

## Unit 99: Assist in Testing Individuals' Abilities Prior to Planning Physical Activities

Level:	3
Unit type:	Optional
Credit value:	5
Guided learning hours:	38

### Unit Aim

The unit develops the learner's ability to assist the practitioner in preparing and administering tests to assess individuals' ability to exercise.

### Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence* document. Detailed information can be found in *Annexe A* of the qualification specification.

Evidence for skills within learning outcomes 4 and 5 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand current legislation, national guidelines, policies, protocols, and good practice relating to assisting in testing individuals' abilities prior to planning physical activities	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines and how they inform own role
2 Understand health related issues and how these may impact physical activities	2.1 Outline cardiovascular anatomy and musculo-skeletal anatomy in relation to: <ul style="list-style-type: none"> <li>• physiology</li> <li>• biochemistry</li> </ul>
	2.2 Explain the bio-physical model of health and how it applies to testing an <b>individual's</b> physical abilities
	2.3 Identify factors which may cause limitations to physical activity

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3 Understand motivation factors for physical activities	3.1 Explain how to motivate <b>individuals</b> to become involved in exercise regimes
	3.2 Explain factors which could motivate <b>individuals</b> to change behaviour and/or lifestyle
4 Be able to carry out preparations for assessments of individuals' ability to exercise	4.1 Obtain the <b>individual's valid consent</b> to the assessment process
	4.2 Explain how consent would be gained from <b>individuals</b> who do not have the capacity to consent
	4.3 Prepare environment for carrying out assessment in line with national/local policy and protocol
	4.4 Take account of information from previous assessments/ medication history which may influence the progress or process of the planned testing
	4.5 Explain the importance of accessing previous assessments and medication history
5 Be able to assist the practitioner to administer tests to assess individuals' ability to exercise	5.1 Outline the tests used in own work practice to assess <b>individuals'</b> physical abilities
	5.2 Identify barriers to exercise for <b>individuals</b>
	5.3 Identify the <b>individual's</b> present and former levels of physical activity
	5.4 Work with the <b>individual</b> to identify their goals in relation to physical activity
	5.5 Assist the practitioner to administer tests to assess the <b>individual's</b> ability to exercise
	5.6 Report any medical limitation on the <b>individual's</b> physical activity
	5.7 Explain methods for calculating and interpreting an <b>individual's rating of perceived exertion</b>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
	5.8 Explain how to respond to an <b>individual's rating of perceived exertion</b>
	5.9 Identify the <b>individual's rating of perceived exertion</b>
	5.10 Record the <b>individual's</b> exercise capacity in line with national/local policy and protocol

## Additional information about the unit

Exemplification of terms used in assessment criteria:

**Rating of perceived exertion** (RPE) is a method of monitoring exercise intensity that allows exercisers to rate how they feel while exercising using a numerical scale. In most RPE scales the higher the number the higher the exertion.

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

**Valid consent** (must be in line with agreed UK country definition) may include:

- The individual must have the mental capacity to make the decision
- The individual must have sufficient non-bias information to make an informed choice
- The individual must not be pressured into making a decision and must give consent freely.