

ANNUAL REPORT

2026



University of
Sheffield

Centre for
Engineering
Education

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Welcome from our Directors

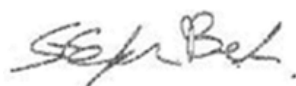
As the Centre for Engineering Education (CEE) enters its third year, it is rewarding to see our initial vision truly taking shape. We aren't just getting "bigger", we are becoming more meaningful. We are building a distinct brand for Sheffield Engineering Education, one that is successfully translating into national and international reputation, vital new partnerships, and a clear voice in the global conversation.

A key part of our early ambition was to bring the world's best engineering education thinkers to Sheffield. That effort is paying off: hosting the EERN conference this year and looking forward to SEFI next year marks a significant milestone for us. Our influence is growing, further evidenced by Dr. Di Benedetti's election to the SEFI Board of Directors. His leadership, alongside many of our staff engaging with SEFI special interest groups, ensures Sheffield has a seat at the most important tables in our field.

Closer to home, the CEE networks are becoming the heartbeat of teaching support across the Faculty and the wider University. Our aim has always been to complement University of Sheffield groups like Elevate, working together to enrich the student experience. This collaborative spirit is reflected in our data: publications and presentations have increased by 30% this year. Perhaps most excitingly, many of these are from first-time authors, colleagues who have been supported through our Engineering Scholarship weeks and inspired by our internal and external keynote speakers.

This year also saw the launch of our final strategic pillar: Scholarship Mentoring. This is a vital step in our commitment to supporting staff in their teaching and career development. We are proud to align this work with the Faculty's vision of ensuring our staff have the tools and the community they need to be the best educators they can be.

We have come a long way since our launch. As you read through the impact detailed in this report, we hope you see more than just numbers; we hope you see a community striving to raise the quality, reputation, and leadership of education here at Sheffield.



Professor Stephen Beck,
School of Mechanical, Aerospace and Civil
Engineering.



Dr Matteo Di Benedetti,
Multidisciplinary Engineering Education

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Strategic Mission and Vision

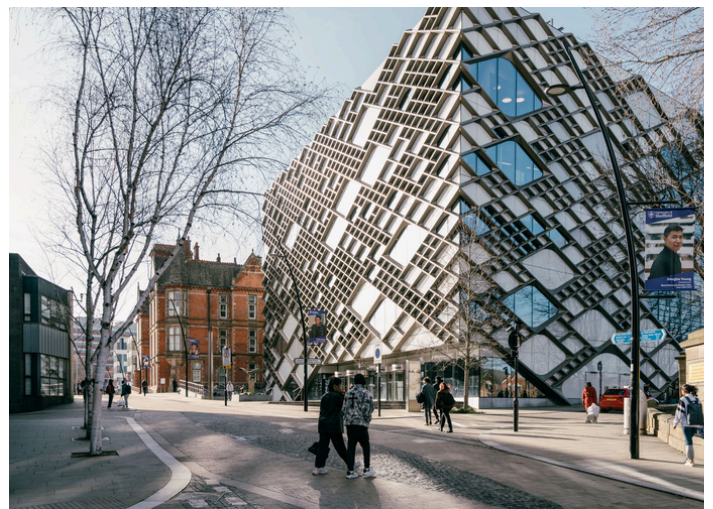
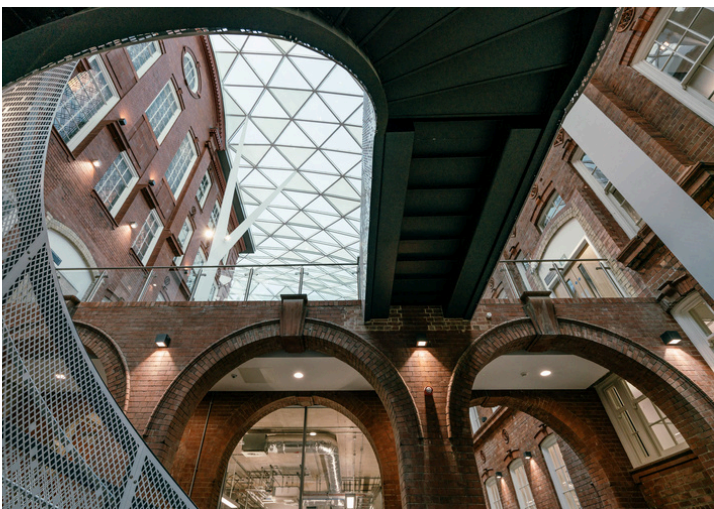
Since starting in 2023, the Centre for Engineering Education has grown from a small initiative into a thriving hub for teaching excellence. While we began by simply bringing different faculty projects together, CEE is now a central part of how we improve engineering education through real-world evidence. As we move through 2026, CEE has become a place where colleagues across disciplines collaborate on best practise which in turn supports our students and helps them to become ethical engineers.

The Centre is here to support our educators in becoming world leaders in their field. By focusing on high quality, original teaching, we aim to inspire our students through transformative education that celebrates diversity and prepares them to lead with integrity.

Engineering at Sheffield

Sheffield expertise is extensive, with four academic schools incorporating three interdisciplinary programme areas covering all engineering disciplines. We ensure we have the world's experts undertaking research and teaching our students. This is underpinned by a firm commitment to growth and excellence, delivering the best facilities for our students to become the first class engineers of tomorrow.

The strong partnerships with large companies such as Siemens, Boeing, Rolls-Royce and Airbus, as well as with local enterprises, means the Faculty can be confident that it is working on research problems that matter. Sheffield is renowned for the excellence, impact and distinctiveness of our research and research led teaching.



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Engagement and Impact



International Leadership

The University of Sheffield has successfully secured the bid to host the SEFI 2027 Annual Conference, the largest Engineering Education event in Europe. Hosting this prestigious event is a central pillar of the CEE strategy to position Sheffield as a global leader in educational scholarship. This event will bring leading engineering educators to our campus, providing a high-profile platform to showcase the Faculty's world class facilities, such as The Diamond, and will demonstrate our capacity to deliver innovative engineering education at scale to an international audience.

Conference attendance 2025

In September 2025, the University of Sheffield demonstrated its continued leadership in engineering education at the SEFI Annual Conference in Tampere, Finland. A premier gathering of global educators, policymakers, and innovators, the conference served as a vital platform for shaping the future of the field.

Representing the University, a diverse delegation of nine colleagues attended from Sheffield. Their presence was felt across the programme, with staff chairing key discussions on accreditation and policy, sharing the University's latest pedagogical research, and contributing to international dialogues on the intersection of technology and human centric learning.

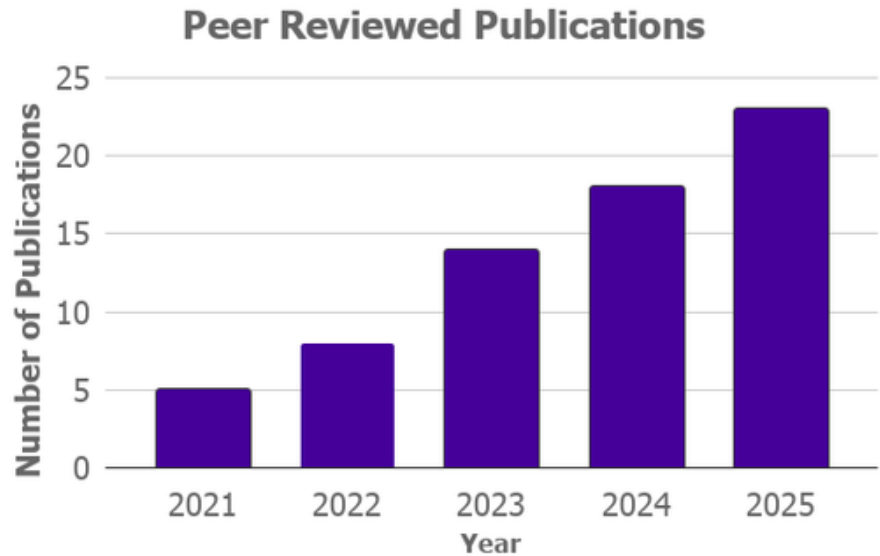
The insights gained from Finland will continue to inform the University's journey toward a more inclusive, authentic, and globally connected engineering curriculum. This strong collective presence at SEFI 2025 underscores Sheffield's ongoing commitment to excellence in engineering pedagogy and professional practice.



Sheffield delegation, 2025

Publications and Outputs

CEE continues to grow its reputation as a leader in the field, with 2025/26 seeing a significant increase in the volume and variety of our shared work.



Reaching a Global Audience

Our peer reviewed work this year was presented at the SEFI annual conference, where CEE members shared insights on the most pressing issues in modern engineering education. Our contributions focused on high impact areas, including:

- Digital and Sustainable Education: Preparing students for a tech driven, green economy.
- Curriculum Innovation: Redesigning how engineering is taught.
- Inclusive Teaching: Strengthening equality, diversity, and inclusion within the classroom.

Beyond conferences, our research has reached international audiences through respected journals such as the International Journal of Mechanical Engineering Education. By contributing to these formal platforms alongside national events like the Engineering Education Research Network Symposium, we are ensuring our findings influence the wider engineering community.

A Culture of Sharing Ideas

The strength of CEE lies in our internal community. We have built an environment where new ideas can grow from a simple conversation into a published study through mechanisms like:

- Engineering and Teaching Shorts: A regular forum for colleagues to test new teaching methods and discuss current challenges.
- The CEE Blog: An accessible space for reflections on educational innovation and commentary on emerging trends.

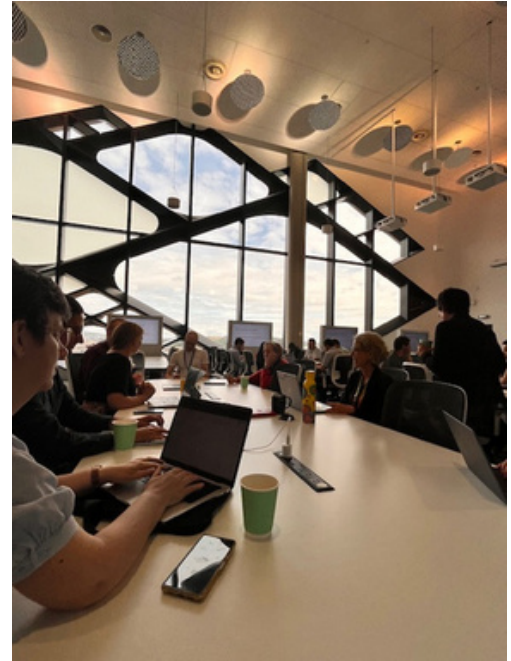
This "ecosystem" is vital, it allows our staff to move from an initial classroom observation to a shared blog post, and eventually to a formal publication. This process ensures that innovative teaching isn't just happening in one room; it's being tested, improved, and shared with everyone.

Events

Engineering Education Scholarship Week

In January 2026, the Faculty delivered the first of its two annual Scholarship Weeks, providing a dedicated space for staff to step away from day-to-day operations and invest in professional growth.

- *An Inclusive Scholarship Community:* A standout feature of this year's programme was the diverse engagement of academics, professional services and technical colleagues that came together to share pedagogical insights.
- *Expert Led Development:* Highlights included a keynote on "Communicating Scholarship with Confidence" by Professor Elena Rodríguez Falcón and a session about the impact of scholarship on student success led by Professor David Forrest.
- *Output Focused Sessions:* To move beyond theory into practice, the week hosted practical "retreats" for HEA Fellowship applications and blog writing, alongside focused and supported scholarship spaces for academic thinking and writing.
- *Emerging Trends:* The programme addressed high-priority topics through Education Themed Networks, including Open Education Resources, Generative AI, and Industry Skills.



Practical Engineering Education

The Practical Engineering Education Conference (PEE) reached a significant maturity milestone this year with the announcement of its transition to a national touring model. Following three successful iterations hosted by Multidisciplinary Engineering Education (MEE) in Sheffield, the 2026 conference will be hosted by the University of Edinburgh.

Key Themes for PEE26 include:

- Curriculum Transformation: Advancing project and scenario-based learning.
- Technological Integration: Addressing the role of AI and digitalisation in practical labs.
- Pedagogical Innovation: Refining transformative assessment and student:teacher interactions.



UK & Ireland Engineering Education Research Network Annual Symposium

Redefining the future of engineering in a significant partnership with the Engineering Professors Council, the Centre for Engineering Education is leading the delivery of the 2026 EERN Symposium. This major two-day event serves as a critical platform for sharing research into sustainable engineering, work integrated learning, and post-GenAI assessment. Spearheaded by Professor Mo Zandi, the hosting of this event underscores the Faculty's influence in engineering education research across the UK and Ireland. The EERN Symposium is dedicated to empirically grounded pedagogical research. By hosting the 2026 symposium on the theme of "*Education Vs Training*," Sheffield provides a platform for researchers to share findings that underpin innovative and sustainable developments in the field.

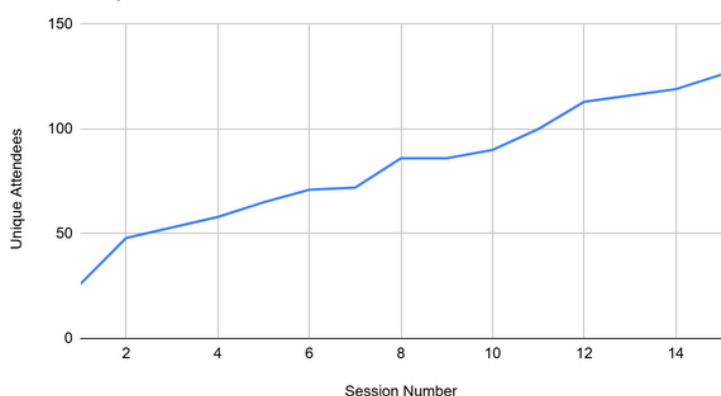


Engineering and Teaching Shorts (EATS)

This year, EATS reached new heights, cementing its place as a vital hub for knowledge sharing. We hosted a record breaking 7 external speakers, bringing fresh, diverse perspectives directly to our faculty community. Despite the challenges of a leaner budget and rising costs, we increased our output to 20 sessions (up from 19 last year). We've kept a sharp eye on efficiency while consistently drawing a crowd of 20 to 30 attendees weekly. Of course, when the "big hitters" like Blackboard Ultra are on the agenda, those numbers climb even higher, proving that our audience is as engaged as ever.

Numbers only tell part of the story; it's the people behind them that matter. This year, we've focused on tracking cumulative unique attendees to better understand our total reach. The growth has been remarkable: by session 15, we had already welcomed over 120 unique individuals through our doors. Whilst growth is steady, we see significant "spikes" in attendance during specific sessions. This demonstrates that our community is highly discerning and that engagement is directly driven by targeted, high interest topics. It's clear that when we tackle the subjects that matter most to our colleagues, they show up in force.

EATs unique and cumulative attendees - 2025/26

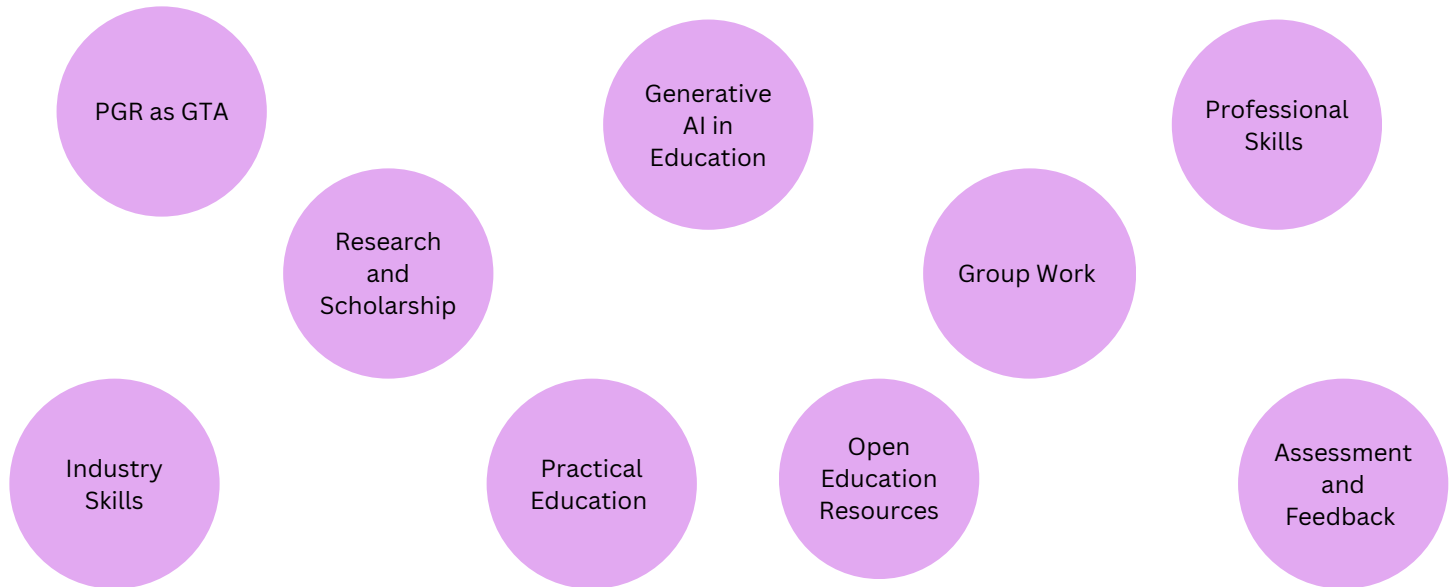


Key sessions from 25/26

- Blackboard Ultra
- Marks Management
- Supporting Students during Ramadan
- Sustainable engineering? What engineering can learn from other disciplines
- Student-led projects in Engineering
- Bridging the AI Skills Gap with IBM Skillsbuild

Educational Themed Networks

Our Educational Themed Networks (ETNs) aim to enhance educational practices and support faculty staff within the University of Sheffield. Each network focuses on a specific theme in engineering education and each is led by dedicated faculty members. Staff can join networks relevant to their work, share practices, and contribute to continuous improvement in teaching and learning. Examples of our networks are outlined in the circles below.



Our networks connect staff from across the faculty to innovate in key areas of teaching and learning. By sharing expertise in subjects like assessment and industry skills, these groups move beyond discussion to create tangible improvements in the classroom or labs.

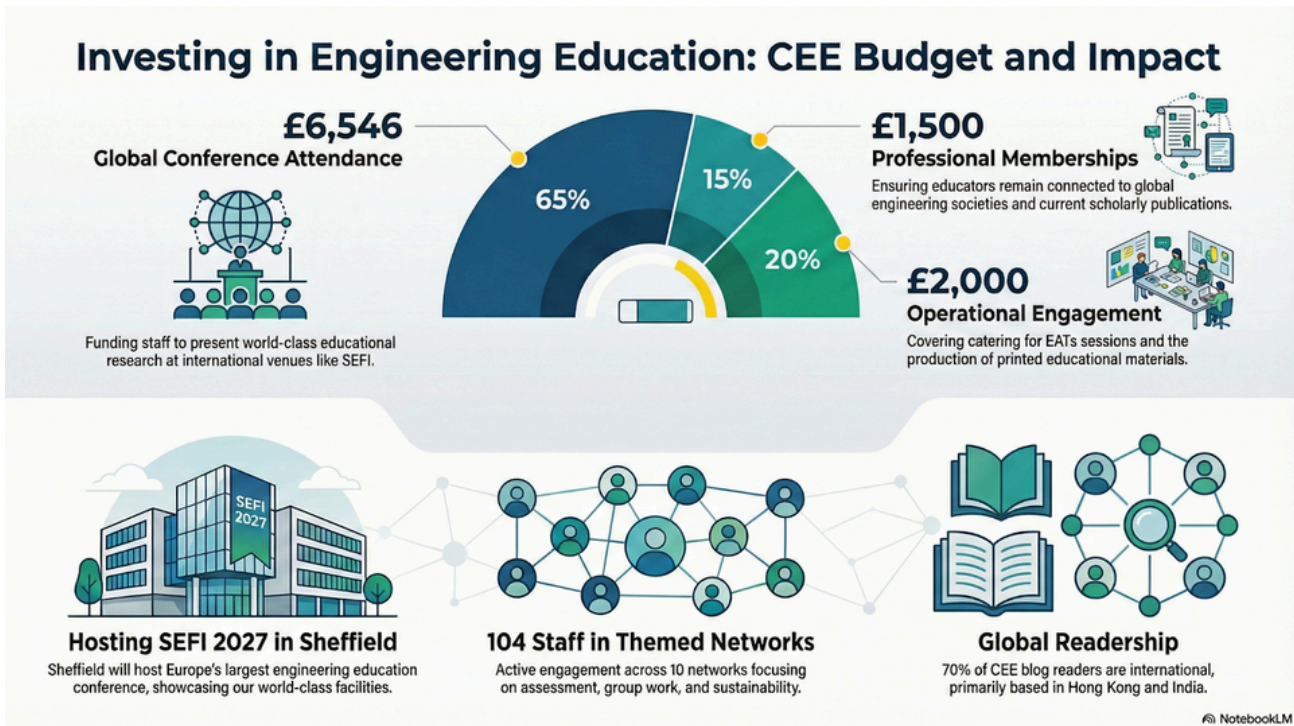
Key Highlights from 2025/26:

- Generative AI: Our newest network has rapidly built momentum, establishing clear guidelines for AI use and connecting best practices across the Faculty.
- Industry Skills: This network is ensuring that our curriculum remains relevant by aligning teaching with current labour market trends.
- Group Work: This group is currently developing an open-access book to help students master teamwork.
- Practical Education: This group trialed new teaching roles to better bridge the gap between theoretical learning and hands on practical work.
- GTA Development: New initiatives are strengthening how we recruit and recognise our Graduate Teaching Assistants.

These networks provide the structure for colleagues to work collectively, transforming shared interests into new resources, smarter teaching approaches, and a more collaborative culture.



Budget and KPIs



Refreshed Key Performance Indicators: This year, CEE conducted a comprehensive review of its Key Performance Indicators to better align with the Faculty's evolving strategic priorities. The new framework focuses on three pillars of excellence:

- *External Impact:* Increasing Sheffield's global footprint through a commitment to annual peer-reviewed publications and a target of 10% of core teaching staff holding external scholarly roles.
- *Staff Development & Recognition:* Driving professionalisation through a targeted 20% increase in Graduate Teaching Assistant (GTA) fellowship recognition (AFHEA/HEA) over three years, alongside the promotion of SFHEA/PFHEA pathways and increased uptake of the University of Sheffield PgCert in Teaching and Learning in Higher Education.
- *Student Education Experience:* Guaranteeing the long term sustainability of pedagogical innovation by integrating CEE objectives into every Engineering School's 5 year strategic plans.

In the first year of our refreshed KPI framework, the CEE has already achieved significant milestones that demonstrate our commitment to these new benchmarks:

- KPI: External Impact
 - Achieved: Successfully secured the host bid for SEFI 2027, Europe's largest engineering education conference.
 - Achieved: Selected as the host institution for the 2026 EERN Symposium, bringing together UK and Ireland's leading researchers to The Diamond.
- KPI: Staff Development
 - Engagement: Recorded high participation across Engineering Education Scholarship Week and Education Themed Networks, with a specific focus on cross-functional attendance from academic, technical, and professional services staff.



Awards and Recognition



Professor Payam Soulatiantork, CEE Board Member was awarded the prestigious Principal Fellowship of the HEA

Dr Matteo Di Benedetti, winner of the 2025 University of Sheffield 'Leadership in Education' Award. Presented by Professor Mary Vincent Vice-President for Education.



Ya He, a final year PhD student in Engineering Education from Sheffield was the winner of the 2025 Hammerman David K. Harrison Student Prize organised by the Engineering Professors Council.

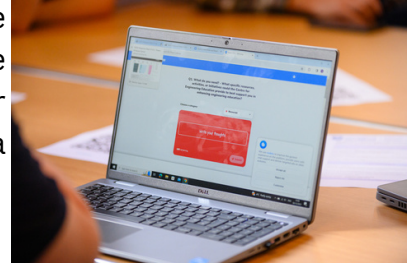
Dr Raja Toqeer from Sheffield being awarded entry onto the International Professional Engineering Educator Registry.



Dr Julian Dean, overall winner of the 2025 University Education Award for Teaching Practise in Engineering. Presented by Professor Mary Vincent Vice-President for Education.

Digital Footprint

Since the strategic refresh of the [CEE external website](#) in March 2025, the platform has seen a significant transformation in visibility and audience engagement. The site has successfully transitioned into a central hub for showcasing Sheffield's leadership in engineering education, driving a 153.3% increase in total users over this reporting period.



Key outcomes of this digital growth include:

- Substantial audience growth: Total sessions increased by 67.7%, reflecting the effectiveness of the site's clearer messaging and improved design.
- Enhanced engagement: Visitors are interacting more deeply with our content, with visits growing by 673 compared to the previous year.
- Global recognition: While maintaining a strong UK presence, CEE is increasingly attracting an international audience, with notable reach into Malaysia, India, Indonesia, the Philippines, and the United States.

Read all about
our work on
Open
Educational
Resources
[here](#)

This growth underscores the website's role in supporting our strategic objective to cement the position that the University of Sheffield is a global leader in engineering education.

Student internship case study

In 2025, CEE welcomed [Marsya Ali](#), a third year English Language and Linguistics student, as a Blog Content Creator. This collaboration, part of the University of Sheffield Internship Programme, exemplifies CEE's commitment to interdisciplinary growth and the translation of engineering pedagogy for a wider audience.

Marsya interviewed a variety of educators from across the Faculty of Engineering and beyond to transform high level research into engaging and accessible content. Her work covered diverse topics including immersive technology and generative AI as well as innovative assessment. This role required a delicate balance of pedagogical insight and conversational clarity to ensure that the human stories behind the research as well as the student involvement remained at the forefront.



The internship provided a reciprocal value: while CEE benefited from fresh, external perspectives on its communications, Marsya developed key [Sheffield Graduate Attributes](#), including digital capability, critical thinking, and professional interpersonal skills.

Reflecting on the experience, Marsya noted: *"I came from the Faculty of Arts and Humanities, and it turns out skills are more transferable than you think. If you care about making ideas clear and accessible, you're already halfway there."* This partnership underscores CEE's role not only as a hub for engineering excellence but as a space for creative and university wide professional development.

Mentoring

A core mission of the Centre for Engineering Education is to ensure that the innovative teaching happening in our labs and classrooms, whether it's a new piece of equipment or a creative pedagogical intervention, is recognised and evidenced at the highest level.

While moving from an initial classroom observation to a formal piece of educational research can be a challenge, CEE is proud to be bridging that gap. In partnership with the Learning and Teaching Support Network (LTSN) at Sheffield, we are celebrating the launch of our formal mentoring scheme. This initiative is specifically designed to demystify the methodologies, ethics, and specialised language of educational research, turning barriers into breakthroughs for our colleagues.

This scheme is a celebration of the expertise already present within our community by:

- Empowering Excellence: We are providing a platform for our experienced researchers to mentor peers, fostering a collaborative culture of growth.
- Cultivating New Voices: We are supporting colleagues with bold new ideas, helping them shape research questions and navigate the scholarship landscape with confidence.

By formalising these connections, CEE is ensuring that the incredible teaching taking place across the faculty is not just practiced, but is researched, published, and celebrated globally.



Graduate Teaching

Each year CEE in conjunction with Elevate provides tailored mentoring for HEA Fellowship applications for our hundreds of Graduate Teaching Assistants (GTAs). We recognise that the transition from technical engineering research to the critically reflective writing required for HEA Fellowship can be a significant challenge. To address this, we deliver specialist workshops led by experts who sit on fellowship review panels. The sessions focus on demystifying the Professional Standards Framework (PSF), helping GTAs to translate their practical teaching experiences into evidence of impact.

By analysing successful applications specifically from engineering backgrounds, participants learn to move beyond the objective style of research papers toward a more reflective pedagogical approach. This targeted guidance ensures our GTAs not only understand the recent changes to the PSF but also feel empowered to articulate their professional identity as educators. Since 2021/2022 there have been 45 GTAs awarded either Associate Fellow or Fellow to the HEA and one GTA receiving a prestigious Senior Fellow in 2025.



CEE Blog: A shopfront for Engineering Education

The CEE blog, themed "*Learn by Doing*", has undergone a transformative year, evolving from a local academic resource into a high traffic global platform.

The defining strength of the blog is the diversity of its contributors. We have successfully expanded our range of voices to include both Teaching and Research academics, Professional Services colleagues, Technical staff and students.

Over the last 12 months, the blog has seen a 600% increase in engagement, achieving 55.6k hits. Our reach is now truly international, with 92% of our readership based outside the United Kingdom. High engagement from the US (19%), China (15%), and Germany (9%) underscores the Faculty's position as a global leader in disseminating engineering education expertise.

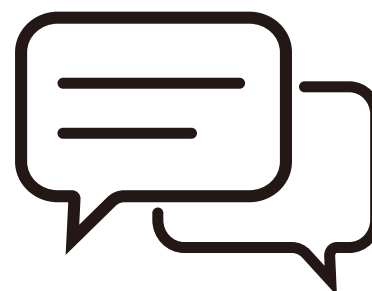


Key highlights include:

- "Ten Years of The Diamond" by Twelve Architects: A high impact post where the building's architects share their perspective on creating iconic teaching spaces.
- "Engineering and Teaching Shorts (EATs)": Posts detailing our bite-sized continuing professional development sessions consistently engaging our teaching community, covering topics from driving sustainable change to group led teaching.
- "SEFI 2025 Reflections": Insights from international conferences, including SEFI in Finland, providing the community with updates on global accreditation and policy.
- "Finding the right path": Sheffield student Maddy McGuire reflects on her own journey to engineering and how the challenges of Covid and virtual courses helped shape her path.

Core blog themes

1. Engineering Practical Teaching
2. Physics & Mathematics
3. EDI
4. Open and Online Education
5. Sustainability
6. Outreach
7. Engineering Skills and Employability
8. Ethics & Engineering Education Research
9. Curriculum Development
10. Professional Development



Collaboration



In partnership with Sheffield Hallam University, we launched a new initiative to support teaching and education focused staff in shared emerging projects. This informal, high impact forum invited early stage ideas, intentionally bypassing traditional academic barriers to encourage experimentation. The event fostered a culture of open innovation, helping colleagues from both institutions build and cultivate new professional networks, and identify opportunities for future collaboration. By bringing together the city's two major universities, we recognised that our shared location provides a unique opportunity to pool expertise and drive regional educational excellence.



UNSW
SYDNEY

A new global partnership and collaboration with the University of New South Wales and CEE continues to strengthen its international network through our practice exchange network. In late 2025, the Centre welcomed Dr. Darson Li (UNSW) to explore Sheffield's industry-leading approach to interdisciplinary practical education. The visit served as a platform for benchmarking teaching excellence and exploring how collaborative cultures in the UK and Australia can transform student outcomes.



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Strengthening our international footprint, Professor Stephen Beck and Professor Emma Norling were invited by the University of Queensland to facilitate a knowledge exchange on pedagogical innovation. This visit included a series of faculty seminars and a presence at the Australasian Association for Engineering Education (AAEE) Conference, where our Project Weeks and CEE's operational model garnered significant interest. The success of this mission has already catalysed reciprocal engagement, including a visit from Monash University colleagues and ongoing plans for further collaborative research and exchange.



CEE has pioneered a unique blended-synchronous CPD model in collaboration with University College Dublin (UCD). This partnership focuses on the dual challenge of Generative AI integration, pedagogical application and institutional strategy.

The Sheffield led component centered on the transition from AI oversight to critical engagement, showcasing frameworks for AI augmented curriculum design and industry aligned ethical use. Simultaneously, UCD's virtual contribution addressed the systemic shift required of educators, moving beyond individual teaching practices toward coherent institutional policies on assessment and authentication. This collaborative delivery method not only shares best practices in AI but also serves as a case study for innovative, low-carbon international knowledge exchange.

Practise Exchange



Hosting the University of Oxford in a high-profile exchange, colleagues visited the faculty to benchmark our scalable curricula models and to learn more about the strategic operation of the Diamond. The visit highlighted Sheffield's expertise in managing large scale makerspaces and multidisciplinary practical teaching. By sharing our internal frameworks for professional progression and practical delivery, CEE continues to serve as a primary reference point for UK institutions seeking to modernise their engineering infrastructure and pedagogical approach



University of Nottingham Practice Exchange with CEE followed on from a successful visit that focused on project led learning and a tour of the Royce Institute facilities, the Centre is currently co-developing a follow up session with Nottingham colleagues. This plan for the upcoming exchange will tackle emerging sector challenges, specifically the strategic use of AI in engineering design and the redesign of coursework assessment to ensure academic rigor and industry relevance.



University of Birmingham and CEE staff conducted a benchmarking and knowledge exchange visit to the University's School of Engineering. The engagement focused on critical pillars of the student experience, including inclusive belonging, assessment innovation, and the professional development of Graduate Teaching Assistants (GTAs). The session served as a forum for addressing shared sectoral challenges and identifying opportunities for cross-institutional collaboration

Imperial College London

Imperial College London practice exchange with staff from CEE, who hosted colleagues from Imperial on a strategic visit from their Department of Chemical Engineering to benchmark multidisciplinary practical education by visiting both smaller scale labs and the Diamond. The exchange focused on the pedagogical integration of industrial scale facilities into the undergraduate curriculum.



Practise exchange taking place between Sheffield and Birmingham

Looking ahead

2025 / 26 marked a period of significant growth for CEE as we solidified our reputation for excellence in engineering education. Our scholarly output continues a five year upward trend, moving beyond classroom innovation to achieve international recognition in peer-reviewed journals and major platforms like the SEFI Annual Conference.

Our internal "ecosystem" is the engine behind this growth. Forums such as Engineering and Teaching Shorts (EATS) and the CEE Blog provide spaces for staff to test new ideas before they reach a global stage. This culture of sharing is best seen in our Education Themed Networks (ETNs), which have translated shared interests into tangible results this year:

- Generative AI: Rapidly established a Faculty-wide framework and declaration process for AI use.
- Industry & Teamwork: Developed new curriculum standards aligned with the labour market and began work on an open-access book for student group work.
- Practical Skills: Trialled new teaching roles to better integrate hands-on experience with theory.
- A Global Footprint We are now focused on broadening our international reach. By hosting visiting scholars and bringing prestigious global conferences to Sheffield, we are positioning ourselves at the centre of the sector's most important conversations.

Through these initiatives, combining local collaboration with international outreach, CEE continues to define excellence and drive higher teaching standards across the engineering community.

Professor Rob Howell, Faculty Director of Education, Engineering



"CEE helps to drive excellence in Education in the Faculty of Engineering, by enhancing our teaching, external impact and reputation. Through CEE, we have an active community of educators across the faculty that deliver practice-sharing sessions that enhance student educational experience and supports staff recognition for their contributions to developing, delivering, and influencing high-quality engineering education."

CEE also supports evidence-based pedagogy and scholarship that directly improves student educational experience. CEE provides training and support for dissemination activities (blogs, pedagogy publications, conference attendance) that help to showcase this excellence across the world. Integral to our Faculty vision, CEE helps to "support internationally recognised scholarship focused on increasing the effectiveness, quality and originality of our engineering education".

Centre for Engineering Education Team

Delivery Group Members

Professor Stephen BM Beck, Co-Director Centre for Engineering Education
Dr Matteo Di Benedetti, Co-Director Centre for Engineering Education
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Special thanks to the following staff;

- Professor Conchúr Ó Brádaigh, Faculty Vice President for Engineering, University of Sheffield
- Professor Mary Vincent, Vice President for Education, Chair of the CEE Steering Committee, University of Sheffield
- Professor John Mitchell, Co-Director UCL Centre for Engineering Education, Member of Sheffield CEE Steering Committee
- Professor Chris Phillips, Emeritus Professor, Newcastle University, Member of Sheffield CEE Steering Committee



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