Solicitors Qualifying Examination Annual Report 2021/22

16 March 2023

SQE Annual Report 2021/22

Contents

Executive Summary

This 2021/22 annual report of the Solicitors Qualifying Examination (SQE) contains data about more than 3,000 candidates who took part in the SQE between September 2021 and August 2022. Analyses are from three SQE assessment windows (SQE1 in November 2021; SQE2 in April 2022; and SQE1 in July 2022).

The SQE is a single 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), and SQE2, which tests candidates' practical legal skills and knowledge.

i) SQE1 Summary

- 2809 candidates took SQE1 as a first attempt in the reporting year (across two assessment windows).
- Pass rates for SQE1 were consistent for the November 2021 and July 2022 assessment windows (53%).
- Overall cohort performance for SQE1 assessments was similar at the November 2021 and July 2022 assessment windows (mean scores of 61% and 59% for FLK1, and 57% and 56% for FLK2 respectively).
- FLK1 scores were slightly higher than FLK2 scores at both SQE1 assessment windows.
- 45% of candidates who failed part or all of SQE1 in the November 2021 assessment window resat in the July 2022 assessment window (pass rates for second attempt candidates were 16.7% and 26.8% for FLK1 and FLK2 respectively).
- SQE1 assessments showed very good reliability with correspondingly low standard errors of measurement.

ii) SQE2 Summary

- 726 candidates took SQE2 as a first attempt in the April 2022 assessment window. Of these, 47% had passed SQE1 in the November 2021 assessment window, and 53% did not sit SQE1 (due to exemptions or transitional arrangements).
- The overall pass rate for SQE2 was 77%. The pass rate was higher for candidates who had taken SQE in the November 2021 assessment window (89%) than for those who did not sit SQE1 (67%).
- The pass rate for SQE2 was markedly higher than for SQE1; this was expected given the requirement to have qualification level functioning legal knowledge (i.e. passed SQE1, hold an exemption or be a transitional candidate).
- 28% of candidates who failed SQE2 in the April 2022 assessment window resat in the October 2022 assessment window (provisional data).
- SQE2 showed good reliability with low standard errors of measurement.

iii) Key messages

- Initial data suggest both SQE1 and SQE2 assessments are valid and reliable.
- Early cohorts include large numbers of transitional candidates not required to take SQE1 and may not be representative of a steady-state cohort. Future cohorts may not exhibit the same performance and pass rates.
- Candidates were more likely to pass SQE2 if they had taken SQE1 or had done some form of qualifying work experience.
- Resit candidates had lower than average pass rates on their second attempt.
- Candidates with better university degree classifications were more likely to perform significantly better in the assessment.
- Although only a small cohort of apprentices have taken the assessment so far, they performed significantly better than other candidates.
- Analyses of pass rates by candidate diversity and socio-economic data suggested some differences in performance between groups in the individual assessments but there was no evidence of systematic bias in the SQE assessments overall. We will continue to monitor this as candidate volumes increase.

Introduction

This Solicitors Qualifying Examination (SQE) annual report provides a cumulative picture of the outcomes from the SQE assessments that have taken place in the reporting period (September 2021 - August 2022). 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, and assessment data is provided where applicable at the cumulative level. Three assessment windows are covered in this report:

- November 2021: SQE1 (FLK1 and FLK2 assessments)
- April 2022: SQE2
- July 2022: SQE1 (FLK1 and FLK2 assessments)

While the results have not yet been released for the October 2022 assessment window delivery of SQE2, some data is provided on the number of candidates who attended this assessment.

i) About the SQE

The Solicitors Qualifying Examination (SQE) is a single rigorous assessment designed to assure consistent, high standards for all qualifying solicitors. It consists of two parts: SQE1, which tests candidates' functioning legal knowledge (FLK), and SQE2, which tests candidates' practical legal skills and knowledge. The SRA's competence statement 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 SQE is provided by the Solicitors Regulation Authority (SRA). The SRA has appointed Kaplan SQE (Kaplan) as the approved assessment provider for the delivery of the SQE assessments and other related services.

In this first year, SQE assessments were delivered to more than 3000 candidates in 42 countries.

ii) SQE1

SQE1 consists of two 180 question multiple choice single best answer assessments (FLK1 and FLK2). These are delivered electronically in controlled and invigilated exam conditions at Pearson VUE test centres across the UK and internationally. Each FLK assessment takes place on a separate day. Each day 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. FLK1 and FLK2 each have a separate pass mark. In order to pass SQE1, a candidate must pass both FLK1 and FLK2 assessments. Candidates who fail at their first attempt of SQE1 have two further opportunities to take the assessment(s) they failed (FLK1 and/or FLK2). Information about SQE1 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) across five practice areas (business, organisations, rules and procedures; criminal litigation; dispute resolution; property practice; wills and intestacy, probate administration and practice).

SQE2 written assessments take place in Pearson VUE test centres over three consecutive half days and all candidates take the same written stations on the same date.

SQE2 oral assessments take place over two consecutive half days in oral assessment centres in Cardiff, London and Manchester. The logistics involved in running the oral assessments dictate that not all candidates in a cohort can take the same oral stations on the same date so multiple "sittings" are used for SQE2 oral stations. In order to protect the integrity of the assessments and to ensure equity, different oral stations are used at the different sittings, though the same skills and practice areas are covered so all candidates are assessed across the same skills and practice areas.

SQE2 has a single pass mark for the overall 16-station assessment. There may be slightly different pass marks between the SQE2 sittings to account for differences in the difficulty of the oral stations used, as described above.

Candidates who fail SQE2 at the first attempt have two further opportunities to take that assessment, and must resit the whole 16-station assessment. Information about SQE2 can be found in the SQE2 Assessment Specification.

iv) Exemptions

Exemptions from the SQE assessments are only available to qualified lawyers[1]. There are some candidates who meet the SRA transitional regulations and are using the SQE2 to qualify as a Solicitor. These are transitional candidates and these candidates are not required to take SQE1. To summarise there are three types of candidate taking SQE assessments:

- candidates going through the full SQE route,
- transitional candidates who are not required to take SQE1, and
- qualified lawyers who have successfully applied and been granted an exemption from FLK1, FLK2 or SQE2 as a whole.

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[1] See https://www.sra.org.uk/become-solicitor/qualified-lawyers/sqe-exemptions/

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 is provided separately for FLK1 and FLK2 assessments, and overall for SQE1 and SQE2.

In this reporting period, a total of 3290 individual candidates have received a mark for one or more of the SQE assessments. Table 1 below provides 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 only been two opportunities to sit SQE1, so no candidates had made a third attempt. We are only reporting here on one SQE2 assessment as results for the second SQE2 (completed in the October 2022 assessment window) are due to be released in March 2023 and will be included in the 2022/23 annual report.

At their first SQE1 attempt, candidates are required to sit both FLK1 and FLK2 in the same assessment window. If a candidate fails FLK1 or FLK2 they only need to resit the assessment which they failed: passes can be carried forward within a six year period. Because of this, and owing to mitigating circumstances, the number of candidates may differ across FLK1, FLK2 and SQE1 overall.

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

Assessment	Assess-ment Window	Number of Candidates	Number of Candidates by Attempt		
			1st Attempt	2nd Attempt	3rd Attempt
FLK1	Nov 2021	1084	1084 (100%)	n/a	n/a
FLK2	Nov 2021	1078	1078 (100%)	n/a	n/a
SQE1	Nov 2021	1073*	1073 (100%)	n/a	n/a
FLK1	Jul 2022	1899	1791 (94%)	108 (6%)	n/a
FLK2	Jul 2022	1981	1768 (89%)	213 (11%)	n/a
SQE1	Jul 2022	1829*	1736 (95%)	93 (5%)	n/a
SQE2	Apr 2022	726	726 (100%)	n/a	n/a

*The number of candidates in **both** FLK1 and FLK2 for that assessment window

iii) SQE2 October 2022

Though SQE2 in the October 2022 assessment window had been delivered at the time of writing this report, the marks had not been released to candidates. 646 candidates sat SQE2 in the October 2022 assessment window. These approximately breakdown as:

- 11% first attempt
- 7% second attempt
- 82% first attempt who are using SQE2 to qualify under the transitional arrangements.

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

A statistical report will be published after results are released, and the October 2022 SQE2 data will be included in the 2022/23 Solicitors Qualifying Examination Annual Report.

iv) Quality Assurance Statistics

Table 2 provides the pass marks for each assessment, the average score (Mean), standard deviation (SD) and measures of test reliability (Cronbach's Alpha and Standard Error of Measurement (SEm)).

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 (SEm)

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 suggests that observed scores generally represent a very good approximation for true scores in these assessments.

Table 2: Pass marks, descriptive and quality assurance statistics

Assess-ment	Assess-ment Window	No. of Items/ Stations	No. of Candi-dates	Pass Mark	Mean	SD	Test Quality Indicators	
							Cronbach's Alpha	SEm
FLK1	Nov 2021	180	1084	57%	61.2%	12.6%	0.9349	3.21%
FLK2	Nov 2021	180	1078	56%	56.8%	13.9%	0.9455	3.25%
FLK1	Jul 2022	180	1899	56%	59.1%	12.3%	0.9305	3.25%
FLK2	Jul 2022	180	1981	55%	56.1%	12.8%	0.9335	3.31%
SQE2 Sitting 1	Apr 2022	16	326	66%	72.7%	10.6%	0.8744	3.75%
SQE2 Sitting 2	Apr 2022	16	251	66%	72.2%	9.5%	0.8488	3.71%
SQE2 Sitting 3	Apr 2022	16	63	65%	71.9%	12.4%	0.8795	3.63%
SQE2 Sitting 4	Apr 2022	16	86	66%	68.8%	14.9%	0.9169	3.83%

Note - for SQE2 there were multiple sittings for the oral assessments (see introduction)

v) Candidate Journey

Tables 3a to 3c below summarise the journey so far for the candidates who have received assessment marks. These are provided separately for SQE1 (candidate outcomes) and SQE2 (candidate routes and outcomes). The candidates include transitional candidates not required to take SQE1, as well as qualified lawyers who have been granted an exemption by the SRA. Because early cohorts include large numbers of transitional candidates not required to take SQE1, the cohorts and their outcomes may not be representative of a steady-state cohort.

Table 3a: SQE1 Candidate outcomes

	Nov 2021	**Jul 2022**
Passed and sat SQE2 Apr 2022	341	n/a
Passed and sat SQE2 Oct 2022	68	n/a
Passed and yet to sit SQE2	107	795
Passed and exempt from SQE2	58	226
Sat part or all of SQE1 but did not pass - resat part or all of SQE1 Jul 2022	232	n/a
Sat part or all of SQE1 but did not pass - yet to resit	280	1030
Total	**1086**	**2051**

Of the 341 candidates who passed SQE1 in November 2021 and went on to sit SQE2 in April 2022, 302 (89%) passed. Of the 39 candidates who failed, 12 (31%) attempted SQE2 again in October 2022 (the results of which are not covered by this report), and 27 (69%) are yet to resit.

Of those who attempted parts of SQE1 in both November 2021 and July 2022, 61 (26%) passed their remaining assessments in July. They are now eligible to move on to SQE2.

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

Table 3b: Candidate routes to SQE2

	Apr 2022	Oct 2022*
Passed SQE1 Nov 2021	341	83
Passed SQE1 Jul 2022	n/a	n/a
SQE1 exempt	0	0
Did not sit SQE1 - LPC transitional	186	245
Did not sit SQE1 - QLTS transitional	199	318
Total	**726**	**646**

these numbers are provisional

Of the 385 candidates who did not sit SQE1 and sat SQE2 in April 2022, 259 (67%) passed. This compares to a significantly higher pass rate of 89% for those who had taken and passed the SQE1 in November 2021.

Table 3c: SQE2 Candidate outcomes

	Apr 2022	Oct 2022*
Passed	561	n/a
Failed and resat Oct 2022	46	n/a
Failed and yet to resit	119	n/a
Awaiting result	n/a	646
Total	**726**	**646**

these numbers are provisional

Of the 561 candidates who passed SQE2 in April 2022:

- 302 (54%) had passed SQE1 in November 2021

- 259 were transitional candidates not required to take SQE1
    - 127 (23%) were LPC transitional candidates
    - 132 (24%) were QLTS transitional candidates.

Of the 165 candidates who failed SQE2 in April 2022:

- 46 (28%) resat in Oct 22 and 119 are yet to resit
- 39 (24%) had passed SQE1 in November

- 126 were transitional candidates not required to take SQE1
    - 57 (35%) were LPC transitional candidates
    - 69 (42%) were QLTS transitional candidates.

Summary of Candidates' Results for SQE Assessments

Table 4 shows the candidate pass rates (and number passing) for each assessment for all candidates and by attempt. It also shows, for SQE2, the pass rate for those transitional candidates who did not need to take the SQE1 (including QLTS and LPC transitional candidates).

i) Pass rates on SQE1 (FLK1 and FLK2)

In the first two SQE1 assessments, the pass rates for FLK1 have been higher than for FLK2 (+13% and +9%). This might suggest that candidates are better prepared for the assessment themes in the FLK1 assessment. We will continue to monitor this across future assessments.

The overall SQE1 pass rate was consistent for both SQE1 assessments at 53%.

ii) Pass rates for resitting candidates

Pass rates for SQE1 in July 2022 were significantly lower for resitting candidates, when compared to first attempt candidates. This was true for both FLK1 and FLK2.

The number resitting was relatively small (6% and 11% respectively for FLK1 and FLK2). However, the lower pass rate might indicate that resit candidates may want to consider taking more time (and/or putting in more work or training) between sittings. This may help them improve from a failing to passing standard.

iii) Pass rates on SQE2

The SQE2 pass rate was markedly higher than for SQE1 (+24%). This was unsurprising given that sitting SQE2 was conditional on achieving a pass in SQE1 (except where candidates did not need to sit).

Noting this, the SQE2 pass rate for candidates using the transitional arrangements to complete their qualification was lower than for candidates who passed SQE1 (67% and 89% respectively).

Table 4: Assessment pass rates

Assessment	Date	Candidate % Pass Rates (and number passing)					
		All	1st Attempt Only	2nd Attempt Only	3rd Attempt Only	Sat SQE1	Did Not Sit SQE1
FLK1	Nov 2021	67% (724)	67% (724)	n/a	n/a	n/a	n/a
FLK2	Nov 2021	54% (586)	54% (586)	n/a	n/a	n/a	n/a
SQE1	Nov 2021	53% (574)	53% (574)	n/a	n/a	n/a	n/a
FLK1	Jul 2022	64% (1210)	67% (1192)	17% (18)	n/a	n/a	n/a
FLK2	Jul 2022	55% (1093)	59% (1037)	26% (56)	n/a	n/a	n/a
SQE1	Jul 2022	53% (966)	55% (960)	*n/a	n/a	n/a	n/a
SQE2	Apr 2022	77% (561)	77% (561)	n/a	n/a	89% (302)	67% (259)

not reportable as less than 10 candidates

Of the 385 transitional candidates who did not sit SQE1:

- 184 (48%) were LPC transitional candidates, and achieved a pass rate of 69% (n=127)
- 201 (52%) were QLTS transitional candidates and achieved a pass rate of 66% (n=132).

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 data 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 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 very small. The complication of small candidate numbers in certain demographic groups is compounded by almost half of candidates (47%) selecting 'Prefer not to say' for one or more of the 14 characteristics provided in this report. As a result we have not been able to use multivariate analysis in this report.

Though multivariate analysis is not included for reasons mentioned, initial exploratory analyses suggest that much of the attainment gap evident between groups may be explained by educational and socio-economic factors. However, we cannot draw reliable conclusions from this exploratory analysis yet - we will look at this again when candidate numbers and declaration rates increase.

In the tables below, we present univariate analysis of the outcomes data, which looks at each of the characteristics individually and independently. Tables 5 to 11 provide the following for FLK1, FLK2, SQE1 and SQE2 for each of the 14 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 ('Number %' 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':

- Fewer than 5% of candidates did not disclose age or sex.
- Fewer than 10% did not disclose ethnicity or disability status or their own educational characteristics.
- Fewer than 20% of candidates did not disclose sexuality, religion, parental education and household socio-economic status.

- Around 25% of candidates did not disclose whether they had undertaken any qualifying work experience.

These tables provide data for all candidates who received marks for each assessment (FLK1, FLK2, SQE1 and SQE2). The data is pooled from the November 2021 and July 2022 assessments for FLK1, FLK2, and SQE1. 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.

i) Ethnicity

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

Table 5: Pass rates by ethnicity characteristics

	FLK1		FLK2		SQE1		SQE2	
	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %
Significant differences:	**Yes**		**Yes**		**Yes**		**Yes**	
Asian / Asian British	35	58	35	49	35	48	23	72
Black / black British	7	43	7	27	7	28	9	53
Mixed / multiple ethnic groups	5	72	4	62	4	58	6	92
Other	7	51	7	43	8	39	7	55
White	46	74	47	64	46	63	55	85

ii) Disability

Candidates who declared a disability achieved a higher pass rate than those who reported no disability in SQE2. The opposite was the case in SQE1.

Table 6: Pass rates by disability characteristics

	FLK1		FLK2		SQE1		SQE2	
	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %
Significant differences:	**No**		**Yes**		**Yes**		**Yes**	
Do not consider themselves to have a disability	95	65	95	55	95	53	95	77
Do consider themselves to have a disability	5	62	5	43	5	44	5	92

iii) Age

The majority of candidates taking SQE1 and SQE2 were in the younger age groups. More than half of all candidates were in the 25-34 age group and this group achieved higher pass rates than older candidates.

There were fewer than 10 candidates in the 65+ age group for each assessment and for the 55-64 age group for SQE2. The proportions and pass rates are therefore not provided for these groups.

Table 7: Pass rates by age characteristics

	FLK1		FLK2		SQE1		SQE2	
	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %
Significant differences:	Yes		Yes		Yes		Yes	
16 - 24	20	58	20	52	20	50	10	88
25 - 34	58	70	58	57	58	56	61	82
35 - 44	17	60	17	53	17	49	22	70
45 - 54	4	58	4	46	4	47	7	50
55 - 64	1	44	1	37	1	35		
65+								

iv) Sex, Gender and Sexual Orientation

Candidates who reported their sex as male achieved a higher pass rate than female candidates in SQE1, though there was no significant difference between sex groups in SQE2.

Candidates who reported that their sexual orientation was Bi or Gay / Lesbian achieved higher pass rates than Heterosexual / straight candidates in SQE1 assessments, but there were no significant differences in SQE2.

There were fewer than 10 candidates selecting 'Other' for sex and sexual orientation, and 'No' for their gender being the same as the sex registered at birth for all

assessments. The proportions and pass rates are therefore not provided for these groups.

Table 8: Pass rates by sex, gender and sexual orientation characteristics

	FLK1		FLK2		SQE1		SQE2	
	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %
Sex Significant differences:	**Yes**		**Yes**		**Yes**		**No**	
Female	65	62	65	53	65	51	65	79
Male	35	69	35	58	35	57	35	75
Other								
Gender same as sex registered at birth Significant differences:	**n/a**		**n/a**		**n/a**		**n/a**	
No								
Yes	100	65	100	55	100	53	100	77
Sexual orientation Significant differences:	**Yes**		**Yes**		**Yes**		**No**	
Bi	3	68	3	63	3	59	2	83
Gay / lesbian	3	81	3	70	3	66	2	91
Heterosexual / straight	94	63	94	53	94	51	96	76
Other								

v) Religion or Belief

There were differences in pass rates between religion/belief groups reported by candidates in all assessments. Candidates reporting Hindu, Muslim or Sikh as their religion generally had lower pass rates.

The most frequently indicated group was no religion or belief (approximately 40% of candidates). Fewer than 10 candidates selected Buddhist as their religion for SQE2; the proportion and pass rate are therefore not provided for this group.

Table 9: Pass rates by religion/belief characteristics

	FLK1		FLK2		SQE1		SQE2	
	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %
Significant differences:	**Yes**		**Yes**		**Yes**		**Yes**	
Buddhist	2	61	2	57	2	56		
Christian	34	62	35	51	34	49	38	72
Hindu	5	42	5	39	5	36	6	67
Jewish	1	77	1	73	1	69	2	92
Muslim	13	41	13	34	13	31	11	64
No religion or belief	40	77	40	67	41	65	39	90
Sikh	2	35	2	23	2	26	2	50
Other	1	80	1	71	1	63	2	75

vi) Socio-economic background measured by Occupation of Main Household Earner at 14, Type of School Attended and Parental Education

Candidates who reported that at least one parent attended university achieved higher pass rates in SQE1 assessments, but this factor was not significant in SQE2.

Pass rates were similar across all categories of main household earner occupation, and for the school type attended for the most time between the ages of 11 and 16.

Fewer than 10 candidates did not know the type of school they attended across all assessments. The proportions and pass rates are therefore not provided for this group.

Table 10: Pass rates by household earner occupation, school type attended and parental education characteristics

	FLK1		FLK2		SQE1		SQE2	
	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %
Occupation of Main Household Earner Significant differences:	**No**		**No**		**No**		**No**	
Professional background	62	66	61	57	61	55	66	78
Intermediate background	16	66	16	54	16	53	16	81
Working class background	17	63	18	54	18	52	14	74
Other	5	56	5	49	5	46	4	74
Type of School Attended Significant differences:	**No**		**No**		**No**		**No**	
State-run or state- funded school - non-selective	30	65	30	55	30	54	30	82
State-run or state- funded school - selective on academic, faith or other grounds	14	67	14	59	14	57	14	82
Independent or fee-paying school	10	66	10	57	10	56	11	84
Independent or fee-paying school, where I received a bursary covering 90% or more of my tuition	2	73	2	73	2	67		

	FLK1		FLK2		SQE1		SQE2	
	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %
Attended school outside the UK	43	64	44	53	44	50	45	72
I don't know*								
Other	1	62	<1	56	<1	50		
Parents Attended University Significant differences:	**Yes**		**Yes**		**Yes**		**No**	
Yes, one or both of my parents attended university	52	69	52	58	52	57	58	79
No, neither of my parents attended university	45	61	45	52	45	50	40	76
Do not know / not sure*	3	61	3	48	3	47	2	90

*Group excluded from the Chi-square test of significance

vii) Highest Level of Education, Undergraduate Degree Classification and Qualifying Work Experience Undertaken

Candidates with higher undergraduate degree classifications achieved higher pass rates in SQE1 and SQE2 assessments. There was no effect on pass rates of having an undergraduate degree or not.

All candidates disclosed whether they were already a qualified lawyer or not. Those who were, achieved a higher pass rate at FLK1 but a similar pass rate to those who were not qualified at FLK2.

However, in SQE2 candidates who disclosed that they were not qualified achieved a higher pass rate. Candidates who said they had undertaken qualifying work experience achieved higher pass rates in SQE1 assessments.

There were fewer than 10 candidates with a third class or Commendation for their undergraduate degree for SQE2. The proportions and pass rates are therefore not provided for these groups.

Table 11: Pass rates by level of education, undergraduate degree classification, QWE and qualified status characteristics

	FLK1		FLK2		SQE1		SQE2	
	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %
Highest Level of Education Significant differences:	**No**		**No**		**No**		**No**	
Qualifications below degree level	1	51	1	60	1	46	2	100
At least an undergraduate degree	95	66	95	56	95	54	94	78
Not applicable*	4	56	4	48	4	45	4	37
Undergraduate Degree Classification Significant differences:	**Yes**		**Yes**		**Yes**		**Yes**	
1st	17	81	17	72	18	71	17	92
2:1	45	70	45	60	45	58	44	82
2:2	14	44	14	35	14	32	12	56
3rd	1	24	1	15	1	14		
Distinction	2	68	2	62	2	59	3	70
Commendation	<1	50	<1	36	<1	36		
Pass	3	45	3	34	3	31	3	55
Not applicable*	18	62	18	52	17	50	21	74

	FLK1		FLK2		SQE1		SQE2	
	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %	Number %	Pass Rate %
Qualifying Work Experience (QWE) Undertaken Significant differences:	**Yes**		**Yes**		**Yes**		**No**	
No QWE undertaken	23	54	23	49	23	45	10	70
Yes QWE undertaken	77	67	77	56	77	55	90	80
Qualified Lawyer Status Significant differences:	**Yes**		**No**		**No**		**Yes**	
Not qualified	65	63	65	55	65	53	66	81
Qualified	35	68	35	56	35	53	34	70

*Group excluded from the Chi-square test

Performance Across Practice Areas

i) Practice Area Performance in SQE1

The tables in this section show the mean scores by practice area for each assessment by the following candidate groups:

- All candidates
- Passing candidates
- Failing candidates
- First attempt candidates
- Second attempt candidates

In FLK1, candidates performed best in the Ethics and Contract Law practice areas (mean scores range of 69% to 73.4% for Ethics and 65.5% to 70% for Contract). While Business Law and Practice and Dispute Resolution had the lowest mean scores (range of 49.6% to 58.5% for Business Law and Practice and 52.6% to 55.8% for Dispute Resolution).

In FLK2 Ethics and Criminal Liability had the highest mean scores (range of 65.1% to 74.8% for Ethics and 58.8% to 71.8 % for Criminal Liability). It was Property Practice and Wills and Intestacy that had the lowest mean scores (range of 46.4% to 48.3% for Property Practice and 50.7% to 55.6% for Wills and Intestacy).

There are similar patterns of performance between the passing and failing candidates, and first and second 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 mean difference between passing and failing candidates across the practice areas varies between 17.2% (FLK1 Legal Services in July 2022) to 28.0% (FLK2 Land Law in November 2021).

The differences are consistently above 20% for Business Law and Practice, Contract Law and Legal System in FLK1, and Wills and Intestacy, Land Law and Trust Law in FLK2.

The deficit 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.

When comparing first and second attempts in the July 2022 assessment window the differences range between 5.2% (FLK2 Ethics) and 15.0% (FLK1 Contract Law). First attempt candidates had higher mean scores for all areas.

The differences appear higher across the FLK1 practice areas suggesting second attempt candidates have more gaps in their knowledge in these areas.

Contract Law, Business Law and Practice, Legal System and Tort all have a mean difference greater than 10%. This is followed by Dispute Resolution, Ethics and Legal Services with mean differences between 8.7% and 9.8%. Within FLK2, only Land Law has a mean difference comparable with the FLK1 practice areas (8.9%) with the other areas ranging between 5.2% and 8.3% difference.

The following plots show the mean scores for the FLK1 and FLK2 practice areas by date for the passing and failing candidates: pink = failing; green = passing; bars ordered by passing candidate mean scores for November 2021 FLK1 descending.

The plots show there are differences when looking assessment to assessment in the rank order of mean performance of passing and failing candidates across the practice areas.

In FLK1, candidates scored lower on Business Law and Practice in July 2022 compared to November 2021 but scored higher on Tort.

In FLK2, candidates performed less well in Criminal Liability but better in Criminal Law and Practice.
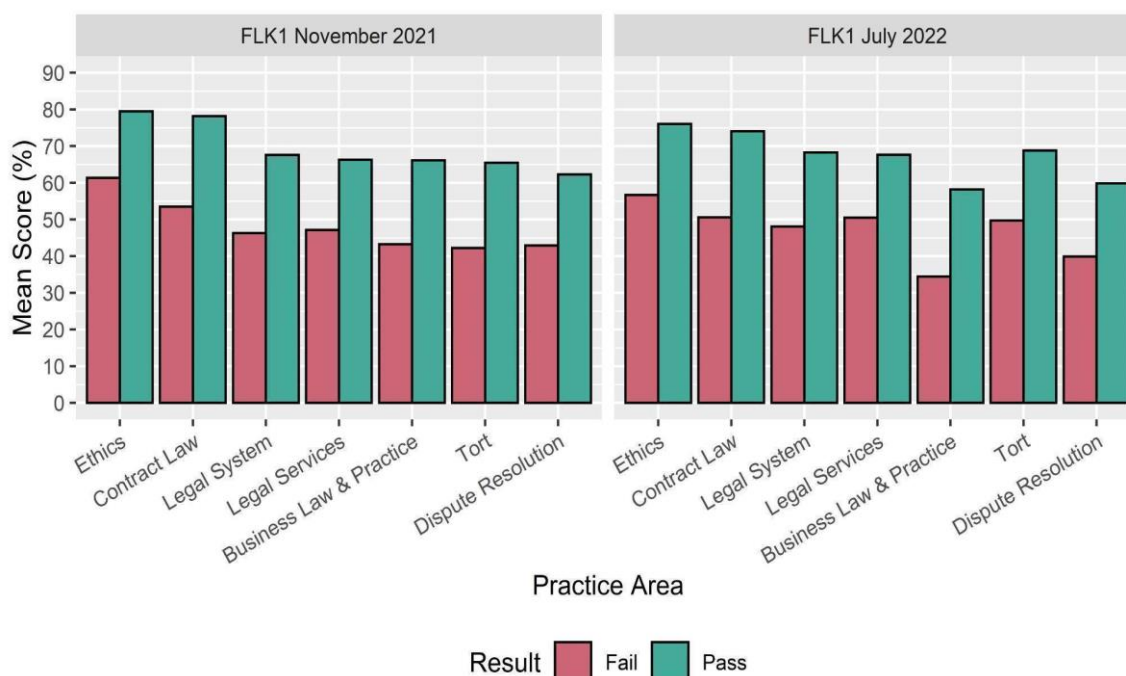

Figure 1: Mean FLK1 practice area scores for passing and failing candidates
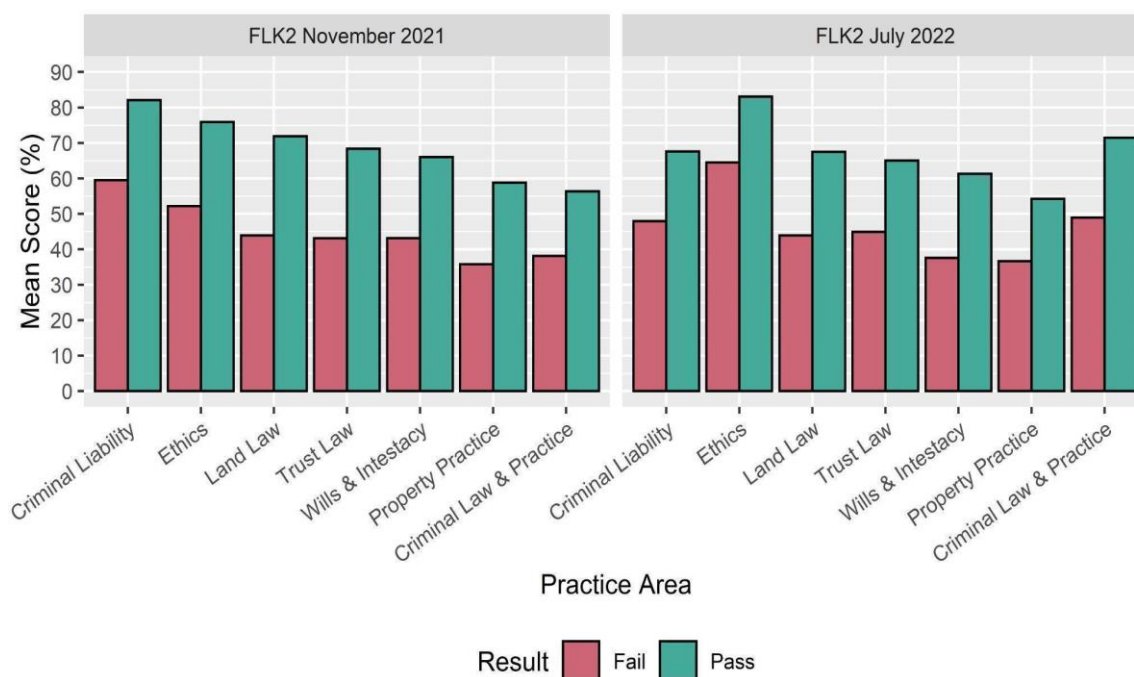
Figure 2: Mean FLK2 practice area scores for passing and failing candidates

Table 12: FLK1 mean scores by practice area

		FLK1 Mean Scores by Practice Area						
Assessment Date	Candidate Group	Business Law and Practice	Dispute Resolution	Contract Law	Tort	Legal System	Legal Services	Ethics
Nov 2021	All	58.5	55.8	70.0	57.7	60.5	59.9	73.4
	Pass	66.1	62.3	78.2	65.4	67.5	66.3	79.4
	Fail	43.3	42.9	53.5	42.2	46.3	47.1	61.3
	1st Attempt	58.5	55.8	70.0	57.7	60.5	59.9	73.4
	2nd Attempt	Not Applicable						
July 2022	All	49.6	52.6	65.5	61.9	60.9	61.4	69.0
	Pass	58.2	59.8	74.0	68.8	68.2	67.6	76.1
	Fail	34.5	39.9	50.5	49.7	48.1	50.5	56.7
	1st Attempt	50.4	53.1	66.4	62.5	61.6	61.9	69.5
	2nd Attempt	36.3	43.4	51.4	52.4	49.9	53.2	60.4

Table 13: FLK2 mean scores by practice area

Assessment Date	Candidate Group	FLK2 Mean Scores by Practice Area						
		Ethics	Property Practice	Wills and Intestacy	Land Law	Trust Law	Criminal Liability	Criminal Law and Practice
Nov 2021	All	65.1	48.3	55.6	59.1	56.8	71.8	48.0
	Pass	75.9	58.8	66.1	71.9	68.3	82.1	56.3
	Fail	52.2	35.8	43.2	43.9	43.1	59.5	38.1
	1st Attempt	65.1	48.3	55.6	59.1	56.8	71.8	48.0
	2nd Attempt	Not Applicable						
July 2022	All	74.8	46.4	50.7	56.9	56.0	58.8	61.4
	Pass	83.1	54.2	61.3	67.5	65.0	67.6	71.4
	Fail	64.5	36.7	37.6	43.9	44.9	48.0	49.0
	1st Attempt	75.3	47.1	51.4	57.9	56.9	59.4	62.1
	2nd Attempt	70.1	40.6	44.4	49.0	48.6	53.6	55.0

ii) Practice Area Performance in SQE2

In the April 2022 SQE2, all candidates sat the same 12 written stations with candidates sitting four different stations across the four oral sittings.

These findings relate to the April 2022 SQE2 assessment stations, with adjustments made to ensure all sittings are on a comparable scale. Please note that the combinations of skills and practice areas will vary between iterations of the SQE2 assessment. For more on this, please see the SQE2 Assessment Specification (Organisation and delivery section).

The tables in this section show the mean scores by station for the following candidate groups:

- All candidates
- Passing candidates
- Failing candidates

Looking at the mean scores for all candidates, the highest mean scores achieved were in:

- Legal Research - Dispute Resolution (85.0%)
- Advocacy - Criminal Litigation (78.5%)
- Case and Matter Analysis - Business (78.3%)

Of the 16 mean station scores, nine were above 70%, which included all four oral stations. The lowest mean score was for the Legal Writing - Dispute Resolution station (57.0%) which was the only mean score below 60%.

Within each of the five practice areas there is a range of mean scores suggesting candidates do not find particular practice areas easier or more difficult than others. For example, within the Dispute Resolution practice area there are the highest (85%) and the lowest (57%) mean scores.

Of the six skills assessed, the mean performance is similar across practice areas for the two assessed orally (Advocacy and Interview and Attendance Note/Legal Analysis) and for Legal Drafting (means 65.3%, 68.0% and 68.2%).

The greatest variation in mean scores is in the Legal Research stations (69.7%, 77.2% and 85.0%) and Legal Writing (57.0%, 73.0% and 74.7%).

Figure 3 and Figure 4 show the mean scores for the SQE2 written and oral stations for the passing and failing candidates: pink = failing; green = passing; bars ordered by passing candidates' mean scores descending.

The mean scores for failing candidates on the written stations do not follow the same pattern as those for the passing candidates.

The smallest mean difference is the Legal Writing - Business station (12.4%) and the largest is in the Case and Matter Analysis - Wills station (27.4%).

The mean score difference was greater than 20% for the following eight (out of 16) stations.

- Wills and Intestacy, Probate Administration and Practice - Case and Matter Analysis
- Criminal Litigation - Case and Matter Analysis
- Wills and Intestacy, Probate Administration and Practice - Legal Writing
- Business Organisations, Rules and Procedures - Case and Matter Analysis
- Criminal Litigation - Legal Drafting
- Property Practice - Legal Research
- Criminal Litigation – Advocacy
- Dispute Resolution - Legal Research

The deficit in the legal skills (and associated legal knowledge) of the weaker candidates is therefore greater in these practice areas, suggesting these areas may require more focus/preparation for future attempts at SQE2.

There was less variability in the mean scores for the four oral stations. There was a range of 2.1% for the failing candidates (60.5% to 62.6%) and 8.8% for those passing (74.4% to 83.2%).

The difference between the passing and failing candidate means ranged between 11.9% and 20.7%, with only Criminal Litigation – Advocacy being greater than 20%.
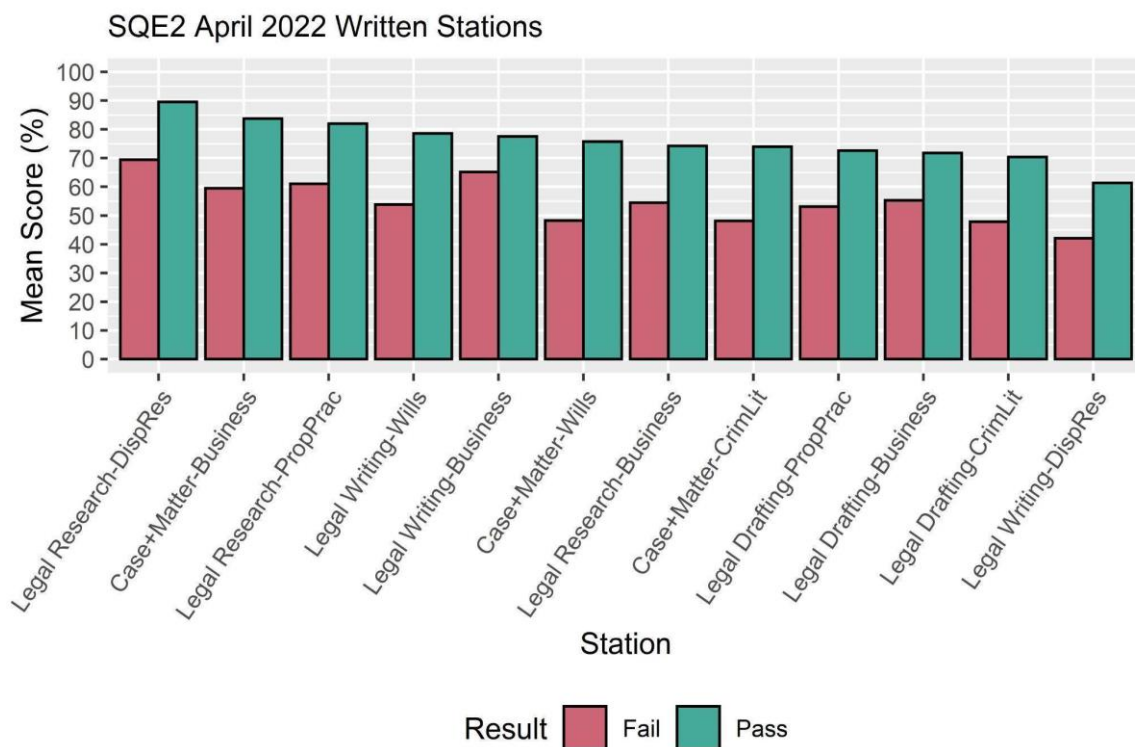

Figure 3: Mean SQE2 written station scores for passing and failing candidates
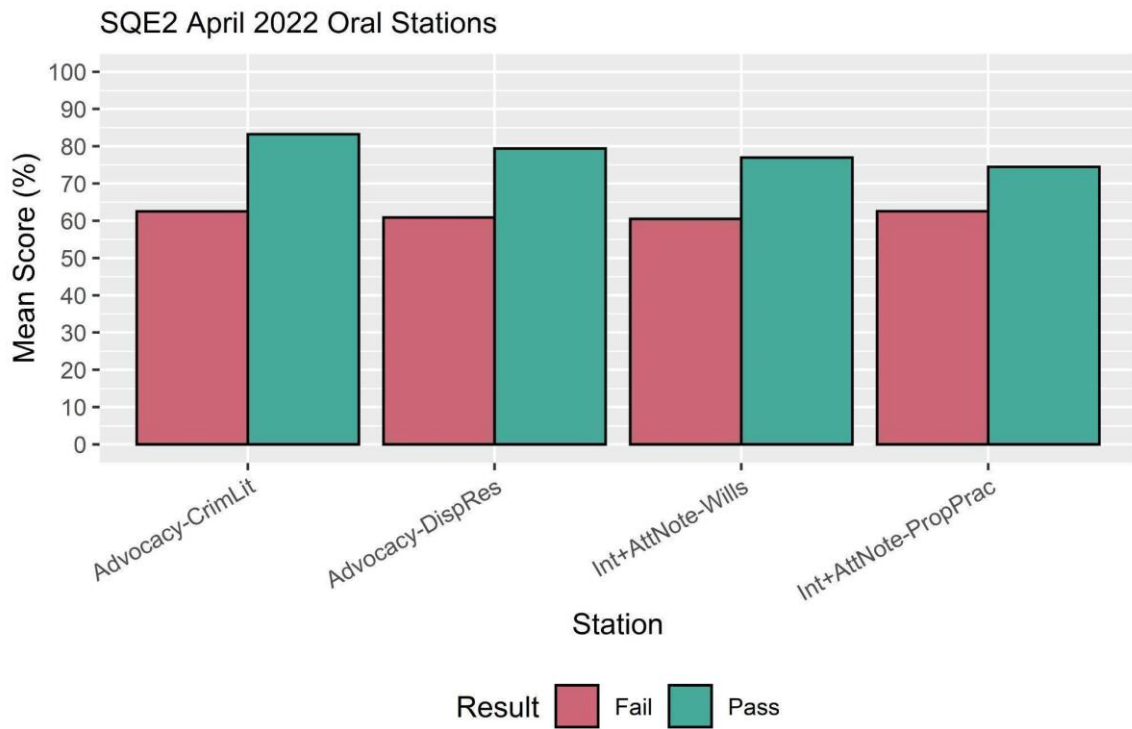
SQE2 April 2022 Oral Stations

Figure 4: Mean SQE2 oral station scores for passing and failing candidates

Table 14: SQE2 mean scores by practice area and skill

Practice Area	Skill	Type	All	Pass	Fail
Business Organisations, Rules and Procedures	Case and Matter Analysis	Written	78.3	83.8	59.5
	Legal Drafting	Written	68.0	71.8	55.2
	Legal Research	Written	69.7	74.3	54.5
	Legal Writing	Written	74.7	77.5	65.1
Criminal Litigation	Advocacy	Oral	78.5	83.2	62.5
	Case and Matter Analysis	Written	68.1	74.0	48.2
	Legal Drafting	Written	65.3	70.4	47.9
Dispute Resolution	Advocacy	Oral	75.2	79.4	60.9
	Legal Research	Written	85.0	89.6	69.4
	Legal Writing	Written	57.0	61.3	42.1
Property Practice	Interview and Attendance Note/Legal Analysis	Oral	71.7	74.4	62.6
	Legal Drafting	Written	68.2	72.6	53.1
	Legal Research	Written	77.2	82.0	61.1
Wills and Intestacy, Probate Administration and Practice	Case and Matter Analysis	Written	69.5	75.7	48.3
	Interview and Attendance Note/Legal Analysis	Oral	73.2	76.9	60.5
	Legal Writing	Written	73.0	78.6	53.9

Ethics and Professional Conduct

i) Ethics Performance in SQE1

Table 15 shows the mean scores 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 scores than those who have failed.

The mean scores are consistently higher for the ethics items compared to the non-ethics items across all assessments and groups.

For all candidates the mean differences range between 8.5% (FLK2 November 2021) and 19.7% (FLK2 July 2022). With the current data, there appears to be no pattern in mean differences between ethics and non-ethics items across the FLK1 and FLK2 assessments.

The mean differences between the passing and failing candidates are similar for both ethics and non-ethics content, indicating associated performance across the two content areas.

Table 15: FLK1 and FLK2 mean scores for ethics and non-ethics content

	All Candidates		Passing Candidates		Failing Candidates	
Assessment	Ethics Items	Non-Ethics Items	Ethics Items	Non-Ethics Items	Ethics Items	Non-Ethics Items
FLK1 Nov 2021	73.4	60.4	79.4	67.6	61.3	45.9
FLK2 Nov 2021	65.1	56.6	75.9	67.3	52.2	43.9
FLK1 July 2022	69.0	58.6	76.1	66.1	56.7	45.5
FLK2 July 2022	74.8	55.0	83.1	64.5	64.5	43.3

ii) Professional Conduct Performance in SQE2

Professional Conduct and Ethics are assessed pervasively in the SQE2 assessments. Some of the 16 stations contain Professional Conduct matters, and some do not. There is no formula determining which assessments this may fall in, and candidates are required to spot these issues and deal with them appropriately.

The matters related to these topics do not therefore have their own assessment criteria allocated to them. Examiners award discretionary credit under the criteria related to the application of the law.

Solicitor Apprentices

Kaplan SQE is the End Point Assessment Organisation for solicitor apprentices. Solicitor apprentices are required to pass SQE1 during their apprenticeship as an on-programme assessment. SQE2 is the synoptic 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.

Solicitor apprentices made up a small proportion of overall candidate numbers for each assessment as indicated in Table 16. This group has a higher pass rate across each of the three assessments when compared to the first attempt pass rates for all candidates for SQE1 Nov 2021, SQE2 Apr 2022 and SQE1 Jul 2022 (see Table 16).

Of particular note is the 100% pass rate for the SQE2 assessment in April 2022. Whilst this is the only SQE2 assessment with outcome data so far, it suggests the apprentice candidates are well prepared for the end-point assessment and applying their legal knowledge in skills based assessments.

Table 16: Solicitor apprentice pass rates

	SQE1 Nov 2021	SQE1 Jul 2022	SQE2 Apr 2022
Proportion of All Candidates	3%	5%	3%
Apprentice Pass Rate	85%	76%	100%
Apprentice Partial Pass Rate*	9%	12%	-
All candidates (first attempt)	53%	55%	77%

* Proportion passing only FLK1 or FLK2 at their first attempt of SQE1

Reasonable Adjustments

We are committed to making sure that a candidate is not disadvantaged by reason of a disability in demonstrating their competence and we will make reasonable adjustments to methods of assessment for candidates with a disability (within the meaning of the Equality Act 2010) to achieve this. We will also consider reasonable requests to accommodate candidates with other conditions which impact on their ability to undertake the SQE. All SQE candidates are assessed against the same standards set out in the Statement of Solicitor Competence and the Statement of Legal Knowledge, and must reach the Threshold Standard to qualify.

Our approach to reasonable adjustments, including how we communicate with candidates and the arrangements we most frequently make, is set out in the Reasonable Adjustments Policy.

Throughout this year, 264 reasonable adjustment plans were delivered. In the small number of cases where candidates declined the adjustments initially offered, a revised plan was proposed and agreed based on evidence provided by the candidate.

The average time taken between receiving a completed application for reasonable adjustments (with full accompanying evidence) to proposing an adjustment to a candidate has decreased through the year. It was around 12 working days in November 2021 and around 4.5 working days in July 2022. This improved as the process became more refined and the team became more established following the first assessment. Joint working and management of the reasonable adjustment requests with Pearson VUE was altered to improve completion rates.

Before the assessment, considerable time is spent with some candidates who have complex reasonable adjustment plans to ensure that the candidate is supported. Our standard guidance to candidates is to obtain their supporting evidence and make their reasonable adjustment request as early as possible. If supporting documentation is not available at the time of submitting the form, documentation should be submitted at the earliest opportunity.

Table 17: Proportion of candidates with a reasonable adjustment plan

Assessment	Date	% of candidates with a reasonable adjustment plan
SQE1 Overall	Nov 2021	7%
SQE1 Overall	Jul 2022	7%
SQE2 Overall	Apr 2022	8%

Table 18: 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	Nov 2021	86%	14%
SQE1 Overall	Jul 2022	77%	23%
SQE2 Overall	Apr 2022	81%	19%

i) Pass rates for candidates with reasonable adjustment plans

Table 19 shows pass rates for candidates with reasonable adjustment plans alongside pass rates for the full cohort for SQE1 and SQE2 assessments this year. A Chi-square significance test was used to see if there were differences (at a 95% confidence level) between the reasonable adjustment candidate pass rates and the overall cohort. This is indicated in the final column as 'Yes' (significant differences) or 'No' (no significant differences).

Pass rates for candidates with reasonable adjustment plans were similar to the full cohort for all SQE1 assessments. However, there was some evidence to suggest that the pass rate for candidates with reasonable adjustment plans was higher in SQE2.

Noting that we only have outcomes from one SQE2 assessment at the time of writing this report, we will monitor future assessments for emerging trends.

Table 19: Comparison of pass rates overall and for candidates with a reasonable adjustment (RA) plan

Assessment	Date	Overall Pass Rate	RA Pass Rate	Significant Differences*
FLK1	Nov 2021	67%	64%	No
FLK2	Nov 2021	54%	49%	No
FLK1	Jul 2022	64%	58%	No
FLK2	Jul 2022	55%	48%	No
SQE2 Overall	Apr 2022	77%	86%	Yes

Significant where any differences between the groups are unlikely to be due to chance

ii) Nature of conditions and adjustments made

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

The most common conditions amongst candidates with reasonable adjustment plans were neurological conditions such as dyslexia, autism, dyspraxia and ADHD.

The majority of candidates had more than one adjustment in their plan. These were specific to the actual assessments and in some cases different arrangements were required on the SQE2 written and oral assessments.

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

1. Up to 25% extra time or stop the clock (STC) - STC means that a candidate is given a prescribed amount of time that they can use for breaks - the candidates can take as many breaks and decide on the length of the breaks up to the prescribed agreed amount of STC time.
2. Own assessment room
3. Access to medicine, snacks or water during the assessment
4. More than 25% extra time or stop the clock (STC)
5. Zoom text or adjustable font, contrast, etc.
6. Reader / recorder / scribe

Other bespoke provisions were also arranged for candidates where evidence supported this. Examples of these included:

● Use of noise-cancelling headphones
● Use of a laptop
● Use of a screen overlay
● Sitting for the duration of the oral assessments
● Being seated in close proximity to an exit or bathroom
● Provision for stretching exercises during breaks
● Access to medical devices to monitor health conditions.

JAWS screen reader technology is available as a possible adjustment, although no candidates required or requested it in this period.

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
- SQE in Welsh
- apprentices
- the overall SQE service.

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

These surveys have provided valuable information for Kaplan and SRA to consider during these early stages of the SQE. 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.

Feedback from candidates and stakeholders has also been collected and reviewed and considered from various other sources during the course of delivering the assessments.

Table 20 summarises some of the key areas brought to our attention for improvement, and what we are doing in response.

Table 20: Key areas of feedback and responses

Feedback said…	Our response has been…
Website: System failures during SQE1 November results release and some booking journeys were not acceptable.	Invested in the performance of the website and improved the results release processes for SQE2 April and SQE1 July.
Website: The SQE2 booking journey is challenging for candidates.	Commenced a review of the booking journey to assess how and when improvements can be made.
SQE1: The SQE1 sample questions feel shorter and easier than the questions in the real assessments.	Reviewed the SQE1 sample questions and other supporting materials. Improvements to the materials have been made, including re-ordering the questions as analysis showed that earlier questions were viewed more regularly than later ones.
SQE1: Provide SQE1 results quicker.	As planned, we have reduced the amount of time taken to release SQE1 results from 6-10 weeks to 5-6 weeks.

Feedback said…	Our response has been…
SQE1 and SQE2 Written: There were cases where the screen resolution negatively affected the candidate test experience.	Completed a detailed investigation and issued instructions to reduce the incidence and improve troubleshooting if it does occur.
SQE1 and SQE2 Written: Not all test centres are clear about what the SQE is and what is permitted in relation to accessing water and toilets during unscheduled breaks.	Clarified our instructions to test centres about the assessments, access to water and toilet breaks. Increased on-site visits on assessment days. Updated our website so candidates know what to expect.
SQE1 and SQE2 Written: The quality of test centres and reliability of their technology has not consistently met expectations, with significant issues and delays affecting some candidates (including Hammersmith test centre where more than 100 SQE1 July candidates were disrupted or unable to test).	Provided feedback to the relevant centres, where specifics were known. Worked closely with Pearson VUE to establish the root cause and actions to mitigate against recurrence. Removed the Hammersmith centre from our list of approved test centres.
SQE2: The assessment interface for SQE2 written assessments, especially the copy and paste tools, were difficult to use.	Included specific instructions about copy and paste on the header of all SQE2 written assessment questions. Published a detailed guide to SQE2 copy and paste functionality to aid preparation for the assessment.
SQE2: The reasons for quarantined waiting time at the SQE2 Oral assessments were not clear, and candidates felt we could make the experience more comfortable or less stressful.	Arranged access to refreshments during certain wait times, and improved awareness of the assessment day experience via website updates and the joining instruction emails.
SQE2: Help candidates interpret their SQE2 results.	We delivered a webinar in February which included an explanation of results. We also continue to work on further resources.

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

Table	Category	Full Question in the Survey
5	Ethnicity	What is your ethnic group?
6	Disability	Do you consider yourself to have a disability according to the definition in the Equality Act 2010?
7	Age	What age category are you in?
8	Sex	What is your sex?
	Gender same as sex registered at birth	Is your gender the same as the sex you were registered at birth?
	Sexual orientation	What is your sexual orientation?
9	Parents attended university	Did either of your parents attend university by the time you were 18?
	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?
10	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).
11	Religion/belief	What is your religion or belief?

Appendix 2: Post-assessment candidate survey questions

Number	Question
1	The information on the SQE website about the assessment was helpful
2	The assessment specification provided me with enough guidance about the content and format of the assessment
3	It was a simple process to register for my candidate account
4	It was a simple process to book my assessment
5	The assessment was at a suitable venue
6	The administration on the day was efficient
7	The assessment questions were clear
8	The process for requesting reasonable adjustments was easy to use
9	The supporting information provided was helpful in telling me what I needed to do to request a reasonable adjustment
10	The reasonable adjustment received on the day matched the reasonable adjustment agreed in advance of the assessments
11	How would you rate your overall satisfaction with the service provided by the Kaplan SQE Equality and Quality team?
12	How would you rate your overall satisfaction with the SQE assessment service provided by Kaplan SQE?