RACGP Academic Posts

EOI and application guide for 2019
Contents

1. OVERVIEW ......................................................................................................................... 4
   PURPOSE ............................................................................................................................... 4
   WHY DO AN ACADEMIC POST? .......................................................................................... 4
   HOW DOES THE ACADEMIC POST WORK? .................................................................... 4
   Research ............................................................................................................................... 4
   Teaching ............................................................................................................................... 5
   Clinical ................................................................................................................................. 5
   EXAMPLES OF ACADEMIC POSTS .................................................................................. 5
   SPECIALISED ACADEMIC POSTS ................................................................................... 5

2. ELIGIBILITY FOR AN ACADEMIC POST ........................................................................ 6
   INCORPORATING AN ACADEMIC POST INTO YOUR LEARNING PLAN ......................... 6
   ACADEMIC POST AS FARGP ARST ................................................................................ 6

3. SELECTION CRITERIA ......................................................................................................... 8
   CRITERION 1 – DEMONSTRATE BENEFIT TO THE REGISTRAR’S LEARNING AND CAREER PLANS .................................................................................................................. 8
   CRITERION 2 – QUALITY OF RESEARCH .......................................................................... 8
   CRITERION 3 – QUALITY OF RESEARCH: FEASIBILITY, METHODOLOGY & ETHICS ........ 8
   CRITERION 4 – QUALITY TEACHING EXPERIENCE ......................................................... 8
   CRITERION 5 – DEMONSTRATED ENGAGEMENT WITH ACADEMIC GPs & UNIVERSITY DEPARTMENTS OF GENERAL PRACTICE OR RURAL CLINICAL SCHOOL .......................................................... 8
   CRITERION 6 – FOR APPLICANTS APPLYING FOR A SECOND POST ................................ 8

4. SELECTION PROCESS ....................................................................................................... 9
   ACADEMIC ASSESSMENT PANEL ................................................................................... 9
   ASSESSMENT PROCESS ....................................................................................................... 9
   OUTCOMES .......................................................................................................................... 9
   APPEAL PROCESS ............................................................................................................... 9

5. FUNDING ............................................................................................................................... 10
   REMUNERATION ................................................................................................................ 10
   Registrar Research Funding (RRF) ..................................................................................... 10
   Professional Development Funding (PDF) ......................................................................... 10

6. SPECIALISED ACADEMIC POSTS .................................................................................. 11
   OVERVIEW .......................................................................................................................... 11
   AUSTRALIAN JOURNAL OF GENERAL PRACTICE EDITORIAL FELLOW ....................... 11
   APPLYING FOR AN AJGP ACADEMIC POST .................................................................... 11
   AJGP application process ................................................................................................. 11
Support during the application process ................................................................. 12
AJGP SELECTION PROCESS ............................................................................ 12
AJGP selection criteria ....................................................................................... 12
Assessment ........................................................................................................ 12
Outcomes ........................................................................................................... 12
AJGP SPECIALISED POST FUNDING ................................................................. 12
7. ACADEMIC POST APPLICATION PROCESS .............................................. 13
Expression of Interest ......................................................................................... 13
Application Form ............................................................................................... 13
8. PROGRAM TIMELINES/ MILESTONES ..................................................... 14
9. SUPPORT DURING THE APPLICATION PROCESS ..................................... 15
10. RACGP CONTACTS ...................................................................................... 15
11. TRAINING ORGANISATION AND UNIVERSITY INFORMATION ............. 16
Roles and Responsibilities in Academic Post Process ........................................ 16
    RACGP ........................................................................................................ 16
    Training Organisation .................................................................................... 16
    Medical Educator .......................................................................................... 16
    University Supervisor ................................................................................... 16
Contracts and Funding ....................................................................................... 17
    Agreements .................................................................................................. 17
    Funding ........................................................................................................ 17
    Training organisation funding processes ...................................................... 17
    Budget template ........................................................................................... 18
    Registrar Research Funding & Professional Development Funding .............. 18
    Reconciliation ............................................................................................... 18
12. APPENDIX ONE: AJGP EDITORIAL FELLOW ROLE DESCRIPTION .......... 19

Page 3 of 22
1. **OVERVIEW**

Evidence is the foundation of everyday general practice. GPs and registrars need to be able to filter, critically appraise, interpret and apply the information available to them. The Australian General Practice Training Program (AGPT) seeks to ensure registrars have the opportunity to build their skills in the areas of research and critical thinking through 12-month part-time Academic Post training terms. RACGP administers the Academic Post Program. Registrars in the 2019 cohort will undertake Academic Posts from January/February 2019 to January/February 2020.

Please note that RACGP is offering the 2019 academic term subject to continued Department of Health funding. RACGP will post any updates regarding funding on its Academic Post webpage, located at https://www.racgp.org.au/becomingagp/australian-general-practice-training-program-(agpt)/academic-posts/

**Purpose**

The Academic Post is an AGPT training term where registrars learn academic skills through individualised learning plans. The post provides exposure to research and the academic environment, and encourages registrars to incorporate academic work into their careers.

**Why do an Academic Post?**

During an Academic Post, registrars develop skills in research, teaching, project work and critical evaluation of research relevant to the discipline of general practice. Registrars undertaking Academic Posts will find these skills invaluable to the way they practice throughout their careers.

Academic Posts provide the opportunity 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; and
- Help build the foundation for a career as a GP academic or medical educator.

Some academic registrars will use the experience to prepare themselves for further postgraduate study in academic general practice, e.g. Masters or PhD.

"From being an academic registrar, I gained the confidence to begin in an academic career. I was able to identify that I really enjoy research and teaching and have now gone onto continue my teaching at the University Medical School. I have started a PhD at the same institution. I would recommend this to anyone thinking about research/teaching in their future careers, as it is a unique opportunity to do research in your interest areas, in a paid position working towards your training time. It is a truly wonderful extended skills position."

Dr Rebekah Hoffman, AGPT Registrar and 2017 Academic Post holder

**How does the Academic Post work?**

The Academic Post training term has one intake per year, and commences January/February. The academic component is completed part-time (0.5 FTE) over 12 months within a university department of general practice or rural clinical school, in conjunction with clinical work (0.5 FTE). The post includes research and teaching requirements.

**Research**

Registrars may complete their own research project or join an existing research project. If part of an
existing project, a registrar must have a clear role and be accountable for a distinctive part of the existing work.

Registrars must discuss their research proposal with their Regional Training Organisation’s (RTO) Medical Educator (ME) and find a suitable university-based GP academic supervisor before applying. Registrars must have at least one GP academic supervisor in their supervisory team.

Many RTOs have relationships with universities in their region, and the registrar’s ME may be able to suggest suitable academic supervisors. Previous academic registrars in the registrar’s RTO may also be able to assist registrars to establish connections with potential supervisors in their region, or area of interest.

Division of academic time between research and teaching may change from week to week and is dependent on university schedules, however the split is approximately 2/3 research time (12 hours per week) and 1/3 teaching time (7 hours per week) both averaged over the post. Registrars should consider the amount of time available over the 12 months in determining the breadth and scope of their research project.

**Teaching**

During the post, registrars are involved in teaching at a university and/or training organisation. This teaching may involve delivery of lectures, facilitating small group teaching, conducting tutorials, assessments, curriculum development and being involved in departmental meetings. Teaching should not include extensive administration work, or tasks that exceed the registrar’s competence e.g. writing high stakes exams.

**Clinical**

Registrars are required to complete clinical work concurrently with their Academic Post, with a minimum of 14.5 hours of clinical work per week.

**Examples of Academic Posts**

- Cross Cultural Training of GP Registrars – Who is Responsible? Assessing the perceptions and Training needs of GP Supervisors in Western Sydney
- Haemochromatosis: Under-Diagnosed by How Much? A Decade of HFE Gene Test Results in Rural and Metropolitan Queensland
- Introduction of a Meningococcal B vaccine into primary healthcare: a survey of knowledge, attitudes and factors affecting immunisation practices among South Australia GPs
- Exploring health literacy around preventative health care in refugee women in Brisbane – a focus on breast and cervical cancer screening
- Screen to puff – selecting adults at high risk of COPD for spirometry in general practice

**Specialised Academic Posts**

A specialised Academic Post is a post where there is a defined research project to be completed but some objectives of the term are predetermined. Specialised posts are designed to facilitate accessibility to specific research opportunities.

There is currently one type of specialised Academic Post available: The Australian Journal of General Practice (AJGP) Editorial Fellow. Refer to page 11.
2. **ELIGIBILITY FOR AN ACADEMIC POST**

Enrolled AGPT registrars are eligible to apply to undertake an Academic Post if they have completed at least GPT1. If the registrar has not completed GPT1 at the time of application, they are required to provide a letter from their ME indicating their satisfactory progress to date, and confirmation of expected completion of GPT1 by 3 September 2018. Successful candidates commence the post at the beginning of the next calendar year after a successful application.

Academic Posts can either be undertaken as a part of the RACGP core vocational training as an Extended Skill term or Elective; or as Advanced Rural Skills Training (ARST) as part of the Fellowship of Advanced Rural General Practice (FARGP).

**Incorporating an Academic Post into your learning plan**

An Academic Post is a 12-month part-time position typically completed at 0.5 FTE with clinical training at 0.5 FTE. Academic Posts are available on both College Fellowship pathways; FRACGP and FARGP. Upon commencement of the post in January/February 2019, the registrar must have completed GPT1 and have at least 3 months of clinical work remaining for FRACGP Fellowship. Applicants should inform the RACGP as soon as they successfully complete GPT1 if they have not done so at the time of application submission. Any applicants unsure of their eligibility to apply for a post should email gpedresearch@racgp.org.au.

RACGP gives preference to applications for posts that will contribute to the registrar’s vocational training for fellowship (i.e. first year applications will be given preference). Second year candidates may apply if they have sufficient time remaining within their training; these registrars are expected to demonstrate a greater depth of research and act as mentors to first year students.

Academic Posts pathways:

- FRACGP: Academic Post is approved for extended skills or an elective
- FARGP: Academic Post is approved as an Advanced Rural Skills term – the registrar must consult with their ME and the RACGP rural Censor regarding the ARST when completing the application and seek formal approval of their learning plan prior to accepting an offer.

The Director of Training (DoT) at a registrar’s RTO must approve an Academic Post application.

**Academic Post as FARGP ARST**

A core requirement of the FARGP is the completion of at least 12 months of ARST in an accredited training post. ARST is designed to augment core general practice training by providing an opportunity for registrars looking to build, refresh or develop more specialised and/or a broader range of skills and knowledge to meet the needs of their rural or remote community.

It should be noted that acceptance onto the FARGP program is not approval of your intended ARST. The latter is a separate process completed prior to the Academic Post submission deadline.

The RACGP Rural censor must approve the Academic Post proposal if the registrar wishes to undertake it as FARGP ARST, to ensure it meets the requirements of the FARGP program.

The RACGP Rural censor will consider whether the Academic Post is suitable as an ARST on a broad range of conditions including, but not limited to:

- an explanation of the rural general practice context of the program;
- sufficient clinical placement time to provide appropriate volume of patients;
- supervision by an appropriate specialist specific to the discipline area;
• details of the assessment criteria and assessment process; and
• a training post being supported by the registrar’s RTO.

Applications to the RACGP Rural censor will be reviewed and a response provided within six weeks of receipt. The prospective approval by the RACGP Rural censor must be granted prior to the Academic Post submission deadline; however we encourage registrars to apply to the Rural censor as early as possible to ensure that they have sufficient time to refine their Academic Post research proposal if required, before submission to the Academic Post program.
3. SELECTION CRITERIA

The assessment committee uses the following selection criteria to evaluate each application. Registrars are encouraged to consider these criteria when completing their application form.

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

- Does the proposal clearly demonstrate that the registrar has embedded the Academic Post within their learning plan?

Criterion 2 – Quality of research

- Does the proposal demonstrate a clear research question?
- Has the registrar, in consultation with their supervisor, developed an appropriate research plan?
- Has the registrar demonstrated how their proposed research fits with existing research on their topic?
- Is the research question relevant to Australian general practice?

Research may focus on clinical care, general practice education, policy, service delivery, or any other topic relevant to Australian general practice.

- If the registrar is embedding their research in an existing larger project, does the registrar have ownership of their study?

Applicants should demonstrate that they have significant involvement in the research design, in the conduct of the research and in the analysis and interpretation of data.

Criterion 3 – Quality of research: feasibility, methodology & ethics

- Can the registrar realistically complete the project in the given timeframe?
- Has the registrar identified the appropriate methodology for the proposed research?
- Has the registrar identified and adequately discussed the ethical issues raised by the project design?

Criterion 4 – Quality teaching experience

- Does the application demonstrate how the registrar plans to contribute to the teaching of their academic institution?

  Teaching should constitute approximately one third of the registrar’s AP time, averaged over the post
- Do the teaching activities have a nominated supervisor?

Criterion 5 – Demonstrated engagement with Academic GPs & university departments of general practice or rural clinical school

- Does the supervisory team contain sufficient GP presence?
- Does the academic institution have a general practice focus?

Criterion 6 – For applicants applying for a second post

- Does the registrar demonstrate superior skills and a commitment to a future in academic general practice?
- Is the registrar enrolled in, or working towards enrolling in, a higher research degree?
4. **SELECTION PROCESS**

**Academic Assessment Panel**

The Academic Assessment Panel (AAP) is a selected group of RACGP and external representatives. The main function of the AAP is to assess the suitability of registrar applications for Academic Posts. The AAP consists of the following organisations/members:

- An Aboriginal and Torres Strait Islander person, with experience in educational research
- Royal Australian College of General Practitioners
- Australian Association of Academic Primary Care
- RTO Senior Medical Educator

**Assessment Process**

AAP members individually assess and score each of the registrar applications against the selection criteria listed on page 8. Each panel member puts forward their recommendation to accept, reject or discuss the application further. The AAP then convenes to discuss the applications and assessments to make a final recommendation to the RACGP. If deemed suitable for an Academic Post, the AJGP manager will assess interested applicants for the AJGP Post against the Editorial Fellow role description.

**Outcomes**

General and specialised Academic Post applications follow the same outcome process.

There are two possible outcomes provided by the relevant panel for a post application: accept, or reject.

1. **Accept** – the panel is satisfied with the application and proposed research project and recommends that the RACGP support the application.
2. **Reject** – the panel does not recommend the application as suitable for an Academic Post placement. RACGP will send a letter to the registrar giving feedback on why their application was unsuccessful.

Note, RACGP expects to offer 20 Academic Posts in 2019. Where applications exceed the number of places available, the panel will rank eligible applications based on quality of proposal, to determine those that will be offered a post.

**Appeal Process**

If a registrar wishes to appeal a rejected application, the process is as follows:

1. The applicant must send an email to the Chair as recorded in the letter of notification, with copy to the registrar’s ME and university supervisor, stating the reasons why their application should be reconsidered.
2. The appeal must be lodged within one week of the date of the letter of notification
3. The panel Chair will reconsider the application and make a final recommendation; however this will be subject to available positions within the program.
5. **FUNDING**

The RACGP is able to fund up to 20 registrars to undertake an Academic Post in 2019, including specialist post places. The RACGP transfers funding for the post to the RTO, as with any AGPT training term.

**Remuneration**

The terms of remuneration are as follows:

- a registrar’s salary will be 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
- statutory on costs of 9.5% superannuation and 2% workers’ compensation
- payroll tax (as per state requirement)

RACGP will not cover any costs over the above listed statutory requirements forming part of university employment conditions for its academic staff.

The RACGP offers access to a total of $8,000 for professional development and research costs in addition to salary funding, as per the category descriptions below. The registrar’s RTO holds and manages these funds.

**Registrar Research Funding (RRF)**

RRF grants assist with the running costs of academic registrar research projects. Registrars can apply for funds to assist with the cost of undertaking their project, following the guidelines listed in the application form. Registrars should outline any expected research costs in their Academic Post application.

The AAP approves RRF allocations when assessing registrar applications.

**Professional Development Funding (PDF)**

Academic registrars are eligible for professional development funding relevant to their academic training. Registrars should discuss professional development activities with their ME and university supervisor, and outline details in their application form.

The AAP approves PDF allocations when assessing registrar applications.
6. SPECIALISED ACADEMIC POSTS

Overview

A specialised Academic Post is a post where there is a defined research project to be completed but some objectives of the term are predetermined. Specialised posts are designed to facilitate accessibility to specific research and training opportunities. These terms count towards training in the same way as a standard Academic Post.

There is currently one type of specialised Academic Post: the Australian Journal of General Practice (AJGP) Editorial Fellow.

Australian Journal of General Practice Editorial Fellow

The Australian Journal of General Practice (AJGP) superseded the Australian Family Physician (AJGP) in January 2018. The AJGP is now the official journal of the Royal Australian College of General Practitioners (RACGP). It is a highly regarded peer-reviewed journal publishing original articles and reviews dedicated to meeting the ongoing educational requirements of general practitioners.

The AJGP Post incorporates a standard Academic Post with additional editing work. This post is a unique opportunity for a registrar to obtain medical editing experience during their academic training. RACGP requires that the post be undertaken one day per week at the AJGP office within the RACGP national office; 100 Wellington Parade, East Melbourne.

Within the 12-month part-time (0.5 FTE) time constraint, an AJGP academic registrar:

- undertakes editing work with the AJGP as detailed in the AJGP AP Role Description (see Appendix 1);
- completes an academic research project, either an individual project or as part of a larger research project team, with a smaller scope than a standard post; and,
- has few or no university teaching requirements, as negotiated with their university supervisor. The RACGP awards a maximum of two AJGP positions each intake.

Applying for an AJGP Academic Post

AJGP application process

Registrars interested in undertaking the AJGP post are required to submit the standard Academic Post application form. Within the form, applicants should complete the extra AJGP Post application fields as well as upload a response to the role description selection criteria; see Appendix One.

When completing the Academic Post application, applicants should outline the training term structure of scenario a, or a and b:

a. Where the registrar completes their research project AND the AJGP work,

b. Where the registrar completes ONLY their research project.

Interested registrars should note in their post application if they are only interested in doing an Academic Post with the AJGP Fellowship (i.e. registrar would withdraw the application if not accepted for AJGP).
Support during the application process
The registrar’s ME and university supervisor should provide assistance with design of the research project. The RACGP can provide logistical support including application form queries and will address any questions regarding the AJGP component of this post.

For full contact details see page 15.

AJGP selection process
AJGP selection criteria
The AAP first assesses AJGP Post applications against the Academic Post criteria; see page 9. Those applicants deemed to have a suitable research plan are then considered for an AJGP Post position by the AJGP manager and panel.

Assessment
The AAP assesses AJGP applications along with the other Academic Post applications; see page 9.
If a registrar is applying for both the AJGP Post and the standard Academic Post, the AAP will assess both training term models to ensure they meet requirements.

The RACGP AJGP manager selects up to two editorial fellows from the successful post applicants.

Outcomes
Registrars receive notification from the RACGP on the outcome of their Academic Post and/or AJGP Fellow application and will have an opportunity to select which offer they wish to accept.

AJGP Specialised Post funding
The RACGP will fund the AJGP Posts directly to the registrar’s RTO; see page 17. AJGP academic registrars are also entitled to RRF and PDF; see page 18.
7. **ACADEMIC POST APPLICATION PROCESS**

**Expression of Interest**

Prior to applications opening, RACGP runs an Expression of Interest (EOI) process. The EOI submission window runs from 9 April 2018 to 20 May 2018. Registrars wishing to apply for an Academic Post are encouraged to complete and submit an Expression of Interest (EOI) form to the RACGP. The form will be available on the RACGP website: [http://www.racgp.org.au/becomingagp/australian-general-practice-training-program-(agpt)/academic-posts/](http://www.racgp.org.au/becomingagp/australian-general-practice-training-program-(agpt)/academic-posts/) during the submission window.

Registrars who complete an EOI are not obligated to apply for a post. This process is simply a way for the RACGP to gauge interest. Similarly, RACGP will consider applications from registrars who have not submitted an EOI.

**Application form**

Applications for Academic Posts open immediately after the EOI process has concluded. The application submission window is open from 21 May 2018 to 2 July 2018. Registrars must submit applications via an online form. A link to the form will be available on the RACGP website: [http://www.racgp.org.au/becomingagp/australian-general-practice-training-program-(agpt)/academic-posts/](http://www.racgp.org.au/becomingagp/australian-general-practice-training-program-(agpt)/academic-posts/) during the submission window.

The Academic Post application form requires comprehensive information on all aspects of the registrar’s proposed post including logistical information, learning objectives and the research and teaching proposal.

The RACGP encourages registrars to start completing the application form with assistance from their ME and university supervisor as soon as the application form is available.

The application form contains three sections:

- Part A – Academic Post Application
- Part B – Registrar Research Funding
- Part C – Declarations

A majority of sections in the application form are subject to a word count.
8. **PROGRAM TIMELINES/ MILESTONES**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request for Academic Post Expressions of Interest</td>
<td>9 April – 20 May 2018</td>
</tr>
<tr>
<td>Academic Post applications open</td>
<td>21 May 2018</td>
</tr>
<tr>
<td>Academic Post applications close</td>
<td>2 July 2018</td>
</tr>
<tr>
<td>Review of applications by Academic Post Academic Assessment Panel (AAP)</td>
<td>July/August 2018</td>
</tr>
<tr>
<td>Application outcomes provided to Academic Post applicants</td>
<td>3 September 2018</td>
</tr>
<tr>
<td>Letters of offer and funding contracts sent out</td>
<td>September 2017</td>
</tr>
<tr>
<td>Academic Post two day orientation workshop in Melbourne, Victoria</td>
<td>November 2018</td>
</tr>
<tr>
<td>Commence Academic Post</td>
<td>January/February 2019</td>
</tr>
<tr>
<td>Webinar</td>
<td>February/March 2019</td>
</tr>
<tr>
<td>Orientation progress report due</td>
<td>30 March 2019</td>
</tr>
<tr>
<td>Mid-term progress report due</td>
<td>30 June 2019</td>
</tr>
<tr>
<td>AP two day workshop</td>
<td>July/August 2019</td>
</tr>
<tr>
<td>GP19 – conference attendance and two day workshop</td>
<td>October 2019</td>
</tr>
<tr>
<td>Webinar</td>
<td>January 2020</td>
</tr>
<tr>
<td>Final research findings report due</td>
<td>28 February 2020</td>
</tr>
<tr>
<td>Conclude Academic Post</td>
<td>January/February 2020</td>
</tr>
</tbody>
</table>
9. SUPPORT DURING THE APPLICATION PROCESS

The registrar’s ME and university supervisor should provide assistance with design of the research project. RACGP Education Program staff can also answer questions and provide feedback on the project and logistical support including application form queries.

10. RACGP CONTACTS

For further information, please contact the Education Research team via gpedresearch@racgp.org.au or phone:

- Jill Byron  Education Research Program Coordinator  03 8699 0374
- Kate Huang  Education Research Program Administrator  03 8699 0415
- Talya Mathews  Education Research Program Manager  03 8699 0358
11. TRAINING ORGANISATION AND UNIVERSITY INFORMATION

In addition to the Academic Post description and processes outlined in this guide, the below information relates directly to the responsibilities and requirements of the RTO and university supporting an academic registrar.

Roles and Responsibilities in Academic Post Process

**RACGP**

It is the RACGP’s role to:

- Manage the Academic Post application and selection process;
- Allocate Post places under recommendation of the AAP; and
- Enter into a funding agreement with the registrar’s RTO.

**Training Organisation**

As the Academic Post is an AGPT training term, it is the RTO’s role to:

- Manage the registrar’s learning plan and development requirements;
- Manage the salary funding, RRF and PDF, and related reconciliations;
- Negotiate a fair employment contract and enter into an agreement with the university; and
- Record and report on the training following AGPT Program guidelines.

**Medical Educator**

The ME’s role in the Academic Post is to:

- Ensure the registrar’s learning plan and development requirements are met;
- Guide prospective academic registrars in selecting a university supervisor;
- Advise on a suitable research project and sign off the Academic Post application;
- Ensure the registrar has signed a fair contract with their university and that the registrar is paid for their work in a prompt manner;
- Guide and support the registrar along with the registrar’s main university supervisor; and
- Complete mid-term and end of term reports, collect reports from the university supervisor and registrar, supply a copy to RACGP and action any identified issues.

**University Supervisor**

The university supervisor’s role in the Academic Post is to:

- Work with the prospective academic registrar to develop a research application for a suitable individual project or as part of a larger project, where the registrar has a clear and independent role;
- Provide advice on the appropriate scope and breadth of the research project, the applicability to general practice, feasibility and timeline;
- 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 daily departmental activities; and
- Complete and submit mid-term and end of term reports.
Contracts and Funding

Agreements

Once RACGP receives the registrar’s signed Letter of Offer, RACGP will send a Funding Agreement to the registrar’s RTO:

- The Funding Agreement is a contract between RACGP and the RTO, which contains the obligations and responsibilities of both parties, and the funding agreement of the Academic Post training term.

- RTOs should ensure they understand their responsibilities before signing and returning the Funding Agreement to RACGP by the specified date. The RTO’s Chief Executive Officer, or delegate, must sign the Agreement.

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

Funding

RACGP will fund salary, RRF and PDF for up to 20 registrars per year to undertake an Academic Post, paid to the registrar’s training organisation. Listed on page 10 are the terms of salary remuneration.

Training organisations receive funding in three stages:

1. 40% of the total funded amount on receipt and approval of:
   - a signed copy of the Letter of Agreement
   - an approved copy of the budget template

2. 30% of the total funded amount on receipt and approval of:
   - a signed copy of the mid-term report from both the academic registrar and their academic supervisor

3. 30% of the total funded amount on receipt and approval of:
   - a signed copy of the final report from both the academic registrar and their academic supervisor
   - a complete copy of the reconciliation templates for RRF and PDF RTO to invoice the RACGP when each milestone has been reached.

Training organisation funding processes

RTOs that support an academic registrar must:

- Complete an Academic Post budget template and submit to RACGP for approval;
- Provide written confirmation to the registrar of approved salary and entitlements;
- Manage the registrars RRF and PDF expenditure including changes from the original application;
- Submit an itemised reconciliation including receipts of the costs incurred during the Academic Post for RRF and PDF expenditure; and
- Ensure that the registrar submits mid-term and final reports to the RACGP.
Budget template
Along with the Letter of Agreement, 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 complete the budget template with the proposed funding structure for the registrar, based on the university published rates. The RTO will need to negotiate the registrar’s entitlements with the registrar’s university and include the registrar in this process. The RTO must submit the budget template to RACGP by the specified date, along with the signed Letter of Agreement. RACGP will approve or decline the budget template. If declined, RACGP will ask the RTO to provide justification for the costs and provide the RTO an opportunity to re-submit. Once approved, RACGP will send the RTO a final copy of the Agreement signed by both RACGP and the RTO.

Registrar Research Funding & Professional Development Funding
Academic Post registrars are eligible for RRF and PDF funding to support their research; see page 10. RACGP provides upfront funds for RRF and PDF to the RTO. Management and reconciliation of these additional funds are the responsibility of the RTO. Expenditure is based on the outlined costs and development activities in the registrar’s Academic Post application form. RTO considers and approves variations providing they meet the funding conditions. Registrars need to confirm their RTO’s policies to access these funds.

Reconciliation
At the end of an Academic Post, RACGP requires RTOs to submit an itemised reconciliation and receipts of costs incurred during the Academic Post for RRF and PDF expenditure. The reconciliation will be due within 30 days of the Academic Post end date.

RTO must return to RACGP any funding not expended in either of these categories. RACGP makes the final payment to RTOs, less any unspent RRF and PDF. RACGP will send a reconciliation template to RTOs on receipt of the registrar’s final reports.
12. APPENDIX ONE: AJGP EDITORIAL FELLOW ROLE DESCRIPTION

AJGP EDITORIAL FELLOW ROLE DESCRIPTION

<table>
<thead>
<tr>
<th>Position Title</th>
<th>Editorial Fellow, Australian Journal of General Practice</th>
<th>Reporting to</th>
<th>Medical Editors, AJGP Managing Editor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>RACGP Brand and Communications Unit</td>
<td>Direct reports</td>
<td>N/A</td>
</tr>
<tr>
<td>Time commitment</td>
<td>1 day per week</td>
<td>Length of commitment</td>
<td>12 months – commencing Jan/Feb 2019</td>
</tr>
</tbody>
</table>

The Organisation
The Royal Australian College of General Practitioners (RACGP) is Australia’s largest professional general practice organization, and represents urban and rural general practitioners. We represent more than 35,000 members working in or towards a career in general practice.

The RACGP’s mission is to improve the health and wellbeing of all people in Australia. It does so by:

- Supporting GPs, general practice registrars and medical students through its principal activities of education, training and research;
- Assessing doctors’ skills and knowledge;
- Supplying ongoing professional development activities;
- Developing resources and guidelines;
- Helping GPs with issues that affect their practice; and
- Developing standards that general practices use to ensure high quality healthcare.

Our Values
RACGP staff are expected to uphold our workplace values:

- **Progressive leadership** Forward thinking and proactive leaders who lead by example and empower staff to create and drive innovation
- **Quality** Honouring our Organisational Vision and Mission Statement by constantly striving for excellence in service delivery and advancement in the field
- **Ethics** Committed to acting with morality, integrity and transparency in serving the best interests of all stakeholders
- **Professionalism** Dedicated professionals who respect and collaborate with others and are fully accountable for their actions.
The Team
The Brand and Communications team comprises the following business units:

- Marketing
- Events
- Publications

The Publications Unit is an important service delivery unit and communication channel for the RACGP. It produces and distributes publications such as *Australian Journal of General Practice* (AJGP), *Good Practice*, check and a number of in-house standards and guidelines.

Responsibilities include the management and production to specified timelines of:

- AJGP
- Check
- Good Practice
- Clinical guidelines and other publications and material prepared by other RACGP business units.

Management and production responsibilities for these products include editing and proofing of content, design, preparation for printing, costing and quotations, and printing.

The Role
The Editorial Fellow will work under the supervision of the Medical Editors and Editorial Advisor to manage the medical content of the journal with the aim of acquiring skills in medical editing, medical writing, critical appraisal and peer reviewing.

The Editorial Fellow will work cooperatively with authors, reviewers, researchers and administrative and production staff.

The key responsibilities include:

- Editorial development and planning;
- Ensuring adherence to the peer review process;
- Writing, editing and developing medical content, and
- Ensuring conformance to high editorial and ethical standards.

Key Responsibilities

*Editorial development and planning*

With the support of the Medical Editors and/or Editorial Advisor:

- manage the submission and review process via online manuscript management system (Manuscript Central)
- arrange peer review of manuscripts
- make impartial editorial decisions on the appropriateness of manuscripts for publication, considering the paper’s importance, originality, clarity and relevance to general practice
- identify authors, contributors and peer reviewers
- plan issues and commission articles, series and other medical content as appropriate
- correspond with authors and reviewers in a timely, professional manner
• participate in planning the yearly themes and focus articles
• attend quarterly Editorial Board meetings (via teleconference) - optional
• contribute to the ongoing quality improvement of the journal

Ensure adherence to the peer review process
• with the support of the Medical Editors and/or Editorial Advisor communicate peer reviewer comments to authors in a constructive manner
• provide appropriate feedback to reviewers
• use reviewer comments to guide editorial decisions
• assist with the maintenance of the author and reviewer database

Writing, editing and developing content
With the support of the Medical Editors and/or Editorial Advisor:
• medically edit, fact check and proofread manuscripts to ensure medical accuracy, clarity and appropriateness for general practice
• write editorials, clinical challenges and other material for AJGP as required

Ensure conformance to high editorial and ethical standards
With the support of the Medical Editors and/or Editorial Advisor, participate in the process by which all medical material:
• is correctly attributed, acknowledged, headed, described, captioned, labeled and illustrated
• is used with permission and complies with copyright legislation
• does not plagiarise another author’s work
• is not being, or has not been, published elsewhere
• is appropriately referenced to the available evidence
• conforms, wherever relevant, to the International Committee of Medical Journal Editors (ICMJE) ‘Uniform requirements for manuscripts’, Committee on Publications Ethics (COPE) guidelines and relevant Australian legislation and regulations.

Environment, health and safety
1. Complies with the RACGP’s OH&S policies and procedures
2. Takes reasonable care for the safety of his/her own health and safety and that of other people who may be affected by their conduct in the workplace
3. Seeks guidance for all new or modified work procedures to ensure that any hazardous conditions, near misses and injuries are reported immediately to the Manager
4. Participates in meetings, training and other environment, health and safety activities
5. Does not wilfully place at risk the health or safety of any person in the workplace
6. Does not wilfully or recklessly interfere with or misuse anything provided in the interest of environment health and safety or welfare
7. Cooperates with the RACGP in relation to activities taken by the RACGP to comply with OH&S and environmental legislation.
Relationships
The role requires interaction with the following stakeholders:

RACGP staff: General Manager, Publications Manager, Editorial Advisor, Medical Editors, Sub-Editor, Editorial Assistant, Production Coordinator, Graphic Designers, RACGP website production staff.

Other: AJGP Editorial Board, authors of commissioned and non-commissioned articles, peer reviewers, medical media and general media, academic departments of general practice, relevant GP and primary healthcare organisations.

Key Selection Criteria

Experience, knowledge and Skills
As a suitable candidate, you will have:
- A demonstrated interest in undertaking medical editing and fact checking
- High level oral and written communication skills with strong attention to detail and accuracy
- Understanding of medical research with sufficient knowledge to determine quality, reliable sources
- Strong organisational skills with the ability to multitask and prioritise conflicting deadlines
- Ability to work within a team environment including working with staff in remote locations
- Competent in use of Microsoft Office software

As an ideal candidate, you will also have:
- Experience in medical editing or publishing
- Understanding of the peer review process
- Demonstrated experience as a published author
- Understanding of, or a willingness to learn:
  - the International Committee of Medical Journal Editors (ICMJE) ‘Uniform requirements for manuscripts’
  - the Committee on Publications Ethics (COPE) guidelines
  - a working knowledge of Australian and international permissions and copyright law.

Qualifications
As a suitable candidate, you will have completed:
- MBBS or equivalent, and current recent experience as a practising general practitioner in Australia
- On the AGPT pathway to FRACGP

As an ideal candidate, you will have completed:
- a higher degree in research or related field

Workplace behaviours
In your role, you are expected to:
- Positively influence others
- Take initiative
- Focus on service
- Make effective decisions
- Be transparent
- Be respectful

- Be emotionally intelligent
- Be flexible and adaptive
- Strive for excellence
- Demonstrate integrity
- Be accountable
- Collaborate