



RACGP
Royal Australian College
of General Practitioners



AGPT Academic Post Program 2024

Application guide



AGPT Academic Post Program 2024: 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.

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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 Term 1
ME	medical educator
PDF	professional development funding
RG	Rural Generalist
RRF	registrar research funding
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. Registrars in the 2024 AGPT cohort will hold academic posts from January–February 2024 to January–February 2025, while completing a concurrent 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 with a university.

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)
- join a national cohort of academic post registrars.

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

The experiences of past academic registrars 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

'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.'

Dr Talila Milroy | 2020 AIDA Academic Post holder

Find out more about the AIDA Academic Post [here](#).



How does the academic post work?

An academic post is a 12-month part-time 0.5 full-time equivalent (FTE) position completed within a university department of general practice or rural clinical school, while completing a concurrent clinical training component, usually 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 (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 will undertake a research project and participate in teaching activities as part of your academic post. You will need to establish a connection with a university to prepare your application. Most universities will assign you with a research supervisor and a teaching supervisor to complete your research and teaching activities.

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



Research

In your application you will 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 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 find a suitable university-based general practice academic supervisor before applying for a post. This can be under a remote supervision arrangement, however, you must also have local supervision. You must have at least one general practice academic supervisor in your supervisory team. Your research proposal for your application must be completed with collaboration from and be signed off by your supervisor.

The RACGP has relationships with universities in each region, and can help to suggest suitable academic supervisors. The RACGP Education Research Unit (ERU) can give you a list of contacts for every Australian university general practice department, and available academic supervisors for the 2024 year. We encourage you to start this process early because it can take some time to secure a suitable supervisor and prepare a research proposal.

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 to ensure it is achievable within the 12-month timeframe.



Teaching

During the 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. 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 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.

However, you can apply to have the concurrent clinical training requirement reduced or waived. For more information please visit the RACGP Academic Post web page at www.racgp.org.au/academic-posts or contact the 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/education/registrars/fellowship-pathways/australian-general-practice-training-program-agpt/agpt-academic-post-program/recipients

- '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'

- 'Psychotropic prescribing in Australian older adults, 2022: A cross-sectional descriptive study'
- 'Parental health beliefs regarding topical corticosteroid use in atopic dermatitis – A qualitative study'
- 'The experiences and impact of racism on Indigenous general practice trainees'
- 'How do rural general practitioners manage suspected melanoma?'
- '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'
- 'The impact of the COVID-19 pandemic on general practitioners: A qualitative study'
- 'Doctor! Did you Google my symptoms? Patient perceptions of doctors' point-of-care information seeking'



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. Specialised posts give registrars access to specific research opportunities. There are three 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 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 to assist them in providing the highest quality patient care, applicable to the varied geographic and social

contexts in which GPs work and to all GP roles as clinician, researcher, educator, practice team member and opinion leader. All articles are subject to peer review before they are accepted for publication.

The *AJGP* Academic Post will provide you with an opportunity to gain an in-depth understanding of the medical publication world as an Editorial Fellow. You will receive formal training in the relevant processes over the first three+ months before gradually expanding into a workplace role. The emphasis of this post is to provide you with a supported introduction to the field. Up to two *AJGP* positions are available for each intake.

It is expected that you will devote each Thursday (0.2 FTE) to the *AJGP*, the remaining 0.3 FTE of the academic post will be at your university. It is expected that at least one day (0.2 FTE) of this 0.3 FTE will be allocated to research.

You will work under the supervision of the Editor in Chief to contribute to the processes of medical editing within the journal, with the aim of acquiring skills in medical editing, medical writing, critical appraisal and peer reviewing. You will be encouraged to further develop the area of most interest to you across writing, managing manuscripts and critical appraisal.

Your key responsibilities in this role will evolve through the year as your competency builds.

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 on the form, and upload a response to the selection criteria.

The Editorial Fellow role description and the curriculum for the position can be found on the Academic Post website at www.racgp.org.au/academic-posts

AIDA academic post

As part of the 'Closing the Gap' strategy, the Department of Health and Aged Care has established a specialised academic post.

The AIDA academic post is offered to Aboriginal and Torres Strait Islander registrars and aims to enhance their training via exposure to, and experience in, research and teaching.

For further information, please contact the ERU via 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 that has the skills necessary to undertake and lead general practice research, the RACGP will support registrars who are undertaking, or intend to undertake, higher degree research alongside training.

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

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

2. Eligibility for an academic post

You can train full-time or part-time while completing an academic post with the RACGP. This must include a minimum of 0.5 FTE academic component. The concurrent clinical training component is usually undertaken at 0.5 FTE, however, this can be reduced or waived by application.

You can apply for an academic post at any time during the application period. You must have completed your General Practice Term 1 (GPT1) training term and have at least three months FTE of clinical work remaining for FRACGP at the time of commencing your academic post. If you haven't commenced GPT1 at the time of your application, you may still apply for an academic post but the award will be subject to satisfactory completion of GPT1 prior to starting the post.

You're responsible for making sure you're eligible to apply for an academic post. If you're unsure of your eligibility, email gpedresearch@racgp.org.au

To apply for an extension to take up an approved academic post you need to have a minimum of six FTE calendar months of core vocational time remaining. This extension is limited to 26 calendar weeks.

Other important points:

- Registrars must remain enrolled in the AGPT Program for the duration of their academic post term and must not Fellow before completing the post.
- Registrars may apply for a second consecutive academic post if eligible. Second year applicants must demonstrate a higher level of research sophistication than applicants for a first academic post, 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.
- Your application must outline confirmed support and endorsement to undertake a post from your training team.

Academic post as RG Additional Rural Skills Training

A core requirement of the RG is the completion of at least 12 months of ARST in an accredited training post. ARST augments core general practice training and gives registrars an opportunity to gain more specialised skills and/or broaden their range of skills and knowledge to meet the needs of their rural or remote communities.

Be aware that 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 if you want to complete it as an RG 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 training team.

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

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 including the feasibility of completing your proposed project in the 12-month time frame. It is important that your application demonstrates meaningful collaboration with your university supervisory team.

The 2024 application submission window is open from **Monday 1 May 2023 to Monday 17 July 2023**. 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, learning goals, and your research and teaching proposals.

We encourage you to start completing the application form with help from your ME and university supervisor as soon as possible. The application form will be available for you to access prior to the application submission window to prepare. If you have any questions about the process, contact the ERU 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 – 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 each week.
- You must prepare a research proposal covering the title, background (including current literature and the knowledge gap you will 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.

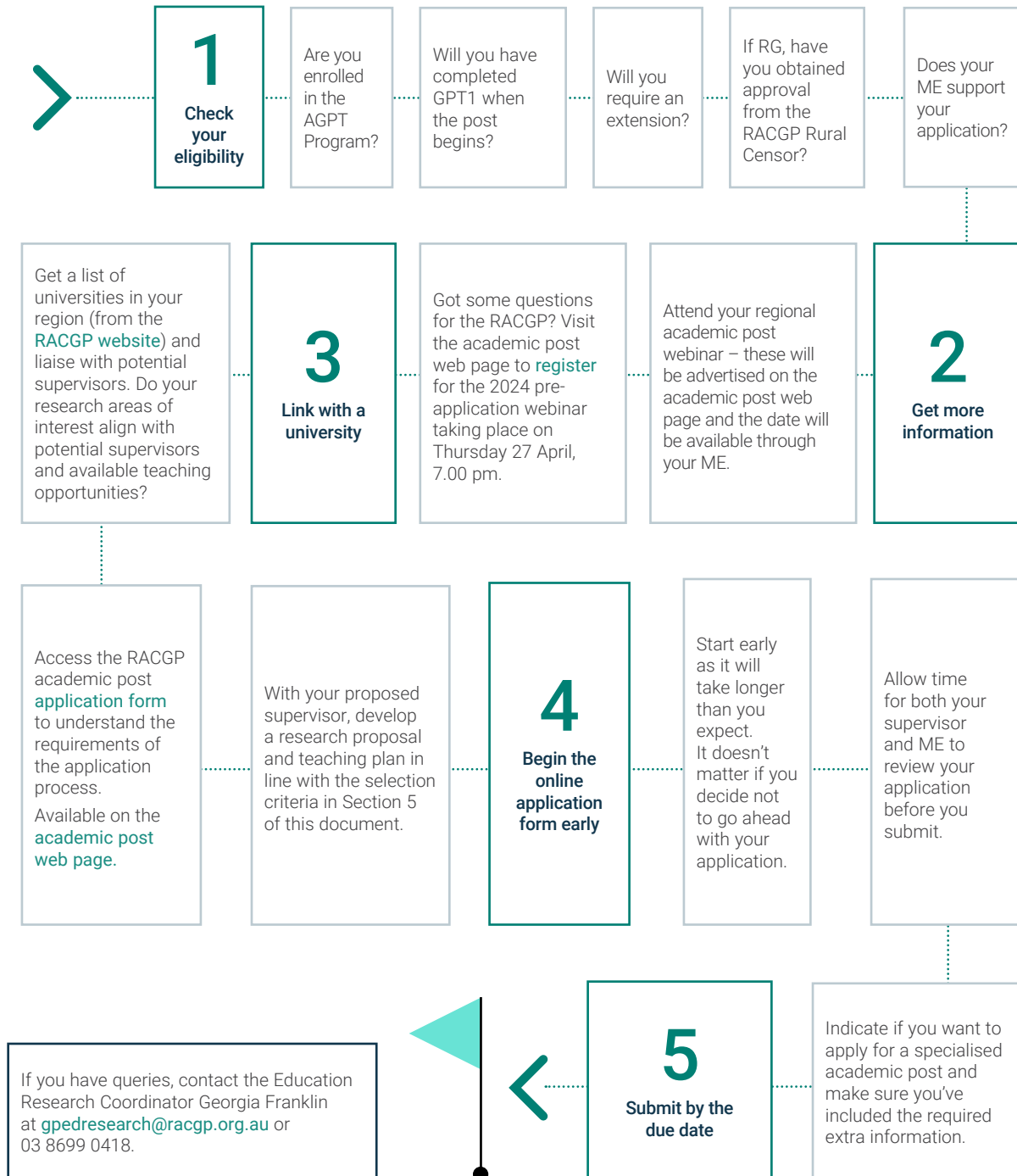
Part D – Declarations

- This section ensures all stakeholders have reviewed your application.

Other – Specialised posts

- If you intend to apply for a specialised post you will 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.

4. Application process



5. Selection criteria

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

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

The Academic Post Program is competitive, and we receive more applications than posts available, 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.
- The registrar has an interest in undertaking further training, including a higher degree; or a genuine intent to pursue a career in academic GP.
- The registrar demonstrates an appreciation of the application of skills to academic skills to clinical practice.



Criterion 2 – Suitability of research proposal for an academic post

- The AAP assesses application in terms of:
 - relevance of the research question to current or emerging national health priorities or issues in Australian general practice or primary care
 - if the project is part of a larger project, clear differentiation and ownership of the registrar's component. Applicants should demonstrate they have significant involvement in the research design, the conduct of the research and the analysis and interpretation of the data
 - research that is achievable within the timeframe.

Criterion 3 – Quality of research

- The AAP assesses:
 - synthesis of current literature and identification of gap in current knowledge which the research will address
 - clarity of research question(s)
 - clearly articulated methodology (including data analysis) that aligns with the research methods
 - consideration and discussion of ethical issues
 - plan for dissemination of findings.

Criterion 4 – Quality of teaching experience

The application 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.

Applications will be assessed on:

- a clear teaching plan
- an opportunity to undertake teaching training
- supervision of teaching activities provided
- broad range of teaching activities and opportunities demonstrated.

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

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

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

- Additional criteria include:
 - demonstration of a higher level of research sophistication than applicants for a first academic post
 - demonstrated commitment to a future in academic general practice
 - enrollment in, or working towards enrolling in, a higher research degree.



6. Selection process

Academic Assessment Panel

The 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 application and selection processes. 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
- Senior medical educators
- 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 Academic Post Program is competitive. The RACGP will offer up to 20 academic posts in 2024. If there are more suitable applications than posts available, the panel will rank the applications based on merit. The AAP may request additional information from applicants as required.

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 have provided a detailed formal PhD plan, including a supportive supervisory team and an intention to submit a PhD application, in their AP application will be considered.

This plan should demonstrate your commitment to undertaking a PhD, and the steps you have already undertaken. This would typically include substantial prior discussions with a supervisory team, the application process being at least in train, and some detail about how the 12 months covered by the PhD Academic Post fits into your overall PhD plan.

- These registrars will focus primarily on research, and have 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 will 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 20 academic posts for registrars in 2024, 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, and other relevant 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 over these statutory requirements forming part of university employment conditions for its academic staff.

Registrar research funding and professional development funding

The RACGP offers registrars 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 RACGP holds and manages these funds.

Registrar research funding (RRF) is for the academic registrar 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 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 university supervisor 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, registrars have been funded to attend the RACGP national conference or the Australasian Association for Academic Primary Care conference.

The RACGP also co-hosts a number of face-to-face workshops and online activities 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
Pre-application webinar	Thursday 27 April 2023, 7.00 – 8.00 pm AEST (recorded)
Academic post application period	May–July 2023
Review of applications by AAP	August 2023
Application outcomes provided to academic post applicants	September 2023
Contracting	October–November 2023
Academic post two-day orientation workshop	January 2024
Commence post	January–February 2024
Webinar 1 – held at 7.00 pm (AEDT) on a weeknight	February 2024
Orientation survey due	31 March 2024
Mid-term progress report due	30 June 2024
Academic post two-day workshop, location to be confirmed	July 2024
Webinar 2 – held at 7.00 pm (AEST) on a weeknight	September 2024
Attendance at one conference – RACGP funded	Mid-year – to be confirmed
Webinar 3 – held at 7.00 pm (AEDT) on a weeknight	November 2024
Conclude academic post	January–February 2025
Final research findings report due	28 February 2025
Financial reconciliation report due	8 March 2025

9. Information for universities and regional teams

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

Roles and responsibilities in the academic post process

RACGP national team

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 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.

RACGP regional and local teams

As the academic post is an AGPT term, the regional and local teams ensure the following is completed.

At application stage, the ME:

- advise and support prospective applicants through their applications

- advise on eligibility for an academic post for each interested registrar
- ensures that the proposal meets the registrar's development needs as per their learning plan
- guides prospective academic registrars in selecting a university supervisor
- advises on the suitability of the proposed research project and teaching plan.

University

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

- work with the prospective 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, feasibility and timeline
- ensure that the registrar's supervisor team includes an academic GP and a nominated teaching supervisor
- provide advice on use of 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 posts
- meet regularly with the registrar to monitor progress of research, allocate appropriate teaching tasks, provide guidance and feedback on research and teaching, and involve the registrar in regular departmental 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 advises successful applicants by email and requests that they sign and return the Letter of Offer. At the same time, the RACGP notifies the universities of successful applicants by email with a Letter of Notification and a budget template.

RACGP–university agreement and budget template

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

The university 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 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 contains 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 funding agreement to the RACGP by the specified date. The university's head of Department of General Practice or delegate, must sign the agreement.

The university must initiate a fair employment contract for each registrar, equivalent to the applicable university 'Lecturer Level A' classification plus clinical loading, up to the relevant cap. The university must inform the registrar of this process.

Universities 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 registrar, their academic supervisor.
3. Ten per cent of the total funded amount on receipt and approval of:
 - the final report completed and signed by the academic registrar, their academic supervisor
 - a completed financial reconciliation for salary.



RACGP

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