UNIVERSITY OF WARSAW JOURNAL
TEACHING AND LEARNING COUNCILS FOR STUDIES

RESOLUTION NO. 11/2025
OF THE TEACHING AND LEARNING COUNCIL FOR THE FOLLOWING FIELDS OF STUDIES: EUROPEAN POLITICS AND ECONOMICS, GRADUATE PROGRAMME IN INTERNATIONAL RELATIONS, GRADUATE PROGRAMME IN POLITICAL SCIENCE, SOCIAL AND PUBLIC POLICY, UNDERGRADUATE PROGRAMME IN INTERNATIONAL RELATIONS, UNDERGRADUATE PROGRAMME IN POLITICAL SCIENCE

of 7 March 2025

on detailed rules and regulations for using artificial intelligence tools

in the teaching and learning process

Pursuant to § 2 of Resolution No. 98 of the University Council for Teaching and Learning of 8 December 2023 on the principles of using artificial intelligence tools in the teaching and learning process (published in 2023, item 98), in conjunction with § 5 sec. 1 of Resolution No. 441 of the Senate of Warsaw University of 19 June 2019 on the adoption of the Rules and Regulations for Studies at the University of Warsaw (Monitor UW of 2019, item 186, as amended), the Teaching and Learning Council agrees as follows:

§ 1

1. Despite their limitations, artificial intelligence tools (hereinafter referred to as “AI tools”) may be regarded as tools supporting the retrieval, collection and processing of information.

2. AI tools may serve as auxiliary tools for independent creative activities; they are not a substitute for critical thinking, self-reflection or creative approaches to the subject under analysis.

3. The use of AI tools shall collectively meet the following criteria:
1) compliance with applicable laws, including but not limited to intellectual property law, data protection law and the right to privacy;
2) compliance with ethical values, in particular adherence to good academic practice and standards of scientific integrity.

§ 2

1. Course coordinators, including those supervising diploma seminars, shall determine whether the use of AI tools is permitted for the assessment of learning outcomes in a given course.

2. Permitting students to use AI tools for preparing mid-term and final credited assignments, diploma theses, and other written forms of verifying achieved learning outcomes (hereinafter referred to as "written assignments") shall be allowed only after analysing the course learning outcomes and determining that the use of AI tools will not compromise the reliability of their assessment.

3. Relevant provisions concerning the permitted use of AI tools for the verification of learning outcomes shall be included in the course syllabus or otherwise made available throughout the entire cycle of studies in which the given course is conducted. Course syllabi shall include a reference to at least one of the five levels that define the extent to which students are permitted to use AI tools in the course, as specified in the Artificial Intelligence Assessment Scale (AIAS) set out in the following article: The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. (2024). *Journal of University Teaching and Learning Practice, 21*(06). https://doi.org/10.53761/q3azde36. A table containing *The AI Assessment Scale (AIAS)* and its description shall constitute Appendix No. 2 hereto.

4. If the use of AI tools is prohibited due to specific learning outcomes, consideration shall be given to selecting verification methods (e.g., oral examinations; continuous assessment or long-term project work; written assignments or in-class examinations conducted without digital tools) that render the use of AI tools impossible, difficult, or ineffective.

§ 3

1. All mid-term and final credited assignments and diploma theses shall include a declaration on the use of AI tools therein if permitted or a declaration of no use of AI tools if prohibited. The declaration form shall constitute Appendix No. 1 hereto. The declaration shall be included on a separate page of the written assignment. In the case of diploma theses, the declaration should be included on a separate page following the thesis title pages in accordance with Appendix No. 1 to Ordinance No. 120 of the Rector of the University of Warsaw of 5 June 2020 on the submission of the thesis and the remote diploma examination procedure.

2. Content created with the use of AI tools shall be clearly identified by the student in footnotes, with corresponding references indicated in the declaration constituting Appendix No. 1 thereto. The term “content created with the use of AI tools,” as used herein, shall be understood to refer to the introduction, chapters, conclusion, and appendices of the thesis. This does not include footnotes, spell-checking and grammar-checking, formatting of the thesis - including the table of contents - or the adjustment of citation and bibliography styles, etc.

§ 4

1. All responsibility for using materials generated by AI tools in the preparation of the written assignments shall rest with the student.

2. The use of AI tools in accordance with the guidelines established by the course coordinator shall not affect the assessment of written assignments produced with their assistance. This assessment shall be carried out in accordance with the established formal and substantive criteria.

3. There are no grounds for failing a student’s written assignment, intended to verify the achieved learning outcomes, solely based on the suspected use of AI tools - particularly if the course coordinator has not specified the conditions for their use in the teaching and learning process.

4. Students’ assignments may be randomly checked using AI detection tools, and students shall be obliged to allow for such verification.

5. If a student is found to have violated the rules for the use of AI tools in preparing written assignments, as set forth herein and in the course syllabus, the academic teacher shall report the matter to the relevant Head of Studies. Following consultation with the academic teacher and the Head of the Teaching Unit, and after hearing the student concerned, the relevant Head of Studies shall decide on further action, including the possibility of initiating disciplinary proceedings against the student.

§ 5

The use of AI tools during examinations credited assignments, including diploma examinations, shall be prohibited, especially when conducted using remote communication tools, unless expressly authorised by the Head of the Teaching Unit. A justified suspicion of using AI tools during examinations or credited assignments, particularly diploma examinations, shall result in a failing grade and the initiation of actions as specified in § 5 pt 5 of this Resolution. These rules shall not apply if the course nature involves the use of AI tools.

§ 6

The Teaching and Learning Council shall undertake regular reviews of the implementation of the provisions of this resolution and assess the effectiveness of the regulations contained herein.

§ 7

This Resolution shall enter into force on the date of its adoption, although it shall apply to subjects beginning in the academic year 2025/2026.

President of the Teaching and Learning Council:

D. Heidrich

Appendix No. 1

to Resolution No. 11/2025 of the Teaching and Learning Council for the following fields of studies: European Politics and Economics, Graduate Programme in International Relations, Graduate Programme in Political Science, Social and Public Policy, Undergraduate Programme in International Relations, Undergraduate Programme in Political Science of 7 March 2025: declaration form on the use of AI tools in written assignments if permitted or a declaration of no use of AI tools if prohibited.

Plagiarism and artificial intelligence declaration form

Faculty of Political Science and International Studies

University of Warsaw

Student full name:

Student ID number:

Written assignment for the course:

Title of the written assignment:

Please tick to confirm the following:

☐I understand what constitutes as plagiarism and I am aware of the Faculty's policy in this regard.

☐The [thesis/dissertation/essay/assignment/project/other submitted work]* I am submitting is entirely my own work except where otherwise indicated.

☐I have referenced all sources used in the work, in both the text and the list of references/the bibliography.

☐I have not made use of another student's past or present written work to hand in as my own.

☐I have not sought or used the services of any professional agencies to produce this work.

☐I have not used translation tools to translate larger sections from another language into English for this [thesis/dissertation/essay/assignment/project/other submitted work]*.

☐I have used any artificial intelligence tools in preparation of this [thesis/dissertation/essay/assignment/project/other submitted work]*.

Please specify the scope of use of artificial intelligence tools:

Which artificial intelligence tool(s) have you used in preparation of this work?

☐ChatGPT	☐Gemini	☐Copilot
☐Grammarly	☐DeepL	☐QuillBot
☐Jenni.ai	☐AI writer	☐Semantic Scholar

☐Scispace ☐Other: (please specify)_____

How have you used artificial intelligence tools to produce this work?

☐To generate some parts of this [thesis/dissertation/essay/assignment/project/other submitted work]*

☐To help research and explore ideas

☐To create the overall structure

☐To help organise evidence from the sources by having an outline generated by AI

☐To find academic sources

☐To paraphrase sources

☐To summarise sources

☐To improve the language (overall grammar, sentence structure and vocabulary)

☐To generate in-text citations and the reference list/bibliography

☐Other: (please specify)_____

*Please select appropriate

Date Signature

Appendix No. 2
to Resolution No. 11/2025 of the Teaching and Learning Council for the following fields of studies: European Politics and Economics, Graduate Programme in International Relations, Graduate Programme in Political Science, Social and Public Policy, Undergraduate Programme

in International Relations, Undergraduate Programme in Political Science of 7 March 2025: *The AI Assessment Scale.* Source: The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. (2024). *Journal of University Teaching and Learning Practice, 21*(06). https://doi.org/10.53761/q3azde36

Scale Levels and Descriptions

1	**NO AI**	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. **AI must not be used at any point during the assessment.**
2	**AI-ASSISTED IDEA GENERATION AND STRUCTURING**	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. **No AI content is allowed in the final submission.**
3	**AI-ASSISTED EDITING**	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. **AI can be used, but your original work with no AI content must be provided in an appendix.**
4	**AI TASK COMPLETION, HUMAN EVALUATION**	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. **You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.**
5	**FULL AI**	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. **You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.**

Table 1 The AI Assessment Scale

Scale Levels

Level 1: No AI

At this level, students are not permitted to use GenAI in any form. This is appropriate for assessment tasks where it is preferable or necessary for students to rely solely on their own understanding, knowledge, or skills or where the use of GenAI is impractical or impossible. Although this stage may include the provision of technology-free examinations, it does not necessarily require examination conditions. For example:

• Technology-free discussions, debates, or other oral forms of assessment

• Technology-free ideation, individual, or group work in class

• Ad-hoc or planned viva-voce examinations, question and answer sessions, or formative discussions between students and educators

We recommend that any Level 1 activities be conducted under supervision or for low-stakes, formative assessments. This is due to potential equity concerns with permitting out-of-class work under "no AI" conditions, since students with English as a first language, higher levels of digital literacy, or access to better (often more expensive) GenAI tools may be able to use GenAI in ways which are potentially undetectable.

Level 2: AI assisted idea generation and structuring

At this scale level, students are permitted to use GenAI for brainstorming, gaining feedback, and structuring ideas; however, the final submission should not contain any content that was directly generated by AI. This level is useful for tasks in which students may benefit from extra support in developing ideas or improving their work, but in which the final product must be solely human-authored. Using GenAI tools at this level may benefit students by allowing them to explore a wider range of ideas and improve the depth or final quality of their work. Examples of Level 2 activities include:

• Collaborative brainstorming: Students can use AI to generate ideas or solutions to problems. These ideas can then be discussed, filtered, and refined by students in a collaborative setting.

• Structural outlines: Students may use AI to create structured outlines of their work.

• Research assistance: AI may be used to suggest topics, areas of interest, or sources (using an Internet-connected model) that might be useful for a student's research.

Level 3: AI assisted editing

At Level 3, students are permitted to employ generative AI for refining, editing, and enhancing the language or content of their original work. This may be particularly beneficial for non-native English speakers or those who struggle with language fluency. In a multimodal approach to assessment, GenAI tools might be permitted to support the editing of images or videos, but not for creating entirely new pieces. Examples include:

• Grammar, punctuation, and spelling: Students may use AI to identify and rectify

grammatical, punctuation, spelling, and syntactical errors in their work.

• Word choice: AI can suggest appropriate or synonymous terms to replace simpler words

and phrases, helping clarify writing.

• Structural edits: For students who may struggle to construct clear and coherent sentences,

AI can assist in rephrasing for clarity without altering the original meaning.

• Visual editing: Image generation tools may be used to edit original images, such as

through techniques like generative fill and generative expand (also referred to as in-

painting and out-painting)

At this level, students are expected to submit their original work for comparison alongside AI-

assisted content, thus ensuring the authenticity of their contributions. Assigning a Level 3 AI scale can make a traditional assessment task suitable for use in an AI-inclusive assessment

environment, but it is more of a stop-gap approach which can be used until assessment tasks can be more fully adjusted to align with GenAI tool usage. Therefore, we recommend the use of this scale level as a transitional point in HEIs integration of GenAI tools.

Level 4: AI Task Completion, Human Evaluation

At this level, students are requested or expected to use GenAI to complete specific portions of their tasks, but the emphasis remains on human evaluation and interpretation of the AI-generated content. Students must critically engage with and assess the AI outputs that they have created and evaluate their relevance, accuracy, and appropriateness. This level encourages a deeper understanding of the capabilities and limitations of GenAI tools, beyond basic text generation or editing. For example:

• Direct AI generation: Students may be tasked with using GenAI to produce content on a specific topic, theme, or prompt. This could range from generating datasets, social media posts, or crafting narratives. Students would use this as a basis for an original piece of work in which they may submit both the generated work and their own.

• Comparative analysis: After AI produces content, students may be asked to compare it with human-created content on the same topic, identifying differences, similarities, and areas of divergence. This can include comparisons with human-generated content.

• Critical evaluation: Students generate content with the express purpose of critiquing the output and questioning its choices, biases, and potential inaccuracies.

• Integration: Students may be tasked with integrating AI-generated content into a larger project to ensure cohesion and alignment with broader objectives. This might constitute part of an industry project or part of an authentic assessment task.

Level 4 introduces a more complex interplay between AI and student inputs. Here, students are expected to engage critically with AI outputs. This level is not prescriptive about the sequence in which AI and human intelligence interact; it allows for the possibility that students may or may not be allowed to use GenAI to aid in the rewriting process after conducting their analysis, but any GenAI content must be cited appropriately for transparency. This flexibility is intentional, acknowledging that the creative and iterative processes of academic work often do not follow a linear pathway. For example, they may conduct their own analysis and then refine or rework the output using GenAI tools. Deeper engagement with and evaluation of any GenAI-created content is an important element that defines Level 4 of the AIAS.

Level 5: Full AI

At the final level, AI may be used throughout the task at the student's discretion or teacher's

suggestion. Assessments at this level may specify or recommend GenAI tools to be used, or may allow students' discretion in their choice. Level 5 might be used in tasks which require the use of GenAI tools as part of addressing learning outcomes or when the skills and knowledge being assessed can be tested irrespective of AI usage. This level is also designed to allow for the exploration of GenAI as a collaborative and creative tool and reflects ways in which these technologies are being used outside of

education, in fields such as journalism and marketing, where AI-generated content is increasingly used but still requires human editorial oversight (Hartmann et al., 2023; Kshetri et al., 2023). Examples include:

• Co-creation: Students are given broad themes or parameters in which they may achieve a task, and then actively iterate on GenAI content using a range of different tools and modes.

• GenAI exploration: Students use various GenAI tools to explore a wide range of ideas, styles, or solutions, exploring the ethical and practical implications of technology in a given domain.

• Real-time feedback loop: As students work on a task, they can continuously use GenAI to adjust their work, thereby shaping the final output.

• GenAI products: Students create finished products or artefacts using GenAI throughout, such as completed software or entire artworks.