



## **Blended Learning- Primarily Asynchronous**

### **Completion Verification**

An explanation of the planned completion verification process is needed for submission with a primarily asynchronous blended learning application. The purpose of this documentation is to demonstrate compliance with the requirements of [Section 6, Paragraph 6.01.2](#) and [Section 6 Paragraph 6.01.3](#). For asynchronous learning activities that are significant components of a blended learning program, completion verification must be incorporated as described in Section 6, Paragraph 6.01.2.

\*Formal learning programs under the [2026 Standards](#) are group programs, self study programs, or blended learning programs. For purposes of this application, the Registry uses “delivery method” to refer to the formal learning program type, including any applicable sub-delivery method such as Nano Learning or QAS Self Study, for which the organization is seeking approval and must demonstrate compliance with the applicable Standards.

---

#### **Guidelines- Traditional and Adaptive Asynchronous/Self Study Components**

- There are not any repeated questions between the qualified assessment and the review questions. The wording for qualified assessment questions must be changed significantly from the review questions to ensure that the qualified assessment is assessing understanding. (This is only acceptable when rote memorization is necessary, and recall is the learning strategy. This is a rare occurrence.)
- It is not permitted for there to be any true/false or yes/no questions within the qualified assessment.
- The qualified assessment confirms at least 75% of the learning objectives have been achieved.
- Participants are required to pass the qualified assessment with a minimum of 70% and the requirement is clearly indicated to the participants.
- Participants are required to complete the qualified assessment by the course expiration date, which may not be later than one year from the date of purchase or enrollment, and this requirement is clearly indicated to participants.
- Feedback Requirements (Choose one of the Options Below):
  - Feedback is not provided on the qualified assessment. Participants only see the score achieved after completing each attempt.
  - Feedback is provided on the qualified assessment. If feedback is provided, one of the following pathways must be chosen:
    - If feedback is provided, there is a test bank large enough to minimize the overlap of test questions.



## NATIONAL REGISTRY OF CPE SPONSORS

As a Registry review guideline, sponsors should maintain a test bank large enough to minimize question overlap for a typical repeat test taker. A high degree of repeated questions from one attempt to the next may indicate that the test bank is not sufficient. The Standards do not prescribe a specific percentage threshold.

OR

- If there is not a test bank large enough to minimize the overlap of test questions, the feedback is only given if the participant passes the qualified assessment first.

### Guidelines- Traditional Asynchronous/Self Study Components

- After the first full credit and the initial five questions and scored responses, additional qualified assessment questions and scored responses are required based on the chart referenced in [Section 6, Paragraph 6.01.2](#).
- Asynchronous portions of a course offered for 0.2 CPE credits require at least 2 qualified assessment questions/scored responses.

Credit	Questions/Scored Responses
0.2	2
0.4	3
0.5	4
0.6	4
0.8	5
Next full credit	5

### Guidelines- Adaptive Asynchronous/Self Study Components

- The noted minimum requirement of at least 5 questions and scored responses per CPE credit must be met by the fastest completion path through the program.
- When assessment questions are used to evaluate the participant's path through the program such that they must reach 100% success to complete the program, then an additional qualified assessment is not required at the end of the course.



## **Best Practices/Recommendations:**

Qualified Assessment questions follow established educational guidelines:

### Plausible Distractors:

Incorrect answer choices are plausible when they are believable as possible answers to the question. When the incorrect answer choices do not match in plausibility with the correct answer, this gives the correct choice away to the learner and inhibits the ability to reason through the question independently. When creating the course questions, be sure that all distractors are plausible.

### Incomplete Statements in the Stem:

Sometimes fill in the blank questions can contain leading verbiage to point the learner towards the correct answer. If these types of questions are used within the course, be sure that they do not contain pointed phrasing or clues that would give away the correct answer.

### Length or Precision of Correct Answer:

When the correct answer differs noticeably in length from all the incorrect answer choices, this can point to the correct answer. When creating the course questions, check to be sure that answer choices are all similar lengths.

### Words or Phrases Do Not Contain Clues to the Correct Answer:

Questions and answer choices should be written so that there are no clue words and phrases pointing to the correct answer. For example: A course has a question about identifying a type of storage option in a program. If the correct answer choice is the only one to use the key word "storage," it is likely the correct response. This clue points the learner to the correct answer and inhibits the ability to independently reason through the question. However, if all answer choices contain the key word, "storage," this would be an appropriate use of the term as it would not be a clue towards the correct choice.

### Answer choices are written to avoid "All of the above," options.

Since participants merely need to recognize two correct options to get the correct answer, best practices suggest that the option "All of the above" should be avoided.

### Appropriate number of distractors

Questions should be written so that there are an appropriate number of distractors. Best practices suggest that there should be at least 3-4 answer choice options per question on multiple-choice assessments.