***Public Sector Equality Duty***

***Introduction by the Principal, John Bowers QC January 2022***

*At the heart of our College is academic excellence. We are also a caring and inclusive community and the two features go hand in hand. Diversity has for long been central to our values and heritage. For example, Brasenose has in recent years an international fellowship. Such fellows as Nicholas Kurti and Sir Otto Kahn Freund enormously enriched and enhanced our reputation.*

*To maintain its success and enhance its achievements, Brasenose depends upon the excellence and diversity of its staff and students. Equality of opportunity is applied to the processes of selection and retention of staff and students.*

*Our aim is to treat all with respect and fairness to promote an inclusive institutional culture that recognises the benefits of a diverse learning community for students and staff alike.*

*As a discrimination and human rights lawyer, I have been involved in several of the leading cases on the public sector equality duty. I have also sat as a judge in some of the cases. It therefore gives me great pleasure to write this introduction for what is a very important document. As a College we are subject to the Equality Act 2010 as an education provider, employer and provider of goods, facilities and services.*

*I hope you will all take time to read the scheme carefully. It is important that everyone plays their part in this endeavour.*

*If you have any questions* ***please direct them to Julia Dewar, HR Manager:*** *hr@bnc.ox.ac.uk*

1. **Background to the Single Equality Duty and College responsibilities**

This document sets out the College’s responsibilities under the Public Sector Equality Duty and covers the various elements of the Equality Act 2010. These include consideration of the eight protected characteristics defined in the Act: age, disability, gender re-assignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation. In addition, the Act covers marriage and civil partnerships with due regard specifically required to avoid unlawful discrimination in employment.

The aims of the **general duty** of the Equality Act 2010 underpin the Public Sector Equality Duty and Brasenose aims to meet these, namely to:

* Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act.
* Advance equality of opportunity between people from different protected groups, including:

\*removing or minimising disadvantages suffered by people due to their protected characteristics;

\*meeting the demands of people with protected characteristics;

\*encouraging people with protected characteristics to participate in areas where their representation is low.

* Foster good relations between people from different protected groups, including tackling prejudice and promoting understanding.

**Responsibility**

The responsibility for consideration of Equal Opportunity matters currently rests with the Equality and Diversity Committee which meets once a term, and in turn reports to Governing Body which has ultimate responsibility for ensuring that the general equality duty is met.

Representation on the Equality and Diversity Committee is from members of the College Community as follows:

\* Chair: The Equality and Diversity Officer, who is also a member of Governing Body.

Members: The Principal, the Senior Tutor, the Chaplain, the Dean, the Tutor for Graduates, two Tutorial Fellows, the Human Resources Manager and the JCR and HCR Presidents and the student E&D Representatives. External advisers are also invited to share their expertise.

The Equality and Diversity Committee is responsible for the promotion, development, implementation, monitoring and review of the Public Sector Equality Duty in relation to employees, students, visitors and others closely associated with the College. All staff with managerial responsibility have a duty to ensure they undertake to make themselves aware of the requirements and to take forward specific actions under this Scheme.

1. **Progress on integrating equality and diversity into College procedures**

2020 saw an increased focus on diversity and inclusion especially around race following the Black Lives Matter campaign, with additional E&D committee meetings through the summer to provide a forum to discuss equality and diversity issues, to raise awareness and identify action which could be taken improve fair treatment for all. This continued into 2021, although the pandemic limited some of the training initiatives planned. However, the College continued to take equality seriously in all decision-making, and has continued to raise awaress through online course and virual training and awareness sessions.

Specific examples of actions which demonstrate the commitment to integrate equality and diversity into College at centre stage include:

* A Specific Aim under Single Equality Duty was published in April 2012 with an action plan developed, reviewed and updated since January 2016, which can be seen in Appendix 1. The Specific Aim is: **to ensure that all employees with managerial responsibility receive equality awareness training, and to enhance the College’s analysis and review of equality data on employees to identify which areas may need further investigation or action.**

Governance/Committees

* The Equality and Diversity Committee is Chaired by Prof Anne Edwards, the Equality and Diversity Officer who is a Fellow of the College, a member of HR Committee, Welfare committee and Governing Body. She has awareness of diversity issues and involvement in student welfare cases across the University.
* Representation on committees, especially by gender, remains a focus of the Nomination Committee.
* Student representatives attend the Equality and Diversity committee to represent the Junior Common Room (JCR for under-graduates) and Hulme Common Room (HCR for post-graduates), raising issues and recommending initiatives as necessary. The Presidents are present as well as Equality and Diversity student representatives.
* Awareness of diversity issues have continued to be raised at the Staff Consultaticve Committee, which meets at least termly, for example to consult on and raise awareness of issues around equality and fairness of treatment in staff benefits.
* All committees are reminded of the requirements to operate and make decisions according to Public Sector Equality Duty principles at the start of each academic year.

 Policies

* Policies supporting Equality and Diversity issues include for example the Academic Staff- Student Relationship policy, Secondment policy, Career Break policy, and Shared Parental Leave policy. In 2020 day-one rights were intrdoduced to the Maternity policy, which already procivides enhanced maternity pay. Paid paternity leave is also available.
* The College is mindful to adopt processes to support early career academic staff (e.g provision of sabbatical leave for Stipendiary lecturers as well as Fellows) and to move away from fixed- term contracts to permanent contracts wherever possible. Fixed- term contracts of just one or two terms benefit from a terminal payment.
* The Flexible Working policy introduced in 2011 continues to be applied widely with creative solutions so that requests can be met. The College has proved it is willing to consider formal flexible working requests under the terms of its policy, but is also open to considering informal temporary arrangements which may be helpful to staff at different phases of life. Many variations on requests for flexibility have been agreed, especially informal arrangements during the pandemic to support staff eg: working from home, compressed hours, term- time working, redeployment, job share and many examples of adjusted working hours to accommodate caring and childcare needs and disability (physical and mental health conditions). Part- time working represents over 40% of non- academic employment arrangements, half of which were put in place through a formal flexible working request.

Training

* Since 2016 training has been provided on equality, diversity and harassment, with training in 2017 introduced for officers of the College on their specific responsibilities under the duty. Other training iniiatives include for example seminars for academic staff to increase awareness of harassment and power imbalance in potential staff: student relationships. Webinars on microbehaviours and race awaneress have been shared with all staff following the Black Lives Matter campaign in 2020, with a Race Awareness seminar for Governing Body Fellows (Trustees) completed in May 2021.
* Following a comprehensive report by the (then ) Vice Principal in summer 2018 principles to ensure fairness in recruitment were agreed, with an action plan and and practical steps to be taken. One aspect of this was training for academic staff as well as process improvements. Training for Fellows and other academic staff on aponitment continues to be made available on a refresher basis.
* All new staff (academic and non-academic) are offered an online Equality and Diversity course and completion is logged, with refresher training offered. The training is on an 18 month refresher cycle.New training courses on bystander awareness and implicit bias are available through the University and offered to staff.
* All acadenic staff involved in student admissions have to undertake rigourous equality training and implicit bias training run by the University. This is mandatory.
* Staff training on bullying and harassment to increase awareness for all College members of support is available. Following feedback in 2020, there is now greater clarity around the process to make a complaint (formally or informally) for students and staff eg in 2021 for students through with sharing useful contacts and guidance displayed on strategically placed electronic noticeboards. Staff Consulative Committee reps and managers have also received briefing on how to support staff in case they are approached by someone alleging harassment.
* Transgender awareness training -Made available to all in 2020, with refresher training available.
* Disability awareness training- 16 key members of staff (academic and non-academic) provided with Mental Health Awareness training in Sept 2021. The Welfare team works closely with specialist medical support to review cases of student disability. The HR dept works closely with Occulaptional Health on cases of staff illness and disability, following guidance on reasonable adjustments.

Support – A range of examples include:

* Applications for Domestic leave are approved annually for Brasenose staff (i.e. unpaid time off for caring responsibilities as per statutory rights).
* College continues to offer funding to secure priority nursery places in University nurseries for children of College staff.
* Probation (Initial period of Office) for new Fellows has been extended in response to the pandemic, for those who want it.
* There has been agreement to extend Research Fellowships to compensate for absence caused by maternity to ensure an equal length of time is offered to junior research fellows, or to extend probation.
* Implementation of an age-related flexible retirement arrangement, with adjustments made to the role and move to part time working hours. Other age-related adjustments have been made including flexibility over hours and job sharing arrangements.
* Advice on suitable reasonable adjustments for disabilities and health conditions, for example from Dyslexia Action, the University Disability Unit and specialists in neurodiversity and other specialist health consultants.
* Translation services.
* Recommendations from access audits have been followed up, including upgrading graduate and undergraduate rooms to BS8300 and Approved Building Regs Document M standard. Future building plans include full consideration of disability and access concerns.
* Continued use of a part- time Student Support Adviser available in College to provide counselling and signpost other available support. Further funding has been provided for additional hours, and increased further during the pandemic.
* Other support includes extra time and other arrangements which recognise disability in place for student teaching and exams; the development of facilities to accommodate an assistance animals.
* The College is supported by groups of alumni ( Diversity Volunteers) to advise College on presenting issues.
* Recruitment
* Equality issues are considered at all stages of the recruitment process, for example access requirements are taken into consideration and assistance offered to all interview candidates.
* The College has had a steady increase in proportion of staff from BAME backgrounds , rising to 17% ofnon academic staff in 2021. The improved diversity has been achieved by encouraging staff to make personal contact with potential candidates in under-represented groups to increase awareness of suitable vacancies. This has expanded the pool of potential applicants, leading to more diverse candidates both applying and appointed.
* The College has continued to ensure the widespread distribution of adverts for all non- academic posts including through the County Council representative to Neighbourhood Locality Officers who are based in regeneration areas of Oxford (which have greater ethnic diversity).
* Casual roles are advertised for fair selection purposes and to attract a more diverse pool of staff. Applicants for posts are interviewed to ensure appointment against slection criteria, rather than just through informal or local networks.

Data Collection

* The collection of data and the monitoring of the diversity of applicants for vacancies started in 2010 and has continued annually, with on-going imporvements to collect attributable data and for analysis. There is still some reluctance from applicants and staff to share their data.
* The collection of data through Recruitment Monitoring Forms regarding the diversity of staff and its analysis to inform an action plan began in January 2012. A further survey of staff personal data was completed in January 2016 with follow up data cleansing during 2017, and analysis and reports to HR Committee through 2018. The process continues although it remains hard to get complete data sets because declarations are optional.
* There is no legal imperative to collect data on religion or sexuality, and these categories are not currently covered by the recruitment monitoring form used at Brasenose, but is under review.Although no data is gathered College is sensitive in handling issues which may arise.
* The College reports on Gender pay gap anually

Events/Initiatives

* A budget is available to support diversity related initiatives, such as the Brasenose Equality Conversation and Principal’s Conversations. Other events include assisting women in College with networking. Consideration is given when planning events on the timing of religious festivals.
* The Chaplain encourages an inclusive approach, offering the chapel space for quiet mediation, prayer or reflection to all regardless of faith. Other events aimed at promoting inclusivity and other non-Christian religions continue to be organised, with the celebration of a wide variety of festivals from different religions.
* Financial support for JCR and HCR initiatives inc for increasing awrenes of LGBTQ+ and diversity issues.
1. **Equal Opportunities Monitoring**

The on-going monitoring of equal opportunities data and its analysis is essential to ensure the College fulfils its remit to treat all Academic members and Support Staff equally within employment. The Equality and Diversity Committee recommended annual reporting of the statistics to inform the development of action plans and policies. An initial monitoring exercise in January 2012 of staff and Academics has provided a useful insight into the College diversity data, but since then a higher rate of disclosure has been encouraged on appointment to provide a more accurate picture in future as part of the College action plan. Details can be seen in the appendices below.

Improved statistical data from the various recruitment stages to assess whether unfairness takes place at any stage has been achieved through the introduction of a recruitment portal with a purpose-built data gathering page.

Monitoring of student equal opportunities data is undertaken by the University of Oxford on behalf of the College and is the subject of analysis and review by the Senior Tutor and Academic Committee for consideration of any further action to be taken. This data is available from the University Equal Opportunities Department. It reflects that Brasenose is broadly in line with the University statistics.

 **Action Plan and Review**

The College undertakes to review its Public Sector Equality Duty every 12 months. It has carried out an evaluation of the scheme and the progress against the Action Plan. A revised action plan has been agreed below which will be considered together with the specific aim within four years to help set a new agenda for action.

**Public Sector Equality Action Review and Plan Appendix 1**

**Appendix 1 shows the Action Plan as previously agreed in committee (originally in 2012 and updated subsequently for display on the College website in compliance with the Statutory duty).**

|  |
| --- |
| **Equality Action Plan** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action** | **Progress: 2012-2016** | **Progress: 2017 - 2021** | **Person Responsible** | **Status** |
| 1. **Training for Managers of Support staff in equality awareness, diversity and cultural awareness.**
 | Online diversity training is a requirement on induction with all new starters sent the link and reminders for completion. Training in the Equality Act 2010 is carried out annually for operational teams. | External trainer provided training in 3 all-day sessions in 2016 and 2017 and 2018 for almost all managers, supervisors and customer facing staff. 2021: Online training provided through webinars during pandemic, with increased frequency in response to Black Lives Matter. | HR Manager | CompleteOngoing schedule |
| 1. **Training for GB in equality awareness.**
 | Training to raise awareness of diversity issues started in 2014, followed up in 2015. An Unconscious Bias course for Fellows and members of Governing Body in 2016.Since then on appointment members have been emailed the link to the online E&D course for completion.  | Seminar on race awanress at Governing Body, Sept 2021.Online training through WorkNest available available since 2016, plus new Uni courses on bystander awareness and implicit bias. All governance committees are reminded of their responsibilities under PSED remit at the start of each acadmic yearEquality and Diversity Committee worked on increasing awareness and introducing new diversity initiatives in College (e.g.2020 introduced support from new staff welfare peer support (from BAME background). | HR Manager& PrincipalHR Manager, Bursar Chair of E&DHR | CompleteOngoing with new staffOngoingOngoing |
| 1. **Diversity training for academics and managers involved in recruitment and selection of staff or students.**
 | Online diversity training is a University requirement for all with responsibility for admissions. All have been provided the link and a log of training completed kept by HR.  | New academic and non- academic staff complete the online diversity course.Representatives of GB have received training in Equality and Diversity. Further recruitment training was offered for other Fellows and Trustees of the College in 2019. Refreshers offered every 3 yrs. | HR ManagerCommittee | ongoingongoing |
| 1. **Review current procedures for data collection to improve response rate of monitoring form and methods for improved data collection.**
 | Amendments have been made to the Recruitment Monitoring form and to the timing of the request to encourage a higher level of response and to assist better reporting and recording. | Changes to processes have been introduced which means that more recruitment data has been gathered for ananlysis. Stats are provided in Appendix 2. | IT team/HR | Complete 2018/19Ongoing gathering of data reporting annually |
| 1. **I) Review procedures for recruitment and selection to ensure equality of opportunity**
2. **Decisions made on appointmnt to College Committees**
 | These were reviewed by the Vice Principal and agreed by Governing Body for academic staff and by HR for non- academic departments to ensure consistency and best practice using competency-based interviews. | Recruitment and selection procedures kept under reviewed for academic and non- academic staff.Name blind applications, and redacted forms, used at shortlisting stage, and recommendations around use of references. Coaching and training of managers/supervisors in recruitment together with the standardisation of processes has continued.Gender balance on committees continues to be kept under review eg with women invited to join as external members. | Chair of E&D, Principal and HRPrincipal and Nomination committee | On-goingOn-going |
| 1. **Analyse data from recruitment monitoring forms**
 | Recruitment data has been looked at in more depth, with a commitment to review on an annual basis. | Further collection and analysis of data for ongoing review + assessment  | HR Manager |  On-going |
| 1. **Access/ Disability audit.**
 | An accessibility audit was completed with recommendations  | Priority action was completed and further action kept under review | Domestic Bursar & Senior Tutor | First Completed 2018. Ongoing |
| 1. **On-going review of new policies/ initiatives to consider equality impact.**
 | New policies reviewed for equality impact impactwhen tabled eg Transgender policy introducedA number of family- friendly policies introduced which included a consideration of the equality impact. | New policies have been reviewed with consideration of diversity issues including the introduction of part time policy for academic staff, shared parental leave and paternity leave and day 1 right for Maternity leave.Process agreed to ensure assessment of equality impact has been considered – needs review. Range of courses offered to the Welfare team  | HR teamHR team and Chair of E&DHR team | Complete2018/19ongoingOngoing 2022202122 |
| 1. **Consideration of equal opportunities data to assess whether action needs to be taken to address any unfairness in the protected characteristics.**
 | Action was taken to extend recruitment to target a more diverse pool of applicants. Many initiatives introduced, including student- led women’s dinner and events to improve cross-cultural awareness. | No complaints of unfairness in recruitment have been received.Alumni group established to advise College on race.Continue to work with students and alumni on events and opportunities to support minority groups and foster inclusion and wellbeing. | Chaplain and Dean and HRDirector of DevHR, Senior Tutor,  | Ongoingongoing |
| 1. **On-going review of fair student procedures: admissions accomm. distribution of bursaries etc**
 | The Senior Tutor has been reporting on these issues on an annual basis.On-going review of student procedures to ensure fairness and equity. | Report on admissions 2018 confirmed BNCis in line with the University.Excellent record in providing support via student bursaries with 25% receiving some form of financial support. High proportion of state school applicants selected in 2021 | Senior Tutor | Complete  |

**Data summary narrative Appendix 2**

**Data gathering**

We provide all applicants with a Recruitment Monitoring Form but it is not obligatory for candidates or selected appointees to complete this. The categories covered are ethnicity, gender, age and disability. On principle some staff do not want to provide the data and others do not respond to requests.

We had almost no data in 2012 and it has taken a number of years to improve the data we hold, although it is by no means perfect. It remains voluntary.In 2012, 2015 and 2018 we emailed current staff with a request to provide details so we could improve the data we hold. This is in line with our Public Sector Equality Duty desired aim.

Since then we introduced a better way of gathering recruitment data on applicants through our recruitment portal. This has helped to assess whether bias was happening at each stage of recruitment. We reported on that in 2019 and are due to report again 2021, with no bias shown. This is in line with our Public Sector Equality Duty and aim.

**Relevance of Age on ethnicity**- Statistically, younger groups tend to have a more diverse age profile. In 2015 for non -academic staff this was split 50:50 between those under 40 and those above.

For a number of years the College has tended to reflect an aging workforce. In 2019 44% were under age 40 and 66% over age 40. This trend has continued in 2021 in line with the Oxford demographic profile. In 2021 the figures for non academic staff are 39% under 40 and 61% over age 40.

**Current position: The main change is in ethnic diversity among 120 non- academic staff, with an increase from 7% in 2015 to 17% in 2021.**

This improvement was achieved by a number of different ways including through broader placement of adverts, using local community groups in Oxford as well as local networks/ and word of mouth within ethnic communities. ie theBAME staff encourage their BAME contacts to apply for vacancies. Staff turnover enables change. We also introduced a name-blind process for all applicants to non- academic posts at all levels.

We have appointed BAME staff at higher grades and within a wider selection of departments across College.

Equality and diversity training for managers and staff was a pre-requisite on appointment as part of cultural change and more inclusive leadership.

**Surveys:**

No allegations of harassment or bullying related to race or otherwise within the last 12 months were reported by staff in the non academic staff survey completed in Michaelmas term 2019.

A survey into racism for BAME staff in December 2019 showed no discernable experience of racism. Staff showed a pleasing willingness to report,a clear understanding of how to report a racism claim, and trust in the College to take action.

**Diversity data** for **non- academic staff**.

**Dec 2021** This year there has been a further significant increase in the proportion of staff who confirmed they were from a BAME background, rising from an average of around **10%** of staff to **13.5%** in 2020 and rising further to **17% in 2021**.

For comparison : England’s BAME figure is 13%. City of Oxford BAME figure is 22% .

There continue to be more slightly women employmed than men :- In 2021 54% women : 47% men.

 No data is gathered for staff who might identify as transgender, but support for staff transitioning has been offered.

**Academic Staff:**

**GB and Tutorial Fellows**

The rate of change is slow in terms of increasing the gender and ethnicity profile, as turnover and the opportunity for change is limited, although Brasenose has been exerting influence on the University as much as it can through joint appointment process. This includes a letter from the Principal to the University panel in advance of interviews, reminding them of the importance of fair selection and the desire to improve diversity.

However, although we have increased the numbers providing data and it is clear that the gender profile is improving, significant numbers do not wish to declare ethnicity so meaningful stats are difficult to obtain.

**Supernumerary Fellows**

College has more control over appointments to Supernumerary Fellowships and has made appointments which increase the diversity within this group over time, both in terms of gender and ethnicity, although firm statistics on ethnicity are not available as we do not collect data from those Fellows who are not employed by the college.

**Research Fellows.** The College has had greater flexibility over who could be appointed to Research Fellowships. Again, firm statistics on ethnicity are not available as we do not collect data from those fellows who are not employed by the college.

**Summary:** Progress is being made on both gathering data and an increase in diversity amongst different groups of staff.

**Diversity Data and Statistics Appendix 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Governing Body** | December 2021 | July 2020 |  | 2018 |  |
| Female | 12 | 12 | 28% | 10 | 25% |
| Male | 30 | 31 | 72% | 31 | 75% |
| Total | **42** | **43** | 100% | **41** | 100% |
|  |  |  |  |  |  |
| White British | 19 | 19 | 44% | 18 | 44% |
| Any other white background | 10 | 7 | 16% | 8 | 20% |
| Asian - Indian  | 1 | 1 | 2% | 1 | 2% |
| Declined to specify | 9 | 12 | 28% | 14 | 34% |
| No data held |  | 4 | 10% |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tutorial Fellows** | **2021** | **2020** |  | **2018** | **2015** |
| Female | 5 | 5 | 17% | 13% | 7% |
| Male | 25 | 25 | 83% | 87% | 93% |
| Total  |  | 30 |  |  |  |
|  |  |  |  |  |  |
| White British | 14 | 13 | 43% |  |  |
| White other | 8 | 7 | 23% |  |  |
| Total white | 22 | 20 | 66% | 96% # | 100% # |
| Asian Indian | 1 | 1 | 3.3% |  |  |
| Declined/ no data | 8 | 9 | 30% |  |  |

# of those declaring their ethnicity

**Other Fellowships as at Sept 2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Supernumerary Fellows |  | All Research Fellows |  |
| Female | 7 | 50% | 9 | 56% |
| Male | 7 | 50% | 7 | 44% |
| Total | **14** | 100% | **16** | 100% |

We do not have ethnicity data for most Supernumerary and Research Fellows, as they are not employed by the College.

**Gender of new Fellows by election year**

(for those new to the fellowship, not including those changing category)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Tutorial** | **Professorial** | **Super- numerary** | **Research – ALL** (see below) |
| **2015** | M | 2 |  |  | 2 |
|  | F |  |  |  | 2 |
| **2016** | M | 2 |  | 1 | 1 |
|  | F |  | 1 | 1 | 4 |
| **2017** | M | 1 |  |  | 3 |
|  | F |  |  | 2 | 2 |
| **2018** | M |  |  |  | 1 |
|  | F | 2 |  |  | 4 |
| **2019** | M |  |  | 1 | 2 |
|  | F |  |  |  | 2 |
| **2020** | M | 1 |  |  |  |
|  | F | 1 |  |  |  |
| **2021** | M |  |  |  |  |
|  | F | 1 |  |  |  |
| **Total over 6 years**  | M | 5 |  |  |  |
| F | 4 |  |  |  |

**Research Fellowships selected**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Kurti Jnr** | **Golding Jnr** | **Kurti snr** | **Golding Snr** | **Hulme** | **Total**  |
| **2015** | M | 1 | 1 | 0 | 0 | n/a | 2 |
|  | F | 1 | 0 | 1 | 0 | n/a | 2 |
| **2016** | M | 0 | 1 | n/a | 0 | n/a | 1 |
|  | F | 2 | 1 | n/a | 1 | n/a | 4 |
| **2017** | M | 1 | n/a | n/a | 2 | 0 | 3 |
|  | F | 0 | n/a | n/a | 0 | 2 | 2 |
| **2018** | M | 0 | 1 | 0 | 0 | 0 | 1 |
|  | F | 2 | 1 | 0 | 0 | 1 | 4 |
| **2019** | M | 1 | 0 | 1 | 0 | 0 | 2 |
|  | F | 0 | 2 | 0 | 0 | 0 | 2 |
| **2020** | M | 1 | 1 | - | 1 | - | 3 |
|  | F | 0 | 1 | - | 0 | - | 1 |
| **2021** | M | 1 | 0 | 1 | - | - | 2 |
|  | F | 2 | 1 | 1 | - | - | 4 |

**January 2022**