**Talking the talk: A new model to support live and mediated oral presentations for assessment**

Introduction. The ability to speak a competent and confident message is a highly desirable skill in work, study and life. At university, the accepted approach to teaching these skills is through prepared oral presentations and a 'one-size-fits-all' set of instructions. The impact of public speaking anxiety (PSA) is a key reason why many students find this type of assessment challenging.

Aims. This paper argues that current instructional practices fail to recognise the potential impact of PSA because they privilege the written word and relegate the speaking component of a task to the end of the planning process. It introduces the Consider-Consult-Construct (CCC) model for oral presentations, which places oral communication at the core of all planning decisions.

Methods. An instrumental case study explored how PSA is recognised and experienced in a first-year oral communication unit (n=244 students) at Queensland University of Technology (QUT). Existing unit documents and student evaluations were analysed to consider current learning and teaching practices. The primary data source was a 50 000-word reflective journal documenting instances of PSA across one semester of study.

Results. Through critical reflective practice and an iterative approach to data analysis, seven key themes emerged including recognising individual differences, extending feedback mechanisms and reducing uncertainty about task requirements. As a practical output of this research, the CCC model provides multiple opportunities to engage with the spoken word through *considering* the broader context of all speaking opportunities, *consulting* with others via research and ongoing practice sessions, and *constructing* a message suitable for oral delivery.

Discussion. This research confirms that PSA is complex, prevalent, individual and unstable. The guiding principles that underpin the CCC provide practical guidance and shared language for both educators and students in live and mediated learning environments. The model can be adapted to meet the needs of any unit of study that includes oral presentations for assessment.