

APPRENTICESHIP & CERTIFICATION

Level Exam Study Guide



Apprenticeship and Certification

Level Exam Study Guide

Government of Newfoundland and Labrador
Department of Immigration, Population Growth and Skills

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Introduction

The Newfoundland and Labrador Department of Immigration, Population Growth and Skills, Apprenticeship and Trades Certification Division, has developed this Study Guide to assist apprentices as they prepare to write Level Exams.

Some of the specific goals of this guide are to:

- Help you understand the skills and knowledge that might be tested on the exam.
- Help you identify your strengths and weaknesses.
- Provide organization and structure for a course of study.
- Provide a list of resources to help you with your study plan.

The intent of this Study Guide is not to replace technical training provided under the guidance of instructors. Rather, it is a tool to be used in conjunction with in-school training.

Exam Process

Before the Exam

If you require special accommodations due to a disability or language barrier, please contact your regional office (*See Appendix A*) for information on applying for this service or visit

<https://www.gov.nl.ca/atcd/apprentices-youth/level-exams/accommodations/>

During the Exam

You must bring:

- Personal identification such as a photo or signature ID or valid Newfoundland and Labrador driver's license

The following will be provided:

- A calculator (see Appendix B for calculator information)
- All other items required such as pencils, scrap paper, etc.

Important Note:

Personal cell phones, calculators, or other electronic equipment are NOT allowed into the exam room. If you do bring them, they will be stored away and returned to you when you have completed the exam. <https://www.gov.nl.ca/atcd/apprentices-youth/level-exams/rules/>

After the Exam

Exam grades are released in five (5) business days after your exam is written. You can view the results by clicking the 'Grades' button after you sign in to D2L (*See Appendix C*). Your percentage mark is provided.



Exam Format

All Level exams are written in multiple-choice format. Each exam has 100 questions. A multiple-choice question consists of a stem (a complete question) followed by four options (A, B, C, D). The stem contains all the information necessary to answer the question. The options consist of the one correct answer and three “distracters.” Distracters are incorrect. Level exams can contain **three types** of questions:

KNOWLEDGE//RECALL QUESTION (TYPE 1)

REVIEW Terminology, Acronyms, Tools, and Equipment

Know the definitions, what the acronyms stand for and the purposes/use of your trade tools and equipment. Know items that would need to be recalled quickly to perform another task for example.

Use Study Method: Index Cards

Write out definitions and acronyms you do not know on the index cards.

You can also write the information out a few times, read it using your outer voice a couple of times and/or dictate it on a voice recorder and play it over.

MATHEMATICAL AND/OR PROCEDURAL QUESTION (TYPE 2)

REVIEW Math Concepts

You should know any math concepts used in your Level across the province; not only ones you have used but ALL concepts for the Level.

Use Study Method: YouTube Video

YouTube videos are an excellent substitution for tutoring. If you have any challenges with math concepts such as decimals or fractions, you may find various videos that demonstrate how to apply the concepts you are having trouble with.

Practice, practice, practice every day using scrap paper and your textbook.

STUDY Procedures

Know all the procedures used in your Level across the province. Do not just familiarize yourself with the procedures you have carried out but ALL procedures.

Use Study Method: Post-it-Notes

Use ONE post-it-note for each procedure you have to study, by writing the procedure title at the top, and listing the steps involved under the title. Use different color post-it notes for each course. Write the color of the post-it-notes used for each course across from the course name on your results breakdown.

Once you have prepared all your post-it-notes for procedures related to the learning objectives in a specific course, post them on a wall in a room you walk by or go through every day. Read each note aloud by stating the title of the procedure and then the steps that are involved. Do this at least twice a day. If you do this for at least 30 days or up to a maximum of 90 days, you will have repeated every single procedure and the steps involved at least 60, or at most 180 times.

Have someone test you on the procedures at the end of every week. S/he could simply give you the name of the procedure and you tell them what the steps are involved. You can also have the individual read the steps to a procedure for you and you identify what the procedure is.

CRITICAL THINKING/PROBLEM SOLVING QUESTION (TYPE 3)

Know your CODE BOOK Layout

Become very familiar with the location of any codes used in your Level; not only the codes used at your workplace, but also all codes for your Level.

Use Study Method: Practice

Whenever a code section is referenced in the learning objectives of the course during your studies, look up the section of code in the codebook. Repeat until you are very comfortable with the location of the codes in your book.

Know all DIAGRAMS

Become extremely familiar with the diagrams related to topics in your Level. Do not just familiarize yourself with the drawings/specs/blueprints used at your workplace. You have to cover all that would apply across the province for your Level.

Use Study Method: Practice

Review all diagrams to understand the path, direction, symbols, what the diagram means and the relationships. Use flash cards to help if desired.

Know all FORMULAS

The key to knowing your formulas is all about recognizing which formula should be used in the right situation. In other words when to use the right formula.

Use Study Method: Bristol board

On the Bristol board, write out every single formula that may be used in your Level for the trade. Remember NOT just what you have used but what could be used. Place the Bristol board on the wall in front of you, in the room where you will be studying.

Exam Format (Cont'd)

Before you start your studies each day AND when you finish each day, take a piece of paper, and write out one formula at a time. As you write out the formula, you need to understand each step and what it is attempting to achieve as the result. Next, understand why that formula you are writing out would be used and in what situation. Your trade textbooks will help you understand this.

Practice is key because, as you may be aware, no two situations are alike. Therefore, it is incredibly important to understand the formulas in detail and in what situation each would be used.



Level 1 Example:

You need to make a 2" diameter round hole in a piece of 5/8" plywood. Which tool is best suited for this application?

- A A drill with an auger bit.
- B A reciprocating saw.
- C A drill with a hole saw.**
- D A hacksaw.

Level 2 Example:

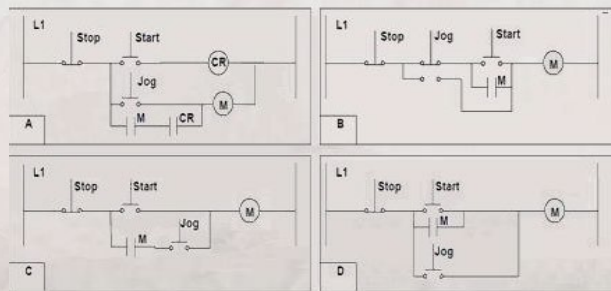
When installing single conductor metal-sheathed cables, which method is used to reduce the sheath current?

- A. Bond the sheath to all non-current carrying components.
- B. Bond all of the sheaths together with #6 SWG bare copper.
- C. Float the sheaths at the load end.**
- D. Use the sheath as the bonding conductor.

Level 3 Example:

Which of the diagrams represent a circuit that allows both starting and jogging?

- A. A
- B. B**
- C. C
- D. D



Source of questions: <https://tradesecrets.alberta.ca/>

Questions and Answers Specific to the Exam



1) Why do I need to have knowledge of my previous Level courses going into the exam if it is based on the current Level I am completing?

When you review previous courses from earlier levels, you are bringing your prior knowledge back to your attention and making the connection in your brain stronger.

Connection between old and new material helps form that bridge or fill the gap. It is easier to recall as well because you are starting to make the transition from short-term memory to long term memory.

Not being aware or remembering previous/prior knowledge can distort your interpretation of new material or impede new learning material. Previous material learning is a **pre-requisite** to new topics covered.

Familiarize yourself with previous material if you feel uncomfortable with any of the information. Mastering the higher-level skills and knowledge **i.e. Level 3** will depend on your knowledge of the lower-level skills and knowledge **i.e. Level 2**. Remember, the “**Red Seal Certification Exam**” is based on **all** levels, not only the final level.

2) How will I know what to study for the exam?

The process of preparing for your Level exam involves polishing up on required knowledge and skills. The knowledge and skills material, covered for the exam, is found in each of the **course outlines** from the **current** Level you are completing. Your exam questions are created from the **learning objectives** in each course outline.

Refer to the **Exam Breakdown (Page 15)** as an example. It shows the sections/courses being tested and the number of questions that will be asked for each (remember the questions come from the learning objectives, in each course, you study from your current level).

To prepare for the Level exam, review each course outline’s **learning objectives** (found in the applicable Level of the **Atlantic Apprenticeship Curriculum Standard (AACCS)**). The AACCS can be found on the trade profile page for your trade on the ATCD website <https://www.gov.nl.ca/atcd/designated-trades/trade-profiles/> under the ‘Trade Resources’ heading.

While reviewing each of your learning objectives say to yourself “If I’m asked a question on this learning objective, which type would it be – **Type 1, 2 or 3?**” Remember to refer to the section on **Exam Format**. The type of question you determine that could be given on the exam will identify which study method to use for each objective.



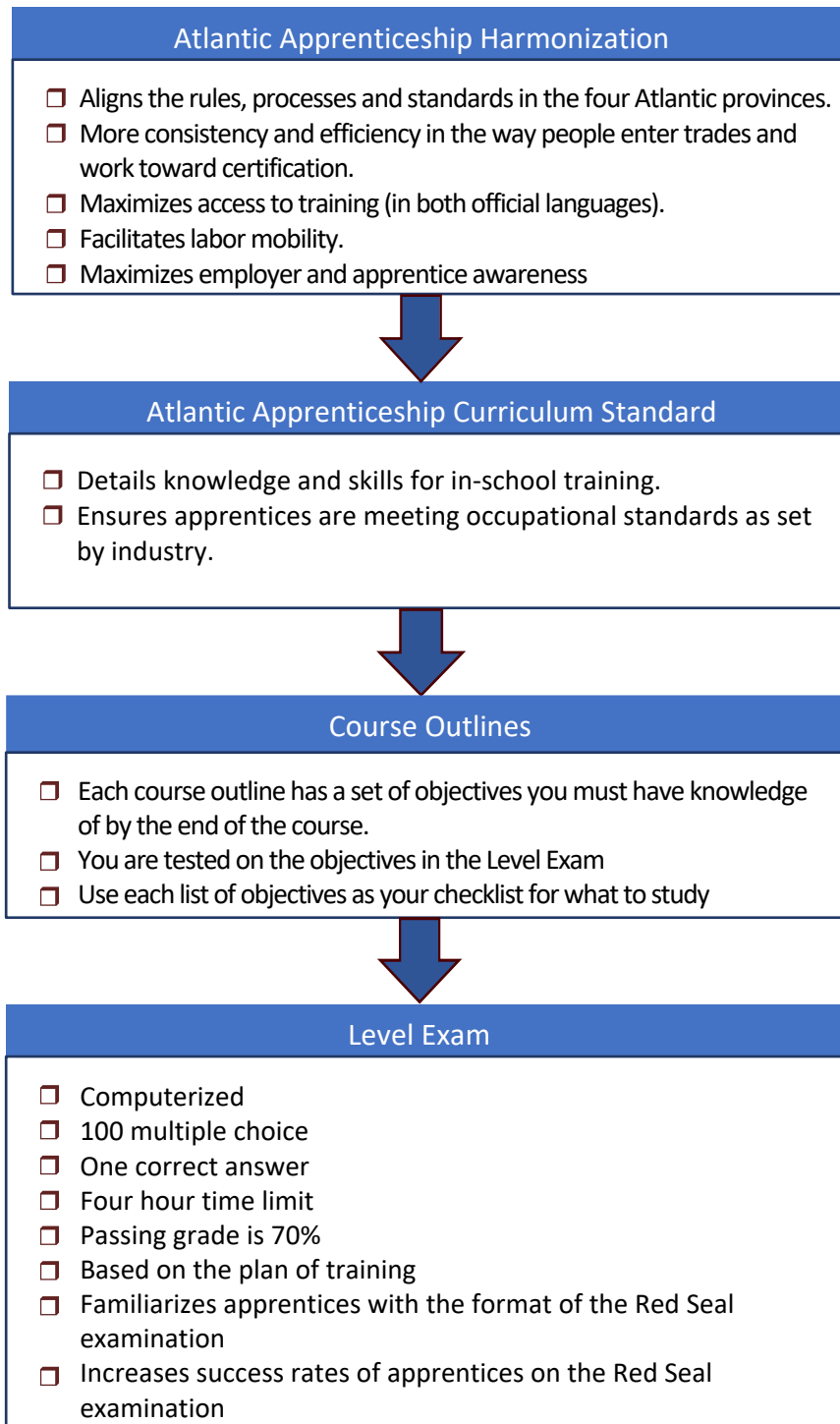
Questions and Answers Specific to the Exam (Cont'd)

3) How are the courses, in my current level of training, developed?

1. **Atlantic Harmonized** trades have a common **Atlantic Apprenticeship Curriculum Standard (AACS)**. Other trades have a **Newfoundland and Labrador Curriculum Standard (NLCS)**.
2. The **AACS and level exams** are developed by an **Atlantic Trade Advisory Committee (ATAC)** made up of certified journeypersons from the four Atlantic provinces, then reviewed, revised and formatted.
3. The ATAC works to ensure the curriculum represents the minimum essential tasks, knowledge and skills for the trade in the four provinces.
4. The *training providers* design the **courses** based on the curriculum standard (AACS or NLCS) used for the trade.
 - a) The standard contains the **course outlines** for each level. *Within* each course outline, you will find a list of learning objectives. These objectives (*for each course*) describe the knowledge and skills you obtain once completed.

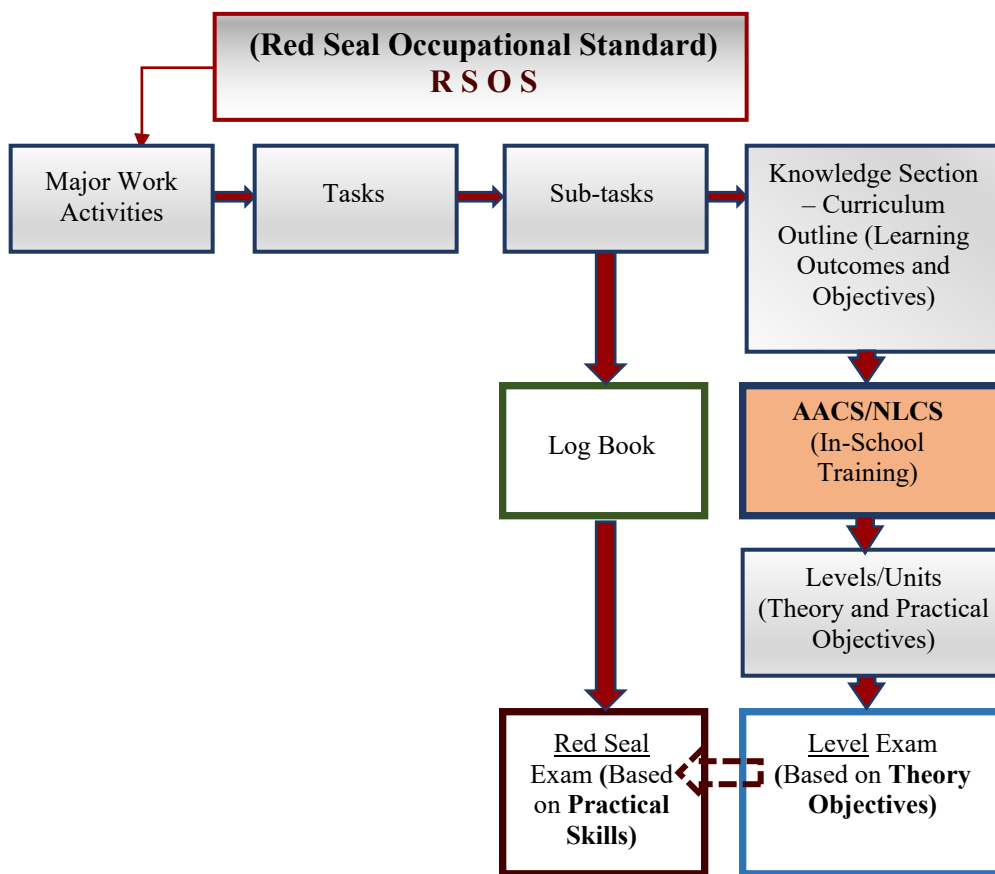
<https://www.gov.nl.ca/atcd/designated-trades/pots-aacs/plans-of-training-pot/>

Flowchart of Level Exam Development



Pathway to Writing the 'LEVEL' and 'RED SEAL' Exam

FIGURE 1



PIE Chart (Example: Construction Electrician Level 1)

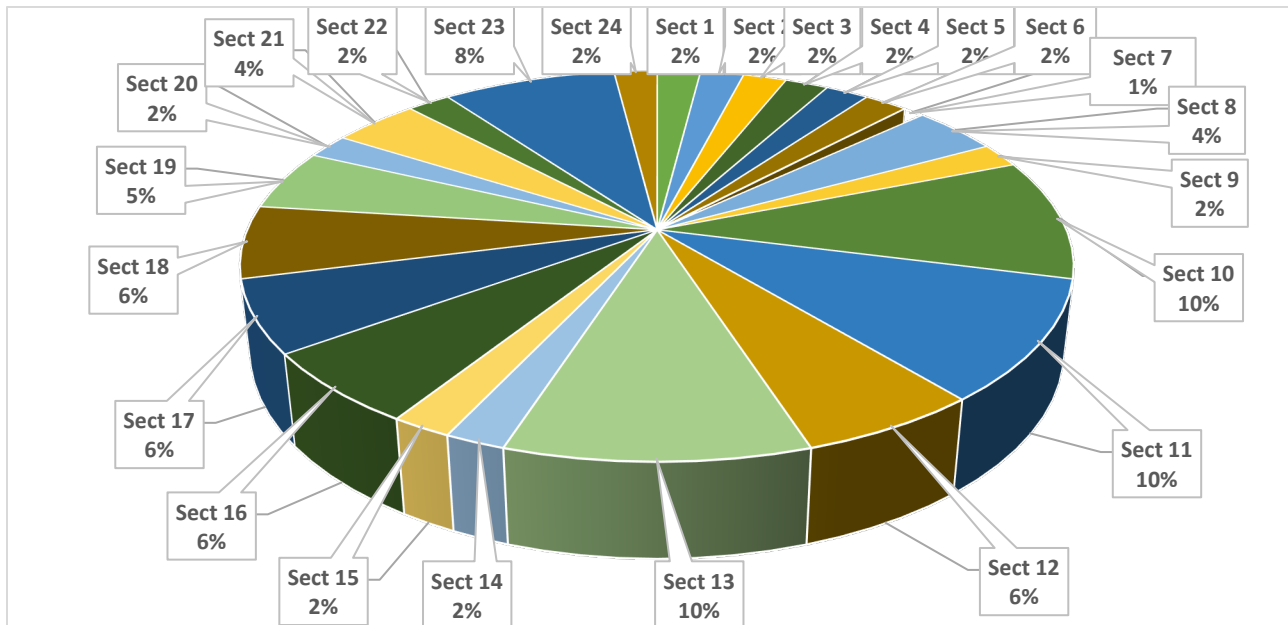
The PIE Chart (*shown below*) displays a visual caption of the **percentages** of exam questions from each section on which you will be tested. The Level exams currently have 100 questions. (*See the sample breakdown on the next page which shows the **number** of questions given on the exam for each section*).

The pie chart and breakdown are available on the trade profile page of the ATCD website <https://www.gov.nl.ca/atcd/designated-trades/trade-profiles/>

Example 1: **10%** of the questions on your Level 1 exam will be based on **Section 10 (DC Theory)**; **10%** will be based on **Section 11 (DC Circuits)** and **10%** on **Section 13 (Single-Phase AC Circuits I)**. Each of these three will have 10 questions on the exam in other words.

Example 2: **8%** of the questions on your Level 1 exam will be based on **Section 23 (Luminaires and Lighting Controls)**. This section will have eight questions on the exam.

PIE CHART – Construction Electrical LEVEL 1 Plan of Training: AACS 2017



Sect 1	Safety	Sect 13	Single-Phase AC Circuits I
Sect 2	Tools and Equipment	Sect 14	Introduction to the Canadian Electrical Code
Sect 3	Access Equipment	Sect 15	Grounding and Bonding I
Sect 4	Hoisting, Lifting and Rigging	Sect 16	Single Phase Services
Sect 5	Support Components	Sect 17	Single Phase Power Distribution Equipment
Sect 6	Communication and Trade Documentation	Sect 18	Conductors and Cables
Sect 7	Mentoring I	Sect 19	Conduit, Tubing and Fittings
Sect 8	Drawings, Schematics and Specifications I	Sect 20	Raceways
Sect 9	Worksite Preparation and Organization	Sect 21	Boxes and Enclosures
Sect 10	DC Theory	Sect 22	Wiring Devices
Sect 11	DC Circuits	Sect 23	Luminaires and Lighting Controls
Sect 12	Single-Phase AC Theory	Sect 24	Introduction to Communication Systems

Exam Breakdown (Example: Construction Electrician Level 1)

Construction Electrician - Level 1 Exam Breakdown AACCS 2017		
SECTION #	SECTION	QUESTIONS ON EXAM
Sect 1	Safety	2
Sect 2	Tools and Equipment	2
Sect 3	Access Equipment	2
Sect 4	Hoisting, Lifting and Rigging	2
Sect 5	Support Components	2
Sect 6	Communication and Trade Documentation	2
Sect 7	Mentoring I	1
Sect 8	Drawings, Schematics and Specifications I	4
Sect 9	Worksite Preparation and Organization	2
Sect 10	DC Theory	10
Sect 11	DC Circuits	10
Sect 12	Single-Phase AC Theory	6
Sect 13	Single-Phase AC Circuits I	10
Sect 14	Introduction to the Canadian Electrical Code	2
Sect 15	Grounding and Bonding I	2
Sect 16	Single Phase Services	6
Sect 17	Single Phase Power Distribution Equipment	6
Sect 18	Conductors and Cables	6
Sect 19	Conduit, Tubing and Fittings	5
Sect 20	Raceways	2
Sect 21	Boxes and Enclosures	4
Sect 22	Wiring Devices	2
Sect 23	Luminaires and Lighting Controls	8
Sect 24	Introduction to Communication Systems	2
		100

What is the Best Way to Study?

- 1- The sections on the Exam Results Breakdown should match each of the courses listed under the applicable Level in the **Table of Contents** in your Plan of Training (AACSB).
- 2- All of the **Level Exam questions** are based on the set of learning objectives for each **course outline**.
- 3- You will find the **course outline** for each course under the applicable Level in the **AACSB**. It is recommended that the course outlines be printed for study purposes so you can use them as your checklists in preparation for the exam.
- 4- You need to study and/or review the learning objectives listed in each course outline. Review by placing **checkmarks** next to the objectives in each course outline that you fully understand. **Circle** the learning objectives in each of the course outlines you do not know.
- 5- Once you repeat this for all objectives on one of the course outlines, you then need to go back to the beginning of the objectives.
- 6- Review what you originally checked off to re-familiarize yourself and ensure you are on the right track with your thoughts in those topic areas.

SAMPLE - "How to Study Learning Objectives in a Course"

Course/Section 2 Drive Axle Assemblies

Learning Objectives:

- (1) Define terminology associated with drive axle assemblies.
 - ✓ (2) Identify hazards and describe safe work practices pertaining to drive axle assemblies.
 - (3) Identify specialty tools and equipment used to service and repair drive axle assemblies.
 - ✓ (4) Describe procedures used to inspect/maintain drive axle assemblies & components.
 - (5) Describe the procedures used to diagnose drive axle assemblies.
 - (6) Describe the procedures used to repair and adjust drive axle assemblies.
-

S
A
M
P
L
E

When studying **objective #1** (seeing it is circled) remember to ask yourself: **"Would this be a Type 1, 2 or 3 question if asked on the exam?"**

- Since Objective #1 deals with recalling an item (Terminology/Glossary) description and its information, it is a Type 1 Question. Here you should use **Study Method - Index Cards**.
- Open your textbooks to the chapter for 'Drive Axle Assemblies'. NEXT, you are studying Objective #1 so you would scan the chapter for any TERMS related to 'Drive Axle Assemblies'. Once found you would write the term on one side of the index card and the description on the other side.

When studying **objective #5** (given that it is circled) again ask yourself: **"Would this be a Type 1, 2 or 3 question if asked on the exam?"**

- Since Objective #5 relates to procedures for 'diagnostics', you should use **Study Method - Post-it-Notes**.
- The objective deals with the diagnoses of 'Drive Axle Assemblies' only. Scan the chapter and read the information related to all the PROCEDURES for 'Diagnoses of Drive Axle Assemblies'.
- You will need to create a Post-it-Note for every procedure that is discussed in the Chapter on "Diagnostics". Remember; use the same color post-it-notes for all procedures in one course. New course = New color.
- Remain focused and organized. Always ensure your books are opened on the chapter matching the course title. Then for each objective, find the section within the chapter that discusses that objective.

STUDY ROUTINE

- Look at your **Exam Breakdown**. Check to see which course you focus on first.
- Pull out the **Course Outline** for the course you are going to focus on first (outlines should already be printed and placed next to your results breakdown).
- Go directly to the **Learning Objectives** listed on the outline.
- Read the objectives – **tick** off what you know – **circle** what you do not know.
- Go back to the beginning of the objectives again and focus on/study what you have circled.
- REMEMBER:** Each **set of objectives** you study **should only relate to the course** (outline) in which you are focusing on. So, when studying from **resource books** make certain you are studying from the **related** chapter/unit/section.
- Read** the first objective you have circled; try to **identify** with **what type of question** could be asked (one, two, or three). This **determines** which **study method** to use.
- In the chapter you are focusing on, highlight the material that covers the learning objective you circled. **First question:** “What type of question could I be asked if this objective is covered on the exam?” If it is **Type 1** then highlight the information in a color, if **Type 2** then highlight that information from the textbook in a different color, or if it is a **Type 3** then highlight that information in a different color again.
- Check off each objective once you have studied it, and then move to the next circled objective.
- Once all circled objectives have been reviewed and identified in the textbook (using three different highlighters based on the type of question expected), you **apply the proper study method**. The three different colors represent type of question that could be asked i.e. Pink = Type 1; Yellow = Type 2; Green = Type 3.
- Review** the learning objectives you **initially checked off** just to ensure you do understand them.
- Once a course has been studied in full, **place a tick mark** next to the course name on your **Exam Results Breakdown** and write the color of the post-it-note you used for the procedures in that course.
- Check the breakdown’s “**STUDY FOCUS**” **column** to identify next course you need to focus on.
- Once each course is studied then attempt a few sample tests using your index cards and post-it-notes (Great means for testing yourself on terms, tools/equipment, acronyms, procedures as well as formulas).
- Review what you have already studied.
- Make sure you take breaks for rest.
- Review your trade **Terminology, Acronyms, Tools, and Equipment**. Your learning objectives will lead you into what terms and/or tools and equipment you need to know for your Level.

STRATEGIES THAT WORK

- ❑ Use **post-it-notes** as the **memorization** method.
- ❑ Use **Bristol board** for your **formulas**.
- ❑ Use **flashcards** for **recall** information (already exists, no workings required) to demonstrate your knowledge skills.
- ❑ **READ/STUDY** using your textbooks. It is necessary. Fills in gaps you may have or are not able to understand.
- ❑ Ask your **employer** and your **co-workers** for **help** in areas where your **weaknesses** may lie.
- ❑ Form a **study group** if possible.
- ❑ Try to tutor or teach another tradesperson, friend, or co-worker. This method would require a good understanding of material but will help with staying active and alert through your knowledge base.

INTERVENTION PROGRAM – Self Study Program (SSP)

Only **applies** to those who have been unsuccessful, **at least twice**, in their exam writing.

The SSP will assist Apprentices/Trade Qualifiers to develop their own personal study plan. Additionally, the program offers guidance on how to explore and review resources such as Study guides and sample quizzes.

- The program is designed by focusing on study habits, techniques, how-to, do's, don'ts, tips, mnemonic devices, memorization skills, and mastering multiple choice with the Block, Provincial and Inter-provincial exams.
- The program provides a counselling session with the Apprentice/Trade Qualifier.
- The minimum duration to remain on this plan is 30 days. If you need additional time to prepare, the maximum duration allows for up to 90 days.
- The benefits will:
 - inform you of learning objectives/sub-tasks.
 - stimulate recall of prior learning.
 - provide guidance and encouragement.
 - elicit performance.
 - provide feedback from exam results breakdown to identify strengths/weaknesses.
 - provide organization and structure for study purposes.

To **participate** you must do the following

- If qualified, your Apprenticeship Program Officer (APO) will recommend that you partake in the SSP as the first option.
- KEEP IN MIND that when it is time to register you need to speak with your APO and make him aware that you need special accommodations when writing the exam. Ensure s/he understands specifically what your needs are i.e. assistive technology (Kurzweil), extra time, room alone.
- Download the SSP Registration Form. The APO may provide the link to access the form or will attach it, as a document, through email instead.
- Select the date/time you wish to participate in a group counselling session and submit the form to selfstudyplan@gov.nl.ca.
- Upon registration into the SSP, a confirmation email with next steps will be emailed to you.
- The self-study student kit will be included in a follow-up email. The documents included in the kit will assist you in taking a positive approach to preparing for your rewrite examination. Please review the documents and read the email clearly before the session takes place.

INTERVENTION PROGRAM – Self Study Program (SSP) (Cont'd)

What is a **Group Counselling** session for Apprentices writing her/his exam on a third attempt or more?

- Includes participation from Apprentices across the province, via tele-conference, for at least 60 minutes.
- The “**three steps**” to the process of SSP completion is discussed at the beginning of the session, in detail.
- Provides guidance and assistance.
- Includes discussion on the Multiple-Choice exam format using **three types** of questions to test your
 - Knowledge and recall abilities (**Type 1**)
 - Procedural and Mathematical skills and knowledge (**Type 2**)
 - Abilities to “think outside the box” to solve a situation using critical thinking skills (**Type 3**)
- Several means to gain marks and avoid losing marks.
- Structural methods to study effectively by using organizational tactics.
- Points you to the activities/objectives that are used to help with development of the exam.
- Three study methods** are suggested to help assist with the process of studying and preparing for **Type 1, 2 and 3** questions you will get on the exam.
- Other items of information are discussed that will help with preparation of an exam re-write.
- Time is given for questions and answers at the end of the session.
- You are considered “**active**” in the program once registered and participation in the counselling session has taken place.
- Sessions occur the last Thursday and Friday of every month.
- Only one session is required to complete.
- ATTENDANCE IS MANDATORY.

Create a Study Plan

As you prepare for your exam, it is important to plan a schedule. The following two tables will help you stay on track.

The *first table* is a “Weekly **Study Plan** Table”. In this table, list the areas you will focus your study for each day. You should include items you need to review as well as items you need to study. Remember, more time will be needed for study in areas you find difficult, whereas you may only require review in areas you are more familiar with. As you work through the learning objectives, in each course, you can start to fill in this table.

The *second table* is a “Weekly **Study Time** Table”. It is important to create a study schedule where you determine the best days of the week and times of day for you to study.

Print several copies of these tables and fill out for each week of study. It is important to stick to your study schedule.

Study Plan for Week of: _____

	Area of Study 1	Area of Study 2	Area of Study 3	Area of Study 4	Area of Study 5	Area of Study 6
Mon.						
Tues.						
Wed.						
Thu.						
Fri.						
Sat.						
Sun.						

Study Time for Week of: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00 AM - 9:00 AM							
9:00 AM - 10:00 AM							
10:00 AM - 11:00 AM							
11:00 AM - 12:00 Noon							
12:00 Noon - 1:00 PM							
1:00 PM - 2:00 PM							
2:00 PM - 3:00 PM							
3:00 PM - 4:00 PM							
4:00 PM - 5:00 PM							
5:00 PM - 6:00 PM							
6:00 PM - 7:00 PM							
7:00 PM - 8:00 PM							

Resources

For those involved in the **Self-Study Program**, the “Student Kit Package” is provided in a follow-up email after you are confirmed for your counselling session and program registration.

Study information can be drawn from a variety of sources. These helpful resources may be found in a local college bookstore, on the internet, or at your place of employment. You may also be able to borrow them from an apprentice or journeyman in your trade.

Study Strategies and Exam Preparation Guide

The Study Strategies & Exam Preparation Guide is meant to be used in conjunction with this study guide. It provides direction and information on such areas as study habits, test preparation and test taking techniques.

<https://www.gov.nl.ca/atcd/apprentices-youth/self-study/study-guides/>

Plan of Training (POT)

A *Plan of Training* details the full scope of learning for a particular occupation, including both technical training skills and industry experiences necessary to write the Level exams (and complete the requirements to advance in writing the Red Seal Exam to obtain Journeyman Certification).

<https://www.gov.nl.ca/atcd/designated-trades/pots-aacs/plans-of-training-pot/>

Essential (Trade Specific) Lists to Know in Preparation for the Exam

The Red Seal website lists your Trade Acronyms, Tools and Equipment, and a Glossary of Terms. You should know all the information in the lists, up to and including the level you will be doing your re-write in.

Links to each of these lists for your trade can be found on the trade profile page on the ATCD website.

<https://www.gov.nl.ca/atcd/designated-trades/trade-profiles/>

Disclaimer

Various external resources (*websites*) are listed in this study guide to assist an individual in preparing to write a Level Exam. This does not mean the Department of Immigration, Population Growth and Skills, Newfoundland and Labrador, endorses the material or that these are recommended as the best resources. There may be other resources of equal or greater value to an individual preparing for a Level Exam. The Department of Immigration, Population Growth and Skills has no control over the websites listed, and/or external resources included in the package. No responsibility is assumed for the accuracy of the material. However, the Study Guide will be reviewed annually for updates.

Conclusion

We hope this guide has provided you with some useful tools. If you have any questions regarding your Level exam, please contact the Exam Coordinator with the Clareville Regional Office, (**see Appendix A for a list of regional offices**).

We appreciate your comments and feedback regarding the usefulness of this study guide and welcome your view. The feedback form at the end of this guide can be used for this purpose.

Appendix A: Regional Offices

If you have any questions regarding your Level Exam, please contact one of the following regional offices:

Department of Immigration, Population Growth and Skills
Apprenticeship and Trades Certification Division
Toll Free: **1-877-771-3737**

<https://www.gov.nl.ca/atcd/contact-us/staff-listing-and-office-locations/>

Corner Brook

1-3 Union Street
Aylward Building, 2nd Floor
Corner Brook, NL A2H 5M7

Telephone: (709) 637-2366
Facsimile: (709) 637-2519

Grand Falls-Windsor

42 Hardy Avenue
Grand Falls-Windsor, NL
A2A 2J9

Telephone: (709) 292-4215
Facsimile: (709) 292-4502

Clareville

45 Tilley's Road
Clareville, NL
A5A 1Z4

Telephone: (709) 466-3982
Facsimile: (709) 466-3987

St. John's

P.O. Box 8700
1170 Topsail Road
Mount Pearl, NL A1B 4J6

Telephone: (709) 729-2729
Facsimile: (709) 729-5878

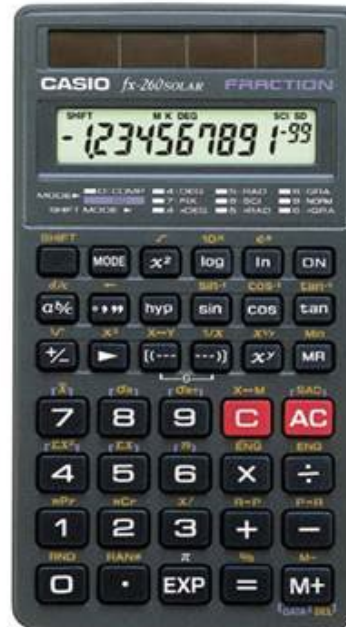
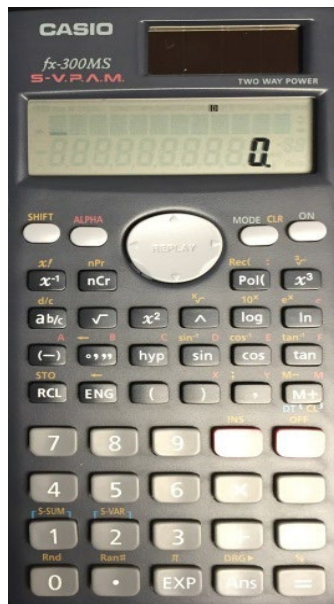
Happy Valley – Goose Bay

163 Hamilton River Road
Burse Building
Happy Valley-Goose Bay, NL
A0P 1E0

Telephone: (709) 896-6348
Facsimile: (709) 896-3733

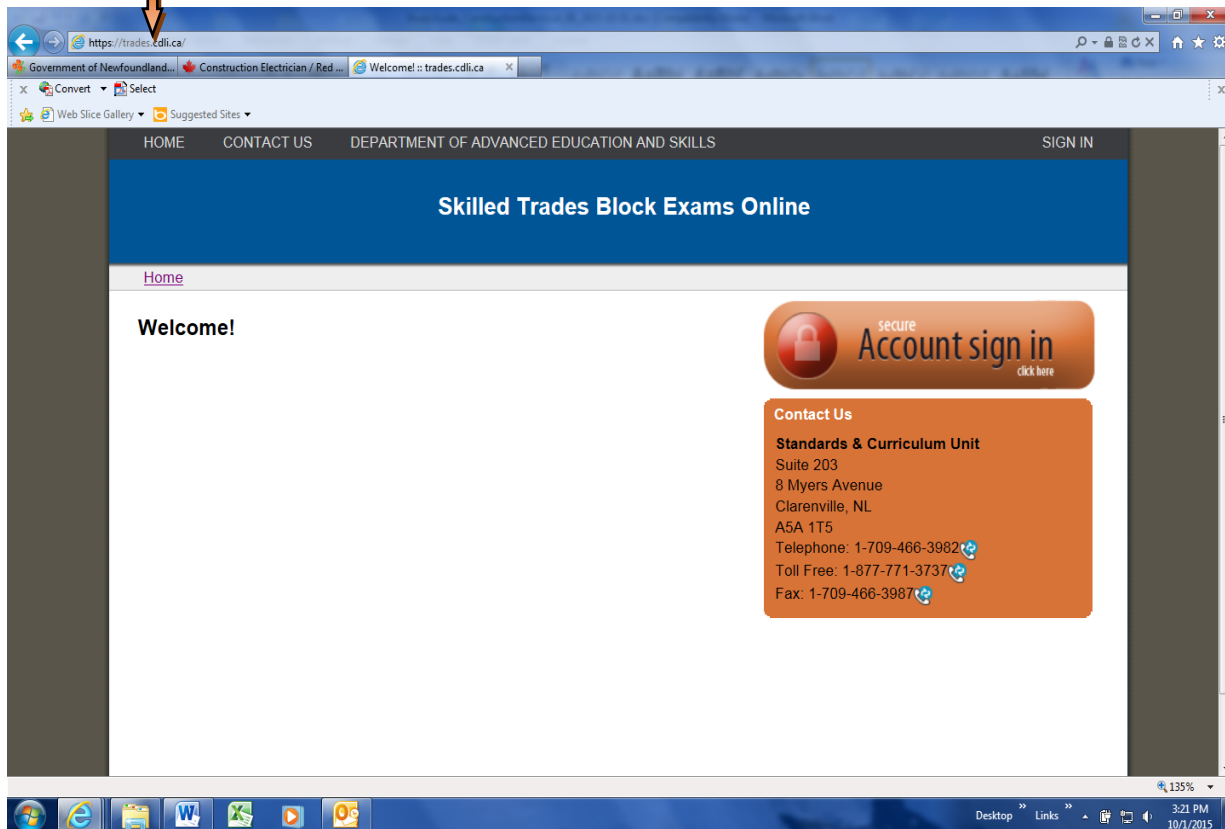
Appendix B: Calculator Use

The pictures below show two types of calculators offering the same functions. You are provided with one of these during your exam. It is advisable to borrow or purchase one with similar functions so that you can familiarize yourself with it before you write your exam.



Appendix C: Preview of Online “Sign In” Screen for the Level Exam

With your exam, the first step will be to sign in using the screen like the one below. Type in “trades.cdli.ca” in the web address bar. When answering multiple choice questions be sure to select your choice and click the ‘Save’ button **after each** question.



Accommodations

Level exam accommodations are available for apprentices with learning disabilities. Likewise, the exam accommodations are scheduled at the end of Level training periods.

Accommodations may include, but are not limited to:

- Extra time to complete the exam (maximum of 6 hours)
- Interpreter/reader
- Quiet location
- Translator
- Splitting/chunking of exam
- Scribe
- Special exam formatting
- Assistive technology

