

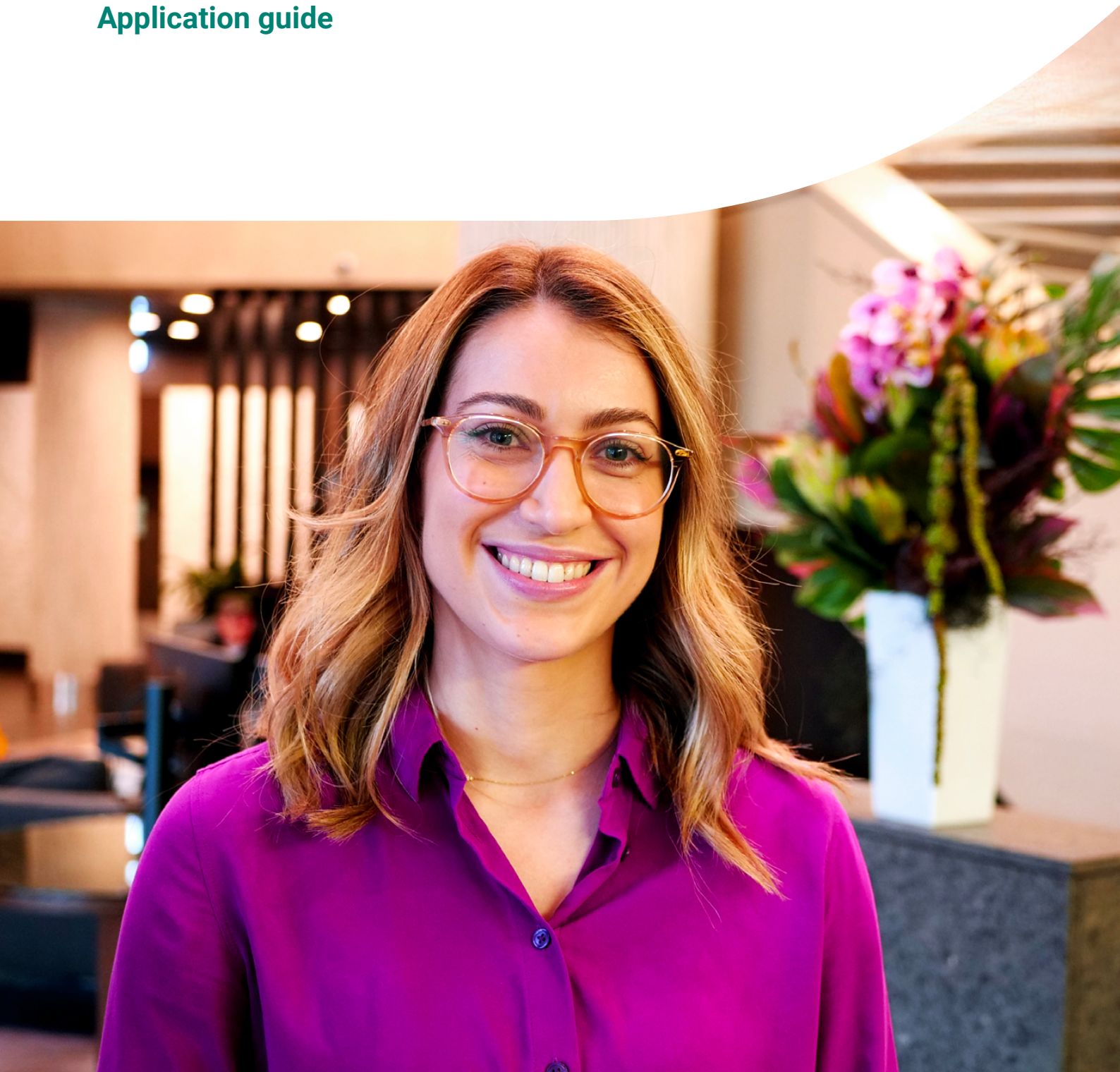


RACGP
Royal Australian College
of General Practitioners



AGPT Academic Post Program 2026

Application guide



AGPT Academic Post Program 2026: Application guide

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

Cover image: Dr Jordan Crawford.

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Acronyms and initialisms

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

1. Overview

Everyday general practice is grounded in evidence. As a general practitioner (GP), you need to filter, critically appraise, interpret and apply the information at hand. The Australian General Practice Training (AGPT) Program allows you to build teaching, research and critical thinking skills during a 12-month, part-time academic post training term. Successful applicants in the 2026 cohort will hold posts from January/February 2026 to January/February 2027, while completing a concurrent clinical term.

You can find more information and updates 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 training 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 complete an academic post?

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

The Academic Post Program

Academic posts give you a chance to:

- 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
- attend fully funded national primary health care research conferences and educational workshops.

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

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

‘The Academic Post Program is an interesting and rewarding experience. My post was an excellent introduction to a career in academic general practice.’

Dr Renae Lawrencel, recent Fellow, former academic post holder

Find more about the previous academic post participants, including the research projects completed previously [here](#).



How does the academic post work?

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

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

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

more information about the research interests, teaching opportunities and supervisors on our [website](#). Most universities will assign you a research supervisor and a teaching supervisor to oversee your research and teaching activities.

The RACGP also provides education in general practice academia through face-to-face workshops, webinars and online learning activities, delivered by academics from a university general practice department. These activities allow you to network with your peers, develop your knowledge of research and teaching practices and obtain additional support on your research projects. These activities are designed to support your cohort's needs at times relevant to your research progress.



2024 academic post registrars and presenters at the second academic post workshop in Sydney

Research

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

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. The research proposal for your application must be completed in collaboration with your GP academic supervisor, and they must sign off on the finalised plan.

The RACGP has relationships with universities in each region and can help to suggest suitable academic supervisors. Our academic post [connect with a university](#) webpage can help you do this. 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 time between research and teaching may change each week depending on university schedules. On average the split should be approximately 60% research time (11.4 hours per week) and 40% teaching time (7.6 hours per week). Be sure to take this into account when deciding the scope of your research project to ensure it's achievable within the 12-month timeframe.



Teaching

During the academic post, you'll be involved in general practice teaching at your university. This might include giving lectures, small-group teaching, running tutorials, assessing students, developing curriculum and attending departmental meetings. 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, to accommodate part-time work you can apply to have the concurrent clinical training requirement reduced or waived. This will require discussion with your training coordinator (TC) and senior local medical educator (SLME). Depending on the circumstances this might require state Censor approval. For more information please visit the RACGP academic post web page at www.racgp.org.au/academic-posts or contact the Education Research Unit (ERU) at gpedresearch@racgp.org.au

Academic post project examples

Below are some examples of previous academic post projects. You can find a full list of past recipients [here](#).

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



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. 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. It assists them to provide 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're 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'll receive formal training in the relevant processes over the first three months before gradually expanding into a workplace role.

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

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

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

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

The Editorial Fellow role description and the curriculum for the position can be found [here](#).

AIDA academic post

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

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

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



'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 allowed 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

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 intending to undertake, higher degree research alongside training.

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

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

2. Eligibility for an academic post

You can apply for an academic post during the application period from 5 May to 21 July 2025. The first step of the application process is to get in touch with your TC and SLME and discuss your intention to apply. It's important your training team is aware of your plans and they must support your application.

Eligibility

- You must have completed your General Practice Term 1 GPT1 and have at least six months FTE of training time remaining 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 progress of GPT1 prior to starting the post.
- Academic registrars will typically have six months of training time remaining at the commencement of their academic post. If you will not have at least six months FTE of training time remaining at the beginning of your post, you must discuss your circumstances with your censor to ensure that you have approval.

You are responsible for ensuring your eligibility to apply for an academic post. If you are unsure, email gpresearch@racgp.org.au

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.
- For posts that involve a project focussed on Aboriginal and Torres Strait Islander health the application must address additional criteria, relating to cultural safety and Aboriginal and Torres Strait Islander health cultural protocols, research methodologies and perspectives.

- Your application must outline confirmed support and endorsement to undertake a post from your training team.

Academic post as Rural Generalist 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 allows registrars to gain specialised skills and knowledge to meet the needs of 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 as an RG ARST.

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

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

The Rural Censor will review and respond to your application within six weeks. Please ensure you contact the Rural Censor about your application by 2 June at the latest. You must receive prospective approval from the Rural Censor before the academic post submission deadline. We encourage you to apply to the Rural Censor as early as possible to give yourself enough time to refine your research proposal (if necessary) before submitting your application for the AGPT Academic Post Program.

3. Academic post application form

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

The 2026 application submission window is open from **Monday 5 May 2025** to **Monday 21 July 2025**. A link to the form will be available at www.racgp.org.au/academic-posts

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

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

The application form contains four parts:

Part A – Applicant details and confirmation of eligibility

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

Part B – Research and teaching proposal

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

Part C – Professional development and registrar research funds

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

Part D – Declarations

- This section ensures all stakeholders have reviewed and approved your application.

Other – Specialised posts

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

We're here to help!

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

4. Application process



5. Selection criteria

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

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

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

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

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



Criterion 2 – Suitability of research proposal for an academic post

- The research question is relevant to current or emerging national health priorities or issues in Australian general practice or primary care.
- If the research proposal is part of a larger project, there is a clear differentiation and ownership of the registrar's research 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.
- The proposed research project is achievable within the timeframe.

Criterion 3 – Quality of research

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

Criterion 4 – Quality of teaching experience

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

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

- Evidence of meaningful consultation with 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

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



6. Selection process

Academic Assessment Panel

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

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

Assessment process for academic posts

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

The selection process for the Academic Post Program is competitive. The RACGP will offer up to 20 academic posts in 2026. If there are more suitable applications than posts available, the panel will rank the applications based on merit. The panel may request additional information from applicants as required.

Please note applicants who are submitting a research project focusing on Aboriginal and/or Torres Strait Islander populations or health issues will need to address the additional criteria in the application form. .

AIDA and AJGP selection process

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

PhD academic post selection process

Only registrars who have been accepted for a PhD or have provided a detailed formal PhD plan, including a supportive supervisory team and an intention to submit a PhD application, in their academic post 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 in progress 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 2026, including specialised post places.

Remuneration terms

- Registrar's salary equivalent to their university's Lecturer Level A at 0.5 FTE.
- Clinical loading equivalent to that of an academic staff member 'with significant responsibility for patient care' at 0.5 FTE.
- Appropriate statutory on-costs of superannuation and workers compensation, and other 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 the statutory requirements forming part of university employment conditions for its academic staff, or any severance payments or other overheads.

Registrar research funding and professional development funding

The RACGP offers registrars \$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. For example research, teaching or education conferences or workshops, including registration fees, accommodation and travel (within Australia only), or relevant university subjects or other courses.

Exclusions:

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

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 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. Key program dates

Milestone	Time frame
Academic post registrar showcase webinar	Tuesday 18 March 2025, 7.00 – 8.15 pm AEDT (recorded)
Pre-application webinar	Tuesday 29 April 2025, 7.00 – 8.00 pm AEST (recorded)
Academic post application period	Monday 5 May – Monday 21 July 2025 11.59 pm AEST
Review of application by AAP	AAP August 2025
Application outcomes provided	September 2025
Contracting	October – November 2025
Webinar one	November/December 2025 - held at 7.00pm (AEDT) on a weeknight (recorded)
Commence post	January/February 2026
Academic post two-day orientation workshop	January/February 2026
Orientation survey due	31 March 2026
Webinar two	April/May 2026 - held at 7.00pm (AEST) on a weeknight (recorded)
Mid-term progress report due	14 July 2026
Academic post two-day workshop	July/August 2026
Attendance at one conference – RACGP funded	Mid-year 2026 – to be confirmed
Webinar three	November 2026 - held at 7.00pm (AEDT) on a weeknight (recorded)
Conclude academic post	January/February 2027
Final research and admin report due	28 February 2027
Financial reconciliation report due	8 March 2027

9. Information for universities and regional teams

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

Roles and responsibilities in the academic post process

RACGP Education Research Unit

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

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

RACGP regional and local teams

As the academic post is an AGPT term, the regional and local teams must have oversight and be involved throughout the registrars' placements.

At the application stage, the SLME:

- advises and supports prospective applicants through their applications
- advises 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.

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 the RRF and PDF
- negotiate a budget and funding agreement with the RACGP for each successful registrar
- initiate an employment contract with each successful registrar before the commencement of their 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 department activities
- complete mid-term and end-of-term reports by the required due date.

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

Contracts and funding

Agreements

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



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