# AI is transforming UK university admissions, says education technologist



The UK education sector is undergoing a profound transformation as artificial intelligence (AI) reshapes student admissions and learning. A 2025 survey by the Higher Education Policy Institute and Kortext found that 92% of UK students now regularly use generative AI tools such as ChatGPT—an “explosive increase” from previous years. The trend has sparked debate over AI’s implications for academic integrity, access and the future of education.

Vahid Mohammadi, a UK-based education technologist and entrepreneur, sees AI not as a threat but as a powerful tool to make higher education more accessible, equitable and efficient. With over 14 years of experience spanning technology startups, cloud firms and international education, Mohammadi has worked on integrating AI into student recruitment and academic advising. He believes the technology can help dismantle barriers faced by international applicants.

Students from the Middle East, Africa, South Asia and Latin America often struggle with misinformation from unregulated social media or expensive immigration lawyers. This can lead to scams or poor academic choices. By using AI-driven tools, universities can provide accurate, personalised support that helps students navigate visa rules, admissions and post-arrival challenges with greater confidence.

Mohammadi said AI’s most practical use lies in simplifying the admissions process—from assessing eligibility and verifying documents to offering tailored application guidance. These tools reduce bureaucracy and give universities an edge in attracting global talent. AI-powered chatbots can also communicate in multiple languages, offer real-time visa updates and help protect students from online scams.

Beyond admissions, AI enables data-driven recruitment by analysing applicants’ academic histories and networks. This allows for more targeted marketing and better integration with advising and compliance platforms. Students benefit from consistent support throughout the application process, from enrolment to career development.

Yet the rise of AI raises questions about academic integrity. Some students have used the technology to plagiarise, prompting universities to develop detection tools. This has led to a technological tug-of-war between detection and evasion. Mohammadi supports a framework where AI offers guidance and feedback without replacing student effort—for example, helping draft Statements of Purpose or CVs while ensuring the final work is authentically student-created.

This ethical model extends throughout the student journey. AI can guide applicants in preparing documents, support them academically after arrival and assist with visa compliance. Post-graduation, it can aid career development without making decisions on a student’s behalf. Mohammadi stresses the need for transparency—clear data sources, no bias and strict adherence to immigration laws to maintain trust.

Challenges remain, including academic integrity, unequal access to AI and the need for updated assessment methods. Other education leaders argue that institutions must adapt evaluations to foster critical thinking and originality in an AI-rich environment. Bridging the digital divide is also vital to prevent disadvantaged students from being left behind.

In the wider context, AI’s role in UK higher education supports the country’s ambitions to lead in tech-driven innovation. Used responsibly, it can streamline admissions, widen participation and nurture international talent. Mohammadi’s outlook, grounded in data and expert insight, suggests AI can deliver fairer, faster and more personalised academic journeys—while upholding ethical standards.

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## Bibliography

1. <https://aijourn.com/ai-makes-top-talent-apply-easier-uk-technologist-vahid-mohammadi-on-the-future-of-university-admissions/> - Please view link - unable to able to access data
2. <https://www.hepi.ac.uk/2025/02/26/hepi-kortext-ai-survey-shows-explosive-increase-in-the-use-of-generative-ai-tools-by-students/> - A 2025 survey by the Higher Education Policy Institute (HEPI) and Kortext revealed a significant surge in the use of generative AI tools among UK undergraduate students. The proportion of students using such tools for assessments increased from 53% to 88% over the past year. The study highlights the rapid integration of AI into higher education and underscores the need for institutions to adapt their assessment methods and policies accordingly.
3. <https://www.ft.com/content/d591fb1a-9f6c-4345-b5fc-781e091ae3f8> - An article from the Financial Times discusses the rapid adoption of AI tools by UK university students, with over 90% now using AI in some form, up from two-thirds the previous year. The piece explores the implications of this trend on academic integrity, assessment methods, and the broader educational landscape, emphasizing the challenges and opportunities presented by AI in higher education.
4. <https://www.ft.com/content/adb559da-1bdf-4645-aa3b-e179962171a1> - This Financial Times article examines how generative AI, particularly tools like ChatGPT, is reshaping higher education. It highlights the challenges educators face in balancing AI's benefits with its risks, including concerns about plagiarism and the need for redesigned assessments to foster original thinking and critical analysis among students.
5. <https://edutimes.com/news/2025/03/20250318926> - The EduTimes article highlights the transformative impact of AI on higher education, citing a HEPI and Kortext survey that shows 92% of UK students now use AI in some capacity. It discusses the benefits and concerns associated with AI adoption, including issues of academic integrity and the need for institutions to adapt to this technological shift.
6. <https://atss.org.uk/the-impact-of-artificial-intelligence-on-education-in-2025/> - This article from the Association of Teachers and Students discusses the profound impact of AI on education, referencing a HEPI survey that indicates 92% of UK undergraduates use AI tools. It explores how students are integrating AI into their learning processes and the implications for educational practices and policies.
7. <https://kortext.com/blog/thought-pieces/addressing-socioeconomic-disparities-in-ai-education-access/> - Kortext's blog post addresses the emerging digital divide in students' use of generative AI tools, highlighting disparities based on socioeconomic status. It discusses the importance of equitable access to AI in education and suggests practical approaches to bridge the gap, emphasizing the need for institutions to provide AI tools to students who cannot afford them.