4.1 Certification Pathway

What is the certification?

The DUAL.AI.TEACHer certification pathway provides teachers with a structured way to demonstrate their competences in two complementary areas: **AI-Enhanced Teaching** and **AI Literacy**. Teachers may pursue either one certification track or both, depending on their prior knowledge, professional role, and development needs.

The certification pathway combines self-assessment, learning and preparation activities, formal assessment, and digital certification.

Choose your track

The DUAL.AI.TEACHer certification consists of two complementary tracks:

- **Track A: AI-Enhanced Teaching (WITH AI)** – focused on the pedagogical use of AI in teaching and learning.
- **Track B: AI Literacy (ABOUT AI)** – focused on teachers' understanding of AI concepts, opportunities, limitations, and responsible use.

Participants may pursue either one track or both tracks of certification, depending on their prior knowledge, professional role, and development needs.

A preliminary self-assessment will help candidates identify the most appropriate pathway.

How does the certification work?

The certification process follows a common sequence for both tracks:

1. The teacher discovers the DUAL.AI.TEACHer certification.
2. The candidate registers on the ICEP platform.
3. The candidate completes a preliminary self-assessment and selects **Track A** or **Track B**.
4. The candidate learns and prepares using the provided content, including the collection of badges in the MOOC.
5. The candidate books an exam slot.
6. The candidate attempts the exam.
7. Upon successful completion, the digital certificate is issued.

8. The certificate may be shared through Europass, where third-party institutions can check its validity.
9. The certificate expires after five years.

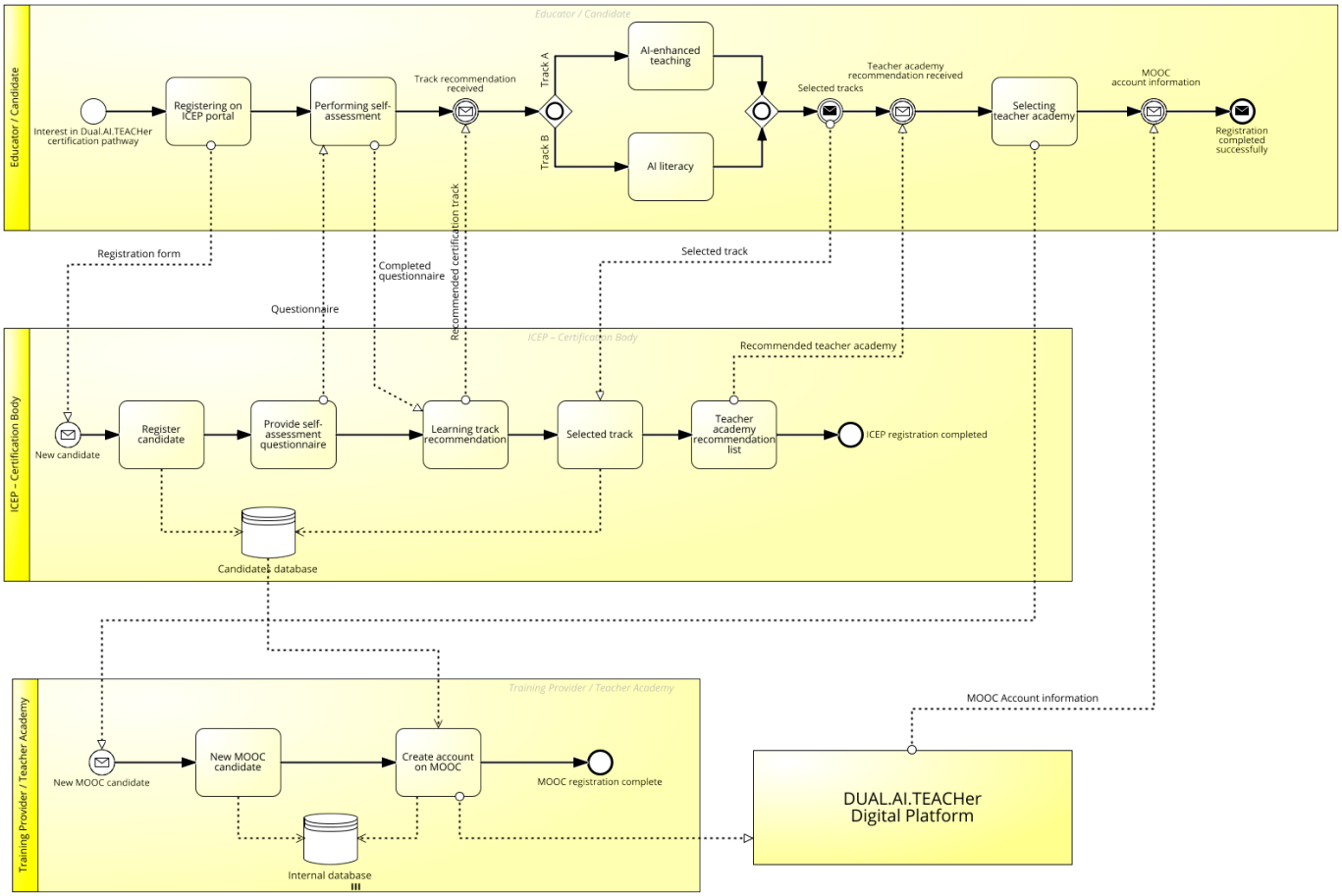


Figure 1: Registration, Self-Assessment and Certification Pathway Selection Process

Learning and preparation

After selecting a certification track, candidates enter the learning and preparation phase. They use the provided learning content and may collect badges through the MOOC as part of their preparation for the certification assessment.

The preparation process includes access to learning materials, support activities, self-assessment, practical assignments, and progress tracking. The candidate can continue learning, repeat activities where needed, or proceed towards the certification assessment once sufficiently prepared.

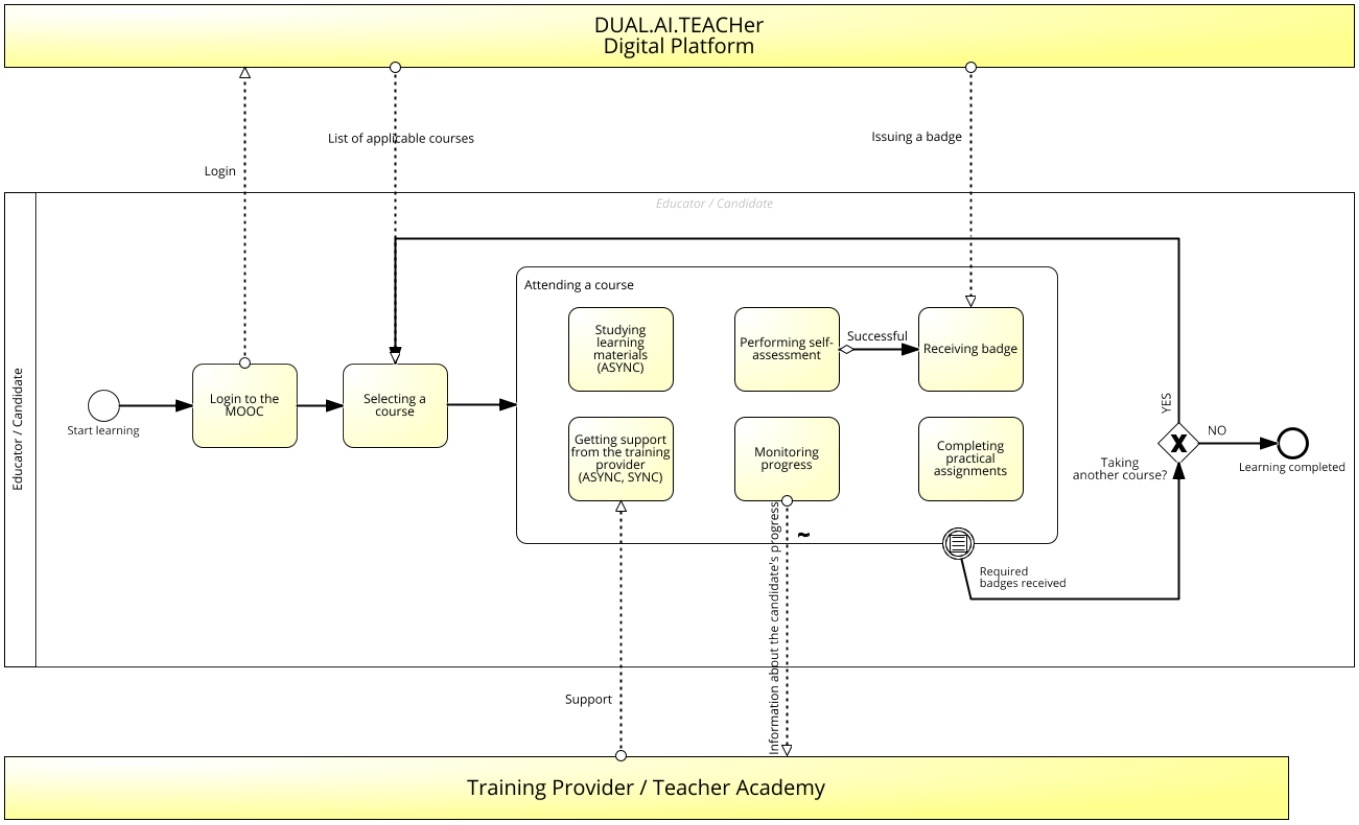


Figure 2: Learning and Preparation Process

Assessment and certification

The certification assessment is delivered through an online examination for each certification track.

The planned assessment format includes:

- **Format:** Online examination
- **Content:** 30 multiple-choice questions
- **Platform:** ICEP certification platform
- **Language:** English and national languages
- **Attempts:** Up to 2 attempts per candidate
- **Monitoring:** Remote proctoring/monitoring

Candidates complete the assessment for the selected track after the preparation phase and readiness self-assessment. Successful completion of the examination leads to the issuance of the corresponding certificate.

The assessment may include the following question types:

- Single Best Answer
- Multiple Choice
- True/False

These selected-response formats are intended to support objective, consistent, and scalable assessment, while enabling efficient automated scoring.

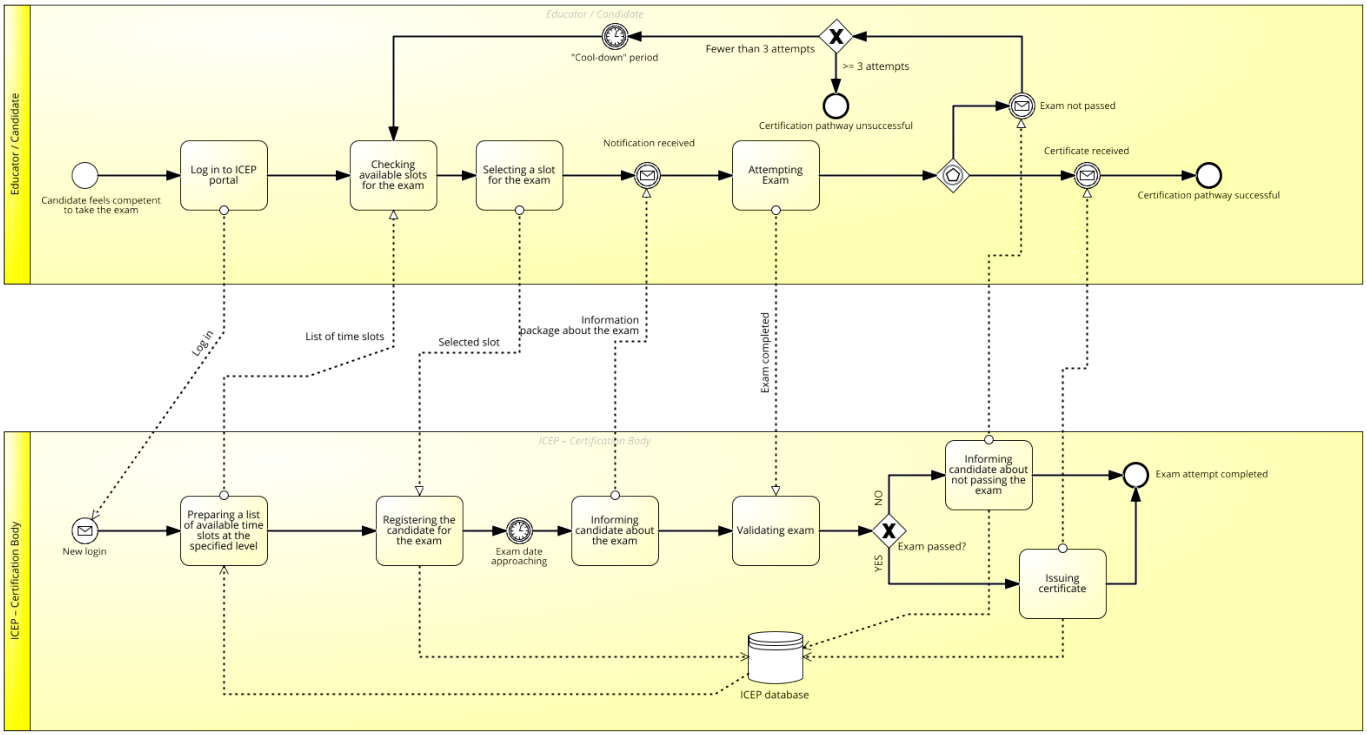


Figure 3: Examination and Certification Process between the Candidate and ICEP

Which track is right for me?

The two certification tracks address different professional needs and interests.

Track A – AI-Enhanced Teaching (WITH AI) is intended for teachers who want to use AI in teaching and learning in a pedagogically meaningful, safe, and professionally responsible way. In the Certification Pathway Design, this is illustrated through **Maja Novak**, a secondary school teacher who already experiments with generative AI for lesson preparation, differentiated materials, classroom activities, and formative feedback. Her main goal is to move from experimental use of AI towards more informed and reflective professional practice.

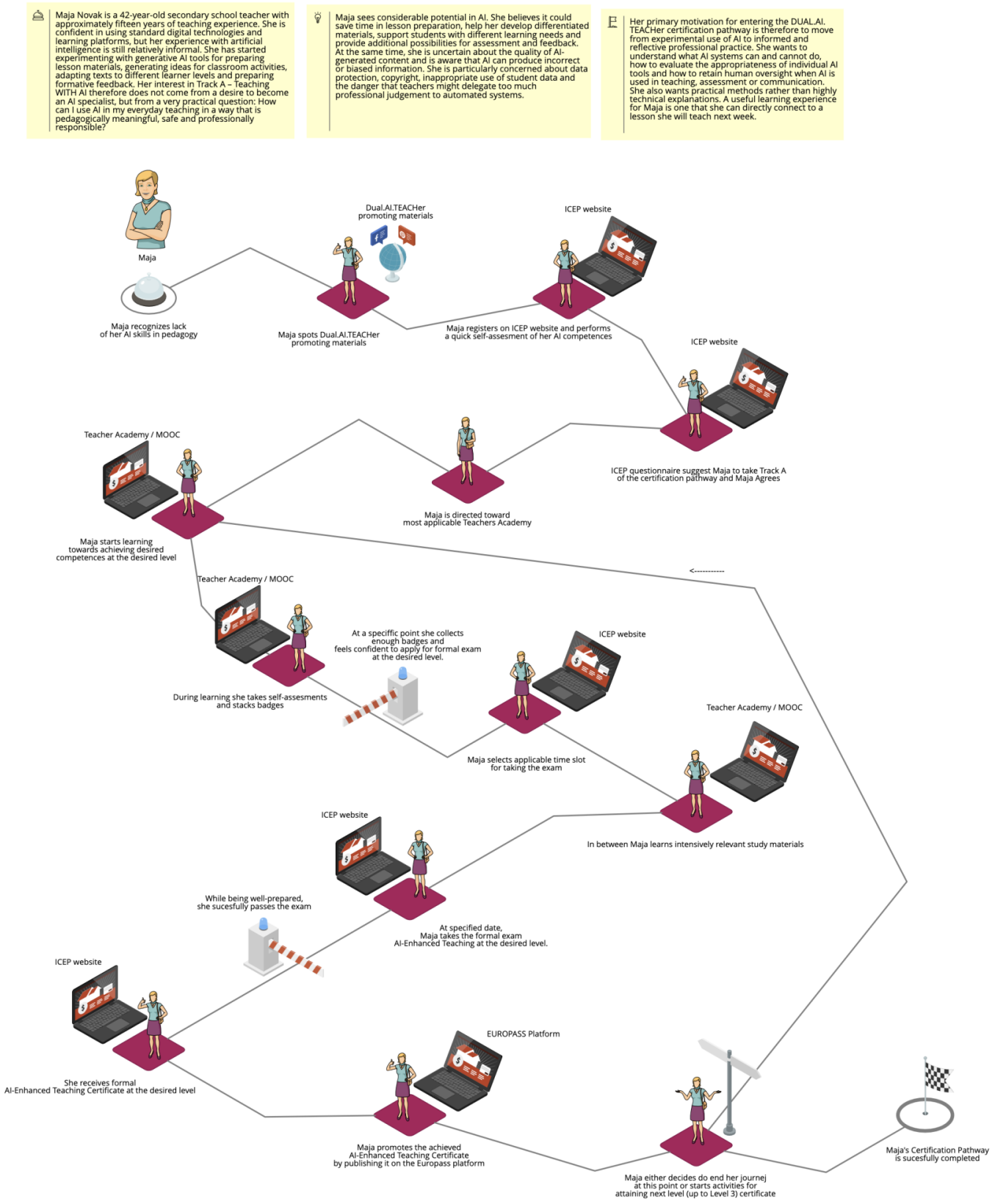


Figure 4: Candidate Journey – Track A: AI-Enhanced Teaching

Track B – AI Literacy (ABOUT AI) is intended for teachers who want to strengthen their own and their learners' understanding of AI concepts, limitations, risks, and responsible use. This is illustrated through **Luka Horvat**, an upper-secondary teacher who wants to help students become critical, informed, and responsible users of AI, with particular attention to issues such as misinformation, bias, privacy, transparency, data use, human agency, and the social impact of AI.

Luka Horvat is a 34-year-old upper-secondary teacher with around eight years of teaching experience. He teaches social sciences and contributes to interdisciplinary digital-literacy activities at his school. His main interest is not primarily in using AI to make his own teaching more efficient. His concern is what is happening to his students. They increasingly use generative AI to search for information, prepare assignments, generate images and solve problems, yet many of them have little understanding of how these systems work, why their outputs can be unreliable or biased, or what responsible use of AI actually means.

Luka therefore enters Track B – Teaching ABOUT AI because he wants to help students become critical, informed and responsible users of artificial intelligence. His central question is: How can I develop my students' AI competence without turning my subject into a computer-science course?

He understands that AI literacy is becoming relevant across subjects. His students encounter AI-generated content in social media, schoolwork, search tools and everyday digital services. Luka wants them to be able to recognise the role of AI in these environments, critically assess AI-generated information and understand the consequences of relying on algorithmic systems. He is particularly interested in topics such as misinformation, bias, privacy, transparency, data use, human agency and the social impact of AI.

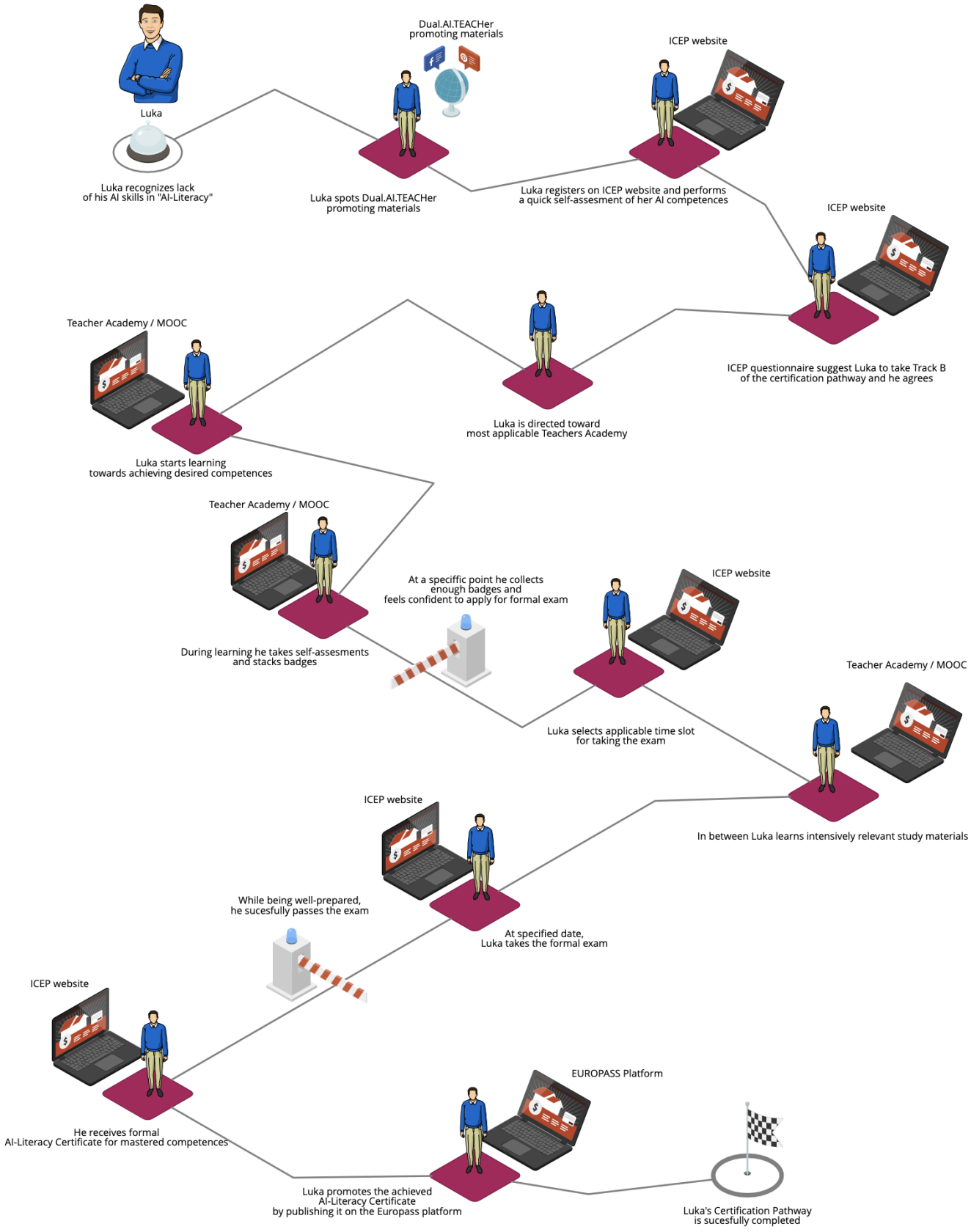


Figure 5: Candidate Journey – Track B: AI Literacy

Candidates may pursue either one track or both tracks, depending on their prior knowledge, professional role, and development needs. A preliminary self-assessment supports the selection of the most appropriate pathway.

Credentialing and Recognition

Upon successful completion of the assessment, candidates receive a **digital certificate** for the completed certification track.

The certification model includes:

- **Issuance:** Digital certificate following successful assessment
- **Validity:** 5 years from the date of issue
- **Certification records:** Maintained by ICEP in a central database
- **Scope:** Separate certification for Track A and Track B; candidates completing both tracks receive both credentials

The certification is intended to support the recognition of teachers' AI-related competencies and their continuing professional development. It is also intended to support the recognition and portability of these competences across European contexts.

More Information

Further details on the certification structure, candidate journey, assessment criteria, examination procedure, roles and responsibilities, pilot validation, and sustainability are provided in the full **DUAL.AI.TEACHer Certification Pathway Design** document.

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