



AGPT ACADEMIC POST PROGRAM

2022

APPLICATION GUIDE



RACGP

Royal Australian College of General Practitioners

AGPT Academic Post Program 2022: Application guide

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The Royal Australian College of General Practitioners Ltd
100 Wellington Parade
East Melbourne, Victoria 3002

Tel 03 8699 0414
Fax 03 8699 0400
www.racgp.org.au

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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.

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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	Advanced Rural Skills Training
FARGP	Fellowship in Advanced Rural General Practice
FRACGP	Fellowship of The Royal Australian College of General Practitioners
FTE	full-time equivalent
GP	general practitioner
GPiT	GP in training
GPT1	General Practice Term 1
ME	medical educator
PDF	professional development funding
RACGP	Royal Australian College of General Practitioners
RRF	registrar research funding
RTO	Regional Training Organisation
SME	senior medical educator

1. OVERVIEW

Everyday general practice is grounded in evidence. As a general practitioner (GP), you need to be able to filter, critically appraise, interpret and apply the information at hand. The Australian General Practice Training (AGPT) Program gives you the opportunity to build your teaching, research and critical thinking skills during a 12-month part-time academic post training term. GPs in training (GPiTs) in the 2022 cohort will hold academic posts from January–February 2022 to January–February 2023 while completing a 0.5 full-time equivalent (FTE) clinical term.

You can find more information and updates on the application process for RACGP academic posts at www.racgp.org.au/academic-posts

We're here to help

For general queries about the program, contact us at gpedresearch@racgp.org.au or on **03 8699 0418**.

Purpose of an academic post

During your AGPT academic post term, you'll develop academic skills through an individualised learning plan.

The post exposes you to research and teaching in an academic environment, and encourages you to think about how you could incorporate academic work into your career.

Why do an academic post?

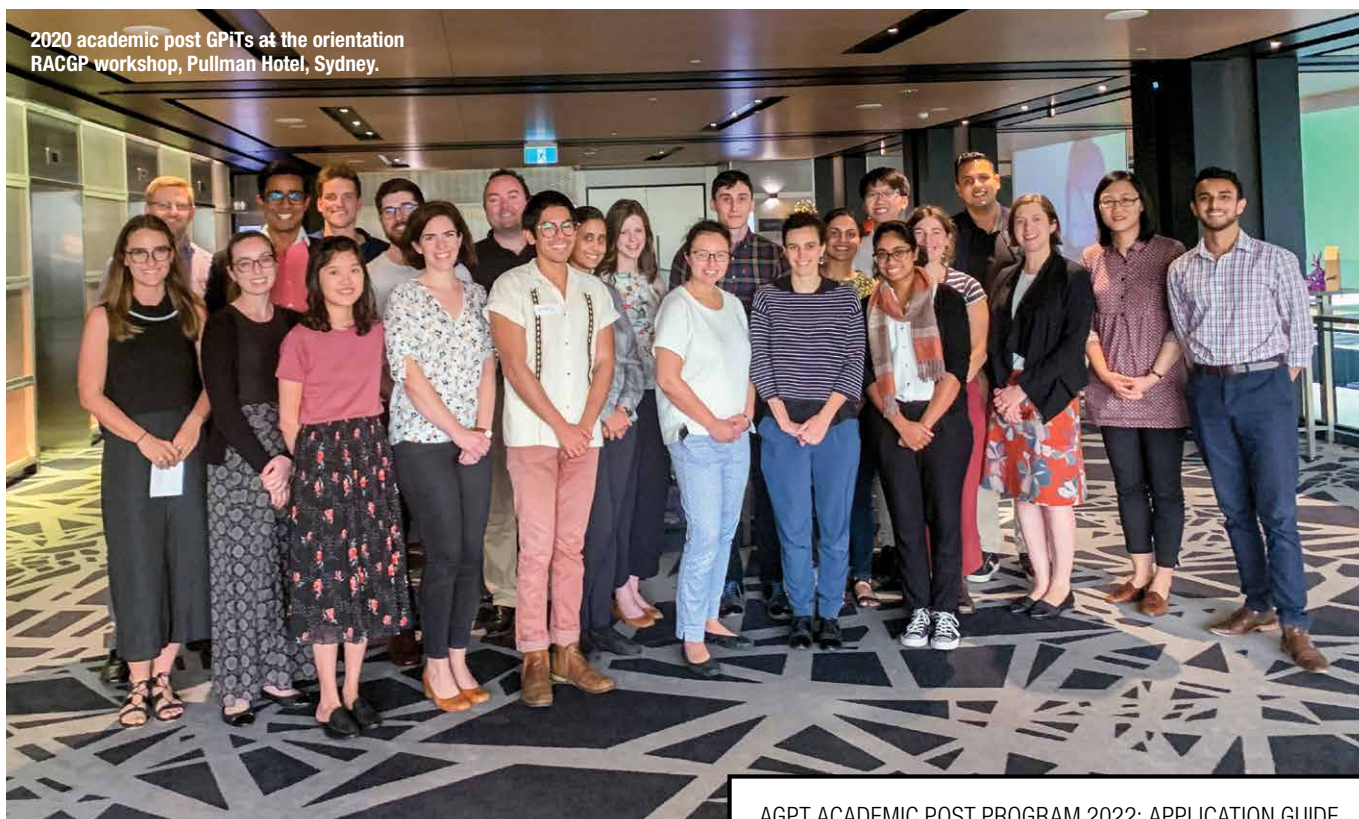
During an academic post, you'll develop research, teaching and project work skills, as well as the ability to critically evaluate research relevant to general practice. These skills are invaluable to the way you'll practise throughout your career.

Academic posts give you a chance to:

- contribute to the evidence on which general practice is based
- gain experience in research and teaching
- disseminate research in professional journals and at conferences
- build the foundation for a career as a general practice academic or medical educator (ME).

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

2020 academic post GPiTs at the orientation
RACGP workshop, Pullman Hotel, Sydney.



A portrait of Dr Talila Milroy, a woman with long dark hair, smiling and wearing a blue button-down shirt. The background is a plain, light-colored wall.

DR TALILA MILROY
2020 AIDA ACADEMIC
POST HOLDER

‘Racism in the healthcare workforce and for Aboriginal and Torres Strait Islander patients in general is a really important topic that the Australian Indigenous Doctors’ Association [AIDA] is trying to address, among many others. The AIDA post allows me to work with AIDA to get advice and support in developing my project, the project design, helping with recruitment and also reviewing the project as it progresses throughout the post. Also, it allows me

to attend their annual conference – to present my findings but also to meet other Aboriginal and Torres Strait Islander or non-Indigenous researchers within the Indigenous healthcare space.’

The experiences of past academic GPiTs have been profiled in *newsGP*, and links to the articles are available under the ‘Academic post registrars in the news’ section, at www.racgp.org.au/academic-posts



How does the academic post work?

An academic post is a 12-month part-time (0.5 FTE) position completed within a university department of general practice or rural clinical school, while completing clinical training at 0.5 FTE. You can choose from academic posts on both RACGP Fellowship pathways:

- Fellowship of The Royal Australian College of General Practitioners (FRACGP): academic post is part of core vocational training or as an extended skills term or elective
- Fellowship in Advanced Rural General Practice (FARGP): academic post is approved as an Advanced Rural Skills Training (ARST) term (refer to '**Academic post as FARGP Advanced Rural Skills Training**'))

Academic posts start at the beginning of the calendar year. Once you've established a collaboration with a university, the university assigns you a research supervisor and a teaching supervisor as you complete research and teaching activities.

The RACGP also provides academic input via academics from a department of general practice through workshops, webinars and an online learning-management system. These activities allow you to network with your peers and develop your knowledge of research and teaching practices.

Research

You can complete your own research project or join an existing project. If you choose to join an existing project, you must have a clear role and be accountable for an identifiable part of the existing work.

You'll need to discuss your research proposal with your Regional Training Organisation's (RTOs) senior medical educator (SME) and find a suitable university-based general practice academic supervisor before applying for a post. You must have at least one general practice academic supervisor in your supervisory team.

Many RTOs have relationships with universities in their region, so your ME may be able to suggest suitable academic supervisors. The RACGP can give you a list of contacts for every Australian university general practice department. We encourage you to start this process early because it can take some time to secure a supervisor.

The division of academic time between research and teaching may change from week to week and depends on university schedules, but on average the split should be approximately 60% research time (11.4 hours per week) and 40% teaching time (7.6 hours per week). Be sure to take this into account when deciding the scope of your research project. You can increase your research time as long as you complete some teaching throughout the academic post term.

Teaching

During the post, you'll be involved in general practice teaching at a university and/or RTO. This might include giving lectures, small-group teaching, running tutorials, assessing students, developing curriculum and attending departmental meetings. Your teaching responsibilities shouldn't include extensive administration work or tasks that go beyond your abilities (eg writing high-stakes exams).

You'll be expected to provide a detailed teaching plan developed with your proposed supervisor, including a plan for professional development in teaching.

Clinical

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

You can apply to have the concurrent clinical training requirement reduced or waived. For information on eligibility requirements, refer to Section 7.4 of the RACGP Academic Posts Policy (www.racgp.org.au/academic-posts-policy).

Academic post project examples

Here are some examples of previous academic post projects.

You can find a full list at www.racgp.org.au/academic-posts

- 'The effect of a new coaching model on anxiety, depression and burnout in general practice registrars'
- 'Doctors in secondary schools: Experiences and perspectives of general practitioners involved'
- 'Exploring the effects of providing consent information to parents on intention to vaccinate at six weeks'
- 'The effect of models of primary care on the quality of referrals to specialists'
- 'Postpartum contraception – What are women's expectations?'
- 'The experiences and impact of racism on Indigenous general practice trainees'
- 'Understanding the protective effect of influenza vaccination on subsequent acute myocardial infarction and stroke'
- 'Smoking, men and mental illness – Social determinants of health approach in a regional setting'
- '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'





Specialised academic posts

In a specialised academic post, some objectives of the term are predetermined, but the term still counts towards training in the same way as a standard post. Specialised posts give GPiTs access to specific research opportunities. There are two types of 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 for an Aboriginal and Torres Strait Islander GPiT to do teaching and research that aims to improve the health and life outcomes of Aboriginal and Torres Strait Islander peoples.

AJGP academic post

AJGP is a highly regarded, peer-reviewed journal published by the RACGP. It publishes original articles and reviews to help meet GPs' ongoing educational requirements. Two *AJGP* positions are available for each intake.

This unique opportunity is a standard academic post with the addition of medical editing work. You'll need to devote one day a week to the *AJGP* post – currently Thursdays – either with the Publications team in the RACGP national office in East Melbourne or under a remote working arrangement.

Within the time constraints of a 12-month, 0.5 FTE academic term, an *AJGP* Editorial Fellow:

- edits *AJGP* content, as outlined in the *AJGP* Editorial Fellow role description (see below)
- completes an academic research project – either an individual project or as part of a project team – with a smaller scope than a standard post
- has few or no university teaching requirements, as negotiated with their university supervisor.

If you're interested in the *AJGP* post, you'll need to submit the standard academic post application form. Complete the extra *AJGP* post application fields on the form and upload a response to the selection criteria.

You'll also need to indicate on the form whether you wish to be considered for a standard academic post if your *AJGP* application is unsuccessful.

You can find the full *AJGP* Editorial Fellow role description on the RACGP website at www.racgp.org.au/academic-posts

AIDA academic post

As part of the 'Closing the Gap' strategy, the Department of Health has established a specialised academic post. The AIDA academic post is offered to an Aboriginal and Torres Strait Islander GPiT and aims to enhance their training via exposure to, and experience in, research and teaching.

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

2. ELIGIBILITY FOR AN ACADEMIC POST

You can train full-time while completing an academic post with the RACGP, with a 0.5 FTE academic component and 0.5 FTE clinical component, unless you've received permission to reduce the clinical training component. To find out more about applying to vary the clinical component of your academic post, refer to the policy update notice at www.racgp.org.au/academic-posts. The academic component must remain 0.5 FTE.

You can apply for an academic post at any time during your AGPT term, and you can start a post once you've completed your General Practice Term 1 (GPT1) training term and have at least three months of clinical work remaining for FRACGP. If you haven't completed GPT1 at the time of your application, you'll need to provide a letter from your ME outlining your satisfactory progress to date.

You're responsible for making sure you're eligible to apply for an academic post. The Department of Health AGPT Academic Post Policy 2020 document at www.agpt.com.au/About-Us/Policies/AGPT-Policies defines eligibility. If you're unsure of your eligibility, email gpedresearch@racgp.org.au

You can seek an extension to take up an approved academic post only if you have six FTE months of a core vocational training term remaining, but such extensions are restricted to six calendar months.

Other important points:

- GPiTs must remain enrolled in the AGPT Program for the duration of their academic post term and must not Fellow before completing the post.
- The RACGP gives preference to applications for posts that will contribute to a GPiT's vocational training for Fellowship (ie first-year applications are given preference). Second-year candidates can apply if they have sufficient time remaining in their training. These GPiTs must demonstrate a greater depth of research and act as mentors to first-year students.

Academic post as FARGP Advanced Rural Skills Training

A core requirement of the FARGP is the completion of at least 12 months of ARST in an accredited training post. ARST augments core general practice training. It gives GPiTs who want to gain or refresh more specialised skills and/or a broader range of skills and knowledge an opportunity to meet the needs of their rural or remote communities.

Be aware that acceptance into the FARGP program does not guarantee approval of your intended ARST. **ARST approval is a separate process that happens before the academic post submission deadline.**

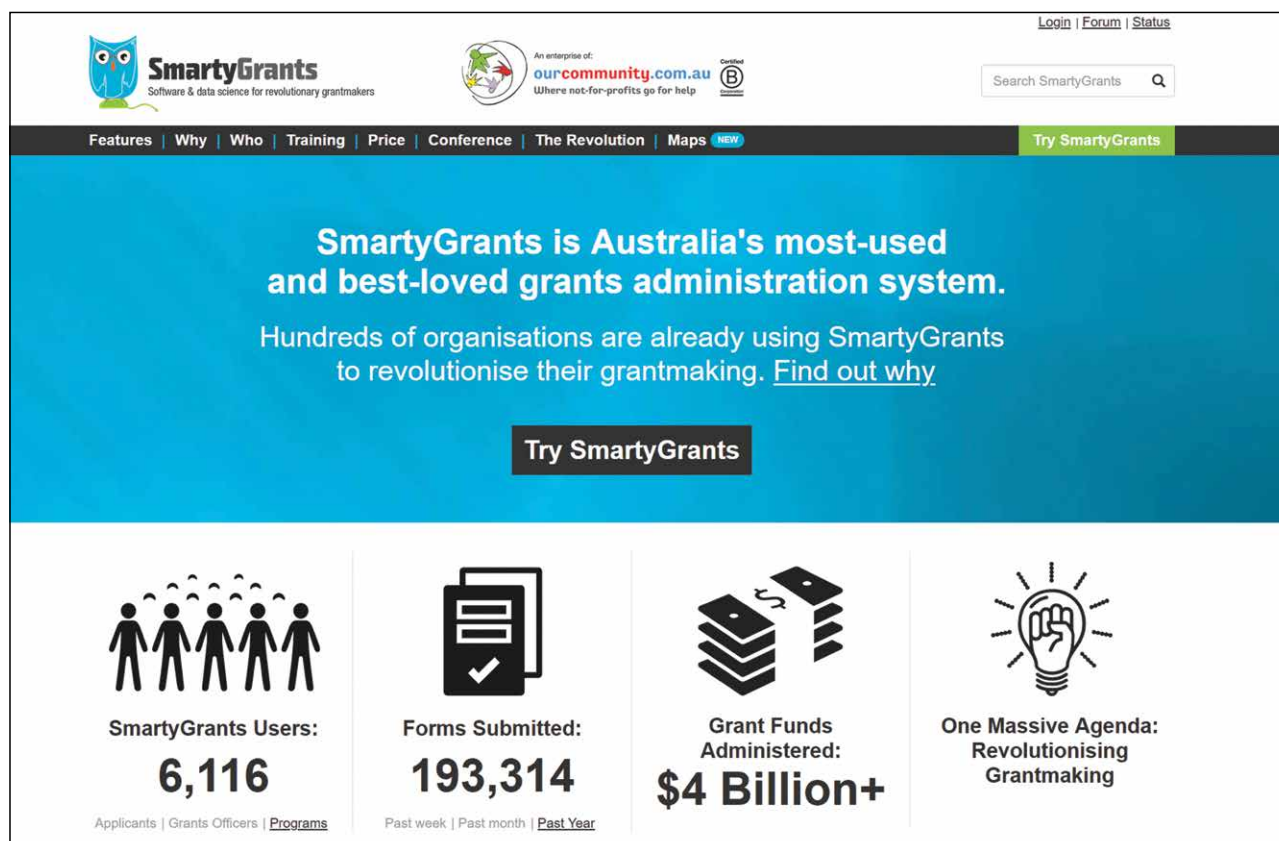
To make sure your academic post proposal meets the requirements of the FARGP program, the RACGP Rural Censor must approve it if you want to complete it as an FARGP ARST.

The RACGP 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 to provide 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 RTO.

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

3. ACADEMIC POST APPLICATION FORM

A screenshot of the SmartyGrants website. The header includes the SmartyGrants logo, a navigation menu with links like Features, Why, Who, Training, Price, Conference, The Revolution, Maps, and a search bar. The main banner features the text "SmartyGrants is Australia's most-used and best-loved grants administration system." and a "Try SmartyGrants" button. Below the banner, four statistics are displayed with icons: "SmartyGrants Users: 6,116", "Forms Submitted: 193,314", "Grant Funds Administered: \$4 Billion+", and "One Massive Agenda: Revolutionising Grantmaking".

SmartyGrants is Australia's most-used and best-loved grants administration system.

Hundreds of organisations are already using SmartyGrants to revolutionise their grantmaking. [Find out why](#)

[Try SmartyGrants](#)

SmartyGrants Users:	Forms Submitted:	Grant Funds Administered:	One Massive Agenda:
6,116	193,314	\$4 Billion+	Revolutionising Grantmaking

To apply for the Academic Post Program, you must complete a detailed online application form, which takes the form of a research proposal. You'll be assessed on the quality of your proposal and feasibility of completing your proposed project in the 12-month time frame.

The 2022 application submission window is open from **Monday 5 April to Monday 5 July 2021**. A link to the form will be available at www.racgp.org.au/academic-posts during the submission window.

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

We encourage you to start completing the application form with help from your ME and university supervisor as soon as the submission window opens. If you have any questions about the process, contact the Education Research Program team at 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 – Registrar 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 each week.
- You must prepare a research proposal covering the title, background, current literature, knowledge gap, project justification, aims, research questions, proposed method and timeline for your research project. You also need to include details of ethical considerations for the project.

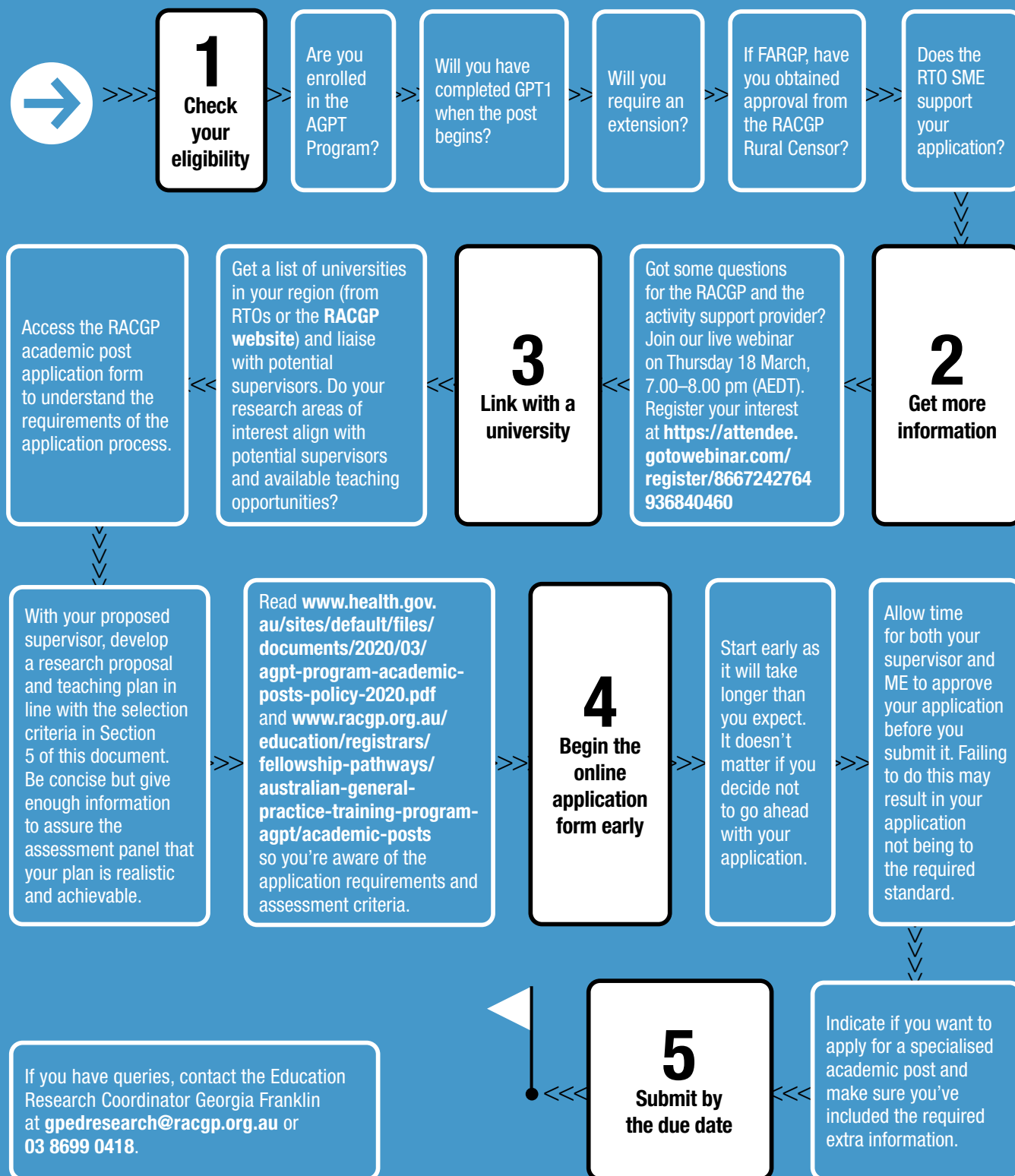
Part C – Professional development and registrar research funds

- 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 ensures all stakeholders have reviewed your application.

4. APPLICATION PROCESS



5. SELECTION CRITERIA

The RACGP Academic Assessment Panel (AAP) assesses applications for academic posts against the criteria outlined in the AGPT Academic Post Policy 2020, available at www.agpt.com.au/About-Us/Policies/AGPT-Policies

We encourage you to discuss the criteria with your university supervisor before starting your application form. We acknowledge that the process of completing a post gives you the skills to more clearly articulate a research plan, but the application form is an opportunity for you to demonstrate your understanding of the required commitment and your potential to gain maximum benefit from the post. You must clearly describe the scope of your proposed research and teaching plan on the form, so the AAP can assess if the plan is achievable within the 12-month time frame.

The Academic Post Program is competitive, and we receive more applications than posts available, so allow plenty of time to prepare your application. The criteria the AAP uses to assess applications is detailed below.

Criterion 1 – Demonstrated benefit to the GPiP's learning and career plans

The proposal clearly demonstrates that the academic post is embedded within the applicant's learning plan.

Criterion 2 – Impact of research

- The AAP assesses application in terms of:
 - research that may focus on clinical care, general practice education, policy, service delivery, or any other topic relevant to Australian general practice
 - research that has the potential to produce answers of value to the Australian community
 - research that has the potential to produce innovation in general practice and/or primary care, or general practice education, training or policy
 - research projects that have the most potential to improve the GPiP's knowledge and skills in research.

Criterion 3 – Quality of research

- The AAP assesses:
 - the GPiP having, in consultation with their supervisor, developed an appropriate research plan
 - clarity of the research question
 - synthesis of current literature and evidence of where the research project will address a gap in current knowledge

- a match between methodology and the research question
- research projects that have clear research methods, including analysis
- research projects that have considered the ethical implications
- research that is likely to be achievable in the time available
- research projects that have built in time for dissemination
- if the GPiP is embedding their research in an existing larger project, that the GPiP has ownership of their study.
- Applicants should demonstrate they have significant involvement in the research design, the conduct of the research and the analysis and interpretation of data.

Criterion 4 – Quality teaching experience

- The application demonstrates how the GPiP plans to contribute to teaching at their academic institution:
 - Teaching should constitute a minimum of 40% of the GPiP's academic post time.
 - Teaching activities are overseen by a nominated supervisor.

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

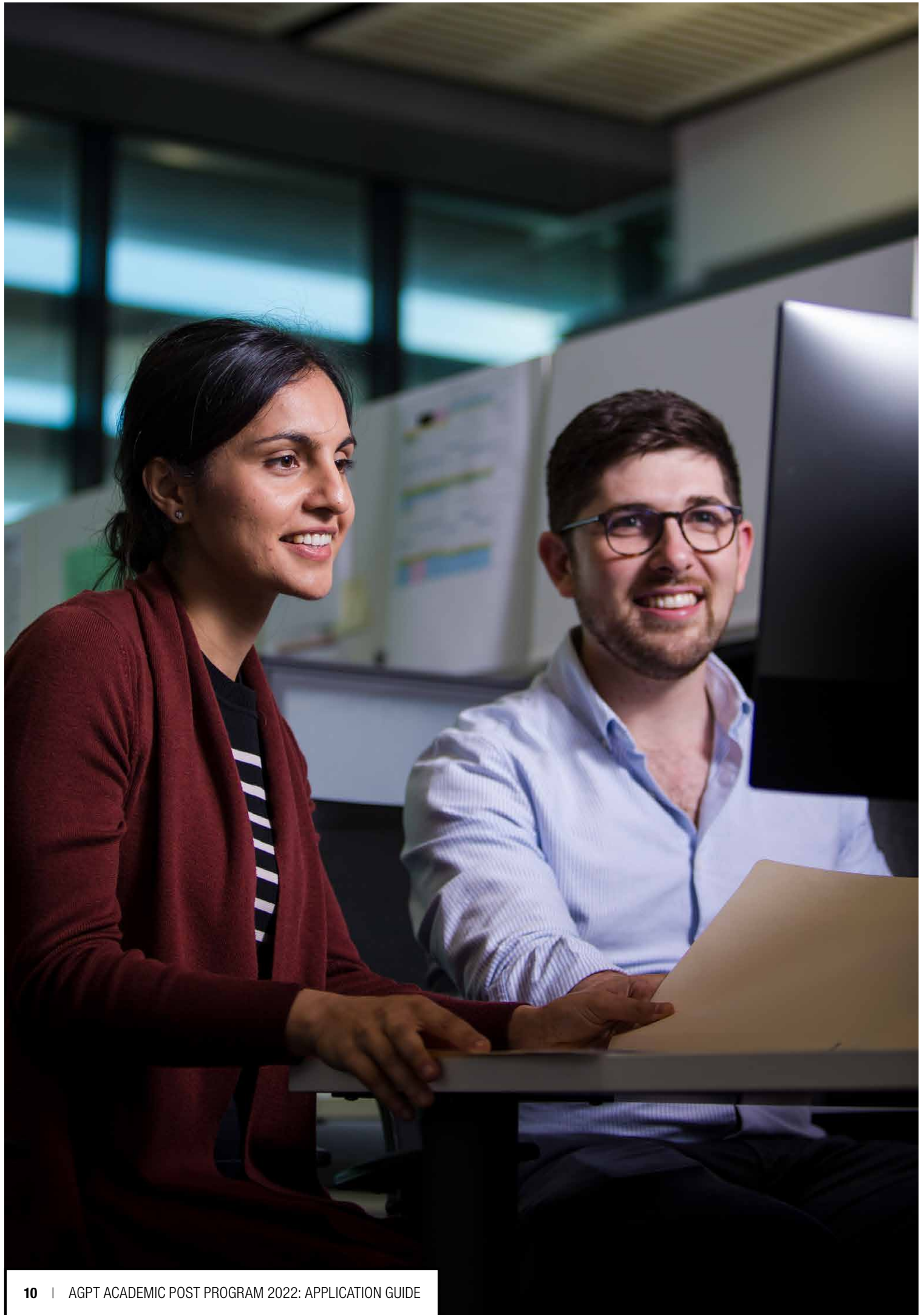
- The supervisory team contains sufficient GP presence.
- The university/academic institution has a general practice focus.

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

- Additional criteria include:
 - the need to demonstrate a greater depth of research than first-year applicants
 - demonstrated superior skills and commitment to a future in academic general practice during their first year, compared with their peers
 - the expectation to contribute to a peer education program.

Second-year applicants will be expected to be enrolled in, or working towards enrolling in, a higher research degree.

Note: Posts that count towards vocational training for Fellowship (FRACGP and/or FARGP) will be preferred over posts that don't count towards Fellowship. This means suitable first-year applications will receive preference over suitable second-year applications.



6. SELECTION PROCESS

Academic Assessment Panel

The AAP is a selected group of RACGP and external representatives. Its main function is to assess applications for academic posts. The AAP includes the following organisations/members:

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

Assessment process for academic posts

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

The selection process for the AP program is competitive. The RACGP will offer up to 20 academic posts in 2022. If there are more suitable applications than posts available, the panel will rank the applications based on the GPIT's demonstrated understanding of the required commitment and their potential to gain maximum benefit from the post.

AJGP selection process

The AAP reviews applications for the *AJGP* post against the standard post criteria, and, if successful, the application is forwarded to the RACGP National Publications Manager for consideration.

The National Publications Manager and senior members of the *AJGP* editorial team assess and rank applicants for the *AJGP* post against the Editorial Fellow role description and determine if each applicant meets the minimum requirements. Each suitable applicant is invited to:

- attend an interview to discuss the position and their proposed plan (may be conducted via Skype/Zoom)
- complete a practical exercise to assess editorial ability.

One *AJGP* post is available each year. If you're unsuccessful in applying for the *AJGP* post, you can still accept a standard post.

AIDA selection process

Applications for the AIDA specialised academic post are considered by the AAP and a representative from AIDA.

Outcomes

Standard and specialised academic post applications follow the same outcome process.

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

7. CONTRACTUAL ARRANGEMENTS AND FUNDING

The RACGP will fund up to 20 academic posts for GPiTs in 2022, including specialised post places.

Remuneration

The terms of remuneration are as follows.

- 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
- Payroll tax (as per state requirement)
- Reimbursement of extra expenses associated with completing the AJGP or AIDA post

The RACGP won't cover any costs over these statutory requirements forming part of university employment conditions for its academic staff.

The RACGP offers GPiTs access to a total of \$8000 for professional development and research costs in addition to salary funding, according to the category descriptions that follow. The GPiT's RTO holds and manages these funds.

Registrar research funding and professional development funding

Registrar research funding (RRF) is for the academic GPiT costs in completing the research project. Professional development funding (PDF) is for activities relevant to academic training. You should discuss your projected RRF and PDF needs with your ME and university supervisor and provide details in your application form. The budget on the application form is considered indicative and may be changed by approval from the ME providing the items are consistent with the following list.

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; ie research, teaching or education conferences or workshops, including registration fees, accommodation and travel (within Australia only), or relevant university subjects or other courses

Exclusions:

- Purchase of research databases, library subscriptions and the like, unless unavailable through the university or the RACGP
- Regular travel to and from the workplace
- Expenses covered by other funding
- Items provided by or 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

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, GPiTs have been funded to attend the National Primary Health Care Conference, the RACGP national conference or the Australasian Association for Academic Primary Care conference.

The RACGP also co-hosts two workshops during the post, designed to support you through the different stages of your research. This gives you an opportunity to attend sessions on research skills, network with peers, learn presentation skills and receive feedback from academics and peers. The RACGP arranges and fully funds attendance.

8. PROGRAM AND MILESTONES

Milestone	Time frame
Application webinar	Thursday 18 March, 7.00–8.00 pm (AEDT)
Academic post application period	5 April–5 July 2021
Review of applications by AAP	August 2021
Application outcomes provided to academic post applicants	Late August 2021
Contracting	September–October 2021
Academic post two-day orientation workshop	December 2021
Commence post	January–February 2022
Webinar 1 – held at 7.00 pm (AEDT) on a weeknight	February 2022
Orientation progress report due	31 March 2022
Academic post two-day workshop, location to be confirmed	July 2022
Mid-term progress report due	30 June 2022
Webinar 2 – held at 7.00 pm (AEST) on a weeknight	September 2022
Attendance at one conference – RACGP-funded	Mid-year – to be confirmed
Webinar 3 – held at 7.00 pm (AEDT) on a weeknight	November 2022
Conclude academic post	January–February 2023
Final research findings report due	28 February 2023
RTO financial reconciliation report due	31 March 2023

9. RTO AND UNIVERSITY INFORMATION

This section identifies the responsibilities and requirements of the RACGP, RTO and university supporting an academic GPiT.

Roles and responsibilities in the academic post process

RACGP

It is the RACGP's role to:

- manage the academic post application and selection process
- allocate post places according to the recommendation of the AAP
- enter into a funding agreement with the GPiT's RTO
- provide academic support activities throughout the post
- ensure progress and financial reporting is completed on time.

RTO – Finance and SME

As the academic post is an AGPT training term, the RTO ensures the following is completed.

At application stage, the SME:

- ensures that the proposal meets the GPiT's development needs as per their learning plan
- guides prospective academic GPiTs in selecting a university supervisor
- advises on the suitability of the proposed research project and teaching plan, and signs off to support the academic post application.

At acceptance stage, the RTO's finance department:

- negotiates a fair employment contract, submits the proposed budget to the RACGP for approval, then enters into an agreement with the university
- ensures the GPiT has signed a fair contract with their university and that the GPiT is paid for their work in a prompt manner.

During the post term, the:

- SME ensures the GPiT's learning plan and development requirements are met
- SME guides and supports the GPiT, in conjunction with the GPiT's main university supervisor

- SME advises and approves use of RRF and PDF
- RTO's finance department manages the salary funding, RRF, PDF and related reconciliations
- SME completes mid-term and end-of-term reports, actions any identified issues and ensures the GPiT submits the reports to the RACGP by the due date
- SME records and reports on the training, following AGPT Program guidelines.

University supervisor

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

- work with the prospective academic GPiT to develop a research and teaching proposal
- provide advice on the appropriate scope and breadth of the research project, its applicability to general practice, feasibility and timeline
- ensure that the GPiT's supervisor team includes an academic GP and a nominated teaching supervisor
- meet regularly with the GPiT to monitor progress of research, allocate appropriate teaching tasks, provide guidance and feedback on research and teaching, and involve the GPiT in regular departmental activities
- complete mid-term and end-of-term reports by the required due date.

Contracts and funding

Agreements

The RACGP advises successful applicants by email and requests that they sign and return the Letter of Offer. At the same time, the RACGP notifies the RTOs of successful applicants by email with a Letter of Notification and a budget template.

RTO–university agreement and budget template

The RTO receives a state-specific budget template, which includes the state-regulated statutory on-cost entitlement percentages for payroll tax, superannuation and workers compensation.

The RTO must negotiate a fair employment contract with the university, equivalent to the applicable university 'Lecturer Level A' classification plus clinical loading, up to the relevant cap. The RTO must inform the GPiT of this process.

Once the figures have been finalised, the RTO uses the information to complete the budget template and submits it to the RACGP.



RACGP–RTO funding agreement

The RTO must submit the 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 RTO to provide justification for the costs and provide the RTO with an opportunity to resubmit. Once approved, the RACGP uses the information to prepare the RACGP–RTO funding agreement.

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

RTOs should ensure they understand their responsibilities before signing and returning the funding agreement to the RACGP by the specified date. The RTO's chief executive officer, or delegate, must sign the agreement.

The RACGP allocates funding for the post to the RTO. As with any AGPT training term placement, the RTO must then enter into an agreement with the university for the GPiT's academic placement (training post).

The RACGP will fund salary, RRF and PDF for up to 20 GPiTs per year to undertake an academic post, paid to each GPiT's RTO.

RTOs receive funding in three stages:

1. Fifty per cent of the total funded amount on execution of the funding agreement
2. Forty per cent of the total funded amount on receipt and approval of the mid-term report completed and signed by the academic GPiT, their academic supervisor and SME
3. Ten per cent of the total funded amount on receipt and approval of:
 - a) the final report completed and signed by the academic GPiT, their academic supervisor and SME
 - b) a completed financial reconciliation for salary, RRF and PDF.

[illegible]



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