

**Embedding WIL in the block model to facilitate transfer of learning: Reflections from educators**

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This presentation introduces a university's newly adopted approach of embedding Work Integrated Learning (WIL) experiences within the block model of learning. This approach aims to integrate theoretical and clinical learning, supporting speech pathology students to consolidate and transfer their knowledge and skills into professional practice. The model comprises six communication domain units, each running for four weeks and featuring workshops, practical labs, and weekly WIL experiences. These WIL experiences offer unique opportunities for students to learn through service learning and role emerging models of practice education. These experiences align with unit learning outcomes and assessments and are assessed using a unique rubric aligned with discipline Professional Standards. Early reflections from practice and university educators on the implementation reveal benefits such as timely reflections, enhanced student confidence, and increased class content relevance, fostering multiple opportunities for skill consolidation and theory transference. Challenges include condensed unit timeframes, supporting students in conceptualizing alternative WIL models, and placement sustainability. Whilst this model is in its infancy and further research is warranted to examine the impact on student learning, initial reflections and feedback from university and practice educators indicate that this approach is an exciting and unique method to prepare students for readiness to practice.