SBC

№1

The UK's Number One Multi-Campus Summer School

SBC is the highest-ranked summer school in the EL Gazette UK Language Centre Rankings and an EL Gazette Centre of Excellence. These rankings are based on British Council inspection results.

COLLEGE PATHWAYS

Faculty of Medicine

14-17 years Dukes Cambridge



ENGLISH LEVEL
Minimum B1

COURSE LENGTH
2 weeks

ACADEMIC HOURS
20 per week

CLASS SIZE
15 max

START DATES
28-6 | 12-7 | 26-7

RESIDENTIAL OR DAY
Both

For full dates, fees and everything that's included – tuition, accommodation, meals and excursions – visit our website.

summerboardingcourses.com/prices

INTRODUCTION TO

Medicine

Medicine is a two-week English-language programme for students interested in the human body, health and healthcare. Students encounter accessible themes from anatomy, physiology, diagnosis and medical ethics while developing the language needed to describe medical ideas, discuss cases, ask questions and communicate information clearly.

ACADEMIC CONTENT

20 hours of English-language learning through medicine and healthcare themes each week, using discussion, case studies, roleplay, collaborative activities and presentation tasks.

ENGLISH LANGUAGE LEVEL

Students should have a minimum English level of B1 so that they can take part in discussion, understand programme materials and communicate medical and scientific ideas during collaborative activities.

WHAT STUDENTS TAKE HOME

An SBC Certificate of Achievement and a personalised Letter of Recommendation reflecting participation and engagement during the programme.



By the end of their course, we aim for each student to:

- enjoy learning and feel positive about their studies
- feel more confident using English, in lessons and in everyday situations
- speak more clearly, share ideas and opinions, and take part in discussions
- listen carefully, understand others and reply in English
- expand their vocabulary specific to their chosen subject
- work well in a team and solve problems together
- try new things and speak to new people
- practise English outside lessons during activities and excursions

For further information please scan here.

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14–17	Minimum B1	2 weeks	20 per week	15 max	Both	28-6 | 12-7 | 26-7	Cambridge



About the programme

Medicine introduces students to selected ideas from anatomy, physiology, diagnosis and healthcare while developing their English through meaningful subject content. Students encounter medical and scientific vocabulary connected with body systems, symptoms, health, evidence and communication.

Lessons use accessible case studies, discussion, roleplay and collaborative activities. Students might explore how a body system functions, consider information from a fictional patient case, practise asking relevant questions or discuss different responses to a healthcare issue.

The programme is exploratory rather than professional clinical training. Its purpose is to give students an accessible introduction to medical ideas while regularly practising speaking, listening, reading and presentation in English.

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Key Learning Outcomes

1 HUMAN ANATOMY & PHYSIOLOGY

Explore selected body systems and develop the scientific and medical vocabulary needed to describe structures, functions and processes in English.

2 CLINICAL REASONING & COMMUNICATION

Practise gathering information, identifying relevant details and communicating clearly through structured healthcare-themed case studies and roleplay.

3 EVIDENCE & MEDICAL DECISION-MAKING

Work with accessible medical scenarios, organise information and consider how evidence can contribute to possible explanations and decisions.

4 MEDICAL ETHICS & SOCIETY

Explore selected questions connected with healthcare, patient choice, confidentiality and public health, practising how to explain and respond to different viewpoints.



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SUBJECT THEME

Understanding Health Through Evidence & Communication

The Medicine programme uses health and healthcare as contexts for English-language learning, enquiry and discussion. Students explore how information about the body and health can be gathered, interpreted and communicated, and how healthcare decisions may involve evidence alongside the needs and perspectives of different people. The emphasis is on reasoning and communication rather than professional diagnosis or treatment.

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Academic Frameworks

The programme introduces selected concepts from anatomy, physiology, health, clinical reasoning and medical ethics. Students consider how medical information can be described, organised and discussed, while developing the English needed to communicate accurately and sensitively.

MEDICINE FRAMEWORK

Learning typically begins with a medical or healthcare question, body system or case scenario. Students encounter relevant vocabulary and information before identifying important details, discussing possible explanations and considering different perspectives. They then communicate what they have understood through discussion, roleplay, collaborative tasks or presentation.

FOUNDATIONAL VOCABULARY

Anatomy, physiology, symptom, health, illness, patient, healthcare, diagnosis, evidence, observation, communication, confidentiality, consent, ethics, treatment, prevention.



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Time to Shine

Time to Shine gives students an opportunity to bring together the medical themes and English-language communication practised during the programme. Working collaboratively, students explore a medicine- or health-related question and prepare to communicate their thinking clearly to an audience.

Students may explain a body system, explore a healthcare question, organise information from a medical case or consider different perspectives on a health-related issue. The exact format can vary according to the project and class, with the emphasis on clear communication, teamwork and appropriate use of information.

1 PROJECT: WEEK ONE

Students are introduced to a suitable medicine- or health-related theme, gather relevant information and identify the vocabulary and key ideas needed to explore it. They begin discussing possible questions, explanations or perspectives with their group.

2 PROJECT: WEEK TWO

Students organise and refine their information, prepare their presentation and rehearse how they will explain their reasoning before sharing the completed project at Time to Shine.

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Course Objectives

Medicine combines English-language development with an accessible exploration of anatomy, physiology, clinical reasoning and medical ethics. Students practise enquiry, communication, collaboration and presentation while engaging with selected themes from healthcare.

MODULE 1

Human Anatomy & Physiology

Explore selected body systems and consider how structures and functions work together, developing scientific and medical vocabulary while explaining processes in English.

MODULE 2

Clinical Reasoning & Communication

Use case studies and roleplay to consider how healthcare professionals gather information, identify relevant details and communicate clearly when discussing health and illness.

MODULE 3

Medical Ethics & Society

Explore questions connected with patient choice, confidentiality, public health and developments in medicine, practising how to explain and justify different viewpoints in English.

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Academic Difficulty

No previous study of medicine is required. Students should be comfortable working at a minimum B1 level of English and willing to engage with scientific and medical vocabulary, discussion and case-based activities. Topics are introduced at an accessible level, with guidance provided as students encounter unfamiliar terminology and concepts.



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CASE STUDY

From Symptoms to Questions

Students might be given a fictional healthcare scenario containing a short description of symptoms and background information. They identify relevant details, discuss what further questions could help clarify the situation and consider possible explanations. The activity develops careful reading, reasoning and communication without requiring students to make a professional diagnosis.



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Fieldwork Research

Learning may extend beyond regular lessons through activities or excursions that provide additional contexts for considering health, science and society. Students can use observations and new information as material for later discussion or project work. Specific activities may vary between sessions.

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ACADEMIC EXPERIENCE

Programme Benefits

Students take part in a practical workshop designed to give insight into how communication, observation, teamwork and problem-solving can be used in healthcare and related professional contexts. The session may take place on or off campus and can include structured scenarios, applied challenges or discussion linked to the wider world of medicine.



MULTIDISCIPLINARY GUEST SPEAKER

During the two-week programme, students attend a plenary guest talk exploring a real-world topic with relevance across different subject areas. The session gives students the opportunity to hear how ideas from different disciplines can connect in professional and contemporary contexts.

ACADEMIC COACHING

Students receive guidance during lessons and project work to help them engage with unfamiliar terminology, organise their ideas and communicate scientific and technical thinking clearly. Feedback may be provided as students develop collaborative work and prepare for Time to Shine.

CERTIFICATE OF ACHIEVEMENT & REFERENCE LETTER

Every student receives an SBC Certificate of Achievement recognising completion of the Medicine programme, together with a personalised Letter of Recommendation reflecting their participation and engagement during the programme.

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Is this programme for you?

Medicine is suitable for students aged 14–17 with a minimum B1 level of English who are curious about the human body, health or healthcare; enjoy asking questions and considering evidence; want to develop medical and scientific vocabulary; and would like to practise English through case studies, discussion and collaborative activities.



DOES THIS SOUND LIKE YOU?

YOU'RE FASCINATED BY THE HUMAN BODY.

You enjoy learning about anatomy, physiology, health and the way different systems in the body work together.

YOU WANT TO EXPLORE MEDICINE MORE SERIOUSLY.

Medicine interests you, and you'd like to encounter some of the questions and ideas involved before making decisions about future study.

YOU WANT TO COMMUNICATE MEDICAL IDEAS WITH CONFIDENCE.

You want to practise asking questions, explaining information and discussing health-related issues in English.

Sound familiar?

Medicine could be for you →

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SAFEGUARDING & WELFARE

Safe days, settled nights

Sending your child abroad is a big decision. So we start with your child's wellbeing, and build everything else – lessons, activities, boarding life – around it.

24/7
On-site pastoral support

1:6
Staff-to-student ratio on programme

100%
DBS-checked, trained residential staff

Speak to our Student Experience team →

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PROGRAMME EXPERIENCE

End of Course Celebration

An end-of-programme celebration marks the completion of the Faculty of Medicine programme and gives students an opportunity to recognise the work, projects and friendships developed during the programme. Students receive their SBC Certificate of Achievement and tutor feedback as part of their course completion.



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SAMPLE TIMETABLE

Week 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Wake-up & Breakfast | 07:30 - 08:45						
 Arrival Day	Welcome Talk | 08:45 - 09:00	Morning Assembly | 08:45 - 09:00		 Cambridge Excursion	Morning Assembly | 08:45 - 09:00	
	Body Systems & Medical Language Explore major body systems and build vocabulary for describing anatomical structures, functions and relationships accurately.	**Anatomy & Physiology in Context** Consider how structures and functions work together, using diagrams and discussion to explain selected physiological processes.	**Systems Working Together** Examine how body systems interact to maintain health and communicate biological processes clearly in English.		**Gathering Clinical Information** Use fictional cases to identify relevant symptoms and practise asking clear, appropriate questions about health and illness.	**Symptoms to Questions** Analyse a case scenario, separate key details from distractions and decide what further information could clarify the situation.
	Break | 10:30 - 11:00				Break | 10:30 - 11:00	
	Project Launch Choose a medicine or health question and identify the key concepts and vocabulary needed to explore it.	**Define the Focus** Clarify the health theme, relevant information and the central question the group wants to communicate.	**Guest Speaker** 11:00 - 12:30		**Gather Medical Information** Select reliable background information or fictional case details and organise the most relevant points.	**Time to Shine Showcase** Present the completed Week One medicine project, communicating the health question, evidence and reasoning clearly to an audience.
	Lunch | 12:30 - 13:30				Lunch | 12:30 - 13:30	
	Cambridge Orientation	**Fieldwork** 13:30 - 14:45	Debate Club 13:30 - 14:45		**Compare Perspectives** Discuss possible explanations, responses or viewpoints while avoiding unsupported diagnosis or professional clinical claims.	**College Masterclass Series** 13:30 - 16:30
		Break 14:45 - 15:15	Break 14:45 - 15:15		Break | 14:45 - 15:15	
		Fieldwork 15:15 - 16:30	**Debate Club** 15:15 - 16:30		**Build the First Draft** Create an initial presentation structure linking the health question, evidence, reasoning and key message.	
		Optional Extra	**Optional Extra**			
	Free Time | 16:30 - 18:30					
Dinner | 18:30 - 19:15						
Evening Assembly | 19:15 - 19:30						
Welcome Evening 19:30 - 21:30	Campus Evening 19:30 - 21:30	Societies Evening 19:30 - 21:30	Campus Evening 19:30 - 21:30	Campus Evening 19:30 - 21:30	Societies Evening 19:30 - 21:30	Societies Evening 19:30 - 21:30
Down Time | 21:30 - 22:30						
Lights Out | 22:30						

Please note: Sample timetables shown are examples and may be subject to change.

SAMPLE TIMETABLE

Week 2

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Wake-up & Breakfast | 07:30 - 08:45						
Morning Assembly | 08:45 - 09:00					Morning Assembly | 08:45 - 09:00	
 London Excursion	**Communication in Healthcare** Practise explaining information, listening carefully and communicating sensitively through structured healthcare roleplay.	**Industry Experience** 09:00 - 16:30	**Consent, Confidentiality & Ethics** Explore patient choice, consent and confidentiality, comparing different viewpoints and justifying decisions respectfully.	 Cambridge Excursion	**Public Health & Prevention** Consider how prevention, behaviour and public-health interventions can influence health across communities.	**Medicine, Innovation & Society** Discuss how developments in medicine can create benefits, uncertainties and ethical questions for patients and society.
	Break | 10:30 - 11:00		Break | 10:30 - 11:00		Break | 10:30 - 11:00	
	Refine the Content Improve accuracy, vocabulary and explanation using feedback and clearer medical or scientific reasoning.		**Reasoning Check** Check that claims are supported, perspectives are represented fairly and information is communicated appropriately.		**Strengthen the Message** Clarify the main health takeaway and improve how each group member contributes to the explanation.	**Time to Shine Showcase** Present the completed medicine project, communicating the health question, evidence and reasoning clearly to an audience.
	Lunch | 12:30 - 13:30		Lunch | 12:30 - 13:30		Lunch | 12:30 - 13:30	
	Organise the Case Arrange information logically so the audience can follow the question, evidence and conclusions.		**Debate Club** 13:30 - 14:45		**Presentation Technique** Practise sensitive, confident communication and prepare clear responses to likely audience questions.	**Packing & Free Time** 13:30 - 16:30
	Break | 14:45 - 15:15		Break | 14:45 - 15:15		Break | 14:45 - 15:15	
	Create Presentation Materials Develop concise visuals or written support that clarify medical ideas and important information.		**Debate Club** 15:15 - 16:30		**Final Rehearsal** Run the full presentation, refine transitions and make final improvements to clarity and accuracy.	
	Free Time | 16:30 - 18:30				Free Time | 16:30 - 18:30	**Graduation** 16:30 - 22:30
	Dinner | 18:30 - 19:15				Dinner | 18:30 - 19:15	
	Evening Assembly | 19:15 - 19:30				Evening Assembly | 19:15 - 19:30	
	Campus Evening 19:30 - 21:30	Societies Evening 19:30 - 21:30	Campus Evening 19:30 - 21:30		Societies Evening 19:30 - 21:30	
Down Time | 21:30 - 22:30						
Lights Out | 22:30						

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SBC TEAM

Meet Our Staff

At SBC, our staff support students all summer: in lessons, in activities and in daily life. They help students settle in, feel more confident and enjoy their time with us in a safe and friendly place.

Below are some staff who have worked with us in past summers. They show the kind of experience and skills we look for when we choose our staff.



Natalia

TUTOR

MA Careers Guidance, BSc Psychology

The Tutor plans and teaches lessons in their subject. They use discussion, activities and real-life examples to help students understand the subject and take an active part in every class.

> Summer schools are really important because they give students the chance to learn and grow outside of a normal classroom environment...it's a great time to build confidence, become more independent, meet new people and discover interests they might not have explored before. At this age, students are developing their identity and becoming more confident in making their own choices, so having new experiences in a supportive environment can make a big difference.
>
> My role is to support students in developing their understanding of psychology through engaging lessons, discussions, and activities. I aim to make the subject accessible and enjoyable while encouraging students to think critically, ask questions, and build confidence in their ideas. My role is also important in creating a supportive environment where students feel comfortable sharing their perspectives and learning from each other.

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Sarah

SUMMER SCHOOL DIRECTOR

Holds the CELTA, DELTA and IHCYLT, has managed young learner centres in Spain, and has trained teachers around the world for Cambridge and the British Council.

The Summer School Director is responsible for the whole summer school. They plan, organise and oversee every part of it, from bookings to daily life on campus. They lead the staff team and make sure students spend their summer in a safe, well-organised place where they can get the most from their time with us.

> I genuinely believe in the immersive, communicative power of summer and Easter school. I see the growth in children and teenagers as they learn to use what they already know and build on it. We have the opportunity to send everyone back home as a slightly more confident, slightly more aware young person: whether that is in language learning, building relationships or in their place in a global community of shared understandings and community living. There is so much potential to unlock in a supportive, safe and engaging environment where everyone can learn to approach new challenges and spend time with people we wouldn't ordinarily meet in everyday life.

Jude

DIRECTOR OF STUDIES

Taught English for more than 20 years in five countries and online, works as an examiner, materials writer and teacher trainer and is completing doctoral research in TESOL.

The Director of Studies leads all teaching at the campus. They place students in the right groups, supervise teaching and run training sessions for teachers. They also check that course content meets the right standard, lead the specialist teachers who develop new course material, and give all teachers the support and resources they need.

> The students who come to SBC are at a point in their lives where they are approaching some big decisions. Many older students are thinking about university, often wanting to study abroad, and younger students are developing their own interests. It is also, perhaps even more importantly, a time in their lives where they are developing social skills and naturally wanting to make connections. Coming to SBC gives students the opportunity to not only develop their academic and career prospects through some of our specialist courses...but also to experience an atmosphere where they can make real connections and find friends for life. On top of that, they have the chance to try out exciting activities that they have never done before, and visit a number of iconic places.

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YOUR FIRST STEP

Towards University

Dukes Cambridge gives students the opportunity to explore academic subjects in greater depth before making decisions about their future studies, and through university-style seminars, projects and discussion — before university applications and subject choices become more important. Students leave with greater confidence using English in an academic context and a clearer sense of their direction. They also leave with a detailed tutor reference letter that supports future university applications — written by a tutor who has worked closely with them throughout the programme. For parents, the reassurance is simple: your child returns home more confident, more independent and better prepared for what comes next.



ACCOMMODATION

Purpose-built accommodation with single en-suite rooms, boys and girls housed separately. Student common room and laundry service on site.

DINING

Students use the modern dining hall for all meals when on campus.

ACADEMIC FACILITIES

Seminar rooms, auditorium, modern dining hall and campus-wide Wi-Fi. Seminar groups are capped at 15 students.

LOCATION & SETTING

Cambridge, England: a city-centre campus within walking distance of the colleges, museums, gardens and green spaces of one of the world's renowned university cities.

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Independence Meets Community

Campus life continues long after lessons finish. Society Evenings give students the freedom to explore their interests, while Campus Evenings bring the whole community together. Combined, they offer opportunities to build friendships, and experience the social side of life in Cambridge.

ACTIVITIES INCLUDE:

Arts & Crafts | Debate | Film Festival | Football | Murder Mystery Night | Music | Photography | Punting | Quiz Night | Secret Cinema | Sports Tournament | Taskmaster | Trashion Show | Graduation Party

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EXCURSIONS: DUKES CAMBRIDGE

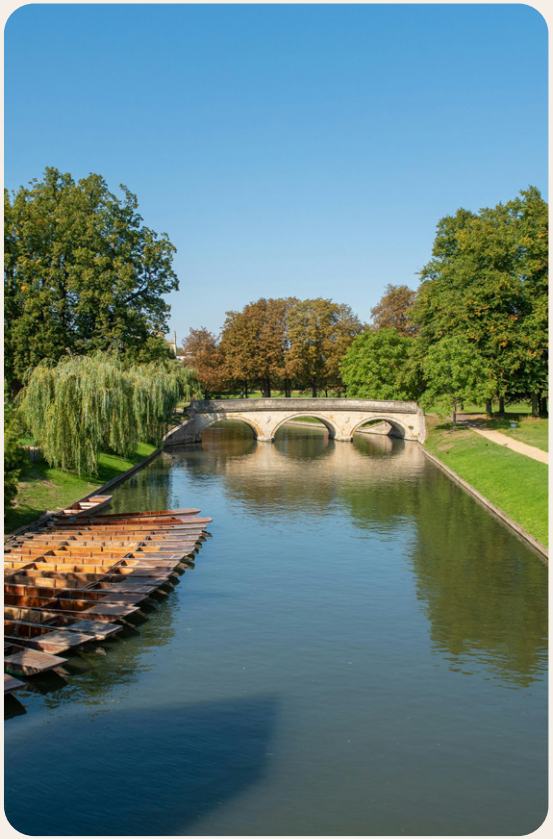
Two Days Beyond the Classroom

As part of their two-week programme, students go on two full-day excursions. These trips add to their academic studies with time to explore British culture and to relax. Students visit well-known places in Britain and enjoy a mix of interesting and relaxing days outside the classroom.



LONDON

Iconic landmarks, museums, cultural attractions and time to explore the city.



CAMBRIDGE

Explore the historic streets, colleges, museums, green spaces and gardens of one of the world's renowned university cities.

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ADD EVEN MORE

To Your Summer

Every SBC programme is full from day one. But for students who want even more, optional extras add a new skill or a special experience.

ROWING ACADEMY

Experience one of Cambridge's most famous sporting traditions with a coached rowing session on the River Cam. Students begin with a safety briefing and indoor practice on rowing machines before exploring the boathouse and learning about the equipment. They then take to the water in a stable training boat and learn how to row together as a crew. No previous rowing experience is required.

£295 Per Week

PRIVATE OXBRIDGE APPLICATIONS CONSULTATION

A one-to-one consultation with a specialist from Oxbridge Applications, part of the Dukes Education family. The session is tailored to the individual student and their university plans, with guidance on relevant areas of the application process. Depending on the student's needs, this may include course choice, application strategy, admissions tests or interview preparation. Designed for students considering Oxford, Cambridge or other highly competitive UK universities.

Price: £395

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THEIR SUMMER ENDS.
THEIR JOURNEY CONTINUES.

The SBC Future Pathways Programme



WHAT IT IS

A seven-month online programme for SBC students aged 12 to 17, running from September to April. Students choose one of two pathways, then complete one large project during the programme, supported by four live online workshops with SBC staff.

WHAT YOUR CHILD GETS

Four live online workshops delivered by experienced SBC staff. One extended project completed across the programme. A Personal Strengths Profile to help them understand how they learn and work with others. Personalised feedback on their finished project. An SBC Future Pathways Certificate and Reference Letter.

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HOW IT WORKS: THE FOUR STAGES | FUTURE PATHWAYS PROGRAMME

SEPTEMBER

Discover Your Strengths: students complete a Personal Strengths Profile and choose their pathway. The first workshop helps them generate ideas and choose a project.

NOVEMBER

Build Your Project: students learn how to turn an idea into an achievable project, covering research, planning and organisation, with a Q&A with SBC staff.

JANUARY

Bring Your Ideas to Life: students develop their projects and build practical skills linked to their pathway, such as communication, creativity, leadership, collaboration and problem solving.

MARCH

Prepare Your Final Submission: the final workshop covers presenting ideas clearly and preparing work for submission.

APRIL

Time to Shine Online: students submit their project and a short presentation, either live at the online Time to Shine event or as a pre-recorded video. Selected students are invited to showcase their work at the live event.



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FUTURE PATHWAYS PROGRAMME





THE KIND OF PROJECTS STUDENTS TAKE ON

Students choose one of two pathways. Future Leaders identify a challenge in their school or local community, research possible solutions and develop an action plan that creates real impact. Creative Thinkers explore an issue they care about and bring their ideas to life through a creative project, such as a podcast, documentary, campaign or digital media concept.

WHY IT MATTERS

At SBC we aim for students to come home from our programmes feeling more confident, with new friends and new ideas about what they can do. Future Pathways gives them a way to keep developing once they are back home. Over seven months, they manage their own project, solve problems and learn to present their ideas clearly. It also helps them stay in touch with SBC during the year, before the next summer.

ELIGIBILITY, DATES & INVESTMENT

- Open to SBC students aged 12 to 17.
- Runs September to April.
- £249 for the full programme.
- Every student who completes the programme receives personalised feedback, an SBC Future Pathways Certificate and a Reference Letter.
- Projects are reviewed by SBC staff, with awards for creativity, leadership, innovation and impact.

First prize

a free SBC summer programme (subject to availability and eligibility)

Second prize

a one-to-one mentoring session in a chosen subject

Third prize

a £500 SBC voucher.

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HEAR FROM OUR FAMILIES

What parents and students say

"I would describe my summer school experience with Summer Boarding Courses as an unforgettable and exciting experience. I had the opportunity to improve my English, meet people from different countries, and learn about new cultures. I really enjoyed the lessons, excursions, and activities because they helped me become more independent and confident. The best part was creating memories with my friends and sharing new experiences together. Overall, it was a very special experience that I will always remember."

Niharika
Student, Dukes Cambridge

"I am so happy that I made the decision to send my son to this summer programme! From the time I dropped him off, I knew i had made the right choice. The staff were so friendly and welcoming and my son seemed to adjust almost instantly. Despite this being the first time he was ever away from home and not to mention so far away, not once did he complain about feeling homesick. He was so busy soaking up the whole experience he just didn't get the chance to miss home. All the staff, mentors and special mention for the principal Thom, where so great and caring. Thank you for making this an amazing experience for my son!"

Farah
Parent of Dukes Cambridge Student,
Bangladesh

AGES	ENGLISH LEVEL	COURSE LENGTH	ACADEMIC HOURS	CLASS SIZE	RESIDENTIAL OR DAY	START DATES	LOCATION
14–17	Minimum B1	2 weeks	20 per week	15 max	Both	28-6 | 12-7 | 26-7	Cambridge

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