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Training & Employment Authority

## ***Module Descriptor*** **Health-Related Fitness**

**Award Type: Minor**  
**Award Level: 4**  
**Award Code: 4N2666**  
**Validation Date: 10<sup>th</sup> July 2012**

**Revision 2.0**

## Module Descriptor

**Purpose:** The purpose of this module is to equip the learner with the knowledge, skill and competence to appreciate how lifestyle habits, with special emphasis on exercise and physical activity, can affect and influence a person's quality of life, and to enable the learner to develop basic fitness skills.

**Module Duration:** The learning effort required from a typical learner to complete this module is **100** hours.

**Learning Outcomes:** By the end of this module, the learner will be able to:

1. Identify the basic structure and functions of the human body.
2. Identify the most important health-related components of fitness in a range of sports and physical activities.
3. Explain the importance of a warm-up and cool-down.
4. Outline the main short-term and long-term physiological changes the body undergoes due to participation in different types of exercise.
5. Identify personal lifestyle habits and their effect on longevity and quality of life, to include diet, exercise, stress, drug and alcohol use, smoking and rest/sleep.
6. Identify quality of life improvements based on an individual's personal lifestyle habits.
7. List sports and recreation amenities available to the public in the local area.
8. Select, under supervision, appropriate physical activities to achieve a basic level of skill or fitness.
9. Participate in a range of physical activities under supervision to acquire at minimum a basic level of skill or fitness.
10. Use safe and appropriate practice in participation in each phase of an exercise session.
11. Apply principles of good practice to a personal health-related fitness programme.

## Key Learning Points

**Learning Outcome 1:** Identify the basic structure and functions of the human body

### Key Learning Points

- Identifying the names and locations of major bones in the body
- Outlining the basic functions of the skeleton
- Identifying the names and locations of major muscles in the body
- Outlining the basic functions of the muscular system
- Identifying the major regions of the spine
- Outlining the basic function of each region of the spine
- Identifying the major components of the cardio-respiratory system
- Outlining the basic functions of the cardio-respiratory system

**Learning Outcome 2:** Identify the most important health-related components of fitness in a range of sports and physical activities.

### Key Learning Points

- Identifying the five health-related components of fitness.
- Defining cardio-respiratory endurance.
- Outlining the health benefits of improved cardio-respiratory endurance.
- Defining body composition.
- Outlining the health benefits of improved body composition.
- Defining muscular endurance.
- Outlining the health benefits of improved muscular endurance.
- Defining muscular strength.
- Outlining the health benefits of improved muscular strength.
- Defining flexibility.
- Outlining the health benefits of improved flexibility.
- Outlining the general percentage of health-related components of fitness used in a range of common sports and activities.

**Learning Outcome 3:** Explain the importance of a warm-up and cool-down.

### Key Learning Points

- Describing the purpose of a warm-up.
- Outlining the physiological effects of a warm-up.
- Describing the dangers of not performing a warm-up.
- Describing the purpose of a cool-down.
- Outlining the physiological effects of a cool-down.
- Describing the dangers of not performing a cool-down.

**Learning Outcome 4:** Outline the main short-term and long-term physiological changes the body undergoes due to participation in different types of exercise.

**Key Learning Points**

- Defining the term 'acute changes' during exercise.
- The acute effects of aerobic exercise on heart rate, respiration, stroke volume and cardiac output.
- The acute effects of exercise on the elasticity of muscles.
- The acute effects of exercise on body temperature.
- Defining the term 'chronic changes' during exercise.
- The chronic effects of aerobic exercise on the heart, heart rate, stroke volume and cardiac output.
- The effects of chronic aerobic exercise on the composition of blood.
- Defining  $VO_2$  max.
- The effects of chronic aerobic exercise on  $VO_2$  max.
- The effects of resistance training on muscles and bones.

**Learning Outcome 5:** Identify personal lifestyle habits and their effect on longevity and quality of life, to include diet, exercise, stress, drug and alcohol use, smoking and rest/sleep.

**Key Learning Points**

- The effect of physical activity/exercise on health.
- Daily physical activity/exercise recommendations from World Health Organization (WHO).
- The main food groups and the WHO-recommended percentage daily intake of each.
- The effects of a high fat/high sugar diet on health.
- Defining stress.
- Typical daily stressors.
- The effects of stress on health and quality of life.
- The effects of smoking on health and quality of life.
- Common prescription and non-prescription drugs.
- The effects of misuse of prescription and non-prescription drugs on health and quality of life.
- The effects of the misuse of alcohol on health and quality of life.
- WHO-recommended safe daily intake of alcohol for men and women.
- The importance of rest and sleep.
- The effects of lack of rest and sleep on health and quality of life.

**Learning Outcome 6:** Identify quality of life improvements based on an individual's personal lifestyle habits.

**Key Learning Points**

- Performing a basic lifestyle self-assessment in the areas of diet, exercise, stress, drug and alcohol use, smoking and rest/sleep.
- Identifying habits that could be improved or changed within these areas.
- Outlining small changes that could be made within an individual's lifestyle that could lead to health improvements.
- Identifying how small changes could be implemented into an individual's lifestyle.

**Learning Outcome 7:** List sports and recreation amenities available to the public in the local area.

**Key Learning Points**

- Differentiating on a basic level between sport, physical activity, recreation and exercise.
- Differentiating between organized sports and general recreation amenities.
- Identifying clubs, local and government bodies providing sports and recreation amenities to the public in the local area.
- Contact and access routes to information on sports and recreation amenities in the local area.
- Various types of indoor sports and recreation amenities.
- Various types of outdoor sports and recreation amenities.

**Learning Outcome 8:** Select, under supervision, appropriate physical activities to achieve a basic level of skill or fitness.

**Key Learning Points**

- Identifying a range of physical activities that improve skill and fitness.
- Personal 'likes' and 'dislikes' within physical activities.
- Differentiating between the type of physical activities that are suitable for improving each of the health-related components of fitness.
- Choosing physical activities under supervision that are suitable to the individual's likes, needs and current health-related fitness levels.

**Learning Outcome 9:** Participate in a range of physical activities under supervision to acquire at minimum a basic level of skill or fitness.

**Key Learning Points**

- Locations, clubs and bodies that provide activities suitable for an individual's level of fitness and skill.
- Participating in activities that improve a variety of the health-related components of fitness and basic skills.
- Working at a suitable frequency, intensity and duration for an individual's needs in a variety of activities to improve the health-related components of fitness.

**Learning Outcome 10:** Use safe and appropriate practice in participation in each phase of an exercise session.

**Key Learning Points**

- Identifying appropriate health and safety requirements on a personal and environmental level.
- Choosing attire (including shoes, upper and lower bodywear, and any protective clothing or headgear requirements) suitable to the activity.
- Appropriate warm-up techniques and exercises prior to the workout phase.
- Basic pre-stretches for the major muscle groups.
- Basic techniques for self-monitoring of exercise intensity including pulse taking, rate of perceived exertion and the talk test.
- Working out at the correct intensity in the workout phase.
- The need for fluid intake.
- Suitable cool-down exercises and techniques.
- Basic post-stretches for the major muscle groups.

**Learning Outcome 11:** Apply principles of good practice to a personal health-related fitness programme.

**Key Learning Points**

- Acquiring doctor's clearance (if necessary) prior to beginning.
- Taking a basic fitness assessment prior to programme design to discover current fitness levels and capabilities, conducted by a suitably qualified instructor.
- Acquiring an individualized fitness programme designed to meet the personal requirements, capabilities and goals of the individual from a suitably qualified instructor.
- Planning a weekly schedule of fitness activities.
- Setting suitable, recordable and achievable fitness goals.
- Motivational strategies to assist with programme adherence.
- Progressing the programme at a suitable level on a regular basis.
- Monitoring the programme through retaking of fitness assessments at regular intervals.

## Assessment Specification

<b>Award Title</b>	<b>Health-Related Fitness</b>
<b>Award Type</b>	<b>Minor</b>
<b>Framework Level</b>	<b>4</b>
<b>Award Code:</b>	<b>4N2666</b>
<b>Credit Value:</b>	<b>10</b>

<b>Assessment</b>	<b>Duration</b>	<b>Assessment Details</b>	<b>Weighting</b>	<b>Stage at which assessment takes place</b>
Portfolio	Duration of module.	<ol style="list-style-type: none"> <li>1. Three worksheets on the human body.</li> <li>2. The components of fitness, warm-up and cool-down, and the physiological effects of exercise on the body.</li> <li>3. Lifestyle self-assessment, compilation of sports/exercise/physical activity facilities and amenities available in local area, and selection of appropriate activities for basic fitness.</li> </ol>	50%	Throughout the course.
Skills Demonstration	1 hour	Demonstration of: <ol style="list-style-type: none"> <li>1. a warm-up/cool-down using safe appropriate movements.</li> <li>2. a series of pre- and post-exercise stretches.</li> <li>3. an assessment of local muscular endurance and aerobic fitness.</li> </ol>	50%	Towards the end of the course.

### Award Classifications

<b>Grades</b>	<b>Standards</b>
Pass	50–64%
Merit	65–79%
Distinction	80–100%

## Suggested Learning Methodologies

- Private study
- Group work in areas of possible general knowledge/previous informal learning.
- Task-based problem solving using both individual and group tasks.
- Practical exercises
- Online research exercises.
- Online content production exercises.
- Peer presentations.
- Online/face-to-face collaborative learning.

## Specific Module Requirements

The following list is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the module at the discretion of the manager.

- Access to a sports hall/exercise studio
- Flat walking area or access to a 400m running track
- An area conducive to private discussion between learner and tutor.
- Gym mats
- Cones
- Stopwatch or timer
- Weighing scales
- Metronome
- 12" bench or 10" step stool
- Computer with internet access.
- Printer.
- Phone books, local directories and local newspapers.

## Suggested Learning Resources

### Internet Sites:

Get Ireland Active: <http://getirelandactive.ie/>

Local Sports Partnerships: [www.irishsportsCouncil.ie/Participation/Local\\_Sports\\_Partnerships/](http://www.irishsportsCouncil.ie/Participation/Local_Sports_Partnerships/)

Irish Heart Foundation (general): [www.irishheart.ie](http://www.irishheart.ie)

Irish Heart Foundation Publications: <https://www.irishheart.ie/iopen24/publications-t-14.html>

Health Service Executive Health Promotion [www.hse.ie/eng/services/healthpromotion/](http://www.hse.ie/eng/services/healthpromotion/)

ASH Ireland: <http://www.ash.ie/>

**Recommended by:** \_\_\_\_\_

Manager, Training Policy Development and Support

**Approved by:** \_\_\_\_\_

Director, Training Policy Development and Support