

# Activity Guidelines

## Risk-Assessment

### Risk-Benefit Analysis

January 2018

## Mountain Biking



**Audience**

This document has been produced for practitioners within the field of Adventure Tourism / Outdoor Education who have a depth and breathe of knowledge regarding: group management, risk management and technical aspects of adventurous activities. While this document may be of relevance to individuals who fall outside the scope of the intended audience, it is vital to emphasise those perceptions concerning: guidelines, terminology and exposure to risk maybe incorrectly interpreted due to different expertise.

**Overview**

This document has **three** objectives:

- To manage the potential risk to practitioners, participants, equipment, bystanders and the environment by presenting a reductionist risk assessment which take into consideration the impact of risk, while demonstrating that proportions have been made to reduce the likelihood of incidents occurring
- Enable practitioners to operate within a set of predetermined guidelines in order to achieve tourism, educational and developmental objectives
- Highlight the educational and developmental benefits that exposure to carefully managed risk will foster

**Further information**

This document was written by Ross Brinson (updates on the 10-04-18)

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## Guidelines for Mountain Bike programming [MTB-G1]

**This documents aims to set out the guidelines, which practitioners delivering adventure tourism / educational programmes through the medium of mountain biking can operate within.**

### Mountain Bike Programming

Mountain biking programming is delivered across the UK to achieve educational, developmental and tourism objectives. Mountain biking programmes apply to any session where bikes are used off-road and may take place in urban, rural or wilderness environments and in various weather conditions.

### Objectives of the programme

We are committed to delivering high quality Adventure Tourism / Outdoor Education programmes. The programmes that we deliver have a broad range of outcomes which include: tourism provision, outdoor learning, skills acquisition, obtaining cross-curricular links, vocational development, environmental education, interpersonal and intrapersonal development, as well as contributing towards the health and wellbeing of participants. The objectives of each programme are unique and tailored to the needs / expectations of those individuals / stakeholders.

### Maximum Ratio

1 : 8

### Responsibilities of practitioner

- Practitioners must only operate within the remit of their qualifications unless signed-off by the relevant technical advisor
- Practitioners must only operate within their insurance
- Practitioners must understand and implement the reductionist risk assessments [MTB-RA-1] attached to this document
- Practitioners must execute dynamic risk assessments alongside the reductionist risk assessments in order to manage any unforeseen risks.
- Practitioners must ensure bikes are in a safe working order before the session
- Practitioners must carry appropriate safety equipment (e.g. group shelter, first aid kit, mobile phone)
- Practitioners must ensure that they possess consent forms for participants under the age of 18
- Practitioners must ensure that they possess declaration forms for participants over the age of 18
- Practitioners must ensure that they possess medical declaration forms for all participants
- Practitioners must be aware and understand any participant's medical conditions that may jeopardise any aspects of the programme
- Practitioners must ensure participants develop the fundamental skills required to mountain bike correctly (e.g. braking, attack position, looking ahead) before deeper learning objectives are pursued
- In event of an emergency follow emergency procedures

## Risk Assessments for Mountain Bike programmes [MTB-RA-1]

Hazard	Risk	Severity	Likely hood	Control Measures
Equipment	Equipment failure (PPE)	H	L	Equipment is regularly maintained, serviced and where required tested to current specifications
	Equipment failure (Bike)	M	M	Equipment is regularly maintained, serviced and where required tested to current specifications / "M" Check Bikes before riding
	Unsuitability	M	L	All equipment meets current specifications and/or accepted standards where applicable and is suitable for its intended use
	Damaged	L	L	Practitioners carry appropriate repair kit for the activity
	Wrongly fitted	M	L	Practitioners check equipment at time of issue and after long stops (e.g. lunch break)
Activity	Clothing Caught	H	L	Practitioners briefs the group regarding potential hazards
	Loss of control	H	L	Practitioners to assess group ability and teach fundamental skills required operating a mountain bike (e.g. braking, attack position, etc.)
	Collisions	H	L	Practitioners to manage the group to reduce the risk of collision, while implementing dynamic risk assessments. Brief group regarding spacing out, speed control etc.
	Getting Lost	M	L	Practitioners will be familiar with area or have the ability to navigate
	Steep descents	M	L	Practitioners to assess group ability and teach fundamental skills required operating a mountain bike (e.g. braking, turning, etc.)
	Impacts (ground, obstacle)	M	M	Practitioners to assess group ability and teach fundamental skills required operating a mountain bike (e.g. braking, turning, etc.). Participants will wear appropriate safety equipment
Participants	Behaviour	L	M	Participants are treated with respect
Bystanders	Collision	M	M	Instructor manages the group appropriately (e.g. brief group)
	Stranger Danger	M	M	Instructor manages the group appropriately (e.g. manage group)
	Conflict	M	M	Instructor manages the group appropriately (practitioner expertise e.g. know and follow land access rights)
Access	Access	L	L	Practitioner will plan the route to avoid access issues
	Environment	M	L	Group to be briefed regarding code of conduct in wild and rural places. Including dropping of litter
	Livestock	M	L	Only where absolutely necessary will livestock is encountered Instructor will advise group of best approach.
	Roads / Tracks	M	L	Practitioner to supervise any crossings and avoid where possible
Weather Conditions	General	M	L	Practitioner obtains information regarding weather and make an assessment based on the activity and location
	Cold & Wind	M	L	Practitioners will ensure that each participant is appropriately clothed, carries sufficient food and that additional food, clothing, and equipment is available to suit the expected conditions and nature of the activity.
	Hypothermia	M	L	Practitioners will ensure that each participant is appropriately clothed, carries sufficient food and that additional food, clothing, and equipment is available to suit the expected conditions and nature of the activity.
	Hyperthermia	M	L	Practitioner will modify or curtail the activity if prevailing conditions are inappropriate for the group or the planned activity.

	Sunburn	M	L	Practitioner is first aid trained to the level required by the NGB for the activity.
	Dehydration	M	L	Educate need for water intake and evaluate regularly.

## Risk-Benefit Analysis for Mountain Bike programmes [MTB-RBA-1]

**This documents aims to demonstrate the dangers that are inherent to Adventure Tourism / Outdoor Education programmes are firstly managed, and secondly significantly outweighed by the potential benefits to participants.**

Benefit	Danger	Control Measures
Skills acquisition (e.g. technical skills)	<ul style="list-style-type: none"> <li>• Inherent risk of participation in adventurous activities</li> <li>• Negative impact on participants confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of a qualified and experienced practitioner</li> <li>• Comprehensive risk assessments</li> </ul>
Vocational development (e.g. qualifications, accreditation, experience)	<ul style="list-style-type: none"> <li>• Inherent risk of participation in adventurous activities</li> <li>• Failure of participants not achieve the required standard</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of a qualified and experienced practitioner</li> <li>• Comprehensive risk assessments</li> </ul>
Environmental education (e.g. geography, geology)	<ul style="list-style-type: none"> <li>• Inherent risk of participation in adventurous activities</li> <li>• Negative impact on the environment (e.g. erosion)</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of a qualified and experienced practitioner</li> <li>• Comprehensive risk assessments</li> </ul>
Intrapersonal development (e.g. self esteem)	<ul style="list-style-type: none"> <li>• Inherent risk of participation in adventurous activities</li> <li>• Negative impact on participants due to exposure to challenge (e.g. self esteem)</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of a qualified and experienced practitioner</li> <li>• Comprehensive risk assessments</li> </ul>
Interpersonal development (e.g. communications, empathy, leadership)	<ul style="list-style-type: none"> <li>• Inherent risk of participation in adventurous activities</li> <li>• Negative impact on participants due to exposure to challenge (e.g. embarrassment)</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of a qualified and experienced practitioner</li> <li>• Comprehensive risk assessments</li> </ul>
Health and wellbeing (e.g. physical fitness, physical literacy, mental wellbeing)	<ul style="list-style-type: none"> <li>• Inherent risk of participation in adventurous activities</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of a qualified and experienced practitioner</li> <li>• Comprehensive risk assessments</li> </ul>
Obtaining cross-curricular links	<ul style="list-style-type: none"> <li>• Inherent risk of participation in adventurous activities</li> <li>• Participants losing interest due to similarity with traditional schooling</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of a qualified and experienced practitioner</li> <li>• Comprehensive risk assessments</li> </ul>
Intellectual stimulation (e.g. navigation)	<ul style="list-style-type: none"> <li>• Inherent risk of participation in adventurous activities</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of a qualified and experienced practitioner</li> <li>• Comprehensive risk assessments</li> </ul>
Sense of place (e.g. understanding and appreciation for local environment)	<ul style="list-style-type: none"> <li>• Inherent risk of participation in adventurous activities</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of a qualified and experienced practitioner</li> <li>• Comprehensive risk assessments</li> </ul>
Foster Creativity	<ul style="list-style-type: none"> <li>• Inherent risk of participation in adventurous activities</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of a qualified and experienced practitioner</li> <li>• Comprehensive risk assessments</li> </ul>
Fun	<ul style="list-style-type: none"> <li>• Inherent risk of participation in adventurous activities</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of a qualified and experienced practitioner</li> <li>• Comprehensive risk assessments</li> </ul>