

GATESHEAD METROPOLITAN BOROUGH COUNCIL
COMMUNITIES AND PLACE OVERVIEW AND SCRUTINY COMMITTEE
MEETING

Monday, 29 October 2018

PRESENT: Councillor N Weatherley (Chair)

Councillor(s): T Graham, D Burnett, B Clelland, S Dickie, K Dodds, A Geddes, F Geddes, H Haran, S Hawkins, H Kelly, J McClurey, K McClurey, J Simpson, J Turnbull and A Wheeler

IN ATTENDANCE: Councillor(s): J Adams, M Brain, M Henry, L Green. I Patterson,

APOLOGIES: Councillor(s): M Hood

CPL13 MINUTES OF THE LAST MEETING

RESOLVED - That the minutes of the meeting held on 17 September be agreed as a correct record.

CPL14 CONSULTATION RESPONSES - STATEMENT OF GAMBLING PRINCIPLES

The Committee received a report on the Consultation Responses which have been received as a result of the consultation on the Statement of Gambling Principles for 2019 – 2022. The Council is required to publish a Statement of Gambling Principles every three years. The Statement sets out Gateshead Council's policy regarding premises and activities licensed or regulated under the Gambling Act 2005.

The Policy was drawn up in consultation with all relevant groups and services within the Council and a widespread public consultation took place between 30 July and 19 October 2018. The views of the Communities and Place Overview and Scrutiny Committee were sought on the responses and proposed amendments as a result of the responses.

The Committee were asked to consider the following

7 responses were received:

1. Councillor Brenda Clelland

Councillor Clelland questioned whether the reference to 'having had high blood pressure', referred to in section 4.1 Prevalence of Gambling and Gambling Harm in Gateshead_was correct;

For consideration:

Gerald Tompkins, Consultant in Public Health, responded as follows –
‘Yes, a history of high blood pressure has been identified as a risk factor, and yes I’d agree it does seem odd. However, we also know there are higher rates of smoking and alcohol consumption amongst problem gamblers, both of which are associated with high blood pressure. There is also an issue of problem gambling among those who are economically inactive and it would be no surprise to find higher prevalence of high blood pressure in this group which includes the long-term sick; and there is of course greater levels of stress in this population, and stress is also linked to hypertension. High blood pressure therefore cuts across a number of the other risk factors.

Nevertheless. I’ll look again at the wording of this section, as it might prove a distraction from the focus on other factors.’

Proposed new wording:

Replace:

‘Factors associated with problem gambling include:

- being male
- being from Black/Black British, Asian/Asian British or other non-White backgrounds
- having low mental wellbeing
- having ever had high blood pressure.’

with

‘The majority of problem gamblers are men, and the groups where the evidence base for vulnerability to gambling harm is strongest include the following:

- ethnic groups
- youth
- people with low IQ
- substance abuse/misuse
- poor mental health.

source: Gambling-related harm as a public health issue: Briefing paper for Local Authorities and local Public Health providers (Gambling Commission, February 2018).’

2. Councillor Neil Weatherley

Councillor Weatherley confirmed that he was content with the changes included in the draft Statement of Principles.

For consideration:

Agree

3. Jazz Chamley, Tyneside Services Manager, Gateshead Evolve

Ms Chamley confirmed that Evolve do not currently provide gambling services in Gateshead therefore it was not possible to comment on the draft Statement of Principles

For consideration:

Not applicable

4. Rob Burkitt, Lead – Shared Regulation and Better Regulation, Gambling Commission

Rob Burkitt confirmed that he was happy with the changes included in the draft Statement of Principles

For consideration:

Agree

5. Catherine Sweet, Head of Marketing and Communications, Gamcare

Gamcare sent the following generic response to all licensing authorities who consulted with the organisation.

‘The function of the Statement is to reflect locally specific gambling concerns and to reflect the Council’s wider strategic objectives. The active use of the Statement is one means by which you can make clear your expectations of gambling operators who have premises in your area. This allows operators to respond to locally specific requirements and adjust their own policies and procedures as required.

- A helpful first step is to develop a risk map of your local area so that you are aware of both potential and actual risks around gambling venues. A useful explanation of area-based risk-mapping has been developed with Westminster and Manchester City Councils, which gives some guidance on those who may be most vulnerable or at-risk of gambling-related harm. For more information please see www.geofutures.com/research-2/gambling-related-harm-how-local-space-shapes-our-understanding-of-risk/
- Consider that proposals for new gambling premises which are near hostels or other accommodation or centres catering for vulnerable people, including those with learning difficulties, and those with gambling / alcohol / drug abuse problems, are likely to adversely affect the licensing objectives set out by the Gambling Commission. This is also relevant regarding the proximity to schools, colleges and universities.

- A detailed local risk assessment at each gambling venue – pertinent to the environment immediately surrounding the premises as well as the wider local area – is a good way to gauge whether the operator and staff teams are fully aware of the challenges present in the local area and can help reassure the Local Licensing Authority that appropriate mitigations are in place.
- Does the operator have a specific training programme for staff to ensure that they are able to identify children and other vulnerable people, and take appropriate action to ensure they are not able to access the premises or are supported appropriately?
- Does the operator ensure that there is an adequate number of staff and managers are on the premises at key points throughout the day? This may be particularly relevant for premises situated nearby schools / colleges / universities, and/or pubs, bars and clubs.
- Consider whether the layout, lighting and fitting out of the premises have been designed so as not to attract children and other vulnerable persons who might be harmed or exploited by gambling.
- Consider whether any promotional material associated with the premises could encourage the use of the premises by children or young people if they are not legally allowed to do so.

We would suggest that the Local Licensing Authority primarily consider applications from GamCare Certified operators. GamCare Certification is a voluntary process comprising an independent audit assessment of an operator's player protection measures and social responsibility standards, policy and practice. Standards are measured in accordance with the GamCare Player Protection Code of Practice. If you would like more information on how our audit can support Local Licensing Authorities, please contact mike.kenward@gamcare.org.uk

For consideration:

Gateshead Council is already committed to mapping risk relating to gambling-related harm and this is reflected in the draft Statement of Principles.

Inspections undertaken of all gambling premises in the borough ensure that

local risk assessments, staff training programmes, staffing levels, layout of premises and promotional materials are regularly reviewed.

No further change to the proposed Statement of Principles is necessary in response to this consultation response.

6. Gosschalks Solicitors, on behalf of the Association of British Bookmakers

In addition to a substantial generic response, the Association of British Bookmakers has made the following specific comments:

- Paragraph 4.1 is headed 'Prevalence of Gambling and Gambling Harm in Gateshead' and then indicates that there is no local data currently available on the prevalence of gambling in Gateshead. Instead, this section seeks to extrapolate figures from the Natcen Social Research 'Gambling Behaviour in Great Britain in 2015'. We respectfully submit that if figures are to be extrapolated, they should be extrapolated from more recent figures based on England alone. The Gambling Commission, in association with NHS Digital has published figures (on the Gambling Commission website) from the Health Survey England 2016 and if the national lottery is excluded, that the figure is reduced to 42% of people in England. These figures also show that 0.7% of people in England identified as problem gamblers. On the basis that more recent and more local figures are available, this paragraph should be amended to reflect this.
- Paragraph 4.7 contains a list of 3 bullet points detailing matters that the Licensing Authority expects local risk assessments to consider as a minimum. The second bullet point refers to areas of 'high deprivation'. This bullet point should be deleted. The relative affluence of an area can have no bearing on any risk to the licensing objectives unless the Licensing Authority has pre-determined that persons within the area are automatically vulnerable or more likely to commit crime as a result of gambling. We are certain that this pre-determination has not been made.
- Paragraph 7.10 requires that licensees have a full understanding of the principles of mental capacity set out in the Mental Capacity Act 2005. This paragraph should be deleted and replaced with a paragraph that requires that gambling operators ensure staff receive training to ensure that those staff are able to recognise behavioural signs of vulnerability.

For consideration

With respect to Paragraph 4.1 replace:

'This suggests 63% of adults (aged 16+) had gambled in the previous year, or 45% if we exclude the National Lottery – this is equivalent to 75,400 people.

The great majority of these will be non-problem or low-risk gamblers, but a small proportion will be at moderate risk or be problem gamblers. Nationally, it is estimated less than 1% of the population is a problem gambler, and this equates to just over 1000 people locally, most of whom (more than 90%) will be men.'

with

'This suggests 56% of adults (aged 16+) had gambled in the previous year, or 42% if we exclude the National Lottery draws – this is equivalent to 70,200 people. The great majority of these will be non-problem or low-risk gamblers, but a small proportion will be at moderate risk or be problem gamblers. Nationally, it is estimated less than 1% of the population is a problem gambler, and this equates to nearly 1200 people locally, most of whom (around 85%) will be men; additionally there will be about 1800 local people who are at moderate risk of gambling-related harm.'

With respect to Paragraph 4.7, 'areas of high deprivation' can be removed given the requirement to consider vulnerability, which we should base on the list of risk factors, all of which we can map and which will have distribution very similar to deprivation.

With respect to Paragraph 7.10 it is not felt that the ABB proposal is sufficient and that staff need both an understanding of the risk factors and what they should do if someone is vulnerable. It is recommended that the Statement of Principles is not amended.

7. Tim Briton, Legal and Democratic Services

Tim Briton responded as follows:

The proposed amendments help to update and clarify the Statement of Principles, and are supported by Legal Services.

I note that the Gambling Commission have suggested that the Council does not have the ability to control the number of betting machines in premises or the nature of those machines. This is addressed by section 181(1)(a) of the Act. There are other Councils that also make reference to this power in their Statements of Principles, eg eg Tamworth, Spelthorne and Leeds. I would propose not making this amendment to the Statement of Principles.'

For consideration

Rob Burkitt, Lead – Shared Regulation and Better Regulation, Gambling Commission has clarified that Section 181(1)(a) of the Gambling Act 2005 allows licensing authorities to limit self-service betting terminals rather than fixed odds betting terminals which are actually Category B gaming machines. On that basis the proposed change to the Statement of Principles should remain.

RESOLVED - That the Committee agreed to the proposals being taken to Cabinet for incorporation into the Statement of Gambling Principles for 2019 – 2022.

CPL15 REVIEW TO ADDRESS SKILLS SHORTAGES & INCREASE EMPLOYMENT OPPORTUNITIES - SECOND EVIDENCE GATHERING

The Committee were advised that this was the second evidence gathering session for the Review to Address Skills Shortages and Increase Employment opportunities.

The Committee were advised that at the first session they heard from Early Years and the North East LEP about Careers. The Committee were advised that today's session would hear from Matthew Waterfield, Principal, Emmanuel College, Kevin Marston, Assistant Principal, Gateshead College and Kevin Pearson, Principal Learning Skills Manager, Gateshead Council.

The Committee heard from Matthew Waterfield, Principal at Emmanuel College. Mr Waterfield explained that the school has been very successful but has been criticised for being separate, however, he advised that this was something the school were working on changing.

The Committee heard that the Government's vision is

- To build a world class careers system that will help young people and adults choose the career that is right for them.

The Gatsby Foundation advised in their Good Career Guidance Handbook that:

- Good career guidance is the key to social mobility: it is about showing young people, whatever their social and family background, the options open to them and helping them to make the right choices to set them on the path to rewarding future careers

The schools vision is that:

- Students may go on to achieve considerably more than they might have imagined possible.

98% of Emmanuel students leaving KS4 in sustained education, apprenticeship or employment destination (this figure is 94% nationally).

96% of Emmanuel students are staying in education (86% nationally).

94% of Emmanuel students staying in education or employment after Level 3 study (this is 89% national).

The School is working towards achieving the 8 Gatsby Principles and the Head outlined some of the challenges which are they are faced with within each principle.

Principle 1 – A Stable Careers Programme

- Forming a single and unified strategy know and understood by pupils, parents, teachers and employers.

- Ensuring every child accesses their entitlement in this area regardless of their background

Principle 2 – Learning from Career and Labour Market Information

- Intentional engagement with information about the labour market – helping students understand when they are receiving input
- Engagement with parents on aspiration and ambition – the challenge to broaden understanding

Principle 3 – Addressing the needs of each pupil

- Patchy to date particularly regarding those students who have already left
- The need to track progress through careers advice pathways from Year 7 onwards

Principle 4 – Linking curriculum learning to careers

- Ensuring that we meet the benchmark in respect of:
 - Every pupil – including those who do not see themselves as ‘STEM people’
- Finding effective but efficient ways of STEM departments leading on careers alongside the pressure to achieve the best possible grades with new reformed GCSE course

Principle 5 – Encounters with employers and employees

- Opportunities for students to talk face to face and benefit from mentoring and guidance
- Opportunities within particular sectors (such as retail)

Principle 6 – Experience of workplaces

- Smart and effective ways of directing students to right experiences
- Changing the mind-set amongst students to ensure that they understand that work experience is principally aimed at exploring career opportunities and expanding networks and thus, put students in the driving seat

Principle 7 – Encounters with further and higher education

- Helping students to navigate the market place of HE and to evaluate the quality of apprenticeship opportunities
- Exploring university with parents including the value of non-STEM course particularly with some sub-groups

Principle 8 – Personal guidance

- Maintaining expertise and up to date information across the staff team
- Raising awareness across the staff of the importance of individual conversations

It was queried if the school kept a record of the parents they were reaching. The school advised that parents register when they attend events and efforts are made to bring the Year 7 parents in. It is seen as an important part of the success of the school and where parents have missed information they are contacted, and it becomes established as a culture of parental engagement.

The Committee welcomed the school and asked about the test and whether the school felt they were representative of the area. The school predominantly takes students from its catchment area, two thirds of which are therefore from deprived communities. It is also demanded of the College that the social mix of the catchment area is fully reflected within each intake. This is done with reference to the Income Deprivation Affecting Children Index (IDACI). There is still an entrance test, however this is not something which can be passed or failed. Emmanuel College takes students of all abilities and all children who apply take a non-verbal reasoning test which is used to provide an indicator of their ability, in order that they take children from the full range of abilities into each year group.

The Committee queried whether there is an issue with young people going on to university and getting a degree and then not being able to get a job, in particular in terms of the advice they are given on the course they choose. The school advised that it is difficult and that it is important for young people to experience more and not just a one to one in a school. Work experience does help in this area but young people should be connecting with other forms of education to identify potential opportunities. The head advised that young people should be engaged at a much earlier age and given the opportunity to look at what different environments offer. It was queried whether we project our aspirations for the North East (Gateshead) to be a place for people to come back to if they go away to University.

It was queried whether we project our aspirations for the North East (Gateshead) to be a place for people to come back to if they go away to University.

The head felt that there was an issue in that we don't do enough to tell our story. The school have a couple of alumni who work with the school and who have jobs in the finance sector. The head felt that young people want to be ambitious and that just meeting someone who has gone before can give them a boost.

The Committee heard from Kevin Marston, Assistant Principle, Gateshead College about the introduction of new T Levels into Sixth Form and FE Provision. The new T Level Programmes will be delivered over two years and will contain common core and specialist units. They will include, knowledge, skills and behaviours with up to 1800 hours in total over the two years. There will be contextualised numeracy/literacy and digital skills. They will include behaviours and transferable skills and will be aligned to the latest apprenticeship standards.

The reason for the change is based on recommendations from the Wolf report (2011) and the Sainsbury's Review (April 2016). They have come from the DfE Post 16 Skills Plan (July 2016). Research has been undertaken in European and Scandinavian models. They will have a parity with A Levels.

T Levels are a Level 3 Technical Study Programme and will equip learners with:

- Knowledge
- Skills
- Behaviour
- Progression

- Employment
- Further technical training or L4 Apprenticeships

Not all curriculum sectors will be included.

Each T Level programme will include 1800 hours over two years and consist of five key components.

1. Level 3 technical qualification for each pathway – 15 strands
2. Work Placement – 45-60 days (min 315 hours)
3. Maths, English and Digital
4. Other occupation-specific requirements eg licence to practice
5. Employability, enrichment and pastoral

Gateshead College had to apply to be an Early Adopter from 2020 there were three routes for early adopters

- Digital (Production, Design and Development)
- Construction (Planning and Design)
- Childcare Education

54 were selected nationally, only 4 in the North East region, 2 colleges and 2 6th form colleges, only 40% general FE colleges and those who applied had to be rated Outstanding or Good by Ofsted.

The government has made a commitment to work placements in its 2016 Skills Plan as it accepted the 34 recommendations from the Independent Panel on Technical Education and includes the following;

- Every 16-19 year old learner undertaking a college-based technical education route will be entitled to a high quality, substantial work placement.

Where work experience is usually 1-2 weeks as part of a study programme and aims to help students gain 'general' employability skills and more of a 'work taster' and is often the first employment linked experience for many. Work Placements will be a minimum of 45 days and will be occupationally specific and will be focussed on developing technical and practical skills, it will need to be with an employer in a real working environment.

Change has been identified as being needed as currently work placements are not common place and it is known that employers want students to leave college equipped with practical skills for specific roles, as well as general employability skills.

Some challenges have been identified following feedback from the pilots and the LMI;

- Employers feel overloaded
- SMEs under significant financial constraints
- Some sectors are harder to crack than others – Digital Sector

- Flooding the employer pool
- Pre-16 Careers / IAG patchy
- Small employers have limited resources to commit to work placements including:
 - Equipment space and IP
 - Staff Time
 - Finances
- There is an overwhelming preference for the block model
- Impact on providers
 - GCSE's
 - Funding
- Financial Costs for Parents/Guardians

The college need to work to engage learners and they do this by, setting expectations, motivating and enthusing learning, they look to anticipate potential issues early on (eg paid part-time work, travel, bursaries). They work hard to match learners to placements. The college work with the learner to make sure they are ready to begin a placement.

The work that is done in terms of matching employers is to adapt the approach and marketing materials based on the employers we are engaging with currently. The focus is on this being a different model for work experience that will add value to the business and that employers joining at an early stage will be helping to create the future for work placements. Work needs to be done to manage warm leads and regional networks and to manage employer expectations.

The Government has announced a £38m investment for the first wave for capacity building. The Spring Budget in 2017 pledged £500m. 21 colleges selected maths as centres of excellence. These colleges are expected to receive £40m over the next five years. Gateshead College is the only college in the region to be selected.

It was queried why construction wasn't included in the first set. The college advised that the expected number of learners for construction courses would not make the course viable and the college wanted to see a significant number of level 3 learners. The college advised that in 2023 construction would be included in the scheme.

It was noted that whilst it is appreciated that there is a lack of soft skills there is a lot of pressure on young people to have a pre-determined plan and what is being described by the college isn't necessarily the same as what is coming from schools. It was therefore queried whether there could be practical conversations between the college and schools. It was noted that there is a lot of challenges, including some within the secondary sector, however, this scheme is very much college driven and the college want to see students in the region prosper and the region prosper. The college advised that they would love to extend the window and develop more collaboratively with secondary schools.

The college were congratulated on achieving their outstanding ofsted in particular given the lack of economic investment and it was suggested that there will come a

point where government needs to be lobbied for funding, it was queried whether the college was working with other colleges in the region to lobby for funding. It was noted that the Principal of the College is constantly working at government level and working with cross parliamentary groups. The principal also works with the DFE and ESFA on development of programmes and she also works with other colleges.

The Committee heard from Kevin Pearson, LearningSkills, Kevin advised that there are currently 13000 Gateshead people of working age who have no educational qualification. There are 36500 Gateshead people of working age without a full level 2 qualification.

Total enrolments for 2017 – 2018 were at 12200 which was an increase of 21.7% on the previous year. There are 1884 learners who are unemployed, 501 who have a learning disability and 1321 who have a physical disability. There are 470 from the BME Communities and 111 from LGBT groups. There are 1033 aged 16-24 and 291 who are in the 50-65 age range who are unemployed. Currently, Gateshead are 14th in the country in NEET.

The service is funded by the ESFA and are now supporting an increasing number of people with learning and physical disabilities, 75% of learners are from deprived wards in Gateshead. There has been a 30% decrease in adult learners, this is due to the funding being complex and not cost-effective.

There has been a 35% decrease in apprenticeships.

Some challenges that have been identified include, Social Support and Mental Health, the hourly rate for delivery hasn't gone up in 5 years, the devolution of the adult skills budget, and the apprenticeship turmoil.

There are still some reasons to be optimistic, young people are more productive and have an amazing capacity to learn. FE staff are resilient, imaginative and committed and FE delivery has improved beyond all recognition in the last 10 years.

The Committee were concerned that there is not any investment put in place for our young people to achieve their full potential.

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| RESOLVED - (i) | That the views of the of the Committee be noted in the final report |
| (ii) | That the focus of the next evidence gathering session be agreed. |

CPL16 ANNUAL WORK PROGRAMME

The Annual Work Programme report was presented to Committee. Changes to the work programme are highlighted and are subject to the agreement of the Chair and Vice-Chair.

RESOLVED - That the information contained within the report be noted.

Chair.....