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Solicitors Qualifying Examination Annual Report 2024/25

21 April 2026

SQE Annual Report 2024/25

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Executive summary

The Solicitors Qualifying Examination (SQE) is the rigorous assessment designed to assure consistent, high standards for all qualifying solicitors. It consists of two parts:

- SQE1, which tests candidates' functioning legal knowledge (FLK1 and FLK2 assessments)
- SQE2, which tests candidates' practical legal skills and functioning legal knowledge.

This 2024/25 annual report of the SQE contains data about more than 16,200 individual candidates who took one or more components of the SQE between October 2024 and July 2025. It covers six SQE assessment windows as follows:

SQE1 (FLK1 and FLK2 assessments)

- January 2025
- July 2025

SQE2

- October 2024
- January 2025
- April 2025
- July 2025

i) SQE1 summary

- 13,081 candidates took one or more of the FLK1 and FLK2 assessments. Of these, 10,674 candidates took SQE1, sitting both FLK1 and FLK2, for the first time across the two assessment windows.
- The overall pass rate for SQE1 in the January 2025 assessment window was 56%, the same as the pass rate in the previous year (56% in January 2024).
- The SQE1 pass rate in the July 2025 window was 41%, slightly lower than seen in the previous year (44% in July 2024).
- First attempt pass rates in January 2025 and July 2025 were 60% and 46% respectively. The pass rates for resit candidates were lower at 25% and 20% respectively.
- 41% of the candidates who failed part or all of SQE1 in January 2025 resat in July 2025. Their pass rates were 44% and 54% for FLK1 and FLK2 respectively.
- FLK1 scores were higher than those for FLK2 in both SQE1 assessment windows. This is in line with previous years.
- All the SQE1 assessments showed very good reliability with low standard errors of measurement (see Descriptive and Quality Assurance Statistics section 2. iv).

ii) SQE2 summary

- 5,752 individual candidates took an SQE2 assessment, of which 5,166 took it for the first time.
- 90% of the SQE2 candidates had passed SQE1, while the further 10% were candidates who did not sit SQE1 (due to transitional arrangements). This compares to 81% and 19% respectively in the previous year.
- The pass rate across all the SQE2 assessments in the reporting period was 81%, up from 76% in the previous year. This was higher for candidates who had taken SQE1

(84%) than for those who did not sit SQE1 (54%). The overall pass rate for resit attempts was 64% – an increase from 33% in the previous year.

- 15% of the candidates who failed SQE2 re-sat at the earliest opportunity.
- All four SQE2 assessments showed very good reliability with low standard errors of measurement (see Descriptive and Quality Assurance Statistics section 2. iv).

iii) Key messages

Assessment reliability

- Data suggests both SQE1 and SQE2 assessments were reliable. This provides assurance that they were well constructed and measured candidate performance consistently within each assessment.

Pass rates

- The pass rate for SQE2 was markedly higher than for SQE1. This is consistent with previous years and is expected given the SQE2 eligibility requirement to have qualification-level functioning legal knowledge (ie to have passed SQE1, have an exemption or be a transitional candidate).
- Analyses of pass rates by candidate diversity and socio-economic data suggested some differences in performance between groups in the individual assessments considering 15 characteristics individually. The findings from a multivariate approach (considering multiple factors) are available in the Examining Candidate Characteristics and Factors that Influence Scores in the SQE report (published in November 2025).

Resits

- Consistent with previous years the pass rates for resit candidates were lower than for first attempt candidates across all assessments.

Candidate trends

- 10% of candidates taking SQE2 were not required to take the SQE1 (due to transitional arrangements), compared to 17% in the previous year. This downward trend reflects the shift toward the SQE being the sole route to qualification.
- Candidates who sat SQE1 performed better in SQE2 than those who had not. The pass rates for those who had were between 79% and 85%, compared to between 47% and 62% for those who had not sat SQE1. This is consistent with previous years.
- As found in previous years, candidates with higher university degree classifications were more likely to perform better in the assessments.

Apprentices

- Solicitor apprentice candidates accounted for nearly 9% of assessments taken in this period, an increase from 5% in the previous year.
- The first attempt solicitor apprentice pass rates were higher than for the non-apprentices for all SQE1 assessments and three out of the four SQE2 assessments (all except April 2025).

1. Introduction

This SQE annual report provides a cumulative picture of the outcomes from the assessments that took place in the reporting period (October 2024 - July 2025).

Statistics and commentary are provided on the overall performance of candidates at the individual assessment level to enable comparisons over time and identify any emerging trends. Assessment data is provided, where applicable, at the cumulative level.

Six assessment windows are covered in this report with two for SQE1 and four for SQE2 as follows:

SQE1 (FLK1 and FLK2 assessments)

- January 2025
- July 2025

SQE2

- October 2024
- January 2025
- April 2025
- July 2025

When preparing this report, the results for the October 2025 SQE2 assessment window deliveries were not available. We have included some provisional data on the number of candidates who attended this assessment where relevant.

i) About the SQE

The SQE is the single rigorous assessment designed to provide assurance that solicitors have been assessed to a consistent, high standard when qualifying. The SRA's Statement of Solicitor Competence sets out what solicitors need to be able to do to perform the role effectively, and provides everyone with a clear indication of what to expect from a solicitor. This is what the SQE tests.

The SRA has appointed Kaplan SQE (Kaplan) as the approved assessment provider for the delivery of the SQE assessments and other related services. Since the SQE was launched in 2021, more than 9,000 candidates have successfully completed both parts of the SQE.

In this reporting period, SQE assessments were delivered to more than 16,200 individual candidates in 37 countries. Of these, 4,358 successfully completed the SQE in this reporting period, having completed both SQE1 and SQE2.

ii) SQE1

SQE1 consists of two 180 question multiple choice single best answer assessments (FLK1 and FLK2) in the following subject areas:

- Business Law and Practice; Dispute Resolution; Contract; Tort; Legal System of England and Wales; Constitutional and Administrative Law and EU Law and Legal Services (FLK1).
- Property Practice; Wills and the Administration of Estates; Solicitors Accounts; Land Law; Trusts; Criminal Law and Practice (FLK2).

- Ethics and Professional Conduct are examined pervasively across the FLK1 and FLK2 assessments.

These are delivered electronically in controlled and invigilated exam conditions mainly at Pearson VUE test centres across the UK and internationally.

Each FLK assessment was run across five consecutive days, with each candidate taking the assessment on one of the five days. The FLK1 and FLK2 assessments took place in consecutive weeks within each assessment window.

Each FLK assessment is split into two sessions of 2 hours 33 minutes, with 90 questions in each session. There is a 60-minute break between the sessions. Different assessment forms (papers) were allocated at random to candidates throughout each five-day assessment, with each form having a separate pass mark.

In order to pass SQE1, a candidate must pass both FLK1 and FLK2 assessments. Candidates who fail their first attempt have two further opportunities to take the assessment(s) they failed (ie FLK1 and/or FLK2). More information can be found in the [SQE1 Assessment Specification](#).

iii) SQE2

SQE2 comprises 16 stations – 12 written stations and four oral stations – that assess both skills and application of legal knowledge.

The stations in SQE2 cover six legal skills:

- Advocacy
- Case and matter analysis
- Interview and attendance note/legal analysis
- Legal drafting
- Legal research
- Legal writing.

This is across five practice areas:

- Business, organisations, rules and procedures
- Criminal Litigation
- Dispute Resolution
- Property Practice
- Wills and Intestacy, Probate Administration and Practice.

Ethics and Professional conduct are assessed pervasively throughout SQE2.

Candidates take SQE2 written assessments in Pearson VUE test centres over three consecutive half days. All candidates take the same written stations on the same date. To accommodate a greater number of candidates two separate “sittings” were used for the written stations in the April 2025 assessment window. Candidates sat either the morning or afternoon stations with candidates taking the same written stations within each “sitting”.

SQE2 oral assessments take place over two consecutive half days. During the reporting period, these took place in centres in Birmingham, Cardiff, Manchester and London. The logistics involved in running the oral assessments mean that not all candidates in a cohort can take the same oral stations on the same day. This means there are multiple “sittings” used for SQE2 oral stations. To protect the integrity of the assessments and to ensure

equity, different tasks are set for the oral stations used at the different sittings. However, the same skills and practice areas are covered in all sittings of an assessment window.

SQE2 has a single pass mark for the whole assessment, covering all 16-stations. There may be slightly different pass marks between the sittings to account for differences in the difficulty of the different oral station tasks, as described above. Also, for the two written sittings in the April 2025 assessment window.

Candidates who fail their first SQE2 attempt have two further opportunities to take the assessment. They must resit the whole 16-station assessment.

More information can be found in the [SQE2 Assessment Specification](#).

iv) Exemptions

Exemptions from SQE1 (FLK1 and/or FLK2) and SQE2 assessments are only available to qualified lawyers. Whilst exemptions are available for both assessments, SQE1 exemptions are rarely given.

v) Transitional arrangements

There are some candidates who meet the [SRA transitional arrangements](#) and are using SQE2 to qualify as a solicitor (alongside qualifying work experience). They are not required to take SQE1.

vi) Types of candidates taking SQE assessments

To summarise, there are three types of candidates:

1. Candidates going through the full SQE route who sit both SQE1 and SQE2.
2. Transitional candidates who do not need to take SQE1 and only sit SQE2.
3. Qualified lawyers who either sit the whole of the SQE or have an exemption from FLK1 and/or FLK2, and/or SQE2.

2. Summary assessment analyses

i) Number of candidates

The data provided in this report relate to candidates who received a mark for any of the assessments. Candidates whose attempts were discounted due to mitigating circumstances are not included. Outcome data are provided separately for FLK1 and FLK2 assessments, as well as overall for SQE1. Data is also provided for SQE2.

In this reporting period, a total of 16,278 individual candidates received a mark for one or more of the SQE assessments. Table 1 below shows the number of candidates for each assessment, along with the numbers and proportions of candidates by attempt number, where applicable.

ii) Attempts and resits

Candidates are allowed up to three attempts for each assessment within a six-year period. At the time of writing this report, there had been eight opportunities to sit SQE1 and thirteen opportunities to sit SQE2. A small proportion of candidates had made a third attempt at the assessments.

At their first SQE1 attempt, candidates are required to sit both FLK1 and FLK2 in the same assessment window. If they fail one, they only need to resit that one assessment. Any passes can be carried forward and used within a six-year period.

Because of this, and due to mitigating circumstances applied separately for FLK1 and FLK2, the number of candidates may differ across FLK1, FLK2 and SQE1 overall.

Table 1: Number (and proportion) of marked candidates by attempt

Assessment	Assessment Window	Number of Candidates	Number of Candidates by Attempt			
			1st Attempt	2nd Attempt	3rd Attempt	Mixed Attempt Numbers**
FLK1	Jan 2025	7,064	6,009 (85.1%)	896 (12.7%)	159 (2.2%)	-
FLK2	Jan 2025	7,230	5,965 (82.5%)	1,054 (14.6%)	211 (2.9%)	-
SQE1*	Jan 2025	6,718	5,908 (87.9%)	689 (10.3%)	94 (1.4%)	27 (0.4%)
FLK1	Jul 2025	6,260	4,827 (77.1%)	1,235 (19.7%)	198 (3.2%)	-
FLK2	Jul 2025	6,442	4,777 (74.2%)	1,386 (21.5%)	279 (4.3%)	-
SQE1*	Jul 2025	5,851	4,736 (80.9%)	952 (16.3%)	126 (2.2%)	37 (0.6%)
SQE2	Oct 2024	1,026	840 (81.9%)	177 (17.2%)	9 (0.9%)	-
SQE2	Jan 2025	1,134	940 (82.9%)	181 (16.0%)	13 (1.1%)	-
SQE2	Apr 2025	2,753	2,577 (93.6%)	164 (6.0%)	12 (0.4%)	-
SQE2	Jul 2025	959	809 (84.3%)	133 (13.9%)	17 (1.8%)	-

*Data provided for candidates who sat **both** FLK1 and FLK2 in the assessment window

**Where candidates sat both FLK1 and FLK2 in the same assessment window but with different attempt numbers (eg due to a previous discounted attempt)

iii) SQE2 October 2025

Although the SQE2 assessment in October 2025 had taken place when this report was written, the marks had not been released to candidates. There were 1,358 candidates who sat SQE2 in October 2025. These approximately breakdown as:

- 85% at first attempt
- 14% at second attempt
- 1% at third attempt.

These numbers will change if there are successful mitigating circumstance claims with attempts being discounted.

Statistical reports are published after results are released. Data from the October 2025 assessment will be included in the 2025/26 annual report.

iv) Descriptive and quality assurance statistics

Table 2 provides the pass marks for each assessment, the average score (Mean) and standard deviation (SD). While Table 3 provides measures of test reliability (Cronbach's alpha and standard error of measurement (SEM)).

For SQE1, with multiple testing days and the use of scaled scores for the assessments, we deployed more than one form of the assessment for each assessment window. To achieve accurate and fair comparisons between test takers the pass marks are scaled to 300 (on a scale of 0 to 500, where 0 equates to 0% and 500 equates to 100%). The quality statistics are provided as an average of the values for the multiple assessment forms for each assessment window.

For SQE2, January 2025 saw a similar move to the use of scaled scores, enabling accurate and fair comparisons between assessment takers across the multiple sittings. The quality statistics are also provided as an average of the values for the multiple sittings for each assessment window.

Cronbach's alpha

Cronbach's alpha (α) is a measure of test reliability that estimates the internal consistency, or how closely related the sets of items are in a test. It therefore tells us how well items (questions) work together as a set. A high α coefficient suggests that candidates tend to respond in similar ways from one item to the next. Values for α range from 0 (where there is no correlation between items) to 1 (where all items correlate perfectly with one another). The widely accepted gold-standard α for high-stakes assessments is 0.8.

In all SQE1 assessments to date, α has been greater than 0.9 and above 0.8 for SQE2, suggesting very good internal consistency and high reliability for the SQE1 and SQE2 assessments.

Standard error of measurement

The SQE assessments provide an observed/obtained score for a candidate at a snapshot in time (the assessment). If the candidate were to sit the same assessment on another occasion, they may achieve a different score owing to various factors. Some of these can be controlled to an extent, such as the training provided, and some cannot, such as the amount of sleep the candidate got the night before the assessment.

A candidate's theoretical 'true' score can only be estimated by their observed score, but there is an inevitable degree of error around each candidate's observed score, which is consistent with most assessments.

The standard error of measurement (SEm) for an assessment is an estimate of how repeated measures of the same group of candidates on the same assessment would be distributed around their theoretical 'true' scores. The SEm is a function of the reliability of the assessment (α) and the standard deviation in scores on the assessment. Generally, the higher the reliability, the lower the standard error of measurement and vice-versa.

For all SQE assessments to date, the SEm has been below 4%, which provides confidence that observed scores generally represent a very good approximation of true scores in these assessments.

Table 2: Pass marks and descriptive statistics

Assessment Window	Assessment	No. of candidates	Pass Mark	Mean*	SD*
Jan 2025	FLK1	7,064	300	313	65
	FLK2	7,230	300	309	71
Jul 2025	FLK1	6,260	300	291	63
	FLK2	6,442	300	287	67
Oct 2024**	SQE2	1,026	300	331	45
Jan 2025	SQE2	1,134	300	329	46
Apr 2025	SQE2	2,753	300	339	45
Jul 2025	SQE2	959	300	325	44

*Average values across the multiple forms (FLK1 and FLK2) and sittings (SQE2) are provided, with scaled values provided where 0 equates to 0%, 300 equates to the pass mark, and 500 equates to 100%.

**Whilst pre the move to scaled scores for SQE2 the scores have been scaled using the same methodology

Table 3: Quality assurance statistics

Assessment Window	Assessment	No. of Items/ Stations	Test Quality Indicators*	
			Cronbach's Alpha	SEm
Jan 2025	FLK1	180	0.943	3.234%
	FLK2	180	0.954	3.265%
Jul 2025	FLK1	180	0.939	3.302%
	FLK2	180	0.947	3.319%
Oct 2024	SQE2	16	0.839	3.525%

Assessment Window	Assessment	No. of Items/ Stations	Test Quality Indicators*	
			Cronbach's Alpha	SEm
Jan 2025	SQE2	16	0.843	3.640%
Apr 2025	SQE2	16	0.838	3.476%
Jul 2025	SQE2	16	0.845	3.453%

*Average values across the multiple forms (FLK1 and FLK2) and sittings (SQE2) are provided

v) Candidate journey

Tables 4a to 4c below summarise the journey so far for the candidates who have received assessment marks in this reporting period. These are provided separately for SQE1 (candidate outcomes) and SQE2 (candidate routes and outcomes). The candidates shown in table 4b include transitional candidates not required to take SQE1.

Table 4a: SQE1* candidate outcomes (13,081 individual candidates)

Outcome	Jan 2025	Jul 2025
Passed SQE1 and sat SQE2 Apr 2025	2,006	n/a
Passed SQE1 and sat SQE2 Jul 2025	549	n/a
Passed SQE1 and sat SQE2 Oct 2025 (excludes any resitting from SQE2 Apr 2025)	281	653
Passed SQE1 and yet to sit SQE2	1,450	2,318
Passed SQE1 and exempt from SQE2	33	39
Failed part or all of SQE1 in Jan 2025, resat and did not pass in Jul 2025	n/a	720
Failed part or all of SQE1 - yet to resit	1,911	3,121
Total	6,230	6,851

*Reported for the second SQE1 window where a candidate has sat in both assessment windows in this period

Of the 2,006 candidates who passed SQE1 in January 2025 and went on to sit SQE2 in April 2025, 1,759 (88%) passed and 247 (12%) failed. For those who sat SQE2 in July 2024, 461 (84%) passed and 88 (16%) failed.

3,211 candidates failed FLK1 and/or FLK2 in January 2025 - of these, 603 (19%) passed SQE1 in July 2025 (included within the Passed rows of the table above).

Of those who attempted just FLK1 or FLK2 in either January 2025 or July 2025, 1,208 (67%) passed their remaining assessments (included within the Passed rows of the table above).

Candidates who fail their first or second attempts may benefit from reviewing the information contained later in this report relating to candidate performance in different practice areas.

Table 4b: Candidate routes to SQE2* (5,752 individual candidates)

Outcome	Oct 2024	Jan 2025	Apr 2025	Jul 2025
Passed SQE1 Nov 2021	7	10	3	1
Passed SQE1 Jul 2022	12	5	12	7
Passed SQE1 Jan 2023	36	31	29	6
Passed SQE1 Jul 2023	113	101	82	34
Passed SQE1 Jan 2024	309	168	138	48
Passed SQE1 Jul 2024	408	666	289	107
Passed SQE1 Jan 2025	0	0	2006	549
Transitional/exempt candidates	141	153	163	118
Total	1,026	1,134	2,722	870

*Reported for the first SQE2 window where a candidate has sat in more than one assessment window in this period

Of the 575 candidates who did not take SQE1 and sat SQE2, 311 (54%) passed between October 2024 and July 2025. This compares to the higher rate of 84% for those taking SQE2 after passing the SQE1.

Table 4c: SQE2 candidate outcomes* (5,752 candidates)

Outcome	Oct 2024	Jan 2025	Apr 2025	Jul 2025
Passed as a 1st attempt	694	726	2,153	636
Passed as a 2nd attempt	134	118	90	87
Passed as a 3rd attempt	8	8	6	9
Awaiting a resit result (Oct 2025)	18	73	70	n/a
Failed 1st attempt and yet to resit	67	99	353	173
Failed 2nd attempt and yet to resit	33	55	74	45
Failed 3rd attempt	1	6	7	9
Total	955	1,085	2,753	959

*Reported for the latest SQE2 window where a candidate has sat in more than one assessment window in this period

Of the 4,669 candidates who passed SQE2 in this reporting period:

- 4,358 (93%) had passed SQE1
 - 346 (7%) between November 2021 and July 2023
 - 532 (11%) in January 2024
 - 1,260 (27%) in July 2024
 - 2,220 (48%) in January 2025
- 311 (7%) were not required to take SQE1

Of the 1,083 candidates who did not pass SQE2 in this reporting period:

- 819 (76%) had passed SQE1
 - 143 (13%) between November 2021 and July 2023
 - 131 (12%) in January 2024
 - 210 (20%) in July 2024
 - 335 (31%) in January 2025
- 264 (24%) were not required to take SQE1

3. Summary of candidates' results for SQE assessments

Table 5 shows the candidate pass rates (and number passing) for each assessment for all candidates and by attempt number, and for SQE2 by whether SQE1 had been previously sat.

i) Pass rates on SQE1 (FLK1 and FLK2)

Of the two SQE1 assessments, the pass rates for FLK1 have been higher than for FLK2 (+3% in both January 2025 and July 2025), which is consistent with previous SQE1 assessment windows.

The overall pass rate for SQE1 was higher in January 2025 (56%) than in July 2025 (41%) which is consistent with those in 2024.

ii) Pass rates for SQE1 resitting candidates

Pass rates in both January and July 2025 were lower for resitting candidates when compared to first attempt candidates. This was true for both FLK1 and FLK2.

The pass rates for resitting candidates were lower in July than in January for FLK1 (decreasing from 49% to 40%) and FLK2 (49% and 43% respectively for January and July).

The proportion of candidates resitting increased between the January and July 2025 assessments for both FLK1 and FLK2. This rose from 15% to 23% for FLK1 and from 18% to 26% for FLK2. The proportions of resitting candidates in the July 2025 assessment window are the highest to date.

The lower pass rates for resitting candidates might indicate that they should consider taking more time (and/or putting in more work or training) between sittings. This may help them improve from a failing to a passing standard.

iii) Pass rates on SQE2

The SQE2 pass rates are higher than for SQE1. This is expected given the SQE2 eligibility requirement to have qualification-level functioning legal knowledge (ie have passed SQE1, have an exemption or are a transitional candidate).

The proportion of candidates taking SQE2 who were not required to sit SQE1 has remained fairly consistent this year across three of the four SQE2 assessments (13%-14%) with the proportion being lower in SQE2 in April 2025 (6%).

Candidates who sat SQE1 performed better than those who had not, with pass rates ranging between 79% and 85%, compared to between 47% and 62% for those who had not sat SQE1.

iv) Pass rates for SQE2 resitting candidates

The proportion of resitting attempts has increased from 6% in the previous year to 12% this year. The pass rates are significantly lower than for first attempt candidates.

The pass rates for second attempt candidates range between 53% and 75%, compared to a range of 77% to 84% for first attempt candidates. Candidates should carefully consider the timing of their resit to allow sufficient time to improve to a passing standard.

Table 5: Assessment pass rates

Assessment	Date	Candidate % Pass Rates (and number passing)						
		All	1st Attempt Only	2nd Attempt Only	3rd Attempt Only	Split Attempts*	Sat SQE1	Did Not Sit SQE1
FLK1	Jan 2025	64% (4512)	66% (3993)	49% (440)	50% (79)	-	-	-
FLK2	Jan 2025	61% (4437)	64% (3813)	48% (502)	58% (122)	-	-	-
SQE1	Jan 2025	56% (3740)	60% (3539)	25% (173)	24% (23)	19% (5)	-	-
FLK1	Jul 2025	51% (3169)	54% (2592)	40% (490)	44% (87)	-	-	-
FLK2	Jul 2025	48% (3105)	50% (2396)	41% (573)	49% (136)	-	-	-
SQE1	Jul 2025	41% (2381)	46% (2160)	20% (189)	21% (27)	14% (5)	-	-
SQE2	Oct 2024	81% (836)	83% (695)	75% (133)	**	-	85% (749)	62% (87)
SQE2	Jan 2025	75% (852)	77% (726)	66% (119)	54% (7)	-	79% (775)	50% (77)
SQE2	Apr 2025	82% (2249)	84% (2157)	53% (87)	42% (5)	-	84% (2167)	48% (82)
SQE2	Jul 2025	76% (732)	79% (636)	66% (88)	47% (8)	-	81% (667)	47% (65)

*Sat both assessments but with a different attempt number for each

**not reportable as less than 10 candidates in the attempt group

4. Pass rates (by demographic characteristics)

The SRA collects diversity and socio-economic data to help understand how candidates with different characteristics and backgrounds perform in the assessments. The categories are

consistent with data collected by the Office for National Statistics (ONS) and the Social Mobility Commission.

Data is collected from candidates via an online monitoring and maximising diversity survey (or demographic data survey), completed or updated ahead of assessment registration. Appendix 1 lists the data reported on in this section.

The large number of characteristics and groups within characteristics recorded in the data collected means that candidate numbers in some of the groups are small.

In the tables below, we present univariate analysis of the outcomes data, which looks at each of the characteristics individually and independently. Tables 6 to 13 provide the following for FLK1, FLK2, SQE1 and SQE2 for each of the 15 characteristics presented:

- The outcome of a Chi-square significance test to indicate whether there are any significant differences (at a 95% confidence level) between the pass rates of the groups. This is indicated in the column header as 'Yes' (significant differences) or 'No' (no significant differences).
- The proportion of candidates within each group. This is calculated with 100% being all candidates with disclosed data and being in a group with 10 or more candidates ('Proportion %' column).
- The percentage pass rate for each group with 10 or more candidates ('Pass Rate %' column).

Data in the tables exclude candidates who select 'Prefer not to say' - the following provides some proportions of candidates who selected this response:

- Fewer than 3% of candidates did not disclose age, sex or whether their gender was the same as the sex they were registered at birth.
- Fewer than 5% of candidates did not disclose their highest level of education or degree classification.
- Fewer than 10% did not disclose ethnicity, disability status, school type attended or parental education.
- Fewer than 15% of candidates did not disclose religion.
- Fewer than 20% of candidates did not disclose household socio-economic status and sexuality.

Compared to the previous year, the proportion of 'Prefer not to say' responses had remained similar.

These tables provide data for all candidates who received marks for any assessment (FLK1, FLK2, SQE1 and SQE2). Where a candidate has more than one attempt within any one assessment type in this reporting period, the latest attempt data has been used.

The data is taken from the January 2025 and July 2025 assessments for FLK1, FLK2, and SQE1. And from the October 2024, January 2025, April 2025 and July 2025 assessments for SQE2. Where there are fewer than 10 candidates in any group the proportions and pass rates are not reported; this is indicated by greyed out cells in the table.

The full questions asked in the online demographic data survey in relation to each category are available in Appendix 1.

Overall, the findings for where there are pass rate differences between groups are largely similar to last year.

This section considers each of the 15 characteristics individually. Whilst this provides a picture of the proportions and pass rates for each of the subgroups within each characteristic, we do know that other factors are associated with performance. And the variance within any single characteristic is often more attributable to other factors rather than the single characteristic. The findings from a multivariate approach (considering multiple factors) is available in the [Examining Candidate Characteristics and Factors that Influence Scores in the SQE](#) report which was published in November 2025.

i) Ethnicity

Candidates who reported being in White or Mixed/Multiple ethnic groups achieved higher pass rates than those who reported being in Asian/Asian British or Black/Black British ethnic groups. Differences in pass rates between groups were significant for all assessments.

Table 6: Pass rates by ethnicity characteristics

	FLK1		FLK2		SQE1		SQE2	
	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %
Significant differences:	Yes		Yes		Yes		Yes	
Asian / Asian British	29	54	29	50	29	42	20	75
Black / Black British	9	42	9	42	9	31	5	63
Mixed / Multiple ethnic groups	5	66	5	63	5	55	7	79
Other	8	53	8	48	8	39	6	71
White	49	71	49	70	49	62	62	87

ii) Disability

Pass rates were similar between candidates who declared a disability and those who did not for all assessments.

Table 7: Pass rates by disability characteristics

	FLK1		FLK2		SQE1		SQE2	
	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %
Significant differences:	No		No		No		No	
Do not consider themselves to have a disability	91	61	91	59	91	51	89	81
Do consider themselves to have a disability	9	63	9	62	9	52	11	84

iii) Age

Most candidates (85%) taking SQE1 and SQE2 were in the younger age groups (under 35 years). 40% were in the 16-24 age group, and this group achieved higher pass rates than candidates in the older groups in FLK2, SQE1 and SQE2, and candidates above 35 years in FLK1.

There were fewer than 10 candidates in the 65+ age group for all assessments. The proportions and pass rates are therefore not provided for this group.

Table 8: Pass rates by age characteristics

	FLK1		FLK2		SQE1		SQE2	
	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %
Significant differences:	Yes		Yes		Yes		Yes	
16 - 24	43	64	41	64	43	56	43	88
25 - 34	43	63	43	60	42	51	49	79
35 - 44	11	54	12	49	11	39	6	63
45 - 54	3	44	3	42	4	32	2	48
55 - 64	<1	33	1	32	<1	23	<1	42
65+								

iv) Sex, gender and sexual orientation

Candidates who reported their sex as male achieved a higher pass rate than candidates who reported their sex as female in SQE1 assessments. The opposite was the case in SQE2.

There were no significant differences between candidates whose gender was the same or different to their sex registered at birth.

Candidates who reported that their sexual orientation was Bi, Gay / lesbian, or Other achieved higher pass rates than those who reported as Heterosexual in SQE1 assessments. For SQE2, candidates who reported that their sexual orientation was Bi or Gay / lesbian achieved higher pass rates.

There were fewer than 10 candidates selecting 'Other' for sex for all assessments. And for SQE2 there were fewer than 10 candidates selecting 'No' for their gender being the same as the sex registered at birth. The proportions and pass rates are therefore not provided for these groups.

Table 9: Pass rates by sex, gender and sexual orientation characteristics

	FLK1		FLK2		SQE1		SQE2	
	Proportion %	Pass Rate %	Proportion %	Pass Rate %	Proportion %	Pass Rate %	Proportion %	Pass Rate %
Sex significant differences:	Yes		Yes		Yes		Yes	
Female	65	59	65	58	65	49	65	82
Male	35	66	35	62	35	55	35	79
Other								
Gender same as sex registered at birth significant differences:	No		No		No		n/a	
No	<1	83	<1	75	<1	59		
Yes	100	61	100	59	100	51	100	81
Sexual orientation significant differences:	Yes		Yes		Yes		Yes	
Bi	5	72	6	69	6	61	6	88
Gay / lesbian	3	71	3	68	3	61	4	87
Heterosexual	92	60	91	58	91	49	90	80
Other	<1	72	<1	79	<1	71	<1	78

v) Religion or belief

The most frequently indicated group was no religion or belief, with 41%-49% of candidates reporting this.

There were differences in pass rates between religion/belief groups reported by candidates in all assessments. For SQE1, candidates reporting Hindu or Muslim as their religion had lower pass rates, and those reporting no religion or belief or Jewish had higher pass rates. For SQE2, candidates reporting Muslim as their religion had lower pass rates.

Table 10: Pass rates by religion/belief characteristics

	FLK1		FLK2		SQE1		SQE2	
	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %
Significant differences:	Yes		Yes		Yes		Yes	
Buddhist	2	59	2	53	2	46	1	85
Christian	33	58	33	56	33	47	31	78
Hindu	6	45	6	43	6	35	4	74
Jewish	1	79	1	80	1	70	2	91
Muslim	14	42	14	41	14	32	10	65
No religion or belief	41	72	41	71	41	62	49	87
Sikh	2	49	2	46	2	39	2	76
Other	1	59	1	56	1	43	1	83

vi) Socio-economic background measured by occupation of main household earner at 14, type of school attended and parental education

Candidates who reported the occupation of the main household earner as professional achieved higher pass rates in SQE1 and SQE2.

Pass rates for candidates attending independent or fee-paying schools (with or without a bursary) were higher across all assessments. Candidates who attended school outside the UK achieved lower pass rates in SQE2 than those in the other groups.

Candidates who reported that at least one parent attended university achieved higher pass rates in SQE1 and SQE2.

Table 11: Pass rates by household earner occupation, school type attended and parental education characteristics

	FLK1		FLK2		SQE1		SQE2	
	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %
Occupation of Main Household Earner	Yes		Yes		Yes		Yes	

	FLK1		FLK2		SQE1		SQE2	
	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %
significant differences:								
Professional background	66	66	66	64	65	56	68	85
Intermediate background	13	59	13	55	14	48	11	78
Working class background	17	55	17	54	17	44	17	74
Other background	4	48	4	49	4	38	4	71
Type of School Attended significant differences:	Yes		Yes		Yes		Yes	
State-run or state-funded school - non-selective	34	59	34	59	34	49	38	81
State-run or state-funded school - selective on academic, faith or other grounds	15	65	15	62	15	54	18	86
Independent or fee-paying school	13	72	13	71	13	63	17	87
Independent or fee-paying school, where I received a bursary covering 90% or more of my tuition	1	71	<1	70	1	63	1	86
Attended school outside the UK	36	60	37	55	36	47	26	76
Other	<1	48	<1	43	<1	38		
I don't know*	1	30	1	31	1	25	<1	59
Parents Attended University significant differences:	Yes		Yes		Yes		Yes	
Yes, one or both of my parents attended university	60	67	60	64	60	56	64	84
No, neither of my parents attended	37	55	37	54	37	45	34	79

	FLK1		FLK2		SQE1		SQE2	
	Proportion %	Pass Rate %	Proportion %	Pass Rate %	Proportion %	Pass Rate %	Proportion %	Pass Rate %
university								
Do not know / not sure*	3	50	3	49	3	38	2	76

*Group excluded from the Chi-square test of significance

vii) Highest level of education, undergraduate degree classification and qualifying work experience undertaken

The vast majority of candidates had at least an undergraduate degree. This group achieved higher pass rates than those with qualifications below degree level in FLK1, FLK2 and SQE1, with pass rates similar for SQE2. Candidates with qualifications below degree level are a small group accounting for approximately 1% of all candidates. Whilst an undergraduate degree (or equivalent qualification) is required for admission, it is not a requirement for taking the SQE1 or SQE2 assessments.

Candidates with first class undergraduate degree classifications achieved higher pass rates in all assessments and accounted for approaching a quarter of candidates across the assessments.

Candidates who disclosed they had not undertaken qualifying work experience achieved a higher pass rate in FLK2, SQE1 and SQE2, with the largest pass rate difference in SQE2.

All candidates disclosed whether they were already a qualified lawyer. Those who were not qualified achieved higher pass rates in all assessments than those who were qualified.

There were fewer than 10 candidates who reported having no formal qualifications for all assessments. The proportions and pass rates are therefore not provided for this group.

Table 12: Pass rates by level of education, undergraduate degree classification, qualifying work experience and qualified status characteristics

	FLK1		FLK2		SQE1		SQE2	
	Proportion %	Pass Rate %	Proportion %	Pass Rate %	Proportion %	Pass Rate %	Proportion %	Pass Rate %
Highest Level of Education significant differences:	Yes		Yes		Yes		No	
At least an undergraduate degree	97	62	97	60	97	52	99	82
Qualifications below degree level	1	47	1	46	1	37	<1	81
No formal qualifications								

	FLK1		FLK2		SQE1		SQE2	
	Proportion %	Pass Rate %	Proportion %	Pass Rate %	Proportion %	Pass Rate %	Proportion %	Pass Rate %
Not applicable*	2	48	2	47	2	39	1	64
Undergraduate Degree Classification significant differences:	Yes		Yes		Yes		Yes	
1st	23	80	23	79	24	73	35	91
2:1	49	63	49	60	49	51	52	81
2:2	11	29	11	30	11	19	5	47
3rd	1	16	1	19	1	10		
Distinction	3	64	2	58	2	50	1	67
Commendation	<1	55	<1	53	<1	33	<1	71
Pass	2	34	2	33	2	25	<1	59
Not applicable*	11	60	12	57	11	48	7	72
Qualifying work experience (QWE) Undertaken significant differences:	No		Yes		Yes		Yes	
No QWE undertaken	57	62	56	61	57	53	54	85
QWE undertaken	43	61	44	58	43	48	46	76
Qualified lawyer status significant differences:	Yes		Yes		Yes		Yes	
Not qualified	72	63	72	62	73	54	94	82
Qualified	28	58	28	53	27	45	6	73

*Group excluded from the Chi-square test

viii) First language

English was the first language for the majority of candidates, and this group achieved higher pass rates in all assessments, with the difference being largest in the SQE2 assessment.

Table 13: Pass rates by first language

	FLK1		FLK2		SQE1		SQE2	
	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %	Prop- ortion %	Pass Rate %
First language significant differences:	Yes		Yes		Yes		Yes	
English	70	63	70	62	71	54	80	84
Other	30	59	30	54	29	45	20	71

5. Performance across practice areas

i) Practice area performance in SQE1

The tables in this section show the mean scores by practice area for FLK1 and FLK2 by the following candidate groups:

- all candidates
- passing candidates
- failing candidates
- first attempt candidates
- second attempt candidates
- third attempt candidates.

In FLK1, mean scaled scores across the seven practice areas assessed range from 291 for Dispute Resolution and Legal Services to 352 for Ethics. This suggests candidates find some practice areas more difficult than others.

Four of the seven practice area mean scaled scores are below 300 (equivalent to the overall passing standard) with Dispute Resolution (291) and Legal Services (291) having the lowest scores. Mean scaled scores were 300 or above for Ethics (352), Contract Law (315) and Tort (300).

In FLK2, the mean scaled scores appear slightly lower than for FLK1 and range from 282 for Wills and Intestacy to 348 for Ethics. The range in mean scaled scores is similar for both FLK1 and FLK2 (61 vs 67), which again suggests candidates find some areas more difficult than others, with Wills and Intestacy (282) and Property Practice (285) having the lowest scores. Mean scaled scores were above 300 for Ethics (348) and Criminal Liability (318).

There are similar patterns of performance between the passing and failing candidates - and first, second and third attempt candidates - across the majority of practice areas within each assessment. This suggests both stronger and weaker candidates perform well/less well in the same practice areas.

The differences in mean scores between passing and failing candidates for each of the practice areas range from 88 in FLK1 Ethics to 130 in FLK2 Land Law. The differences are 100 or more for the majority of the practice areas (5 out of 7 for FLK1, 6 out of 7 for FLK2), and less than 100 for Ethics (FLK1 and FLK2) and Legal Services (FLK1).

When comparing performance between attempt numbers, the differences between first attempt and second attempt mean scores range between 11 (FLK2 Ethics) and 34 (FLK1 Business Law and Practice). The majority of differences is below 30, and, as expected, higher mean scores for first attempt candidates across all practice areas.

The differences between first and third attempt candidates are smaller than the differences between first and second attempt for all of the FLK1 and FLK2 practice areas except FLK1 Ethics.

The following plots show the mean scaled scores for the FLK1 and FLK2 practice areas for the passing and failing candidates. Data is aggregated across the two assessment windows: pink = failing; green = passing; bars ordered by passing candidates mean scaled scores descending.

In FLK1, the wider difference between passing and failing candidates is evident for Tort and Business Law and Practice, and for FLK2, this is evident for Land Law and Criminal Law and Practice. The shortfall in knowledge of the weaker candidates is therefore greater in these practice areas, suggesting these areas may require more focus/preparation for future attempts at SQE1.

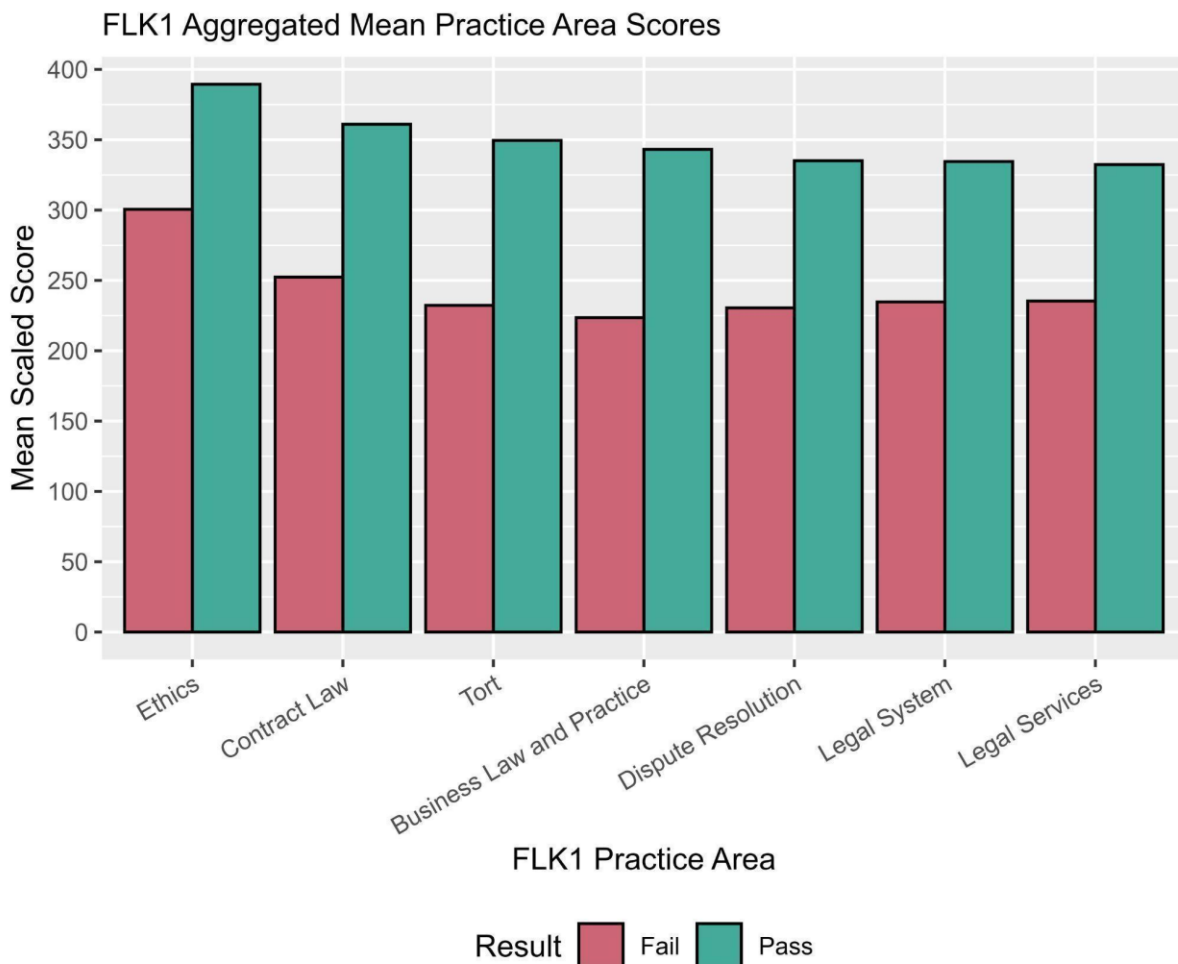


Figure 1: Mean FLK1 practice area scaled scores for passing and failing candidates

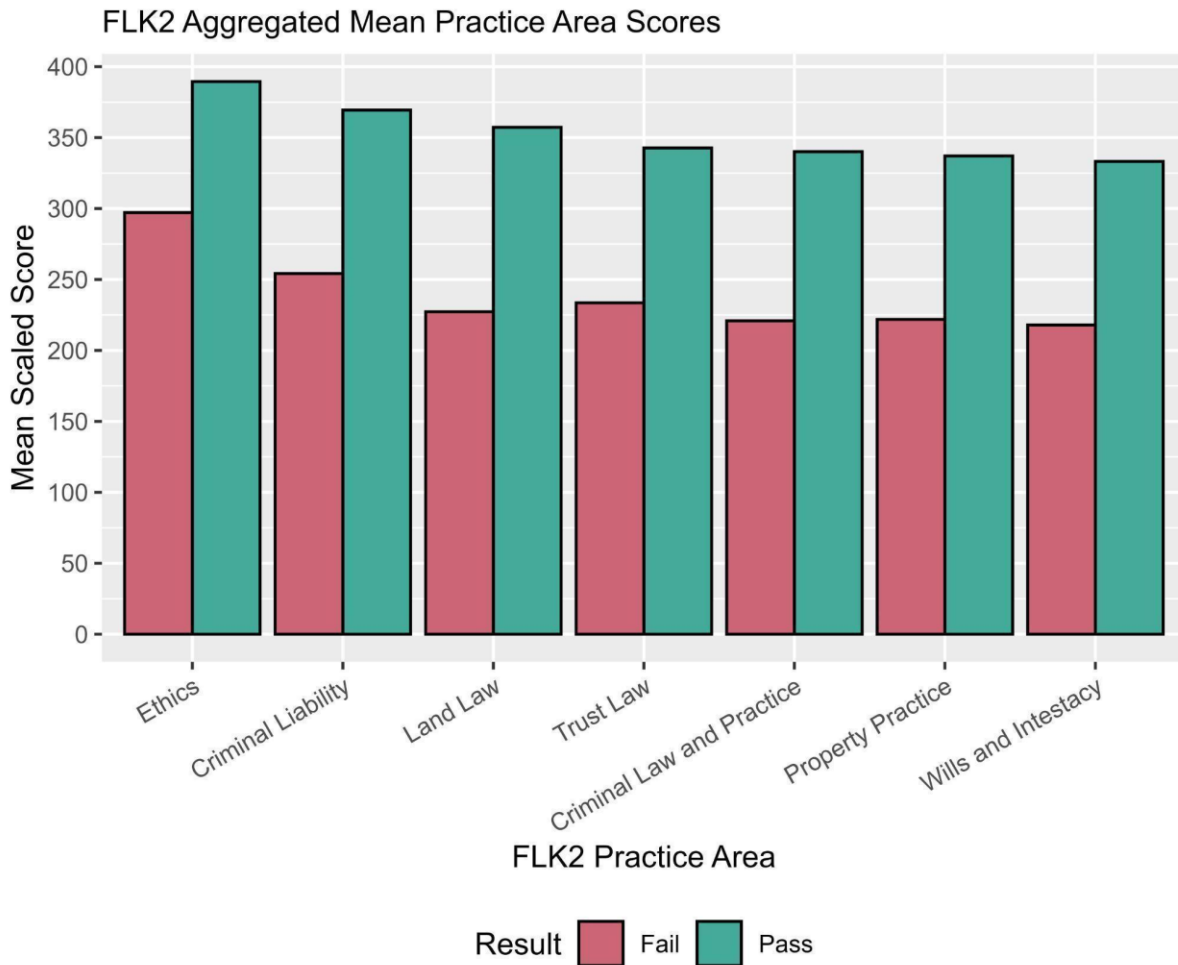


Figure 2: Mean FLK2 practice area scaled scores for passing and failing candidates

Table 14: FLK1 mean scaled scores by practice area

Practice Area	All	By Result		By Attempt		
		Pass	Fail	1st	2nd	3rd
Business Law and Practice	292	343	224	299	265	271
Contract Law	315	361	252	321	290	291
Dispute Resolution	291	335	230	295	273	281
Ethics	352	389	301	355	339	336
Legal Services	291	332	235	295	272	282
Legal System	292	335	235	297	272	280
Tort	300	350	232	306	274	284

Table 15: FLK2 mean scaled scores by practice area

Practice Area	All	By Result		By Attempt		
		Pass	Fail	1st	2nd	3rd
Criminal Law and Practice	287	340	221	292	264	280
Criminal Liability	318	369	254	322	299	314
Ethics	348	390	297	350	339	350
Land Law	299	357	227	304	278	292
Property Practice	285	337	222	290	265	275
Trust Law	294	343	234	298	276	285
Wills and Intestacy	282	333	218	287	259	268

Comparing performance across practice areas to the previous year, candidates have consistently performed better in Ethics, Contract Law and Tort (FLK1) and Ethics, Criminal Liability and Land Law (FLK2) than in the other practice areas. Business Law and Practice and Dispute Resolution (FLK1) and Property Practice and Wills and Intestacy (FLK2) continue to be the more challenging practice areas for candidates.

ii) Practice area performance in SQE2

In each SQE2 assessment window, the candidates are assessed in four written legal skills (Writing, Case and Matter Analysis, Research and Drafting) in five practice contexts (Dispute Resolution, Criminal, Property, Probate and Business). The combination of written legal skills and practice contexts will vary between assessment windows, with the exception of Business, which follows the same pattern.

In all assessment windows except for April 2025, all candidates sat the same 12 written stations within each assessment window. In the April 2025 assessment window, there were two separate written station sittings – morning and afternoon – with candidates taking the same written stations within each sitting.

Candidates were assessed in two oral legal skills – Interviewing and Advocacy – in four practice contexts: Property and Probate (Interviewing) and Dispute Resolution and Criminal Litigation (Advocacy) within each assessment window. Therefore, in total, the candidates sat four oral legal skills assessments within each assessment window (Property Interviewing, Probate Interviewing, Dispute Resolution Advocacy and Criminal Litigation Advocacy).

Candidates were also required to complete a Written Attendance Note / Legal Analysis for each Interviewing assessment.

In each assessment window, the oral legal skills assessments take place in sittings. The number of oral sittings required will depend on the number of candidates taking the assessment and differed across each assessment window:

- two sittings in October 2024

- three sittings in January 2025
- four sittings in April 2025
- two sittings in July 2025.

For more on this, please see the [SQE2 Assessment Specification](#) (Organisation and delivery section).

The table in this section shows the mean scores by station (with data aggregated across assessments where there are common stations and aligned to ensure a comparable scale across the assessments) for the following candidate groups:

- all candidates
- passing candidates
- failing candidates
- first attempt candidates
- resit candidates (second and third attempts grouped due to small numbers of candidates).

Looking at the station scores for all candidates, mean scores range between 307 and 368 with all mean scores above 300 (equivalent to the overall passing standard). Mean scores above 350 were achieved in five of the 24 different stations, as follows:

- Advocacy - Dispute Resolution (368)
- Case and Matter Analysis - Criminal Litigation (362)
- Advocacy - Criminal Litigation (360)
- Legal Research - Dispute Resolution (359)
- Case and Matter Analysis - Property Practice (352).

At the lower end, mean scores of less than 310 were in:

- Legal Research - Business Organisations, Rules and Procedures (307)
- Legal Writing - Criminal Litigation (307).

In the SQE2 skills assessments, mean scores for the oral stations were notably higher than for the written skills. Advocacy recorded the highest mean score overall at 364, with Interview and Attendance Note/Legal Analysis following at 340. The mean scores for the written skills ranged from a low of 314 for Legal Writing to a high of 337 for Case and Matter Analysis. Mean score differences between first attempt and resit candidates range from 13 (Interview) to 36 (Legal Research).

Mean performance across the five practice areas ranged from 312 (Business) to 349 (Dispute Resolution), representing a smaller range (37) compared to the range observed between the skills assessed (50). With the exception of Business, the range among the remaining practice areas is narrow, indicating that candidates generally did not find these other practice areas significantly easier or more difficult than one another. Mean differences between first attempt and resit candidates range between 22 (Property Practice) and 38 (Criminal Litigation).

Figure 3 and Figure 4 show the mean scores for the SQE2 skills and practice area scores for the passing and failing candidates. Data is aggregated across the four assessment windows: pink = failing; green = passing; bars ordered by passing candidates' mean scores descending.

The patterns of performance between passing and failing candidates appear similar across most of the skills and practice areas. The differences are noticeably smaller for Interview and Attendance Note/Legal Analysis skill and Property Practice, as can be observed in Figure 3 and Figure 4 respectively.

The mean score differences between passing and failing candidates demonstrate the scale of performance variance across the assessed skills and practice areas. For the six skills, the difference ranged from a low of 62 (for Interview and Attendance Note/Legal Analysis) to a high of 93 points (for Advocacy). For the five practice areas, the score difference ranged from 71 points (Property Practice) to 87 points (Dispute Resolution). This indicates a narrower spread of performance across the practice areas (range of 16) compared to the spread across the skills (range of 31).

The smaller score differences suggest less of a shortfall in the skills (and associated legal knowledge) for weaker candidates, indicating the other skills and practice areas may require more focussed preparation.

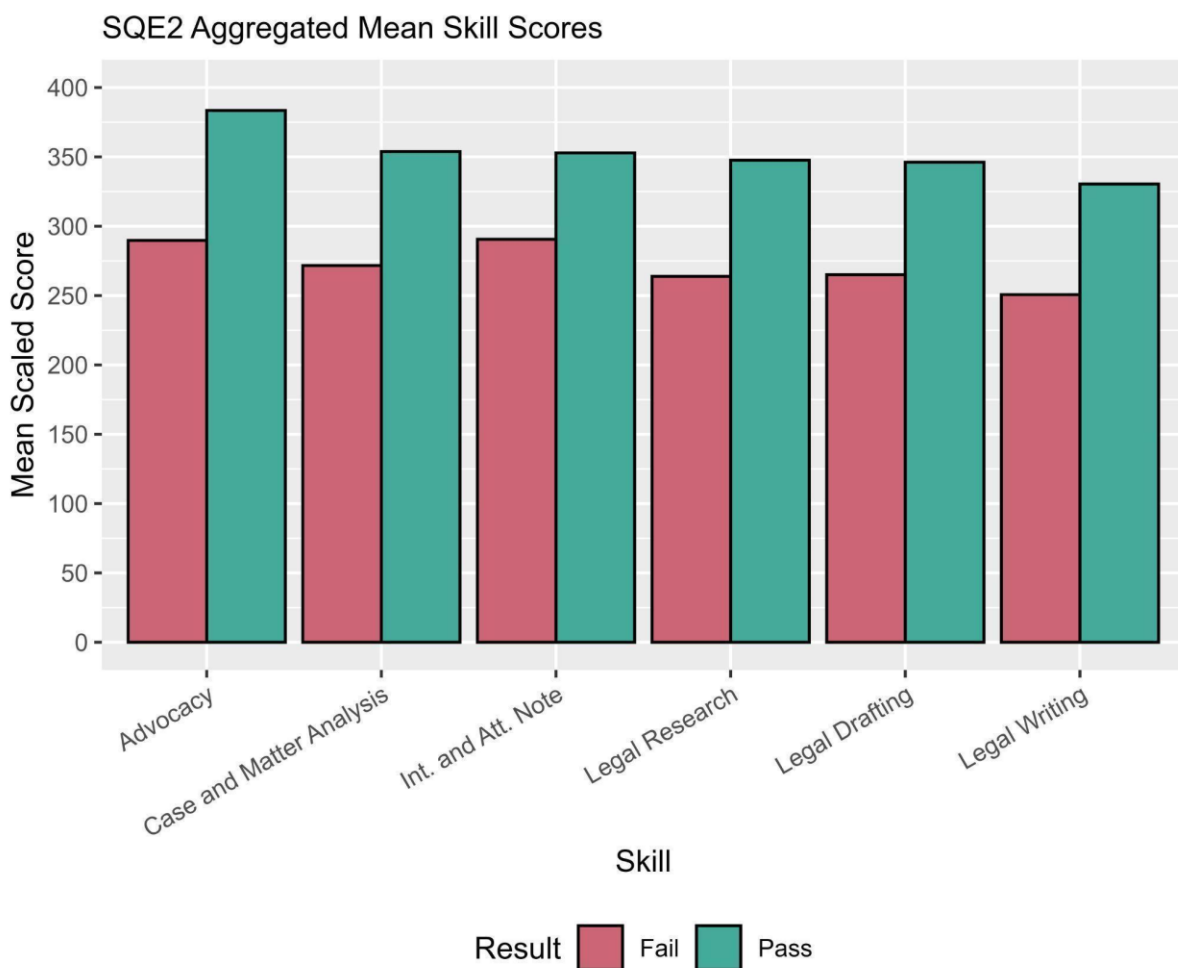


Figure 3: Mean SQE2 scores for passing and failing candidates by skill



Figure 4: Mean SQE2 scores for passing and failing candidates by practice area

Table 16: SQE2 mean scores by practice area and skill (station)

Practice Area	Skill	Number	Type	All	By Result		By Attempt	
					Pass	Fail	1st	2nd/3rd
Business Organisations, Rules and Procedures	CMA	4	Written	312	329	244	315	285
	L Drafting	4	Written	319	336	253	322	301
	L Research	4	Written	307	325	236	312	268
	L Writing	4	Written	312	329	247	316	281
Criminal Litigation	Advocacy	4	Oral	360	379	287	364	330
	CMA	2	Written	362	378	288	366	321
	L Drafting	2	Written	322	337	258	327	283
	L Research	2	Written	328	346	271	333	304

Practice Area	Skill	Number	Type	All	By Result		By Attempt	
					Pass	Fail	1st	2nd/3rd
	L Writing	2	Written	307	323	255	311	284
Dispute Resolution	Advocacy	4	Oral	368	388	293	372	344
	CMA	2	Written	326	344	267	331	300
	L Drafting	2	Written	345	362	293	349	327
	L Research	2	Written	359	375	287	362	333
	L Writing	2	Written	324	341	252	327	300
Property Practice	Int/AttNote	2	Oral	345	356	299	346	336
	CMA	4	Written	352	367	292	356	318
	L Drafting	2	Written	335	352	266	337	317
	L Research	2	Written	335	351	274	339	312
	L Writing	2	Written	313	328	258	316	297
Wills and Intestacy, Probate Administration and Practice	Int/AttNote	2	Oral	336	349	282	338	322
	CMA	4	Written	348	363	292	352	331
	L Drafting	2	Written	346	366	274	354	310
	L Research	2	Written	338	354	276	341	306
	L Writing	2	Written	312	328	249	315	278

Comparing performance across the skills to the previous year, candidates have consistently performed better in Advocacy, with lower scores for Legal Drafting and Legal Writing. They also performed better in the Interview and Attendance Note skill this year compared to last year.

Across the practice areas, performance has been similar with candidates having consistently performed better in Dispute Resolution and less well in Business.

6. Ethics and professional conduct

i) Ethics performance in SQE1

Candidates who wish to become solicitors must demonstrate their understanding of ethics and professional conduct and apply that understanding to client-based situations. Upholding professional ethics not only protects clients but also preserves the integrity of the solicitor profession and the public's confidence in it.

Ethics and professional conduct are assessed pervasively across SQE1. This section identifies areas in which candidates performed particularly well and other areas where candidates performed less well. However, candidates should expect to be assessed on any of the SRA Standards and Regulations listed in the SQE1 Assessment Specification.

Candidates were largely able to identify and apply relevant SRA Principles and provisions of the SRA Code of Conduct for Solicitors, RELs, RFLs and RSLs ('the Code') to the following scenarios:

- performing all undertakings (para 1.3 of the Code)
- properly accounting to clients for financial benefits received as a result of their instructions (para 4.1 of the Code)
- keeping the affairs of clients confidential unless disclosure is required or permitted by law or the client consents (para 6.3 of the Code)
- being honest and open with clients if things go wrong and putting matters right if a client suffers loss or harm as a result (para 7.11 of the Code).

By contrast, candidates tended to perform less well in the following areas:

- Not working in a non-authorised body that has the word "solicitors" in its name or otherwise describes its work in a way that suggests it is a solicitor's firm (para 5.4 of the Code). Some candidates did not appreciate that this is an absolute prohibition and erroneously thought that it depended on various irrelevant factors, such as the type of work the solicitor was undertaking or whether the non-authorised body was a new start-up.
- Not acting for a client when that client has an interest adverse to the interest of a former client for whom the solicitor holds material but confidential information (para 6.5 of the Code). Some candidates did not properly apply this duty and were unable to identify when the interests of clients/former clients were adverse to each other or when information was material to a client's matter. Candidates were also unsure whether and how to apply the exceptions to this duty.
- Reporting serious regulatory breaches to the SRA or the COLP (para 7.7 and 7.12 of the Code). Some candidates did not understand the breadth of this duty, for instance thinking that the duty was only triggered once a court or tribunal had made relevant findings. While other candidates did not understand to whom reports should be made.
- Complaints handling (para 8.2 to 8.5 of the Code). Some candidates did not appreciate the need to properly signpost their complaints procedures to clients. For instance, candidates did not always identify when clients should be told about their rights to complain and did not appreciate the interaction between internal complaints procedures and external schemes such as that operated by the Legal Ombudsman.

i) Ethics performance in SQE1

Table 17 shows the mean scaled scores (where 300 is equivalent to the passing standard for the overall assessment) for all candidates along with passing and failing candidates for ethics and non-ethics focussed assessment content across FLK1 and FLK2.

In each case, there is a strong positive correlation between performance on ethics questions and the overall score. Naturally, those candidates who have passed the assessments have significantly higher overall scores than those who have failed.

The mean scores are consistently higher for the ethics content compared to the non-ethics content across all assessments and groups. For all candidates, the mean differences range between 33 (FLK1 January 2025) and 80 (FLK1 July 2025). With the current data, there appears to be no pattern in mean differences between ethics and non-ethics content across the FLK1 and FLK2 assessments.

The mean differences between the passing and failing candidates are higher for the non-ethics content (range 39 to 81) than for the ethics content (range 30 to 71), indicating the weaker candidates are stronger in the ethics content than in the non-ethics content.

Table 17: FLK1 and FLK2 mean percentage scores for ethics and non-ethics content

Assessment	All Candidates		Passing Candidates		Failing Candidates	
	Ethics Items	Non-Ethics Items	Ethics Items	Non-Ethics Items	Ethics Items	Non-Ethics Items
FLK1 Jan 2024	341	308	378	348	276	237
FLK2 Jan 2024	347	306	388	353	283	231
FLK1 July 2024	364	284	406	335	320	233
FLK2 July 2024	349	281	392	338	309	228

ii) Professional conduct performance in SQE2

Professional conduct and ethics are examined pervasively in the SQE2 assessments. There is no prescribed number of assessments that include a professional conduct or ethical issue in a SQE2 assessment window. However, these are generally tested in most subject areas for each assessment window, where possible. Candidates must be able to spot the ethical or professional conduct issue and exercise judgment to resolve any issues honestly and with integrity.

Currently, there is no separate mark for professional conduct or ethics questions. Professional conduct and ethics are marked within the Legally Comprehensive assessment criteria (ie one of the Law criteria). Refer to section 9. Feedback and Continuous Improvement for information about the introduction of a project to include a third 'Law' mark category on SQE2 assessments to improve pre-qualification requirements around ethics and professional conduct.

7. Solicitor apprentices

Kaplan SQE is the End Point Assessment Organisation for solicitor apprentices in England. Solicitor apprentices are required to pass SQE1 during their apprenticeship as the gateway requirement for SQE2, which is the end-point assessment (EPA).

Apprentices must pass SQE1 and have met all of the minimum requirements of their apprenticeship (including the gateway review) before they can attempt SQE2. When an apprentice has passed SQE2, they have completed the EPA for the Solicitor Apprenticeship Standard and passed the SQE.

Information about how solicitor apprentices and their training providers can engage with the SQE is available on our website.

This section considers the performance of solicitor apprentices who took an assessment in this reporting period, across all attempts. Further analysis on the number, characteristics and performance of first attempt solicitor apprentices over a longer period of time is available in the [Solicitors Qualifying Examination Report on Apprentice Performance](#) which was published in October 2025.

Solicitor apprentices made up a small proportion of overall candidate numbers for each assessment as indicated in Table 18 and accounted for 8.5% of all candidate assessments in this reporting period.

In the SQE1 assessments, the first attempt candidate solicitor apprentice pass rates were higher than for the first attempt non-apprentices in all assessments with pass rates being between 3% and 9% higher.

For SQE2, the first attempt solicitor apprentice pass rates were higher than those for non-apprentice candidates for three of the four SQE2 assessments (all except April 2025), with pass rates being between 8% and 15% higher. In April 2025 the solicitor apprentice pass rate was 3% lower than the non-apprentice pass rate.

The higher pass rates for SQE2 are consistent with previous years and the findings in the [Solicitor Qualifying Examination report on apprentice performance](#). This showed that, over the longer period of time, apprentices have scored significantly higher and achieved substantially better pass rates in SQE2 than non-apprentice candidates. This continues to evidence the apprentices' preparedness for the end point assessment.

Table 18: SQE1 Pass rates for solicitor apprentices and non-solicitor apprentices

Assessment	Proportion*	Group	Pass Rate	Pass Rate 1st Attempt	Pass Rate 2nd/3rd Attempt
FLK1 Jan 2025	7%	Apprentice	68	72	49
		Non-apprentice	64	66	49
FLK2 Jan 2025	7%	Apprentice	64	70	41
		Non-apprentice	61	63	50
SQE1 Jan 2025	7%	Apprentice	58	64	25
		Non-apprentice	56	60	25
FLK1 Jul 2025	11%	Apprentice	52	56	35

		Non-apprentice	50	53	41
FLK2 Jul 2025	10%	Apprentice	54	58	40
		Non-apprentice	47	49	43
SQE1 Jul 2025	11%	Apprentice	46	51	16
		Non-apprentice	40	45	20

*Proportion of apprentice candidates

Table 19: SQE2 Pass rates for solicitor apprentices and non-solicitor apprentices

Assessment	Proportion*	Group	Pass Rate	Pass Rate 1st Attempt	Pass Rate 2nd/3rd Attempt
SQE2 Oct 2024	8%	Apprentice	88	90	73
		Non-apprentice	81	82	76
SQE2 Jan 2025	13%	Apprentice	85	85	91
		Non-apprentice	74	76	63
SQE2 Apr 2025	5%	Apprentice	81	81	73
		Non-apprentice	82	84	51
SQE2 Jul 2025	16%	Apprentice	90	91	83
		Non-apprentice	74	76	62

*Proportion of apprentice candidates

There were 1,372 solicitor apprentices who took one or more of the assessments in this reporting period. Of these:

- 327 have failed both FLK1 and FLK2 and are yet to resit
- 280 passed SQE1 this year and are yet to sit SQE2
- 250 passed SQE2 this year after passing SQE1 in an earlier year
- 190 passed both SQE1 and SQE2 this year
- 135 passed SQE1 this year and are awaiting SQE2 results
- 132 have failed either FLK1 or FLK2 and are yet to resit
- 42 have failed SQE2 this year and are yet to resit
- 16 have failed SQE2 this year, have resat in Oct 2025 and are awaiting results

8. Reasonable adjustments

This section considers all candidates who took an assessment with a reasonable adjustment in place for each of the assessments in this reporting period. A special focus piece is provided in Section 10 which gives a more detailed narrative and analysis of the reasonable adjustments we have made. This draws on the aggregated data set from all the first attempt assessments in this period to offer deeper overall insight.

Our approach to developing assessments is to anticipate candidate requests for reasonable adjustments and, where possible, make assessment arrangements that minimise the necessity for adjustments to be made. How we consider reasonable adjustment, including how we communicate with candidates and the arrangements we most frequently make, is set out in the [Reasonable Adjustments Policy](#).

We are committed to making sure that a candidate is not disadvantaged by reason of a disability in demonstrating their competence. We will make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. We will make reasonable steps to remove that disadvantage.

We will also consider making accommodations where a candidate has condition/s that impact on their ability to undertake the SQE. All such requests for accommodations are considered in Kaplan's reasonable discretion and on a case-by-case basis.

During the year, we implemented 2,596 reasonable adjustment plans. This represents a 46% increase on the number implemented last year.

The average time between us receiving a completed application for reasonable adjustments (with full accompanying evidence) to us proposing an adjustment plan to a candidate was between four and eight working days at each assessment window.

For some candidates who require complex reasonable adjustment plans, considerable time can be needed to finalise their plan for the assessments and to ensure comprehensive support is arranged.

We strongly encourage candidates to contact us at the earliest opportunity to provide time to finalise adjustments/accommodations in ahead of the assessment. Test centre locations may change over time and all test centre places are subject to availability, so we need time to secure a suitable place. If candidates are not yet ready to book their assessment we can review their supporting information to reach an agreement about their adjustment [plan](#).

Table 20: Proportion of candidates with a reasonable adjustment (RA) plan

Assessment	Date	% of candidates with a RA plan
SQE1 Overall	Jan 2025	10%
SQE1 Overall	Jul 2026	9%
SQE2 Overall	Oct 2024	15%
SQE2 Overall	Jan 2025	14%
SQE2 Overall	Apr 2025	13%

Assessment	Date	% of candidates with a RA plan
SQE2 Overall	Jul 2025	13%

Table 21: Proportion of candidates with reasonable adjustment (RA) plans who have one or multiple conditions or disabilities

Assessment	Date	% of candidates with RA plans who have one condition/disability	% of candidates with RA plans who have multiple conditions/disabilities
SQE1 Overall	Jan 2025	68%	32%
SQE1 Overall	Jul 2025	78%	22%
SQE2 Overall	Oct 2024	85%	15%
SQE2 Overall	Jan 2025	80%	20%
SQE2 Overall	Apr 2025	75%	25%
SQE2 Overall	Jul 2025	89%	11%

i) Pass rates for candidates with reasonable adjustment plans

Table 22 shows pass rates for candidates with reasonable adjustment plans alongside pass rates for the full cohort for FLK1, FLK2 and SQE2 assessments during the reporting period.

Whilst the FLK1 and FLK2 pass rates for the candidates with a reasonable adjustment plan in place were higher than the overall pass rates in Jan 2025 (5% and 7% higher respectively for FLK1 and FLK2), the pass rates were similar in the July 2025 assessments. For SQE2, the pass rates for candidates with a reasonable adjustment plan were higher than the overall pass rate in October 2024 (12% higher). The pass rates were similar for the other three assessments.

Table 22: Comparison of pass rates overall and for candidates with a reasonable adjustment (RA) plan

Assessment	Date	Overall Pass Rate	RA Pass Rate
FLK1	Jan 2025	64%	69%
FLK2	Jan 2025	61%	68%
FLK1	Jul 2025	51%	51%
FLK2	Jul 2025	48%	50%
SQE2	Oct 2024	81%	93%
SQE2	Jan 2025	75%	79%
SQE2	April 2025	82%	82%
SQE2	Jul 2025	76%	79%

ii) Nature of conditions and adjustments made

Plans were in place for candidates with a wide range of disabilities, long-term and fluctuating conditions. Accommodations were also agreed for some candidates who were pregnant/nursing mothers.

We continued to see that the most prevalent conditions amongst candidates with reasonable adjustment plans were associated with neurodiversity including dyslexia, autism, dyspraxia and ADHD.

The most common adjustments were as follows, with similar patterns seen across SQE1 and SQE2:

1. Up to 25% extra time.
2. Stop the clock (STC). A prescribed amount of time for breaks - the candidate can take as many breaks as they wish and decide on the length of the breaks up to the prescribed agreed amount of STC time. This adjustment can be made alongside extra time.
3. Use of a laptop to accommodate the need for typing instead of handwriting attendance notes, some specified font size or style requirements and integration of some assistive technologies.
4. Own assessment room.

Other bespoke provisions were also arranged for candidates where evidence supported this. Examples of these included access to medical devices, use of a screen overlay and ergonomic devices or furniture.

9. Feedback and continuous improvement

After each assessment, candidates are invited to complete a survey to provide feedback about their experience. The questions in the survey (Appendix 2) relate to:

- the SQE website
- operations
- assessment specification and questions
- reasonable adjustments
- apprentices
- the overall SQE service.

Candidates can provide general comments via free-text boxes. They can also provide their contact details should they wish to be contacted further about their feedback.

These surveys continue to provide valuable information for Kaplan and the SRA to consider. All responses are collated and analysed, with action plans put in place where improvements can be made, or new opportunities and solutions can be explored.

The response rates for surveys ranged from 28% to 42% across all six assessment windows.

To the question 'How would you rate your overall satisfaction with the SQE assessment service provided by Kaplan SQE?', 46% to 57% of candidates responded 'satisfied' or 'very satisfied'. The average satisfaction score ranged from 64% to 68%, with 73% to 79% of candidates saying 'neither satisfied or dissatisfied', 'satisfied' and 'very satisfied'.

The areas in the survey where candidates were most satisfied related to clarity of the SQE2 assessment questions and administration on the day of the assessment. The areas where candidates were least satisfied related to the simplicity of the processes for booking and requesting reasonable adjustments. In all of the areas in Table 23 below, the lowest score in the range had improved, particularly for simplicity of booking and simplicity of requesting a reasonable adjustment.

Question	2024/25 Candidates not dissatisfied*	2023/24 Candidates not dissatisfied*
'The instructions in relation to the assessment tasks were sufficiently clear' **	91% - 95%	85% - 93%
'The administration on the day was efficient'	SQE1 & SQE2 Written: 85% - 92% SQE2 Oral: 89% - 92%	SQE1 & SQE2 Written: 80% - 94% SQE2 Oral: 84% - 90%
'It was a simple process to book my assessment'	78% - 84%	37% - 83%
'It was a simple process to request a reasonable adjustment'	70% - 89%	52% - 83%

Table 23: Range of satisfaction scores at each assessment window

* 'very satisfied' 'satisfied' and 'neither satisfied or dissatisfied' at each assessment window

**This question does not appear in surveys for the SQE1 assessment windows.

Although the survey invites candidates to give feedback about the SQE in Welsh, no candidates took the SQE in Welsh in 2024/25. Candidates could have chosen to sit a Welsh version of the SQE1 in January and July, and SQE2 in April or October.

Feedback from candidates and stakeholders has also been collected, reviewed and considered from various other sources. This includes input received from the SRA, its Psychometrician and the SQE Independent Reviewer about the overall delivery of the SQE assessments, and their oversight of any issue management should it arise.

Table 24 summarises some actions taken in response to stakeholder feedback and to improve the delivery of the SQE.

In line with the rising adoption of artificial intelligence (AI) in virtually every sector of society, we have been exploring how it can be used as a supplement to our existing processes, overseen by our SQE team.

We have started to use AI to help with administrative tasks such as processing the large number of seat reservations forms that we receive for each booking window and gaining insight from the various sources of feedback we receive from candidates and training providers. We have also been using the AI tool within the Lexis legal database to assist our team of solicitor question writers, as part of our regular use of Lexis for legal research and associated tasks.

We are exploring how AI can help us in the question writing process by, for example, helping to check the consistency of dates and information in SQE questions, or helping to generate viable distractor options in SQE1 questions. This use of AI will be an extra layer of quality assurance to assist our question writers.

Where AI tools are used in any stage of the assessment creation process, the output will pass through our existing, expert-led quality assurance processes, overseen by our

academic team, who are all qualified solicitors trained in assessment writing. To date we have not used any questions generated by AI in any SQE assessments.

As we continue to explore the ways in which AI can help us in different areas of the SQE, any use of AI will always be in line with Kaplan UK's [commitment to its learners/candidates when employing AI](#). We will continue to add updates on use of AI in the SQE annual report.

Table 24: Actions taken this year

Feedback and areas for improvement	Actions taken
Reasonable adjustments: Candidates wanted clearer information about how to apply for a reasonable adjustment and what to expect.	In June 2025, we published changes to the reasonable adjustments process. An updated application form removed the need for separate applications for SQE1 and SQE2. We can now agree reasonable adjustment plans to cover a two-year period. The candidate account was improved so candidates can easily view the status of their applications, their agreed adjustments, and the expiry date, ensuring transparency and ease of access.
Reasonable adjustments: There is an insufficient range of adjustments available, including assistive technologies.	Delivered assessments using JAWS screenreader, Braille display, Pebble device and Read and Write text to speech software. A small number of remote proctored assessments were delivered. Bespoke arrangements were made to provide spell check, and a project is in progress to add spell check as a standard feature for SQE2 assessments.
Calls for greater transparency surrounding the SQE.	We delivered a presentation at the annual conference in April on how we set the SQE1 pass mark (later converted to a video). In July we delivered workshops to SQE1 training providers/publishers on best practice in writing SQE1 questions. We published: <ul style="list-style-type: none"> • a report on solicitor apprentice performance in the SQE in October 2025 • a report summarising the outcomes of multi-variate analysis in November 2025 containing information on candidate characteristics (diversity, socio-economic background) and factors that affect scores in the SQE • SQE2 FAQs in December 2025 • statistical reports on the conclusion of each assessment window, as usual
In addition to other research, we had extensive feedback and testing with website users on	We made several updates to improve the website user experience, including:

Feedback and areas for improvement	Actions taken
<p>navigation and how candidates search for content on the SQE website.</p>	<ul style="list-style-type: none"> • easier and faster access to information through improved navigation, page layout, and search functions • streamlined website journeys, templates, and content formats based on user feedback • clearer signposting and better links between related sections • more readable content by breaking up long pages into shorter, focused sections
<p>SQE candidate assessment experience: More information was needed on the candidate assessment experience including how candidates prepare for the assessment.</p>	<p>We published three candidate case studies in 2024. These have been written by candidates and anonymised. This is in addition to a suite of case studies published by the SRA.</p>
<p>Candidates said that practice questions from training providers/publishers of assessment preparation materials were not always reflective in terms of difficulty to SQE1 assessment questions.</p>	<p>We ran workshops for any SQE1 training provider/publisher of assessment preparation materials on best practice in writing SQE1 questions in July. We also produced a video on this topic with the key points.</p>
<p>Candidates said that SQE1 sample questions are not reflective in terms of difficulty to SQE1 assessment questions.</p>	<p>We published more SQE1 sample questions in November 2025 which have been used in past assessments and which are reflective of the overall level of difficulty of assessment questions. We have also published data to help illustrate that the sample questions are reflective in difficulty of SQE1 assessment questions.</p>
<p>Candidates have said that single best answer (SBA) multiple choice questions (MCQs) are not an effective method of assessment.</p>	<p>We have published information on the website on why we use SBA MCQs and why they are fair.</p>
<p>Increase in the number of SQE2 candidates for April SQE2</p>	<p>Introduced a second written paper for the April sitting.</p> <p>Due to the increase in reportable outcomes the SQE2 scores and results are now issued as scaled scores (since SQE2 January 2025). Candidate scores are placed on a common scale to achieve accurate and fair comparisons between test takers, both within an assessment window and between assessment windows over time.</p>
<p>Review and improve visibility of Ethics and Professional Conduct.</p>	<p>In April 2025 we updated the SQE1 Assessment specification Annex 4 – Functioning Legal Knowledge blueprint to reflect the percentage of questions that could include Ethics or money laundering.</p>

Feedback and areas for improvement	Actions taken
	<p>In this annual report we have included more detailed feedback about candidate performance on SQE1 ethics questions.</p> <p>In 2026/27, we will create a third SQE2 'Law' category for Ethics and Professional Conduct to help increase the prominence of the subject area in SQE and allow for more effective tracking of candidate performance in this area.</p>
Requests from candidates to improve the booking process further and to know about seat allocation sooner.	We added AI tools to our operational planning processes to help us manage the seat reservation form data and help the team allocate bookings more efficiently.
SQE1 and SQE2 Written: The quality of test centres and consistency of service differed from centre to centre.	Candidate satisfaction scores show that the administration at Pearson VUE test centres is now high. Where individual centres are subject to lower scores, candidate comments and suggested improvements are shared in full with Pearson VUE. Ongoing monitoring is in place for lower performing centres, with some centres removed from the supply chain on the basis of their performance.

10. Special focus: Reasonable adjustments in SQE1 and SQE2

Reasonable adjustments (RAs) are changes to the delivery of an exam that are intended to ensure that disabled candidates are not disadvantaged. The legal basis for the provision of reasonable adjustments is set out in the Equality Act 2010. They are made available to candidates with disabilities. A disability is [defined in the Act](#) as follows:

‘A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Typically, ‘long term’ is a duration of more than twelve months. But there are some conditions which are either excluded or treated differently by the Act. The adjustments must be to address ‘substantial disadvantage’ as such it must be more than trivial or minor in its effects.

Some people may have impairments or circumstances that do not meet the definition of a disability and are, therefore, not eligible for reasonable adjustments. Examples of such conditions might include a broken wrist, morning sickness or recovering from surgery. In such circumstances, we are often able to make accommodations. These are similar to reasonable adjustments but do not have a legislative basis.

Reasonable adjustments for most candidates are not complex. The most common, for example, consist of the provision of extra time or extra breaks. But some candidates have complex needs and this is reflected in the arrangements made to support them.

Below are some examples of adjustments that we have made. They vary from relatively simple adjustments that we see in high volumes to very specific ones for a candidate with complex needs.

Case study 1 example: Simple case

An adjustment plan for a candidate with a diagnosis of dyslexia. They requested 25% extra time for SQE1. We agreed on a reasonable adjustment plan of 25% extra time. The candidate then progressed to SQE2 and requested 25% extra time and use of a laptop where handwriting is required (SQE2 oral only). Based on their needs, we agreed a plan with 25% extra time for the written and most oral stations, and use of a laptop where handwriting is required.

Case study 2 example: A candidate with multiple disabilities

A candidate with multiple disabilities, including diagnoses of a chronic condition and specific learning differences. They requested extra time, breaks and a temperature controlled room. We agreed on a reasonable adjustment plan of 25% extra time, 25% stop the clock breaks, and a separate room accommodating the requirement for a temperature controlled room.

Case study 3 example: Complex case

A candidate with a disability with a visual impairment (blind or slight loss). They sat SQE2 and had requested the following adjustments:

- JAWS screenreader to include the Vocaliser Voices
- access to a Braille display (currently use a Focus 40 Blue display)
- extra time for all written assessments
- for the advocacy and interviewing assessments, any reference material to be in hardcopy Braille (UEB contracted Braille)
- for assessments to take place in London.

We agreed on a reasonable adjustment plan including the following:

- JAWS screenreader to include the Vocaliser Voices
- access to a Braille display
- 100% extra time for the written assessment days, and 75% extra time for the oral assessment days
- provision of in-built calculator and in-built notepad
- for the advocacy and interviewing assessments, material provided in hardcopy Braille (UEB contracted Braille) as well as a Word version
- provision of a Kaplan laptop to enable handwritten elements of the oral assessments to be typed by the candidate
- assistance from the tube station or from taxi to the agreed London location. As well as assistance walking from room to room and to be shown where the bathroom is prior to assessment starting
- access to a clock on the computer or permission to wear their Apple watch (in aeroplane mode).

i) The analysis

The following sections provide detail about candidates who have sat their assessments with a reasonable adjustment (RA) in place in the assessments in this reporting period. It provides insight into how many candidates are sitting their assessments with a reasonable adjustment, the number and types of adjustments in place, and the types of disabilities giving rise to adjustments.

The analysis also includes data shared by candidates when they complete the monitoring and maximising diversity survey when registering for an SQE assessment, and analysis of performance.

All analyses are based on first attempt candidates who had a reasonable adjustment plan in place; data from those resitting is excluded. In sections ii) and iii), data is included from:

- 996 individual candidates who took FLK1 and/or FLK2 with a reasonable adjustment
- 695 individual candidates who took SQE2 with a reasonable adjustment.

Also present in the SQE2 cohort are 261 (26%) of the SQE1 candidates.

For comparing the reasonable adjustment cohort with those without one, data is included from:

- 10,836 candidates who took FLK1
- 10,742 candidates who took FLK2
- 5,166 candidates who took SQE2 (all as a first attempt).

ii) Number of candidates and number of reasonable adjustments

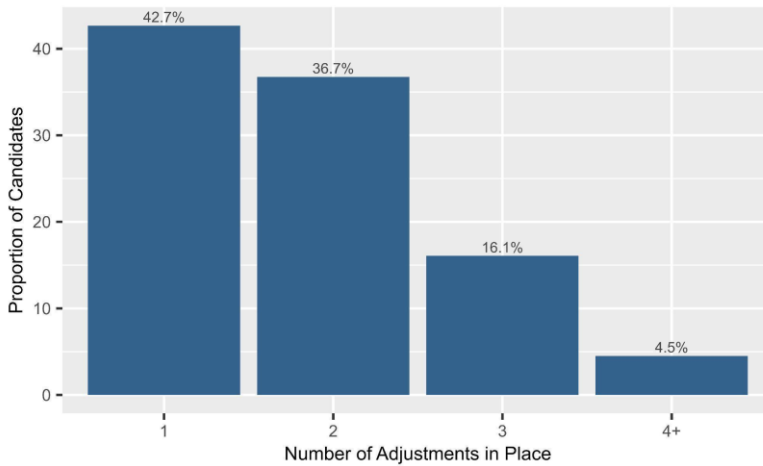
Across the two SQE1 assessment windows, 996 candidates with at least one reasonable adjustment in place received a grade for a first attempt of FLK1 and/or FLK2. One or two adjustments were provided for most of these candidates (79%) with between three and six adjustments provided for the remaining 21% of these candidates.

Across the four SQE2 assessment windows, 695 candidates who received a grade for a first attempt of SQE2 did so with at least one adjustment in place. One or two adjustments were provided for the majority of these candidates (84%) with between three and six adjustments provided for the remaining 16% of these candidates.

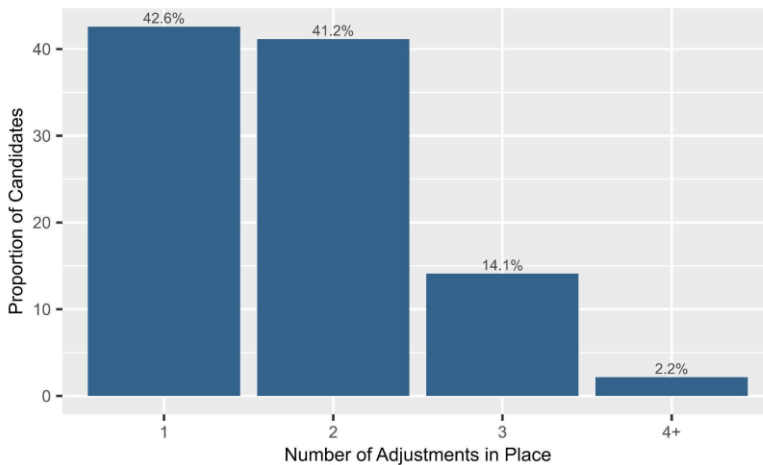
The table and charts below summarise the number and proportion of candidates for each number of reasonable adjustments in place.

Number of Adjustments	SQE1		SQE2	
	Number of Candidates	Proportion	Number of Candidates	Proportion
1	425	42.7%	296	42.6%
2	366	36.7%	286	41.2%
3	160	16.1%	98	14.1%
4+	45	4.5%	15	2.2%
Total	996	100%	695	100%

SQE1: Number of RAs in place and proportion of candidates



SQE2: Number of RAs in place and proportion of candidates



iii) Types of reasonable adjustments in place

Most candidates with one or more reasonable adjustments in place received extra time in their assessments (86% and 89% of candidates with a reasonable adjustment plan respectively for SQE1 and SQE2). The most common extra time adjustment is an additional 25% (extra time ranges from 20% to 100%) which was applied to 90% of the assessments for the candidates with extra time across SQE1 and SQE2.

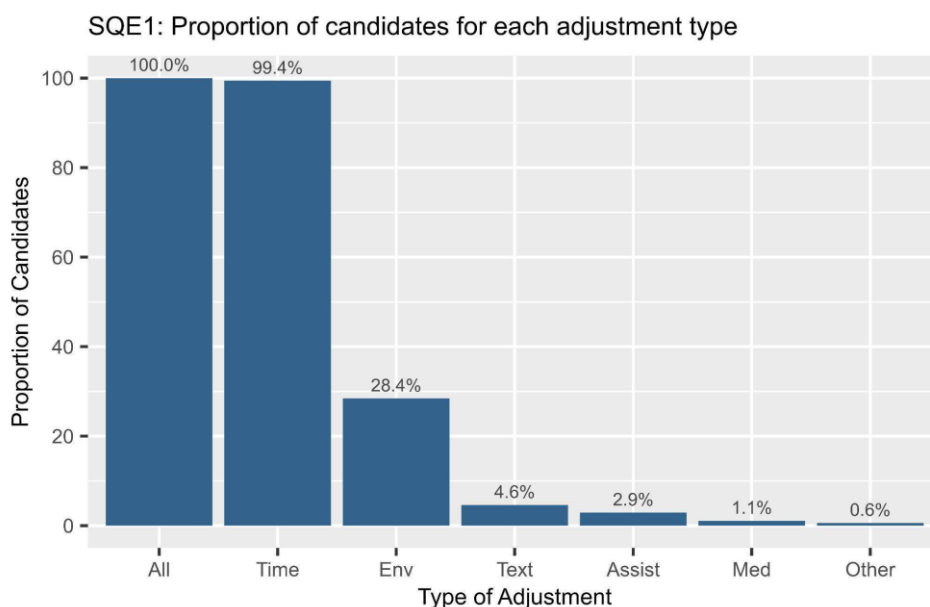
The next most common adjustment is ‘stop the clock’, which allows candidates to pause their assessments for a percentage of the assessment time, and on as many occasions as they choose. Respectively for SQE1 and SQE2, 56% and 52% of candidates with a reasonable adjustment had a stop the clock adjustment, with 98% of all assessments with this adjustment being with a 25% time allowance.

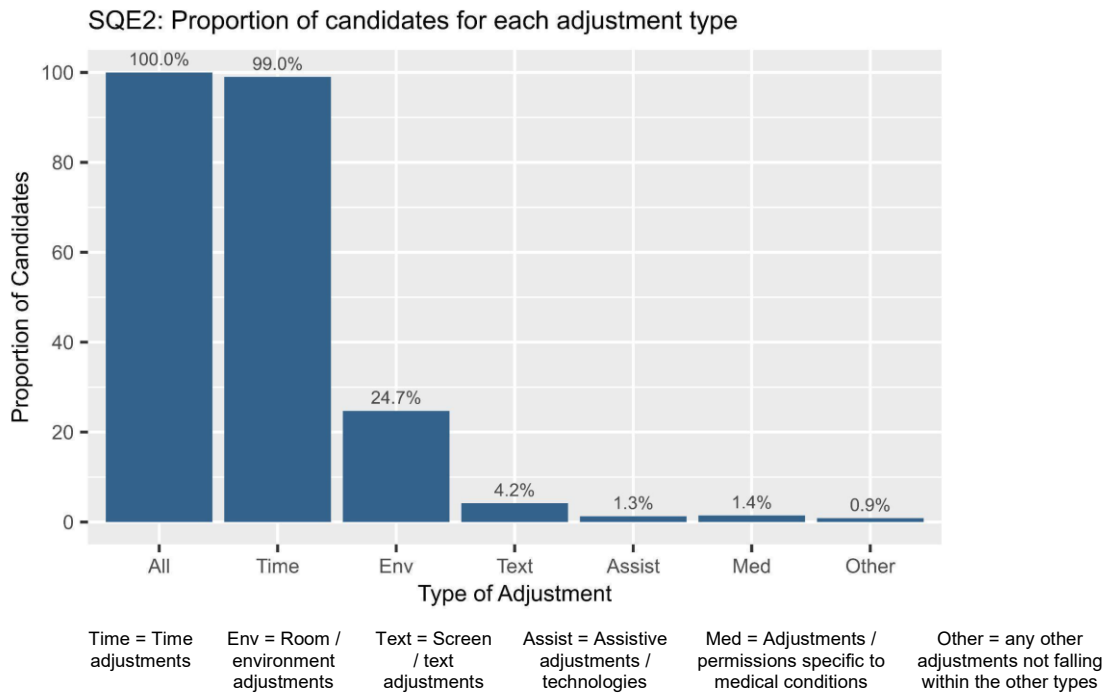
Across the SQE1 and SQE2 assessments both extra time and stop the clock adjustments were provided for 43% of all the assessments with reasonable adjustments in place.

The table and charts below provide a summary of the types of adjustments provided and the number and proportion of candidate assessments with these adjustments in place for SQE1 and SQE2. Details of some of the more specific adjustments which sit within the type are also provided (eg extra time and stop the clock).

Type of Adjustment	Abbreviated as (in charts below)	SQE1 (996 candidates with RAs)		SQE2 (695 candidates with RAs)	
		Number of Candidates	Proportion	Number of Candidates	Proportion
Time adjustments	Time	990	99.4%	688	99.0%
*Extra time	-	858	86.0%	620	89.2%
*Stop the clock	-	562	56.4%	364	52.4%
Room/environment	Env	283	28.4%	172	24.7%
*Separate room	-	205	20.6%	145	20.9%
*Low occupancy room	-	71	7.1%	24	3.5%
Screen/text adjustments	Text	46	4.6%	29	4.2%
Assistive adjustment	Assist	29	2.9%	9	1.3%
Adjustments/permissions specific to medical conditions	Med	11	1.1%	10	1.4%
Other adjustments	Other	6	0.6%	6	0.9%

*Specific adjustment within the type





iv) Categories of disability

The candidates receiving reasonable adjustments have a diverse range of disabilities and conditions with approaching a quarter of candidates receiving a reasonable adjustment having multiple conditions (24% for SQE1 and 21% for SQE2). The most predominant group are the disabilities which fall within the learning or understanding or concentrating category, which includes dyslexia and dyspraxia. 34% of the SQE1 candidates and 29% of the SQE2 candidates with a reasonable adjustment have a disability within this category.

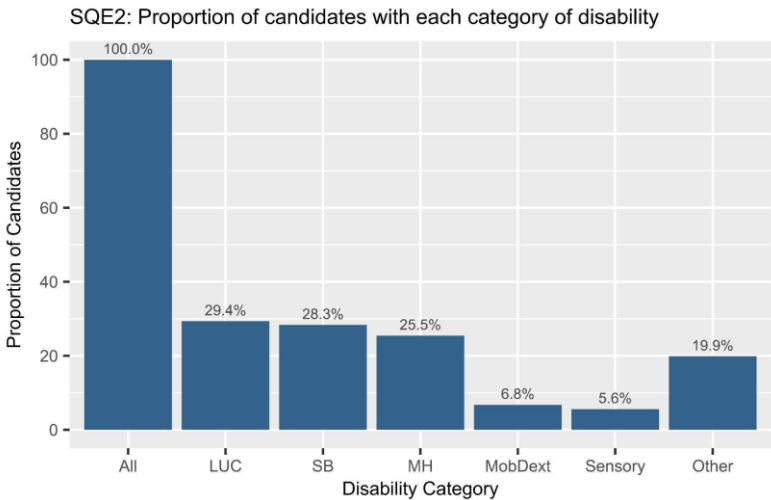
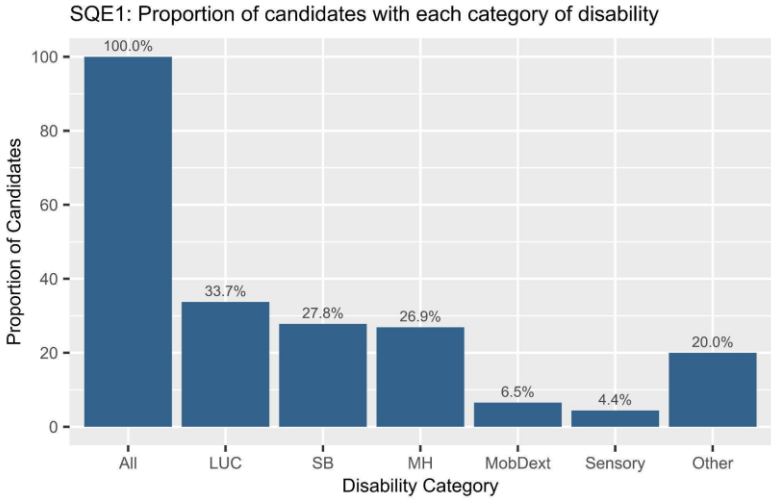
28% of candidates with adjustments for both SQE1 and SQE2 had disabilities within the social and behavioural category which includes conditions such as autism, ADHD and Asperger's syndrome.

27% of SQE1 candidates with adjustments and 25% of SQE2 candidates with adjustments had mental health conditions, which includes depression, anxiety and panic attacks. Across both SQE1 and SQE2 assessments, approaching half (49%) of those with adjustments due to having multiple conditions had a mental health condition, compared to 20% of those with a single condition. This appears consistent with a well-documented association between having a physical disability or chronic condition and experiencing [mental health conditions](#).

20% of the candidates with reasonable adjustments have disabilities or conditions within the 'Other' category, which includes all conditions or disabilities which do not fall within the other categories. This category includes (but is not limited to) long term illnesses or health conditions such as diabetes, epilepsy, cancer and chronic pain conditions.

Category of Disability	Abbreviated as (in charts below)	SQE1 (996 candidates with RAs)		SQE2 (695 candidates with RAs)	
		Number of Candidates	Proportion	Number of Candidates	Proportion
Learning or understanding or concentrating disabilities	LUC	336	33.7%	204	29.4%
Social or behavioural disabilities	SB	277	27.8%	197	28.3%
Mental health conditions	MH	268	26.9%	177	25.5%
Mobility or Dexterity conditions	MobDext	65	6.5%	47	6.8%
Sensory impairments	Sensory	44	4.4%	39	5.6%
Other*	Other	199	20.0%	138	19.9%

*The Other category includes all other disabilities/conditions which do not fall within the other categories.



LUC = Learning, understanding or concentrating disabilities

SB= Social or behavioural disabilities

MH = Mental health conditions

MobDext = Mobility or dexterity disabilities

Sensory = Sensory impairments

Other = any other condition not falling within the other categories

v) Candidates with a reasonable adjustments vs candidates without a reasonable adjustment - candidate characteristics

Of all candidates who took FLK1, FLK2 or SQE2 as a first attempt across the two SQE1 and four SQE2 assessment windows in the reporting period, 9.1% and 13.5% of candidates had a reasonable adjustment respectively for FLK1/FLK2 and SQE2.

	FLK1 (10836 candidates)		FLK2 (10742 candidates)		SQE2 (5166 candidates)	
	With RA	No RA	With RA	No RA	With RA	No RA
Number of candidates	977	9859	977	9765	695	4471
Proportion	9.0%	91.0%	9.1%	90.9%	13.5%	86.5%

Considering the data collected in the monitoring and maximising diversity survey, this section compares characteristics of candidates with and without reasonable adjustments in the aggregated cohorts for FLK1, FLK2 and SQE2.

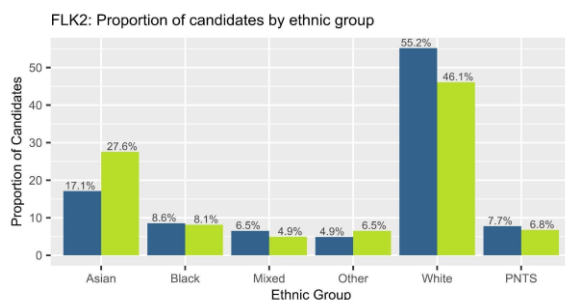
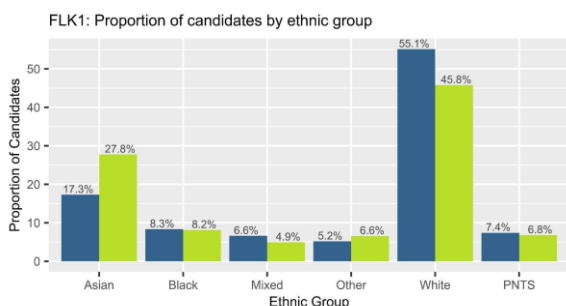
The tables and charts below show the proportions of candidates by characteristic within the sub-groups of those with a reasonable adjustment and those without. These are considered for ethnic group, sex, age and socio-economic group for FLK1, FLK2 and SQE2.

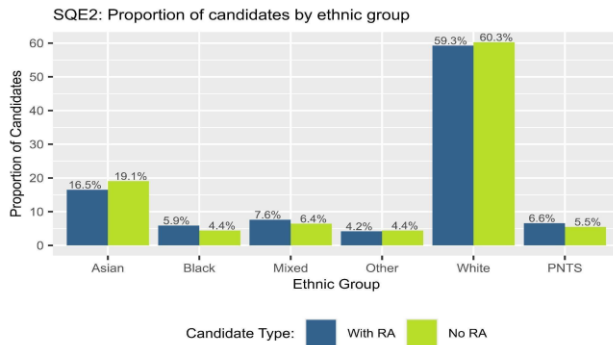
a) Ethnic group

In the SQE1 assessments, candidates with a reasonable adjustment are more likely to be of white ethnicity and less likely to be of Asian ethnicity compared to candidates without. 55% of candidates with a reasonable adjustment are of white ethnicity compared with 46% of candidates without; 17% of candidates with a reasonable adjustment are of Asian ethnicity which compares to 28% of the candidates without.

For SQE2 the proportions by ethnic group are similar between candidates with and without an RA.

Ethnic Group	FLK1 (10836 candidates)		FLK2 (10742 candidates)		SQE2 (5166 candidates)	
	With RA	No RA	With RA	No RA	With RA	No RA
Asian / Asian British	17.3%	27.8%	17.1%	27.6%	16.5%	19.1%
Black/ Black British	8.3%	8.2%	8.6%	8.1%	5.9%	4.4%
Mixed / multiple groups	6.6%	4.9%	6.5%	4.9%	7.6%	6.4%
Other	5.2%	6.6%	4.9%	6.5%	4.2%	4.4%
White	55.1%	45.8%	55.2%	46.1%	59.3%	60.3%
Prefer not to say	7.4%	6.8%	7.7%	6.8%	6.6%	5.5%
Total	100%	100%	100%	100%	100%	100%

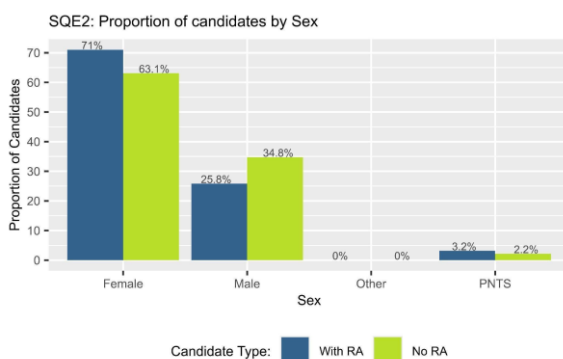
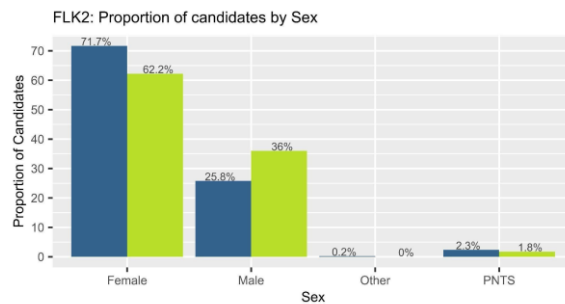
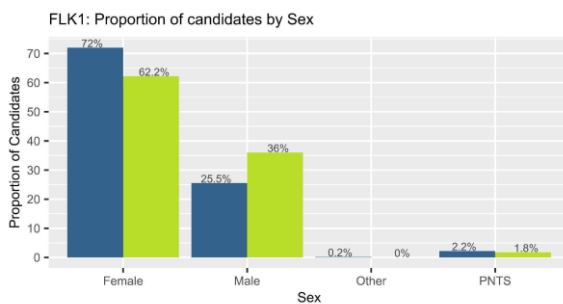




b) Sex

Candidates with a reasonable adjustment are more likely to be female with 71%-72% of candidates with a reasonable adjustment being female compared to 62%-63% of candidates without.

Sex	FLK1 (10836 candidates)		FLK2 (10742 candidates)		SQE2 (5166 candidates)	
	With RA	No RA	With RA	No RA	With RA	No RA
Female	72.0%	62.2%	71.7%	62.2%	71.0%	63.1%
Male	25.5%	36.0%	25.8%	36.0%	25.8%	34.8%
Other	0.2%	<0.1%	0.2%	<0.1%	0%	0%
Prefer not to say	2.2%	1.8%	2.3%	1.8%	3.2%	2.2%
Total	100%	100%	100%	100%	100%	100%

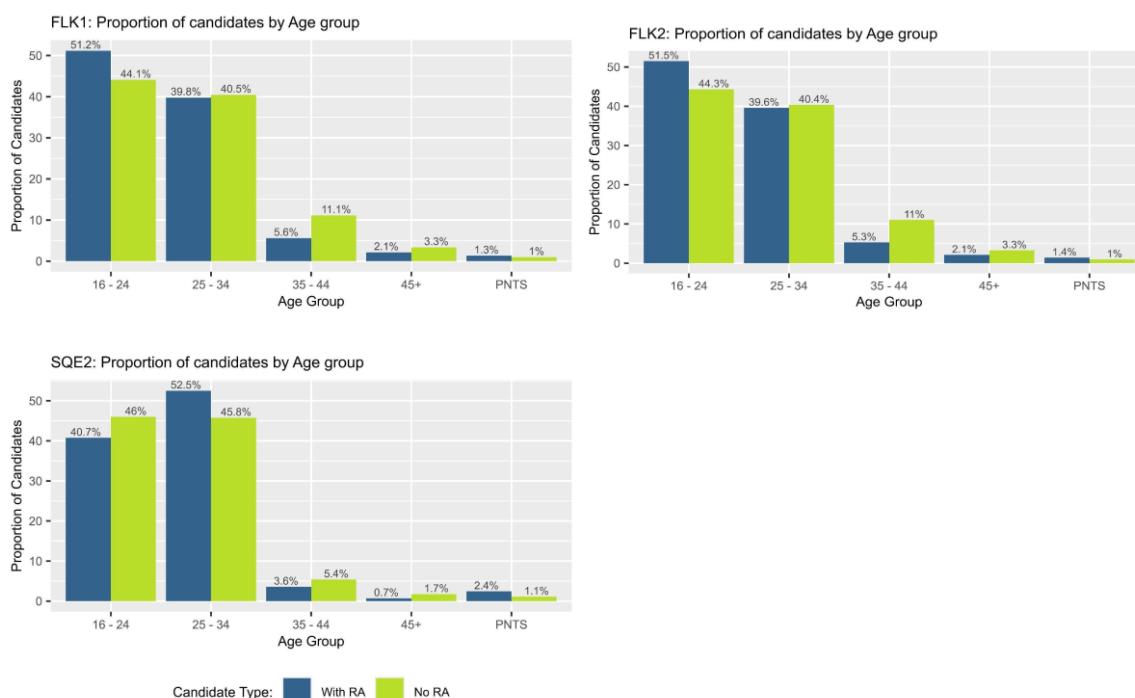


c) Age

FLK1 and FLK2 candidates with a reasonable adjustment are more likely to be in the 16-24 age group (51% of candidates with a reasonable adjustment vs. 44% of candidates without). This difference is reversed for SQE2 where candidates in this age group are less likely to

have a reasonable adjustment (41% vs. 46%) with candidates in the 25-34 age group being more likely to have a reasonable adjustment (53% of candidates with a reasonable adjustment vs. 46% of candidates without).

Age	FLK1 (10836 candidates)		FLK2 (10742 candidates)		SQE2 (5166 candidates)	
	With RA	No RA	With RA	No RA	With RA	No RA
16 - 24	51.2%	44.1%	51.5%	44.3%	40.7%	46.0%
25 - 34	39.8%	40.5%	39.6%	40.4%	52.5%	45.8%
35 - 44	5.6%	11.1%	5.3%	11.0%	3.6%	5.4%
45 +	2.1%	3.3%	2.1%	3.3%	0.7%	1.7%
Prefer not to say	1.3%	1.0%	1.4%	1.0%	2.4%	1.1%
Total	100%	100%	100%	100%	100%	100%



d) Socio-economic group

To facilitate this analysis, seven socio-economic groups were created taking into account the following variables for which data are collected in the candidate monitoring and maximising diversity survey:

- Did either of your parents attend university and gain a degree (e.g. BA/BSC or equivalent) by the time you were 18?
- What was the occupation of your main household earner when you were aged about 14?
- Which type of school did you attend for the most time between the ages of 11 and 16?

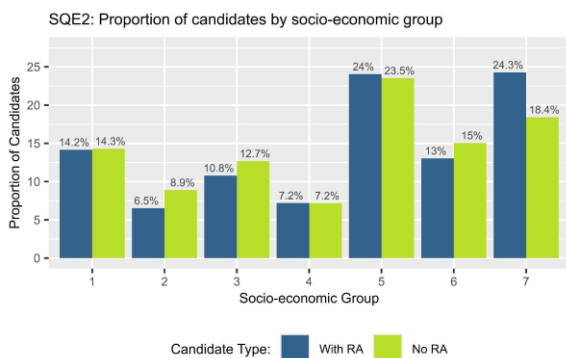
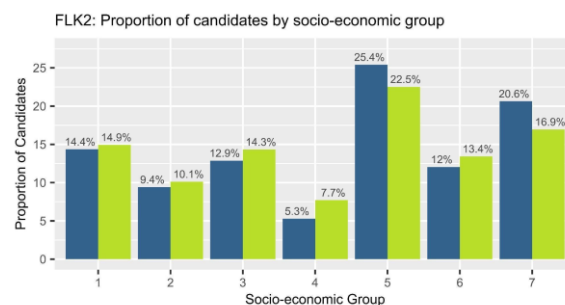
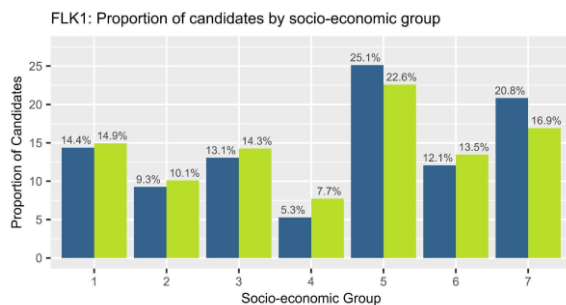
Those who answered 'Don't know', 'Other', 'Prefer not to say' or 'Attended school outside of the UK' to any of the three questions were excluded from the socio-economic analysis. This resulted in smaller cohorts of 5,409 for FLK1, 5,379 for FLK2 and 3,111 for SQE2. The full method for how candidates were allocated to the socio-economic groups can be found in Appendix 3.

The proportion of candidates with a reasonable adjustment in each socio-economic group is broadly representative of the proportions of candidates with no reasonable adjustments, suggesting that reasonable adjustments are accessible to candidates from all socio-economic backgrounds.

For FLK1/FLK2, 36% of candidates with a reasonable adjustment are in the lower socio-economic groups (groups 1-3) which compares to 39% of candidates without. For SQE2, 31% of candidates with a reasonable adjustment are in the lower groups, compared to 36% of candidates without.

For FLK1/FLK2 63% of candidates with a reasonable adjustment are in the higher groups (groups 4-7) which compares to 61% of those without; for SQE2 69% of candidates with a reasonable adjustment are in the higher groups compared to 64% of the candidates without.

Socio-economic Group	FLK1 (5409 candidates)		FLK2 (5379 candidates)		SQE2 (3111 candidates)	
	With RA	No RA	With RA	No RA	With RA	No RA
1	14.4%	14.9%	14.4%	14.9%	14.2%	14.3%
2	9.3%	10.1%	9.4%	10.1%	6.5%	8.9%
3	13.1%	14.3%	12.9%	14.3%	10.8%	12.7%
4	5.3%	7.7%	5.3%	7.7%	7.2%	7.2%
5	25.1%	22.6%	25.4%	22.5%	24.0%	23.5%
6	12.1%	13.5%	12.0%	13.4%	13.0%	15.0%
7	20.8%	16.9%	20.6%	16.9%	24.3%	18.4%
Total	100%	100%	100%	100%	100%	100%



vi) Candidates with a reasonable adjustment vs candidates without a reasonable adjustment - candidate performance

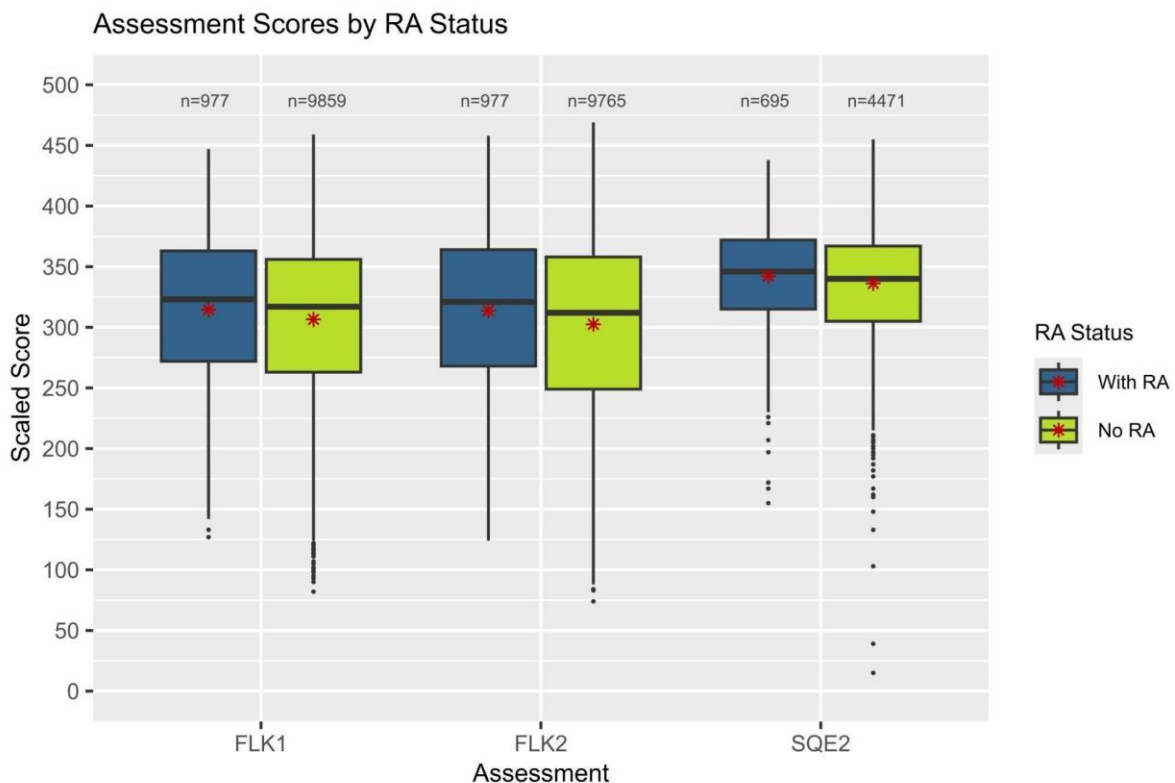
The table and boxplot below provide the number of candidates, mean score and pass rate for the aggregated data by assessment (FLK1, FLK2 and SQE2) - this is shown for the full first attempt cohort and the sub-groups of those with a reasonable adjustment and those with no RA.

Overall, candidates with a reasonable adjustment have achieved higher scores and pass rates than those without in FLK1, FLK2 and SQE2 (score differences: 314 vs. 307 for FLK1; 314 vs. 302 for FLK2; 342 vs. 336 for SQE2).

Reasonable adjustments were in place for 9.0% of FLK1 candidates, 9.1% of FLK2 candidates, and 13.5% of SQE2 candidates. Because the cohorts with reasonable adjustments are a relatively small proportion and are not fully representative of the wider candidate group in terms of characteristics, some of which are known to be predictors of performance in the SQE assessments, direct comparative performance expectations are therefore not set. However, these findings offer reassurance that candidates with reasonable adjustments are not disadvantaged in the SQE assessments. This is because their performance is not below that of candidates without adjustments.

We have published a [separate multivariate analysis of candidate performance](#) covering a longer time period and a wider range of characteristics. This study, which uses a wide range of characteristics data, found that candidates who declare a disability perform in line with those who do not have one when all other factors are taken into account.

Assessment	Full Cohort			With an RA			No RA		
	n	Mean Score	Pass Rate (%)	n	Mean Score	Pass Rate (%)	n	Mean Score	Pass Rate (%)
FLK1	10836	307	60.8	977	314	64.2	9859	307	60.4
FLK2	10742	304	57.8	977	314	62.9	9765	302	57.3
SQE2	5166	337	81.6	695	342	85.6	4471	336	80.9



vii) Candidate sharing that they have a disability in the monitoring and maximising diversity survey

Despite receiving a reasonable adjustment, when surveyed, some candidates are not disclosing that they have a disability as defined by the Equality Act 2010. For the FLK assessments and SQE2, approximately one quarter of candidates with reasonable adjustments (22% to 24%) responded ‘No’ when asked if they considered themselves to have a disability, though a large majority (59% to 61%) responded ‘Yes.’

Furthermore, a small proportion (2–3%) of candidates who did not have a reasonable adjustment in place still self-identified as having a disability. This latter group may not have felt they needed any adjustments because their disability does not affect their access to or performance in the assessments, or they may not have been aware that adjustments could be provided to support them in the assessments.

The table below shows the response proportions to the survey question ‘Do you consider yourself to have a disability according to the definition in the Equality Act 2010?’ by reasonable adjustment (RA) status and assessment.

Assessment	With an RA			No RA		
	No	Yes	PNTS*	No	Yes	PNTS*
FLK1	24%	61%	15%	92%	3%	5%
FLK2	24%	61%	15%	92%	3%	5%
SQE2	22%	59%	19%	90%	2%	8%

*Prefer not to say

Appendix 1: Candidate online monitoring and maximising diversity survey (demographic data survey) questions

Table	Category	Full Question in the Survey
6	Ethnicity	What is your ethnicity?
7	Disability	Do you consider yourself to have a disability according to the definition in the Equality Act 2010?
8	Age	What age category are you in?
9	Sex	What is your sex?
	Gender same as sex registered at birth	Is your gender identity the same as the sex you were registered at birth?
	Sexual orientation	What is your sexual orientation?
10	Religion/belief	What is your religion or belief?
11	Occupation of main household earner	What was the occupation of your main household earner when you were aged about 14?
	Type of school attended	Which type of school did you attend for the most time between the ages of 11 and 16? If you changed schools, please base your answer on the last two years of your education
	Parents attended university	Did either of your parents attend university and gain a degree (e.g. BA/BSC or equivalent) by the time you were 18?
12	Highest level of education	What is your highest level of education?
	Undergraduate degree classification	What was your undergraduate degree classification?
	Qualifying work experience undertaken	Have you undertaken any qualifying work experience?
	Qualified lawyer status	If you are a qualified lawyer, please state the country in which you achieved your law qualification(s). If you are not a qualified lawyer (do not have any foreign law qualifications), please select 'Not applicable'.
13	First Language	Please state what your first language is.

Appendix 2: Post-assessment candidate survey questions

Question
The information on the SQE website about the assessment was helpful
There was clear guidance provided on the SQE Assessment
It was a simple process to book my assessment
The administration on the day was efficient (Written)
The instructions in relation to the assessment tasks were sufficiently clear
The administration on the day was efficient (Oral)
The instructions in relation to the assessment tasks were sufficiently clear (Oral)
It was a simple process to request a reasonable adjustment
The information about how to request a reasonable adjustment was clear
The reasonable adjustment received on the day matched the reasonable adjustment plan
How would you rate your overall satisfaction with the SQE assessment service provided by Kaplan SQE?

For each question, candidates are asked to say whether they are very satisfied, satisfied, neither, dissatisfied or very dissatisfied.

Appendix 3: Method for calculating the socio-economic rank (section 10)

1. Data using the responses to the following three questions in the EDI survey was used:

- i) What type of school did you attend for the most time between the ages of 11 and 16?
- ii) What was the occupation of your main household earner when you were aged about 14?
- iii) Did either of your parents attend university by the time you were 18?

2. The responses were re-coded to reduce the number of unique responses and simplify the analyses. These were coded as follows:

Characteristic	1	2	3
School type	Non-selective state school	Independent or fee-paying (bursary) / Selective state school	Independent or fee-paying (no bursary_
Occupation of household earner	Working class	Intermediate	Professional
Parent/s attended university	Neither attended university	-	One or both attended university

3. To ensure robustness of the analyses, candidates who responded 'Prefer not to say' or where the response did not provide meaningful data relating specifically to socio-economic status (e.g. 'Other' or 'I don't know') were excluded from the analyses. Candidates who attended school outside of the UK were also excluded as this response cannot be ranked when considering school type in the context of a socio-economic scale.
4. To provide a more holistic analysis of the candidate socio-economic characteristics the coded values of the three characteristics were summed for each candidate (values of between 3 and 9), with this sum then ranked from 1 to 7, with 1 being the lowest socio-economic rank value (equating to sum=3; potentially the least advantaged candidates) and 7 being the highest socio-economic rank value (equating to sum=9; potentially the most advantaged candidates).