



Royal Academy
of Engineering

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ENGINEERING

Visiting Professors Scheme: Bringing industry into academia

Essential application guidance document
2025

Deadline: 28 April 2025 at 4pm



Introduction

Visiting Professors Scheme

The scheme supports the appointment of experienced industrial engineers, entrepreneurs or consultants as Visiting Professors in engineering (and related) academic units (for example faculties, schools or departments) at UK universities.

This industry-into-academia initiative aims to utilise the knowledge and experience of the Visiting Professor (VP) to enhance student learning as well as improve the employability and skills of UK engineering graduates while strengthening university partnerships with industry.

The scheme particularly supports activity - and experience-based learning approaches. It does not directly support research interactions between industry and academia, for which separate schemes exist.

VPs commit to at least
12 days
a year for three years

Overview

The aim of the Visiting Professors Scheme is to utilise the knowledge and experience of the Visiting Professor (VP) to enhance student learning and contribute to the employability and skills of UK engineering graduates. A named Academic Champion (AC) will be the Academy's main contact and will usually make the application with input from the nominated VP.

The main objectives of the scheme are to:

1. Facilitate closer collaboration between industry and universities.
2. Inspire the next generation of engineers to the benefit of UK industry.
3. Provide advice and guidance to universities on degree programme strategies to align with industry needs.
4. Deliver teaching and learning on relevant engineering degree programmes.
5. Provide students with real-life industrial contexts and scenarios.

Academy support

If successful in the application process, both the VP and the AC receive support, including:

- The Academy will hold an induction day on **Friday 19 September 2025** for new awardees (both Academic Champions and Visiting Professors) at the Academy.
- The annual visiting professors conference which provides a valuable space for sharing ideas, best practices, and networking with like-minded people.
- One-hour virtual coffee mornings through the year with a talk and then into breakout rooms for networking.
- If necessary, funding is available for this award. The need must be demonstrated and justified but cannot exceed £10,000 (all inclusive) a year for the three years of the award for the university to appoint the VP.
- Eligible expenditure against the award is for an honorarium/salary and travel/accommodation where needed as expenses for the VP, but not for equipment or software that the university should supply if needed. AC travel costs for Induction and Annual Conferences can be included. (Clear justification for the amounts must be given in the proposal covering essential requirements. Underspend on this award could affect future applications from the university.)



Eligibility criteria

- Applications must be made by permanent staff from the UK host university with input from the nominated VP.
- The VP can only be funded for one post during the three-year award.
- Existing VPs (or those who have completed their three-year tenure) cannot apply for further funding to continue on for a second term.
- The VP cannot apply if they are already working with the university in any capacity. This is about creating new links and work strands.
- The scheme requires that the VP can start their activities with the university between September and November 2025. (Note: the Academy will not provide funding to an individual already working at the university).
- The nominated VP must be an experienced industrialist, entrepreneur or consultant working at an appropriate level within an engineering sector. Engineering is defined in its broadest sense, encompassing a range of diverse fields, including computer science, materials and other related subjects.
- Applicants and their nominated VP must be committed to the objectives of the scheme.
- Visiting Professors must be able to commit a minimum of one day a month on average over the duration of the three-year award, spent engaging with the host university (either virtually or otherwise, equivalent to at least 12 days a year). Dates are fully flexible to best suit the needs of the university.
- The Academy is committed to diversity and inclusion. Nominations from post-92 universities, and for nominees from groups that are currently under-represented in the scheme and across engineering, are particularly encouraged.
- A university submitting more than one application must submit a strong case for a second application to be successful and is encouraged to ensure that at least one of the VP nominations is from an under-represented group in engineering, such as women and BAME (Black, Asian and minority ethnic groups).
- Applications that are incomplete or do not adhere to the guidelines may be rejected.



If you are unsure whether your proposal falls within the Academy's engineering remit, then please contact [Stylli Charalampous](#) (senior programme manager for further and higher education).

Assessment criteria

Our industry-into-academia initiative aims to utilise the experience of VPs (with backgrounds as industrialists, entrepreneurs, consultants or innovators) to enhance teaching and learning as well as the employability skills of UK engineering undergraduate degree students, whilst strengthening universities' external partnerships with industry. The Academic champion (as a professional academic) has a crucial role to play in partnerships with industry by communicating developments in engineering higher education to the VP as appropriate.

The intention is that VPs act as 'change agents' in aligning and updating the teaching and learning activities of engineering higher education departments with modern educational practice and the needs of modern industry.

All application leads must be submitted by the Academic Champion and not the Visiting Professor.

In considering applications, the Academy will be guided by responses under **five criteria:**

A) The programme proposal	Completed by the AC
B) Implementation plan and finance	Completed by the AC
C) Impact	Completed by the AC
D) Teaching and learning modes	Completed by the AC
E) VP profile and supporting statement	Completed by the VP

There are explanatory notes on each criterion in the following pages, indicating the information that Academy reviewers will consider.

Assessment criteria explanatory notes

A) The programme proposal

It is important to understand that a VP is not an additional pair of hands to share in the routine teaching and learning and administrative activities of a university engineering department. Rather, it is the opportunity for suitably experienced industry practitioners to participate (for example) in curriculum development, face-to-face teaching, or mentoring of engineering undergraduates/postgraduates on taught courses. This may be through the introduction of specialist subjects (e.g. AI, digital skills, big data, cryptology, sustainability) or of new teaching and learning methodologies, (such as 'Active Learning') or of key skills identified by industry for example, practical experience, leadership and management skills, business acumen, technical expertise, communication skills, ability of students to work on their own initiative, ability to work across interdisciplinary teams, literacy skills, teamwork, and numerical skills). An awareness of approaches to diversity and inclusion is also regarded as important.

The programme proposal therefore needs to emphasise the change that will be brought about if the application is successful, and the arrangements that will be in place to sustain (even enhance) the VPs legacy in the future. In formulating the programme proposal, care must be taken in estimating the VP time requirements overall.

B) implementation plan and finances

The VP scheme has a minimum requirement for the equivalent of 12 days engagement of the VP with the university each year.

Whatever the activity intended for the VP, the need for very careful planning is manifest, and **an indicative timeline summary of activities, outputs, outcomes** in appropriate detail over **the three-year period** must be presented for the academy's consideration as part of this section. This would be best done as one per line.

If necessary, funding is available for this award. The need must be demonstrated and justified but cannot exceed £10,000 (all inclusive) a year for the three years of the award for the university to appoint the VP. That can only cover an honorarium/salary and travel/ accommodation expenses, and AC travel costs for Induction and Annual Conferences (but not equipment or software that the university needs to supply). Some companies will allow engagement of a VP employee with the scheme without affecting their salary – in which case only a smaller honorarium should be charged. This application should include a clear justification for the amounts asked for.



C) impact

The appointment of a VP can impact a department in many different ways. It has an impact on students' learning by making the curriculum more industrially orientated, for example teaching traditional subjects in an industrial context. A VP can enhance a department's approach and the students' awareness to diversity and inclusion, a key area of importance in the engineering profession. It also creates the opportunity to extend the curriculum into contemporary areas not currently addressed in many universities (for example AI, or machine intelligence). Impact might also be felt in teaching the 'key skills' that employer's comment are underplayed in engineering higher education, for example practical skills, leadership and management skills, business acumen, technical expertise, communication skills, ability to work on their own initiative, ability to work across interdisciplinary teams, literacy skills, teamwork, and numeric skills - all important employability skills.

A VP might also extend the curriculum to include introductory material on modern engineering – current practices, finance, economics, business, entrepreneurship and enterprise, management, quality, digital skills, languages, rhetoric, marketing, sociology, sustainability, ethics, risk, philosophy, psychology, art and aesthetics, facilities, human resources, and so on.

A VP could impact upon the student recruitment strategy of a department – perhaps spreading the qualifying subjects of student applicants beyond science and math's to students with backgrounds in just those same subjects: finance, economics, business, entrepreneurship and enterprise, management, quality, digital skills, languages, rhetoric, marketing, sociology, sustainability, ethics, risk, philosophy, psychology, art and aesthetics, facilities and human resources.

Of course, the impact that a VPs work might have on graduate employers is manifest and of great importance.

D) Teaching and learning modes

University engineering departments around the world are changing their approaches to teaching and learning, and the Academy VP scheme is keen to encourage such innovation. Examples include 'blended learning' where conventional face-to-face lectures on campus might be mixed with online or other provision. Another option is the 'flipped classroom' approach, which changes the traditional lecture format (where notes are taken, and then homework is done outside the classroom) so that the classroom becomes a problem class environment (with mentors or tutors) for example, and student learning is carried out online or in the university library or with friends in the coffee bar. Alternatively, the classroom could become a 'studio', suitably equipped, where teams of students are engaged in active learning through problem-based learning (PBL) or project-based learning activities. In project-based learning, the focus is on the learning rather than the project; with problem-based learning the aim is to solve a problem, with associated learning being achieved through this. Along with PBL, students engage in 'lean learning', acquiring the skills to research topic areas sufficiently to make progress with the problem. With 'content mastery', students assemble a personal 'toolkit' of useful topic areas. Working in teams means that not all members need have or gain skills in the same topics – as would happen in industry.

The PBL approach, with student teams having a spectrum of subject backgrounds and interests, enables the student cohort to learn about and engage with the 'process of engineering' consisting of the stages of 'creativity', 'design', and 'innovation' (like the widely adopted 'cdio' approach). Here, 'creativity' is an activity to produce ideas of value, satisfying customer requirements, which may lead to a prototype as 'proof of concept'. 'design' takes that concept and translates it into a practical realisation and 'innovation' brings the product to reality, to market, ensuring that it is feasible, viable, and desirable.

This approach enhances employment prospects that future-proofs graduates against technological change and is one that the academy is keen to encourage.

Above are some examples and other innovative teaching and learning modes are welcomed.

E) VP profile and supporting statement

Both the University and the Academic Champion are responsible for conducting due diligence on all submissions made by the Visiting Professor, ensuring that the statements and CV contents are accurate and truthful. By submitting the application, you agree that this verification has been completed and that the information provided is correct. Any misrepresentation or falsification of information may result in termination and the return of any funds awarded to date per clause 16.c.v of the Academy Conditions of Award. The University and the Academic Champion are also responsible for maintaining the accuracy of this information throughout the Visiting Professor's tenure (Conditions of Award: clause 5.a.). See our basic terms and conditions

<https://raeng.org.uk/grants-policies>.

Key to the success of the VP scheme, and the application, is that the VP has a relevant background and experience. The nominated VPs CV has an important role to play in this and is a requirement of the scheme. It should be carefully prepared to emphasise the match between the VPs profile, the programme proposal and other criteria. The richer the experience that the VP brings, the greater the opportunity for success. The application duration of experience, variety of appointments, level of responsibility, overseas work, research achievements, teaching experience, and qualifications are all important measures that may be used as differentiators by assessors where application numbers exceed funding opportunities. This should be linked to the CV presents.

This is the opportunity for the VP to comment on specific aspects of their background that make the application particularly appropriate and linked to CV along with any benefits to their employers.

The CV, **no longer than four pages**, should be entered here as a **PDF**.

What we expect

Specific scheme priorities

In line with the academy's new strategy for 2020 to 25, the visiting professors scheme particularly welcomes applications focusing on one of these three priority areas:

- Supporting the embedding of sustainable development goals (SDGs) into taught engineering programmes.
- Embedding diversity and inclusion into the design and delivery of taught engineering programmes.
- Developing experience-led approaches such as problem-based, or project-based active learning) for engineering degree programmes.

Other scheme priorities

- Developing areas that employers often find often missing in graduates (such as practical experience, leadership and management skills, business acumen and communications skills).
- Supporting the development of a curriculum that encompasses creativity, design and innovation to produce more industry-relevant graduates and also with a diverse knowledge base, such as ethics, marketing, aesthetics, psychology and sociology.



Visiting Professors

The intention is that the VPs will:

become agents of change, leaving a legacy of their work for future cohorts offer insights and feedback on how teaching and learning could be improved at the host university to increase relevance to industry needs.

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What to expect

Reporting

The Academy expects an annual report from the AC that will be jointly written with the VP showing deliverables against objectives stated in the application. In addition, a financial statement of income against expenditure each year will be required.

It is the AC's responsibility to make sure the Academy receives a **satisfactory** report by no later than the dates stated in the contract. It can only be uploaded by the AC. There are templates and guidance documents on the website that are constantly changing and need referring to prior to any submission.

University induction programme

As with all new members of staff the host university must offer the VP a full induction programme.

Visiting Professor

The VP needs to provide a short biography (up to 100 words) and a photograph for inclusion on the Academy's website prior to contract being issued.

The VP must be available at for a minimum of 12 working days or equivalent during each year.

VP conference and induction

The AC and VP are expected to attend an Academy Induction in the first year and all three subsequent Annual Conferences.



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Diversity and Inclusion

The Royal Academy of Engineering is committed to diversity and inclusion and welcomes applications from all underrepresented groups across engineering. It is the Academy's policy to ensure that no applicant is disadvantaged or receives less favourable treatment because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

Before you commence your application, you will be asked a few diversity monitoring questions to help the Academy monitor and assess our [diversity and inclusion policy](#). It will only be used for statistical purposes with access restricted to staff involved in processing and monitoring the data. No information will be published or used in any way that identifies individuals. The Academy will retain personal information as per our [Data Retention Policy](#) in line with the General Data Protection Regulations 2018.

The information will be treated as strictly confidential, nonattributable and will not be seen by anyone involved in any selection processes. You will need to complete the diversity monitoring section before you can see the grant application form, but can choose "prefer not to say" as responses.

Use of generative AI tools in funding applications and assessment

The Academy has aligned with other UK funders around the use of generative AI tools in funding applications through the Research Funders Policy Group [joint statement](#).

Regarding the use of AI, applicants are fully responsible for all the content presented in their grant applications. The grant process does not penalise the use of generative AI tools, but it is imperative to ensure that the application reflects the applicant's own voice and ideas. It is not acceptable to solely rely on generative AI tools to write the entire grant application from start to finish. While these tools may be used to assist in various aspects, the application must primarily represent the applicant's own work.

Applicants must provide clear acknowledgement if they have used generative AI tools in the process of writing their grant applications. This includes disclosing the name of the tool used and describing how it was utilized. The following style should be employed for referencing:

I acknowledge the use of [insert AI system(s), version number and link] to generate materials for background research, styling, proofreading, etc.

Or,

I acknowledge the use of [insert AI system(s), version number and link] to generate materials that were included within my final assessment in modified form.

National Security

The Academy is the UK's National Academy for engineering and technology and seeks to increase the potential positive benefit that innovations can have for society, whilst reducing the risks of harm. Hence, in all our activities, we seek to minimise the risk that technology developed as part of work that we support could be misused by a foreign state to build a capacity to target UK interests in a hostile fashion or to control or repress their population. There is a risk that for some grant activities, failure to protect IP and a lack of due diligence into collaborators could result in sensitive technology being transferred to and misused by a hostile or repressive foreign state. As such all applicants should ensure they are familiar with the Academy's Policy on [National Security-Related Risks](#).

Grant Agreement

If you are successful, your funding will be awarded under the Basic Terms and Conditions found on [the Academy's website](#).

This agreement has been developed to ensure funding aligns with our Academy values, is used for the purposes for which it was awarded, and is managed in compliance with our own funders' agreements, UK legislation and funding best practice.



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How to apply

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All applications must be submitted via the online system, available here: <https://grants.raeng.org.uk>. An applicant (the Academic Champion, AC) must first register with the system (if not already registered on our grant management system) and provide some basic log-in details to create a profile. After you have registered for the first time, it will take at least 10 minutes before you can log in. Select 'start application' from the list of available funding programmes.

Important: the application requires input from three separate contributors: the applicant (AC), the Visiting Professor, and the applicant's Line Manager (LM).

All sections must be completed by the relevant author before the submission deadline, and it is the Academic Champion's responsibility to ensure this happens.

The application form has three sections and should take approximately one hour to complete. This assumes that questions are answered offline and merely need to be copied and pasted, rather than composed in real time. A summary of the guidance notes is embedded within the system itself. However, the guidance notes below are more detailed so we recommend that this document is kept to hand, by the three contributors so that they can complete their section.

The primary purpose of this application form is to identify whether the proposed VP and activities at the host university meet and satisfy the aims and objectives of the scheme.

A pdf of the application is available after submission; this may be useful for future reference and for sharing with colleagues.

Completing the application process

The Academic Champion (AC), main applicant, is the person who must start the application process. After logging in to the system via the Academy website and selecting the Visiting Professors programme, you will be presented with the **Instructions** screen. Here you will see some general instructions on how to use the system as well as the list below of the three sections of the application form:

1.	(Main applicant) Project details	(Main applicant) Completed by the Academic Champion (AC)
2.	(Co-applicant) Visiting Professors' details	(Co-applicant) Completed by the Visiting Professor (VP)
3.	University support	Completed by the applicant's Line Manager (LM - such as Dean, or Head of Department where the applicant is not HoD)

At this stage, the AC will be asked to provide the email addresses for the VP (referred to as the co-applicant in the application process) and the line manager (referred to as the collaborator in the application process). Note: If the VP and/or LM already have an Academy account then use the same email linked to their account.

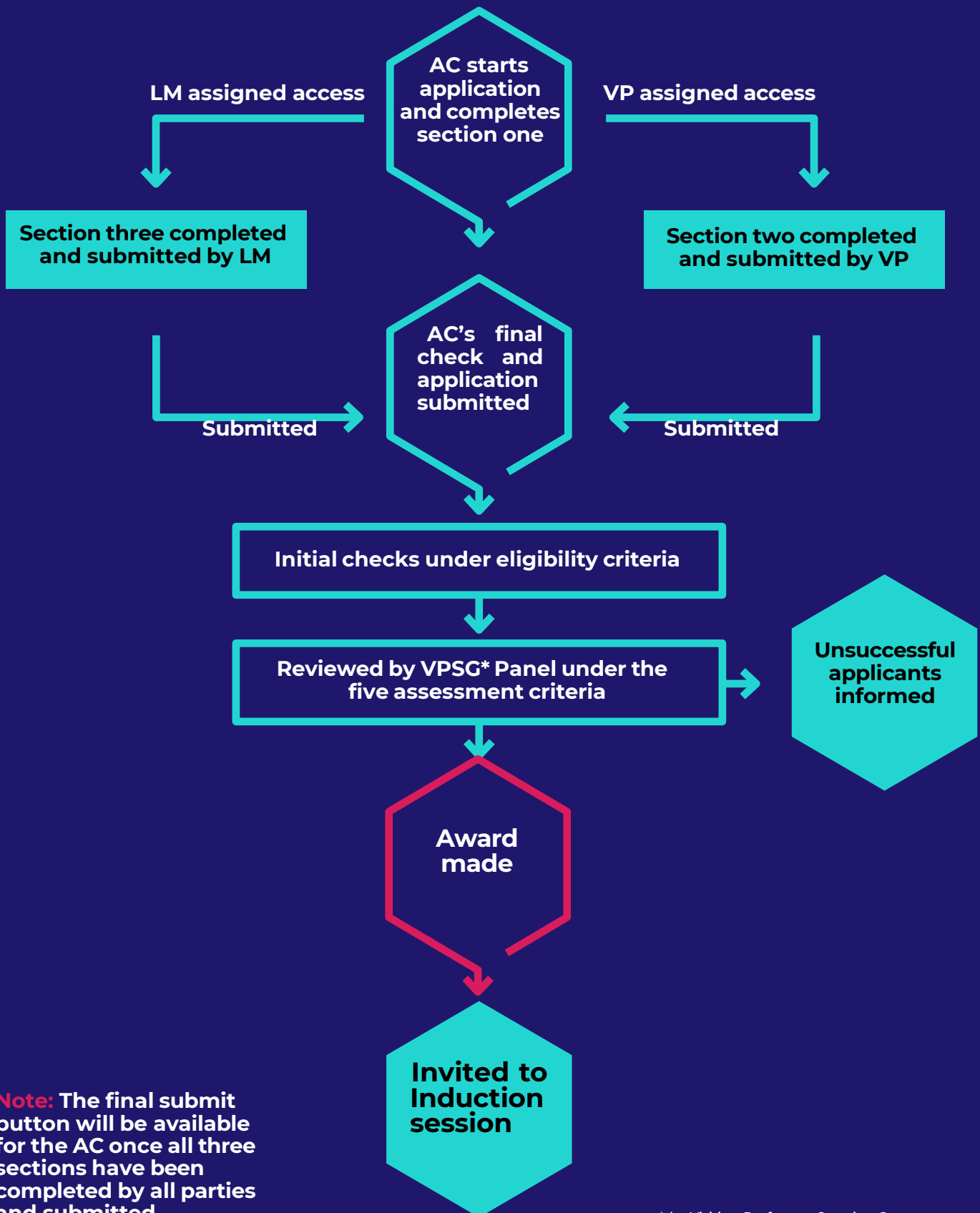
The accounts registered to these email addresses will then be given access to their relevant section and read-only access to the other two sections.

We recommend that the VP and LM sign on to the system after they receive the automated email invitation, not before. Both should access the application form to make sure that they identify any access issue that might occur by **Monday 21 April 2025** the latest. After that date any potential access issues may not be rectified in time for the submission deadline, which is at **4.00pm on 28 April 2025**.

At any stage in the application process, you can save your work and return to it later. You can answer the questions in any order you like. You may freely skip some to return to later if you wish to do so. It is therefore worth viewing the application steps early on for an indication of what is required.

The AC must complete section one, the VP completes section two, and the-line manager completes section three. Each must be submitted once finished. These can be completed in any order, and all sections must be completed prior to submission. A **final submission button** will appear for the **AC** once all three sections are **submitted** that needs to be clicked for the whole process to be complete.

Application process



Note: The final submit button will be available for the AC once all three sections have been completed by all parties and submitted

*the Visiting Professors Steering Group

Questions

Section one

Academic Champion to complete

1. Name of the university

Information: full legal name of the university that would be used as part of any contract. If you do not know it please find out as if incorrect could delay/affect your contract if awarded.

2. Post – '92 or pre –'92 university? [dropdown list]

Information: select one of them.

3. Engineering area [drop down list]

Information: drop down list of the area of engineering that the award will cover. You just need to select the most appropriate from the following:

1. Civil, construction and environmental
2. Materials and mining
3. Chemical and process
4. Aerospace
5. Transport and mechanical
6. Manufacturing and design
7. Electrical and electronic
8. Energy and power
9. Medical and bioengineering
10. Computing and communications
11. Special (including engineering management and multi-disciplinary).

4. Full name of the proposed VP [textbox]

Information: give the full name of the individual, together with prenominals (for example EurIng, Mrs, Ms, Mr, Professor, Dr etc.) and honorary postnominals **ONLY** (such as OBE, MBE, FREng, FRSE as appropriate **NOT** degree's or memberships of professional engineering institutions.

5. Project dates [date field]

Information: please enter your proposed start and end dates. Visiting professors must start their award activities between September and November 2025 with completion by 31 July 2028. All awards are for a **three-year academic period (NOT a calendar year)** and requests for a shorter/longer period will not be accepted.

6. Project title [textbox – up to 10 words]

Information: the project title should not be longer than 10 words and should be understandable to a non-specialist reader. The essence of the VPs engineering area should be captured in the title and should be as informative as possible.



Assessment criterion (a) programme proposal (see further explanatory notes on page 5)

A1. Synopsis of proposal [textbox, up to 100 words]

Information: summarise your proposal with key highlights.

A2. Programme proposal [textbox, up to 400 words]

Information: explain in detail how the nominated VP will engage with your department, its staff, and its students. In particular indicate how the appointment of this VP will enhance student learning and improve the employability prospects of the students via the knowledge, understanding and skills acquired. Indicate how the VP scheme will contribute to the creation of rounded engineering professionals who are able to consider social, economic, policy and environmental issues.

Outline the strategic importance of this VPs appointment to your department, including how it might assist in meeting your aims and objectives and strengthen any external partnerships.



Assessment criterion (b) implementation plan and finance (see further explanatory notes on page 6)

B1. Describe the work plan indicating the VPs activities and outputs during the period of the award [textbox, up to 500 word]

Information: what is the plan of work for the VP? Include here both **quantitative** and **qualitative** statements that will form **metrics** of the **VP activities, outputs as a list in year order line by line** to be included as part of this description (to be reported against annually). State the year they will be carried out, a description and expected output/ measurement (such as student numbers, diversity data, activities, resources, etc) for the following:

- Outline the proposed teaching and learning programme (including mentoring for the VP and other activities over the period of the award.
- Provide a plan covering detail of the proposed teaching with approximate number of students (included gender and other under-represented groups)
- The plan should also include details of other activities, such as seminars or off-campus visits to companies and sites.
- Include the number of days that the VP will be doing per year (minimum 12 days).
- Break down the days for each year that the VP will be delivering that must add up to the previous section.

An **indicative time-line summary** of **activities** and **outputs** in appropriate detail **over the three-years** must be presented. As these will be used as part of your annual reporting if successful.

B2. What is the total value of funding sought? [Table]

Information: funding of up to £10,000 (all inclusive) a year over three years is available to support the VP through honorarium/salary and travel/accommodation expenses and AC Travel costs for Induction and Annual Conferences can be included. Remember due to Covid-19 travel has been restricted so think carefully if this needs to be incorporated. Just complete the total for each year. An initial payment (direct to the university) will be made, and the subsequent payments are only made on the receipt of satisfactory submission of reports and/or data. These payments are also directly transferred to the university only.

B3. If necessary, funding is available for this award. The need must be demonstrated and justified. [textbox up to 200 words]

Information: Eligible costs include honorarium/salary and travel/accommodation expenses if really needed for the VP only. Please give an accurate, fully justifiable breakdown cost for each of the three years. Do not overestimate as underspend could affect future applications from the university. You must provide an indicative timeline in appropriate detail to support your application.

The AC should make suitable arrangements with their finance department and the VP on this matter. If they are recruited as a fractional full-time member of staff then the funds cannot be used to cover administrative elements of the job that are not directly related to this scheme.

Note: We encourage that all three parties are happy with how the VP will get paid before submission as we cannot dictate how the University will process payment to the VP as we do not want any complications.

Assessment criterion (c) Impact (see further explanatory notes on page 6)

C1. Impact of proposal [textbox, up to 500 words]

See D1 before answering this question

Information: the most direct impact from the VPs will be on student teaching and learning, skills and employability. Under this criterion the applicant should describe the expected **outcomes** of their **VP proposal**. As well as a **summary** as a **list in date order** at the end (**to be reported annually**) at. There is an expectation that the VPs can be agents of change and to have a much wider impact, both on the department, the university and perhaps beyond. A VP might be asked to perform a critique or review of overall academic curriculum structure from an industrial perspective or contribute to industrial advisory committees or even contribute to the expansion of the Academy's VP scheme or similar.

In this section the applicant should describe the expected impact of the proposal with reference to:

- How the VP scheme is going to contribute to the development of rounded engineering professionals who are able to consider social, economic, policy, ethical and environmental issues
- How your scheme will improve student employability.
- Any additional impact beyond the direct teaching.
- Describe your plans for impact beyond the initial three-year appointment. How will the VPs legacy then be sustained?
- **List the outcomes in date order** as these will be used as part of your annual reporting if successful.

Please indicate how you will optimise the impact of your nominated VP. The Academy assessors will make careful note of the impact that the VP is expected to have on the students, on the department and indeed, the university. Also, you will need to include these in your annual reports if successful.

Assessment criterion (d) teaching and learning modes (see further explanatory notes on page 7)

D1. Description of teaching and learning modes

[textbox, up to 300 words]

Information: this is the opportunity to describe any innovative teaching and learning methods that will be introduced through the VP scheme. The Academy is encouraging such methodologies through the scheme - not just in the modes of teaching and learning, but also the ability to bring different approaches to the material that is being taught by instilling engineering practice in modern programmes – based on creativity, design and innovation. The explanatory notes have further information on page 7.

Diversity and monitoring for Both AC and VP

The Academy is committed to diversity, inclusion and to treating people fairly by identifying and removing any unnecessary barriers. By carrying out diversity monitoring we can better understand the participation of different groups across the awards available. This information cannot be attributed to you and will only be used for statistical purposes for the scheme. The only thing we will know is if you have/have not completed the form. We expect everyone to complete this who wishes to be considered for the award.



Questions

Section two

Visiting professor to complete assessment criterion e) VP profile and supporting statement. (See further explanatory notes on page 7)

Complete the diversity and monitoring first before completing the questions so that it is not left out. There are options for all questions to answer including 'prefer not to say'. This section must be completed by all applicants.

E1. Visiting professor's details [table]

Information: this question allows you, as a prospective VP to provide their details, including prefix, name, email, telephone contact, current employment and job title.

E2. Please upload your CV [file upload]

information: the format and content of the CV is left to your discretion. The CV must not exceed four pages and should be submitted as a PDF document. See also assessment criteria e) VP profile and supporting statement on page 7 for more information.

E3. Supporting statement [textbox – up to 300 words]

Information: you should outline:

- Details of any relevant experience.
- How your skills and experience will enable you to successfully deliver the proposed programme of work.
- Examples of your experience that demonstrates your suitability for being a VP and how this meets the Academy's objectives especially around diversity and inclusion.
- How will you bring industry and academia together. along with the benefits for both.
- How your CV matches the programme proposal.

Please confirm that you have support from your employer and that they are happy with the appointment (Tick box)

Only required for those employed by a company or similar body; otherwise, state that you are self-employed or retired.

Section three

Line manager to complete

This section seeks confirmation that the university fully supports the proposal and choice of VP and that it has considered the strategic importance of the VP collaboration.

1. Job title

Information: please provide your job title here.

2. Relationship to applicant (AC)

Information: can you please state your relationship to the academic champion such as pro-vice-chancellor, line-manager.

3. Outline your commitment to the proposed visiting professors scheme [textbox – up to 400 words]

Information: this should also include:

- The commitment to support the proposed VP.
- Commitment to allocate time for the Academic Champion to manage award.
- Indication of the strategic alignment of the academic unit's industrial engagement and teaching strategies.
- Explanation of strategic importance of this partnership with the chosen industry partner and the Royal Academy of Engineering.
- Explanation of the suitability of the nominated VP.

The statement should make clear that all reasonable facilities will be provided for the VP if the application is successful.

Assessment of applications

Applications will be reviewed and assessed by a selection panel comprising of **members of the Visiting Professors Steering Group**. They will consider all aspects of the application, and in particular the five criteria highlighted. Academic Champions will be notified whether their application has been successful by **Monday 14 July 2025**, subject to contract.

IF SUCCESSFUL

Visiting Professors are expected to start their award between September and November 2025. The Academic Champion and Visiting Professor must attend the induction **Friday 19 September 2025 at the Academy**.

Information



Key dates

The application round opens on **Wednesday 28 February 2025.**

The application round closes on **Monday 28 April 2025 at 4pm.**

The Academic Champion will be notified by **Monday 14 July 2025.**

The **induction** will take place on **Friday 19 September 2025 at the Academy.**

The Annual 2025 Visiting Professors Conference is still **to be confirmed.**

Contact

If you have any questions about your eligibility, the programme, or problems with your application, please contact **Stylli Charalampous** (Senior Programme Manager for Further and Higher Education) on **+44 (0)20 7766 0644** or email: stylli.charalampous@raeng.org.uk

Visa requirements

The Academy cannot take any responsibility for applying for the visas/work permits required and cannot provide advice. Applicants must be able to remain and work legally in the UK for the duration of the scheme but there is no restriction on applicant nationality.

About us

The Royal Academy of Engineering is harnessing the power of engineering to build a sustainable society and an inclusive economy that works for everyone.

In collaboration with our Fellows and partners, we're growing talent and developing skills for the future, driving innovation, and building global partnerships, and influencing policy and engaging the public.

Together we're working to tackle the greatest challenges of our age.

What we do

Talent and diversity

We're growing talent by training, supporting, mentoring and funding the most talented and creative researchers, innovators and leaders from across the engineering profession.

We're developing skills for the future by identifying the challenges of an everchanging world and developing the skills and approaches we need to build a resilient and diverse engineering profession.

Innovation

We're driving innovation by investing in some of the country's most creative and exciting engineering ideas and businesses. We're building global partnerships that bring the world's best engineers from industry, entrepreneurship, and academia together to collaborate on creative innovations that address the greatest global challenges of our age.

Policy and engagement

We're influencing policy through the national engineering policy centre – providing independent expert support to policymakers on issues of importance. We're engaging the public by opening their eyes to the wonders of engineering and inspiring young people to become the next generation of engineers.

