

Professional Diploma in Art and Health

AD476PD

PROGRAMME SPECIFICATIONS

Programme title	Professional Diploma in Art & Health	School	School of Fine Art
Resulting awards	Professional Diploma in Art & Health Professional Certificate in Art & Health (exit qualification only)	Head of School	Philip Napier
Level	Level 9 on the National Framework of Qualifications	ECTS credits¹	20 credits
University award	Professional Certificate and Professional Diploma (Special Purpose) awards	Programme type	Postgraduate programme delivered flexibly
Programme Co-ordinator	Emma Finucane finucanee@staff.ncad.ie	External Examiner	TBC
Programme team	NCAD staff team (Co-ordinators, Lecturers and Technical Officers)		

1. Programme Aims and Objectives: Purpose, Vision and Values

Background

NCAD is the lead partner in the Creative Futures Academy (CFA), a major new government funded initiative. In partnership with IADT, UCD and industry partners from across the creative sector, we are developing a range of courses that will empower creative practitioners from a range of disciplines, and at different stages of their learning, with the sustainable and adaptable skills and attributes that they will require to shape the future of Ireland's creative sector.

The Creative Futures Academy will prepare graduates for participation in a major sector of the national economy. It will support the early and mid-career needs of creative professionals in our fast-changing social, economic and technological contexts. The suite of programmes being developed to form NCAD's Creative Futures offering is a key delivery model for NCAD to meet this challenge.

¹ European Credit Transfer and Accumulation System, where 60 ECTS credits equate to the workload of a full-time academic year

Purpose

The world needs empowered and enabled creative thinkers. From upskilling to cross-skilling to reskilling, to finding creative solutions and making new networks, this programme seeks to enable creative practitioners to:

- Create their own learning routes from our multi-layered range of pathways, working within, across and beyond established as well as emergent creative disciplines, themes and agendas.
- Enhance their expertise in an existing practice, to upskill, reskill or further focus their professional knowledge and direction.
- Immerse themselves in contemporary critical thinking, and to be part of the vanguard, shaping our new futures.
- Form a diverse and vibrant peer network of fellow Creative Futures Academy learners and connect to networks and communities of practice through sectoral and industry partnerships and collaborations.

The Professional Diploma in Art and Health

Health matters have significantly entered our shared public language with the challenges of living well within a context of societal change and longer lives that are now prominent. Art and Health matters are part of a significant estate and intersection of contemporary research, debate and rapidly evolving future provisions. Art and Health is a vibrant and emergent area of research, practice, inquiry and curiosity that continues to strengthen its presence and embrace of formal and alternative settings where wellbeing is a significant matter.

The earliest intersections of Art and Health in the ‘sickbays’ of monastic settings long predate our contemporary health provisions. The inheritance and transformation of the sites of healthcare are of course significant civil developments. The intersections of architectural and environmental change meeting and supporting radical advances in medical knowledge, health care technology, delivery and policy meet known and new relationships to care and service in expanding conceptions of engagement with people. These provide rich and diverse circumstances where human dimensions are important threads of self-empowerment. It is within these provisions and their hinterlands that our growing population is often gathered and experienced at its most diverse. Given the diversity and complexity of contemporary art and health interfaces, engagement and immersion will be key methodologies in generating clearer understandings of the potentials and challenges that are part of the ‘negotiation’ of art practice in context.

This programme will equip learners with an awareness of the issues surrounding Art and Health contexts. The programme offers learners knowledge, tools, methods and platforms to enact personal, professional, and potentially in the future, sectoral advancements.

It will do this through immersive and experiential engagement with significant institutions across the city and country that have been developed as contributors to this area study.

As part of a suite of programmes that make up the Creative Futures offer at NCAD, the Professional Diploma in Art and Health seeks to provide a scholarly framework for students who wish to study specific, connected aspects of creative disciplines and themes within a leading art and design college setting. Many aspects of the suite of programmes will be delivered in collaboration with partners

from the creative sector and in addition, a number of programme sessions will have a public dimension, allowing us to invite other interested parties from the fields of contemporary creative practice and scholarship to join our conversations and creative activities.

The Creative Futures Academy (CFA) will build extended networks for programme participants beyond the immediate peer community, helping forge a community of practice within and beyond the CFA.

Vision

The core remit of NCAD is the education of practitioners across design, contemporary art practice, cultural production and creative education. This commitment to actual practice and its critical contexts is central to the research ethos of the College. This programme and its constituent awards have been designed to link to our areas of professional expertise and research specialism within the College, and to our current and future research priorities. The programme has been informed by detailed consultation with members of the CFA body of creative industry representatives whose detailed understanding of the current and future needs of the sector are an invaluable resource for the development of the CFA programme.

Like other CFA Creative Futures programmes, the Professional Diploma in Art and Health seeks to create 'T' shaped practitioners capable of making a significant contribution to contemporary creative practice and discourse, with the vertical bar on the 'T' representing the depth of related skills and expertise in a single field, and the horizontal bar, the ability to collaborate across disciplines with experts in other areas and to apply knowledge in areas of expertise other than one's own.

As part of the Creative Futures suite of programmes, the Professional Diploma in Art and Health has been created to address the following CFA delivery pillars:

- FUTURE PRACTICE - Equip learners with the concrete and transversal skills needed to maintain practices.
- FUTURE THINKING - Produce inquisitive creative sector professionals capable of approaching complex problems imaginatively and employing current processes and technologies.
- FUTURE BUSINESS - Provide learners with the tools and skills to identify and take opportunities or to go out and build their own. Key values will include collaboration, agility and resilience.
- FUTURE SOCIETY - Equip learners with the skills, methods and tools to be able to harness the potential of creative practice to address the social and cultural challenges of the future.
- FUTURE COMMUNITIES - Create a vibrant transdisciplinary community of practice as a setting where new practices can be imagined and tested.
- FUTURE CONTENT - Prepare learners to work with emerging media and modes of dissemination.
- FUTURE LEARNING - Develop and apply contemporary, best practice approaches to teaching and learning specifically tailored for the applied, distinctive needs of the creative and cultural sectors.

The suite of Creative Futures programmes, complements and advances our emergent specialist postgraduate provision. The programmes are designed to provide flexible and adaptable learning experiences which appeal to life-wide and life-long learners. CFA programmes are designed, structured and delivered to enable creative practitioners to undertake learning alongside maintaining their professional career or practice. Learners can complete part-time programmes, to suit their pace and needs - accelerating or slowing down their accumulation of modules and credits to meet evolving professional and personal circumstances.

The suite of Creative Futures programmes shares a common modular structure which facilitates a diverse range of professional development needs across contemporary creative practice and discourse. The Creative Futures programmes at NCAD act as a valuable incubation and development platform for learners to design, enhance, immerse, connect and shape their professional and creative practice.

This Professional Diploma in Art and Health offers the opportunity to:

- learn from and engage with key professionals working to expand the scope and ambition of art and health matters.
- engage in a network of short, creative experiences that act as platforms for deeper consideration of art and health contexts and participants involved while shaping and sharing critical dialogues
- experience learning in a 'hot house' style, the immersive context of Creative Life, MISA, St. James's Hospital where ideation, approaches, processes and practices can be tested in a stimulating manner
- undertake a project that demonstrates and builds on your knowledge to date of specific creative practices and theories in art and health.

Opportunity Creation

In relation to a Professional Diploma in Art and Health particularly, the modules are offered in a sequential manner meaning that each 5-credit module must be taken in sequence in order to receive the necessary credits. The Art and Health Professional Diploma runs through the Academic Year commencing in the Spring Trimester (January to May) and running through the Summer Trimester (June to August) and Autumn Trimester (September to January).

The order of modules should be followed (but may bridge several years).

More broadly from their entry-point on their Creative Futures Academy journey, learners are encouraged to consider their own 'practice' needs and relate this to the range of programmes and scales of learning available. The suite of Creative Futures programmes provides a professional scaffold that supports the development of specialist and transversal skills enabling participants to extend or change their creative practice.

Successive modules allow students to develop their practice, their professional, technical and organisational skills and their knowledge and application of critical contexts.

Values

The Creative Futures Academy (CFA) is a space for creative practitioners to learn, to network and to allow new ideas to influence and to shape our future.

- The CFA values focus on:
- Creativity and imagination as agents of positive change.
- Providing access to relevant learning to creative practitioners throughout their careers.
- Connecting communities of practice.
- Instilling confidence and leadership.
- Sharing knowledge and expertise for the enhancement of practitioners, educators and the cultural & creative sector as a whole.
- Encouraging divergence and risk-taking.
- Embedding sustainability in creative practice.

Art and Design have far-reaching capacities for generating shared language and connecting people, communities and environments. The creative arts and industries offer powerful means for conveying ideas and shaping experiences across habituated boundaries.

Programme Pathway: Art and Health

Art and Design have far-reaching capacities for generating shared language and connecting people communities and environments. The creative arts and industries offer powerful means for conveying ideas and shaping experiences across habituated boundaries.

Through interrogating the relationships between art and health, this pathway promotes modes of meaningful engagement with debates linked to wellbeing, creative aging, the medicalisation of our public language, the complexity and challenges of living well in relation to our environments and assets.

The four 5-credit modules that comprise the Professional Diploma (total 20 credits) are offered sequentially. They conform to the order below, and one module must be completed and passed before embarking on the next module.

The modules are selected from the CFA framework. Within the framework, Creative Principles is always the first module of a Professional Diploma; Creative Capstone is always the final module of a Professional Diploma. The middle modules have been selected to embody the type of educational vehicle most appropriate to the subject matter thus the experiential and the immersive, are delivered 'offsite' and are viewed as significant means of learning in this subject area reaching farther than a classroom model. The order of these modules must be followed by students.

1. PGCAF1010 Creative Principles – Art & Health

Through establishing the fundamental principles that underpin the Art and Health area, learners will be offered a suite of critical and theoretical co-ordinates, working methods and skills from an art and health perspective that will offer an emergent point of vantage. This will also act as a

preparation to undertake the Professional Diploma in Art and Health (if desired) as a means to prosper in relation to further postgraduate engagement.

2. PGCFAF1011 Creative Experiences – Art & Health

Through electing to undertake the Professional Diploma in Art and Health, creative experience supports encounter with range of models of engagement in different contexts with significant partners beyond NCAD offering the learner key situations to deepen their knowledge and experience. These embody specific art encounters in context and build on knowledge generated through the Creative Principles Module.

3. PGCFAF1012 Creative Immersions – Art & Health

This module is modelled as a summer school-type encounter within a major health or hospital environment, offering a rich intensive multi-disciplinary and situated learning experience. In this frame the freedoms and responsibilities apparent in the hospital environment and the working practices apparent in the delivery of healthcare are further contextualised by speakers from a variety of disciplines and responsibilities, offering key perspectives.

4. PGCFAF1013 Creative Capstone – Art & Health

The module will support learners to develop their own project inquiry and proposition that arises from the teaching, learning and encounters that underpin the programme. The translation of their knowledge through creative means will conclude the Diploma. Opportunities to share these outputs through the CFA and other means will be enabled.

Programme Aims

The programme encourages participants to integrate research, creative practice and contemporary methods, theory and contexts.

The programme seeks to prepare students with the practical and theoretical means to develop contemporary creative practice and theory within a specialist award, while benefitting from a broader interdisciplinary creative discourse and community of practice.

The programme aims to allow participants to develop their specialist practice and their knowledge and application of critical contexts to:

- CONNECT with social and cultural change to create impact.
- SUPPORT agile creative practitioners and organisations that can respond to the social, cultural and economic worlds
- ALIGN learning and teaching to a contemporary and more expanded perspective of Health matters and our ability to act.
- ENGAGE with emerging technology / environments / tools and practices to create advanced coordinates in the creative sector.

The programme aims to:

- Assist participants in developing their own creativity in relation to contemporary creative practice and discourse within the art and health environment.

- Advance the exploration, curiosity, ambition, depth and breadth of participants' creative practice relevant to art and health matters and their framing.
- Develop the participant's skills in research and the translation and decisions in relation to their findings into their creative practice.
- Engage with a range of methods, ideas, encounters and critical processes and particularly the immersive and experiential as vehicles for knowledge.
- Share their learning and professional development with peers, and interact with leading creative practitioners by developing a greater understanding of acute health environments as artists, designers, makers, curators or writers.
- Support participants in producing a deliverable 'capstone' outcome of their creative practice that articulates key elements of that practice to a wider audience.

2. Programme Outcomes

The programme views its students as active participants in their learning journey. On successful completion of the programme students will be able to:

- Demonstrate knowledge and understanding of contemporary creative practice within their chosen specialism.
- Apply knowledge and understanding through written, spoken and visual communication enabling the application of emerging knowledge of their creative specialism to new aspects of contemporary creative practice.
- Demonstrate an ability to establish relevant means for the imaginative delivery of creative practice today to an audience.

Graduate Attributes and Characteristics

The programme has been informed by the development of a creative attributes framework in collaboration with representatives from across Ireland's creative industry and sector.

The collaborative research identified the need to incubate and support CHANGE MAKERS who hold the vision to imagine futures that have not yet been created, and the agency to give expression and shape to new kinds of solutions.

Creative Futures graduates actively address identified CFA attributes and characteristics which can be outlined as:

- Thinking - Seeking to know more, to understand; to be clear on the options we have, the choices we make, and the decisions we take. Graduates will be responsible, reflexive and curious.
- Exploring - Investing in imagining, the appetite to discover, the openness to learn, the self-belief to go further. Graduates will be playful, agile and resilient.
- Connecting - Confidence and readiness to show and share, to create networks and sustain connections with people, practice and with the world around us. Graduates will be empathetic, collaborative and make their practice, research and thinking public.

- Doing - Working hard to make things happen for ourselves and for others. Graduates will be skilful, rigorous and persistent.

3. Stage outcomes

Students who successfully complete the module Creative Principles – Art and Health (5 credits) and wish to exit the programme qualify to apply for the Professional Certificate in Art & Health (level 9, 5 credits.)

On successful completion of the Professional Certificate in Art & Health, students will be able to:

- **DEFINE:** Demonstrate an outline knowledge and understanding of select core principles, processes and concepts associated with Art and Health Practice.
- **CHARACTERISE:** Demonstrate a working knowledge of the differing characteristics and practices associated with Art and Health.
- **DISTINGUISH:** Demonstrate the ability to undertake analysis, evaluation and synthesis of associated debates surrounding and centred in Art and Health and design a project in response to a specific brief.
- **CRITIQUE:** Examine and critique the existing models of practice considering project implementation, ethical and professional issues and methods of evaluation.

4. Admission Requirements

To be accepted into the programme, applicants must have completed an honours level 8 undergraduate degree (achieving at least a 2:2) in a relevant and cognate discipline, or have an appropriate level of professional practice in the subject field or a related field.

Students can be accepted onto the programme without the academic entry requirements outlined above. In such cases, applicants will need to demonstrate equivalent and relevant experience and/or formal learning.

Students should apply to the programme with evidence of previous successful qualifications, statements of work-related achievement etc.

Students who have not been educated through English must show proof of achieving IELTS 6.5 (with a minimum of 6 in the writing section on the Academic Version) or an equivalent score in another accepted test.

5. Further Educational Opportunities

This programme provides a sound and strong basis for further education at MA level, in direct relation to contemporary creative practice and theory, and also within related fields.

Careers and skills

The programme is designed to meet the needs of the creative sector within and beyond Ireland. As such the constituent awards explicitly address key requirements identified in extensive discussions

and research undertaken with industry partners and representative bodies such as the Arts Council, major teaching hospitals, and findings from government and sectoral reports.

The programme seeks to provide the transversal and specialist skills to equip creative practitioners to work within existing career paths, while also forge new career and creative pathways and learning.

6. Teaching and Learning

Delivery

Delivered by academic staff and visiting faculty who are leading practitioners and researchers in their specialist fields, the curriculum is centred on contemporary creative practice and discourse.

The Art and Health Diploma is supported by a rich matrix of national institutions and engaged professionals who are important figures within the delivery of art practice and negotiation of art and health environments. These individuals share and expand critical co-ordinates and they will co create a contemporary teaching delivery and forum where learners can prosper.

Learning

The full-time academic staff team, supplemented by specialist part-time lecturers and researchers, support a rich learning and research environment, and supply the critical, disciplinary and technical expertise to support students to develop their practice and professional competencies.

The programme adopts a range of new delivery models that enhance the traditional studio, workshop, lecture, seminar and situated learning pedagogies. The curriculum has been informed by the professional field, industry and sectoral needs, and subject to a co-creation model of development where possible.

Learning, teaching and assessment techniques include:

- Studio tuition
- Workshop tuition
- Crit - One to one or group
- Lectures
- Seminars
- Tutorials
- Team Teaching - Group Crits and Project Spaces
- Student Projects
- Technical Instruction/ Demonstrations
- Group Teaching and Learning - Studio and IT related
- Self-Directed Study - Research and practice
- Interdisciplinary Activities - Research Methods
- Fieldwork

- Practice-Related Learning Experience
- General Coursework
- Assessment as a Learning Method - Feedback on projects and modules
- Student Self-evaluation

7. Methods of Assessment

Aligned Assessment

Aligning the assessment to the learning outcomes - delivered through teaching and learning activities - students and staff can clearly identify what has been achieved as well as how and where improvement can be made.

To be relevant to the range of modules offered within this programme, delivered with different intensities and momentum, micro experiences, intensive experiences, intervals, and timings of delivery to suit the needs of both the learner and the module, an adaptive assessment approach will create a structured, fluidity of assessment and evaluation methods for each, that offers the learner what they are looking for whilst ensuring pedagogical rigour.

The transparency of the aligned assessment strategy demonstrates to a student where improvement may be made, what has been achieved and for staff, the role of feedback and evaluation processes.

Assessment Procedure

A transparent assessment procedure empowers the student to understand the assessment process and enables them to evaluate their own levels of achievement against explicit grades, goals and learning outcomes whilst appreciating how and where they might improve.

Individual components of the programme are assessed on a mark-allocation basis to provide students with clear feedback to promote self-evaluation and self-reflection in their own learning processes. Staff are experienced in delivering a range of assessment and evaluation in line with student construction of knowledge and demonstration of understanding.

The aim of the assessment procedure is to achieve the following objective

- Measure: Grade or recognise the level of the student's achievement in relation to the learning outcomes.
- Communicate: Assessments provide students with clear feedback to promote self-evaluation and self-reflection in their own learning processes.
- Illustrate: Learning outcomes and competencies that are required have been achieved, which allows for progression to the next level/course/step in the learning journey.

Assessment Methods

Formative Assessment: typically involves feedback (oral or written) to students on their progress, and does not usually involve a mark. It is used to provide constructive feedback to improve learning and understanding. Formative assessment does not form part of the student's final grade or mark.

Summative Assessment: these assessment results are aggregated and used to determine whether students have fulfilled the specified learning outcomes and have met the standard required to achieve a passing grade, and so can be granted the credits for successfully completing each module.

Learners will also undertake on-going self and peer evaluation, helping foster a culture reflective practice that empowers creative professionals on the programme.

Assessments are undertaken by a team of staff who are examining how students have met the learning outcomes. Assessment may occur or be required on or off campus or on line, and will be timetabled well in advance.

8. Programme Review and Evaluation

All programmes are subject to college-wide evaluation tools and events. The annual online student evaluation takes place in May or June, asking all College students to provide feedback. Results are sent to each School to respond to and report to Programmes Board on what changes or developments will be implemented in response to the evaluations.

Additionally, a student forum for each programme takes place each year. This is an opportunity to discuss any issues with students, staff and an external neutral person.

External Examiners contribute considerably to the quality review processes, assisting evaluation as well as assessment. In addition, informal feedback is gathered from discussions with students, staff and management.

NCAD students also participate in the Irish Survey of Student Engagement, which takes place in the middle of Trimester 2. This international project measures students' engagement with their studies.

In addition, learners are invited to discuss their experience on the module with their lecturers at any point during the year. They can also relay their comments to the class student representative who will communicate their comments to the staff team.

This programme is delivered under the support of the Creative Futures Academy HCI pillar 1 funded project, which is subject to an annual evaluation. A major review of this programme will be carried out in 2026/27.

9. Modular Provision

Professional Certificate in Art & Health

Module	Credits	Core or Option	Trimester
PGCF1010 Creative Principles – Art & Health	5	Core	1

Professional Diploma in Art & Health

Module	Credits	Core or Option	Trimester
PGCF1010 Creative Principles – Art & Health	5	Core	1
PGCF1011 Creative Experiences – Art & Health	5	Core	1, 2
PGCF1012 Creative Immersions – Art & Health	5	Core	2
PGCF1013 Creative Capstone – Art & Health	5	Core	3

Note: the trimesters above refer to the order of delivery of the modules within the programme, and not the academic trimesters of Autumn Trimester, Spring Trimester and Summer/Research Trimester. Where Creative Principles is delivered in the Spring Trimester, it would follow that Creative Experiences will then be delivered in the Spring or Summer Trimester, Creative Immersions would be delivered in the Summer Trimester, and Creative Capstone would be delivered in the Autumn Trimester.

PGCF1010 Creative Principles - Art and Health

This Creative Principles Art and Health introduces you, the learner, to the fundamental principles, working methods, skills and theories that underpin contemporary art and health practice in Ireland today. It will focus on the theoretical, contemporary issues, topics and concepts relating to Art and Health practice enabling an approach to creative practice in health from a theoretically-informed perspective.

This Creative Principles Art and Health module explores art and health best practice learning from artistic practitioners and healthcare workers, focusing on risks, ethics and constraints to develop and evidence a clear understanding of how Art and Health policy shapes work across these sectors at a national and international level.

PGCF1011 Creative Experiences - Art and Health

The module encompasses a network of experiential online and hybrid learning that act as platforms for deeper consideration of thematically based and skills-led knowledge, for intensive skilling or for shaping and sharing critical dialogues. Learners engage in a set of learning experiences that build into a body of specific, clear and relevant knowledge which can be transferred directly to their creative and/or professional practice.

This module seeks to empower creative practitioners from a range of disciplines, with the sustainable and adaptable skills and attributes that they will require to shape the future of Ireland's creative sector.

PGCF1012 Creative Immersions – Art and Health

This module is delivered as an Intensive Seasonal School designed as an opportunity to experience learning in a 'hot house' style, where ideation, approaches, processes and practices can be tested in a stimulating, immersive context. A suite of schools is led by thought-leaders, and international practitioners alongside leading academics. Co-delivered with sectoral partners, this intensive learning module encourages dynamic peer learning in the context of a thematic project, workshops, seminars and conversations. It aims to develop a greater understanding of these complex environments. The role creativity plays within them and what to consider when integrating art into acute health environments.

PGCF1013 Creative Capstone – Art and Health

This capstone module aims to enable learners to undertake a project that demonstrates their fundamental knowledge of specific creative practices and theories. It aims to allow students to reflect upon, document and disseminate their creative practice and learning in a supportive environment.

The module aims to enable students to apply the skills acquired through their programme pathway, and to exhibit their ability to synthesise and communicate their learning in art and health by way of creative outcomes appropriate and considerate to the chosen healthcare context.

10. Programme Structure

Professional Certificate in Art & Health

Trimester 1

PGCF1010 Creative Principles –
Art & Health
5 Credits

Professional Diploma in Art & Health

Trimester 1

PGCF1010 Creative Principles –
Art & Health
5 Credits

Trimester 1 or 2

PGCF1011 Creative Experiences
– Art & Health
5 Credits

Trimester 2

PGCF1012 Creative Immersions–
Art & Health
5 Credits

Trimester 3

PGCF1013 Creative Capstone –
Art & Health
5 Credits

11. Exit Points and Credit Requirements

On successful completion of the module: Creative Principles – Art & Health (5 credits), students who wish to exit the programme are eligible to apply for the Professional Certificate in Art & Health (5 credits, level 9).

Final Award Calculation

The final award grade will be calculated using the grades achieved in all four modules, 20 credits in total.

Grading is in accordance with the [NCAD Grade Descriptors](#).

12. Resources

Staffing

Name	Title/Role
Teaching Staff	
Emma Finucane	Programme Co-ordinator & Lecturer
Mary Grehan	External Expert Partner
Róisín Nevin	External Expert Partner
Administrative Staff	
NCAD and CFA Administrative Staff	Programme Administration
Technical Support Staff	
NCAD technical support staff	Technical Officers

Space

The programme will be based within existing College studios, workshops and other spaces across the calendar year, while also availing of external environments, where appropriate, for on-location or work-based learning.

Facilities

Students will have access to NCAD facilities for the researching and development of work. There will be access to studio space for lecturers and to support student learning where appropriate.

For further information on this programme contact Joanna Crawley: crawleyj@staff.ncad.ie