

# *Assuring Quality Care for Animals*

Youth Food Animal Quality Assurance  
Curriculum Guide

*GPP #10: Utilize Tools for Continuous  
Improvement*

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**THE OHIO STATE UNIVERSITY**

COLLEGE OF FOOD, AGRICULTURAL,  
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## **Introduction**

*Assuring Quality Care for Animals* is a complement to the *Youth Food Animal Quality Assurance Curriculum Guide* reflecting the changes in the Good Production Practices. PowerPoint presentations complement each section to assist with instruction.

Using information in this resource should help youth understand how to provide a safe, wholesome food animal product preferred by consumers.

***Note – this curriculum alone does NOT certify youth for state-mandated quality assurance training. A County Coordinator or Assistant Instructor must certify youth.***

Additional resources and templates referenced in this document may be found at:

<https://www.pork.org/pqa-plus-certification/>

## **GPP #10**

### ***Utilize Tools for Continuous Improvement***

The foundation of the Youth Quality Assurance program is continuous improvement. All new animal caretakers must be trained in their duties, whether caring for one or 100+ animals. Conducting site assessments on a regular basis is an excellent way to benchmark how the animal care practices are implemented and measure the animals' well-being. There are three core areas that should be evaluated when measuring and benchmarking the well-being of your animals: (1) records; (2) facilities, and (3) animal observations. Using only one of these alone to evaluate well-being can be misleading.

### **Learning Objectives**

Upon completing this lesson, youth should be able to:

1. Understand the importance of educating all animal caretakers.
2. Use appropriate resources to evaluate your records, facilities, and animal observations.

### **Key Terms**

*Prepare-Tell-Show-Do-Review (PTSDR)*

*Animal well-being assessments*

*Corrective action plan*

### **Training Animal Caretakers**

1. All caretakers, regardless of age, who care for their animals' well-being, should be engaged in training and educational opportunities consistent with their responsibilities.
2. An effective training program is vital to understanding and implementing the Good Production Practices (GPPs) for promoting food safety while improving animal production efficiency.

3. All caretakers must be trained in their duties. Training is essential for the caretakers' safety, as well as assurance that all animals in their care are treated humanely and in a manner that will not jeopardize the safety of the food product.
4. A technique called the PTSDR method may be used to train others. The steps below illustrate this technique:



### **Step 1: Prepare Stage**

1. Prepare to train by focusing on the objectives and outcomes to achieve within a training program.
2. Determine time constraints needed for an individual to obtain a desired skill.
3. Identify activities that should be implemented in the training program to enhance the knowledge and skills of individuals.
4. Gather materials needed to carry out activities and the entire training program.

### **Step 2: Tell Stage**

1. Address key points needed to obtain knowledge and skills.
2. Share information needed to complete the task. For example, if teaching a session on animal handling, discuss an animal handling brochure applicable to the animals for which the caretaker is responsible.

### **Step 3: Show Stage**

1. Demonstrate how to complete a specific task. For example, demonstrate how to properly handle or move animals for which the caretaker is responsible. This may take place in the barn with the animals.

### **Step 4: Do State**

1. Enable the individuals to practice what they have already been told and what has been shown to them.

### **Step 5: Review Stage**

1. Evaluate the individual on his or her performance of a desired task.
2. Give individual feedback and recommendations for improvement.

### **Documentation of Training**

1. Regardless of the type of educational program used in training, and whether or not it was formal or informal training for the caretakers, it is important to document that they have had training. Training records should include the names of trainees and trainers, topics covered, and the date of training.

### **Conducting Animal Well-Being Assessments**

1. Conduct site assessments on a regular basis to benchmark how the animal care practices are implemented and to measure the animals' well-being on the farm.

- a. Be aware of your animals' well-being every day.
- b. This will help detect changes in environment that could negatively affect your animals.

**Exhibitors should look for the following during well-being assessments:**

1. *Checking Water*
  - a. Clean, cool water must be available at least twice daily and in a quantity sufficient to fully satisfy the animals, if not provided free choice.
  - b. Where there are several animals in a pen, there should be enough waterers, or a large enough watering source, to decrease competition for the water.
2. *Checking Feed*
  - a. Adequate amounts of feed should be available to the animals, based on the daily feeding schedule.
  - b. Feed should be kept in a safe and secure area to maintain the cleanliness of the feed.
  - c. Record on a calendar all changes in feed.
3. *Pens and Floors*
  - a. Review pens for objects protruding from fences, gates, and walls that could affect the number and type of skin lesions on the animal.
  - b. Look for broken boards, slats, and other flooring that could contribute to lameness or other leg injuries.
  - c. Floors should not be slippery, and the surface covered with enough bedding to minimize slips and falls. Concrete floors should be rough enough to minimize slips and falls, but not so rough as to injure the pad of the hoof
4. *Chute Maintenance*
  - a. Sharp, protruding, or otherwise injurious items should be removed or repaired.
  - b. Broken or missing cleats should be repaired or replaced.
  - c. Moving parts such as cables, pulleys and hinges should be inspected regularly and maintained as necessary.
  - d. Ramps and chutes should be kept free of potential distractions.
5. *Animal Observation*
  - a. Animals should have enough space to move around and lay freely.
  - b. Evaluate environment to make sure temperature and air quality are correct for the specific phase of production.
  - c. Observe animals for signs of sickness or injury.
  - d. Observe animals sleeping, eating, and drinking regularly every day.
  - e. Record mortalities and euthanasias daily.

**4-H Leaders and FFA Advisors**

1. Great resources to include in your regular site assessments.
2. They may detect slight environmental changes that could affect the well-being of the animals.
3. A useful resource for learning about new equipment, production practices and research.
4. Discuss results of site assessments to develop and implement an action plan for identified problem areas.

5. File documentation of assessments and corrective actions for future review and comparison.
6. Useful resource when developing and implementing a corrective action plan.

### **Develop and Implement an Action Plan**

1. Developing and implementing a corrective action plan is the final step of conducting a site assessment.
  - a. This action plan documents what actions have been or will be taken to correct the issue(s) identified during the assessment.
  - b. This final step helps to demonstrate the exhibitor's commitment to continuous improvement to the industry, industry partners, customers and general public.
  - c. Involve 4-H leaders and FFA advisors to provide ideas or advice on how an issue may be corrected or who to connect with for additional help.

### **Utilize Tools for Continuous Improvement Study Questions**

1. Who are all of the caretakers of your animals and what are the tasks for which they are responsible?
2. What is one thing a caretaker of your animals can be trained on related to their tasks?
3. What is PTSDR and why is this process important for teaching caretakers?
4. What are three tips to developing and implementing an action plan?
5. What are the five areas you should observe when conducting animal well-being assessment?
6. Identify three resources that could provide you help with animal well-being assessments.