



# CREATING APPRENTICESHIP- FRIENDLY LBS SERVICES

Module 4: Supporting Apprentices to  
Achieve Certification



Laubach Literacy Ontario



**Laubach Literacy Ontario**

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# Introduction

The need to attract and retain apprentices has arguably never been higher. According to a recent article in the [Toronto Sun](#), our

“workforce will see a 10,000-worker deficit in 56 nationally recognized Red Seal trades over the next five years, a scarcity that could be widened tenfold when 144 provincially regulated trades are added into the mix.”



Literacy and Basic Skills (LBS) agencies in Ontario are well positioned to support apprenticeship – individuals who are considering apprenticeship, individuals who are moving through the apprenticeship system and individuals who have completed the necessary in-school training and hours and are trying to pass their final exam to become journeypersons.

While LBS agencies are well positioned, not all LBS agencies feel prepared to support apprenticeship. The apprenticeship system in Ontario is complex. There are over 140 trades, divided into four sectors. There are multiple pathways into apprenticeship. Contextualizing learning activities – a hallmark of LBS – can seem overwhelming considering the sheer number of trades from which a learner can choose.

For the above reasons, Laubach Literacy Ontario (LLO) has developed a series of resources to support LBS agencies in increasing their capacity to support apprenticeship – with the goal of creating apprenticeship-friendly LBS services.

There are four modules:

- Module 1: Apprenticeship and LBS – Understanding the Market Opportunity
- Module 2: Preparing a Learner for Apprenticeship
- Module 3: LBS and Apprenticeship Support
- Module 4: Supporting Apprentices to Become Journeypersons

This is **Module 4: Supporting Apprentices to Become Journeypersons**. In this module, we will focus on how LBS service providers can support apprentices to succeed in the final steps of completing their apprenticeship journey.

# Module Outcomes

At the end of this module, you will be able to:

- Understand why low apprenticeship completion rates are a challenge for Ontario.
- State reasons why apprentices struggle to complete their apprenticeships.
- Recognize the ways apprentices can finish their apprenticeship.
- Understand how to support apprentices with reading comprehension.
- Identify steps to take when apprentices experience text anxiety.
- Describe ways to support apprentices with learning how to study.
- Identify common math challenges that impact apprentices.
- Recognize why multiple-choice questions are challenging for apprentices.
- Describe potential accommodations apprentices can request for final exams.
- Identify how supporting apprentices with exam completion fits into the five LBS service functions.
- Determine if supporting apprentices with final exam completion is right for your LBS agency.
- Indicate supports available in Literacy and Basic Skills to support apprentices to successfully complete their apprenticeships.



# Pre-Assessment

Before you begin this module, we encourage you to look at the module outcomes below and reflect on whether or not you already know the topics, if you'd like to learn more about them, or if you think you have no need to know this information.

Module Outcome	We already know this	We'd like to know more about this	We don't need to know this
Understand why low apprenticeship completion rates are a challenge for Ontario.			
State reasons why apprentices struggle to complete their apprenticeships.			
Recognize the ways apprentices can finish their apprenticeship.			
Understand how to support apprentices with reading comprehension.			
Identify steps to take when apprentices experience text anxiety or need to learn how to study.			
Identify common math challenges that impact apprentices.			
Recognize why multiple-choice questions are challenging for apprentices.			
Describe potential accommodations apprentices can request for final exams.			
Identify how supporting apprentices with exam completion fits into the five LBS service functions.			

<p>Determine if supporting apprentices with final exam completion is right for your LBS agency.</p>			
<p>Indicate supports available in Literacy and Basic Skills to support apprentices to successfully complete their apprenticeships.</p>			



# Low Apprenticeship Completions in Ontario

Ontario is facing a significant shortage in skilled trades. As a result, new initiatives are being funded to promote the trades and to encourage people to explore apprenticeship as a career goal. But getting people interested in and registered as apprentices is not the only issue facing the apprenticeship system in Ontario. Of those individuals who do sign on as apprentices, only about 50% will go on to successfully completing the requisites of the apprenticeship system to become journeypersons. Without a good supply of journeypersons, employers will be unable to bring on future apprentices because journeypersons are responsible for providing the majority of training and guidance that apprentices need to learn their respective trades.

Clearly, it's vital for apprentices to move all the way through the apprenticeship system. But why do so many apprentices not complete? The rewards of completion – in terms of financial compensation – are well publicized. For the individual apprentices, aside from a feeling of satisfaction and accomplishment, certification can lead to more job security, higher wages, more job mobility, and open opportunities within the apprenticeship system. There are numerous reasons why apprentices do not complete. In this module, we are going to explore the challenges that the Literacy and Basic Skills program and its associated agencies and support organizations can address.

There are many good reasons to ensure that more apprentices complete their apprenticeships. More certified skilled workers are also good for the system itself. Since some trades are subject to an apprentice to journeyperson ratio, we need to ensure that we're always replenishing the pool of experienced journeypersons who are able to train new apprentices.

The final steps of some certifications involve long written examinations. As we've already seen in Modules 2 and 3, some aspects of an apprenticeship involve academic skills such as math and communication that may not be learned on the job. Similarly, test taking skills are not included in the apprenticeship training standards. However, knowing how to prepare and pass written exams is essential to achieving certification.



Fun fact: Did you ever wonder why journeypersons are called journeypersons? It's because they are expected to move to (or journey to) wherever the work needs to be done!



# Challenges to Apprenticeship Completion

As we have discussed throughout this series of modules on creating an Apprenticeship-Friendly LBS System, Literacy and Basic Skills (LBS) agencies can support pre-apprentices and apprentices at multiple points in a person's apprenticeship journey. This module is about supporting apprentices to become journeypersons. These are individuals who have become apprentices, have been successful in completing their in-school sessions, but who are struggling to complete their apprenticeship. There are several reasons why apprentices get stalled at this point in their apprenticeship pathway, including:

- reading comprehension issues – apprentices are not clear what is being asked
- test anxiety when it comes to writing final exams
- uncertainty about how to study
- weakness in math
- challenges dealing with multiple-choice questions
- a lack of clarity around accommodations that exist and how and when to access them

We will look at each challenge in turn and highlight specifically how LBS agencies can be supportive.

## Finishing an Apprenticeship

First, we will look at what the process of completing an apprenticeship looks like. Just as there is no one way to get into an apprenticeship, there is no one way to complete an apprenticeship. It depends on the apprenticeship an adult learner is taking and how much certification the apprentice desires.

## Certificate of Apprenticeship

When an apprentice completes their training as an apprentice, they receive a Certificate of Apprenticeship.

Depending on the trade, this could be:

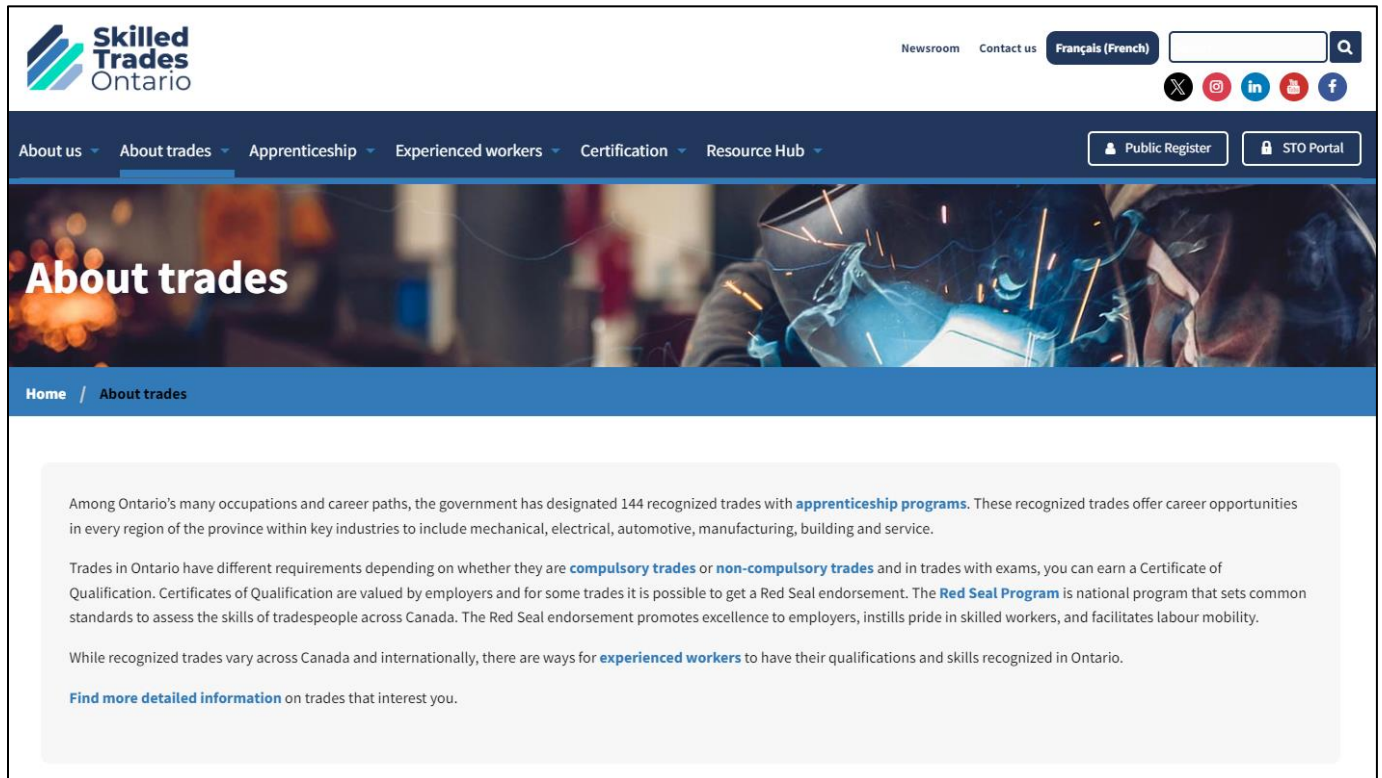
- a letter from the sponsor confirming hours and/or skills
- proof of sign-off on all mandatory skills in the apprenticeship logbook
- the apprenticeship completion form in the apprenticeship logbook
- the skill set completion for sponsors from the apprenticeship logbook

# Certificate of Qualification

Once an apprentice has a Certificate of Apprenticeship, they can go for the next level of certification.

A Certificate of Qualification (C of Q) can help apprentices get better pay, more job opportunities, and more responsibility.

Only trades that have an exam will be granted a Certificate of Qualification. Apprentices will be required to write an exam as part of getting a Certificate of Qualification.



The screenshot shows the 'About trades' page on the Skilled Trades Ontario website. The header includes the logo, navigation links (Newsroom, Contact us, Français (French)), a search bar, and social media icons. The main navigation menu lists 'About us', 'About trades', 'Apprenticeship', 'Experienced workers', 'Certification', and 'Resource Hub'. The page title is 'About trades' and the breadcrumb is 'Home / About trades'. The main content area contains three paragraphs of text and a link to find more information.

Among Ontario's many occupations and career paths, the government has designated 144 recognized trades with **apprenticeship programs**. These recognized trades offer career opportunities in every region of the province within key industries to include mechanical, electrical, automotive, manufacturing, building and service.

Trades in Ontario have different requirements depending on whether they are **compulsory trades** or **non-compulsory trades** and in trades with exams, you can earn a Certificate of Qualification. Certificates of Qualification are valued by employers and for some trades it is possible to get a Red Seal endorsement. The **Red Seal Program** is national program that sets common standards to assess the skills of tradespeople across Canada. The Red Seal endorsement promotes excellence to employers, instills pride in skilled workers, and facilitates labour mobility.

While recognized trades vary across Canada and internationally, there are ways for **experienced workers** to have their qualifications and skills recognized in Ontario.

[Find more detailed information](#) on trades that interest you.

## Who has to write an exam

Some trades that have a Certificate of Qualification (C of Q) exam include:

- plumber
- electrician
- automotive service technician
- hairstylist
- cook
- tool and die maker
- arborist
- drywall finisher and plasterer

The [Skilled Trades Ontario](#) website lists all [compulsory](#) and [non-compulsory trades](#).

The C of Q exam is multiple-choice for all trades. You need to score at least 70% to pass, regardless of your trade.

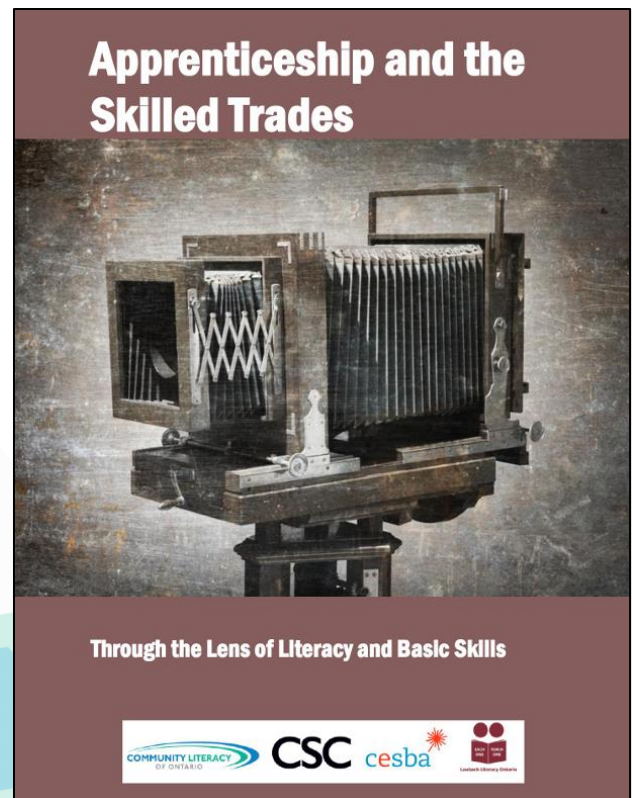
Unfortunately, high numbers of apprentices fail their final exams. Community Literacy of Ontario (CLO), in March 2022, developed a resource called [Apprenticeship and the Skilled Trades Report](#). This report identifies challenges, strategies, successes, and “big ideas” from across the Community-based, College and School Board sectors to increase our common understanding of how this goal path [apprenticeship] can be supported in LBS agencies. One of the big ideas from this resource is for the Ministry to take another step in connecting Apprenticeship and LBS:

Big Idea from the Field: “An effective way for Apprentices who could benefit from basic skills upgrading to discover literacy programs would be for the Ministry to establish a process where the first time an Apprentice fails the C of Q, they are referred to Literacy and Basic Skills for test prep, test-taking and study strategies, etc. Being told by the Apprenticeship Office that they can attend a free short-term targeted test preparation program to help them prepare for the C of Q would drive Apprentices to literacy programs and help with completion rates.”

## Provisional Certificate of Qualification

When an apprentice completes their apprenticeship in a trade that has a C of Q exam, they will receive a Provisional Certificate of Qualification from [Skilled Trades Ontario](#).

This certificate will allow them to continue working in a compulsory trade. The term of this certificate is one year, during which the apprentice must write and pass their C of Q exam.



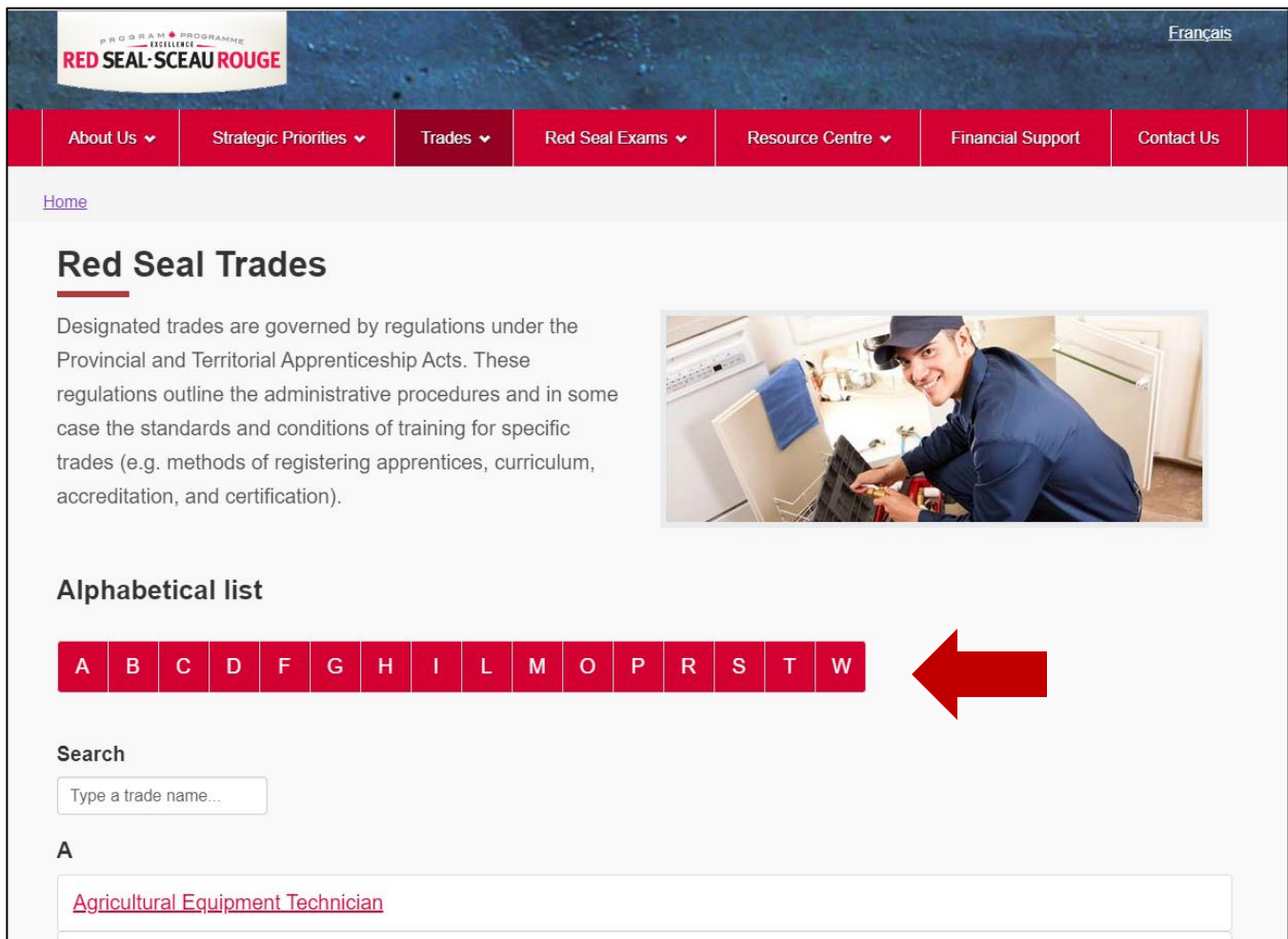
# Red Seal

Having a Red Seal qualifies you to work in other provinces and territories without more tests and paperwork.

In Ontario you can get a Red Seal in more than 50 trades, including:

- carpenter
- cook
- industrial millwright
- general machinist
- welder
- truck and coach technician

Here is the [full list](#) of Red Seal trades. Apprentices have to write and pass an exam in a Red Seal trade to get a Red Seal. The Red Seal Exam has a pass mark of 70%. There is a time limit of four hours to write it.



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## Red Seal Trades

Designated trades are governed by regulations under the Provincial and Territorial Apprenticeship Acts. These regulations outline the administrative procedures and in some case the standards and conditions of training for specific trades (e.g. methods of registering apprentices, curriculum, accreditation, and certification).



### Alphabetical list

A B C D F G H I L M O P R S T W ←

Search

Type a trade name...

A

[Agricultural Equipment Technician](#)

This is a point of failure for some apprentices. LBS can get people ready for the first try, and worst-case scenario, the 2nd try. Multiple choice test-taking is a skill and LBS can support people here. Skilled Trades Ontario has produced a [Trade Examinations in Ontario Exam Preparation Guide](#). It is an excellent overview of what apprentices need to know to prepare for their final exam. Section 5 of this resource identified Specialized Supports, including:

- Requests for Accommodation
- Essential Skills Upgrading
- Language Training
- Higher Level Language Training Programs
- Employment Ontario


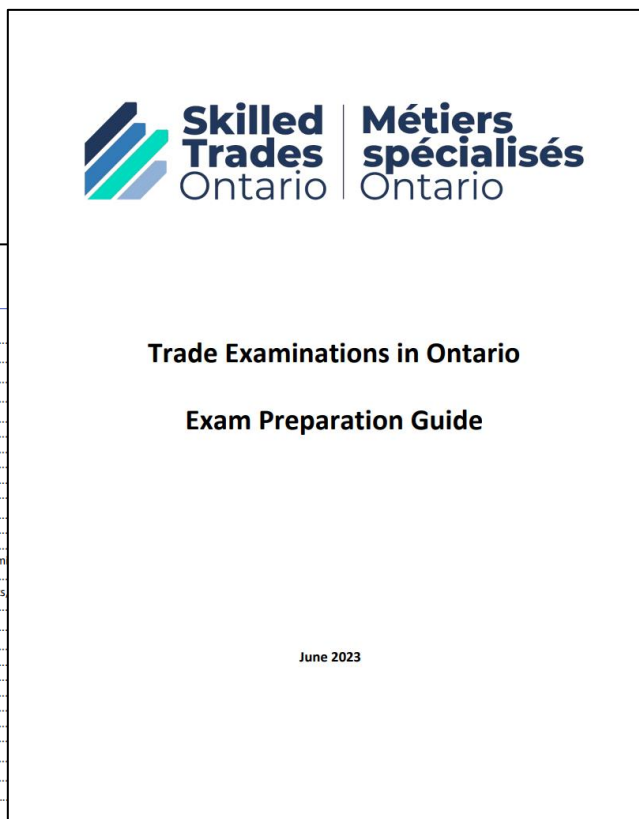


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# Supporting Apprentices with Reading Comprehension

It might sound simplistic, but one of the most likely ways your LBS agency can support apprentices who are struggling to successfully complete their final exams is to assist them with reading comprehension.

While it's an older resource now, [Reading Comprehension for Trades Entrance](#) is an excellent resource produced for the Northwest Territories in 2003. Please note that it is copyrighted.

“This curriculum guide is intended to build the skills of individuals who are pursuing apprenticeship trades in the Northwest Territories. It is also designed to prepare people for the Northwest Territories trades entrance examination in reading comprehension. This guide is not the answer for everyone seeking to enter a trade. For some people trades entrance reading comprehension requires only a quick review of what was learned in school. For others, including those who had unsuccessful learning experiences in school, this curriculum will provide an opportunity to learn reading competencies used in trades for the first time.”



NWT Apprenticeship Support Materials

- Reading Comprehension \* *Comprehension Module*
- Math
- Science

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# Reducing Text Anxiety for Apprentices and Providing Study Skill Support

In LBS we know that many adult learners struggle with test anxiety. The same is true for many apprentices. Even when they know the information, it can be difficult to maintain calm and work their way through the many questions on a final exam.

In this section of the module, we are mainly concerned with the role that LBS agencies can play in alleviating anxiety associated with taking final exams that apprentices must take. It's important to note that anxiety isn't just a condition that may surface when an apprentice is confronted with a final exam. Research suggests that apprentices can show increased anxiety as they progress through an apprenticeship based on a variety of factors:

- **Employer active training** – apprentices' perception that their employer took an active and thoughtful role in workplace training versus a passive role
- **Expert career** – apprentices' level of perceived expertise and technical knowledge required for the trade
- **Job security** – expectations of steady work within the occupation
- **Fair training wage** – apprentices' perception of lower apprenticeship pay as a fair exchange for workplace learning
- **Excessive work** – workplace pressure and work overload
- **Career indecision** – confirmation that this apprenticeship is a good choice for me
- **Timing of choice** – how long individuals had contemplated their apprenticeship before entering
- **Lack of information** – information about where the trade may take them in the future
- **Experience with role models** – apprentices' prior-to-entry experience with individuals currently working in the occupation

Source: [\*Understanding why apprentices consider dropping out: longitudinal prediction of apprentices' workplace interest and anxiety\*](#). 2021

All the factors listed above may contribute to the (potentially increasing) anxiety that some apprentices feel as they approach their final exam(s). Many of the factors are beyond the influence of LBS agencies except for the first one – employer active training. If apprentices do not feel as though their employer took an active and thoughtful role in their on-the-job training, they may well have gaps in skills. And it is likely that LBS agencies can support these apprentices not only with filling gaps in skills, but also in learning how to manage anxiety in general and text anxiety in particular.

The Canadian Apprenticeship Forum (CAF) has a good resource on this topic titled, [Relieving Exam Anxiety: Techniques for Apprentices](#). While only 4 pages in length, this resource is easy to read and has additional links to other resources. It focuses on techniques that apprentices can use to reduce anxiety, improve their study habits, and practice actual test-taking.

Quizlet and the Jed Foundation, in recognition of the connection between anxiety and test-taking, has coined the term “examxiety,” and created the *Examxiety Resource Guide*. Targeted at Generation Z (but with application to other age groups), this study suggests that rather than just having a final exam as an all-encompassing indicator of performance as apprenticeship currently does, it’s more productive to introduce other assessment opportunities that allow apprentices to identify their strengths and to gain confidence in their growing abilities.

Examxiety: the manifestation of feelings of stress, anxiety or uneasiness felt by students when it comes to test-taking or academic stress. One way to combat examxiety is to prepare for tests and exams. But, even more powerful, is acknowledging, identifying and managing your feelings and the things that trigger it.

Source: Quizlet - <https://quizlet.com/en-us/content/examiety-resource-guide>

It is unlikely that you, as an LBS provider, will have much opportunity to expose an apprentice to a variety of assessments during the time you will have with them. However, you will be able to suggest to the apprentice that the final exam need not be considered as completely negative. While also being long and potentially difficult, you can refer to the final exam as an opportunity for career progression. These kinds of stressful assessments of ability are likely to surface at other points in an apprentice’s work life and present a learning and growing opportunity.

In addition, it’s likely that most apprentices will seek out support from an LBS agency if they have failed their exam. While you will want to focus on areas of weakness, it is also likely that there were areas of strength – parts of the exam where the apprentice did well. As an LBS provider, you can highlight areas of accomplishment and then focus on areas for improvement.





The saying, “practice makes perfect” has been around for a long time.

Fun fact: The more you practice, the better your skills are. The proverb has been traced back to the 1550s-1560s, when its form was, ‘Use makes perfect.’ The Latin version is, ‘Uses promptos facit.’

This old saying holds true for reducing test anxiety. As an LBS provider, you can support apprentices by encouraging them to take practice tests and then examining where they may need more support.

We also know that many apprentices have been out of school for a while. Even if they have taken a level of in-school training over the past several years, writing a final exam can be a lot more intensive. Referenced above, the Canadian Apprenticeship Forum resource, [Relieving Exam Anxiety: Techniques for Apprentices](#) also has some tips for improving study habits as well as additional resource links.

The stress of the school-based portions of Apprenticeship training, especially as it relates to passing exams, can be significant. People who are less comfortable with traditional lecture-style or “book learning” are often drawn to the hands-on nature of the Skilled Trades and finding that they need to return to a traditional classroom can be incredibly intimidating. Offering a supportive environment to practice these in-class skills can help reduce anxiety and increase the chance of successful Apprenticeship completion.

Source: [Apprenticeship and the Skilled Trades: Through the Lens of Literacy and Basic Skills](#). 2022. P. 25

The resource, [Supporting Apprenticeship Completions: Exam Preparation Resources for the Certificate of Qualification Writer](#) from the Mid North Network offers contextualized Certification of Qualification (C of Q) preparation for the following trades: electrician, industrial mechanic millwright, plumber, general carpenter and automotive service technician. The final products include a consolidated guide, an annotated bibliography identifying availability and best practice use of existing resources; a comprehensive exam readiness guide and contextualized workbook for the Certificate of Qualification exam writer; and the resources are translated into French.

# Preparing Apprentices for Success in Math

One of the most common areas of skill development that apprentices struggle with is math. Different trades require different levels of proficiency in math. For some trades, apprentices only need simple math skills like adding and subtracting, measurement and dealing with fractions. Some trades, like welders and metal fabricators, use more complex math like trigonometry.

While we have already discussed anxiety earlier in this module, it's useful to point out that so many people feel anxiety around math that it has its own term: mathematical anxiety.

According to Wikipedia,

“Mathematical anxiety, also known as math phobia, is a feeling of tension and anxiety that interferes with the manipulation of numbers and the solving of mathematical problems in daily life and academic situations.”

Apprentices don't often do math problems in academic situations, but they certainly do them in daily life situations. And we're glad they do! After all, you don't want the water that collects on your newly poured concrete driveway to slope back to your house! So, the fact that some apprentices struggle with math anxiety, in addition to applying math concepts, affects LBS providers.

BuildForce Canada and SkillPlan have come up with [5 Tips to Help Apprentices Overcome Math Anxiety](#).

Digital resources have made it easier for all people, including apprentices, to make all kinds of calculations. But it's vital for apprentices not just to come up with the final math “answer,” but to understand how the final answer is arrived at.

We have heard from agencies that work with apprentices that many are weak in math skills

upon entry into the trade – whether that's because they haven't used some of these math skills in a while and they are a bit rusty, or because they did not learn these math skills in the first place.

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## 5 TIPS TO HELP APPRENTICES OVERCOME MATH ANXIETY

Some apprentices need support to build math confidence, especially at the beginning of technical training. Students entering trades training might have weak math skills and feel anxious about the math component of technical training. They may have dropped math courses early in their secondary school education or it may be a long time since they were in school. They worry that they have forgotten basic math skills or may not be able to keep up the pace in class. They think they can't do math, but everyone can learn math despite any stereotypes or past experiences.

**1. Project a positive and encouraging attitude towards math**

Remind apprentices that their motivation in technical training is completely different than it was in high school: they are here to learn so they can do their job better and earn more money. Learning math skills should be viewed as a human endeavor just like learning the practical parts of learning a trade. Sometimes a tutor is required to work one-on-one with the apprentice. A tutor or instructor working one-on-one with an apprentice can also teach positive self-talk, like "I can do this."

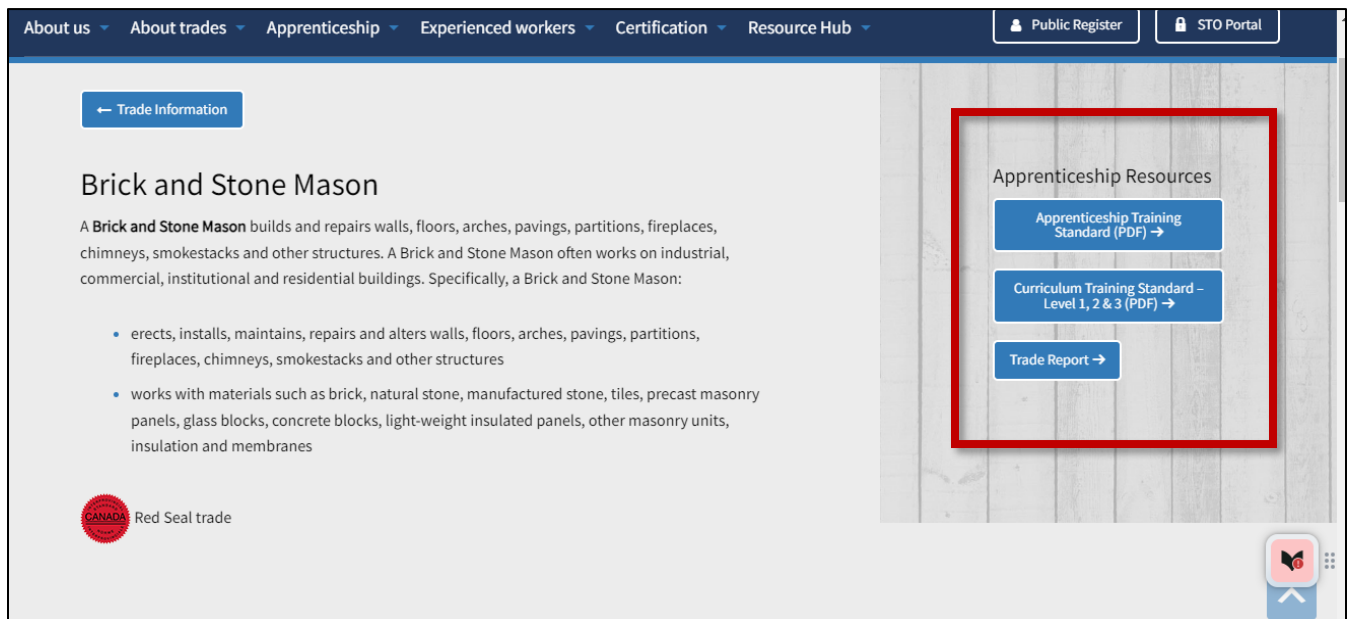
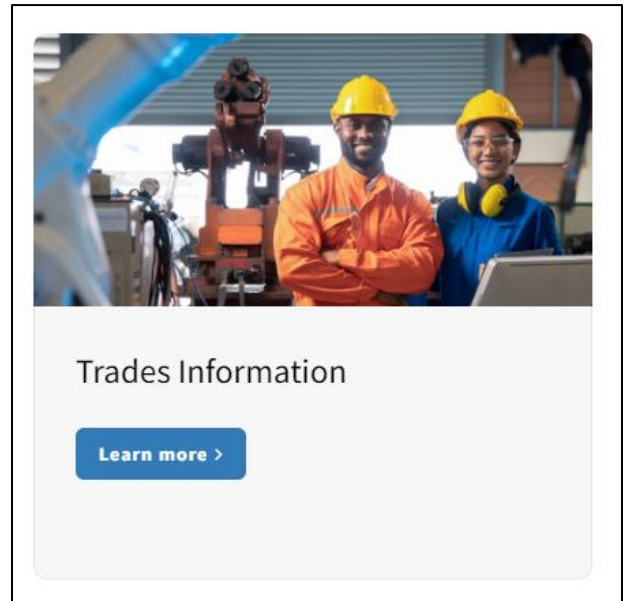


**2. Teach how to use the calculator**

Some apprentices enter trades training with weak math foundations such as multiplication tables. Using the calculator to perform those functions, without any stigma, allows them to focus on the more complex operations instead. Instructors should demonstrate useful calculator functions so apprentices have a tool to simplify math operations. Low-level learners tend to write down every digit from their calculator at every step. Copying numbers from the calculator to paper and then entering them into the calculator again increases the probability of error, so "Store" and "Recall" functions are especially useful.

Some apprenticeship organizations have developed – either on their own or in concert with adult upgrading programs – their own math courses. These math courses are highly contextualized to the types of math that apprentices in particular trades or sectors will need to complete. If you’re not sure what type(s) of math are required by an apprentice who has approached your LBS agency, you can consult the Curriculum Training Standard for that trade.

For example, go to the [Skilled Trades Ontario](#) website. Click on the “About trades” button in the ribbon across the top of the screen and choose “Trades information.” If you scroll down the page, you will see a list of the trades in alphabetical order. Click on Brick and Stone Mason (note – you will have to advance to the next page). On the right-hand side of the screen, you will see under “Apprenticeship Resources” that you can choose “Apprenticeship Training Standards” or “Curriculum Training Standard.” While both types of standards are a valuable source of information, the Curriculum Training Standard will provide you with information on what kinds of skills an apprentice in that trade will need to be able to demonstrate.



Going to the Skilled Trade Ontario website and looking through Apprenticeship Training or Curriculum Training Standards may seem overwhelming. The good news is that, increasingly, LBS programs are reaching out to apprenticeship trainers (or vice versa) and developing math programs. Many of the trades overlap in terms of the math skills apprentices need to be successful.

Contact your regional literacy network and ask if they can request samples of such programs that have been developed in other jurisdictions. You may not need to start from scratch! In fact, here is an example of a [LiUNA math booster](#) and of a [math booster for the Bricklayers and Stone Masons](#).

Community Literacy of Ontario, in 2022, wrote [Apprenticeship and the Skilled Trades: Through the Lens of Literacy and Basic Skills](#).

The purpose of this resource was to conduct research into the challenges, strategies, successes and “big ideas” to inform the LBS field’s understanding of how this goal path can be better supported in LBS agencies. The report goes further to identify challenges, strategies and successes that may be sector-specific (community-based, college or school board).

It’s a valuable resource for LBS and apprenticeship in general, but it also notes, in relation to apprentices and math, that:

There is growing recognition that numeracy skills are taught in adult literacy programs, but their ability to help learners obtain the academic requirement for the trade, to help them prepare for the in-class portion of the Apprenticeship, develop strong test-taking skills, and study for Level 1, 2, or 3 tests or the Certificate of Qualification (C of Q) is largely unknown. Given the need for more people to enter the Skilled Trades, there are simply fewer adult literacy learners on the Apprenticeship goal path than one would expect. P.9

Measurement and Calculation for the Trades Skill Plan’s workbook, “Measurement and Calculation for the Trades” helps construction Apprentices to prepare for technical training by reviewing the required numeracy skills including using whole numbers, decimals, fractions; ratio/proportion, percentage, measurement and conversions; perimeter, area, volume, and right-angle triangles. Find it at: <https://skillplan.ca/learn/product/measurement-and-calculation-for-the-trades/>



Build Your Skills

# Start + enhance your career in the skilled trades.

Build Your Skills is your personal learning hub and all you need to succeed in the skilled trades. For success getting into and through technical training and on the job, we are here for you!

Get Started →

Watch the Video ▶

- ✔ Free to sign up
- ✔ Tons of resources
- ✔ All construction trades



# Managing Multiple-Choice Questions

Apprenticeship is often referred to as hands-on. And it is with about 85% of the training taking place on the job and the remaining 15% taking place in the classroom. But as of the time this module is being written, the only way for apprentices to show they have mastered the content of their apprenticeship is by writing a final exam. And that final exam is not for the faint of heart. Typically, it consists of hundreds of multiple-choice questions that must be completed over several hours.

Even though there is always a chance of randomly picking the right answer to a multiple-choice question, many people struggle with these questions. Sometimes two answers seem really close to each other and they can actually be designed to confuse the test-taker. Or at least that's the rumour that usually accompanies multiple-choice tests.

You might be surprised to hear that there are strategies that people can use to help them perform better on multiple-choice tests. The University of Guelph McLaughlin Library has a good [summary](#) of how to prepare for multiple-choice exams. Here are some of the strategies they recommend:

The screenshot shows the 'Succeed at Exams' page from the University of Guelph McLaughlin Library. The page features a navigation menu on the left with categories like 'Start Here', 'Study for Exams', and 'Multiple Choice Exams'. The main content area is titled 'Succeed at Exams' and includes a search bar. The page is organized into several sections: 'Understand multiple choice exams', 'Prepare before the exam', 'Collect exam information', and 'Choose proven study techniques'. Each section contains a list of bullet points providing specific advice and resources.

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## Succeed at Exams

- Start Here
- Study for Exams
- Set Up Your Study Environment
- Write Online Exams
- Write In-Person Exams
- Manage Exam Stress
- Multiple Choice Exams**

- Understand multiple choice exams
- Prepare before the exam
- Use effective strategies to write the exam
- Use exam results to improve your skills

- Multiple Choice Sample Questions
- Short-Answer Exams
- Prepare for Essay Exams
- Write Essay Exams
- Problem-Solving Exams
- Analyze Exam Errors
- Lab Exams

### Understand multiple choice exams

- A multiple-choice question usually includes a statement or question followed by 4 or 5 choices. You must select the best answer from the choices given.
- Some students study for multiple choice exams only until the point that they can recognize a correct answer. However, multiple choice exams can be designed so that many possible answers look correct.
- By paying attention to the details of the question and having confidence in the course material, you can choose the correct answer more consistently.

### Prepare before the exam

### Collect exam information

- Identify the content that the exam is likely to cover by reviewing the course outline, CourseLink, and textbook chapters for summaries of course content.
- Identify the type of knowledge that you will need to demonstrate in the exam. Will the exam emphasize factual details, conceptual understanding, or a combination? Analyze the course outline, review previous tests and quizzes, and use your course notes to make predictions.
- Read [Succeed at Exams: Start Here](#) for additional suggestions.

### Choose proven study techniques

- Questions may use different vocabulary or examples than those from class or the textbook. Make sure you understand the concept and can recognize it when presented in a different way.
- Pay attention to concepts or terminology that can be easily confused. Your professor will know this and will likely test to see if you can differentiate between similar concepts. Study techniques like [matrix charts](#) can help you compare and contrast concepts.
- Go beyond re-reading your notes when you study. Use active study methods to help you deepen your understanding and retain knowledge. See [Effective Studying](#) for suggestions on taking notes, creating concept maps, and more.
- Review [Study for Exams](#) for details on implementing two study techniques: practice tests and distributive studying.

**Read the question carefully, before looking at the choices:**

- a) Note key terms or concepts.
- b) Note important words like “not” that change or reverse the meaning of the question.
- c) If you encounter unfamiliar content in the question, don’t panic! If you’ve been attending lectures regularly and have studied the material, you have probably studied material that is related to the question. Think about how the question might be related to other material in the course.
- d) Watch out for distractors, which are extraneous bits of information that might distract you from the real purpose of the question. Cross out the distractors and underline the key points to help you maintain focus.
- e) Attempt to answer the question based on your prior knowledge without looking at the choices.

**If you are having trouble understanding a question, try to rephrase it in your own words:**

- a) Read the alternatives carefully.
  - Note key terms and words
  - Try and reason why an answer may be incorrect. This can help you logically remove options and feel confident about it.
  - Note absolute terms like “always”, “no”, “must” or “never.” In many cases, absolute statements are often incorrect. If you can think of one exception, an absolute statement would be false.
- b) If you are confident an option is incorrect, eliminate it. This can help you narrow down the options to find the correct one.
- c) Select the choice that is the most like the answer you thought of in step 1.

**Answer the question:**

- a) Ensure you have not just chosen a response that is factually correct, but one that answers the question directly.
- b) Once you have selected your answer, read the question with the answer to ensure you have not misread either.

**Review your answers:**

- c) Review your answers before turning in your exam. If you suspect an answer is incorrect, you may be right! Reread the question and apply some of the above strategies to help you feel more confident before changing it.

**Strategies when two or more answers look correct:**

- a) Reread the question when you read each answer; sometimes reading the question and answer together can help you better identify logical connections (or the lack of logical connections) between them.
- b) An answer that is only right under narrow conditions, or that requires exceptions or assumptions to be true, is less likely to be the correct answer than an answer that holds true in many situations.
- c) Consider the context of the question; two answers may be correct statements, but only one will fit the overall context of the question.
- d) Try identifying the worse answer rather than the better one.

**Budget your time:**

- a) Multiple choice exams can be long. It can take concentration and energy to stay focused and to read each question carefully.
- b) Calculate the amount of time you can spend on each section or question according to the number of marks it's worth.
- c) Leave time at the end of the exam to return to unfinished questions.
- d) Work quickly and skip questions that you can't answer right away. Cross out options that are obviously wrong to save time when you return to the question later.

**Use exam results to improve your skills:**

- a) Review your marked exam to see where you have gone wrong, and where you have done well.
- b) If your instructor doesn't routinely return exams, go to office hours and ask if you can see your exam to learn from your errors.



# Accessing Accommodations to Support Apprentices

Many adult learners in the LBS system are impacted by learning and other types of disabilities. And LBS practitioners are accustomed to talking about learning needs and potential accommodations that might be required upon intake. The percentage of adults with learning disabilities can be a subject of debate. However, the [Learning Disability Society](#) suggests that the incidence rate for learning disabilities for Canadians over 15 years of age (as of 2017) was 17.9%.

Some people would argue that the incidence rate for learning disabilities among LBS learners is higher as it's reasonable to think that some people who were not successful in school or who emerged from school with gaps in their skills were impacted by learning disabilities – whether those disabilities have been formally diagnosed or not.



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## Supporting Apprentices with Learning Disabilities

Learning disabilities affect at least 10% of the general population and there is increasing evidence this figure is much higher in the apprenticeship system. Unfortunately, a large percentage do not receive adequate supports to identify and address their learning challenges and end up leaving their careers, exacerbating existing labour shortages. A more structured, consistent approach to identifying and supporting pre-apprentices and apprentices with learning disabilities is needed for the construction industry and its training providers to effectively respond to these learning needs.

And research also suggests that the incidence rate for learning disabilities for apprentices is higher than it is for the general population. [SRDC and Skill Plan](#) have studied this relationship in a pilot and suggest:

“Learning disabilities affect at least 10% of the general population and there is increasing evidence this figure is much higher in the apprenticeship system. Unfortunately, a large percentage do not receive adequate supports to identify and address their learning challenges and end up leaving their careers, exacerbating existing labour shortages. A more structured, consistent approach to identifying and supporting pre-apprentices and apprentices with learning disabilities is needed for the construction industry and its training providers to effectively respond to these learning needs.

The intention of this pilot is to identify, assess, and provide wrap-around supports as needed to union apprentices and selected pre-apprentices, offer training resources to training providers, and to test the effectiveness of this model in several jurisdictions across Canada.”

Most, if not all, LBS agencies will already be aware of supports and resources to work with adult learners with learning disabilities. You may wish to augment your collection or look for specific research on how to support apprentices with disabilities if you want to work with apprentices more.

Being aware of actual or suspected learning disabilities can be important when it comes to accessing accommodations.

Apprentices need to be aware of what types of accommodations could be available. An LBS agency working with an apprentice who is struggling to successfully write their final exam may ask for accommodations like:

- extra time on tests/exams
- a quiet space for taking tests/exams
- tests being read out loud
- adaptive technology such as Kurzweil
- a reader who can read out the questions

While apprentices are able to access accommodations to write their final exams, there is research to suggest that not all apprentices may feel comfortable disclosing that they have a learning challenge or disability. Ruth McGillivray conducted post-graduate research on the experience of B.C. apprentices with learning disabilities and found that learning disabilities are not well understood – not by the public, not by all educators and sometimes not even by the people who have them. In an article published [online](#) in the Journal of Commerce:

McGillivray interviewed six tradespeople who had learning disabilities. Only two of them were diagnosed before adulthood. Most said they needed detailed drawings of projects, rather than written instructions. Hands-on learning and being able to try is often their preferred way to learn since just reading makes no sense, the interviewees indicated. They all wanted blended learning in an online environment. All of them had a lifelong struggle with their learning disabilities and were confident on the job, but not at school. McGillivray found a few surprise similarities with these case studies. Most didn't know what learning disabilities they had, nor the symptoms and accommodations. She found that there is a stigma to learning disabilities and a fear of discovery and they were reluctant to seek support or accommodations. All of them knew what tools they needed to learn and wanted anonymous access to them.

As a result of her research, McGillivray concluded, “Apprentices with learning disabilities struggle alone with their technical training and their exams. Without support, apprentices with learning disabilities are definitely at risk of (not) completing certification.”

So, what does this information mean for LBS agencies trying to support apprentices with final exam completion? Make sure you thoroughly explore the apprentice's past learning challenges. While the apprentices need to disclose this information, it is much more likely that they will do so in a supportive environment like an adult literacy program than it is that they will disclose to their employer or the instructors who provide them with their in-school training.

Once they disclose information about learning challenges, adult literacy practitioners can work on skills areas using strategies to support learning and retention. And adult literacy staff can also talk about how and when to advocate for the supports that apprentices may be entitled to.

Community Literacy of Ontario (CLO), based on its [research](#) during Skills for Success, offers this idea from the LBS field:

An effective way to support Apprentices who are struggling to pass the Certificate of Qualifications (C of Q) would be for literacy practitioners to act as readers at Ministry exams – to ensure program capacity, this would need to be recognized as a ministry-funded activity. Apprentices who request accommodations because of comprehension or language issues, or because of a documented disability, can request a reader. The reader can be someone of their choosing, as long as that person has no knowledge of the trade. A phone interview and application are required from all readers. “The value of having someone with LBS experience do this is so beneficial because we’re patient, and we’re skilled at rewording things so people can understand them. I would love to see the ministry connect with LBS services to provide readers when needed - they could really help people get through the exam when that’s the issue.” P. 27

The screenshot shows the website for the Learning Disabilities Association of Ontario (LDAO). The header includes the LDAO logo and name, and navigation links for HOME, ABOUT US, LDS/ADHD, RESOURCES, and CONTACT US. A breadcrumb trail indicates the current page is 'Home / LDAO Resources / Public Policy & Advocacy / LDAO Policies/Positions & Public Policy Manual'. The main content area is divided into two columns. The left column contains a 'LDAO Resources' menu with categories like Online Courses, Programs and Publications, Public Policy & Advocacy, Chapter Newsletters, and LDAO Scholarships & Bursaries. Below this is an 'Additional Resources' section with links to Programs & Services, Websites and Online Resources, Materials, Videos/DVDs, and Scholarships and Bursaries. The right column features a 'Listen Now' audio player, a 'Recent LDAO Policy Statements' section with a list of documents (e.g., Accommodating Students with LDs in Postsecondary Studies 2019), and a 'LDAO Public Policy Manual (2002)' section with a detailed description and a list of sections (A through I).

A focus on apprentices with learning challenges/disabilities is not new. Back in 2011, the Learning Disabilities Association of Ontario (LDAO) produced a [Policy Statement on Students with Learning Disabilities in Apprenticeship Programs](#). This policy statement makes a compelling case for how and why apprentices with learning disabilities struggle with their in-school training segments. While the recommendations made in this Policy Statement are not for LBS agencies specifically, they are still applicable and are as follows:

- Create a curriculum and delivery approaches based on universal instructional design principles, which will benefit all students.
- Create a more inclusive approach to tests and exams, which would benefit students who do not have formal documentation entitling them to accommodations, in addition to students whose first language is not English.
  - Tests could be prepared electronically with screen readers available for all students. In this way they will be able to hear the question which improves comprehension. If this is implemented as standard practice, students who have not been identified, often level 1 students, may have a greater likelihood of successful progress.
- Distribution of information to apprentices and employers about learning disabilities and the availability of support both in class and on the job.



# Developing Key Partnerships

You are not alone if you want to further understand and address the needs of apprentices who are struggling to successfully pass their final exam(s). Other LBS agencies, regional and provincial literacy support organizations, the Ministry of Labour, Immigration, Training and Skills Development (MLITSD), and Skilled Trades Ontario (to name a few potential partners) share this desire.

## LBS agencies/Literacy Service Planning:

- If you have other LBS agencies in your community and if you belong to a Literacy Service Planning (LSP) table, use them! Make apprenticeship completion a topic for the agenda and share and develop expertise around referrals and referral protocols, resources that work, and partnerships that could be explored to better understand and address the issue of apprenticeship completion. You may have unions or other Training Delivery Agents who would welcome the opportunity to brainstorm ideas and implement pilots.

## Regional and provincial literacy support organizations:

- Besides discussing apprenticeship completions at LSP meetings, look to your regional and provincial support organizations for access to resources to support your work. LBS has been fortunate to have had eighteen months of resource development through Skills for Success, resulting in hundreds of new resources for the LBS field, many of them targeted to apprenticeship.

## MLITSD:

- As long as apprenticeship falls under MLITSD's portfolio, they will look to increase apprenticeship completions. It's important for MLITSD to be notified of trends at the local level. Trends in communities sometimes develop into trends across the province. And MLITSD will need to know about these trends, including successful approaches and outcomes, to better direct funding to where it can have the greatest impact.

## Skilled Trades Ontario:

- Skilled Trades Ontario is still setting up its operations which includes developing a regional presence. Work with your regional network(s) to invite Skilled Trades Ontario representatives to your local meetings. Make sure they know who you are and how you can support. The Learning Networks of Ontario (all the regional literacy networks across the province) will continue working with Skilled Trades Ontario to see how its Exam Unit can work more closely with Literacy and Basic Skills to support apprentices who fail their final exams.

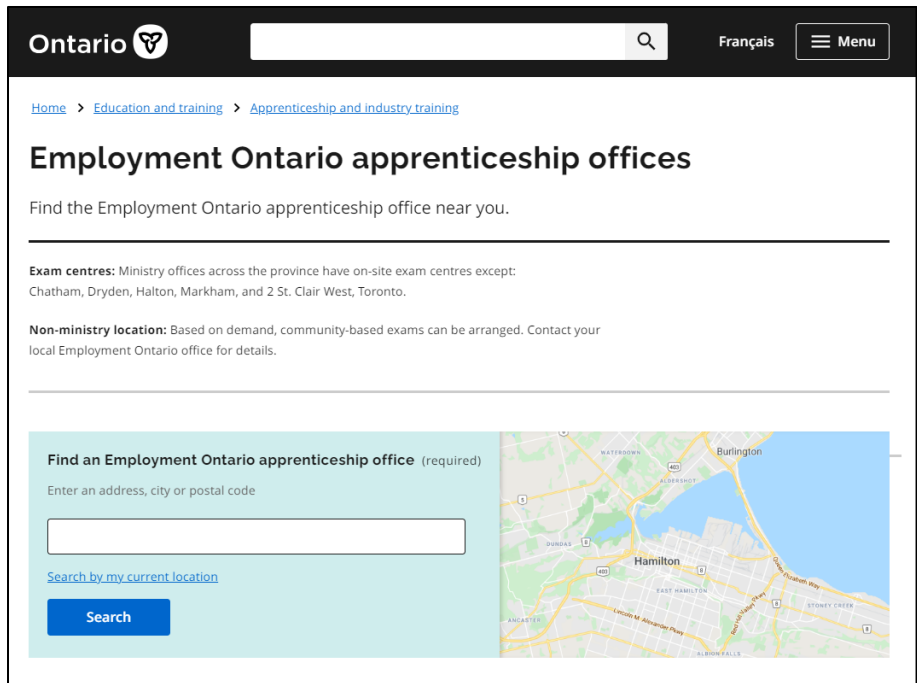
“While all literacy programs have staff with expertise in adult learning, few have staff with in-depth experience in the Skilled Trades. Connecting with employers, Apprenticeship support networks, Apprenticeship offices and Training Delivery Agencies (TDAs) like Colleges and Unions to hear their first-hand experience has helped fill this gap. Programs that have pursued partnerships with pre-Apprenticeship programs also developed a deeper understanding of the Skilled Trades those programs support as well.”

Source: [\*Apprenticeship and the Skilled Trades: Through the Lens of Literacy and Basic Skills\*](#)



# Putting It All Together

So now that we have talked about why some apprentices struggle to successfully complete their final exams, we hope that these apprentices will find their way to an LBS agency. When they do, let's look more specifically at how LBS agencies can support these apprentices in terms of the five core services of LBS.



The screenshot shows the Ontario government website's page for finding apprenticeship offices. At the top, there is the Ontario logo, a search bar, and a 'Français' link. The breadcrumb trail reads: Home > Education and training > Apprenticeship and industry training. The main heading is 'Employment Ontario apprenticeship offices'. Below this, it says 'Find the Employment Ontario apprenticeship office near you.' There are two informational sections: 'Exam centres' listing exceptions (Chatham, Dryden, Halton, Markham, and 2 St. Clair West, Toronto) and 'Non-ministry location' explaining that community-based exams can be arranged. A search form is present with the title 'Find an Employment Ontario apprenticeship office (required)', a text input field for address/city/postal code, a 'Search by my current location' link, and a blue 'Search' button. To the right of the form is a map of the Hamilton area.

## Information and Referral

### Outreach

The LBS system features many discrete niches. A service to support apprentices achieve a certificate is certainly very niche. This service is for a small (but growing) percentage of the population. The following list gives you some questions to ask when contemplating your outreach strategy:

1. Is your service specifically for apprentices or is it part of an overall test preparation program?
2. Are there large sponsors (employers or unions) in your area where you can promote your services to many potential clients at once?
3. How will you encourage word of mouth referrals? Who can carry the message about your program? Who are the local employment and training 'influencers'?
4. Where is the closest [C of Q examination Centre](#)? Can you advertise your service nearby?
5. Have you worked with learners who went on to become registered apprentices? (How accurate is your database of former learners?)
6. Are you aware of any broader system coordination between Apprenticeship and LBS that you can connect with? If so, who will you connect with?



## Client Screening

Your front-line staff are essential to marketing your service, but many LBS practitioners are not as familiar working with registered apprentices as learners from other goal paths. Clients contact LBS service providers with a sense of their goals but may not know the best path forward. The staff that answer the phones or reply to the emails are very experienced, providing general and individualized advice about academic pathways and local employment supports. They know the questions to ask to quickly discover some of the client's needs and interests.

When starting an apprenticeship friendly service, practitioners need the same detailed knowledge about the apprenticeship pathways. Here are samples of questions and the accompanying rationale that your frontline staff should be comfortable asking a client who is seeking test-preparation support:

Question	Rationale
What trade are you registered in?	To know whether that trade has a Certificate of Qualification exam.
Have you completed your training as an apprentice? (If the client doesn't know, you could prompt with a follow up question such as, Have you completed all mandatory skills in your logbook?)	To know how soon the apprentice might be ready to write the exam.
Have you booked a date for your exam?	To know how much time might be available for support. Also, provides a prompt in case client does not know how to book an exam date (and pay the exam fee).
Have you attempted the exam before? (This might not be a question that you ask on a first meeting but should be asked at some point during intake.)	To know if there are further questions to ask about test taking issues (past experiences, anxiety, what was difficult about the previous attempt)
Why are you interested in exam preparation?	To see if client volunteers additional information about what they want support with.

# Exam resources

Home / Certification / Exam resources

There are many resources available to help you prepare for your certifying exam. First, you will need to be familiar with your Apprenticeship Training Standard. Other preparation resources include preparation courses, sample exams, study guides, materials and various texts. You can also use your own network of support by speaking to your employers, previous instructors and colleagues at work.

**Please note:** Some of the resource documents may still refer to the Ontario College of Trades (the College), which has ceased operations and has been replaced by Skilled Trades Ontario. These documents are now being revised to reflect this change to the skilled trades system in Ontario. All other information contained in these documents continues to be relevant and accurate.

## General Exam Preparation Guide

It's important to prepare for your trade certification exam. In the [Exam Preparation Guide](#) you will find resources and tips, along with useful printable PDF sheets, to help you succeed on exam day.

## Interprovincial (Red Seal) Exam Resources

## Provincial (non-Red Seal) Exam Resources



### Trade Examinations in Ontario

### Exam Preparation Guide

June 2023

Staff should also be aware of other forms of support. At the very least, staff should know where to look up other options where apprenticeship can get support for achieving a certificate, including if there are exam preparation courses that review the content of a particular trade. This type of course may be available at a Community College. The local MLITSD office may have information about this type of course as well. Certainly, staff should be aware of the [Skilled Trades Ontario's Exam Preparation Guide](#).

## Assessment

A test preparation service will most likely be a shorter LBS intervention, which adds extra importance to client intake and assessment. Apprentices are usually working and do not have much time for months of upgrading unless it is absolutely necessary to achieve their goals. It is essential to identify potential areas for upgrading as specifically as possible to guide development of the training plan. An assessment will look at the following issues related to test preparation in a combination of educational interview and skill demonstration:

Interview / Assessment Area	Rationale for Assessing
Reading comprehension	To read and understand the exam questions quickly and clearly.
Trade-specific Skills for Success	Exams may require some skills related to foundation skills, such as numeracy, document reading, and problem solving.
Multiple choice test taking	Relates to the exam format. Multiple choice exams require specific reading, problem solving, and study skills.
Study skills	Exams cover many aspects of the training standard, so clients need to know how to prepare a study plan.
Test experience	How have clients felt during tests in the past. This may indicate a need to learn how to manage stress and anxiety.

While LBS service providers cannot assess the underlying knowledge level of the apprentice related to the trade itself, they should try to rule out there is an issue for the apprentice to address. This may be done by asking apprentices if they have attempted the exam before, how long ago they completed the classroom portions of the training, whether their sponsor signed off on the entire logbook, and if the client has any areas about the trade they are unsure about. LBS practitioners may also wish to ask some of the following questions:

- How do you feel in timed situations?
- How do you manage stress?
- How do tests make you feel? Tell me about a recent test you took.
- Were you diagnosed with a learning disability or do you suspect you have a learning disability?
- Did you have an Individualized Education Plan (IEP) in school?
- How do you study for tests?
- Are there any parts of your training that you want to review?
- How familiar are you with your training standards?

## How to develop a client intake interview

The intake or educational interview is a crucial component of the overall assessment. It is during this interaction that the service provider might learn about the client's overall readiness for the certifying exam including awareness of steps to take, previous challenges with tests, other supports required, and mental preparedness.

## How to develop an assessment

LBS service providers likely have most components of an assessment already in use or easily available to them. Some work may be required to tailor and contextualize existing assessment tools to fit the task. Service providers do not need to have a different assessment for each trade because LBS is not assessing the trade specific knowledge and skills. However, if a service provider develops a partnership with a specific Sponsor, it may make sense to further contextualize an assessment to that specific trade.

The assessment should focus on the general underlying skills necessary to succeed in the certifying exam: good reading comprehension, problem-solving skills, and any other Skills for Success skills related to the trade, such as numeracy.

## Training Plan Development

Translating assessment results into a training or learning plan is the next step to serving apprentices in your program. Here, you may want to review some of the LBS training materials that are available to support apprentices. We will look specifically at LBS resources related to apprenticeship later in this module.

It's also important to note that apprentices may need wraparound support and referrals in order to be successful. For example, they may need some support in reaching out to their Training Delivery Agent to find out what sorts of accommodations are available. Make sure to include this type of information in the training plan.

## Training

As we referenced earlier, there are more LBS learning materials geared toward apprenticeship than ever before. Since many apprentices (if not all) will be working, they may need to access LBS training at different times and using different delivery models. For example, they may only be able to attend upgrading in the evening. Or they may prefer to do their learning online as many apprentices face long workdays during peak seasons, as is the case with construction.

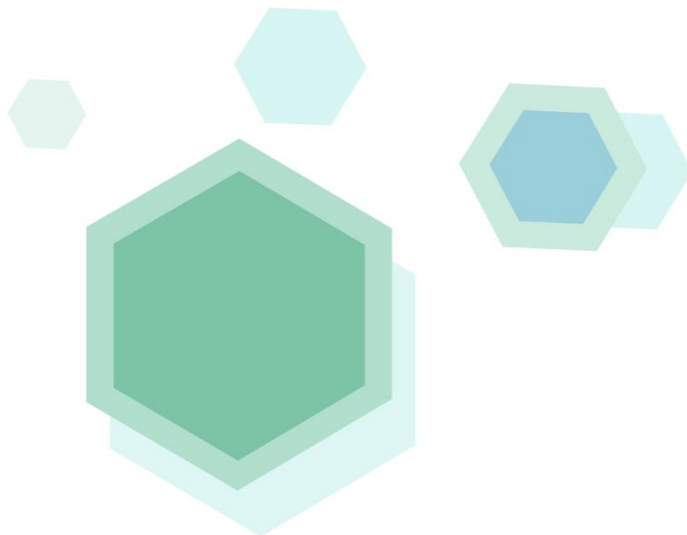
Consider how the needs of apprentices fit into your existing delivery. But remember! You may not have to meet ALL apprentice upgrading needs by yourself. If you are part of a community where there is more than one LBS agency, think about how – between you – you can provide a range of different times and delivery models. This is why we encourage LBS agencies to discuss meeting apprentices' upgrading needs at Literacy Service Planning.

## Evaluation

Evaluation and follow-up can be difficult for many LBS programs as some LBS learners drop in and out of programs and rarely let LBS program staff know they are leaving the program before they actually do. The good news with apprentices is that they may have more stability in their lives (stable housing, a source of income, etc.). This extra stability will make it easier to follow up with apprentices when they finish upgrading in your program.

As you think about following up on this client group, you may want to review your standard follow-up questions. Do your questions ask all that you need to know? Especially given how important apprenticeship is to MLITSD as the funder? If you have the capacity, you may wish to expand upon your current evaluation and follow-up practices to gather more information.

And last, but not least, if an apprentice comes to an LBS agency for support to write their final exam, it's likely that they will go on to try to write the final exam. It would be ideal to gather information on whether or not apprentices are successful in meeting their goal!



# Is Supporting Apprentices with Final Exam Completion Right for My LBS Agency?

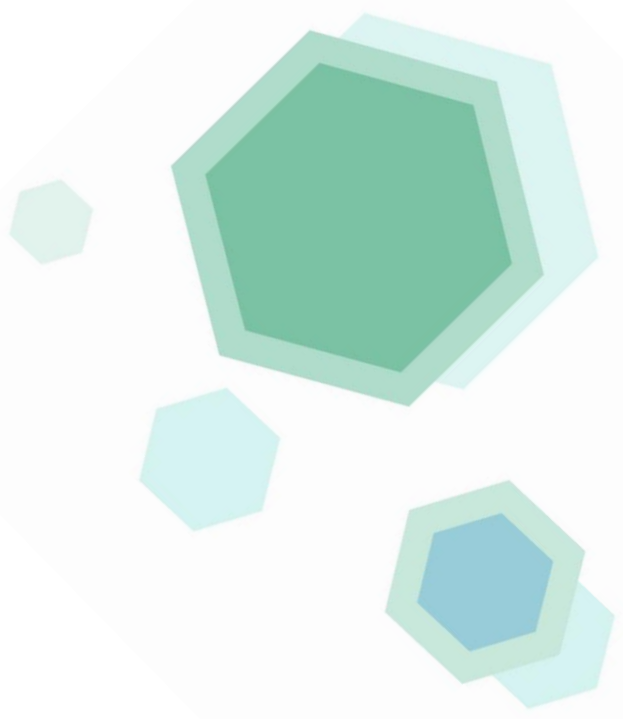
As we approach the end of this module, we encourage you to ask yourself, “Is supporting apprentices with final exam completion right for my LBS agency?”

If you are the only LBS agency in your community, you may not have the luxury of asking yourself this question. But then again, you are probably accustomed to having to serve a broad range of needs because there isn’t another LBS agency in the community to share the workload.

Remember: there are about 80 trades that offer certifying exams (23 compulsory and 60 non-compulsory).

We encourage you to think about your organizational capacity. If this is an area you’d like to develop or develop more, then how will you do so within your existing resources? Is there an opportunity to look for additional resources? What small steps could you take – potentially in tandem with other LBS agencies in your community – to prepare to better support apprentices with successfully completing their final exam(s)?

Exam preparation for a Certificate of Qualification may be part of an overall test-preparation service which could also include preparation for other high stakes tests such as the GED, College entrance, and employer hiring.



# Looking for Resources?

The LBS field has always been good at developing and sharing learning resources. LBS was fortunate to have received funding for resource development through the 2022-2024 Skills for Success funding. As part of this funding, apprenticeship was identified as an area of focus. To browse the resources that have been developed, we recommend two specific sites where these resources have been collected for easier access by practitioners:

[Literacy Resources and Discussion Forum](#) – this site identifies resources by Skills for Success initiative, so there is a link to Apprenticeship (S4S). It also organizes resources by goal path, and apprenticeship is one of the five LBS goal paths. This site is a great way to find a lot of apprenticeship resources all at once.

Literacy Resources and Discussion Forum

You are not logged in. (Log in)

COMMUNITY LITERACY OF ONTARIO

Laubach Literacy Ontario

Canada

EMPLOYMENT ONTARIO

Ontario

Home

Skills for Success (SFS) Resources

- [Apprenticeship \(SFS\)](#)
- [Better Jobs Ontario \(SFS\)](#)
- [Digital Delivery \(SFS\)](#)
- [Digital Delivery e-Channel \(SFS\)](#)
- [Underrepresented Groups \(SFS\)](#)
- [Workplace Literacy \(SFS\)](#)
- [Success Stories](#)

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Ressources sur les compétences pour réussir

- [Apprentissage](#)
- [Livraison numérique](#)
- [Groupes sous-représentés](#)
- [Lieu de travail](#)

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Resources by Goal Path

- [Independence Goal Path](#)
- [Employment Goal Path](#)
- [Apprenticeship Goal Path](#)
- [Secondary School Credit Goal Path](#)
- [Postsecondary Goal Path](#)

Literacy Resources and Discussion Forum

Welcome to Community Literacy of Ontario's and Laubach Literacy Ontario's **Literacy Resources and Discussion Forum** for Ontario's Literacy and Basic Skills (LBS) agencies.

The site contains an annotated resource library. Resources are sorted into relevant categories, each with a built-in search feature. Resources can be downloaded or linked to directly. You can use the global search button on the upper right-hand corner of the page or search within each category. The video below shows you how!

The resources have been divided into categories.

Resources:

- Independence Goal Path
- Employment Goal Path
- Apprenticeship Goal Path
- Secondary School Credit Goal Path
- Postsecondary Goal Path
- Staged Learning
- Marketing
- Assessment
- Administration, PD, and Research
- Digital Literacy

CLO and LLO are excited to continue to provide literacy agencies with a forum to freely network with their colleagues across the province. LBS agencies are encouraged to exchange ideas, ask questions, share links and network with others within the field.

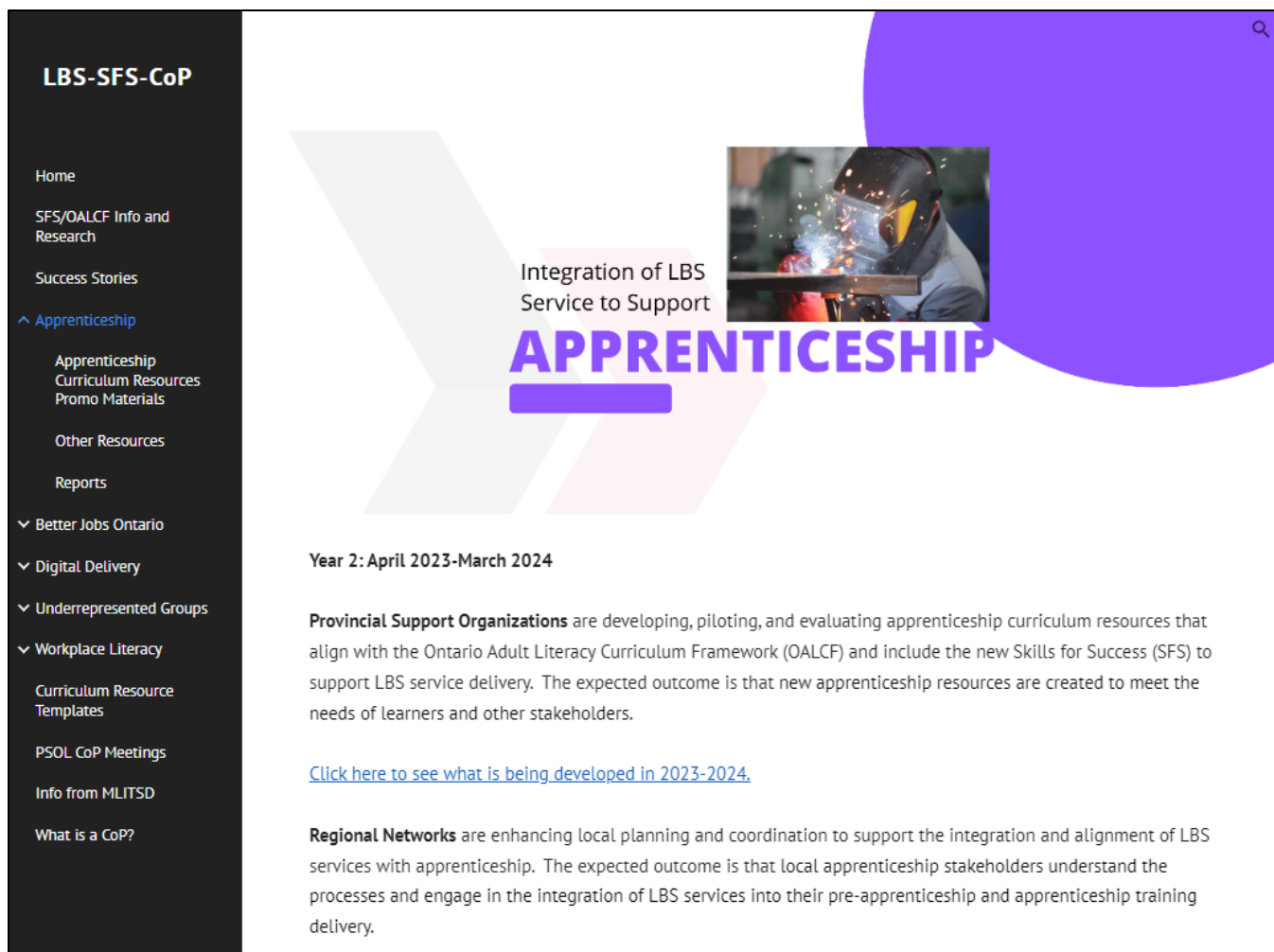
You can also go to the [LBS-SFS-CoP](#) site – this is a Google site that, again, organizes the Skills for Success activities and resources according to the five Skills for Success initiative areas. Under the Apprenticeship link, you will find three areas you can explore:

- Infographics that identify Apprenticeship resources
- An online flipbook that is an interesting way to highlight resources
- Listings of all the Apprenticeship Curriculum Resources and where to find them

The Task-Based Activities for LBS portal is also a great resource. You can search this site by goal path and there are over 150 tasks related to apprenticeship.

The following is a list of resources mentioned in this module and other supplementary materials that may be worth consulting.

- [Exam Preparation Guide](#) (Skilled Trades Ontario)
- [Red Seal Exam Preparation Guide](#) (Canadian Council of Directors of Apprenticeship)
- [Building Opportunities in the Skilled Trades Act](#), 2021 (Government of Ontario)
- [Exam Study Tips for Success](#) (Alberta Ministry of Advanced Education)



The screenshot shows the LBS-SFS-CoP website. On the left is a dark navigation menu with the following items: Home, SFS/OALCF Info and Research, Success Stories, Apprenticeship (expanded), Apprenticeship Curriculum Resources, Apprenticeship Promo Materials, Other Resources, Reports, Better Jobs Ontario, Digital Delivery, Underrepresented Groups, Workplace Literacy, Curriculum Resource Templates, PSOL CoP Meetings, Info from MLITSD, and What is a CoP?. The main content area features a large graphic with the text "Integration of LBS Service to Support APPRENTICESHIP" and a photo of a welder. Below the graphic, it states "Year 2: April 2023-March 2024" and provides information about Provincial Support Organizations and Regional Networks.

**LBS-SFS-CoP**

Home

SFS/OALCF Info and Research

Success Stories

^ Apprenticeship

- Apprenticeship Curriculum Resources
- Apprenticeship Promo Materials

Other Resources

Reports

^ Better Jobs Ontario

^ Digital Delivery

^ Underrepresented Groups

^ Workplace Literacy

Curriculum Resource Templates

PSOL CoP Meetings

Info from MLITSD

What is a CoP?

Integration of LBS Service to Support  
**APPRENTICESHIP**

Year 2: April 2023-March 2024

**Provincial Support Organizations** are developing, piloting, and evaluating apprenticeship curriculum resources that align with the Ontario Adult Literacy Curriculum Framework (OALCF) and include the new Skills for Success (SFS) to support LBS service delivery. The expected outcome is that new apprenticeship resources are created to meet the needs of learners and other stakeholders.

[Click here to see what is being developed in 2023-2024.](#)

**Regional Networks** are enhancing local planning and coordination to support the integration and alignment of LBS services with apprenticeship. The expected outcome is that local apprenticeship stakeholders understand the processes and engage in the integration of LBS services into their pre-apprenticeship and apprenticeship training delivery.



## Post-Assessment

Now that you have reviewed this module, we encourage you to revisit and review the module outcomes below and reflect on whether you learned what you wanted to learn and if there are any next steps you plan to take as a result.

Module Outcome	We already knew this	We'd like to know more about this	We still don't need to know this
Understand why low apprenticeship completion rates are a challenge for Ontario.			
State reasons why apprentices struggle to complete their apprenticeships.			
Recognize the ways apprentices can finish their apprenticeship.			
Understand how to support apprentices with reading comprehension.			
Identify steps to take when apprentices experience text anxiety or need to learn how to study.			
Identify common math challenges that impact apprentices.			
Recognize why multiple-choice questions are challenging for apprentices.			
Describe potential accommodations apprentices can request for final exams.			
Identify how supporting apprentices with exam completion fits into the five LBS service functions.			

Module Outcome	We already knew this	We'd like to know more about this	We still don't need to know this
Determine if supporting apprentices with final exam completion is right for your LBS agency.			
Indicate supports available in Literacy and Basic Skills to support apprentices to successfully complete their apprenticeships.			

## Next Steps

Based on your review of this module, and if you have decided you'd like to improve your LBS agency's ability to support apprentices struggling with completing their final exam(s), use the chart below to identify steps your LBS agency will take. Remember: You don't have to achieve all these steps in the next three months! Make your activities achievable. We know that even though it's a very important part of Employment Ontario, apprenticeship completions are just one area for LBS agencies to consider.

Consider these areas:

Area to explore	Steps we can take
Learn more about final exams that apprentices must take.	
Identify professional development opportunities for staff.	
Discuss apprenticeship completions at Literacy Service Planning meetings.	
Look for additional tools to help you support apprentices with completion.	

# Conclusion

Ontario is facing several labour market challenges. There are more opportunities to work in Ontario than there are people to fill these opportunities and that includes the skilled trades. Not only are there not enough people moving towards the skilled trades as a career, but of those who are, only about half are actually completing their apprenticeship. Many apprentices are successfully completing their in-school sessions and have logged the required hours, but they are unable to pass their final exams and become journeypersons.

Literacy and Basic Skills agencies are underrecognized as a potential solution to this issue. Many of the reasons apprentices are struggling to pass their final exams include challenges with reading comprehension, gaps in math skills, anxiety, a need to improve study habits, and a need to develop strategies for approaching multiple-choice questions. LBS agencies have a rich history of providing adult learners with support in all these areas, not to mention LBS agencies' ability to motivate adult learners and support them with goal setting and improved confidence.

Our goal in developing this module as the last in a four-part series on LBS and Apprenticeship was to highlight the opportunities for Ontario's LBS system to support apprenticeship, resources that have been developed both within and outside of LBS that can support LBS practitioners, and areas that LBS practitioners need to consider in order to determine if supporting apprenticeship completion is something they feel they can get involved in or enhance.

What the Literacy and Basic Skills system could use is more awareness of, and integration with, Ontario's apprenticeship system so that LBS agencies can play an increased role in using their expertise to address the critical issue of successful exam completion.



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