

Simulation-Driven Experiential Learning, Skill Development And Perceived Employability In Indian Business Schools: A Critical Synthesis And Research Agenda

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ABSTRACT

Purpose: Business simulations offer management students opportunities to apply disciplinary knowledge, evaluate decisions and work with others. Whether these experiences develop transferable skills and improve Raj Kumar Santra employability requires a clearer distinction between participation, learning, perceived readiness and employment. This paper examines that distinction in relation to postgraduate management education in India.

Approach: A conceptual analysis and focused narrative synthesis connect experiential learning theory with an employability framework. Selected simulation studies are compared by educational context, design and outcome measurement. Indian policy and management-education literature inform the contextual discussion. No primary participant data are analysed, and the synthesis is neither a systematic review nor a meta-analysis.

Synthesis: The literature offers support for simulation-related learning opportunities and favourable student perceptions, but does not establish a uniform progression from simulation participation to skill development and employment. Differences between post-activity surveys, pre-post assessments and employment-related studies limit direct comparison. Guided reflection provides a plausible learning mechanism; transfer to unfamiliar tasks and employability remain separate questions. A conceptual framework therefore links simulation participation with engagement and reflection, domain-specific competence, transfer and perceived employability, while recognising institutional and labour-market conditions.

Contribution: The paper specifies the evidence needed to evaluate each link and develops a research agenda for Indian MBA and PGDM programmes. It recommends construct separation, independent performance assessment, credible comparison conditions and graduate follow-up. Simulation adoption should be evaluated through demonstrated learning and transfer rather than satisfaction or placement claims alone.

Keywords: reflective practice; learning transfer; work readiness; authentic assessment; curriculum alignment; postgraduate management education

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INTRODUCTION

Management education involves more than acquiring concepts about organisations. Students also need opportunities to use those concepts when information is incomplete, objectives conflict and decisions depend on contributions from other people. A student who can explain a financial ratio may still struggle to justify an investment decision or communicate its risks to a team. The educational problem is how to connect conceptual understanding with competent action and assess that connection credibly.

Experiential learning provides one approach to this problem. Kolb (2015) explains learning through relationships among experience, reflection, conceptualisation and experimentation. Business

simulations can organise these activities around repeated decisions and observable consequences. Their educational value consequently depends on how experience is interpreted and used, rather than on participation alone. Simulations can complement conceptual instruction by making the application and limits of a theory available for examination.

The employability rationale requires particular care. Graduate employability includes resources, behaviours and contextual conditions that influence access to suitable work; it cannot be reduced to a checklist of classroom skills (Clarke, 2018). Confidence about employment prospects, readiness to perform a task and obtaining a job are related but different outcomes. Treating them as interchangeable risks making a

successful learning activity appear to have achieved an employment benefit that was never measured.

In India, the National Education Policy 2020 supports learner-centred pedagogy, practical engagement and closer connections between professional education and practice (Ministry of Human Resource Development, 2020). This policy direction gives simulations educational relevance, but does not establish their effectiveness. Indian discussion of MBA skill transfer also identifies a need to connect learning with workplace application (Sangwan & Garg, 2017). Neither policy intent nor a general employability concern supplies an estimate of simulation effectiveness across Indian business schools.

International evidence provides useful starting points. Faisal et al. (2022) synthesise business-simulation research across several learning outcomes. However, the meaning of a positive outcome depends on the underlying assessment and research design. Post-activity endorsement, differences between pre- and post-activity respondent groups, and subsequent employment indicators cannot be combined as though they measure the same phenomenon. Evidence from an overseas undergraduate course also requires contextual examination before informing Indian postgraduate provision.

The problem addressed here is therefore an evidential one: what supports the proposed relationship between simulation-driven experiential learning, relevant skill development and perceived employability, and what additional evidence is needed in Indian MBA and PGDM programmes? The paper does not assert that Indian research is absent or that every existing instrument is unreliable. Its narrower concern is that the studies examined do not collectively establish the complete pathway in the population and setting of interest.

Three objectives guide the analysis: to distinguish simulation exposure, learning processes, competence and employability outcomes; to assess what selected studies can establish about their relationships; and to specify a defensible framework for future evaluation in Indian postgraduate management education. The corresponding questions are:

RQ1: What learning mechanisms plausibly connect business-simulation participation with the development of management-related skills?

RQ2: What conclusions about skill development and employability are warranted by the designs and measures used in the selected literature?

RQ3: What design and measurement choices would permit a credible evaluation of these relationships in Indian MBA and PGDM programmes?

The contribution is a distinction between evidence of learning within a simulation and evidence of competence beyond it. The paper uses that distinction to clarify the employability argument and to organise a research agenda. It offers conceptual relationships for investigation, rather than tested hypotheses, a validated instrument or an estimate of impact.

2. APPROACH AND SCOPE OF THE SYNTHESIS

This paper uses a focused narrative synthesis to develop and critically examine a conceptual argument. Source identification began with literature on experiential learning, business simulations and employability. Targeted searches using article titles, author names and DOI identifiers were used to check relevant publications and supplement them with foundational learning and employability sources and the Indian policy document. Verification was undertaken in October 2026 using publisher records, institutional repositories and DOI registration metadata.

Sources were selected for their relevance to at least one part of the argument: the learning process, simulation-related skills, perceived employability, employment-related outcomes or Indian educational context. The analysis distinguishes empirical studies from conceptual discussions, policy texts, teaching cases and a non-peer-reviewed preprint. Studies were compared by participant setting, timing of assessment, outcome definition and inferential limits. Numerical results were not pooled, and no participant-level reanalysis was performed.

The synthesis is deliberately selective. It does not report database coverage, a screening flow or a complete inventory of Indian research because no systematic search and screening protocol was undertaken. Where only a publisher abstract or repository summary was accessible, discussion is restricted to the design and findings reported there. Detailed measurement properties or intervention mechanisms are not inferred from bibliographic records. These limits make the paper suitable for conceptual development, while precluding claims about the prevalence of particular methods or the absence of studies across the entire field.

3. LITERATURE REVIEW

3.1 Experiential Learning in Management Education

Experiential learning offers a theory of how learners work on experience; it does not imply that experience automatically produces learning. Kolb's (2015) account provides a useful basis for relating decisions to reflection, concepts and revised action. In management education, this implies that activities should make reasoning visible: what a student expected, what occurred, how that outcome relates to theory and what the student would change.

Perusso et al. (2020), in an undergraduate business programme, examine reflective dialogue and different reflection mechanisms. Their analysis supports attention to guided interpretation of experience. Gao and Huber (2024), using teaching cases in Ireland and Australia, likewise illustrate how graduate capabilities can be addressed through curriculum and assessment design. These contributions concern broader educational arrangements rather than an isolated simulation effect. They help explain why an activity embedded in a course should be evaluated together with its learning objectives, feedback and assessment.

For the present argument, reflection is a plausible mechanism linking experience with more deliberate

action. This interpretation does not require simulations to replace lectures. Conceptual instruction can provide the vocabulary and analytical tools with which students interpret simulation decisions. A curriculum that includes activity but leaves the reasoning unexplored may provide practice without establishing what was learned.

3.2 Simulation-Based Learning

Business simulations represent selected organisational processes through scenarios, rules, roles and feedback. Students may manage a virtual enterprise or negotiate decisions in a role-based environment. These formats differ in what they enable learners to practise. A shared label does not make their educational exposures equivalent.

Faisal et al. (2022) review 57 empirical studies and identify learning outcomes involving knowledge, skills and behaviour. Their synthesis also discusses restricted contexts, convenience samples and limitations of outcome assessment. It supports examining simulations as educational resources, but does not provide a single transferable effect estimate for Indian postgraduate students. The review is a qualitative synthesis rather than a basis for treating all observed outcomes as causal or uniform.

A simulation can create a sequence in which students choose, observe and revise. Yet winning a game may reflect familiarity with its rules, effective division of work or prior knowledge. Educational evaluation must therefore specify whether it assesses game performance, disciplinary understanding or an individual capability that can be used elsewhere.

3.3 Simulation and Skill Development

The most relevant domains for this analysis are decision-making and analytical reasoning, teamwork, communication, and leadership. Creative reasoning can be relevant where activities allow alternative solutions, but should not be assumed to belong to the same construct as analytical reasoning. Job preparedness is treated separately as readiness, rather than as another skill domain.

Scheuring and Thompson (2025) examine self-assessed life skills in first- and fourth-year undergraduate cohorts at two UK institutions. Their pre- and post-simulation surveys show more favourable changes for the first-year cohort. Responses were anonymous, sample sizes differed across occasions, and the analysis used independent-samples comparisons. The study therefore does not establish matched individual change. Concurrent teaching activities further limit attribution to the simulation alone.

Lyver and Lees (2025) report pre-post measurement of soft skills and self-perceived employability in a blended course using an online business simulation. Their reported findings include improvements in teamwork, communication and problem-solving, alongside a decline in time management. This pattern challenges the assumption that simulation participation improves every domain. The accessible publisher account does not

establish a controlled test of debriefing quality as a moderator.

Martins and Sequeira (2025), in a non-peer-reviewed preprint, study 42 undergraduates in Lisbon through post-simulation questionnaires. Positive ratings are tested against the scale midpoint, not a measured pre-intervention baseline. The authors also report that the assessed skill domains did not predict job preparedness in their analysis. The paper is useful as a caution against equating favourable perceptions with a demonstrated skill-to-readiness pathway; its small sample and reporting require caution.

Together, these studies suggest examining skill-specific outcomes rather than a single overall improvement score. They also reveal why self-assessed development needs independent corroboration. A student can become more confident without performing better, or become more competent while recognising previously unnoticed weaknesses.

3.4 Employability in Business Education

Clarke (2018) situates employability within individual attributes and behaviours, human and social capital, perceived employability and labour-market conditions. This framework explains why educational competence alone cannot determine employment. It also prevents institutional placement statistics from serving as a direct measure of what a simulation taught.

Rothwell et al. (2008) develop and initially validate a self-perceived employability scale among business undergraduates in UK universities. Their construct concerns perceived employment prospects, including contextual influences such as university reputation. It provides a relevant measurement starting point, but its use with Indian postgraduate students would require examination of content suitability and measurement properties. An established scale is not automatically validated in a new setting.

Jackson et al. (2023) examine a three-day experiential residential through a survey of 182 international MBA students from the Indian subcontinent at a UK university. The study connects employability skills with subsequent employment-related outcomes. However, the residential is a broader experience than a specific business simulation, and its international-study setting differs from an Indian business school. Its findings justify attention to follow-up outcomes without supplying an effect estimate for the intervention considered here.

The literature thus points to three separate evaluation tasks: measuring competence, assessing students' beliefs about employment prospects, and documenting employment. Readiness for work can connect these tasks conceptually, but should itself be defined and assessed rather than treated as an interchangeable label.

3.5 Indian Business-School Context

The National Education Policy 2020 provides a rationale for connecting higher education with practical experience and for improving professional education's relationship with practice (Ministry of Human Resource Development, 2020). It does not mandate a particular

business-simulation product, exposure duration or instrument. Policy relevance is consequently a justification for investigation, rather than evidence of an intervention's success.

Chandwaskar and Jape (2024) present a case of the Indian simulation provider Learnbiz, including outreach and market-expansion challenges. The case demonstrates commercial and institutional relevance but is not a multi-institution evaluation of student outcomes. Sangwan and Garg (2017) discuss MBA skill transfer through existing work-integrated-learning literature; their discussion does not measure the effectiveness of a simulation intervention.

Table 1. Selected evidence and limits of inference

Source	Context and evidence	Contribution to the argument	Principal inferential boundary
Faisal et al. (2022)	Qualitative systematic synthesis of 57 empirical studies	Maps learning outcomes and assessment limitations	Does not supply a pooled Indian postgraduate effect
Scheuring and Thompson (2025)	UK undergraduate cohorts; anonymous pre/post surveys	Examines self-assessed skills across educational stages	Unmatched respondent groups and concurrent coursework
Lyver and Lees (2025)	Blended online-simulation course; repeated self-report measures	Reports skill-specific and perceived-employability changes	Does not establish employment effects or isolated debriefing moderation

Note. The table is a selective comparison, not an exhaustive evidence map. Publisher abstracts and repository records delimit some source interpretations. The research need arising from this comparison is specific: a study of Indian MBA and PGDM programmes should distinguish the learning experience from subsequent competence and employability, with assessment appropriate to each. The reviewed sources do not establish that complete relationship for this setting. This is a contextual and methodological problem to investigate, rather than proof that no relevant Indian study exists.

These sources provide contextual entry points rather than a national diagnosis. Questions about institutional resources, language of instruction, programme design and employer expectations should be investigated at participating institutions. They should not be converted into unsupported assertions that Indian business schools share a single instructional model or a common level of graduate employability.

3.6 Comparative Evidence and the Research Problem

Table 1 compares the main forms of evidence used in the synthesis. The studies address different populations and outcomes. Their differences explain why apparently favourable findings cannot be read as repeated confirmation of one causal chain.

Source	Context and evidence	Contribution to the argument	Principal inferential boundary
Martins and Sequeira (2025)	Lisbon undergraduates; post-activity survey; preprint	Separates favourable skill ratings from prediction of preparedness	Midpoint tests do not measure baseline change
Jackson et al. (2023)	UK MBA residential; students from the Indian subcontinent	Extends attention to employment-related outcomes	Broader intervention and overseas educational setting
Chandwaskar and Jape (2024)	Indian simulation-provider teaching case	Illustrates adoption and commercial context	No intervention-effect evaluation

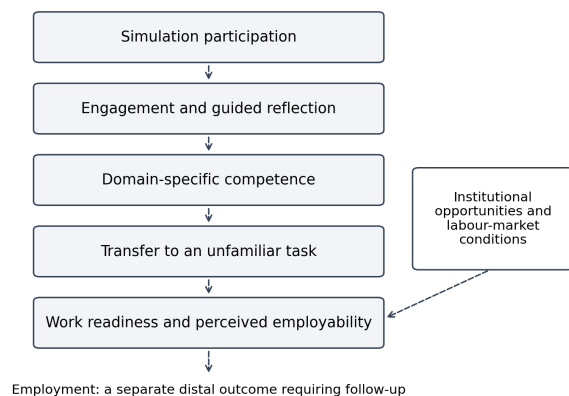
4. THEORETICAL AND CONCEPTUAL FRAMEWORK

4.1 From Simulated Experience to Competence

Experiential learning theory supplies the pedagogical logic; the employability perspective supplies the boundary around employment claims. The former explains how reflection and further action may turn experience into learning. The latter recognises that demonstrated capabilities operate within institutional and labour-market conditions. Additional theories are unnecessary unless they explain constructs that a subsequent study actually measures.

The proposed framework treats simulation participation as an educational exposure. Engagement concerns attention, effort and contribution to the activity; reflection concerns examining decisions and connecting them to concepts. These processes may support domain-specific competence. Transfer is a further requirement: students must be able to use what they learned in a task that differs from the training situation. Perceived employability concerns beliefs about access to appropriate work. Employment remains a separate distal outcome.

Figure 1. Conceptual relationships and evidential boundaries



Note. These relationships are proposed for investigation. They are not estimated paths, confirmed mediation or a deterministic sequence. Feedback may operate in both directions: prior confidence and competence can influence participation and reflection.

4.2 Construct Separation

Table 2 specifies the distinctions necessary for a subsequent study. It proposes evidence categories, not completed measures or a new validated scale.

Table 2. Construct definitions and candidate evidence

Construct	Definition for evaluation	Candidate evidence	Interpretation to avoid
Simulation exposure	Participation in a specified activity, including opportunities to decide and receive feedback	Attendance, rounds, roles, activity logs and curriculum documentation	Treating enrolment as equivalent to active participation

Construct	Definition for evaluation	Candidate evidence	Interpretation to avoid
Engagement and reflection	Investment in activity and deliberate examination of its reasoning and outcomes	Observation, reflective records, validated measures where suitable	Treating enjoyment alone as evidence of learning
Domain-specific competence	Individual capacity in specified management-related tasks	Parallel performance tasks, analytic rubrics and independent ratings	Equating team profit with every member's competence
Learning transfer	Application to an unfamiliar task beyond the training situation	New scenario or independent assignment	Treating success on the practised task as transfer
Work readiness	Capacity to meet defined entry-level work demands	Employer-informed task assessment	Using general confidence as demonstrated readiness
Perceived employability	Beliefs about prospects of obtaining suitable employment	Appropriately adapted employability instrument	Substituting a list of soft skills for employment prospects
Employment outcomes	Documented employment status, timing and job characteristics	Consented records and graduate follow-up	Attributing placement solely to classroom pedagogy

The distinctions matter analytically. If teamwork and communication appear in both a skills composite and an employability composite, an association may partly reflect duplicated content. Separating task competence from employment beliefs reduces this problem. It also

allows a useful finding to remain useful: improved task performance can be an educational success even when employment prospects do not change.

5. DISCUSSION

5.1 Interpreting the Simulation-to-Skill Relationship

RQ1 is answered through a conditional learning argument. Simulations offer opportunities to make decisions, examine consequences and revise reasoning. Reflection provides a means of connecting these activities to disciplinary concepts. The opportunity is strongest where the curriculum requires students to explain choices and reconsider them after feedback. Merely counting sessions leaves this process unexamined.

The distinction between opportunity and demonstrated development is central. Within a team, one student may analyse data while another presents the decision. Both participate, but their practice differs. An evaluation that assigns the same competence score to all team members obscures this difference. Individual assessment and documentation of roles would make the educational interpretation more credible.

5.2 Interpreting the Skill-to-Employability Relationship

RQ2 requires restraint. Selected studies report favourable perceptions or changes in selected measures, but their designs do not support one universal estimate of simulation impact. Positive skill ratings do not establish actual improvement without a baseline or independent assessment. Pre-post differences require attention to respondent comparability, concurrent instruction and measurement consistency.

Competence can contribute to employability, yet the link is neither automatic nor exclusively educational. A student may demonstrate sound decisions without being able to explain those capabilities to an employer. Another may report improved employment prospects because of placement support or institutional reputation. Assessing employment beliefs separately from performance permits these interpretations to be examined instead of assumed.

A stronger employability argument would connect evidence from unfamiliar tasks with students' articulation of their capabilities, employer assessment and subsequent work outcomes. Even then, contextual explanations remain necessary. Local hiring conditions, prior experience and other educational activities can influence the same outcomes.

5.3 Contribution to the Indian Research Agenda

RQ3 is answered by the measurement distinctions and design priorities developed below. The paper's contribution is to specify what must be observed before extending a claim from learning in a game to industry readiness. It also identifies why overseas evidence is informative without being conclusive for Indian postgraduate programmes. Educational stage, intervention format and institutional context should become explicit features of the research question.

The framework does not establish a new theory or demonstrate that simulations outperform alternative experiential activities. Its value lies in making competing explanations and evidential requirements visible. A future study could find improved analytical performance, unchanged perceived employability and uneven teamwork outcomes; those results would be coherent rather than a failed attempt to confirm an assumed positive chain.

6. IMPLICATIONS

6.1 Theoretical Implications

The framework separates learning processes from outcomes and employment conditions. It directs attention to transfer as the evidential bridge between simulation competence and readiness for work. The theoretical implication is a more bounded account of experiential learning: a pedagogical mechanism may explain development without explaining every subsequent career outcome. Future tests should examine this distinction rather than infer employment effects from the presence of an experiential learning cycle.

6.2 Educational Implications

For faculty and curriculum designers, the immediate implication is to align tasks, feedback and assessment with specified capabilities. If communication is an objective, students need meaningful occasions to explain and defend decisions. If decision-making is an objective, assessment should examine how alternatives, evidence and trade-offs are handled. Structured reflection can ask students to compare intentions with outcomes and identify what they would revise.

Programme administrators can use these distinctions when evaluating adoption. Student satisfaction, game results and learning evidence should be reported separately. Decisions about duration and investment should depend on learning goals, resources and evaluation, rather than an assumed optimum semester-long dose. The synthesis supports careful local evaluation; it does not warrant compulsory adoption across all Indian business schools.

6.3 Industry Implications

Employers can contribute by reviewing the authenticity of tasks and the relevance of assessment criteria. Independent assessment of unfamiliar scenarios would offer stronger evidence of readiness than participation certificates alone. Employer involvement should not convert a simulation result into a hiring guarantee. Its useful role is to examine whether demonstrated reasoning and collaborative behaviour resemble the demands of entry-level work.

7. AGENDA FOR EMPIRICAL EVALUATION

7.1 Setting, Sampling and Exposure

A future study should define participating MBA or PGDM programmes, student eligibility, institution recruitment and the comparison condition before data collection. Institutions should be described sufficiently for readers to assess applicability while protecting confidentiality where required. A large convenience

sample should not be described as nationally representative.

Sample planning should follow the primary outcome, the smallest meaningful difference, expected attrition and the organisation of teaching. Where intervention delivery occurs by class or institution, power and analysis must account for clustering. Participant recruitment and assignment to exposure are different procedures: random selection of students does not make treatment allocation random.

The intervention should be reproducible through documentation of simulation format and version, course integration, contact time, decision rounds, team formation, roles, feedback, debriefing and assessment stakes. The comparison group's teaching should be reported with equivalent detail. This allows readers to distinguish the simulation from additional instructional time or unusually intensive facilitation.

7.2 Measurement and Validation

Measures should follow construct definitions. Primary performance outcomes might concern analytical decisions, teamwork or communication, but the final choice should depend on curriculum objectives. Item wording, scoring, administration and instrument provenance must be available. New or adapted questionnaires require content review and evidence of suitability; a planned item count is not an instrument.

For perceived employability, Rothwell et al. (2008) offer an established starting point for examination rather than direct transplantation. Researchers should document adaptation decisions and permissions where applicable. Cognitive interviews and piloting can examine interpretation, followed by reliability and validity assessment appropriate to the intended use. Internal consistency alone cannot establish validity, and no reliability value should be predicted as though achieved. Exploratory or confirmatory factor analysis should be used only when instrument development or structural validation requires it and the data support it. Longitudinal or group comparisons require attention to measurement comparability. Performance rubrics also need evidence of scorer agreement and task suitability. Using independent assessors, separate occasions and distinct data sources can reduce shared-source bias more effectively than assuming a statistical test removes it.

7.3 Design and Analysis

A credible design would assess baseline and follow-up competence with linked individual identifiers and a clearly specified comparison condition. Where feasible and educationally acceptable, random allocation at an appropriate unit would strengthen attribution. Otherwise, a quasi-experimental design should explain allocation, baseline differences and the assumptions underlying adjustment. It should retain cautious causal language when those assumptions cannot be defended.

The primary analysis should estimate the between-group difference in follow-up performance, accounting for baseline values and the structure of classes or teams. The exact model should depend on outcome distributions and

the assignment unit. Report estimates, confidence intervals and meaningful effect sizes alongside p-values. Separate within-group significance tests do not establish a between-group intervention difference.

An analysis plan should specify missing-data handling, attrition assessment, covariates and primary versus secondary outcomes. Regression diagnostics or the assumptions of other selected models should be addressed. Multiple outcomes require a stated approach to multiplicity. Mediation and moderation should be added only when measurement timing, theoretical questions and sample information justify them; a structural model alone does not create causal identification.

Graduate follow-up should specify the time horizon, employment definition and record-verification process. Employment status, job relevance and time to work can be separate outcomes. The analysis must consider prior experience, other employability activities and hiring conditions. Interviews with students, faculty and employers could help explain divergent results, provided the qualitative sample, coding process and integration with quantitative evidence are reported.

7.4 Ethics and Transparency

Prospective research requires appropriate institutional review before recruitment, voluntary informed consent and safeguards against pressure arising from course assessment. Record linkage and employer contact require specific consent and controlled access. Pseudonymised longitudinal identifiers permit individual follow-up; linked records should not be described as anonymous. Retention and deletion arrangements must follow the applicable institutional policy rather than an unsupported universal period.

Reporting should include recruitment dates, participant flow, baseline characteristics, intervention fidelity, exclusions, analysis decisions and data availability. These requirements would make an empirical paper assessable and reproducible. They are proposed reporting and design priorities, not procedures completed in the present conceptual paper.

8. LIMITATIONS AND FUTURE RESEARCH

The synthesis is selective and has no systematic screening protocol. It cannot quantify publication bias, establish the completeness of Indian evidence or rank simulations against every experiential pedagogy. Some interpretations rely on accessible abstracts and institutional summaries. The literature includes different educational stages, formats and outcomes, and a preprint is used cautiously. These features limit the strength of cross-study inference.

No primary data test the framework. Accordingly, the paper cannot identify effect magnitude, determine which skills are most strongly related to perceived employability or establish mediation. Its emphasis on selected management-related domains also leaves other educational outcomes outside the argument. The framework is intended for local investigation rather than immediate national generalisation.

Future research should first test independently assessed competence in Indian postgraduate courses with credible comparison conditions. A second priority is transfer: a later unfamiliar task can establish whether competence extends beyond practised game routines. A third is to compare competence with perceived employability and employer judgements, allowing agreement and disagreement to be examined. Graduate follow-up can then investigate employment outcomes while documenting attrition and contextual influences. Multi-institution replication should examine variation in delivery and setting rather than simply aggregate more respondents.

9. CONCLUSION

Business simulations provide a plausible setting for connecting management concepts with decisions, feedback and reflective learning. The evidence examined supports their educational relevance while leaving the complete pathway to transferable competence and employability unresolved for Indian MBA and PGDM programmes. Participation, favourable perceptions and employment are different claims requiring different evidence.

A defensible evaluation should document the experience, assess individual competence and transfer, and measure perceived employability separately from employment outcomes. This approach permits simulation learning to be judged on what students can demonstrate and clarifies the conditions under which an industry-readiness claim would be warranted.

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