

Pilot Report

Sample-pilot cohort

Generated 18 September 2026

83% of students who completed a session said it surfaced a capability they hadn't been able to put into words — that's the core promise of the tool, and it held. 63% of survey respondents said they were using or planning to use their proof cards to strengthen their CV, which means the insight didn't stop at the screen. With a 4.4 average experience rating and 88% willing to recommend it, the case for a wider rollout rests on the data, not the pitch — though it's worth noting the survey response rate was 67%, so those figures reflect a motivated subset.

1. UTILISATION

Sessions allocated	50
Sessions run	20 40% of allocated sessions used
Sessions where proof cards were requested	12 60% card request rate

30

Total proof cards surfaced

2.5

Avg cards per session

2. SESSION DEPTH

8

Shortest session (questions)

10.9

Avg questions per session

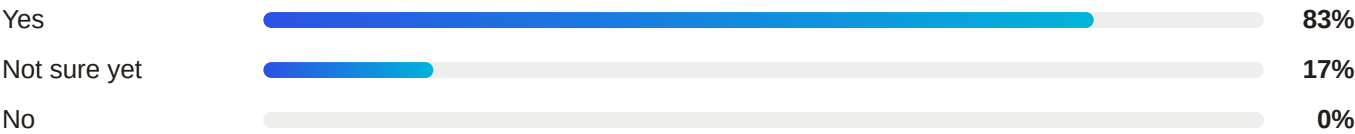
14

Longest session (questions)

3. IMMEDIATE SIGNAL

"Did the session surface a capability you had not put in words yet?"

(asked at the close screen — 12 of 12 card-send sessions answered)



"How did we do?" — in-session emoji feedback

(optional — 8 of 12 sessions submitted)

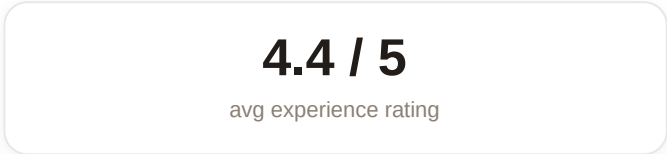
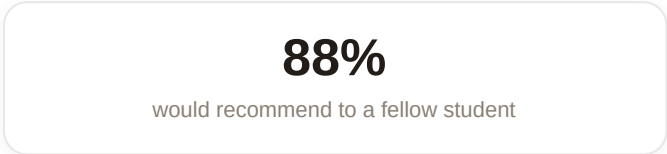
REACTION	COUNT	SHARE OF REACTIONS
Blew my mind	3	38%
Felt right	4	50%
So-so	1	13%
Missed the mark	0	0%

4. POST-SESSION SIGNAL

(optional — survey sent 15 minutes after session)

Response rate: 67% (8 of 12 sessions)

"Did you use your proof cards to update or improve your CV?"



5. WHAT THE COHORT SURFACED

Recurring capability themes across all proof cards in this cohort.

Composure under structural failure

A striking number of students define themselves by how they perform when plans collapse — not just coping, but actively reorganising people and systems around them.

"I stay calm when the stakes are highest. During our community engagement project the venue cancelled 48 hours before the event. I coordinated the rebooking, notified all 60 participants, and ran the event without anyone knowing there had been a crisis."

Translation across difference

Many students show a consistent ability to move between registers — technical and plain, academic and commercial, expert and lay — without losing the substance of what needs to be communicated.

"I translate between people who don't speak the same professional language. When our lecturers and the industry sponsors couldn't agree on the project brief, I rewrote it in terms both sides recognised — without either side knowing I'd done it."

Systems that outlast their maker

Several students describe building processes, tools, and documentation designed not just to work, but to keep working without them — a form of long-horizon thinking rarely named in graduate CVs.

"I build things that keep working after I leave. The filing system I set up for my in-service training host is still in use two years later — I designed it so that anyone could maintain it without understanding why I'd made the choices I did."

Holding groups together

A cohort-wide pattern emerges of students who take informal responsibility for team cohesion — not through authority, but through timing, task design, and an instinct for what makes effort feel possible again.

"I hold group projects together when motivation drops. Three weeks before submission our team had essentially stopped meeting. I restructured the timeline, assigned smaller tasks, and got everyone back on track — not by pushing, but by making it feel manageable again."

6. WHAT STUDENTS SAID

The dominant thread across feedback is relief at finally having language for things students had been doing for years but couldn't articulate — several comments name this explicitly, and it maps directly to the 83% close-screen result. A secondary theme is timing: multiple students felt the tool would have been more valuable earlier in their studies, suggesting appetite for earlier integration rather than a final-year intervention. Criticism was mild and consistent — some questions felt repetitive — but didn't undercut the overall sense that the output felt genuinely personal rather than generic.

"The tool asked questions my lecturers never asked. I finally have words for things I've been doing for years."

"I have been struggling to write my CV for months. This gave me the exact language I was missing."

"This should be part of every student's final year. I've been applying for jobs for months and this changed how I talk about myself."

7. PROPOSED NEXT STEPS

ACTION REQUIRED

Expand the cohort

Discuss rolling the tool out to a larger student group — either within the same programme, across faculties, or to a new intake cycle.

Formalise the licence

Move from pilot pricing to an annual licence agreement. Pricing is based on session volume — confirm the target number of sessions for the next period.

Customisation options

Consider institution-specific intro messaging, a branded slug, or integration touchpoints with existing career services workflows or student portals.

Reporting cadence

Agree how often to run and share a pilot report — end of semester, per cohort, or on demand.

POPIA note: Proof of You is designed to be POPIA-compliant by default. No session transcripts are stored. Proof cards are generated in-session and delivered directly to the student. This report contains only aggregate metrics and anonymised quotes shared with student consent. No individual student data is included.