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 Scientists

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 Scientists

Future Scientists is a two-week English-language programme for students who are curious about the natural world. Through themes drawn from biology, chemistry and physics, students develop their speaking, listening, reading and writing while learning to describe scientific ideas, ask questions, interpret information and communicate their thinking clearly. The emphasis is on accessible investigation, discussion and collaborative activities rather than specialist laboratory work.

ACADEMIC CONTENT

15 hours of English-language learning through science themes each week, using discussion, accessible investigations, data, case studies, problem-solving 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 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 Scientists introduces students to selected ideas from biology, chemistry and physics while developing their English through meaningful subject content. Students encounter scientific vocabulary and practise describing processes, observations, patterns and explanations.

Lessons use discussion, accessible investigations, data, case studies and problem-solving activities. Students might interpret a simple set of results, compare possible explanations, explore a scientific question or work together to communicate what they have found.

The programme is exploratory rather than a specialist laboratory science course. Its purpose is to give students an age-appropriate opportunity to engage with scientific ideas while regularly practising speaking, listening, reading, writing and presentation in English.

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Key Learning Outcomes

1 SCIENTIFIC LANGUAGE & COMMUNICATION

Develop and practise vocabulary for describing scientific ideas, processes, observations and information across selected themes from biology, chemistry and physics.

2 INVESTIGATION & EVIDENCE

Explore how questions, observations and evidence can be used to develop explanations, and practise discussing what information may or may not show.

3 INTERPRETING SCIENTIFIC INFORMATION

Work with accessible texts, diagrams, data and case studies, identifying key information and communicating what can be understood from it.

4 SCIENCE, ETHICS & SOCIETY

Discuss selected questions connected with science and society, considering different viewpoints and practising how to support ideas with reasons and evidence in English.



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SUBJECT THEME

Asking Questions About the Natural World

Future Scientists uses scientific enquiry as a context for language learning and problem-solving. Students explore how scientific questions can be investigated, how observations and information can support explanations and how scientific ideas can be communicated clearly. The emphasis is on curiosity, reasoning and communication rather than specialist practical or laboratory training.

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Academic Frameworks

The programme introduces selected ideas from biology, chemistry and physics alongside concepts such as observation, evidence, comparison, explanation and interpretation. English development is integrated throughout, with students using scientific vocabulary in discussion, reading, problem-solving and presentation.

THE FUTURE SCIENTISTS LEARNING FRAMEWORK

Learning typically begins with a scientific question, phenomenon or piece of information. Students encounter relevant vocabulary and background ideas before exploring evidence through discussion, accessible investigation, data or a case study. They then communicate what they have understood through explanation, collaborative problem-solving or presentation.

FOUNDATIONAL VOCABULARY

Science, observation, evidence, hypothesis, investigation, data, result, pattern, process, variable, comparison, explanation, conclusion, biology, chemistry, physics, environment, organism, matter, energy.



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Time to Shine

Time to Shine gives students an opportunity to bring together the scientific themes and English-language communication practised during the programme. Working collaboratively, students develop a science-themed project and prepare to communicate their ideas to an audience.

Students may investigate a scientific question, explain a concept, interpret a set of information or explore a science-related issue. The format can vary according to the class and project, with the emphasis on clear explanation, teamwork and appropriate use of evidence.

1 PROJECT: WEEK ONE

Students select or are introduced to a suitable scientific theme, begin gathering information and identify the vocabulary and key ideas needed to explore it. They discuss possible questions and decide how they might communicate their findings.

2 PROJECT: WEEK TWO

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

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Course Objectives

Future Scientists combines English-language development with an accessible introduction to scientific thinking. Students practise observation, interpretation, communication and collaboration while exploring selected ideas from across the sciences.

MODULE 1

Scientific Language & Ideas

Explore selected themes from biology, chemistry and physics while developing the vocabulary needed to describe observations, explain processes and discuss scientific information.

MODULE 2

Investigation, Evidence & Problem-Solving

Work with questions, observations, data, case studies and accessible investigations to consider how evidence can be interpreted and used to support possible explanations.

MODULE 3

Science, Ethics & Society

Consider how scientific developments can connect with questions in areas such as health, technology and the environment, practising how to explain and respond to different viewpoints in English.

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Academic Difficulty

No specialist scientific knowledge is required. Students should be comfortable working at a minimum B1 level of English and willing to engage with scientific vocabulary, discussion and 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 Observation to Explanation

Students might be given a simple scientific question together with observations, a diagram or a small set of data. They identify relevant information, describe any patterns they notice and discuss possible explanations. They then compare ideas and communicate what the available evidence appears to support, without being expected to carry out specialist laboratory work.



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Fieldwork Research

Activities, excursions and observations may provide additional scientific topics for discussion and project work. Students can use experiences from the wider programme to notice patterns, ask questions and connect classroom themes with the world around them. 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 Scientists 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 Scientists is suitable for students aged 12–16 with a minimum B1 level of English who are curious about biology, chemistry, physics or the natural world; enjoy asking questions and solving problems; want to develop scientific vocabulary; and would like to practise English through discussion, investigation and collaborative project work.



DOES THIS SOUND LIKE YOU?

YOU LOVE ASKING WHY.

You're curious about how the world works and enjoy exploring questions, comparing ideas and finding possible explanations.

YOU'RE INTERESTED IN SCIENCE, BUT STILL EXPLORING.

Biology, chemistry or physics might interest you, and you'd like to explore different scientific themes without having to specialise in one.

YOU WANT TO USE ENGLISH FOR SOMETHING YOU ENJOY.

You want to build your English while discussing interesting scientific topics, solving problems and working with other students.

Sound familiar?

Future Scientists 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

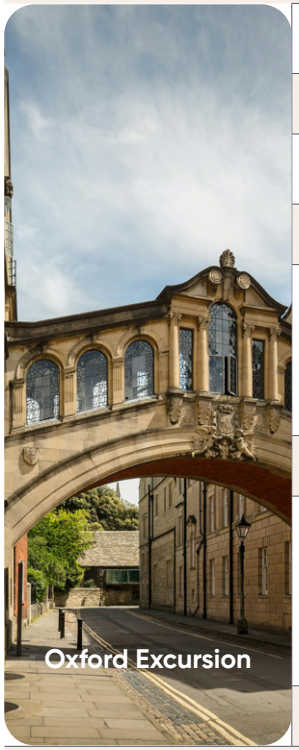
Week 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Wake-up & Breakfast | 07:00 - 09:00						
 Arrival Day	Welcome Talk | 09:00 - 09:30	**Biology: Cells and Living Systems** 09:00 - 10:30 Explore selected ideas from biology, considering how cells, organisms and systems function while practising accurate description and comparison in English.	**Chemistry: Matter and Reactions** 09:00 - 10:30 Investigate accessible ideas about matter, materials and chemical change, using observations and examples to describe properties, reactions and possible explanations.	Thorpe Park Excursion	**Physics: Energy and Change** 09:00 - 10:30 Explore selected ideas about energy, forces or movement through discussion, demonstrations or accessible tasks, focusing on explaining processes clearly.	**Questions, Hypotheses and Variables** 09:00 - 10:30 Learn how scientific questions can be turned into testable hypotheses, identifying variables and considering what information would be needed to investigate them.
	Observation, Evidence and Scientific Language 09:30 - 10:30 Develop vocabulary for describing observations, evidence, patterns and explanations, practising how scientists communicate what they notice and what they can reasonably conclude.					
	Break | 10:30 - 11:00				Break | 10:30 - 11:00	
	Time to Shine: Choose a Scientific Question 11:00 - 12:30 Select a suitable scientific theme or question, identify what the group wants to explore and begin collecting relevant vocabulary and background ideas.	**Time to Shine: Gather Background Information** 11:00 - 12:30 Collect accessible information, observations or examples that help define the question and discuss which details are most relevant.	**Time to Shine: Plan the Evidence** 11:00 - 12:30 Decide what evidence, data, model, demonstration or explanation could help address the question and organise the group's approach.		**Time to Shine: Develop the Project** 11:00 - 12:30 Create the first version of the investigation, model or explanatory project, recording observations and noting questions that arise.	**Time to Shine: Time to Shine Showcase** 11:00 - 12:30 Present the completed Week One science project, explaining the question, evidence and conclusion clearly while 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 - 19:15						
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 - 10:50				Break | 10:30 - 10:50	
	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 | 12:20 - 13:30				Lunch | 12:20 - 13:30	
	Reading Data and Patterns 13:30 - 15:00 Work with a simple dataset, diagram or set of results, identifying patterns and discussing what the evidence may or may not support.	**Planning an Investigation** 13:30 - 15:00 Design an accessible investigation or model, deciding what to observe, compare or measure and how to keep the approach logically organised.	**From Evidence to Explanation** 13:30 - 15:00 Compare possible explanations for a scientific question, using observations and evidence to support conclusions while recognising uncertainty or limitations.		**Science, Ethics and Society** 13:30 - 15:00 Discuss how scientific developments can connect with health, technology or the environment, considering benefits, risks and different viewpoints.	**Presenting Scientific Ideas** 13:30 - 15:00 Practise explaining a scientific question, process or result to a non-specialist audience using clear vocabulary, logical structure and appropriate supporting evidence.
	Break | 15:00 - 15:30				Break | 15:00 - 15:30	
	Time to Shine: Refine the Explanation 15:30 - 17:00 Improve the project by selecting the strongest evidence, clarifying scientific vocabulary and distinguishing conclusions from assumptions.	**Time to Shine: Build Visual or Model Support** 15:30 - 17:00 Prepare a diagram, model, data display or other supporting material that helps the audience understand the scientific question and reasoning.	**Time to Shine: Rehearse the Scientific Story** 15:30 - 17:00 Practise explaining the question, approach, evidence and conclusion in a logical sequence, making changes where the reasoning is difficult to follow.		**Time to Shine: Final Review and Questions** 15:30 - 17:00 Check the project for clear evidence, careful wording and realistic conclusions, then practise answering likely audience questions.	**Time to Shine: Time to Shine Showcase** 15:30 - 17:00 Present the completed science project, explaining the question, evidence and conclusion clearly while 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 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

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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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