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 Science and Technology (STEM)

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

Science & Technology

Science & Technology is a two-week English-language programme for students interested in how science and technology help us understand and respond to the world around us. Through selected themes from physics, chemistry, biology, computing and engineering, students develop subject vocabulary while practising speaking, listening, reading and presentation skills. The programme combines discussion, problem-solving, accessible investigations and collaborative challenges, with an emphasis on scientific thinking and communication rather than specialist laboratory training.

ACADEMIC CONTENT

20 hours of English-language learning through science and technology themes each week, using discussion, accessible investigations, problem-solving, technical reading and collaborative activities.

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 scientific and technical 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

Science & Technology introduces students to selected ideas from across STEM while developing their English through meaningful subject content. Students encounter vocabulary and concepts connected with scientific evidence, physical principles, computing, technology, engineering and design.

Lessons use discussion, accessible investigations, information, case studies and problem-solving activities. Students might interpret a set of results, explore how a scientific principle relates to an everyday application, consider a technological challenge or compare different approaches to solving an engineering problem.

The programme is exploratory rather than specialist laboratory or technical training. Its purpose is to give students an accessible opportunity to engage with STEM ideas while regularly practising speaking, listening, reading and presentation in English.

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Key Learning Outcomes

1 SCIENTIFIC THINKING & EVIDENCE

Explore how scientific questions can be investigated using observations, information and evidence, and practise communicating possible conclusions clearly in English.

2 SCIENTIFIC & TECHNICAL LANGUAGE

Develop and practise vocabulary connected with selected themes from physics, chemistry, biology, computing, technology and engineering.

3 PROBLEM-SOLVING & DESIGN

Consider different ways of responding to scientific and technical problems, comparing possible approaches and explaining the reasoning behind a chosen solution.

4 COMMUNICATION & COLLABORATION

Work with other students to discuss information, develop ideas and present scientific or technical thinking clearly to an audience.



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SUBJECT THEME

The STEM Challenge

Students use scientific thinking and problem-solving to explore a question or challenge connected with science or technology. Working collaboratively, they consider relevant information, compare possible explanations or solutions and decide how best to communicate their response. The challenge provides a shared context in which students can apply subject vocabulary, reasoning and English-language communication without requiring specialist laboratory facilities or technical equipment.

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Academic Frameworks

The programme introduces selected concepts from science, computing and engineering alongside ideas such as evidence, observation, systems, forces, energy, data, design, testing and evaluation. Students consider how scientific and technical ideas can be explained, questioned and applied to different problems.

SCIENCE & TECHNOLOGY FRAMEWORK

Learning typically begins with a scientific or technical question, problem or phenomenon. Students encounter relevant vocabulary and background information before examining evidence, discussing possible explanations or considering different solutions. They then communicate what they have understood through collaborative problem-solving, explanation or presentation.

FOUNDATIONAL VOCABULARY

Science, technology, engineering, evidence, observation, hypothesis, data, result, system, force, energy, motion, matter, process, computing, design, testing, evaluation, solution.



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Time to Shine

Time to Shine gives students an opportunity to bring together the STEM themes and English-language communication practised during the programme. Working collaboratively, students explore a scientific or technical question or problem and prepare to communicate their ideas clearly to an audience.

Students may investigate a question, explain a scientific idea, evaluate possible responses to a technological problem or present a proposed solution to a design challenge. The exact format can vary according to the project and class, with the emphasis on communication, teamwork and explaining the reasoning behind their ideas.

1 PROJECT: WEEK ONE

Students are introduced to a suitable STEM theme or question, explore relevant information and begin identifying the key concepts and vocabulary needed to understand it. They discuss possible explanations, responses or solutions with their group.

2 PROJECT: WEEK TWO

Students develop and refine their response, organise their evidence or reasoning and prepare a clear presentation before sharing the completed project at Time to Shine.

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Course Objectives

Science & Technology combines English-language development with an accessible exploration of scientific thinking, computing, technology and engineering. Students practise interpretation, problem-solving, collaboration and presentation while engaging with selected STEM themes.

MODULE 1

Scientific Thinking & Evidence

Explore how observations, evidence and scientific ideas can be used to understand selected phenomena. Themes may draw from physics, chemistry and biology while developing the language needed to describe processes, patterns and explanations.

MODULE 2

Computing & Technology

Explore accessible ideas from computing and technology, considering how digital systems and technological approaches can be used to organise information, respond to problems and create possible solutions.

MODULE 3

Engineering & Design Thinking

Consider how problems can be defined, possible solutions generated and ideas improved through testing and evaluation. Students practise explaining design choices and comparing different approaches in English.

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Academic Difficulty

No specialist STEM knowledge is required. Students should be comfortable working at a minimum B1 level of English and willing to engage with scientific vocabulary, technical ideas and collaborative problem-solving. Topics are introduced at an accessible level, with guidance provided as students encounter unfamiliar terminology and concepts.



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CASE STUDY

From Scientific Question to Proposed Solution

A scientific or technological problem can often be approached by first identifying what is known, what information is relevant and what still needs to be considered. Students might work with a simple scenario, a small set of data or an everyday technological challenge. They compare possible explanations or responses, discuss the strengths and limitations of different ideas and communicate the reasoning behind their preferred approach.



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Fieldwork Research

Learning may extend beyond regular lessons through observations, activities or excursions that provide additional scientific and technological examples. Students can use what they notice as material for later discussion, analysis 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 scientific, technical and problem-solving skills can be used in professional contexts. The session may take place on or off campus and can include collaborative tasks, applied challenges or discussion linked to the wider world of STEM.



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 Science & Technology 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?

Science & Technology is suitable for students aged 14–17 with a minimum B1 level of English who are curious about science, computing, technology or engineering; enjoy asking questions and solving problems; want to develop STEM-related vocabulary; and would like to practise English through discussion, investigation and collaborative challenges.



DOES THIS SOUND LIKE YOU?

YOU ENJOY SOLVING PROBLEMS.

You like asking how things work, comparing possible solutions and using evidence to explain your thinking.

YOU'RE INTERESTED IN MORE THAN ONE AREA OF STEM.

Science, computing or engineering interests you, and you'd like to explore several areas before deciding what appeals most.

YOU WANT TO COMMUNICATE TECHNICAL IDEAS MORE CONFIDENTLY.

You want to develop the English needed to discuss evidence, explain processes and present ideas clearly.

Sound familiar?

Science & Technology 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 Science and Technology (STEM) 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	
	Scientific Questions & Evidence Explore observations, hypotheses and evidence, using scientific vocabulary to describe patterns and explain how conclusions can be supported.	**Forces, Energy & Systems** Investigate accessible physical principles and discuss how forces, energy and systems help explain everyday scientific phenomena.	**From Data to Explanation** Interpret simple results, compare possible explanations and practise communicating evidence-based conclusions clearly in English.		**Digital Systems & Computing** Explore how digital systems organise information and how computing approaches can help solve practical problems.	**Technology & Problem-Solving** Compare technological responses to everyday challenges, considering purpose, limitations and how different solutions might be improved.
	Break | 10:30 - 11:00				Break | 10:30 - 11:00	
	Project Launch Choose a STEM question or problem and identify the scientific or technical ideas the group needs to explore.	**Define the Question** Clarify the project focus, key vocabulary and what evidence or information would help answer the question.	**Guest Speaker** 11:00 - 12:30		**Explore Evidence** Gather and compare useful information, observations or simple data connected with the chosen STEM challenge.	**Time to Shine Showcase** Present the complete Week One STEM project, explaining the question, evidence, reasoning and proposed response clearly.
	Lunch | 12:30 - 13:30				Lunch | 12:30 - 13:30	
	Cambridge Orientation	**Fieldwork** 13:30 - 14:45	**Optional Extra**	Debate Club 13:30 - 14:45	**Optional Extra**	**Compare Possible Solutions** Discuss different explanations or technical responses and identify strengths, limitations and unanswered questions.	**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 project structure showing the problem, evidence, reasoning and proposed response or solution.	
	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	
	**Data, Logic & Solutions** Use simple data and logical thinking to organise information, identify patterns and propose a technological response.	Industry Experience 09:00 - 16:30	**Engineering Design Thinking** Define a problem, identify constraints and generate possible engineering solutions through collaborative design thinking.		**Testing & Evaluation** Develop criteria for success, test design ideas and compare strengths, weaknesses and possible improvements.	**Communicating STEM Solutions** Present a proposed scientific or technical solution, explaining design choices, evidence and reasoning with clear subject vocabulary.
	Break | 10:30 - 11:00		Break | 10:30 - 11:00		Break | 10:30 - 11:00	
	Refine the Response Improve the project using feedback, stronger evidence and clearer scientific or technical reasoning.		**Reasoning Check** Test whether conclusions follow from the evidence and strengthen explanations where the logic is unclear.		**Strengthen the Message** Clarify the main scientific or technical takeaway and ensure each group member contributes effectively.	**Time to Shine Showcase** Present the completed STEM project, explaining the question, evidence, reasoning and proposed response clearly.
	Lunch | 12:30 - 13:30		Lunch | 12:30 - 13:30		Lunch | 12:30 - 13:30	
	Organise Evidence Select the strongest evidence and arrange ideas into a logical sequence for an audience.		**Debate Club** 13:30 - 14:45		**Presentation Technique** Practise clear explanations, confident delivery and appropriate 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 visual or written support that helps explain the project without overwhelming the audience.		**Debate Club** 15:15 - 16:30		**Final Rehearsal** Run the complete presentation, refine timing and transitions, and make final improvements to clarity.	
	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	
Dinner | 18:30 - 19:15						
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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COLLEGE PATHWAYS

FACULTY SCIENCE AND TECHNOLOGY (STEM)







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

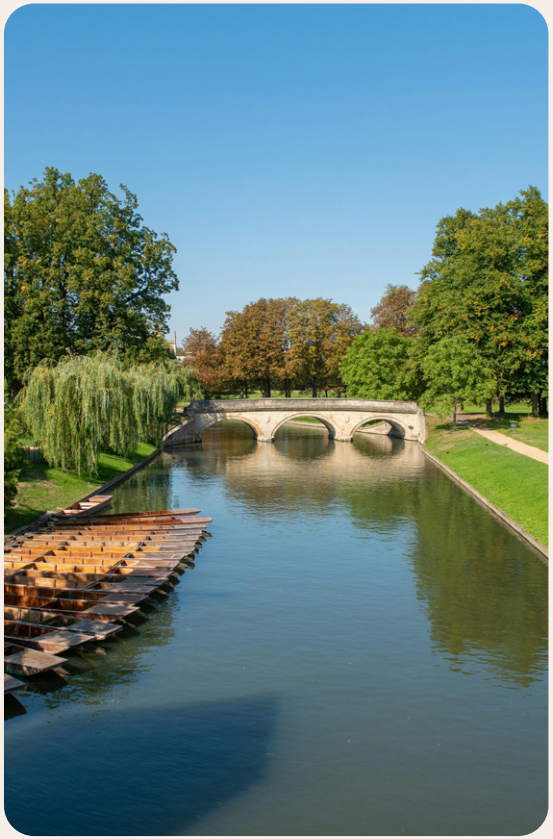
Two Days Beyond the Classroom

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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