



# **AGPT ACADEMIC POST PROGRAM**

<b>2023</b>	<b>APPLICATION GUIDE</b>
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## AGPT Academic Post Program 2023: 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.*

# AGPT ACADEMIC POST PROGRAM

**2023**

**APPLICATION GUIDE**



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# ACRONYMS AND INITIALISMS

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<b>AAP</b>	Academic Assessment Panel
<b>AGPT</b>	Australian General Practice Training
<b>AIDA</b>	Australian Indigenous Doctors' Association
<b>AJGP</b>	<i>Australian Journal of General Practice</i>
<b>ARST</b>	Advanced Rural Skills Training
<b>ERU</b>	Education Research Unit
<b>FARGP</b>	Fellowship in Advanced Rural General Practice
<b>FRACGP</b>	Fellowship of The Royal Australian College of General Practitioners
<b>FTE</b>	full-time equivalent
<b>GPiT</b>	GP in training
<b>GPT1</b>	General Practice Term 1
<b>ME</b>	medical educator
<b>PDF</b>	professional development funding
<b>RRF</b>	registrar research funding
<b>RTO</b>	regional training organisation
<b>SME</b>	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 2023 cohort will hold academic posts from January–February 2023 to January–February 2024, 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](http://www.racgp.org.au/academic-posts)

## We're here to help

For general queries about the program, contact us at [gpedresearch@racgp.org.au](mailto: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?

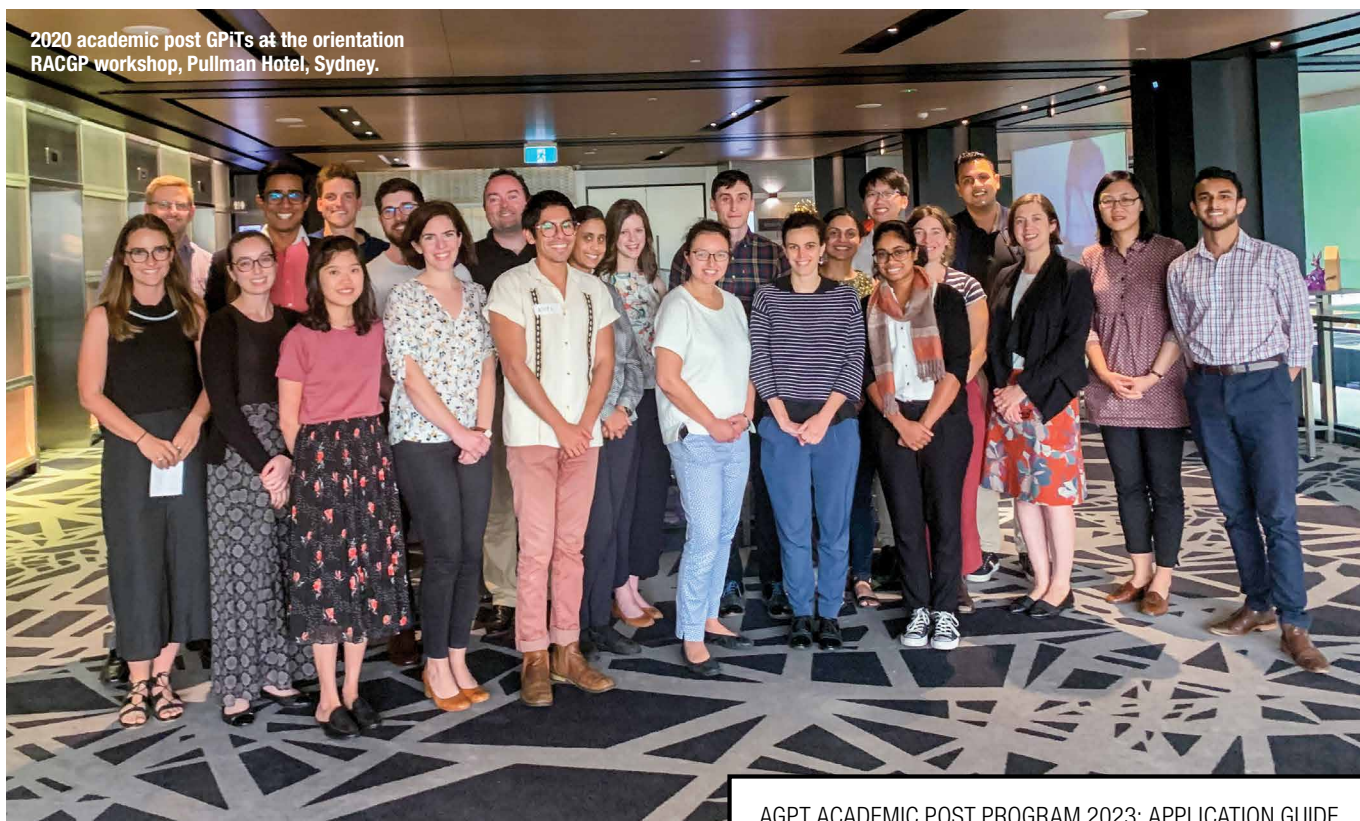
During an academic post, you'll develop research, teaching and project work skills, as well as the ability to critically evaluate research relevant to general practice. These skills are invaluable to the way you'll practise throughout your career.

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 GPiTs.

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.

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](http://www.racgp.org.au/academic-posts)





## How does the academic post work?

An academic post is a 12-month part-time 0.5 full-time equivalent (FTE) position 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 (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. 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 as you complete 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

You can complete your own research project or 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 discuss your research proposal with your ME 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.

The RACGP Education Research Unit (ERU) has relationships with universities in each region, and can help 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.

## 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.

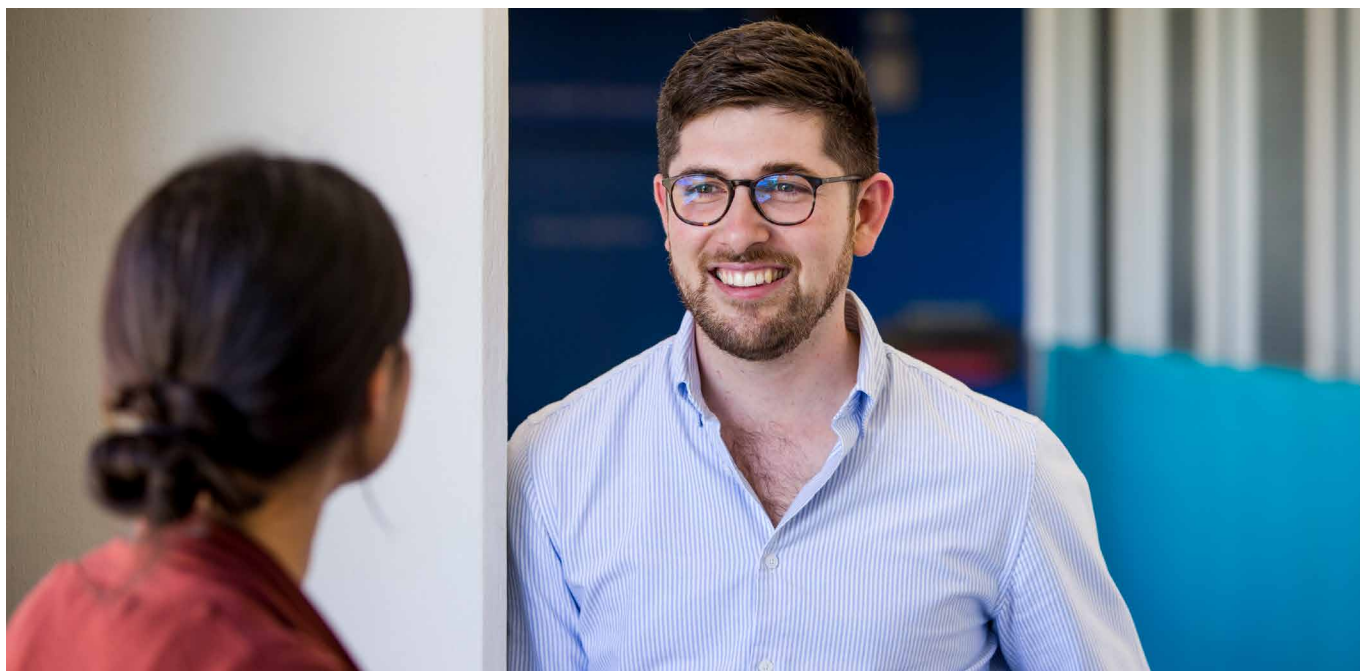
However, you can apply to have the concurrent clinical training requirement reduced or waived. For more information please visit the RACGP Academic Post web page at [www.racgp.org.au/academic-posts](http://www.racgp.org.au/academic-posts) or contact the ERU at [gpedresearch@racgp.org.au](mailto:gpedresearch@racgp.org.au)

## 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](http://www.racgp.org.au/academic-posts)

- 'The effect of a new coaching model on anxiety, depression and burnout in general practice registrars'
- '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'
- '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'
- '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 GPiTs 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 GPiTs 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 GPiTs who are undertaking a PhD alongside training.

### 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 Marketing and External Communications 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
- 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](http://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 Aboriginal and Torres Strait Islander GPiTs 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](mailto:gpedresearch@racgp.org.au) or on **03 8699 0418**; or AIDA via [aida@aida.org.au](mailto: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 GPiTs who are undertaking, or intend to undertake, higher degree research alongside training.

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

- will allow successful candidates to reduce teaching requirements to focus on research activities
- is available to GPiTs 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 both full-time and 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. 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](http://www.racgp.org.au/academic-posts)

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](http://www.agpt.com.au/About-Us/Policies/AGPT-Policies) defines eligibility. If you're unsure of your eligibility, email [gpedresearch@racgp.org.au](mailto: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.
- GPiTs 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.

### 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 regional training organisation (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

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. It is important that your application demonstrates meaningful collaboration with your university supervisory team.

The 2023 application submission window is open from **Monday 2 May 2022 to Monday 1 August 2022**. A link to the form will be available at [www.racgp.org.au/academic-posts](http://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 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](mailto: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, 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

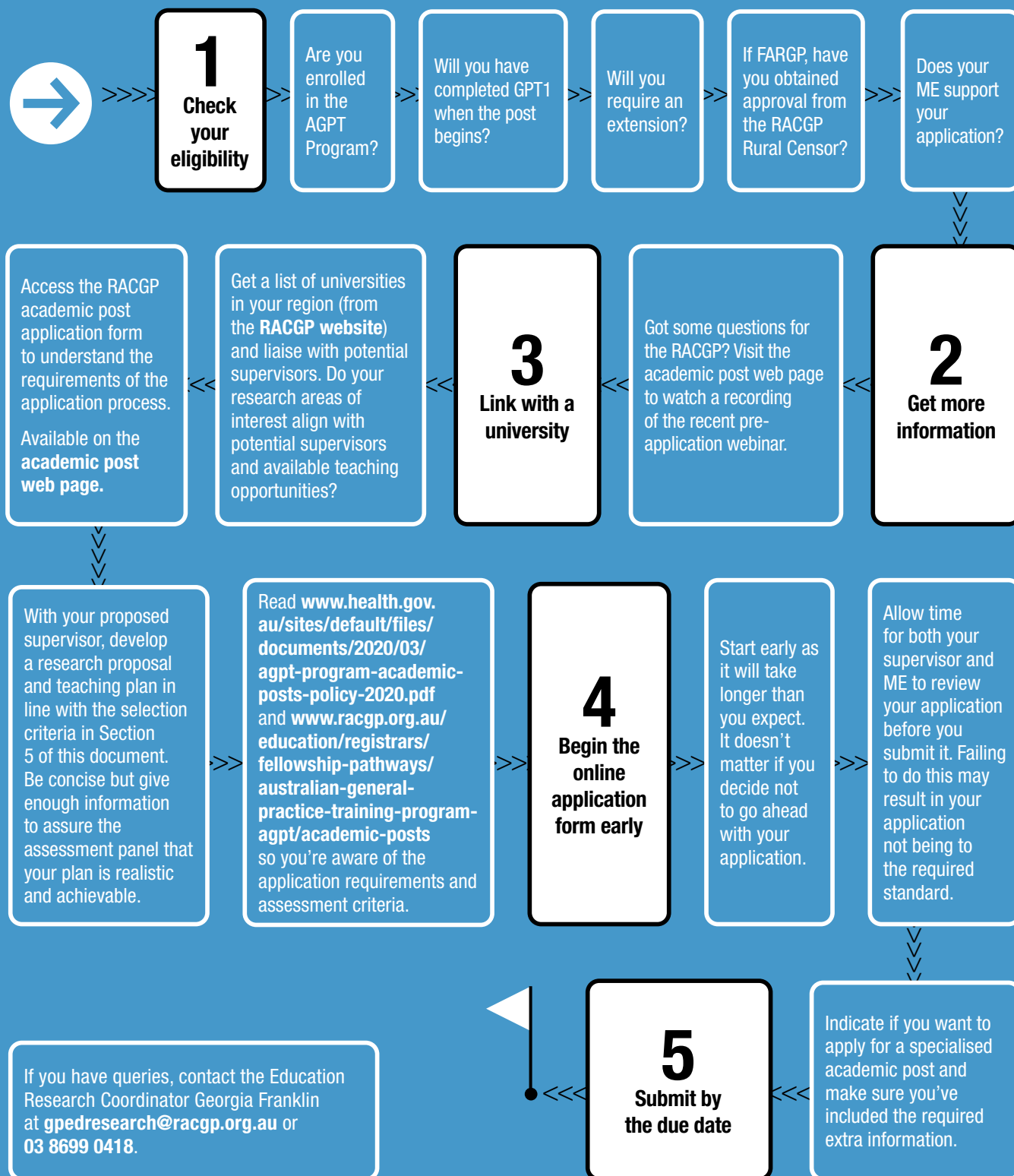
- This section ensures all stakeholders have reviewed your application.

## 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 stipulated by the Department of Health.

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 GPiT'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 improve the applicant's knowledge and skills in research.
- The proposed teaching plan will improve the applicant's knowledge and skills in teaching and medical education.

## Criterion 2 – Quality of research

- The AAP assesses:
  - the GPiT 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 GPiT is embedding their research in an existing larger project, that the GPiT 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 3 – 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.

## Criterion 4 – Quality teaching experience

- The application demonstrates how the GPiT plans to contribute to teaching at their academic institution:
  - Teaching should constitute a minimum of 40% of the GPiT'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 higher level of research sophistication than applicants for a first academic post
  - demonstrated superior skills and commitment to a future in academic general practice
  - the expectation 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

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## 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 Academic Post Program is competitive. The RACGP will offer up to 20 academic posts in 2023. 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. The AAP may request additional information from an applicant if it is required.

## 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 Manager, Content and Creative, for consideration.

The National 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 Zoom)
- complete a practical exercise to assess editorial ability.

Two *AJGP* posts are 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. 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 GPiTs in 2023, 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 AJGP or 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 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 university holds and manages these funds.

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 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, GPiTs 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 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
Pre-application webinar	Thursday 21 April 2022, 7.00 – 8.00 pm AEST (recorded)
Academic post application period	May–August 2022
Review of applications by AAP	September 2022
Application outcomes provided to academic post applicants	September 2022
Contracting	October 2022
Academic post two-day orientation workshop	January 2022
Commence post	January–February 2023
Webinar 1 – held at 7.00 pm (AEDT) on a weeknight	February 2023
Orientation survey due	31 March 2023
Mid-term progress report due	30 June 2023
Academic post two-day workshop, location to be confirmed	July 2023
Webinar 2 – held at 7.00 pm (AEST) on a weeknight	September 2023
Attendance at one conference – RACGP-funded	Mid-year – to be confirmed
Webinar 3 – held at 7.00 pm (AEDT) on a weeknight	November 2023
Conclude academic post	January–February 2024
Final research findings report due	28 February 2024
Financial reconciliation report due	8 March 2024

## 9. UNIVERSITY INFORMATION

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

### 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
- allocate post places according to the recommendation of the AAP
- enter into a funding agreement with the GPiT's university
- provide academic support activities throughout the post
- ensure progress and financial reporting is completed on time
- at acceptance stage, negotiate a fair employment contract and budget with the university for each GPiT and enter into an agreement with the university
- ensure the GPiT has signed a fair contract with their university and is paid for their work in a timely manner.

#### RTO, or 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 RTO ME:

- 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.

During the post term, the ME:

- ensures the GPiT's learning plan and development requirements are met
- guides and supports the GPiT, in conjunction with the GPiT's main university supervisor
- records and reports on the training, following AGPT Program guidelines.

#### University supervisor

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

- negotiate a budget and funding agreement with the RACGP for each successful GPiT
- advise and approve use of RRF and PDF
- 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.

The university's finance department manages the salary funding, RRF, PDF 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 RACGP 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 university must inform the GPiT of this process.



### **RACGP–university funding agreement**

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

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 GPiT, their academic supervisor and ME
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 ME
  - b) a completed financial reconciliation for salary, RRF and PDF.



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