## 1. Pedestrian routes in the external environment

### Layout and gradients

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong></td>
<td>Are pedestrian routes level or near level?</td>
<td></td>
</tr>
<tr>
<td><strong>1.2</strong></td>
<td>Are routes sufficiently wide?</td>
<td></td>
</tr>
</tbody>
</table>
| **1.3** | Are passing places provided at junctions and corners of pedestrian routes and at regular intervals?  
  • Are they large enough for people to pass each other, including two wheelchair users? |   |
| **1.4** | Is seating provided at regular intervals?  
  • Is it set back from the access route?  
  • Is there clear space to both sides of fixed seating? |   |
| **1.5** | Is there adequate clear headroom of 2,300mm, with 2,100mm below overhead signs? |   |
| **1.6** | Do paths have a suitable crossfall gradient? |   |
| **1.7** | Is there signage and landmarks to aid orientation? |   |
| **1.8** | Is planting used to identify routes or hazards?  
  • Is it kept well-trimmed? |   |

### Surfaces and drainage

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **1.9** | Are surfaces firm, durable, smooth and slip-resistant in all weather conditions?  
  • Are they well maintained?  
  • Do different adjacent materials have similar frictional characteristics?  
  • Do they have minimal deviations in level?  
  • Are there suitable edges? |   |
<p>| <strong>1.10</strong> | Are sound qualities, textures and colours of surfaces used to highlight routes? |   |</p>
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.11</td>
<td>Are drainage channels and gratings set outside the pedestrian route? • Are they flush with the paving surface? • Are the slots and grating openings small enough to avoid presenting a trip hazard?</td>
<td></td>
</tr>
<tr>
<td>1.12</td>
<td><strong>Signage and lighting</strong> Are signs suitably located? • Are they easy to see, clear and consistent?</td>
<td></td>
</tr>
<tr>
<td>1.13</td>
<td>Are routes and potential hazards adequately lit?</td>
<td></td>
</tr>
<tr>
<td>1.14</td>
<td>Are lights positioned to provide an even level of illumination and to avoid glare?</td>
<td></td>
</tr>
<tr>
<td>1.15</td>
<td><strong>Hazard warning and protection</strong> Is hazard protection provided to any object that projects into a pedestrian route? • Does this include a tapping rail?</td>
<td></td>
</tr>
<tr>
<td>1.16</td>
<td>Does hazard protection contrast visually with the surroundings?</td>
<td></td>
</tr>
<tr>
<td>1.17</td>
<td>Are there any temporary obstructions or hazards present, such as street works or scaffolding, with appropriate warning signage?</td>
<td></td>
</tr>
<tr>
<td>1.18</td>
<td>Are alternative accessible routes provided where necessary, and clearly signed? • Are pedestrian and vehicular routes separated and clearly differentiated?</td>
<td></td>
</tr>
<tr>
<td>1.19</td>
<td><strong>Pedestrian crossings</strong> Is blister tactile paving used to indicate a dropped kerb at a road crossing or where a raised carriageway is level with the pedestrian footway? • Does the tactile paving have the correct layout and profile? • Is the tactile paving red at controlled crossings and another contrasting colour at uncontrolled crossings? • Are metal studs used in the tactile paving, which some people find difficult?</td>
<td></td>
</tr>
</tbody>
</table>
1.20 At Puffin crossings with a pedestrian demand push-button unit:
   • Is the push-button unit located so as to be reachable by a person standing on the tactile paving?
   • Is the push-button unit on the right-hand side?
   • If the unit is on the left due to the direction of approaching vehicles, is there also a unit on the right?
   • Is the push-button at a height between 1,000mm and 1,100mm from the ground?
   • Is the push-button easy to operate with a closed fist?

1.21 Is there a tactile rotating cone provided below the push-button?
   • Is it working?

1.22 Are there any features which would make the crossing difficult to use? For instance, is access impeded by temporary obstructions such as a poorly located advertising A-board? Or a ‘colourful crossing’ where there is artwork, which is confusing and disorientating for some pedestrians?

Bus stops

1.23 Are bus stops provided at regular intervals?
   (In residential areas, bus stops should be located so that nobody in the neighbourhood is required to walk more than 400m from their home, less if the ground is not level. Inclusive Mobility, 2021)

1.24 Is there a pedestrian crossing near the bus stop?

1.25 Is there a raised bus boarding area?

1.26 Is the footway sufficiently wide for people to wait without conflicting with pedestrians passing?

1.27 Is seating available at the bus stop?

1.28 Is a shelter provided?
   • Is there good access from the shelter to the bus boarding point?

1.29 Do glazed areas of the shelter have appropriate manifestations visually contrasting with the background from either direction?
1.30 Is timetable information positioned so there is space to approach it? [ ]
   • Is this easy to follow and in a clear print?
   • Is audio and visual information available?

1.31 Is the bus stop well lit without glare? [ ]

**Bus stop bypass**

1.32 Is there a bus stop bypass/island where cyclists pass between the bus stop and the rest of the footway? [ ]
   • Does the bus stop provide ample space away from the cycle route for passengers to congregate to wait for the bus, or when alighting from the bus, including wheelchair users?
   • Is there a pedestrian crossing marked out at the cycle route between the bus stop area and the pedestrian footway?
   • Is it clear that cyclists should stop when pedestrians are using the crossing unless they can pass a safe distance from pedestrians?

See also Street furniture (checklist 2) and Approach to buildings (checklist 3)

**General observations:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________