
HOW TO WRITE SLS

4 Questions in SLS

Usually, when it is time to write the SLS, the student is exhausted from the hard work in the RAP. This makes it easy to lose focus on what the questions want. Sadly, some students then pass the RAP, but fail the SLS – needlessly delaying their graduation.

Here is some guidance on tackling the 4 questions.

1. Reflect on what you have **learnt** from the meetings with your project mentor, including the presentation that you gave to your project mentor?

What the student LEARNT. Not what the student DID.

Students tend to say “My mentor told me to do industry research so I went to read newspapers and access journals”. This only shows that the student is good at taking instructions. It does not show any learnings.

To show you learnt something, you have to prove that you know HOW and WHY something is done.

With that, the example above should be “I learnt from my mentor that industry research gives a good background for deeper analysis. After trying it out, I could clearly see the how my numbers were linked to what was happening in the business environment.”

Tip: It is not a requirement that you have to write what you learnt from EACH meeting. You can just place all your learnings in meetings together.

2. To what extent do you think you have achieved the RAP research objectives you set?

The key is to persuade the examiner that you met the objectives.

Ask questions like – How effective were the models used? How well do you think your research and sources met the objectives? What limitations did you face? How did you overcome the limitations?

At the start, use evidence and examples to prove that you met the objectives.

The challenge comes as the student is also expected to show self-criticism and reflection. In this question, the student should also **raise 2 weaknesses** that he

discovered in himself and how it affected the project. These weaknesses must be unique to himself. Examples could be how he is easily distracted and lose sight of the objectives.

Do not write that you wish you had more time or a higher word count. That is not self-reflection, that is just stating a limitation that all other students will also face.

3. How have you demonstrated your interpersonal and communication skills during the project work?

During the presentation and meetings with mentor, how did you show that you had interpersonal and communication skills?

There are many communication skills that exist in the ways to prepare for a meeting, listen and ask questions. A Google search will readily give details that students can read.

4. Reflect on how undertaking the RAP helped you in your accountancy studies and/or current employment role?

Self-explanatory. Make the application real by stating examples of how you foresee the RAP skills can help in your studies and/or employment.

POWER TIPS:

- 1) Make notes during the mentor meetings on what you discussed and learnt.**
- 2) As a rule of thumb, each question should be 400 to 600 words. Writing too little can lead to failure. The total should be near to 2,000 words.**
- 3) After writing, read your answers and match it against the question. Are you really answering it? Or just writing whatever you felt like writing?**