FOR RTO CEOS AND MANAGERS

An AI Blueprint for VET in Australia.

Freeing teachers to educate by moving compliance, mapping, assessment authoring and material design to AI.

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FOR

CEOs and managers of Australia's RTOs

PUBLICATION

An AI Blueprint for VET in Australia

A whitepaper for RTO CEOs and managers

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A NOTE ON THIS PAPER

This paper argues that the current operating model of a typical Australian RTO is structurally mismatched to its environment, and that AI - properly governed - is the largest single lever available to leaders to restore it. It is published openly. We welcome correction, dissent, and conversation.

CONTENTS

What's inside.

Six parts. Thirteen chapters.
A roadmap a CEO can put on a board agenda next Monday.

EXECUTIVE SUMMARY

The work that's burning out VET is the work AI can now do.

> The opportunity is not to replace trainers but to return them to teaching.

Australian vocational education is carrying an administrative load its workforce can no longer sustain. The 2025 Standards for RTOs were designed to move the sector from input-based compliance to outcome-based quality. In practice, the transition has piled a fresh evidence burden on top of what was already there.

This paper makes a simple argument. The core act of vocational education - a competent practitioner judging another person's capability - is irreducibly human. Almost everything else currently consuming a VET trainer's week is not.

BCG's 2025 research suggests high-performing AI adopters spend 70% of their effort on people and process and just 10% on algorithms - a corrective to the assumption that this is a technology question. It is an operating-model question.

FOUR TAKEAWAYS FOR RTO LEADERS

01 – 04

01 Your trainers are already using AI. The question is not whether to start, but how to bring it into daylight.

02 The 2025 Standards' outcome-based intent is an ally of this thesis, not an obstacle. The regulator is itself AI-enabling.

03 Start with the highest-volume, highest-structure documentary work. Unit-to-content mapping is the textbook first pilot.

04 Preserve judgement as human. Move documentation and choreography to software. Reinvest the time into teaching.

FOREWORD

This is not a paper about artificial intelligence. It is a paper about vocational education, written for people who run registered training organisations.

People who know - because they live with it every day - that something has gone wrong with how Australian VET spends its time.

The best trainers in this country spend too much of their week on work that has nothing to do with teaching. They write training and assessment strategies. They map unit performance criteria to assessment items in spreadsheets that grow with every training package update. They build validation schedules, moderation minutes, continuous improvement registers, industry consultation logs.

They draft RPL kits, LLN diagnostics, trainer matrices, professional development logs. They rebuild all of it when a product is superseded.

Meanwhile, students sit in classrooms and workshops where a trainer who came to this job to share a craft is visibly tired before the first demonstration of the day.

There is a reading of this problem that says the fix is better software, or better compliance consultants, or a new LMS. We have tried all of those. The burden has not shrunk.

There is another reading, increasingly hard to ignore, that says a large proportion of the work exhausting Australian VET does not require a human - and that what remains, the educating of students, is precisely what the best humans in this sector are here to do.

Dave Howden

CEO & Co-Founder, SupaHuman

SYDNEY · APRIL 2026

WITH SUPPORT FROM

Partners.

This paper has been read, challenged and improved by colleagues across the VET sector. We are grateful for their time and candour.

Future Skills Organisation
JOBS AND SKILLS COUNCIL

VET Development Centre
EDUCATOR DEVELOPMENT

VET Quality Initiative
SECTOR QUALITY BODY

EduGrowth
EDTECH ASSOCIATION

VOICES FROM THE SECTOR

"Artificial intelligence is reshaping vocational education, with one of its greatest values being its ability to support professional judgement and adaptability that define high-quality teaching and learning. At the VET Development Centre, we see AI as a tool to strengthen educator capability and assist in the design of more agile, human-centred training that prepares learners for an evolving world of work."

Sandra Ball
Chief Operating Officer
VET Development Centre

"AI in VET has the potential to materially improve quality, learner experience, consistency and educator capability, while not replacing the professional judgement that sits at the heart of good training and assessment. The training providers that will lead well in this next phase will be those that embed AI, while maintaining a student-centric focus, within strong governance, self-assurance and quality frameworks."

Andrew Shea
Managing Director, Skilled Nation
Chair, VET Quality and Innovation Network

"Vocational education is the engine that develops the workforce and skills Australia needs for the future. AI gives us an opportunity to amplify the expertise of educators, strengthen connections to industry, and deliver more personalised and effective learning experiences, while allowing educators to focus on the human interactions that transform lives."

David Linke
Managing Director
EduGrowth

"The opportunity now is to turn the potential of AI into practice, at pace - and to do it safely. For a VET system that reaches over 5 million learners each year, the providers that lead will be those that adopt AI in a way that is safe, effective and compliant, with governance and quality assurance built in from the start."

Lisa Bale
Director - VET Compliance
Future Skills Organisation

PART I · OF FIVE

The problem we actually have.

Three chapters on the work that is no longer teaching, why the 2025 Standards have not yet eased it, and the workforce now carrying it.

CHAPTER 01

The work that isn't teaching.

> *Imagine a trainer in a private RTO in western Sydney who delivers a Certificate III in Individual Support. She came from twelve years of aged care work. She is, by every reasonable measure, excellent at what she does. On a given Wednesday, she will teach for around five hours. The rest of her paid day, and an unpaid portion of most evenings, will be spent on something else.*

A unit has been superseded and the mapping matrix needs rebuilding. A validator has flagged thin performance evidence on an assessment task. A student has requested RPL against a 2021 kit. A state contract reporting deadline is tomorrow.

None of this is optional. All of it is required by the 2025 Standards, by state funding contracts, by ESOS, by ASQA's risk priorities. None of it is teaching.

This is the shape of the problem. The volume of *human documentary work* the system requires has outgrown the workforce doing it. The gap is closing by one of two mechanisms: trainers leave, or compliance quality slips. Both are happening.

OECD TALIS 2024 found Australian teachers working the third-longest week in the OECD, with 69% citing administrative work as a major source of stress. VET-specific data is less well collected - itself part of the problem - but every credible JSA and NCVER report points the same way.

§1 · CONTINUED

The consultant ecosystem confirms it. There is, in Australia, a mature industry of RTO compliance consultants, audit rectification specialists, template vendors, and validation-as-a-service providers. Their existence is a feature of the market.

A sector whose in-house capacity to meet its own standards requires this much outsourced help is telling you something about the standards, the capacity, or both.

And the 2025 reforms - designed to reduce burden - have not yet arrived at lighter operations. The intent is sound. The transition cost lands disproportionately on smaller providers, and a conservative over-documentation response remains the rational strategy under thin practical guidance.

STAT · TALIS 2024

69%

of teachers cite administrative work as a major source of stress - third highest in the OECD.

SOURCE / OECD TALIS 2024

CHAPTER 02

Why the 2025 Standards did not fix it.

The 2025 Standards for RTOs took effect on 1 July 2025. The drafting intent, stated plainly by DEWR in its own FAQ, was to move the sector away from "undue focus on prescriptive compliance at the expense of good organisational practice". Four Quality Areas - Training and Assessment, VET Student Support, VET Workforce, Governance - each built on outcomes rather than inputs.

"Undue focus on prescriptive compliance at the expense of good organisational practice."

DEPARTMENT OF EMPLOYMENT AND WORKPLACE RELATIONS, ON THE INTENT OF THE 2025 STANDARDS REFORM

The shift was real and the intent was sound. But the transition has not yet delivered on it, for three reasons an RTO CEO will recognise.

THREE REASONS *why the transition has not yet delivered*

01

Thin legal floor

The instrument is terse; expectation lives in 19 non-binding Practice Guides. Inference is what consultants sell.

02

Outcomes need evidence

Showing the process worked requires artefacts. Pre-use review, post-use validation and moderation now each generate paper.

03

Transition cost

10-15h of professional development per staff member, no dedicated funding, against an ageing and casualised workforce.

CHAPTER 03

The workforce under the workload.

5.1M

Australians in nationally recognised training, 2024

NCVER · JSA

3,800

Additional VET teachers needed within five years

NCVER · JSA

21%

Projected VET teacher employment growth to 2033

NCVER · JSA

~50%

Of the VET workforce is over 50 (vs ~30% all jobs)

NCVER · JSA

Around 5.1 million Australians undertook nationally recognised training in 2024. Almost half of VET trainers are over fifty, against thirty per cent of the broader workforce; the average VET teacher is six years older than the workforce average. Employment is more casualised than in schools, and pay is lower than equivalent teaching roles elsewhere in education.

JSA projects the VET workforce needs to grow by around 21% by 2033, and that 3,800 additional teachers are required within five years simply to meet projected demand. Meanwhile the occupations these teachers train for - construction, electrical, nursing, aged and disability care, early childhood, cyber - are the occupations JSA lists as persistently in shortage.

No amount of rallying or process improvement solves this. The honest thing a CEO can say in 2026 is that the operating model of a typical RTO was built for a quieter world and is now structurally mismatched to its environment.

PART II · OF FIVE

First principles.

What VET is for, and what kinds of work inside an RTO must remain human.

CHAPTER 04

What vocational education is for.

It is too easy, when discussing AI in education, to slide into productivity language without first stating what the enterprise is for.

VET in Australia exists to do something specific that higher education cannot and schools should not. It takes people, often people the school system did not serve well, and turns them into capable tradespeople, carers, technicians, designers, electricians, early childhood educators.

It does this through a particular combination: an industry expert stands in front of a learner, demonstrates a skill, watches the learner try, corrects, contextualises, judges competence.

This is the thing that cannot be automated. A competency judgement is not a calculation. A well-designed assessment captures that judgement in an auditable form, but the judgement itself is irreducibly human.

The core act of VET is a judgement by a competent practitioner about another person's capability. Everything else exists to give the public confidence in that judgement.

CHAPTER 05 · DIAGRAM

What has to be human, and what does not.

Almost every activity inside an RTO sits in one of three categories. The first stays human. The second and third move to software.

CATEGORY 01

Judgement

MUST BE HUMAN

The reason the sector exists. Tacit knowledge applied to a particular person in a particular moment.

EXAMPLES

- Competency decisions
- Validation conclusions
- Moderation calibration
- Pastoral intervention
- Industry consultation

CATEGORY 02

Documentary & synthesis

AI-AUGMENTED

Where most non-teaching workload sits. The kind of work modern AI does reliably, quickly, and cheaply.

EXAMPLES

- TAS authoring
- Unit-to-content mapping
- Assessment items
- Learner guides
- RPL kits
- CI register

CATEGORY 03

Process choreography

AUTOMATABLE

Rules-based, integration-heavy. Suitable for automation; the tools have existed for years.

EXAMPLES

- Validation scheduling
- Trainer currency tracking
- Superseded-unit flags
- LMS engagement triggers
- Audit evidence flow

The first-principles move is simple, though not easy. Preserve the first category absolutely. Move as much of the second and third to software as governance permits. Reinvest the recovered human time into the first.

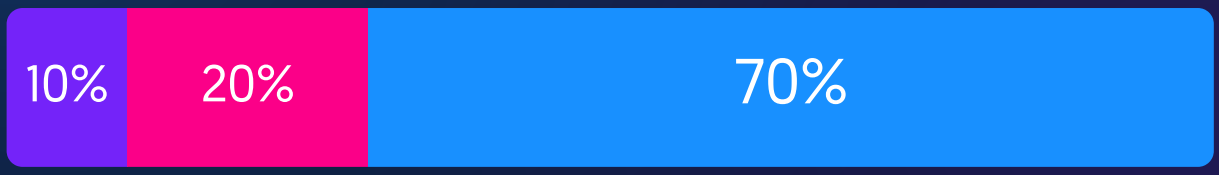
PART III · OF FIVE

A blueprint for how to think about this.

People, process and technology — in that order, and in roughly those proportions.

HERO FINDING · BCG 2025

The ratio of effort in successful AI adoption.



01

Algorithms

The model itself, prompt design, fine-tuning.

02

Data & technology

Pipelines, integration, infrastructure, vendor selection.

03

People, processes & culture

Change management, role redesign, governance, training, internal champions, measurement.

SOURCE / BCG · FROM POTENTIAL TO PROFIT, EFFORT DISTRIBUTION AMONG AI WINNERS 2025

The hard part of an AI transformation is not the AI. It is the people and the processes - and this is especially true in a sector where regulatory posture, professional judgement, workforce culture and governance obligations all have to move in alignment.

CHAPTER 06 · PEOPLE

People.

Your trainers are already using AI. The question is not whether to start, but how to bring it into governance.

They may use ChatGPT to draft scenarios or Canva's AI to build learner guides - without a policy, a standard, or training in prompt construction or output verification. The risk is not the tool. It is the absence of governance around it.

The fix is not a ban. Bans drive use underground and forfeit any chance of audit-readiness. The fix is to bring AI into daylight, inside a policy a trainer can read in five minutes and a self-assurance system that survives an ASQA audit.

1. Reframe the trainer role

AI changes the economics of content creation. The trainer becomes a *learning designer and competence judge* - not a demotion but a restoration to the work that drew them to teaching.

2. Publish an internal AI policy

Written for trainers, not by lawyers. Approved tools, allowed data, required human verification, audit-trail declaration. One page is enough; longer is worse.

3. Change management, peer-led

People change because a respected colleague showed them a new way. Find one or two champions. Give them time and permission.

CHAPTER 07 · PROCESS

Process.

The test of whether a process is a good candidate for AI augmentation is whether it is high-volume, high-structure and low-judgement.

THE AUGMENTATION TEST

Volume	Structure	Judgement
How often does this work happen?	Does it have a defined input → output shape?	How much human judgement is in the output?

IN THE AUGMENTATION ZONE

Unit-to-content mapping is the textbook case. Assessment authoring, TAS generation, RPL kit drafting, learner guide production, industry consultation synthesis, CI register population, trainer matrix maintenance, audit-readiness packs - all sit in the same zone. High volume, high structure, low judgement.

These are the workflows where a governed AI layer recovers hours per trainer per week without touching the parts of the role that require human judgement.

OUTSIDE THE ZONE

Validation judgements, competence decisions, pastoral interventions and industry relationships do not. They are low-volume, low-structure, high-judgement work - exactly the work trainers should spend their time on.

Two non-negotiables for any process that does enter the zone: a documented human sign-off that survives audit, and a baseline measurement before you start so the gain is provable.

CHAPTER 08 · TECHNOLOGY

Technology.

THREE TIERS IN THE VET AI MARKET

01 **Generic AI**

ChatGPT, Claude, Copilot, Gemini. Powerful, broad, no VET context.

LEVERAGE

02 **LMS-embedded AI**

Features inside your LMS. Useful but incremental - improves a part of the stack.

LEVERAGE

03 **VET-native platforms**

Built for AU RTOs and the 2025 Standards. Largest leverage. Carries the documentary workflow end-to-end.

LEVERAGE

THREE NON-NEGOTIABLES

Data sovereignty

Know where student and trainer data is processed, stored and used for training.

Audit-trail integrity

Every AI-assisted output must be attributable, timestamped and reviewable.

Interpretability

If a human cannot reasonably verify the output, the tool is not fit for VET use.

Building bespoke AI is not economic for almost any RTO - capex, data science expertise and safety engineering are out of reach. Buying narrow tools is a sensible starting posture. Buying or partnering around a VET-native platform becomes the right answer once the RTO has decided AI is strategic rather than experimental.

PART III–BIS · OF FIVE

A framework for the sector.

Levels, phases and actors. A shared vocabulary for where vocational education sits today and where it is going.

CHAPTER 09 · LEVELS

Six levels of AI maturity in vocational education.

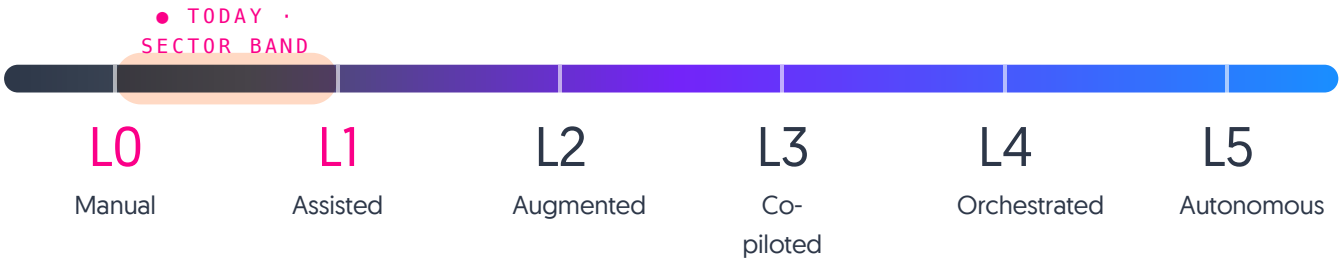
A shared vocabulary for where the sector is and where it is going. Each level is defined by what AI does and where responsibility sits - not by the tool used.

WHERE THE SECTOR IS TODAY

Most providers sit between L0 and L1. A small number are piloting L2 inside isolated workflows. Nothing serious is past L2.

HUMAN–LED

AI–LED, HUMAN–GOVERNED



LEVEL	WHAT AI DOES	WHERE RESPONSIBILITY SITS
L0 Manual	Nothing.	Human, fully.
L1 Assisted	Discrete tasks on request.	Human, fully.
L2 Augmented	Whole workflows; human signs off.	Human signs off; AI does the work.
L3 Co-piloted	Operates alongside humans in delivery.	Shared, with handoff protocols.
L4 Orchestrated	Runs pathways; humans govern by exception.	Human governs; AI operates.
L5 Autonomous	End-to-end within trust frameworks.	Human sets the framework; AI operates within.

Levels 4 and 5 are not plausible inside the current standards. They become plausible when standards, evidence and assurance themselves become machine-readable - the work of the next decade, not the next year.

CHAPTER 10 · TIMELINE

When the sector moves through the levels.

Levels are conceptual; phases are temporal. Four overlapping phases describe how Australian VET is likely to traverse them through the next decade.

PHASE 01
Augmentation

2024 – 2027

`Dominant: L1 → L2`

The documentary load moves to AI; humans verify, contextualise, sign off.

Producers become curators.

PHASE 02
Co-piloted delivery

2026 – 2029

`Dominant: L2 → L3`

AI assistants sit beside the learner; trainers reclaim the judgement work.

Trainers become facilitators.

PHASE 03
Personalised pathways

2028 – 2032

`Dominant: L3 → L4`

Pathways are assembled around the learner across providers, employers, standards.

Institutions become networks.

PHASE 04
AI-led assessment

2030+

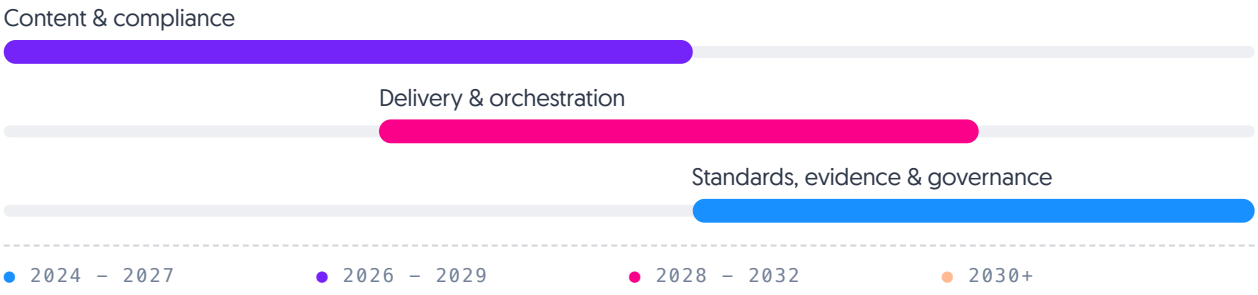
`Dominant: L4 → L5`

Competence is verified continuously against machine-readable standards.

Assessors become governors.

VET OS · INFRASTRUCTURE LAYER

What does not change with each phase - and what compounds across them.



Phases overlap by design: the sector does not march from one phase to the next, it accretes capability while leading providers reach forward.

CHAPTER 11 · ACTOR MATRIX

Every actor moves at a different pace.

In self-driving, autonomy is one number. In vocational education, five different actors move through the levels at different speeds - and that unevenness is the work, not a side-effect.

ACTOR	L0 Manual	L1 Assisted	L2 Augmented	L3 Co-piloted	L4 Orchestrated	L5 Autonomous
GOVERNANCE Regulator ASQA / TEQSA	Manual review.	Audits AI-drafted content.	Audits AI-mapped evidence.	Approves AI in delivery.	Recognises modular competence.	Audits the integrity of AI assessment.
Funder & standards DEWR · JSCs	Static funding & standards.	Same model, faster.	Standards consumed by AI.	Funds outcomes & pathways.	Continuously updated standards.	Funds verified competence in real time.
PROVIDER Provider RTOs · TAFEs	Manual production.	AI-drafted materials.	Faster content & compliance.	Extended delivery capacity.	Orchestrating personalised pathways.	Network node in a verified system.
Educator Trainers · assessors	Lecturer & producer.	AI assistant on tap.	Curator, not producer.	Facilitator, not lecturer.	Coach across a portfolio.	Quality assurer of AI evidence.
DEMAND-SIDE Industry & learner Employers · students	Static content & paper records.	Better materials.	Personalised content; clearer signal.	24/7 coaching; supported workplace learning.	Pathways co-designed live.	Live, portable record of competence.

WHERE EACH ACTOR SITS TODAY

"In self-driving, autonomy is one number. In vocational education, every actor moves at a different pace. The operating layer is what holds them in coherent motion."

WHY A STACK OF POINT TOOLS IS NOT ENOUGH

PART IV · OF FIVE

Applying the blueprint.

Twelve operational burdens. Where the boundary between AI work and human judgement falls in each.

AT A GLANCE · §12

Twelve burdens. Where AI belongs in each.

Between them, these twelve burdens account for the majority of non-teaching workload in a typical Australian RTO.

#	BURDEN	WHAT AI DOES	WHAT STAYS HUMAN
1	Unit of competency mapping	Drafts the matrix from training product specs	Sign-off on coverage
2	Assessment authoring	Drafts items, rubrics, scenarios	Fit-for-purpose judgement
3	Validation & moderation	Preparatory analysis, sampling, pattern detection	The validation decision itself
4	TAS documents	Drafts and maintains alignment with delivery	Strategy decisions
5	Industry consultation evidence	Transcribes, synthesises, drafts summaries	The relationships
6	Continuous improvement & QI	Synthesises feedback, populates register	Intervention decisions
7	State-specific training plans	Generates plans, tracks milestones, reports	Pastoral relationship
8	RPL kits	Evidence triangulation, kit artefacts	The RPL judgement
9	LLN/LLND support	Adjustments, plain-English rewrites, scaffolding	Validated diagnosis
10	Trainer matrices & PD logs	Parses records, matches to unit requirements	PD decisions
11	Student support & retention	Predictive at-risk flags from engagement data	The conversation
12	Audit readiness & ADC	Evidence retrieval, gap flagging, self-assurance	The CEO's attestation

§12 · BURDENS 1-6 · IN DETAIL

The documentary half.

Drafting, mapping, evidencing. The synthesis work AI now does reliably, under human sign-off - the second of the three categories defined in §5.

#1 Unit of competency mapping

Every assessment tool and learning resource must be mapped against performance criteria, performance evidence, knowledge evidence, foundation skills and assessment conditions on training.gov.au. Every package update triggers a rebuild. The single highest-volume, highest-structure documentary task in an RTO. Time recovery is material; governance risk, with human sign-off, is low.

#2 Assessment authoring

AI can draft scenario stems, knowledge questions, observation checklists, third-party report templates and marking rubrics against a unit's requirements. Authoring is AI-assisted; the decision that the assessment is fit for purpose is human. TEQSA's September 2025 guidance - that the answer to student AI use is assessment redesign, not detection - applies with equal force in VET.

#3 Validation & moderation

Pre-use review (1.3) and post-use validation (1.5) are now sharply distinguished. AI does the preparatory work: gap analysis against unit requirements, risk-based sampling, pattern detection across assessor judgements. The validator's decision remains a professional judgement, documented and defensible.

#4 Training & Assessment Strategy

A TAS is meant to be a living document. AI can generate a draft from a qualification specification, cohort, staffing list and resource inventory - and, more importantly, maintain alignment between the TAS as written and delivery as actually happening, by drawing on timetabling, LMS and assessment data.

#5 Industry consultation evidence

ASQA has flagged industry consultation as where RTOs most frequently struggle. The requirement is not that consultation happens, but that it shapes the training. AI is well-suited to transcription, thematic analysis of employer feedback, and drafting summaries that link specific industry inputs to specific TAS changes.

#6 Continuous improvement & QI data

Continuous improvement must be demonstrated, not merely asserted: a register that connects feedback sources to actions taken and outcomes observed. AI can synthesise feedback, populate the register, and flag unresolved items. The interventions themselves are human decisions.

§12 · BURDENS 7-12 · IN DETAIL

The choreography half.

Scheduling, tracking, matching, flagging. The process work AI now choreographs reliably - the third of the three categories defined in §5.

#7 State-specific training plans

Apprentices and trainees need individualised training plans under Smart and Skilled, Skills First, Skills Assure and equivalents. Each state has its own contractual overlay. AI can generate plans, track progress against milestones, and produce reporting artefacts. The pastoral relationship remains human.

#8 RPL kits

ASQA has named RPL as a regulatory risk priority. The right framing: AI should improve the rigour of RPL evidence-gathering and judgement, not accelerate throughput. An AI-supported RPL process can do more evidence triangulation, in more depth, than a manual one.

#9 LLN, LLND & digital skills

Pre-enrolment LLND assessment is mandated and must align with ACSF and, from the 2025 Standards, the Australian Digital Capability Framework. Validated diagnostics remain the appropriate tool. AI is valuable in the support layer: adjustments, plain-English rewrites, scaffolded practice.

#10 Trainer matrices & PD logs

Every trainer's vocational competency, TAE credential currency and industry engagement must be evidenced per unit. AI can parse CVs, PD records and engagement logs, match them to unit requirements, and flag lapsing currency before it becomes an audit issue.

#11 Student support & retention

Predictive analytics drawing on LMS engagement, attendance and self-reported wellbeing can flag at-risk students earlier than a human tutor. The flag is produced by the system; the conversation is had by a human. The area of largest contribution to completion rates.

#12 Audit readiness & ADC

The March ADC requires the CEO's personal attestation. That attestation is only honest if self-assurance is real. An AI-augmented evidence layer that pulls audit artefacts on demand and flags gaps is the difference between a meaningful statement and a gamble.

Across these twelve burdens, a pattern is visible. The work that is burning out the VET workforce is precisely the work that AI can now do competently and safely, under human supervision.

CHAPTER 13

A note on VETos.

THE RTO STACK OF WORK

- Competency decisions
- Pastoral intervention
- Industry consultation calls

VETOS HANDLES

- Assessment authoring & design
- Assessor guides
- Study materials & workbooks
- Teaching resources
- Unit-to-content mapping
- Audit evidence assembly
- TAS authoring
- Validation evidence packs
- CI register maintenance
- Trainer matrix & currency
- *Validation scheduling*
- *Superseded-unit flags*
- *LMS engagement triggers*

- Judgement - must be human
- VETos - what we author end-to-end
- Other AI-augmented - adjacent tools / future scope
- Choreography - fully automatable

VETos V1 BY SUPAHUMAN

DISCLOSURE

SupaHuman is an Australian applied-AI company building VET-native software for registered training organisations. We work with RTO leadership, compliance and academic teams to put AI inside the workflows that consume their week - assessment authoring, mapping, validation, CI, audit - with the audit trail and human sign-off the sector requires.

Much of this paper describes a blueprint that could be implemented with a range of tools. It is worth being direct that SupaHuman, the company publishing it, builds one such tool: **VETos**.

VETos sits over an RTO's training products, resources, assessment tools, trainer records and student data, and uses AI inside the workflows above with human sign-off designed in at each step.

It is one embodiment of the blueprint, not the only one. RTOs will reasonably evaluate it against the three guardrails in Part III: data sovereignty, audit-trail integrity, and interpretability.

PART V · OF FIVE

A twelve-month roadmap.

A plan a CEO can put on a board agenda next Monday — visibility, one pilot, extension, formalisation.

PART V · ROADMAP

A plan a CEO can put on a board agenda next Monday.

Q1

Visibility & policy

Convene the right people - compliance lead, senior trainer, LMS admin, finance - and agree this is a safe space to name the work nobody wants to be doing.

Commission a candid inventory of how AI is currently being used.

Publish your first internal AI policy. Short, written for trainers.

Establish a baseline measurement of where documentary workload concentrates.

Q2

One pilot

Scope: 30-50 units of competency. Big enough to be real, small enough to land in a quarter.

Pre-req - set up your AI baseline. With a VET-native platform like VETos by SupaHuman, this happens during pilot onboarding. With non-VET tooling, an AI-competent person must do the training, context injection and ASQA rules engine themselves.

Run assessment authoring and unit-to-content mapping as the pilot - high-volume, high-structure.

Measure: hours recovered per week, output quality at human sign-off. Let trainers' reports carry the change.

Q3

Extension & board case

Extend to assessment authoring, TAS maintenance, industry consultation.

Take the emerging pattern to the board with measurement in hand.

Update the AI policy. Adjust the self-assurance system.

Quietly revisit trainer role descriptions and PD plans.

Q4

Formalise

Decide on enterprise arrangement, narrow-tool portfolio, or consultant partnership.

Make the decision on twelve months of evidence, not on a vendor's promise.

Stand up the self-assurance system the March ADC requires.

Staff who lived the journey can explain it to an auditor.

Twelve months in, the gains are real but modest. The transformation is a multi-year one. What has changed is the trajectory - and the CEO has moved from managing a chronic workload crisis to running a sustainable operation.

CLOSING

The question of what to do about AI in VET looks, from a distance, like a technology question. Up close, from inside an RTO, it is an operating-model question - and before that, a human one.

The work that is exhausting the sector is the work that is least distinctively human. The work that is irreplaceable - the competence judgements, the relationships with industry, the craft of teaching - is the work that has been crowded out by everything else.

AI does not fix Australian VET on its own. It does, if governed carefully, give the sector's leaders a lever they have not had before. It lets them reclaim, from documentation and choreography, the time and human capacity that the teaching mission needs.

It lets them do so in a way that is compatible with the 2025 Standards, defensible to the regulator, and honest to the students who enrol.

That is the proposition of this paper. The rest - the policy, the pilot, the measurement, the board case, the year of patient execution - is operational courage. The trainers and the students of Australian VET are owed nothing less.

CONTINUE THE CONVERSATION

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A SHORT NOTE ON SOURCES

Where the numbers and the regulatory readings come from.

Standards for RTOs 2025	Department of Employment and Workplace Relations; ASQA Practice Guides (×19).
ASQA Environmental Scan 2025-26	Six regulatory risk priorities; enforcement record.
OECD TALIS 2024	Teaching and Learning International Survey, Australia results.
NCVER · Total VET Activity 2024	Workforce composition; participation.
Jobs and Skills Australia	VET workforce projections; occupational shortages.
BCG · From Potential to Profit, 2025	10/20/70 finding on AI implementation.
TEQSA · Sept 2025	Enacting assessment reform in a time of artificial intelligence.
Sector practitioner reports	RTO leadership interviews; compliance consultancies; LinkedIn posts from sector practitioners.