



POSITION DESCRIPTION

Centre for Cancer Research
Faculty of Medicine, Dentistry and Health Sciences

Teaching Assistant in Foundations of Cancer

CLASSIFICATION	Teaching Assistant, Level A.6
SALARY	Hourly rate of \$68.57
SUPERANNUATION	Super Guarantee Charge (SGC)
WORKING HOURS	Casual
BASIS OF EMPLOYMENT	Fixed term position available for the Foundations of Cancer teaching period, Term 1 and Term 3 2025
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Applications are to be sent to Grace Chan chan.g1@unimelb.edu.au
CONTACT FOR ENQUIRIES ONLY	David Kok Course Convenor, Master of Cancer Sciences Email: dkok@unimelb.edu.au

Please do not send your application to this contact

For information about working for the University of Melbourne, visit our websites:
about.unimelb.edu.au/careers

1. Position Summary

The Master of Cancer Sciences is a fully online two-year part time course offered jointly by the Victorian Comprehensive Cancer Centre (VCCC) Alliance and the University of Melbourne (UoM). The philosophy behind the Master of Cancer Sciences is to provide a contemporary, evidence-based program to health professionals to improve the outcomes and quality of life for patients with cancer and ultimately to improve cancer treatment outcomes.

We require a casual Teaching Assistant in the Foundations of Cancer subject to support a tutorial group of up to 25 online graduate students. This will involve familiarisation around content, announcements, online invigilation of the student discussion fora, consultation and monitoring of student engagement, preparation, set up and delivery of webinars, assessment grading and evaluation and quality improvement activities.

This will be a casual position, on an as required basis, with an estimated workload of 5-7 hours per week for 2 weeks prior, 8 weeks of teaching and 3 weeks post the Term 1 and Term 3 teaching period of 27 January – 23 March 2025 and 21 July – 14 September 2025 respectively. The individual will need to be available for tutorials, online facilitation and marking of assessment tasks.

The subject will be delivered twice annually in Term 1 and Term 3, so there is an opportunity for the individual to teach into the forthcoming years.

2. The Subject – Foundations of Cancer

2.1 OVERVIEW

The Foundations of Cancer subject aims to immerse students in the research literature that has constructed the current biological paradigms in cancer biology. Students will understand the complexity in pathways and drivers that result in dysregulated biological processes and disease. Research literature will support critical examination of the interplay between these biological processes, past and current treatments and the evolution of cancer in an individual.

2.2 INTENDED LEARNING OUTCOMES

On completion of this subject, students should be able to:

- ▶ Demonstrate an advanced theoretical knowledge of the complex cellular and molecular processes which underpin cancer
- ▶ Describe the interactions between cancer and the human organism, and the mechanisms by which these occur
- ▶ Outline the mechanisms of action of the major therapeutic strategies in oncology
- ▶ Discuss the new frontiers of cancer biology research

2.3 GENERIC SKILLS

- ▶ Advanced analytic skills
- ▶ Skills in working collaboratively with individuals, groups and organisations
- ▶ Increased capacity to manage unfamiliar problems
- ▶ Improved written and communication skills
- ▶ Increased ability to work independently and be self-motivated

2.4 ASSESSMENT

- ▶ Short answer assessment (1000 word equivalent); Due end of week 5; (20%)
- ▶ Presentation via web platform (10 minutes, 1000 word equivalent); Due end of week 6; (20%)
- ▶ Written assignment (2500 words); Due end of teaching period; (50%)
- ▶ Participation in Discussion Board discourse (500 word equivalent); Week to week; (10%)

3. Key Responsibilities

3.1 TEACHING AND LEARNING

- ▶ Contribute to the delivery of the Foundations of Cancer in the Master of Cancer Sciences
- ▶ Create a positive and inclusive learning environment through engagement activities such as announcements, online invigilation and student support
- ▶ Encourage critical thinking and ensure that the students' knowledge is challenged and probed
- ▶ Familiarise yourself with the goals, content and assessment requirements of the subject
- ▶ Assist in the preparation, set up and delivery of webinars delivered as part of the subject
- ▶ Assist students with the development of study skills necessary for academic success
- ▶ Refer students to appropriate sources of support as needed
- ▶ Follow appropriate assessment policies such as utilising plagiarism software and rubrics to mark student assessment tasks and log all data into the online platform
- ▶ Demonstrate a proactive reflexive teaching practice through seeking guidance from senior teaching staff and student feedback
- ▶ Apply contemporary pedagogical insights to teaching practice, recognising the evolving process of group development and the different roles that a facilitator plays at different stages
- ▶ Contribute to quality improvement processes based on student feedback and faculty experience surveys
- ▶ Other contributions as required

3.2 LEADERSHIP AND SERVICE

- ▶ Actively participate at School and/or Faculty meetings and with guidance, contribute to planning activities or committee work to support capacity-building in the School/discipline.
- ▶ Participate in community and professional activities related to the relevant disciplinary area
- ▶ Effective demonstration and promotion of University values including diversity and inclusion and high standards of ethics and integrity
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5

4. Selection Criteria

4.1 ESSENTIAL

- ▶ PhD, substantial progress towards PhD or a Master's degree in cancer biology
- ▶ Demonstrated skills and experience in supporting online learning communities
- ▶ Demonstrated excellent verbal and written communication skills for effective teaching collaboration and engagement
- ▶ Proven rapport with university students and a commitment to pastoral matters
- ▶ Proven capacity to work in a team environment
- ▶ Working with Children Check

4.2 DESIRABLE

- ▶ Demonstrated potential to supervise or co-supervise and mentor undergraduate, honours and postgraduate students where appropriate.
- ▶ Demonstrated experience administering student cohorts on learning management systems

5. Equal Opportunity, Diversity and Inclusion

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University's People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.

6. Occupational Health and Safety (OHS)

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/topics/responsibilities/>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

7. Other Information

7.1 DEPARTMENT OF CLINICAL PATHOLOGY

<http://medicine.unimelb.edu.au/school-structure/clinical-pathology>

The Department of Clinical Pathology focuses on graduate learning and teaching, research and engagement in the clinical discipline of pathology. The Department is located at the Parkville campus with offices in the state-of-the-art Victorian Comprehensive Cancer Centre (VCCC) building.

The Department of Clinical Pathology collaborates broadly with other Departments, Centres, Schools and Faculties of the University of Melbourne, health services and medical research institutes to generate new knowledge in cancer research to improve the outcomes of patients. Initial programs of research will specifically focus on the molecular defects of tumours and the utility of applying the knowledge of these defects to prognostication and treatment of patients with cancer led by the world-renowned cancer researcher, Professor Sean Grimmond. The Department of Clinical Pathology also provides specialist laboratories for cancer cell biology, DNA bio-banking, rapid large scale, next generation sequencing and organoid generation and testing.

Whilst the initial research focus of the MMS Department of Clinical Pathology is cancer research it also has a more generalist remit for graduate learning and teaching and engagement across the broader areas of clinical pathology.

7.2 UNIVERSITY OF MELBOURNE CENTRE FOR CANCER RESEARCH

<https://research.unimelb.edu.au/centre-for-cancer-research/about/about-us>

The University of Melbourne Centre for Cancer Research (UMCCR) aims to foster innovation and integration in cancer care, research, education and training to achieve a world-leading cancer centre and workforce. It focuses on improving the molecular detection and diagnosis of cancer, improving therapeutic decisions for patients through computational oncology, and enabling innovative programs in personalised cancer care.

Based at the [Victorian Comprehensive Cancer Centre](#) (VCCC), the UMCCR facilitates the sharing of infrastructure and supports collaboration within the [Melbourne Biomedical Precinct](#) and the wider VCCC Alliance. The UMCCR works in a wide variety of cancers including breast, ovarian, prostate, colorectal, pancreatic, neuroendocrine, gastric, oesophageal and melanoma, but recalcitrant cancers – for which the standard of care has changed little over the last 30 years – is an emerging theme.

7.3 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

www.mdhs.unimelb.edu.au

The Faculty of Medicine, Dentistry and Health Sciences (MDHS) plays a vital role in the delivery of the University of Melbourne's Strategic Plan 2015-2020: Growing Esteem by providing current and future generations with education and research equal to the best in the world. It is Australia's largest and leading biomedical research faculty. It employs more than 1,700 members of staff, has more than 8,000 students, and total revenue of \$607

million for 2015. Reflecting the complexity of today's global health landscape, the Faculty is made up of six different Schools and four Strategic Research Initiatives, and draws together all areas of human health, ranging from the most basic to the most applied areas of research. The Faculty contributes close to 50 per cent of research conducted at the University.

The Faculty has appointed Australia's first Associate Dean (Indigenous Development) to lead the development and implementation of the Faculty's Reconciliation Action Plan (RAP), which will be aligned with the broader University-wide plan. To enable the Faculty to improve its Indigenous expertise knowledge base, the Faculty's RAP will address Indigenous employment, Indigenous student recruitment and retention, Indigenous cultural recognition and building partnerships with the Indigenous community as key areas of development.

7.4 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at <http://about.unimelb.edu.au/careers>.

7.5 VICTORIAN COMPREHENSIVE CANCER CENTRE ALLIANCE

<https://vcccalliance.org.au/>

The Victorian Comprehensive Cancer Centre (VCCC) Alliance was established in 2009 and is a powerful alliance of ten successful Victorian organisations committed to cancer control: Peter MacCallum Cancer Centre, Melbourne Health (including The Royal Melbourne Hospital), The University of Melbourne, The Walter and Eliza Hall Institute of Medical Research, The Royal Women's Hospital, The Royal Children's Hospital, Western Health, St Vincent's Hospital Melbourne (including St Vincent's Institute), Austin Health (including the Olivia Newton-John Cancer Research Institute and Austin Lifesciences) and Murdoch Children's Research Institute.

The Master of Cancer Sciences and its nested programming, is a major educational initiative of the VCCC Alliance's Strategic Research Plan. This is governed by the VCCC Alliance Cancer Education and Training Advisory Committee and the VCCC Alliance Board, and managed and supported by the Course Development Convenors, Director of Education and the education team.

7.6 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive

contributions to society in research and research training, learning and teaching, and engagement. <http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs.

<http://research.unimelb.edu.au/our-research/research-at-melbourne>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.

Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.

Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

7.7 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at <http://www.unimelb.edu.au/governance>