

Corpo-real

ArtEZ University of the Arts
Master of Interior Architecture

Study guide
Academic year 2024-2025

Corpo-real, a learning community where students and tutors develop a research-driven spatial design practice geared towards an unknown future.

Corpo-real focuses on researching the endlessly changing relationship between bodies and space. This is the foundation of our work with our students: the body as repository of social reality and spatial truth.

In this title 'corpo' stands for bodies in the broadest sense of the word, and 'real' for the reality that they relate to.



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“There is a whole new world that absorbs our interest because ultimately, the profession of Architecture is work in the service of humanity.”

_ Charlotte Perriand

The Corpo-real master’s programme provides a lab-based community, located in Zwolle, where we investigate the implications of the idea of corpo-real. Here, ‘corpo’ stands for bodies in in the broadest sense of the word; not just the physical, but also the psychological, digital, spiritual or virtual. We investigate their relationship with the ‘real’ meaning the reality of the here and now and beyond. The French phenomenological philosopher Maurice Merleau-Ponty argued that the body-subject (“le corps propre”) is more than merely an object; it is in fact an ongoing necessity for experiencing and understanding the world in which we live. We thus focus on researching this endless changing relationship between people and space. This is the foundation of our work with our students: the body as a repository of social reality and spatial truth.

We challenge our students to address current and future societal changes. Based on an understanding that whatever has worked well in the past may not be sufficient in the future, and that many of these changes are too broad and complex to address using existing methods. We therefore encourage students to make good use of knowledge from other disciplines, or collaborations within and outside ArtEZ. Throughout the programme, students are introduced to, and learn to work with, research methods from various disciplines such as anthropology, sociology, performative practices, curating, or music. Artistic and theoretical research is interwoven through the entire Corpo-real programme; this intertwining of theoretical and artistic research is a fundamental principle of the Corpo-real master Interior Architecture at ArtEZ. Additionally, the collaboration as a group within Corpo-real is an important aspect.

We live in a time of large-scale, fast and urgent transitions, perhaps even a world in crises. We believe that future generations of spatial designers and interior architects can re-think, re-invent and re-search new forms of co-existing in our societies. They will be able to engage with vulnerable groups, develop new strategies for participation of these groups and create inclusive design strategies. Future interior architects need to radically transform their role, to reflect today's society current times and think towards unknown futures.

Finding new strategies and pedagogies will enable and encourage students to take up their role as innovators, re-thinkers and designers. By working within transdisciplinary collaborations, we make our students aware of their potential in the professional field through working within transdisciplinary collaborations. Building a common language for research in the interior, mapping the field and building new knowledge.

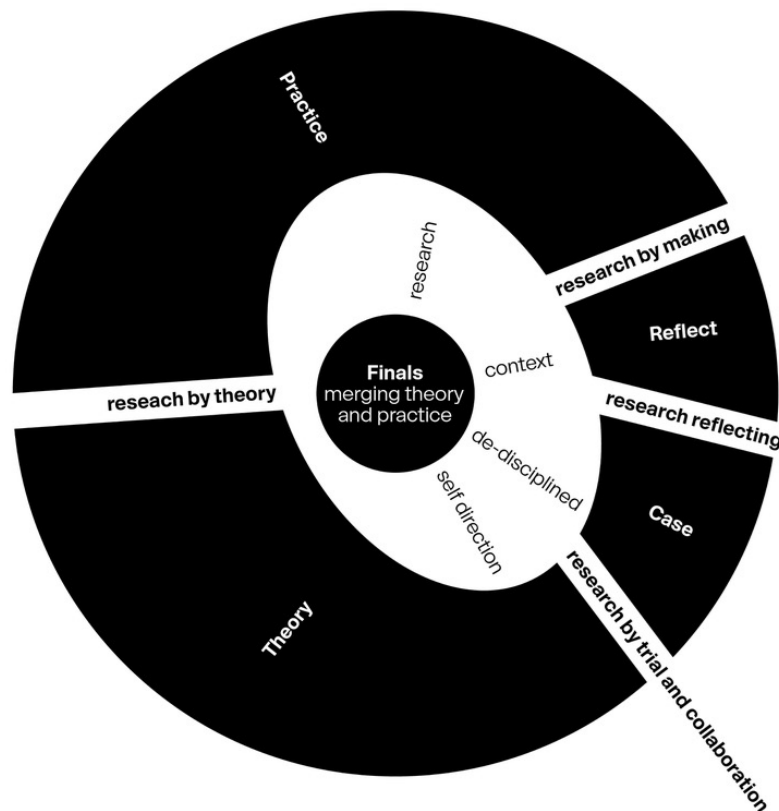
INTRODUCTION

We offer a two-year, full-time master programme in the field of interior architecture, with a particular focus on exploring the connections between theory and practice-based research. During the first year, students develop a theoretical research question, which they will then consolidate during the first half of the second year in the form of a written paper. Mean- while, during the second year, they explore and challenge their theory through artistic and practice-based research. For their final thesis students are asked to demonstrate how their theory and the practice-based research are interconnected, and how this has led to new findings and insights.

In five main educational tracks - Practice, Theory, Case, Reflect and Finals - Corpo-real provides an environment in which students can develop a research-driven spatial design practice geared towards the unknown future. Corpo-real believes that Spatial Designers and Interior Architects should be able to identify societal trends, and to address these in their practices. They examine behaviour and interrelations in the space where people live and try to understand what is happening in the world around them. Significant recent developments, such as increasingly intense global competitive pressure, immigration as a source of growth and connection, or consequences of the use of new technologies in our daily life all demand new answers. Therefore, context is an important aspect in classes and talks with our students:

"{...} a curriculum must be created where students are encouraged to embark on an adventure: dangerous, risky, hopeful. There must be a place where acting as a traditional interior architect is suspended."

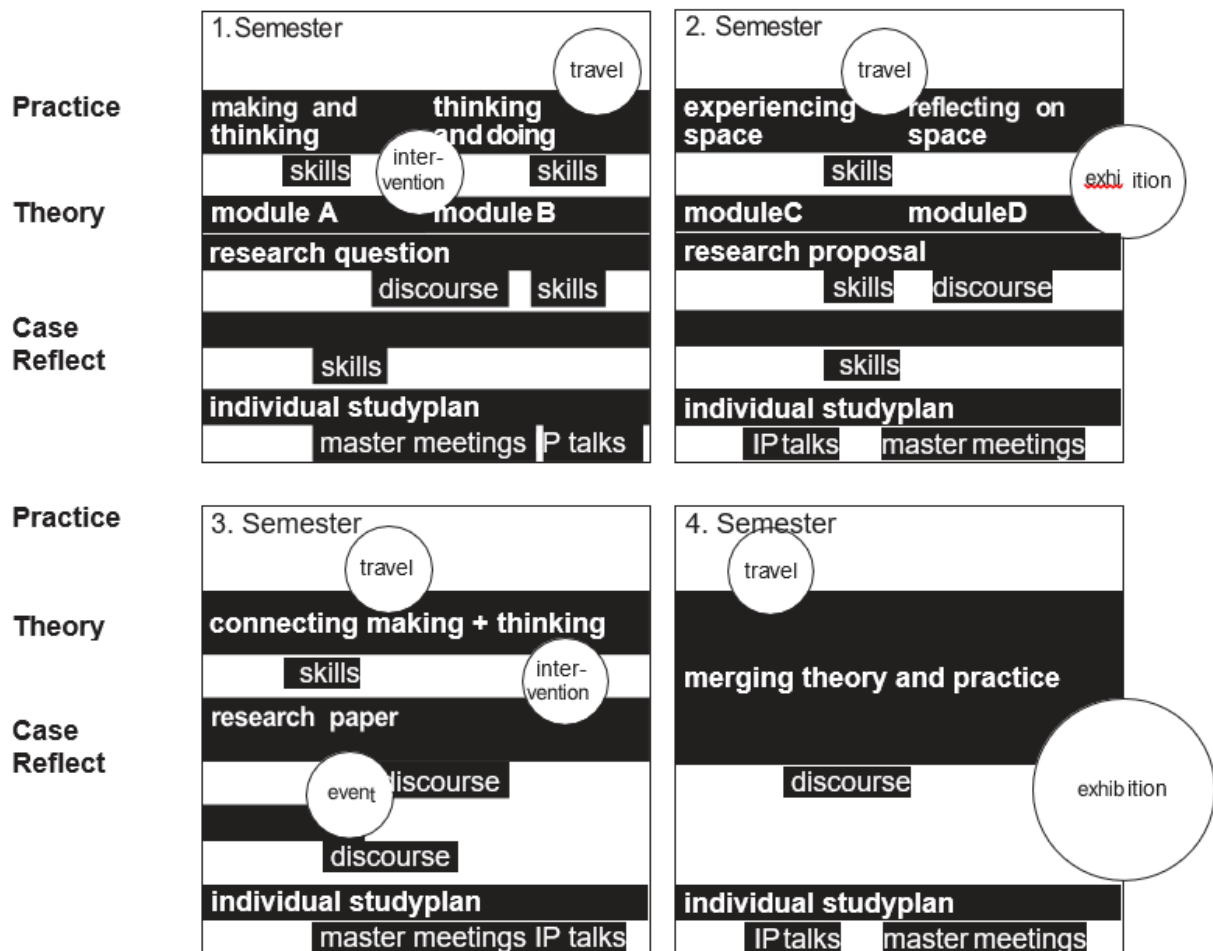
_ Daniel Libeskind



PROGRAMME DESCRIPTION

Corpo-real is a small-scale education programme with a strong emphasis on individual development. The organisation of the education programme is designed to facilitate access; the students personally know all core team tutors and can easily and informally approach them. The leading role that people play in our world view is reflected by the leading role of students in our education programme. Corpo-real makes its students aware of their position as human beings, and by extension their own position and personal development within the education programme, and ultimately within society and the world at large. Through reflecting upon their position in the education programme and the world students develop a sensitivity which will be a tremendous asset for them as interior architects. A sensitivity which makes it possible for them to put themselves in someone else's position, to be attentive to the needs of others, and to have the courage to always put people first. An emphasis on self-guidance thus plays an important role from the very beginning of the education programme.

The five educational tracks **Practice, Theory, Case, Reflect and Finals** are deliberately allocated in the four-semester programme with precision. The two semesters of the first year are designed to provide the students with a lot of input to get acquainted with the programme, become part of the community and become familiar with the practice and a large variety of research methods and strategies both in theoretical and artistic research. In the second year they are confident to start exploring the interconnection of theory and practice.



PRACTICE

Research of space through intuitive physicality focusing on bodies and space and their environment, in the broadest sense, is the main focus of this Track. During the first-year students practice with research by making, different research methods and ways of working are introduced within a year theme to experience different approaches to practice-based research. Thinking through making and making through thinking is an important method introduced in the first year. Other strategies are reading and thinking together, empirical research, participatory observations or design thinking strategies. In the second year the interconnection of the theoretical research and artistic experimentation will consolidate into the final thesis of the graduation phase in semester four. Complementary (formative¹) subjects in this Track are instructions for the wood, metal and plastic workshops, screen printing, bookbinding, photography, creative writing or film.

Travel

Twice a year we travel. In the fall a study-trip to a European Biennale or other exhibition is part of the track Practice. This allows our students to remain informed and up to date on global, current and innovative developments within diverse domains. In previous years we have for example travelled to Venice: alternating every two years between the Biennale Architettura and the Biennale Arte. We will explore possibilities to travel to other relevant events for the coming years. In the spring semester there is an additional field excursion with a different destination each year. The main themes for these spring travels are orientation within the international professional field, and exchanges with students from other international education programmes. We seek to connect and collaborate with other Universities in the cities that we visit. The travels allow our students to consider their own development and research within a broader context.

Intervention

The interventions are short but intense workshops, working on site and intensively in a few days on a specific and current theme. Always related to the 'Corpo-real', but from the perspective of other disciplines, as for example choreography, anthropology, film, writing or music, thus introducing students to other research methodologies. Within the Interventions we also seek collaborations with other master programmes at ArtEZ, enabling students to experience approaches in other disciplines and at the same time enlarge their network.

¹ The goal of formative subjects is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Although a formative subject does not directly result in ECTS, you do need to successfully complete all formative subjects that belong to the corresponding summative module, in order to receive the ECTS for this module

THEORY

The Theory Research is the core component of this track. It consists of theoretical research, conducted by the individual master student, which focuses on a contemporary issue that is relevant to the professional field. The student positions the theme within current international discourse, while seeking out the (social) relevance to the discipline of interior architecture. The critical and theoretical foundation for this research is provided by complementary (formative) subjects Theory parts A, B, C and D and Corpo-real discourses which are described further on in this text. These lectures, classes, workshops and seminars broadly consider the ongoing research themes of students. In the first semester the students will develop a research question, supervised by the head of the program and the Corpo-real research skills tutor. Discussions with peers in the master forum will help this process. In the second semester, the students, under the guidance of an individual paper supervisor, develop this towards a research proposal. In semester three, the theory of this research will be explored and connected with artistic and practice-based research. In the month November of the second year this will result in the final theoretical paper. In the thesis of the graduation, theory and practice will have come to a synthesis. Complementary (formative) subjects in this track are 'academic reading and writing', 'theoretical research skills' and an introduction to available sources in the library.

Theory Part A, B, C, D

In year one, in the course of four components of each six weeks, various tutors work with students on different aspects of theory. Under the headings of the four modules: historical theory, critical theory, interdisciplinary

theory and contextual theory, a wide range of topics are introduced. The short component also enables the tutors to include current themes and unexpected societal trends.

Corpo-real discourse

The Corpo-real discourse series provides opportunities for exploring and reflecting upon the main focus of the education programme: the relationship between bodies and space in the broadest sense. The main goal of this component is to provide the education programme with a diversity of insights and perspectives on the theme Corpo-real. Students themselves, together with the programme staff, develop a programme of lectures, workshops, reading sessions, studio or gallery visits.

CASE

The Case-study is a long-term research line in which students work together on urgent societal research questions, where possible in collaboration with stake-holders, students from other educational institutions, or other inspiring partners. The challenges addressed do not require immediate and concrete solutions; rather, we are looking for unexpected new strategies and scenarios. The main teaching methods used are field work, studio days and workshops. Research methods are adopted from other disciplines such as anthropology, sociology, journalism, or curating. In 2021-2022, students have started research on the relationship between power, space and the body in a long-term research line that will continue from one cohort to the next. This theme has been explored in various sub themes ever since. Part of the Case-study is ongoing publication of process, results and findings via the online platform SPREAD POWER BY SPACE. A complementary (formative) subjects in this Track are the (Inter)cultural identity meetings.

(Inter)cultural identity

Working together as a team is an important aspect of the Case-study. To understand what a student's role within the group could bring them and to understand the background of their group members, we schedule several meetings to work on Intercultural awareness. This is regarded as an important competence in working and studying in an international learning community, but also as a professional after graduation. Our students and tutors join us from all over the world. Together we actively build a community where students and tutors can benefit from this diversity. In these meetings, we raise awareness about topics such as stereotyping and cultural prejudice, and together look into ways in which we can create a safe environment for all students to enable them to work together.

REFLECT

Research of oneself is an important topic within this track. Besides the usual instruments such as literature research, comparative analysis, direct observations and exploratory interviews, students also start to think of themselves as instruments of research, artistically as well as journalistically.

The master meeting focuses extensively on the exchange of experiences and knowledge related to the topics of the research questions, among students themselves as well as between students and the attending tutors. Individual Perspective (IP) talks with the head of the programme and/or the study programme advisor are scheduled twice per semester to talk about personal goals, expectations and their future.

Master meeting

Every three weeks or so, all first- and second year students come together with either the head of the programme or the programme coordinator for the master meeting. The students themselves are in charge of these meetings. Every meeting one student acts as chair, another student writes the minutes. The head and coordinator are merely there as coaches. The goal of these meetings is to promote the exchange of knowledge and study experiences among students as well as between students and attending tutors. More specifically, this form of intervention focuses on the exchange of experiences and knowledge related to the topics of the research questions and thesis, the Case-study, and any other design research questions. Students thus provide each other with commentary, advice, feedback and opinions. There is also room to discuss all kinds of practical aspects of the education programme, such as schedules, preparation for the Travels and the various workshops.

Entrepreneurship - IP (Individual Perspective)

At the beginning of the programme, students are asked to formulate a description of the professional field in which they wish to be active, explicitly within the specific time frame of five to ten years after obtaining their master diploma. In order to do this, they first work on gaining a clear understanding of the professional field, by

analysing websites, conducting interviews, and visiting potential practices. Next, a self-assessment allows them to determine the degree to which their current skills and qualities have already prepared them for this future scenario. This in turn leads to a consultation between the student and the education programme in order to determine the individual student's learning goals. What am I doing right? How should I be positioning myself? What do I wish to achieve? And how will I get there? Although we coach students through this process, we also expect a high degree of independent critical self-reflection. This way, upon graduation, students will be able to position themselves independently and distinctively within the professional field, as designers and as human beings.

FINALS

The Finals project brings together the findings and experiences of all study programme components, and thus constitutes the student's final step towards a professional practice. The student's independence and professionalism have steadily increased during the two years of the education programme. In the graduation phase, students assume the role of an independent functioning designer/artist, who is able to organise and structure their own work process. The theoretical research developed in the first year is interconnected with artistic and practical research in the second year. The students develop their individual research questions and develop in line with that their graduation themes. Former subjects of graduation projects were: The Spatial Dynamics of Pain, Escaping in Architecture, Embodying Post-privacy, and much more. Examples of previous Finals projects can be found on the [Corpo-real website](#).

Credits

The Corporeal curriculum consists of 120 ECTS spread across two academic years.

Publications

Corpo-real reports are published once or twice a year and are available online in the [Corpo-real archives](#). Films of the various students' Finals projects are regularly published on our [YouTube channel](#). For exchanging ongoing research within the case-study we maintain the online [platform SPREAD POWER BY SPACE](#).

SEMESTER OVERVIEW

More detailed course and module descriptions can be found in the digital learning environment *Leerpodium*.

Semester 1

Tracks	ECTS	Summative modules	Formative subjects	Form of education
PRACTICE 1	14	Practice 1		Research practice, readings, self-study, individual mentoring, presentation
			Skills 1	Workshop Wood Metal Plastic
			Travel 1	Study trip
			Intervention 1	Intensive workshop
			Intervention 2	Intensive workshop
CASE 1	5	Case study part 1		Group practice, group and individual mentoring, presentation, research theory + practice, self-study
			Skills 2	Workshop Intercultural awareness
THEORY 1	9	Research question 1		Group theory, group mentoring, self-study, presentation
			Corpo-real discourse 1	Lectures/ workshops/ interviews / field trips
			Theory Module A	Group sessions, self-study, writing, presentations
			Theory Module B	Group sessions, self-study, writing, presentations
REFLECT 1	2	Individual perspective 1		Individual mentoring, group mentoring, writing
			Master meeting 1	Peer mentoring
			Skills 3	Workshop

Semester 2

Tracks	ECTS	Summative modules	Formative subjects	Form of education
PRACTICE 2	14	Practice 2		Research practise, readings, self-study, individual mentoring, presentation
			Skills 4	Workshop Creative writing
			Skills 5	Workshop Graphic
			Skills 6	Workshop Photography
			Travel 2	Study trip
CASE 2	5	Case study part 2		Group practice, group and individual mentoring presentation, research theory + practice, self-study
			Skills 7	Workshop Intercultural awareness
THEORY 2	9	Research Proposal 2		Group theory, group mentoring, self-study, presentation
			Corpo-real discourse 2	Lecture/workshop/ interview / field trip
			Theory Module C	Group sessions, self-study, writing, presentations
			Theory Module D	Group sessions, self-study, writing, presentations
RELECT 2	2	Individual perspective 2		Individual mentoring, group mentoring, writing
			Master meeting 2	Peer mentoring
			Skills 8	Workshop

Semester 3

Tracks	ECTS	Summative modules	Formative subjects	Form of education
PRACTICE 3	15	Practice 3		Research practice, readings, self-study, individual mentoring, presentation
			Skills 9	Workshop
			Travel 3	Study trip
			Intervention 3	Intensive workshop
			Intervention 4	Intensive workshop
CASE 3	2	Case-study part 3		Group practice, group and individual mentoring presentation, research theory + practice, self-study
THEORY 3	11	Research paper 3		Group theory, group mentoring, self-study, presentation
			Corpo-real discourse 3	Lecture/workshop/ interview / field trip
REFLECT 3	2	Individual perspective 3		Individual mentoring, group mentoring, writing
			Master meeting 3	Peer mentoring
			Skills 10	Workshop Entrepreneurship

Semester 4

Tracks	ECTS	Summative modules	Formative subjects	Form of education
FINALS	6	FINALS 1		Self-study, individual mentoring, presentation
	8	FINALS 2		Self-study, individual mentoring, presentation
			Travel 4	Study trip
	8	FINALS 3 Exam		Self-study, individual mentoring, presentation
	4	FINALS 4 Thesis		Self-study, writing, individual mentoring, presentation
	2	FINALS 5 Exhibition		Self-study, individual mentoring, presentation
REFLECT 4	2	Individual Perspective 4		Individual mentoring, group mentoring
			Master meeting 4	Peer mentoring
			Skills 11	Workshop Entrepreneurship

COMMUNICATION AND INFORMATION

ArtEZ-account

When you study at ArtEZ, you get an ArtEZ account. At the start of your study programme, you will receive an e-mail from the IT department with all the information about your ArtEZ account. With this ArtEZ account you have access to all ArtEZ computers and various online services, such as:

- Leerpodium (Digital Learning Platform / DLO)
- ArtEZ Office 365 (webmail, Teams)
- Intranet
- OneDrive (1 Terabyte personal data storage)
- ArtEZ app (iOS / Android)
- Print.artez.nl (send print orders from your own laptop)
- Free WIFI at ArtEZ (Eduroam)
- Free WIFI at other universities or poly technics across Europe (Eduroam)
- Surfspot.nl where you can purchase hardware and software at reduced rates

ArtEZ email account

With your ArtEZ account comes an ArtEZ email account. Via this email account we keep you up to date on important information. It is essential that you keep track of your email as this is our only official means of informing you. We expect you to keep informed via this email account. You can quite easily forward all your mails in your ArtEZ mail account to your private mail account.

Leerpodium

Most important information can be found in the digital learning environment "*Leerpodium*". With your ArtEZ account (see above) you have access to the Corpo-real environment in Leerpodium. Information about schedules, communication with your tutors and peers about course work, information about EER (see below) assessment forms and much more can be found on this platform. In addition Leerpodium is the place to build a personal online portfolio.

ASSESSMENTS

Education and Examination Regulations (EER)

In the Education and Examination Regulations (Dutch: Onderwijs- en Examenregeling (OER)) you will find the essentials of the education and examination. The Education- and Examination Regulation (EER) of ArtEZ consists of two parts:

- **Institutional section:** The institutional section contains the provisions applicable to all students (divided into an institute section for associate degree and bachelor's degree courses together, and an institute section for master's degree courses).
- **Course section:** In addition, course sections have been drawn up for each course. They contain the education and assessment programme and the core competences and qualifications of the course you are taking. In the course section you will also find which rules and agreements apply specifically to your course.

More information on the EER can be found on Leerpodium.

Assessment plan

The Corpo-real assessment plan describes the concrete implementation of the ArtEZ assessment policy on the master programme Interior Architecture. The Corporeal master programme's assessment procedures are mainly development oriented and are determined by the education programme's content and teaching methods. An important consideration within the education programme and the assessment plan alike is the ability of students to describe and interpret their own development. The Corpo-real assessment plan can be found in the information tile in Leerpodium.

Assessment forms

Every module is completed with one or more assessments. A description of the assessment procedure and the assessment can be found on Leerpodium.

Assessment resit

You can retake a test once during the academic year in which the assessment takes place, as determined by the course and testing programme. After the year in which you initially participated in a course unit, you can retake a test once every academic year. More information about the assessment resit can be found in the Education and Examination Regulation (EER), in both the institutional section and the Corpo-real course section on Leerpodium.

Competences

Copro-real has three core competences:

1. Designing researching abilities
2. Personal competences
3. Professional competences and professional attitude.

The more detailed competences matrix can be found in the EER on Leerpodium.

Mandatory attendance

Every module and subject have a mandatory attendance of at least 80%. In case you aren't able to attend class, you inform your tutor via email, with the programme coordinator in cc. beforehand stating the reason for your absence. If there are special circumstances resulting in frequent absence, you should discuss this with your mentor, Ingrid van Zanten.

CLASS ETIQUETTE

Attendance

We expect full attendance and active participation in each class. Attendance is kept by tutors and registered by the course. Every module and subject have a mandatory attendance of at least 80%. In case you aren't able to attend class, you inform your tutor via email, with the programme in cc. Beforehand and stating the reason for your absence. If there are special circumstances resulting in frequent absence, you should discuss this with your study progress supervisor. Arrive to class on time and stay for the entire class. Active participation includes preparing for class, contributing to discussions, being attentive, and avoiding side conversations.

Use of mobile phone

Although you are not asked to turn off your mobile phone during class, please do not use your phone unless for emergencies. Do not make recordings or photos without the consent of all present.

Assessment resit classes are taught on site

Classes are taught on site, unless otherwise stated. When you are joining an on-site class online, this can only be counted as attendance when agreed upon **beforehand** by your tutor. When meeting online, never make recordings without assuring yourself of the consent of all that are present (tutors and classmates).

Keeping up to date on information

Reading email and keeping up to date of information shared by the programme and ArtEZ is your own responsibility. Important information will be shared via Leerpodium and via your student email account.

AFTER GRADUATION - practical matters

Back-up of your documents

Your ArtEZ account will expire after three months upon graduation. This means you will no longer have access to your OneDrive, student email, Osiris, etcetera. We highly recommend to make a back-up of your documents, so you can use these for possible studies in the future or when you're applying for jobs.

Hand in door tag

Your door tag needs to be returned to the reception in the main building. If you choose to pass the tag to someone else, please don't forget to notify the reception as well. Otherwise the tag will still belong to you.

Hand in locker key

In case you used a locker during your study, don't forget to hand in the locker key. By handing in, you will receive the €10,- deposit back you paid at the start.

Reclaim outstanding credit from our student card

If you have outstanding credit left on your student card, you can reclaim your money. Search for "Printing with your own laptop" on Intranet. Scroll down to "Reclaim outstanding credit when graduating or leaving ArtEZ" and follow the steps.

Diploma

Upon completion of the Master of Interior Architecture programme, you obtain the title Master of Arts. Dutch higher education degrees are internationally recognized.

Info on orientation year

If you want to apply for an orientation year in the Netherlands, go to the [website of the IND](#) to find all the information you need, as well as the actual application form.

For more information, you can also visit the website of [Netherlands Point of Entry](#).

Alumni Master of Interior Architecture

Graduates of the Master of Interior Architecture work at studios in architecture, interior architecture or landscape and urban design, either self-employed or in paid employment. They also work as consultants in the fields of research and innovation with governments or as experimental developers of new projects.

[LinkedIn alumni ArtEZ IA page](#)

Professional Traineeship

The title Interior Architect is protected by De Wet op de Architectentitel (WAT). You may only use this title if you are registered in the architects' register. The obligation to complete a professional Traineeship was introduced in 2011 as part of the revised Architects' Title Act and elaborated in the Regulation Professional Traineeship. More info can be found [here](#).

Starting your own business

The services ArtEZ offers its graduates include starter guidance in setting up their own business. More information can be found in [the entrepreneur section of the website of ArtEZ](#).

WHO IS WHO

On the Intranet you can search in 'Wie is wie' (who is who) for contact information of all employees at ArtEZ.

Contact persons Corpo-real

Head of programme	Ingrid van Zanten
Programme coordinator	Roos Krootjes
Management assistant	Inge van Keulen

Contact persons Art Academy Zwolle

Director of ArtEZ Art & Design Zwolle	Bob Verheijden
Head concierge	Harm Roll
Reception	Femine Rozema
IT help desk Zwolle	Barth Visser and Stefan Koerhuis
Head workshops	Michel Kalff
Education office	Janiek Velthuis

Tutors modules

Emma Hoette	Practice 1, 2 (Ma1)
Martin Groenesteijn	Historical Theory (Ma1)
Asu Aksu	Critical Theory (Ma1)

Susana Constantino	Interdisciplinary Theory (Ma1) and Paper Supervisor (Ma2)
Hannes Bernard	Contextual Theory (Ma1) and Paper supervisor (Ma2)
Irene Müller	Case-study tutor (Ma1 and Ma2)
Eric de Leeuw	Practice 3, Finals (Ma2)
Lucia Luptáková	Practice 3, Finals (Ma2)
Michel Melenhorst	Paper supervisor (Ma2)
Rohan Varma	Paper supervisor (Ma2)
Annee Grøtte Viken	Creative writing skills (Practice Ma1)
Roos Krootjes	(Inter)cultural Diversity (Case study Ma1)
Mark Kuiper	Entrepreneurship (Reflect Ma2)
Bram Ruiter	Film skills (Finals Ma2)

Tutors workshops

Jolanda van Harten	Riso printing, screen printing and bookbinding
Yvette van der Aa	Bookbinding and ceramics
Koen de Graaff	Riso printing
Nico van Maanen	Photography
Jan Minkjan	Wood workshop
Nico Jansen	Metal workshop
Machiel Sobering	Plastic workshop

Study progress supervisor

Roos Krootjes is the study progress supervisor for the students. You can talk about your study progress, special circumstances, and other matters that you like to discuss, which involve the progress in your studies.

Student counsellor

In case you have issues that you would like to discuss confidentially with someone not related to your study programme, for example, problems with your study programme, your study progress but also your personal wellbeing, you can get in touch with the student counsellor of your ArtEZ location. Sandra Valk is student counsellor for ArtEZ Zwolle. More information can be found on Intranet.

ArtEZ international Student Affairs department

The Student Affairs department will help you with anything you may need to organize your studies and advises you on registration and enrolment, visas and insurance. There is a digital brochure with the most important information:

- [On visa and permits](#)
- [Brochure for non-EU students](#)

Confidential counsellor

If you feel that your studies are being hampered by someone else's behaviour, then you can discuss this with ArtEZ's confidential counsellor. The confidential counsellor will advise you on how best to tackle the situation and, together, you will seek to identify a strategy that best suits you and the situation. Thus enabling the confidential counsellor to give you guidance when it comes to addressing the party causing the problem, or to enlist the services of a mediator upon your request. The confidential counsellor will be a sympathetic ear and is independent. The confidential counsellor is a member of the 'Landelijke Vereniging van Vertrouwenspersonen' (National Association of Confidants) (only in Dutch) and is bound by the confidentiality code that can be found on their site (only in Dutch).

CO-PARTICIPATION ARTEZ

In all higher education institutes nationwide, participation by students and staff in decision-making is regulated via the participation structure. You can take part in this by joining the Representative Council (Medezeggenschapsraad), Academy Council (Deelraad) and Course Committee (Opleidingscommissie). The government and, of course ArtEZ itself, considers it very important that members of staff and students have input on the decisions taken by ArtEZ management. To this end, councils and committees, the so-called

representative bodies, have been set up. These committees can give asked and unasked advice, and, in some circumstances, they can block decisions.

All this is enshrined in law and in the ArtEZ Staff/Student Representation Regulation. Consultations between management and staff/student representative bodies takes place at three levels within ArtEZ:

- The Representative Council has consultations with the executive board and advises on ArtEZ wide matters.
- The Academy Council has consultations with the management of the academy, and advises on all matters concerning the masters programmes.
- The Course Committee has consultations with the programme coordinator and advises on all matters relating to the quality and organisation of the programme.

More information can be found on [Intranet](#).

ZWOLLE COMMUNITY

The Master Interior Architecture is part of the wide ArtEZ community. Our courses are tailored to fit the pedagogic ambitions of our students, whom have access to facilities across the university. Corpo-real collaborates closely with the Human Matters philosophy at the Academy of Art and Design in Zwolle.

Address Sophia building + LAB

Rhijnvis Feithlaan 50, 8021 AM Zwolle
Tel: 038 4270577

Opening hours Sophia building

Monday - Thursday	08.00 - 22.00 hours / school closes at 22.30 hours
Friday	08.00 - 17.30 hours / school closes at 18.00 hours
Saturday	08.30 - 16.00 hours / school closes at 16.30 hours

Opening LAB and studio's

Monday - Thursday	08.30 - 21.30 hours / school closes at 22.00 hours
Friday	08.30 - 17.00 hours / school closes at 17.30 hours
Saturday	In collaboration with the caretakers

General college hours

09.00 - 12.00 hours
13.00 - 16.00 hours
16.15 - 17.45 hours

More information can be found in the schedule on Leerpodium.

Library / Mediatheek

You can view and listen to all the media you need for your study programme in the media libraries in Arnhem, Enschede and Zwolle. The majority of the media can be loaned as well. The media can be found in an online catalogue: [ArtEZ Mediatheek online](#)

PR

Instagram

- @corporeal.artez
- First year: #corpo_ma2026
- Second year: #corpo_ma2025

Website

www.corpo-real.artez.nl

ISUU

<https://issuu.com/artezinteriorarchitecture>

Youtube

www.youtube.com/channel/UChh8Y8D39BptpyxlkM5-EEA

PRIVACY

Information on Privacy Regulations can be found on Leerpodium.