

The chosen pedagogical assessment tool for our postgraduate physiotherapy core skills module requires students to rationalise and clinically reason unseen written case studies. Students reported that the allocated 105 hours of self-directed learning and exam preparation did not necessarily translate to improved clinical skills because topics could be far removed from their clinical reality. To address this, we led a whole cohort discussion with an aim of understanding students' clinical specialties and their key physiotherapy areas of interest. This information was then used to create a template to inform the content of the case study exam. Students responded positively to this activity as they felt their exam preparation was now relevant and tailored to their own area of practice, and they could also apply their clinical experience to their exam responses. Following this approach, average module marks stayed the same, but the spread of marks (particularly into the upper marking bands) increased. Students reported being able to apply their learning more effectively into their clinical practice, further enhancing their clinical expertise.