
Virtual and Augmented Reality Simulation Training: Content Design, Evaluation and Rollout Course

15 – 19 August 2027
Doha





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Programme Summary

Virtual and augmented reality simulation training, covering content design, evaluation and rollout, is the subject of this one-week training course for learning directors, operations leaders and digital innovation heads at strategic level, ending in an immersive learning rollout plan for one priority skill area. Organisations buy headsets before choosing the tasks that justify them. The programme moves from design principles, through diagnosis of candidate use cases, to design of content and evaluation, then to application on one rollout. Mars Training Centre UK delivers this virtual and augmented reality simulation training programme for senior learning and operations leaders.

The Business Case

Immersive simulation can rehearse tasks that are costly, hazardous or hard to schedule, but pilots stall when use cases are chosen for novelty, content overloads trainees and results are reported as attendance. A disciplined method lets leaders select tasks with a clear performance gap, design content that learners can absorb and show evidence that skills reach the job.

- Training Cost: Falls as costly or hazardous rehearsals move into simulation where it is justified.
- Skill Transfer: Improves as content is designed for the task and evaluated against on-the-job behaviour.
- Rollout Risk: Falls as pilots are gated by evidence before wider investment.

Principles and Evidence Base

- ISO 9241-210 human-centred design for interactive systems: It structures user research and iteration for immersive content in Sessions 1 and 4.
- Cognitive load theory: It limits extraneous load in scene and interface design in Session 4.
- Kirkpatrick four-level evaluation model: It frames the evidence of reaction, learning, behaviour and results in Sessions 2 and 4.
- Deliberate practice principles: They shape the repeated, feedback-rich scenarios designed from Session 3 to Session 5.

Intended Participants

- Learning directors who decide which skills warrant immersive investment.
- Operations leaders who own safety-critical or costly tasks that staff must rehearse.
- Digital innovation heads who run pilots and must justify scaling decisions.
- Instructional design managers who commission and review immersive content.



The programme serves manufacturing, healthcare, energy and public service training teams, and suits mixed groups.

Learning Outcomes

1. Participants will be able to evaluate candidate tasks against criteria for immersive simulation.
2. Participants will be able to construct a use case with a defined performance gap and measure.
3. Participants will be able to diagnose weaknesses in existing immersive pilots and content.
4. Participants will be able to design scenario content that limits extraneous cognitive load.
5. Participants will be able to justify an evaluation plan that links simulation results to job behaviour.
6. Participants will be able to prioritise a phased rollout with decision gates.

Programme Structure

Day 1: Virtual and Augmented Reality Simulation Training Principles

What can immersive simulation do that other methods cannot?

- Immersion and Presence Concepts
- Virtual and Augmented Mode Comparison
- Human-Centred Design Cycle
- Simulation Fidelity Ladder
- Learning Need Brief

Day 2: Selecting and Testing Use Cases

Which tasks justify an immersive solution?

- Task Criticality and Cost Screen
- Performance Gap Statement
- Four-Level Evaluation Map
- Alternative Method Comparison
- Business Case Template

Day 3: Diagnosing Pilots and Content

Where do current pilots lose value?

- Pilot Outcome Review
- Content Walkthrough Audit
- Motion Comfort and Access Check
- Facilitator Role Analysis
- Usage Data Gap Review



Day 4: Designing Scenarios, Evaluation and Rollout

How are scenarios, evidence and rollout built to work together?

- Scenario Storyboard Method
- Cognitive Load Review Sheet
- Feedback and Debrief Design
- Transfer Measurement Plan
- Phased Rollout Gate Model

Day 5: Applying the Methods to One Skill Area

Is the rollout plan ready for sponsor approval?

- Applying the Session 2 Screen to the Skill Area
- Testing Storyboards Against the Session 3 Audit
- Checking the Evaluation Map with Sample Data
- Rehearsing the Sponsor Briefing
- Completing the Immersive Learning Rollout Plan

Methodology

The programme uses structured exercises on anonymised training cases from several sectors. Participants screen tasks, storyboard scenarios, audit sample pilot results and defend a rollout recommendation to a simulated sponsor, working in small groups with feedback on each work product.

- Suggested activity: Screening ten candidate tasks and selecting two for pilot.
- Suggested activity: Storyboarding a hazard rehearsal and removing elements that add load.
- Suggested activity: Drafting a transfer measurement plan for a maintenance procedure.

Capstone Output

Each participant completes an immersive learning rollout plan for one skill area. It holds a use case brief, a performance gap statement, a scenario storyboard, an evaluation map across four levels, and a phased rollout with decision gates. The plan is used to secure sponsor approval and guide pilots.

Frequently Asked Questions

Is virtual and augmented reality simulation training suitable for senior learning leaders?

Yes. Virtual and augmented reality simulation training is taught at strategic level and assumes responsibility for training investment, not experience of building immersive software.



Which references does virtual and augmented reality simulation training rest on?

Virtual and augmented reality simulation training rests on ISO 9241-210, cognitive load theory, the Kirkpatrick evaluation model and deliberate practice principles.

How is the plan from virtual and augmented reality simulation training used at work?

You use the immersive learning rollout plan to secure sponsor approval, select pilots and judge whether to expand after each decision gate.

How does virtual and augmented reality simulation training differ from a programme on e-learning design?

Virtual and augmented reality simulation training centres on immersive rehearsal of tasks and its evidence, while e-learning design centres on screen-based courses and assessments.