



RACGP
Royal Australian College
of General Practitioners



AGPT Academic Post Program 2027

Application guide



AGPT Academic Post Program 2027: Application guide

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We acknowledge the Traditional Custodians of the lands and seas on which we work and live, and pay our respects to Elders, past, present and future.

Cover image: Dr Belynda Walsh – 2025 Academic Post registrar.

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Acronyms and initialisms

AAP	Academic Assessment Panel
AGPT	Australian General Practice Training
AIDA	Australian Indigenous Doctors' Association
AJGP	<i>Australian Journal of General Practice</i>
ARST	Additional Rural Skills Training
ERU	Education Research Unit
FRACGP	Fellowship of The Royal Australian College of General Practitioners
FTE	Full-time equivalent
GPT1	General practice training term one
ME	Medical educator
PDF	Professional development funding
RG	Rural Generalist
RRF	Registrar research funding
SLME	Senior local medical educator
TC	Training coordinator

1. Overview

Everyday general practice is grounded in evidence. As a general practitioner (GP), you need to filter, critically appraise, interpret and apply the information at hand.

The Australian General Practice Training (AGPT) Program allows you to build teaching, research and critical thinking skills during a 12-month, part-time academic post. Successful applicants in the 2027 cohort will hold posts from January/February 2027 to January/February 2028, while completing a concurrent clinical term.

Where to find information

Program information and updates:
www.racgp.org.au/academic-posts

General enquiries: gpedresearch@racgp.org.au or on 03 8699 0418.

Purpose of an academic post

During your AGPT academic post training term, you'll develop academic skills through an individualised learning plan with a university, gain exposure to research and teaching and explore how academic work can fit into your career.

Why complete an academic post?

During an academic post, you'll develop research and teaching skills, as well as the ability to critically evaluate research relevant to general practice.

These skills are invaluable to the way you'll practise throughout your career.

The Academic Post Program

Academic posts give you a chance to:

- gain research and teaching experience
- build the foundation for roles in academia or medical education
- join a national cohort of academic post registrars
- attend funded national primary health care research conferences and educational workshops
- disseminate research through journals and conferences
- contribute to the evidence base for general practice

You can also use the experience to prepare for further postgraduate study in academic general practice (eg masters degree or PhD) or in an ongoing teaching role.

The experiences of past academic registrars have been profiled in [newsGP](#). Links to the articles are available under the [Academic post registrars in the news section](#), at www.racgp.org.au/academic-posts

“It was wonderful and I’m so grateful to have had the experience. The academic post was the perfect way to test out (and strengthen) my desire for a future academic career and it has provided me the stepping stone to make that dream a reality.”

Dr Celine Farkash, AGPT registrar, former academic post recipient

You can find details of previous participants and their research projects at www.racgp.org.au/academic-posts.



How does the academic post work?

An academic post is a 12-month, part-time 0.5 full-time equivalent (FTE) position within a university department of general practice or rural clinical school, with a concurrent clinical training component (usually 0.5FTE). This can be done on both RACGP Fellowship pathways:

- Fellowship of The Royal Australian College of General Practitioners (FRACGP) – academic post is part of core vocational training, an extended skills term or elective.
- Fellowship in Advanced Rural General Practice (FRACGP-RG) – academic post is approved as an Additional Rural Skills Training (ARST) term (refer to [Academic post as RG Advanced Rural Skills Training](#)).

Academic posts start at the beginning of the university calendar year. You'll need to establish a connection with a university to prepare your application. You can find a list of each department of general practice, relevant contact details and

more information about the research interests, teaching opportunities and supervisors on our [website](#). Most universities assign both a research supervisor and a teaching supervisor.

The RACGP also provides education in general practice academia through face-to-face workshops, webinars and online learning activities delivered by academics from university general practice departments. These activities allow you to network with your peers, develop your knowledge of research and teaching practices, and get additional support on your research projects.



2025 academic post registrars and presenters at the second academic post workshop in Melbourne

Research

In your application, you'll need to prepare a research proposal outlining your proposed research project for the 12-month period. This can be your own research project, or you can join an existing project at a university. If you join an existing project, clearly define your role and the outputs you will deliver. You must have a clear role and be accountable for an identifiable part of the work, and this must be evident in your application.

You'll need to find a suitable university-based general practice academic supervisor before applying for a post. Remote research supervision is acceptable where local supervision is also in place. The research proposal for your application must be completed in collaboration with your GP academic supervisor, and they must sign off on the finalised plan.

The RACGP has relationships with universities in each region and can suggest suitable academic supervisors. Our [Connect with a university](#) webpage can help you do this. We encourage you to start this process early as it can take some time to secure a suitable supervisor and prepare a research proposal.

The division of time between research and teaching may change each week depending on university schedules. On average, the split should be approximately 60% research time (11.4 hours per week) and 40% teaching time (7.6 hours per week).

Take this into account when deciding the scope of your research project to ensure it's achievable within the 12-month timeframe.



Teaching

During the academic post, you'll be involved in general practice teaching at your university. This might include giving lectures, small-group teaching, running tutorials, assessing students, developing curriculum and attending departmental meetings. Teaching should not include extensive administration or tasks beyond your capabilities (e.g., writing high stakes exams).

Clinical

While completing your academic post, you'll also need to do a concurrent clinical training component. This is usually a minimum of 14.5 hours of clinical work per week, including at least 10.5 hours of face-to-face patient consultation.

To accommodate part-time registrars, you can apply to have the concurrent clinical training requirement reduced or waived. This will require discussion with your training coordinator (TC) and senior local medical educator (SLME). Some cases may require state Censor approval. For more information visit www.racgp.org.au/academic-posts or contact the Education Research Unit (ERU) at gpedresearch@racgp.org.au

Academic post project examples

Below are some examples of previous academic post projects. You can find a full list at www.racgp.org.au/academic-posts.

- Australian general practitioners' experiences, practices and perspectives on postpartum care, contraception and breastfeeding
- Utilisation of palliative care e-resources in Australian general practice
- Influence of alcohol use on intentional medication non-adherence in people with chronic disease
- GP registrars' perspective and understanding on chronic pain management
- The GP's experiences of managing patients in clinical trials: a qualitative study
- Breaking the Silence: Understanding Young Adults' Hesitancy in Discussing Vulvovaginal Symptoms with General Practitioners
- The experiences and impact of racism on Indigenous general practice trainees
- How do rural general practitioners manage suspected melanoma?
- Implicit and Explicit Weight Stigma amongst General Practitioners who practice Maternity Shared Care: A Qualitative Study
- Emotional care for those experiencing miscarriage: developing a patient-centred guide for health care professionals
- Investigating the barriers and enablers to advance care planning for patients with dementia in general practice
- Do as I say, not as I do – A survey to assess how well general practitioners follow their own lifestyle advice
- Vaping in the Australian Primary Care Context.
- Doctor! Did you Google my symptoms? Patient perceptions of doctors' point-of-care information seeking
- Pregnancy loss: how can same sex couples be better supported?
- General practitioners' attitudes towards prescribing psychostimulant medication for management of ADHD in adults
- Perception of Sensitive Topic Education by Medical Students in General Practice Education
- Experiences and Support Needs of Older Women who Remain In Abusive Relationships



Specialised academic posts

In addition to standard academic posts, there are also specialised academic posts, where some objectives of the term are predetermined. The term still counts towards training in the same way as a standard post. If you apply for a specialised post and aren't successful, you can still elect to be considered for a standard post. There are three specialised academic posts:

- The *Australian Journal of General Practice (AJGP)* Editorial Fellow academic post is a training term that focuses on medical editing
- The Australian Indigenous Doctors' Association (AIDA) academic post is an identified training term open to Aboriginal and Torres Strait Islander registrars to do teaching and research that aims to improve the health and life outcomes of Aboriginal and Torres Strait Islander peoples
- The PhD academic post supports registrars who are undertaking a PhD alongside training

AJGP academic post

The *Australian Journal of General Practice (AJGP)* aims to provide relevant, evidence-based, clearly articulated information to Australian GPs. It helps GPs provide the highest quality patient care across varied geographic and social contexts, and supports

all GP roles – clinician, researcher, educator, practice team member and opinion leader. All articles are peer reviewed before publication. The AJGP academic post gives you an in-depth understanding of the medical publication world as an Editorial Fellow. You'll receive formal training in the relevant processes over the first three months before gradually expanding into a workplace role.

This post provides a supported introduction to the medical editing field. Up to two AJGP positions are available for each intake.

You will spend one day each week (0.2 FTE) working at the AJGP. This can be online or face-to-face. The working day will be negotiated between you and the AJGP team, but is currently Friday. The remaining 0.3 FTE of the academic post will be at your university and at least one day (0.2 FTE) of this 0.3 FTE will be allocated to research.

You'll work under the supervision of the Editor-in-Chief to support medical editing within the journal, and acquire skills in medical writing, critical appraisal and peer reviewing. You'll be encouraged to further develop the areas of most interest to you across writing, managing manuscripts and critical appraisal.

If you're interested in the *AJGP* academic post, you'll need to submit the standard academic post application form and complete the extra *AJGP* post application fields.

The Editorial Fellow role description and curriculum are available at www.racgp.org.au/academic-posts.

AIDA academic post

As part of the Closing the Gap initiative, the Department of Health, Disability and Ageing (DoHDA) has established a specialised Australian Indigenous Doctors' Association (AIDA) academic post.

The AIDA academic post is offered to Aboriginal and Torres Strait Islander registrars. It aims to enhance their training through research and teaching experience, and involves close collaboration with AIDA.

For further information, contact the Education Research Unit at gpedresearch@racgp.org.au or on **03 8699 0418**; or AIDA via aida@aida.org.au.

PhD academic post

To support the development of a future workforce with the skills necessary to undertake and lead general practice research, the RACGP will support registrars who are undertaking, or intending to undertake, higher degree research alongside training.

With support from the registrar's selected university, a PhD academic post:

- is available to registrars who have been accepted for a PhD or who have provided a detailed formal PhD plan in their academic post application. The plan must include a supportive supervisory team and intention to submit a PhD application
- allows successful candidates to reduce teaching requirements to focus on research activities.

2. Eligibility for an academic post

You can apply for an academic post during the application period from **27 April–6 July 2026 (11:59 pm AEST)**. The first step of the application process is to get in touch with your TC and SLME to discuss your intention to apply. Your training team must be aware of your plans and must support your application.

Eligibility requirements

- You must have completed GPT1 and have ≥6 months FTE training time remaining at the start of your academic post.
- If you have not commenced GPT1 at the time of application, you may apply; any offer will be conditional on satisfactory GPT1 progress before the post begins.
- If you will have <6 months FTE training time remaining at commencement, discuss with your Censor to obtain approval.

You are responsible for confirming your eligibility. If unsure, contact gpedresearch@racgp.org.au

Other important points:

- You must remain enrolled in the AGPT Program for the duration of your academic post term and must not Fellow before completing the post
- You may apply for a second consecutive academic post if eligible. Second time applicants must demonstrate a higher level of research sophistication than first-time applicants, a commitment to a future in academic general practice and a commitment to enrolling in a higher research degree
- Your application must demonstrate meaningful collaboration with your university supervisor
- For posts that involve a project focused on Aboriginal and Torres Strait Islander health, the application must address additional criteria relating to cultural safety and Aboriginal and Torres Strait Islander health cultural protocols, research methodologies and perspectives
- Your application must outline confirmed support and endorsement from your training team

Academic post as Rural Generalist Additional Rural Skills Training

A core requirement of the Rural Generalist (RG) is the completion of at least 12 months of ARST in an accredited training post. ARST augments core general practice training and allows registrars to gain specialised skills and knowledge to meet the needs of rural or remote communities.

Acceptance into the RG program does not guarantee approval of your intended ARST. ARST approval is a separate process that happens before the academic post submission deadline.

To make sure your academic post proposal meets the requirements of the RG program, the RACGP Rural Censor must approve it as an RG ARST.

The Rural Censor will consider if the academic post is suitable as an ARST under a broad range of conditions, including (but not limited to):

- an explanation of the program's rural general practice context
- enough clinical placement time for an appropriate volume of patients
- supervision by an appropriate specialist in the discipline area
- details of the assessment criteria and assessment process
- confirmed support from your training team.

The Rural Censor will review and respond to your application within six weeks. Contact the Rural Censor about your application by 28 May 2026. You must receive prospective approval from the Rural Censor before the academic post submission deadline. We encourage you to apply to the Rural Censor as early as possible to give yourself enough time to refine your research proposal (if necessary) before submitting your application for the AGPT Academic Post Program.

3. Academic post application form

To apply for the Academic Post Program, you must complete an online application form, which is a research proposal. You'll be assessed on the quality of your proposal, including the feasibility of completing your project, in the 12-month time frame. Your application must demonstrate meaningful collaboration with your university supervisory team.

The 2027 application submission window is open from Monday 27 April to Monday 6 July 2026. A link to the form will be available at www.racgp.org.au/academic-posts

You need to provide comprehensive information on all aspects of your proposed post in the application form, including learning goals, and your research and teaching proposals.

We encourage you to start completing the application form with help from your TC, SLME and university supervisor as soon as possible. The application form will be available before the application submission window opens to give you time to prepare. If you have any questions about the process, contact gpedresearch@racgp.org.au or **03 8699 0418**.

The application form contains four parts:

Part A – Applicant details and confirmation of eligibility

- This section allows the RACGP to confirm your eligibility for the program.

Part B – Research and teaching proposal

- In this section, you need to submit a clear plan of teaching and research activities you intend to do throughout the academic term
- You must outline the hours you plan to allocate towards research, teaching and clinical work each week.
- You must prepare a research proposal covering the title, background (including current literature and the knowledge gap you'll be addressing), aims (including your research questions), proposed methods and timelines. You also need to include details of ethical considerations for the project.

Part C – Professional development and registrar research funds

- In this section, you need to prepare a budget to show how you plan to allocate the research and professional development funding throughout the year

Part D – Declarations

- This section is to confirm that stakeholders have reviewed and approved your application

Other – Specialised posts

- If you intend to apply for a specialised post you'll need to include any additional requested information and also confirm if you would like to be considered for a standard post if not successful for a specialised post.

We're here to support you

You're not alone, and the ERU is here to support you with your application. Our team can help determine your suitability for a post, connect you with a supervisor and provide advice on preparing a high-quality application. We host application support webinars in the lead-up to, and throughout the application period. Further information is available on our [website](#).

4. Application process



5. Selection criteria

The RACGP Academic Assessment Panel (AAP) assesses applications for academic posts against the selection criteria.

We encourage you to discuss the criteria with your university supervisor before starting your application form. You must clearly describe your proposed research scope and teaching goals.

The Academic Post Program is competitive, so allow plenty of time to prepare your best application. The criteria the AAP uses to assess applications are detailed below.

Criterion 1 – Demonstrated benefit to the registrar’s learning and career plans

- The proposal clearly demonstrates that the academic post is embedded within the applicant’s learning plan
- The proposed research project will build the applicant’s knowledge and skills in research
- The proposed teaching plan will build the applicant’s knowledge and skills in teaching and medical education
- Applicants with an interest or genuine intent to undertake further training, including a higher degree, or pursue a career in academic general practice will be favourably considered
- The applicant demonstrates an appreciation of the application of academic skills to clinical practice



Criterion 2 – Suitability of research proposal for an academic post

- The research question is relevant to current or emerging national health priorities or issues in Australian general practice or primary care
- If the research proposal is part of a larger project, there is clear differentiation and ownership of the registrar's research component. Applicants should demonstrate significant involvement in the research design, research conduct, and the analysis and interpretation of the data
- The proposed research project is achievable within the available timeframe

Criterion 3 – Quality of research

- The research proposal includes a synthesis of current literature and identifies a gap in current knowledge that the research will address
- The research question(s) is clear
- The methodology (including data analysis) is clearly articulated and aligns with the research method
- Ethical issues are clearly considered and discussed in the research proposal
- The research proposal includes a plan for dissemination of findings
- Research focused on Aboriginal or Torres Strait Islander health or populations must be culturally safe and align with Aboriginal and Torres Strait Islander health cultural protocols, research methodologies and perspectives. Refer to the following recommended resources:
 - The RACGP's *An introduction to Aboriginal and Torres Strait Islander health cultural protocols and perspectives (see page 32 for guidance on terminology)*
 - [The National Indigenous Research and Knowledge Network guidance on different Indigenous methodologies and methods](#)
 - [The NHMRC Ethical Guidelines for research with Aboriginal and Torres Strait Islander peoples](#)

Criterion 4 – Quality of teaching experience

- The proposal demonstrates how the registrar plans to contribute to teaching at their academic institution. Teaching should constitute a minimum of 40% of the registrar's academic post time
- The proposed teaching plan is clear and includes a broad range of teaching activities and opportunities
- The teaching proposal demonstrates opportunities for teaching training, and ensures appropriate supervision for teaching activities

Criterion 5 – Demonstrated engagement with academic GPs and university departments of general practice or rural clinical schools

- Evidence of meaningful consultation with the research supervisor in the development of research proposal
- Evidence of meaningful consultation with the teaching supervisor in the development of the teaching proposal
- The supervisory team includes general practitioner expertise
- The university or academic institution has a general practice focus

Criterion 6 – Second-year applications will be considered against additional criteria

- The registrar demonstrates a higher level of research sophistication than first-time applicants
- The registrar demonstrates a commitment to a future in academic general practice
- The registrar is enrolled in - or working towards enrolling in - a higher research degree

Use of AI

The RACGP supports the careful and transparent use of AI tools to enhance the quality and efficiency of research preparation. Applicants may use AI tools for literature searching, visualisation, idea generation, proof reading, and refining wording. However, AI tools must not be used to generate substantive sections of the application or research outputs, as this can lead to generic, inaccurate or non fundable proposals. To maintain academic integrity and ensure the originality of submissions, applicants must adhere to the following expectations:

Acceptable uses of AI

- Conducting or supporting literature searches
- Organising or visualising information (eg concept maps, thematic clustering)
- Generating ideas, prompts, or alternative phrasings for consideration
- Proof reading or improving clarity, grammar, or structure
- Assisting with formatting or preparing tables, schedules, or checklists

Unacceptable uses of AI

- Writing full paragraphs or sections of the application, including the research proposal, literature review, methods, ethics, or impact statements
- Generating output that includes fabricated references, data, or evidence
- Producing analysis, interpretations, or conclusions that have not been verified by the research team
- Replacing the researcher's own critical thinking, disciplinary expertise, or methodological decision making
- Submitting AI generated text without human review, correction, and verification

Disclosure expectations

Applicants must disclose the use of AI tools when AI has contributed to the development of the proposal.

Academic integrity requirements

Applicants remain fully responsible for:

- the accuracy and validity of all content submitted
- verifying any information produced by AI tools
- ensuring all references are real, accurate, and appropriately cited
- maintaining confidentiality and privacy when using AI tools
- ensuring that AI use does not compromise ethical standards or research integrity

AI tools must be used in a way that supports the expertise, judgement, and accountability of the research team.



6. Selection process

Academic Assessment Panel

The Academic Assessment Panel (AAP) is a selected group of RACGP and external representatives. Its function is to assess applications for academic posts, provide feedback to applicants and provide advice on the Academic Post Program, including the application and selection processes. The panel includes the following organisations/members:

- a representative from the Aboriginal and Torres Strait Islander community with experience in general practice research
- a senior medical educator
- a representative from a university department of general practice
- a recent Fellow who completed an academic post within the last three years
- the RACGP
- the Australasian Association for Academic Primary Care.

Assessment process for academic posts

Panel members individually assess and score each application against the selection criteria listed in [Section 5: Selection criteria](#). The panel members then meet to discuss their assessments and rank the applications.

The selection process for the Academic Post Program is competitive. The RACGP will offer up to 23 academic posts in 2027. If there are more suitable applications than posts available, the panel will rank the applications based on merit. The panel may request additional information from applicants as required.

Applicants submitting a research project focusing on Aboriginal and/or Torres Strait Islander populations or health issues must address the additional criteria in the application form.

AIDA and AJGP selection process

Applications for the AIDA/AJGP specialised academic post are considered initially by the AAP and are then reviewed by a representative from AIDA/AJGP.

PhD academic post selection process

Only registrars who have been accepted for a PhD, or who provide a detailed formal PhD plan in their academic post application, will be considered. The plan must include a supportive supervisory team and demonstrate your commitment to undertaking a PhD.

This typically includes substantial prior discussions with a supervisory team, the application process being in progress, and some detail about how the 12 months academic post fits into your overall PhD plan.

These registrars will focus primarily on research, with fewer or no teaching responsibilities, and will be supported by an appropriate supervisory and advisory team.

Registrars will attend support activities with the rest of the cohort.

Outcomes

Standard and specialised academic post applications follow the same outcome process. All applicants receive an outcome letter and feedback on their application from the AAP.

The AAP's decisions are final and are not subject to appeal.

7. Contractual arrangements and funding

The RACGP will fund up to 23 academic posts for registrars in 2027, including specialised post places.

Remuneration terms

- Registrar's salary equivalent to their university's Lecturer Level A at 0.5 FTE
- Clinical loading equivalent to that of an academic staff member 'with significant responsibility for patient care' at 0.5 FTE
- Appropriate statutory on-costs of superannuation and workers' compensation, and other approved on-costs
- Payroll tax (as per state requirement)
- Reimbursement of extra expenses associated with completing the AIDA post

A budget will be created between the RACGP and the university to determine the above amounts. The RACGP won't cover any costs beyond the statutory requirements forming part of university employment conditions for academic staff, or any severance payments or other institutional overheads.

Registrar research funding and professional development funding

The RACGP offers each registrar \$8000 for professional development and research costs in addition to salary funding, according to the categories below. The RACGP holds and manages these funds.

- Registrar research funding (RRF) covers costs for the academic registrar to complete the research project

- Professional development funding (PDF) supports activities relevant to academic training

Discuss your projected RRF and PDF needs with your university supervisor and include details in your application form. The budget on the application form is indicative and may be adjusted with your university supervisor's approval, provided items remain consistent with the list below.

Inclusions:

- Expenses related to research, including transcription and research assistant services, recruitment expenses, specialist software procurement, data analyst services and travel to undertake research
- Items related to dissemination of research findings, including poster printing and publication fees
- Professional development related to academia, such as research, teaching, or education conferences or workshops, including registration fees, accommodation and travel (within Australia only)
- Professional development through relevant university subjects or other courses

Exclusions:

- Professional development related to clinical skills or personal clinical interests
- Purchase of research databases and library subscriptions, unless unavailable through the university or the RACGP
- Regular travel to and from the workplace
- Expenses covered by other funding
- Items available through the university, such as equipment (eg audio recorders) and software licences
- Expenses incurred beyond the funding period
- Money or assets lent or gifted to any person

- Expenses related to international conferences and travel

Please note unspent funds at the end of the Academic Post term may be retained for approved publication and dissemination costs within 24 months.

- develop research skills
- network with fellow registrars
- practice presentation skills
- receive feedback from academics

Attendance at these activities is arranged and fully funded by the RACGP.

Support activities and conference attendance

The RACGP will fund you to attend at least one research conference during your post, including full registration fees, travel and incidental costs.

In the past, registrars have attended the annual RACGP national GP conference or the Australasian Association for Academic Primary Care Conference.

The RACGP also hosts face-to-face workshops and online activities during the post to support you through each stage of your research.

These sessions give you the opportunity to:



8. Key program dates

Milestone	Time frame
Academic post registrar showcase webinar	Tuesday 24 March 2026, 7.00–8.15 pm AEDT (recorded)
Pre-application webinar	Thursday 23 April 2026, 7.00–8.00 pm AEST (recorded)
Academic post application period	Monday 27 April–Monday 6 July 2026 11.59 pm AEST
Review of application by AAP	AAP July–August 2026
Application outcomes provided	September 2026
Contracting	October–November 2026
Webinar one	November or December 2026–held at 7.00 pm AEDT on a weeknight (recorded)
Commence post	January/February 2027
Academic post two-day orientation workshop	February 2027
Orientation survey due	31 March 2027
Webinar two	April or May 2027–held at 7.00 pm AEST on a weeknight (recorded)
Webinar three	June 2027–held at 7.00 pm AEST on a weeknight (recorded)
Mid-term progress report due	14 July 2027
Academic post two-day workshop	July or August 2027
Attendance at one conference – RACGP funded	Mid-year 2027–to be confirmed
Webinar four	September 2027–held at 7.00 pm AEST on a weeknight (recorded)
Webinar five	November 2027–held at 7.00 pm AEDT on a weeknight (recorded)
Final webinar	January 2028–held at 7.00 pm AEDT on a weeknight (recorded)
Conclude academic post	February 2028
Final report due	28 February 2028
Financial reconciliation report due	8 March 2028

9. Information for universities and regional teams

This section identifies the responsibilities and requirements of the RACGP, and universities supporting an academic registrar.

Roles and responsibilities in the academic post process

RACGP Education Research Unit

It is the RACGP's role at the application and selection stage to:

- manage the academic post application and selection process
- ensure eligibility of prospective applicants
- allocate post places according to the recommendations of the AAP
- at the acceptance stage, negotiate a fair employment contract and budget with the university for each registrar and enter into an agreement with the university
- ensure the registrar has signed a fair contract with their university and is paid for their work in a timely manner
- provide academic support activities throughout the post
- ensure progress and financial reporting is completed on time.
- manages the professional development and registrar research funding for each registrar.

RACGP regional and local teams

As an AGPT term, the academic post requires regional and local teams to oversee and support registrars throughout their placements.

At the application stage, the SLME and/or TC:

- advises and supports prospective applicants through their application
- advises on the suitability of the registrar for an academic post.
- advises on eligibility for an academic post for each interested registrar
- ensures the proposal meets the registrar's development needs as per their learning plan.

University

The university's role in the academic post is to:

- work with applicants to develop a research and teaching proposal
- provide advice on the appropriate scope and breadth of the research project, its applicability to general practice, and the project's feasibility and timeline
- ensure the registrar's supervisory team includes an academic GP and a nominated teaching supervisor
- provide advice on use of the RRF and PDF
- negotiate a budget and funding agreement with the RACGP for each successful registrar
- initiate an employment contract with each successful registrar before the commencement of their post
- meet regularly with the registrar to monitor research progress, allocate appropriate teaching tasks, and provide guidance and feedback
- involve the registrar in regular department activities
- complete mid-term and end-of-term reports by the required due date.

The university's finance department manages the salary funding and related reconciliations.

Contracts and funding

Agreements

The RACGP will email successful applicants with a letter of offer and ask that you sign and return it. At the same time, we notify universities of successful applicants and provide them with a letter of notification and a budget template.

RACGP–university agreement and budget template

The university must submit the completed budget template to the RACGP by the specified date. The RACGP will approve or decline the budget template. If declined, the RACGP will ask the university to provide justification for the costs and provide the university with an opportunity to resubmit. Once approved, the RACGP uses the information to prepare the RACGP–university funding agreement.

The funding agreement is a contract between the RACGP and the university that outlines the obligations and responsibilities of both parties, and the funding obligations for the academic post training term.

Universities should ensure they understand their responsibilities before signing and returning the agreement by the specified date. The university's Head of Department of General Practice (or delegate) must sign the agreement.

Each university must also initiate a fair employment contract for every registrar. This contract should reflect the applicable university Lecturer Level A classification, including clinical loading, up to the relevant cap. The university must inform registrars about this process.

Universities receive funding in three stages:

1. 50% of the total funded amount on execution of the funding agreement.
2. 40% of the total funded amount on receipt and approval of the mid-term report completed and signed by the academic registrar, their academic supervisor.
3. 10% of the total funded amount on receipt and approval of:
 - the final report completed and signed by the academic registrar and their academic supervisor
 - a completed financial reconciliation for salary.

RACGP 2025 Academic Post Program Workshop 2

Reflections about teaching

Small group sessions

Facilitators:

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Dr Jenna Lyttle

Dr Brent Venning

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