	2.4. Physical condition and vital signs of the animal are assessed. 3.4. <b>Information on animal</b> is collected and recorded in accordance with legislative and organisational requirements.
Is the bird within a healthy weight range for its species?	Have they been able to ascertain the healthy weight range of this species and make a comparison to the individual bird they are identifying?	2.4. Physical condition and vital signs of the animal are assessed. 3.4. <b>Information on animal</b> is collected and recorded in accordance with legislative and organisational requirements.
What would this bird eat in the wild?	Have they identified the correct wild diet for this species?	3.4. <b>Information on animal</b> is collected and recorded in accordance with legislative and organisational requirements.
What would this bird be fed in captivity?	Have they identified the correct captive diet? <i>Nb. They do not need to give proportions of food types or feed amounts.</i>	2.1. <b>Basic animal care</b> is provided to minimise stress to animals. 3.4. <b>Information on animal</b> is collected and recorded in accordance with legislative and organisational requirements.

Participants must attempt every question. If a question has been left blank, ensure there is sufficient help provided to the participant to answer the question.



## Capture, Restraint & Transport Marking Guide

Worksheet Questions	Marking Guide	Performance Criteria Addressed
What type of rescue equipment is required, including the type of transport container?	Have the participants selected equipment that is appropriate to the species they are rescuing?	1.3. <b>Animals</b> are identified and appropriate <b>equipment</b> is selected for the rescue.
What are the WHS risks associated with the rescue location?	Have they correctly identified the WHS risks in the rescue situation i.e., environmental risks such as cars, steep slope, powerlines etc.?	1.1. <b>Risk posed to self, others and animals</b> is assessed. 1.2. <b>Options for assisting animals</b> are evaluated and procedures selected with reference to workplace protocols and regulations. 1.4. <b>Occupational health and safety (OHS) procedures</b> and <b>personal protective equipment</b> are used at all times when handling animals.
What are the WHS risks associated with handling the species?	Have they been able to identify the WHS risks that would be applicable in handling the species in their assigned scenario e.g. brushtail possum claws/teeth, parrot beaks?	1.1. <b>Risk posed to self, others and animals</b> is assessed. 1.2. <b>Options for assisting animals</b> are evaluated and procedures selected with reference to workplace protocols and regulations. 1.4. <b>Occupational health and safety (OHS) procedures</b> and <b>personal protective equipment</b> are used at all times when handling animals.
What PPE (personal protective equipment) will be required to conduct the rescue?	Have they identified the correct PPE for the rescue scenario? <ul style="list-style-type: none"> <li>- Hi-vis vest for roadside rescues</li> <li>- Gloves</li> <li>- Thick towels</li> <li>- Etc.</li> </ul>	1.1. <b>Risk posed to self, others and animals</b> is assessed. 1.2. <b>Options for assisting animals</b> are evaluated and procedures selected with reference to workplace protocols and regulations. 1.4. <b>Occupational health and safety (OHS) procedures</b> and <b>personal protective equipment</b> are used at all times when handling animals. 2.2. Animal is caught and handled <b>safely and humanely</b> to minimise pain and potential injuries.
What are your initial observations of the animal and the rescue situation?	Have carried out an initial observation of the animal (injuries, behaviours etc.) and assessed the rescue scenario, i.e. does the animal need to be rescued?	1.1. <b>Risk posed to self, others and animals</b> is assessed. 1.2. <b>Options for assisting animals</b> are evaluated and procedures selected with reference to workplace protocols and regulations. 2.4. Physical condition and vital signs of the animal are assessed.



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Explain how you would physically handle this animal during capture.	Have they explained safe physical restraint techniques, specific to the species? Do their techniques take into account minimising risk to both themselves and the animal?	1.1. <b>Risk posed to self, others and animals</b> is assessed. 1.4. <b>Occupational health and safety (OHS) procedures</b> and <b>personal protective equipment</b> are used at all times when handling animals. 2.1. <b>Basic animal care</b> is provided to minimise stress to animals. 2.2. Animal is caught and handled <b>safely and humanely</b> to minimise pain and potential injuries. 2.3. Animal is reassured in a caring manner and made comfortable using available resources.
If the animal is severely ill or injured, where will you take it?	Have they identified that severely injured or ill animals must be taken to a vet to be assessed?	3.1. Basic first aid is provided in accordance with <b>established animal first aid procedures</b> . 3.2. Treatment is sought from others as appropriate and required.
Who will you report this rescue to?	Have they stated that they must report to the relevant Species Coordinator?	3.3. <b>Advice and assistance</b> are sought from supervisor or appropriate personnel in respect to future options for animal. 3.4. <b>Information on animal</b> is collected and recorded in accordance with legislative and organisational requirements.



## Examination & First Aid Marking Guide

Worksheet Questions	Marking Guide	Performance Criteria Addressed
What is the species being examined?	Have the participants identified the species correctly?	1.3. <b>Animals</b> are identified and appropriate <b>equipment</b> is selected for the rescue.
What environment will it be placed in before you examine it?	Have they identified methods of reducing stress in a recently rescued animal, i.e. warm, dark and quiet for at least 30 minutes?	1.2. <b>Options for assisting animals</b> are evaluated and procedures selected with reference to workplace protocols and regulations. 2.1. <b>Basic animal care</b> is provided to minimise stress to animals. 2.3. Animal is reassured in a caring manner and made comfortable using available resources.
What are your initial visual observations of the bird (without picking it up)?	Have they been able to make objective observations on the physical condition of the animal?	2.4. Physical condition and vital signs of the animal are assessed.
How do you intend to minimise stress for the bird during the examination?	Have they identified the stress reduction methods to employ during the examination i.e. correct handling techniques, keeping the head covered etc.?	2.1. <b>Basic animal care</b> is provided to minimise stress to animals. 2.2. Animal is caught and handled <b>safely and humanely</b> to minimise pain and potential injuries. 2.3. Animal is reassured in a caring manner and made comfortable using available resources. 3.1. Basic first aid is provided in accordance with <b>established animal first aid procedures</b> .
Conduct the physical examination. What, if any, injuries or illnesses have you identified?	Have they followed the appropriate method for conducting an examination? Have they attempted to reduce stress throughout the process? Have they handled the animal appropriately? Have they completed their checklist? Have they identified any injuries or illnesses?	2.2. Animal is caught and handled <b>safely and humanely</b> to minimise pain and potential injuries. 3.1. Basic first aid is provided in accordance with <b>established animal first aid procedures</b> .
Is the probable cause of the injuries and/or illness known? If yes, specify.	Have they attempted to ascertain possible causes of the injury or illness present?	2.4. Physical condition and vital signs of the animal are assessed.



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<b>What immediate First Aid would be required?</b>	Have they identified first aid that is appropriate to the injury/illness? This could include taking it to a vet for further examination or recovery in a hospital enclosure.	3.1. Basic first aid is provided in accordance with <b><i>established animal first aid procedures.</i></b>
<b>Where will you take the animal to receive further treatment for their injuries?</b>	Have they identified that the bird may need to be taken to a vet or experienced avian carer based on the specific injuries or illness suspected?	3.2. Treatment is sought from others as appropriate and required. 3.3. <b><i>Advice and assistance</i></b> are sought from supervisor or appropriate personnel in respect to future options for animal.
<b>Who will you contact to discuss ongoing care options for this animal?</b>	Have they identified that they need to consult with the Species Coordinator?	3.3. <b><i>Advice and assistance</i></b> are sought from supervisor or appropriate personnel in respect to future options for animal.



### Appendix 3. Branch Checklist

This checklist has been compiled as a help guide to coordinating a RICC workshop. Please contact WIRES Training Staff ([training@wires.org.au](mailto:training@wires.org.au)) should you need any further assistance at any stage of coordinating a RICC workshop.

Prior To The Workshop	
Has the venue been confirmed? Please consider how many participants the venue can hold and notify WIRES Training Head Office the capacity of workshop.	
Does the branch need to arrange for any invoices of the venue to be sent to WIRES Head Office?	
Has an Emergency Contact person been assigned, and contact details provided to WIRES Head Office Training staff?	
Are there enough branch members organised to help on the day?	
Are there enough group leaders and at least one WIRES Approved Trainer (WAT) confirmed to assist in training the workshops?	
Have Trainer's received a copy of the Branch Trainer's Booklet?	
Has the branch got enough cadavers of the required species? Diversity of species is key	
Have the manuals, paperwork and participant goodie bags (if required) been received?	
Have you prepared the required PPE and Cleaning Equipment for the workshop (please contact WIRES Training Head Office if you need assistance with this)?	
Have you received the list of participant names (sent the Friday before workshop) via the Attendance Register??	
At The Workshop	
Workshop areas – table covers/newspaper, gloves, masks, hand sanitiser, rescue equipment, field guides, RICC manuals and paperwork.	
Is there someone assigned to registration for when people start to arrive?	
Has the Attendance Register been signed by everyone?	
Have photos been taken of all participants including photos of the participants (head shots)? Has all participants photo identification (licenses, passport etc.) been checked and verified, with this marked on the Attendance Register?	
If applicable, have the participants received their goodie bags (containing pouches etc.)? (not required)	
Have the practical workshop booklets been filled out by the participants and signed off as appropriate by group leaders & WIRES Approved Trainer? Please check all sections of the booklet.	
If there are any responses left blank in any of the participants booklets, has support been provided to the participant to help answer the question?	
Have all of the course evaluations been completed and returned?	





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Have the participants been notified of the next steps following the workshop in terms of processing?	
<b>After The Workshop</b>	
Have all the workshop areas been thoroughly sanitized and cleaned per venue requirements?	
Has the venue key been returned?	
Have wildlife cadavers used been disposed of appropriately?	
Notify Head Office of any unused participant goodie bags, manuals etc. and either return or hold until the next RICC workshop, as advised.	
<b>Provide Head Office with (after the workshop):</b>	
Completed Attendance Registers, Participant Assessment Booklets and Evaluation forms. Please <b>POST</b> to WIRES Training Head Office.	
Head Shot photographs of all participants emailed to <a href="mailto:training@wires.org.au">training@wires.org.au</a> , shared via drop box or alternatively, posted via USB with paperwork.	

