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.

ADVENTURE PROGRAMMES

Future Artists

12-16 years Headington Oxford



ENGLISH LEVEL
Minimum B1

COURSE LENGTH
2 weeks

ACADEMIC HOURS
15 per week

CLASS SIZE
15 max

START DATES
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

Future Artists

Future Artists is a two-week English-language programme for students who enjoy art, design and visual communication. Students develop their speaking, listening, reading and writing while exploring creative ideas, discussing artwork, experimenting with different approaches and working on individual and collaborative projects. The emphasis is on creativity and communication rather than specialist technical training.

ACADEMIC CONTENT

15 hours of English-language learning through art, design and visual communication themes each week, using discussion, creative activities, visual analysis and project work.

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 their creative ideas during individual and collaborative activities.

WHAT STUDENTS TAKE HOME

An SBC Certificate of Achievement and an individual end-of-course report reflecting participation and progress 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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12–16	Minimum B1	2 weeks	15 per week	15 max	Both	12-7 | 26-7	Oxford



About the programme

Future Artists introduces students to selected ideas from art, design and visual communication while developing their English through creative subject content. Students encounter vocabulary connected with colour, shape, composition, style, materials, interpretation and creative decision-making.

Lessons use discussion, observation, accessible creative activities and project work. Students might compare different artworks, explore how images communicate meaning, respond to a creative brief or experiment with different ways of developing and presenting an idea.

The programme is exploratory rather than specialist art or design training. Its purpose is to give students an age-appropriate opportunity to develop ideas and communicate creatively while regularly practising speaking, listening, reading, writing and presentation in English.

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Key Learning Outcomes

1 ART & VISUAL LANGUAGE

Develop and practise vocabulary for describing colour, shape, composition, image, style and other features of visual work.

2 RESPONDING TO ART & IDEAS

Practise observing, describing and comparing visual material, considering different interpretations and explaining personal responses in English.

3 CREATIVE EXPERIMENTATION

Explore different approaches to generating and developing ideas through accessible creative activities, reflecting on choices and possible alternatives.

4 PRESENTING CREATIVE WORK

Practise explaining creative decisions, describing the development of an idea and responding to questions about individual or collaborative work.



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SUBJECT THEME

Communicating Through Art & Design

Future Artists uses visual communication as a context for language learning and creative exploration. Students consider how images, colour, composition and style can communicate ideas and influence interpretation. They use English to describe what they see, explain their own choices and respond to the work and ideas of others. The emphasis is on creativity, observation and communication rather than mastering specialist artistic techniques.

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Academic Frameworks

The programme introduces selected concepts from art, design and visual communication, including composition, colour, shape, image, style, audience and interpretation. English development is integrated throughout, with students using creative vocabulary in discussion, observation, reflection and presentation.

THE FUTURE ARTISTS LEARNING FRAMEWORK

Learning typically begins with an image, artwork, creative question or design challenge. Students encounter relevant vocabulary and examples before discussing what they notice and developing their own response. They then explore ideas through an accessible creative activity or project and communicate their thinking through discussion, reflection or presentation.



FOUNDATIONAL VOCABULARY

Art, artist, design, image, colour, shape, line, texture, composition, style, contrast, pattern, perspective, audience, message, interpretation, inspiration, material, technique, process, presentation.

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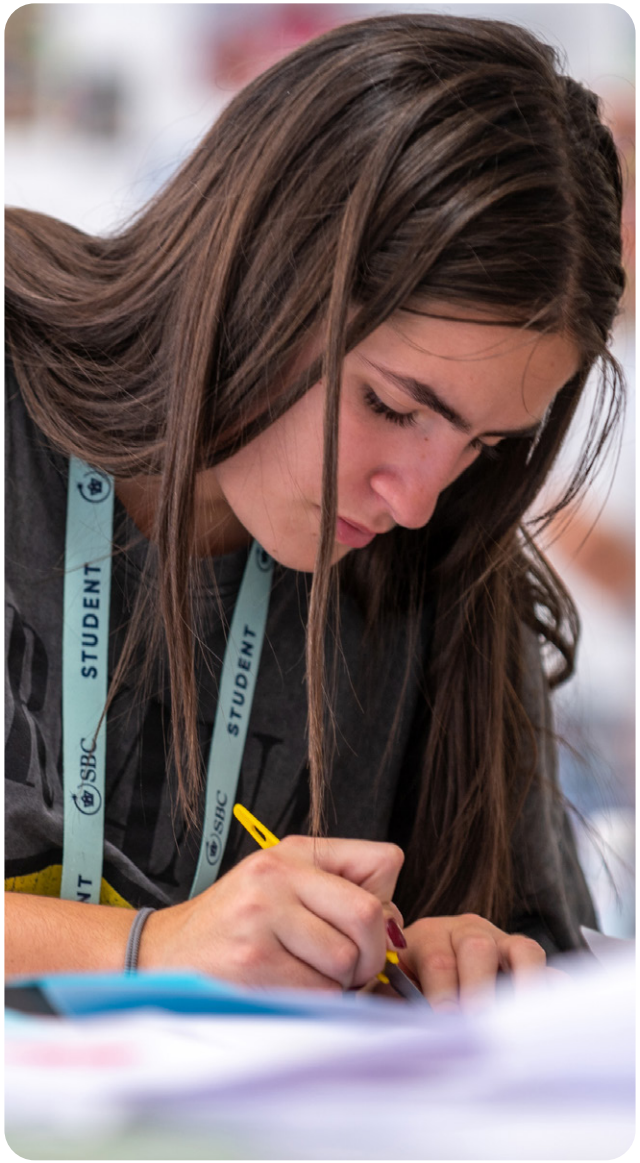

Time to Shine

Time to Shine gives students an opportunity to bring together the creative themes and English-language communication practised during the programme. Students select or develop work and prepare to explain their ideas and creative process to an audience.

The final activity may take the form of a creative display, presentation or collaborative project depending on the work completed by the class. Students share selected work and use English to describe their ideas, influences and creative choices.

1 PROJECT: WEEK ONE

Students explore a theme, artist, visual idea or creative question and begin generating their own responses. They experiment with possible approaches while developing the vocabulary needed to describe their ideas and choices.

2 PROJECT: WEEK TWO

Students develop and select work for the final project, organise how it will be displayed or presented and practise explaining their creative process before sharing it at Time to Shine.

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Course Objectives

Future Artists combines English-language development with an accessible exploration of art, design and visual communication. Students practise observation, creativity, collaboration and presentation while using English to respond to and communicate visual ideas.

MODULE 1

Art, Artists & Visual Language

Explore how artists and designers use elements such as colour, shape, composition, image and style. Students develop vocabulary for describing and comparing visual work and discussing possible meanings.

MODULE 2

Creative Experimentation & Design

Respond to creative prompts and accessible design challenges, generating ideas and trying different approaches. Students reflect on how choices can influence the way a piece of work communicates.

MODULE 3

Presenting Creative Ideas

Practise describing the development of creative work, explaining decisions and responding to questions. Students consider audience and presentation as they prepare individual or collaborative work for Time to Shine.

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Academic Difficulty

No previous formal study of art or design is required. Students should be comfortable working at a minimum B1 level of English and willing to discuss visual ideas, take part in creative activities and share their work with others. Activities are designed to be accessible without requiring specialist technical knowledge or previous portfolio experience.



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CASE STUDY

From Visual Inspiration to Creative Response

Students might begin by looking at several images or artworks that approach the same theme in different ways. They identify features such as colour, composition and style, discuss how these affect their response and then develop their own creative interpretation. Afterwards, they explain some of the choices they made and compare different approaches within the group.



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Fieldwork Research

Oxford and the wider programme may provide additional opportunities to encounter art, architecture and design. Students can use observations, visits and visual details from their surroundings as inspiration for later discussion or creative work in English. Specific activities and visits may vary between sessions.

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ACADEMIC EXPERIENCE

Programme Benefits

Every student receives an SBC Certificate of Achievement recognising completion of the Future Artists programme, together with an individual end-of-course report reflecting their participation and progress during the programme.



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Is this programme for you?

Future Artists is suitable for students aged 12–16 with a minimum B1 level of English who enjoy art, design or visual creativity; want to explore and discuss creative ideas; are interested in experimenting with different approaches; and would like to develop their English through creative activities, collaboration and presentation.



DOES THIS SOUND LIKE YOU?

YOU LOVE MAKING THINGS.

Drawing, designing, photography, visual ideas or creative projects appeal to you, and you enjoy experimenting with different approaches.

YOU NOTICE THE WORLD VISUALLY.

You're interested in images, colours, design and the different ways artists communicate ideas.

YOU WANT TO TALK ABOUT CREATIVITY IN ENGLISH.

You want to develop the vocabulary and confidence to discuss artwork, explain your own choices and share ideas with other students.

Sound familiar?

Future Artists 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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SAMPLE TIMETABLE

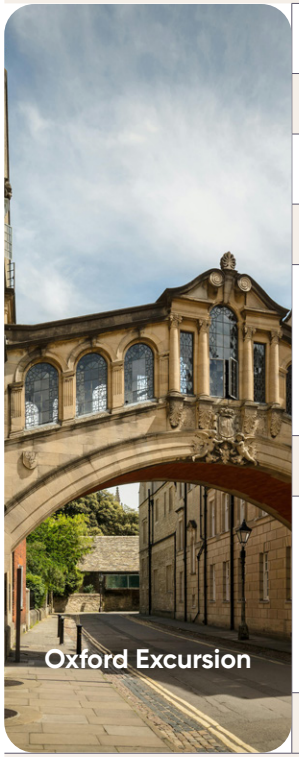
Week 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Wake-up & Breakfast | 07:00 - 09:00						
 Arrival Day	Welcome Talk | 09:00 - 09:30 **Visual Language: Colour, Shape and Line** 09:30 - 10:30 Develop vocabulary for describing colour, shape, line and texture, using selected images to practise detailed observation and comparison.	**Composition and Visual Meaning** 09:00 - 10:30 Explore how composition, contrast and placement can influence what viewers notice, discussing how different visual choices may communicate different messages.	**Style, Pattern and Perspective** 09:00 - 10:30 Compare examples using different styles, patterns or perspectives, explaining personal responses and considering how artistic choices affect interpretation.	Thorpe Park Excursion	**Looking at Art and Design** 09:00 - 10:30 Practise observing and discussing artworks or designs, distinguishing description from interpretation and supporting opinions with visible evidence.	**Responding to a Creative Prompt** 09:00 - 10:30 Generate several responses to a visual theme or design challenge, experimenting with ideas before selecting directions to develop further.
	Break | 10:30 - 11:00				Break | 10:30 - 11:00	
	Time to Shine: Choose a Theme or Inspiration 11:00 - 12:30 Select a creative theme, artist, image or design question and gather visual references and vocabulary that can inspire the project.	**Time to Shine: Generate Creative Ideas** 11:00 - 12:30 Produce several possible responses to the theme, discussing similarities, differences and which ideas offer the most interesting direction.	**Time to Shine: Develop the Concept** 11:00 - 12:30 Choose a direction and plan how colour, composition, style, materials or format could communicate the intended idea to an audience.		**Time to Shine: Create and Experiment** 11:00 - 12:30 Begin producing the work, trying alternatives where useful and recording decisions about techniques, materials or visual choices.	**Time to Shine: Time to Shine Showcase** 11:00 - 12:30 Share the Week One creative project or display, explaining ideas, influences and decisions while responding to audience questions in English.
	Lunch | 12:30 - 13:30				Lunch | 12:30 - 13:30	
	Multi-Activity 13:30 - 15:00	**Multi-Activity** 13:30 - 15:00 **Optional Extra**	**Multi-Activity** 13:30 - 15:00 **Optional Extra**		**Multi-Activity** 13:30 - 15:00	**Multi-Activity** 13:30 - 15:00
	Break | 15:00 - 15:30				Break | 15:00 - 15:30	
	Multi-Activity 15:30 - 17:00	**Multi-Activity** 15:30 - 17:00 **Optional Extra**	**Multi-Activity** 15:30 - 17:00 **Optional Extra**		**Multi-Activity** 15:30 - 17:00	**Multi-Activity** 15:30 - 17:00
	House Time | 17:00 - 18:30				House Time | 17:00 - 18:30	
Dinner | 18:30 - 19:30						
Evening Event 19:30 - 21:00	**Evening Event** 19:30 - 21:00	**Evening Event** 19:30 - 21:00	**Evening Event** 19:30 - 21:00	**House Evening** 19:30 - 21:00	**Evening Event** 19:30 - 21:00	**Evening Event** 19:30 - 21:00
House Time | 21:00 - 22:00						
Lights Out | 22:00						

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 | 07:00 - 09:00						
 Oxford Excursion	**Multi-Activity** 09:00 - 10:30	**Multi-Activity** 09:00 - 10:30 **Optional Extra**	**Multi-Activity** 09:00 - 10:30 **Optional Extra**	 London Excursion	**Multi-Activity** 09:00 - 10:30	**Multi-Activity** 09:00 - 10:30
	Break | 10:30 - 11:00				Break | 10:30 - 11:00	
	Multi-Activity 11:00 - 12:30	**Multi-Activity** 11:00 - 12:30 **Optional Extra**	**Multi-Activity** 11:00 - 12:30 **Optional Extra**		**Multi-Activity** 11:00 - 12:30	**Multi-Activity** 11:00 - 12:30
	Lunch | 12:30 - 13:30				Lunch | 12:30 - 13:30	
	Creative Experimentation 13:30 - 15:00 Try different approaches, materials or techniques appropriate to the class, reflecting on how each choice changes the appearance or message of the work.	**Designing for an Audience** 13:30 - 15:00 Consider how creative work communicates with viewers, adapting visual choices to suit a particular audience, purpose or message.	**Developing a Creative Idea** 13:30 - 15:00 Select a promising concept and refine it through sketches, prototypes or repeated experimentation, discussing decisions and possible alternatives.		**Selecting and Curating Work** 13:30 - 15:00 Review completed and developing pieces, choosing work that best communicates the intended ideas and considering how it could be displayed together.	**Explaining Creative Decisions** 13:30 - 15:00 Practise describing inspiration, process and artistic choices clearly in English, preparing to discuss individual or collaborative work with an audience.
	Break | 15:00 - 15:30				Break | 15:00 - 15:30	
	Time to Shine: Refine the Work 15:30 - 17:00 Improve selected pieces or project elements, strengthening visual communication and making intentional choices about composition, style and presentation.	**Time to Shine: Prepare the Display** 15:30 - 17:00 Decide how the work will be arranged or shown and create any labels, supporting visuals or explanations needed for the audience.	**Time to Shine: Rehearse the Creative Story** 15:30 - 17:00 Practise explaining inspiration, process and creative decisions, using clear English and preparing to discuss how the work developed.		**Time to Shine: Final Curation and Questions** 15:30 - 17:00 Complete the display or presentation, check that selected work supports the theme and practise answering likely audience questions about creative choices.	**Time to Shine: Time to Shine Showcase** 15:30 - 17:00 Share the finished creative project or display, explaining ideas, influences and decisions while responding to audience questions in English.
	House Time | 17:00 - 18:30				House Time | 17:00 - 18:30	
Dinner | 18:30 - 19:30						
Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	House Evening 19:30 - 21:00	Evening Event 19:30 - 21:00	Prom Night 19:30 - 21:00
House Time | 21:00 - 22:00						
Lights Out | 22:00						

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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 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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ALWAYS MOVING.

Always Learning.

At Headington, learning doesn't stop when students leave the classroom. New ideas are introduced through interactive lessons, and brought to life through collaborative activities and practical Time To Shine projects that encourage students to apply what they've learned, all while building confidence, communication and teamwork. Students return home with stronger English, new friendships and a deeper understanding of subjects such as science, business, medicine and art. Alongside their personalised certificate and reference letter, they leave with the confidence that comes from stepping outside their comfort zone. For parents, the reassurance is simple: every day is purposeful. Your child spends every day fully engaged — academically challenged, physically active and surrounded by an international community of friends.

HEADINGTON, OXFORD: 35 ACRES, MINUTES FROM THE CITY

Headington School has a 23-acre campus in a quiet residential part of Oxford. It is close enough to the city for Oxford to be part of the programme, and it also gives students space, playing fields and a calm routine. Students live and study on the same site. This means short walks between lessons, activities, meals and their boarding house, and students stay in a supervised setting all day.



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ACCOMMODATION

Headington has five boarding houses with boys and girls housed separately. Most rooms are single or twin rooms, with some small dorms; every room has a desk and wardrobe. Bathrooms are shared and cleaned regularly, and each house has a common room where students can relax. A House Parent runs each house with help from a residential staff team, and staff are on site 24 hours a day. A weekly laundry service is included.

ACADEMIC FACILITIES

Lecture hall, theatre, art studio, dance studio and campus-wide Wi-Fi. Classes are capped at 15 students.

SPORT & RECREATION FACILITIES

Sports hall, swimming pool, tennis courts and 23 acres of grounds and playing fields are used as part of the activity programme.

DINING

Modern dining hall serving three meals a day. Dietary requirements: vegetarian, vegan, halal and others: are catered for where notified at booking.

LOCATION & SETTING

Headington School, Oxford. A green, self-contained campus in a residential Oxford suburb, with the historic city centre and the university colleges close enough to visit as part of the programme rather than as a day trip.

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Every Afternoon Is Different

In the afternoons, there is a full timetable of sport, creative workshops and outdoor challenges. Students choose what suits them, and staff encourage them to try something they have never done before. In the evenings, the whole campus comes together. This is when students from different countries make friends, when quieter students can take a bigger part, and when the campus feels most lively.

ACTIVITIES INCLUDE:

- Football
- Tennis
- Volleyball
- Arts & Crafts
- Karaoke
- Fashion Show
- Talent Show
- Drama
- Quiz Night
- Punting
- Film Night
- Disco
- **Optional Extras:** Adventure Sports & Tennis Academy

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EXCURSIONS: HEADINGTON OXFORD

Three Full Days Beyond the Campus

Every two-week course includes three full-day excursions to well-known UK cities and attractions. SBC staff go with students all day and plan a full timetable for each trip, so time away from campus is structured and supervised.



LONDON

See iconic landmarks, visit museums and cultural attractions, and experience the energy of one of the world's great cities.



OXFORD

Explore museums, historic landmarks and the unique atmosphere of one of the world's most famous university cities.



THORPE PARK

Over 30 thrilling rides and roller coasters for a day of pure adventure. A day the students talk about all the way home.

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ADD EVEN MORE

To Your Summer

TENNIS ACADEMY

Focused coaching sessions where students develop technique, footwork and match play in a structured, supportive environment using Headington's on-site tennis courts. Suitable for all levels – from beginners learning the basics to experienced players looking to sharpen their game.

£295 Per Week

ADVENTURE SPORTS

A two-day experience combining water-based and land-based adventure. Students take part in activities such as canoeing, kayaking or sailing, building confidence and teamwork in a fully supervised setting. The second day brings a paintball session focused on strategy, communication and collaboration. For students who enjoy a challenge, the outdoors and working as a team.

£295 Per Week

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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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12–16	Minimum B1	2 weeks	15 per week	15 max	Both	12-7 | 26-7	Oxford



HEAR FROM OUR FAMILIES

What parents and students say

"I had an incredible experience. The most unforgettable two weeks of my life. I loved being here with my friends and sharing this with them. Also, knowing such amazing people from other countries was amazing. People here are so kind."

Julieta
Student, Headington

"I wanted my son to improve his English, discover new horizons and meet other teenagers from other continents and cultures. As SBC checked all the boxes I registered my son for a two week program in Oxford. When reading the material distributed to parents prior arrival, I was very impressed by the level of professionalism. Upon arrival, my son immediately felt welcome and supported. He spent two intensive weeks and enjoyed every moment. He loved the classes, his professor of economy, the sport activities as well as the excursions. He very much welcome the academic messages conveyed during his economy classes. When he talks about his experience in Headington, he has a large smile on his face and sparkles in his eyes and looks forward to taking part to another SBC program next year with his friends."

Onenne
Parent, Headington

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