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 Doctors

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

EXPLORE THE WORLD OF

Medicine

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

ACADEMIC CONTENT

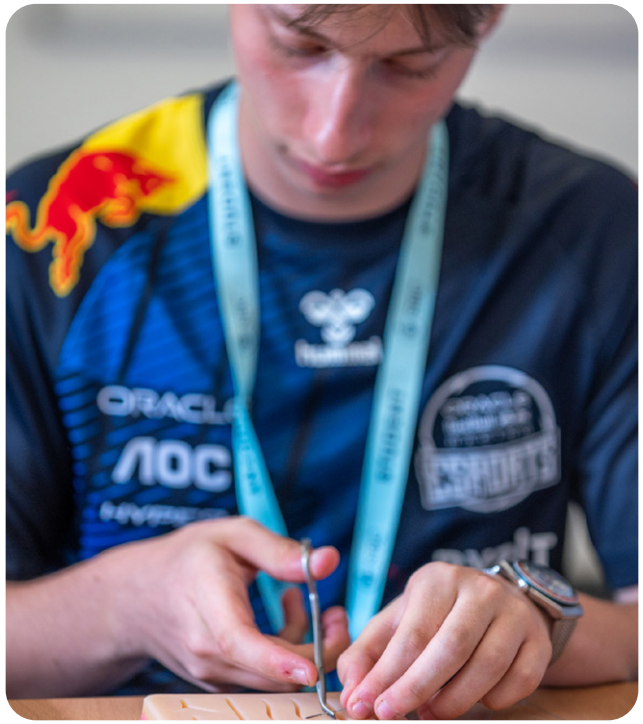
15 hours of English-language learning through medicine and healthcare themes each week, using discussion, case studies, roleplay and collaborative activities.

ENGLISH LANGUAGE LEVEL

Students should have a minimum English level of B1 so that they can participate in discussion, understand programme materials and communicate their ideas during 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 Doctors introduces students to selected themes from medicine and healthcare while developing their English through meaningful subject content. Students encounter vocabulary and ideas connected with the human body, health, symptoms, communication and medical decision-making.

Lessons use accessible case studies, discussion, roleplay and collaborative activities. Students might describe a body system, 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 age-appropriate introduction to medical ideas while providing regular opportunities to practise speaking, listening, reading and presenting in English.

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Key Learning Outcomes

1 MEDICAL AND SCIENTIFIC LANGUAGE

Develop and practise vocabulary for describing selected body systems, health, symptoms and other accessible medical concepts.

2 COMMUNICATION IN HEALTHCARE

Practise asking questions, listening for relevant information and communicating clearly through structured healthcare-themed scenarios and roleplay.

3 REASONING FROM INFORMATION

Work with accessible case information, identify relevant details and discuss possible explanations while learning to distinguish what is known from what still needs to be considered.

4 ETHICS AND DIFFERENT PERSPECTIVES

Explore selected questions in healthcare and practise explaining viewpoints, listening to others and supporting ideas with reasons in English.



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SUBJECT THEME

Understanding Health and the Human Body

Future Doctors uses health and medicine as a context for language learning and enquiry. Students explore how the body works, how information about health can be communicated and how decisions may involve scientific evidence alongside the needs and perspectives of different people. Activities encourage students to ask questions, organise information and communicate their thinking rather than attempt professional diagnosis or treatment.

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Academic Frameworks

The programme introduces selected concepts from anatomy, physiology, health, clinical communication and medical ethics. English development is integrated throughout, with students using subject-specific vocabulary and communication skills in discussion, reading, case-based activities and presentations.

THE FUTURE DOCTORS LEARNING FRAMEWORK

Learning typically moves from introducing a medical or healthcare theme to exploring relevant vocabulary and information, followed by discussion or a structured task. Students then apply what they have encountered through a case study, roleplay, collaborative challenge or short presentation. This provides repeated opportunities to understand and reuse language in context.



FOUNDATIONAL VOCABULARY

Anatomy, physiology, symptom, health, illness, patient, healthcare, diagnosis, evidence, information, question, 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. Students work collaboratively on a medicine- or health-themed project before sharing their work with an audience.

Students present an accessible medical or health topic through a format suited to the project and class. This might involve explaining a health question, presenting information about a body system, exploring a healthcare issue or sharing the findings of a group research task.

1 PROJECT: WEEK ONE

Students choose or are introduced to a suitable medicine- or health-related theme, begin gathering information and identify the vocabulary and key ideas needed to explain it clearly.

2 PROJECT: WEEK TWO

Students organise and refine their information, prepare their presentation and practise communicating their ideas clearly before sharing the completed project at Time to Shine.

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Course Objectives

Future Doctors combines English-language development with an accessible introduction to medicine and healthcare. Students practise communication, enquiry and collaboration while exploring scientific and ethical questions suited to their age and level.

MODULE 1

The Human Body

Explore selected body systems and the language used to describe their structures and functions. Students practise explaining how different parts of the body work together using accessible scientific vocabulary.

MODULE 2

Clinical Communication & Decision-Making

Use case studies, discussion and roleplay to practise gathering information, asking questions and considering relevant details. The focus is on communication and reasoning rather than professional clinical practice organising ideas and communicating in written English for different purposes.

MODULE 3

Medicine, Ethics & Society

Discuss selected questions connected with healthcare, patient choice, public health and developments in medicine, considering different viewpoints and practising how to express ideas clearly 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 vocabulary, discussion and case-based activities. Medical themes are introduced at an age-appropriate level, with guidance provided as students encounter unfamiliar terminology and ideas.



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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 useful vocabulary, decide what information appears relevant and discuss what further questions could help clarify the situation. The activity develops careful reading, questioning and communication without requiring students to make a professional diagnosis.



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Fieldwork Research

Wider programme experiences may provide additional contexts for considering health, science and society. Students can use observations, excursions and new information as starting points for further discussion or project work in English. Specific activities 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 Doctors 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 Doctors is suitable for students aged 12–16 with a minimum B1 level of English who are curious about medicine, health or the human body; enjoy asking questions and discussing ideas; want to develop scientific and healthcare vocabulary; and would



DOES THIS SOUND LIKE YOU?

YOU'RE FASCINATED BY THE HUMAN BODY.

You enjoy learning about health, illness and how different systems in the body work.

MEDICINE IS SOMETHING YOU'D LIKE TO EXPLORE.

You don't need to have decided on a future career – you simply want to discover more about medical ideas and healthcare.

YOU WANT TO COMMUNICATE MORE CONFIDENTLY IN ENGLISH.

You want to practise asking questions, explaining ideas and discussing health-related topics with other students.

Sound familiar?

Future Doctors 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 **Medical Language and Body Systems** 09:30 - 10:30 Explore key medical vocabulary and selected body systems, practising how to describe structures, functions and relationships clearly in English.	**Heart, Lungs and Circulation** 09:00 - 10:30 Consider how the heart and lungs support the body, using diagrams and discussion to explain simple physiological processes and connections.	**Symptoms and Health Information** 09:00 - 10:30 Learn language for describing symptoms and health information, distinguishing between what is known, what is observed and what still needs clarification.	Thorpe Park Excursion	**Clinical Communication** 09:00 - 10:30 Use structured roleplay to practise asking relevant questions, listening carefully and gathering useful information from a fictional patient scenario.	**From Symptoms to Questions** 09:00 - 10:30 Work through an accessible healthcare case, identify important details and decide what further questions could help clarify the situation.
	Break | 10:30 - 11:00				Break | 10:30 - 11:00	
	Time to Shine: Choose a Health Theme 11:00 - 12:30 Select a suitable medicine or health topic, identify the main question and begin gathering the vocabulary needed to explain it clearly.	**Time to Shine: Gather Reliable Information** 11:00 - 12:30 Collect accessible information about the chosen topic and discuss which facts, examples and explanations are most useful for the audience.	**Time to Shine: Define the Audience and Message** 11:00 - 12:30 Decide who the presentation is for and what the audience should understand, then organise the project around a clear central message.		**Time to Shine: Build the First Presentation** 11:00 - 12:30 Create an initial structure using explanations, examples and supporting material, ensuring medical vocabulary is understandable and appropriately used.	**Time to Shine: Time to Shine Showcase** 11:00 - 12:30 Present the completed Week One medicine or health project, explaining key ideas clearly, sharing roles effectively and responding thoughtfully to audience questions.
	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	
	Healthcare Decisions and Communication 13:30 - 15:00 Compare possible responses to a healthcare scenario, explaining reasoning clearly while recognising that incomplete information may lead to different interpretations.	**Prevention and Public Health** 13:30 - 15:00 Explore how prevention, hygiene, nutrition and public health messages can support communities, discussing how information should be communicated to different audiences.	**Consent, Confidentiality and Ethics** 13:30 - 15:00 Discuss age-appropriate ethical questions around consent, confidentiality and patient choice, practising how to explain and support different viewpoints.		**Medicine, Research and Change** 13:30 - 15:00 Consider how research and new developments can influence healthcare, evaluating accessible information and distinguishing evidence from assumption or opinion.	**Communicating Health Clearly** 13:30 - 15:00 Practise turning medical or scientific information into a clear explanation for a non-specialist audience, using accurate vocabulary without unnecessary complexity.
Break | 15:00 - 15:30					Break | 15:00 - 15:30	
	Time to Shine: Refine the Health Message 15:30 - 17:00 Improve the project by clarifying difficult ideas, selecting stronger examples and checking that the presentation stays focused on its main question.	**Time to Shine: Develop Visual Support** 15:30 - 17:00 Prepare simple diagrams, slides or other supporting material that helps explain the medical or health topic without overwhelming the audience.	**Time to Shine: Rehearse Communication** 15:30 - 17:00 Practise delivery, transitions and responses to questions, focusing on clear explanation, careful wording and confident teamwork.		**Time to Shine: Final Review and Questions** 15:30 - 17:00 Check the completed project for clarity, logical structure and appropriate language, then practise answering likely audience questions concisely.	**Time to Shine: Time to Shine Showcase** 15:30 - 17:00 Present the completed medicine or health project, explaining key ideas clearly, sharing roles effectively and responding thoughtfully to audience questions.
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 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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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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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

AGES	ENGLISH LEVEL	COURSE LENGTH	ACADEMIC HOURS	CLASS SIZE	RESIDENTIAL OR DAY	START DATES	LOCATION
12–16	Minimum B1	2 weeks	15 per week	15 max	Both	12-7 | 26-7	Oxford

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