

NEW STUDENT 'HUB' ON WESTERN CAMPUS

Invited Design Competition
Briefing Paper

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An aerial photograph of the University of Leeds campus and surrounding city. The image shows a mix of modern university buildings, older brick structures, green spaces, and residential areas. The University of Leeds logo is visible in the bottom right corner.

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GENERAL INTRODUCTION

INVITED DESIGN COMPETITION.

The University of Leeds is seeking expressions of interest from Architects, together with a Landscape Architect, for the design of a new statement building which will accommodate spaces for teaching & learning, collaborative & interdisciplinary working, educational outreach activities for diverse groups, student entrepreneurship, personal development and challenge.

The building will create a focal point for the University's Western Campus aiming to bring together students of all backgrounds, to engender an entrepreneurial mindset and foster curiosity and collaboration between students from across the campus. The environment created will be inclusive, attracting a diverse range of students and facilitating connections around innovative endeavours, with a focus on supporting students beyond the confines of their subject discipline. The building will operate as a forum for learning through engaging with peers, academics, enterprise and employability professionals and other external experts.

The building will reflect shared values of inclusiveness, integrity, community, professionalism, and academic excellence, which are at the heart of everything we do.

To achieve our ambitions, we are seeking architectural talent of the highest calibre, and accordingly we have involved the RIBA Competitions office in our search.

UNIVERSITY OF LEEDS



A LARGE, GLOBAL UNIVERSITY

Third largest in Russell Group – over 38,000 students, 8,700 staff, over 7,000 international students from more than 150 countries, with international staff from more than 90 countries, £674m income, new engineering school in China.

- Committed to the highest quality research (10th for power Research Excellence Framework {REF} 2014; Top 100 for academic reputation in the QS World University Rankings 2019), education and the wider student experience (Gold in Teaching Excellence Framework {TEF} 2017, University of the Year 2017).
- Committed to making a difference to the world we live in (ninth for impact power REF 2014, importance of societal grand challenges, focus of Leeds Curriculum and Leeds for Life).

Excellence in student education

Leeds has an unrelenting focus on meeting the needs and exceeding the expectations of our students, present and future. This involves not only helping them achieve their existing aspirations, but opening them up to opportunities that they never thought possible. And we do this in partnership with our students – our close relationship and shared sense of ambition sets us apart from other universities.

In short we want to work with our students to transform both their lives and their life chances, whatever their background.

Academic excellence

This means providing an outstanding education that will attract, excite and retain a diverse range of high-quality students. That is why we place such a strong emphasis on research-based education through our distinctive Leeds Curriculum – a key element in us being named the Times and Sunday Times University of the Year 2017.

A research-led university is very far from a “big school”. The Leeds Curriculum and the Leeds for Life model for integrating the extra- and co-curricular elements are designed to create independent, critical thinkers and broaden students’ intellectual horizons.



We are determined that our students are challenged and stimulated through their education. To this end we are:

- Recruiting the very best people to share their expertise (We committed £100m over the last five years in our biggest ever recruitment scheme, 250 Great Minds).
- Focused on giving students the broadest possible educational experience – e.g. our Discovery modules enable students to develop themselves by carrying out detailed study in areas which might not directly relate to their chosen specialism.
- Always seeking out opportunities and partnerships to improve and broaden our students’ experience and opportunities, including through better links overseas (joint school with Southwest Jiaotong University, appointment of Deputy Vice-Chancellor: International).
- Proud of Leeds Institute for Teaching Excellence - a flagship development which will establish the University as an international leader in research-based learning - and appointing the Deputy Vice-Chancellor: Student Education.
- Supporting undergraduate and postgraduate study for students from disadvantaged backgrounds – Access to Leeds, a scheme that helps less privileged students apply to and access the University, is one of the biggest of its kind in the UK, with 800 people taking part each year.
- Harnessing the latest technology to develop flexible, innovative ways for students to study and, through remote digital learning, opening up access for people who may have once been excluded from a university education because of their life circumstances.

Equipping students for life after university

We also place a premium on equipping our students to succeed in an increasingly competitive, global market place and giving them the drive and desire to make a difference to the world they live in through:

- **The Leeds Curriculum**, which underpins research-based learning, helping provide a “bridge” between the worlds of work and academia by giving students the generic skills (analytical thinking, problem solving, communication etc.) that employers are increasingly seeking, in addition to expertise in their chosen disciplines.
- **Our Leeds for Life programme**, which focuses on co-curricular activities, including work placements and volunteering, as well as study and placements abroad (more than 20 per cent of eligible students have an international experience through our global opportunities, e.g. research exchanges, international volunteering and summer schools). 3000 students volunteer each year.
- **A strong focus on enterprise**, building on our already hugely impressive track record (100 spin-out companies, more than 100 Knowledge Transfer Partnerships), with further investment to help students and graduates interact and collaborate with businesses (£40m innovation and enterprise centre, Nexus). Student Awards include, Extra mile, innovation and Sir Peter Thompson Enterprise Awards.
- **Giving our students unparalleled opportunities to experience different cultures and countries**; we are one of the largest providers of study abroad opportunities in the sector with 879 students benefiting from a Study Abroad year, and many more participating in other international opportunities (see above).
- **Giving our students a sense of being part of a community for life** – our 267,000 alumni across 191 countries can play a valuable role in helping our students build networks once they leave the University.



Leeds, the City

Leeds itself is a thriving city, offering many opportunities for students during and after their time at the University – it is the largest city region economy outside London, with 1.37m employees in over 32,000 businesses, economic output of £64.6bn and a vibrant financial, Centre. The University of Leeds is about 15 minutes' walk, due north west from the City Centre.



THE BRIEF

THE STUDENT HUB WILL BE A STATEMENT BUILDING IN THE UNIVERSITY'S WESTERN CAMPUS.

It will provide an outstanding facility for both study and social learning, alongside support for skills, personal development and careers advice. With its café and social space, it will become the community heart of the Western Campus – both for business and law students, and for students from across the University.

The Student Hub will provide facilities suitable for educational groups taking part in the University's sector-leading outreach and widening participation activities, reflecting our commitment to raising aspirations and opening up opportunities to transform lives through education. It will also provide spaces for a range of student opportunity activities to enable students to challenge themselves and to explore new skills and ideas.

The Student Hub will be a welcoming and accessible building – designed to meet the needs of our students as they develop as well-rounded global citizens, able to lead and make a positive contribution in a rapidly changing world. It will reflect the energy and excitement of a place in which a diverse range of people come together to learn, to create, and to make new discoveries – not least about themselves and what they are able to achieve.

Designed for social learning

The three-storey building, of approximately 4,000 square metres, will meet a critical need for a range of quiet study, social and peer learning spaces on this part of campus. The style of space and furnishings will create a comfortable, creative and flexible environment which meets the varied study and working needs of students, and supports their success. Such facilities are important for all our students, but for those from disadvantaged backgrounds they are particularly critical, providing an academic 'home' with critical learning resources and social facilities to hand.

The Student Hub Building will also incorporate several innovative teaching spaces, designed for a mix of instruction, group learning and interaction. Such flexible spaces are ideally designed for the popular enterprise and innovation modules, which are led by the Business School but studied by students across all subject areas. These versatile spaces can also be used, outside of core teaching hours, for a range of co-curricular events, talks and networking sessions – including activities for scholarship students, visiting speakers, educational outreach and summer schools. The design of the building will accordingly be considered for early opening and very late closure times.

Transitional indoor/outdoor functional spaces should also be considered that add a further dimension for the student experience and to enhance the relationship between the building and its landscape.



The landscaping design should symbiotically work with the building architecture to establish a destination in Western Campus and help create outdoor spaces which draw people in its own right. There is great opportunity designing in the beautiful setting, rich in history.

The design should respect the existing perimeter buildings and look to segregate servicing discretely from pedestrian areas, avoiding 'cross-overs' as far as possible. The existing perimeter road system will remain in place (the Landscaping element therefore to be within this 'boundary'). It is important that the function of the landscaping also serves the general public as an accessible greenspace- this is a planning consideration (the LCC Development plan can be found at: www.leeds.gov.uk/planning/planning-policy).

Accessibility is extremely important and the ethos should follow a 'ramp before steps' approach, where possible. Designers should carefully consider how good seating design can influence social interaction.

The overall concept, both internally and externally, will create a place which has been designed to enable use by as many people as possible, regardless of their physical ability or background.

Equipping our students for the future

As well as providing critical academic facilities, the Student Hub Building will be home to student-facing services, making them visible and accessible within the space where students want to spend their time. These are likely to include careers and employability skills development and advice, internships and study abroad opportunities, and there will be facilities in the building for 'Spark' (University's student business start-up service) activities, meetings, events and maker space.

A community heart reflecting our shared values

In both a physical and a metaphorical sense, the Student Hub Building will change the face of the Western Campus, bringing together 21st century study and learning facilities, with welcoming and flexible social and co-curricular space, and the careers and development support that our students need to thrive and make a difference in society.

It will be an inspirational space at the heart of the Western Campus: 'a place to find people', a place where diversity is embraced, a dynamic meeting place for students (home and international), staff, business mentors and alumni volunteers, visiting schoolchildren and community partners, visiting scholars and more. It will be a place where exciting ideas are discovered, new aspirations ignited and a supportive community is fostered.





THE SITE

THE WESTERN CAMPUS IS SEPARATED FROM THE MAIN CAMPUS BY CLARENDON ROAD TO THE EAST; TO THE SOUTH AND WEST ARE VICTORIAN TREE LINED RESIDENTIAL STREETS AND TO THE NORTH WOODHOUSE MOOR, A HUGE PARKLAND OF SOME 26 HECTARES.

Western campus is home to some of the best of the University's facilities which surround a green open space currently accommodating a temporary single storey modular teaching block which will be removed early 2020.

To the north of the Green is the University's Business School, a Grade 2 listed 9000m² Victorian building, formerly 'Leeds Grammar School', which explains the retained open space, which was once a cricket pitch.

To the east of the green are the Leeds Innovation Centre (LIC), which will be refurbished over the autumn period to provide teaching accommodation, that replace the teaching spaces in the modular block, and Charles Thackrah building, again a teaching block in the main but with an amount of staff accommodation.

To the south of the green is the Marks and Spencer's Company Archive. The University of Leeds's partnership with Marks & Spencer was founded when the M&S Company Archive relocated to a permanent home on campus in 2012. It is of note, in relation to the Student Hub, that the partnership offers exciting opportunities for collaboration between higher education and industry, which focuses on research, student opportunity and culture.

To the west of the Green, (running from south to north) are The Gryphon Sports Centre, the Western Lecture Theatre Building and the Liberty Building which is the home for the School of Law.

Views of the various buildings can be seen on Google Maps (as well as actual 'due north'), which is relatively up to date. An appendix is provided which gives the massing sizes of the perimeter buildings.

The Green falls approximately two and a half metres from north to south (Maurice Keyworth to M&S Archive) and is relatively flat on the other axis.

The Green is a sensitive site, it was a cricket pitch within living memory and local communities are understandably interested in any development that may take place there. The University and Leeds City Senior Planning Management have recently toured the site, discussed the University's forward masterplan and agreed in principle the division of the green into two smaller 'collegiate squares divided by the new project; Notwithstanding the temporary Modular building placement, the green currently lacks a landscape character and the new Student Hub is therefore an excellent opportunity to redefine the new square(s) and to create environments that relate to the indoor activities. Place setting, transitional space and communication routes are all important elements in the creation of a new heart in Western Campus.

It is worth noting that the LIC building contains an underground car-park.

SUSTAINABILITY

CREATIVE SUSTAINABLE DESIGN STRATEGIES WHICH TAKE ACCOUNT OF ALL ASPECTS OF THE ENVIRONMENTAL AGENDA SHOULD FORM A CORNERSTONE OF THE DEVELOPMENT STRATEGY FOR THIS BUILDING.

Design and technical proposals should provide a zero carbon solution, making use of environmental innovation, renewable energy generation, responsibly sourced materials and efficient construction methodologies.

The development approach must facilitate and maintain sustainable operation, where the building design reflects the functional requirements in a flexible manner.

A 'Passiv Haus' approach should be adopted, thereby maximizing energy conservation and minimizing input energy during the life of the building.

Designers should carefully balance their design regarding building orientation, natural light, sustainability, planning and building context (landscape and surrounding architecture) considerations in creating an iconic building and enriching the user's experience.

The Landscape should acknowledge the need also for improving bio-diversity.





‘LIVING LAB’

THE LEEDS LIVING LAB PROVIDES THE FRAMEWORK TO BRING TOGETHER KEY STAKEHOLDERS TO DELIVER INNOVATIVE, SUSTAINABLE DEVELOPMENT PROJECTS AT THE UNIVERSITY OF LEEDS.

The benefits of the Living Lab approach include the development of sustainable solutions for the University i.e. efficient and effective spaces that contribute to the productivity and wellbeing of our staff and students, developing knowledge and skills by enhancing research-led teaching opportunities across the estate, developing interdisciplinary relationships and breaking down institutional boundaries, providing funding opportunities for research and development, and providing colleagues with a greater sense of pride and connection to the University.

Competition entrants should be aware of the following ‘Living Lab’ concepts:

- a) **Co-creation of a sustainable building** – utilizing living lab methodologies to enhance the University’s development process through collaborative work with leading academics
- b) **Workspace design** – a development that supports research and knowledge building on working practices, wellbeing and productivity, and environmental performance of our buildings and its spaces
- c) **Workspace usage** – the use of technology in a ‘smart campus’ concept to build knowledge on usage of the building and its spaces, and to provide opportunities for research-led teaching through open and accessible data
- d) **Analysis** of the impact/output of the building design to provide an evidence base for future decision making on campus development

COMPETITION CONDITIONS

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1. Overview of the Procurement Procedure

The selection of an architect firm is being procured by the University of Leeds in accordance with the requirements of the Restricted Procedure as set out within Regulation 28 of The Public Contracts Regulations 2015.

RIBA Competitions is assisting the University of Leeds with the management of the competitive process. The selection process will be organised over the following phases:

PHASE 1:

Expression of Interest with Selection Questionnaire

Responses to the Selection Questionnaire (SQ) will be used to select a shortlist of suitable candidates (minimum 5) to proceed to the Tender (design competition) phase.

PHASE 2:

Invitation to Tender

Submission of Tender responses. As part of the Tender return, shortlisted architects will be required to develop concept proposals to illustrate design intent and their approach to the project. Further detail about the Tender phase is set out at Section 5.

2. Procurement Timetable

The Timetable (which may be subject to alteration) for the procurement is as follows:

ACTIVITY	DATE (ESTIMATED)
Expression of Interest with Selection Questionnaire	
Release of Briefing Information & Selection Questionnaire	Wednesday 12 June 2019
Latest date for queries relating to the SQ	Thursday 27 June 2019
Deadline for receipt of SQ returns	14.00hrs – Monday 15 July 2019
Evaluation meeting and selection of shortlist	w/c 22 July 2019
Shortlist notified & Notification to unsuccessful candidates	w/c 29 July 2019
Invitation to Tender	
Issue of final ITT to shortlist	w/c 29 July 2019
Site visit & briefing session for shortlisted teams	w/c 5 August 2019
Latest date for queries relating to the ITT	14 August 2019
Memorandum issued in response to queries	21 August 2019
Submission deadline	14.00hrs – Tuesday 10 September 2019
Clarification interviews & presentations	w/c 23 September 2019
Notification of result and start of 10 day Standstill period	w/c 30 September 2019
Winning press release announcement	October 2019

The Timetable is indicative only and the University of Leeds reserve the right to change it at its discretion. You will be notified of any changes made to the timetable.

3. General Notes

3.1. SQ & how to obtain Unique Reference Number

In order to be considered for the project, candidates must submit a duly completed SQ. Candidates who intend to submit an SQ return must obtain an editable version of the SQ document together with a Unique Reference Number by completing the on-line request form available at:

ribacompetitions.wufoo.eu/forms/leedsstudenthub

RIBA Competitions will issue a URN [UL#] to interested parties within 2 working days of submitting the online request form. Candidates should refer to the Notes for Completion section of the SQ, together with the Submission Instructions provided at Section 3.3 of this Briefing Document.

3.2. Information available to candidates at the SQ phase

The following documents will be made available to Candidates on submission of the online request and checking of the relevant box confirming that the Candidate agrees to treat the supplied information in the strictest confidence:

- PDF version of Brief (this document)
- Editable (Word version) of the SQ
- Draft PDF version of ITT

3.3. Submission instructions for return of SQs

The SQ must be submitted in English (including all additional information). Any financial data provided must be submitted in or converted into GBP Pounds Sterling. Where official documents include financial data in a foreign currency, a Pounds Sterling equivalent must be given.

The SQ must be completed in its entirety, with an electronic version (PDF format) of the completed SQ return submitted via RIBA Competitions' digital submission portal (RIBASubmit). A total upload limit of 20Mb will be available, but candidates are requested to keep file sizes as small as practicable whilst ensuring that the information presented is readily legible. A secure link for this purpose will have been sent to the email address entered into the online form used to request the SQ and Unique Reference Number [UL#].

The file name of the completed SQ should consist of the URN [UL#] assigned to the Candidate by RIBA Competitions, together with the name of the architect firm:

- UL#_Architect Firm Name_SQ.pdf

Any other appended files should follow a similar file-naming protocol.

The contract example case studies and CVs of the Professional and Technical Ability component of the SQ return may be submitted as a separate, collated Appendix provided the requested information is presented and numbered in the order set out in the SQ and the responses do not exceed the specified page limits. Candidates electing to submit a separate Appendix should append a Front cover sheet displaying the URN [UL#] and name of the architect Firm. The Appendix should be named:

- 'UL#_Architect Firm Name_Technical & Professional Ability.pdf'

Candidates are strongly advised to familiarise themselves with RIBA Competitions' digital submission portal and allow sufficient time for their SQ return to successfully upload in advance of the deadline. The portal system will not allow material to upload after the deadline has expired.

3.4. Deadline for receipt of SQ returns

The deadline for receipt of SQ Returns is **14.00hrs** (BST) on **Monday 15 July 2019**. The University of Leeds or RIBA Competitions will not be responsible for any SQ returns delayed, lost or otherwise damaged or corrupted during transmission, however so caused. Late submissions will not be accepted without prior authorisation.

3.5. Architect Firm

The architect firm must include an architect who has the right to practice in the country where he/she is qualified or in the country where he/she currently resides or practices. UK-based Candidates should therefore be registered with the Architects Registration Board (ARB) with overseas-based Candidates registered with an equivalent regulatory body.

3.6. Conflicts of Interest

In accordance with Regulation 24 of the Public Contract Regulations 2015, the University of Leeds may exclude the Candidate if there is a conflict of interest between the University and the Candidate or a member of the consortium or a key sub-contractor which cannot be effectively remedied. The concept of a conflict of interest includes any situation where relevant staff member have, directly or indirectly, a financial, economic or other personal interest which might be perceived to compromise their impartiality and independence in the context of the procurement procedure.

Where there is any indication that a conflict of interest exists or may arise then it is the responsibility of the Candidate to inform the University, detailing the conflict in a separate Appendix. Provided that it has been carried out in a transparent manner, routine pre-market engagement carried out by the University should not represent a conflict of interest for the Candidate.

3.7. Commitment

This is an SQ stage only. Nothing in this brief or accompanying SQ is to be construed as implying commitment by the University of Leeds that it will award a contract. The University of Leeds is not obliged to accept any submissions or enter into any contract pursuant to this procurement and reserves the right in its absolute discretion to withdraw from or terminate the process set out in the SQ and this brief at any time, for any reason and without prior notice to the Candidates and at its sole discretion re-invite proposals on the same or any alternative basis. Any expenditure, work or effort undertaken is accordingly a matter solely for the commercial judgement of the Candidate. The University of Leeds will not reimburse any expense incurred by Candidates in preparing their responses to the SQ.

3.8. Disclaimer

Candidates are responsible for obtaining the information which they consider necessary in connection with the procurement and must form their own judgement on its validity and suitability. Each Candidate must make its own independent assessment after making such investigations. The subject matter of this SQ and/or the SQ Return shall only have a contractual effect when it is incorporated into the express terms of an executed contract.

The University of Leeds (including its employees, agents, consultants, advisers and representatives) does not make any representations or warranties (express or implied) or accept any liability or responsibility (other than in respect of fraudulent misrepresentation) in relation to the adequacy, accuracy, reasonableness or completeness of the information in the SQ, this brief or any part of the SQ or brief (including but not limited to, any loss or damage arising as a result of reliance by the Candidate on the information or any part of it).

3.9. Changes to the SQ response

The Candidate must confirm whether there has been any change in relation to the information submitted at the SQ stage. Where any change has occurred, the Candidate must provide updated equivalent information to that requested in the SQ.

The University of Leeds reserve the right to disqualify any Candidate where there is a change to any aspect of its response to the SQ if such Candidate has failed to notify the University of such change or, having notified the University, the University consider the effect of the change is such that the basis of the evaluation for the purpose of selecting potential Participants, the Candidate would not qualify.

3.10. Confidentiality

The information supplied with this brief and all other information whether written or oral made available at any time to Candidates by or on behalf of the University of Leeds in connection with this procurement ("Information Provided") is provided on the basis that the Candidates, their sub-contractors and/or respective advisers will keep such Information Provided confidential at all times and that such information will only be used for the purpose of participating in this procurement. For the avoidance of doubt nothing in this paragraph shall prevent a Candidate from passing the Information Provided to its employees, potential sub-contractors and professional advisers in connection with this procurement provided such persons agree to treat such information as confidential in accordance with the duty described in this paragraph. The duty of confidentiality in this paragraph does not apply to information:

- (i) which is in or enters the public domain otherwise than by breach of an obligation of confidentiality; or
- (ii) which is or becomes known from other sources without breach of any restriction on disclosure; or
- (iii) which is required to be disclosed by law or any professional or regulatory body.

4. Approach to Evaluation of Selection Questionnaire Returns

4.1. Evaluation summary

The objective of the selection process is to assess the responses to the SQ. Responses to the SQ will be used in the evaluation process to determine Candidates' qualification for inclusion to proceed to the next stage of the procurement process. Each SQ return will be evaluated in the same manner as per the methodology outlined in this section.

The SQ document indicates which responses are to be provided for information purposes only, PASS/FAIL questions that the University of Leeds consider essential to perform the contract, and which responses are to be scored. Failure to meet PASS/FAIL will be a ground for rejection of Candidates.

4.2. Economic and Financial Standing

The University of Leeds will reserve the right to ask Candidates to provide information to demonstrate their economic and financial standing if they are Invited to Tender following the shortlisting of the SQs.

Please refer to Section 8.1 of the accompanying SQ document for the requirements in respect of Employer's Liability Insurance, Public Liability Insurance and Professional Indemnity Insurance.

Evaluation of Technical and Professional Ability section of the SQ return

The Technical and Professional Ability component of the SQ return will be appraised by an Evaluation Panel. This is the key section of the return for Candidates to use to differentiate themselves and demonstrate to the University of Leeds why they should be shortlisted for the New Student Hub project.

TECHNICAL & PROFESSIONAL ABILITY	DEMONSTRATED BY	EVALUATION NOTES
40% [20% per Case Study] Ability to design & deliver buildings of architectural distinction of a similar nature, scale &/or budget to the New Student 'Hub' Project	Section 8.3A of the SQ Illustrative case studies (2 No.) of the contract examples cited under Section 6.1 of the SQ which demonstrate: <ul style="list-style-type: none"> • Design of buildings that successfully integrate new build into a sensitive site • Sustainable design with a Passiv Haus approach • Evidence of delivering buildings fit for purpose, practical to build which have met the needs of the client and which represent value for money and stand the test of time. 	Contracts for supplies or services should have been performed during the past five (5) years and relate to the architect firm wishing to be considered for the opportunity. Candidates should consider the relevance & relative merits of projects within their portfolio. Whilst the inclusion of an 'incomplete' project (i.e. a project that is on, or about to commence on site); as one of the contract example case studies would not deem the submission unacceptable, it may, depending on the stage that it is at, limit the ability of its qualities to be appraised. Similarly, whilst Candidates may elect to include projects which reached completion beyond the stipulated 5 year limit, their inclusion may limit the current technical & professional ability of the architect firm to be appraised.
20% Ability to design & deliver buildings to budget & programme on sites with challenging sets of constraints	Section 8.3B of the SQ Illustrative case study (1 No.) of one of the contract examples cited under Section 6.1 of the SQ which demonstrates: <ul style="list-style-type: none"> • Creative but deliverable design and specification, with a project delivered to time and in line with projected budget estimate • Delivery of projects that have successfully addressed the complex interaction between buildings, public realm and place-making 	If a collaborative approach with another architect firm is proposed, at least one contract example case study should be included for each practice under Section 8.3A. A clear distinction should be made between photographic images of completed projects and computer-generated visualisations. Any images featured within the submission should be clearly annotated to explain to which project(s) and/or firms they refer. Each contract example case study will be evaluated in a holistic manner. Greater weight will be applied to the contract example case studies where individuals named in the CVs were involved in delivery of the project(s) shown
20% Overall experience & balance of the proposed architect team, including proposed key personnel who will be responsible for design development & delivery of the project, including proposed consultants from other required design disciplines	Section 8.3C of the SQ <ul style="list-style-type: none"> • Brief CVs for key members of the team demonstrating professional qualification, recent project experience, current position and proposed role within the team. Reference should be made to the contract example case studies where possible 	CVs will be evaluated as a package. Greater weight will be given where reference is made to the contract example case studies where possible. Projects undertaken at a previous practice may (with appropriate recognition) be included but the role in developing and delivering the scheme - design team leader, project architect etc. - must be clearly outlined. If a collaborative approach with another firm of architects is proposed, the respective roles and anticipated delivery arrangement must be clearly articulated.
10% Ability to successfully engage local stakeholders with proposed developments	Section 8.3D of the SQ Illustrated response giving 2 No. examples which demonstrate: <ul style="list-style-type: none"> • Techniques & methods employed to engage communities in design development, and to take on board their ideas and concerns • The level of buy-in achieved for the scheme or proposed development 	If a collaborative approach with another firm of architects is proposed, the examples should relate to the firm who would lead the engagement, or an example should be provided from each firm if it is envisaged that both firms would be involved.
10% Knowledge of Passiv Haus design, experience of a Carbon neutral approach, energy renewable generation and environmental innovation.	Section 8.3E of the SQ Illustrated response giving 2 No. examples which demonstrate: <ul style="list-style-type: none"> • Techniques & methods employed regarding carbon neutral/innovation/renewable approaches and how the M&E/Structural engineering was successfully integrated with the architectural aspiration 	

The following scoring guide will be used to evaluate Technical and Professional Ability:

SCORE	DEFINITION	BENCHMARK
10	Excellent response to question	In the opinion of the Evaluators, the Candidate's response provides information which addresses all requirements and provides very good or excellent quality relevant supporting evidence, which to some material degree provides evidence of an exemplary or class leading response
8–9	Very Good response to question	In the opinion of the Evaluators, the Candidate's response provides information which addresses all requirements and provides very good quality relevant supporting evidence
6–7	Good response to question	In the opinion of the Evaluators, the Candidate's response provides information which addresses all requirements and provides good quality relevant supporting evidence which to some material degree provides evidence of a good response
4–5	Adequate response to question	In the opinion of the Evaluators, the Candidate's response provides information which addresses all requirements; but the supporting evidence is less than good in some material degree or is of limited relevance to the response
2–3	Poor response to question	In the opinion of the Evaluators, the Candidate's response provides information which addresses all requirements. However the Candidate's response fails to provide relevant supporting evidence; or the evidence is not relevant to the response required.
1	Deficient	In the opinion of the Evaluators, the response does not adequately address the stated requirements in respect of the project and the criterion being scored.
0	Not Answered	The Candidate failed to provide a response.

Notes

- (i) Candidates must obtain a score of two or more against each of the sections used to demonstrate Technical and Professional Ability in order to be further considered for the contract opportunity.
- (ii) Members of the Evaluation Panel will independently review each SQ return and assign a score against each question to be scored. Scores will be collated and a moderation meeting held to discuss each SQ return. At that meeting, evaluator's scores will be moderated, with weightings applied to the common / agreed scores accordingly.
- (iii) The weighted overall score achieved, ranking and weighted consensus score for each scoring criteria will be released to Candidates upon completion of the SQ stage. Additional feedback will only be provided upon request.

4.3. Selection of Teams to participate in Tender phase

The weighted overall score arising from the evaluation of the Technical and Professional Ability section of the SQ will be used to order the returns in order of highest to lowest for the purpose of shortlisting and selection of suitably qualified Candidates. It is proposed that the five highest scoring Candidates (subject to them meeting the minimum criteria) will be invited to proceed to the ITT phase.

4.4. Evaluation Panel

To ensure the design concept selected to take forward is as creative and innovative as possible, whilst responding to the opportunities and constraints of the site and the wider local context, an experienced Evaluation Panel will review the submission material at both phases of the procurement process. The Evaluation Panel that will appraise the Technical and Professional Ability component of the SQ return is expected to comprise:

NAME	AFFILIATION
John Whiles	Jestico + Whiles, RIBA Adviser
Steve Gilley	Director of Estates, The University of Leeds
Len Wilson	Deputy Director (Development), Estate Services, The University of Leeds
Representative	Benefactor
Nick Scott	Professor of Business Education, Pro Dean for Student Education, The Business School, The University of Leeds
Alistair Mullis	Head of the Law School, The University of Leeds
Mark Burgess	Leeds City Council, Environment & Design Group Leader

A representative from RIBA Competitions will not score but will attend the moderation meeting to document the process and provide procedural support.

In the event of a Panel member being unable to act through illness or any other cause, the University of Leeds, in consultation with RIBA Competitions, reserves the right to appoint an alternative Panel member.

5. Invitation to Tender phase

Reference should be made to the draft Invitation to Tender (ITT) that is available to Candidates on registration. It is anticipated that the Tender phase of the procurement process will involve:

- A group site visit and briefing session to review the project aspirations and constraints which will include a presentation from the Client team
- Submission of up to 3 x A1 boards illustrating the proposed approach to the project and design concept
- An A3 design report to include - an outline specification (and accompanying drawings for cost feasibility check purposes), together with the return of tender documentation to include lump sum fees for the Scope of Architectural Services to be provided.
- The design submission will need to outline the Tenderers proposed approach and how it would work within a wider project team environment to ensure delivery of a scheme that will meet the Client aspirations for the New Student 'Hub' project.
- Stakeholder consultation and/or anonymous public exhibition of the A1 design boards.
- The process will conclude with a clarification interview and teams making a presentation to the Evaluation Panel. The purpose of the interviews will be to provide architect teams with an opportunity to present their design concepts as tendered, and to enable Panel members to seek clarification on any issues that are unclear from their initial appraisal of the submission return.

6. Award Criteria

The aim of this procurement is for the University of Leeds to select a preferred architect practice on the basis of the Most Economically Advantageous Tender*. Further details of the Award Criteria will be included in the final version of the Invitation to Tender document issued to shortlisted teams but are expected to comprise:

AWARD CRITERIA		WEIGHTING	
1	Overall quality & architectural distinction of the design concept, including appropriateness of the proposed response to the site	25%	Quality 75%
2	Response to the Brief & the proposals ability to meet the vision & requirements for the New Student Hub	25%	
3	Understanding of Client expectations, ability to work in partnership with stakeholders & engage the local community as demonstrated through the overall approach & presentation at interview	25%	
4	Potential deliverability of the design concept within the stated construction budget envelope	25%	
5	Submission of a competitive fee proposal (broken down per RIBA work stage) whilst demonstrating a sufficient level of resourcing to deliver the quality and scope of design services required	100%	Price 25%

* Most Economically Advantageous Tender means that tender returns will be assessed on Quality and Price. The relative split will be 75% Quality and 25% Price.

The Financial Element of the tender return will be evaluated separately by representatives from the University of Leeds.

The Quality and Cost scores for each tendering architect firm will then be aggregated to determine the preferred bidder. It is the University of Leeds intention to appoint the Tenderer with the highest aggregated score at the end of the design competition. However, the University reserve the right not to proceed beyond the competition stage in the event that no one scheme meets the requirements and aspirations in respect of the project. All honorarium payments will however be paid as indicated.

7. Honoraria

Each tendering architect firm who submits a compliant Tender for the competition phase and gives a clarification interview presentation will receive an honorarium payment of GBP £6,000 (+VAT). The University of Leeds will undertake to make the honorarium payments within 30 calendar days of the clarification interviews and on receipt of an invoice. No payments will be made in respect of the SQ phase. All invoices should be addressed and sent to RIBA Competitions.

8. Post-Procurement Commitment and Anticipated Project Programme

The overall programme for the design and delivery of the new student hub is outlined below.

MILESTONE	TIMEFRAME
Design process starts (post competition)	Nov 2019
Design Stage 3 / 4	March 2021
Tender Process ends	September 2021
Construction start	November 2021
Construction completion	April 2022
Fit-out and Occupation	August 2022

It is the University of Leeds intention to appoint the successful architect firm to develop the design proposals up to Stage 4 initially.

9. Enquiries

The competition is being managed by RIBA Competitions. Members of the Evaluation Panel and Client body representatives should not be solicited for information as this may lead to disqualification from the competition. All queries relating to the SQ phase should be submitted via email to riba.competitions@riba.org and contain 'University of Leeds Student Hub' in the 'subject' header line, with the body of the text clearly identifying to which section of the SQ or the Brief the question relates. Candidates should refer to the Procurement Timetable regarding the latest deadline by which to raise queries.

The intention will be to make advice arising from queries received available to all Candidates via the email address entered into the Wufoo on-line request form, where doing so is in the interest of maintaining transparency and fairness in the procedure and would not constitute a breach of commercial confidentiality.

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