SBC

№1

The UK's Number One Multi-Campus Summer School

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

COLLEGE PATHWAYS

Future Scholars: Sciences

15-17 years Oxford College



ENGLISH LEVEL
Minimum B1

COURSE LENGTH
2 weeks

ACADEMIC HOURS
25 per week

CLASS SIZE
15 max

START DATES
5-7 | 19-7

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 Scholars: Sciences

Future Scholars: Sciences is a two-week academic programme for students aged 15–17 who want to experience a more independent and analytical approach to learning. Students develop five core areas of academic practice: Lecture Skills, Academic Writing, Presentation Skills, Critical Thinking and Research Skills: while exploring scientific contexts including Medicine, Biomedical Sciences, Neuroscience and Pharmacology.

ACADEMIC CONTENT

25 hours of academic content per week, combining academic skills development with science-focused subject tasters, research activities, discussion and collaborative project work.

ENGLISH LANGUAGE LEVEL

Students should have a minimum English level of B1 so that they can engage with academic-style materials, contribute to discussion and complete research, writing and presentation activities.

WHAT STUDENTS TAKE HOME

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



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

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

For further information please scan here.

AGES	ENGLISH LEVEL	COURSE LENGTH	ACADEMIC HOURS	CLASS SIZE	RESIDENTIAL OR DAY	START DATES	LOCATION
15–17	Minimum B1	2 weeks	25 per week	15 max	Both	5-7 | 19-7	Oxford



About the programme

Future Scholars: Sciences develops approaches to learning that students may encounter in future university study. Rather than concentrating on one scientific subject, the programme combines academic skills development with opportunities to explore Medicine, Biomedical Sciences, Neuroscience and Pharmacology.

Students practise listening to academic-style teaching, taking structured notes, reading and evaluating sources, developing research questions and communicating ideas in written and spoken formats. Scientific examples provide a context for considering how evidence is produced, interpreted and communicated.

The programme is designed as an introduction to more independent academic study rather than a university qualification or admissions-preparation course. Students are supported as they encounter unfamiliar ideas, develop a group research project and apply the academic approaches practised across the programme.

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Key Learning Outcomes

1 ENGAGE WITH ACADEMIC TEACHING

Practise active listening, structured note-taking and identifying key ideas from academic-style teaching, then use those notes to support further discussion and study.

2 RESEARCH & EVALUATE INFORMATION

Develop a focused research question, locate and compare appropriate sources, distinguish claims from supporting evidence and organise information for a defined purpose.

3 COMMUNICATE ACADEMICALLY

Practise structuring written arguments, presenting scientific information accurately and adapting spoken and visual communication for an academic audience.

4 THINK CRITICALLY ABOUT EVIDENCE

Question assumptions, compare explanations and consider the strength and limitations of evidence, including the distinction between correlation and causation.



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SUBJECT THEME

Evidence, Enquiry & Scientific Thinking

Future Scholars: Sciences uses scientific questions as a context for developing academic skills. Students consider how researchers frame questions, use evidence, communicate findings and respond when information is incomplete or contested. Themes from Medicine, Biomedical Sciences, Neuroscience and Pharmacology provide different examples of how scientific disciplines investigate and explain the world.

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Academic Frameworks

The programme centres on five areas of academic practice: Lecture Skills, Academic Writing, Presentation Skills, Critical Thinking and Research Skills. Across the Sciences pathway, these are applied to concepts such as research questions, evidence, sources, arguments, scientific claims, data, correlation, causation and justified conclusions.

FUTURE SCHOLARS: SCIENCES FRAMEWORK

Students move between academic skills sessions, science-focused subject tasters and their own collaborative research project. New approaches are introduced and practised through structured activities before students apply them to their research. This allows skills such as note-taking, source evaluation, academic writing and presentation to contribute directly to the development of the final project.



FOUNDATIONAL VOCABULARY

Research, source, evidence, claim, argument, hypothesis, data, methodology, analysis, correlation, causation, reliability, validity, citation, conclusion, academic poster, presentation, question, interpretation.

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Time to Shine

Time to Shine brings together the academic approaches practised throughout the programme. Working in groups of three, students develop a science-focused research project, investigating a question and deciding how best to communicate what they have found.

At the end of the programme, Sciences and Humanities students come together for the Time to Shine Presentation Ceremony. Each group presents its research through an academic poster and an oral presentation in an Oxford academic setting, giving students an opportunity to explain their question, evidence and conclusions to an audience.

1 PROJECT: WEEK ONE

Students identify a suitable science-focused topic with tutor guidance and develop it into a manageable research question. They begin locating and evaluating sources, organising information and considering what evidence is most relevant to their enquiry.

2 PROJECT: WEEK TWO

Students refine their research, develop their academic poster and organise the structure of their oral presentation. They practise explaining their evidence, responding to questions and communicating their conclusions before presenting at Time to Shine.

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Course Objectives

Future Scholars: Sciences introduces students to approaches that can support future academic study while giving them opportunities to explore several scientific disciplines. The five academic skills areas are developed throughout the programme and applied directly to research, discussion and presentation.



MODULE 1

Lecture Skills & Academic Writing

Practise active listening, identifying key information and producing useful structured notes. Students also explore how academic writing organises ideas, develops arguments and uses evidence with greater precision than everyday communication.

MODULE 2

Critical Thinking & Research Skills

Develop research questions, identify and evaluate sources and consider how evidence supports different claims. Scientific examples encourage students to question assumptions, compare explanations and distinguish correlation from causation.

MODULE 3

Presentation Skills

Develop approaches to communicating academic ideas through spoken and visual formats. Students consider presentation structure, academic posters, clear visual communication, delivery and responding to questions from an audience.

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Academic Difficulty

Students do not need previous specialist study in Medicine, Biomedical Sciences, Neuroscience or Pharmacology. They should have a minimum B1 level of English and be prepared to engage with academic-style reading, discussion, research and presentation. The programme introduces new approaches with guidance before asking students to apply them more independently to their group project.



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CASE STUDY

From Scientific Claim to Research Question

Students might begin with a scientific claim drawn from an accessible article or other source. They identify what the source is claiming, examine the evidence presented and discuss what additional information would be needed to evaluate it properly. From this starting point, they can develop a more focused research question, locate further sources and compare different explanations before reaching a justified conclusion.



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Fieldwork Research

Oxford provides opportunities to encounter academic, scientific and cultural material beyond regular classroom sessions. Visits may give students additional examples, questions or sources to consider as part of discussion and project work. Specific locations and activities may vary between sessions.

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ACADEMIC EXPERIENCE

Programme Benefits

Students take part in academic experiences that make use of Oxford as the setting for the programme. These may include visits to Oxford colleges, museums or other academic and cultural locations, as well as talks or sessions held in notable Oxford settings. Experiences are designed to complement classroom study and give students further contexts in which to engage with academic ideas.



OXFORD ACADEMIC EXPERIENCE TALK

During the programme, students may attend a talk or academic session in an Oxford setting, exploring a topic with relevance across different areas of study. The experience gives students an opportunity to encounter new ideas beyond their own pathway and consider how different disciplines can contribute to wider academic questions.

ACADEMIC COACHING

Students receive guidance throughout lessons and project work as they develop their research question, evaluate sources, organise information and prepare their final poster and presentation. Feedback supports the academic process without constituting individual university admissions coaching.

CERTIFICATE OF ACHIEVEMENT & REFERENCE LETTER

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

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Is this programme for you?

Future Scholars: Sciences is suitable for students aged 15–17 with a minimum B1 level of English who are curious about scientific study; want to experience a more independent approach to learning; enjoy investigating questions and evaluating evidence; and would like to develop research, writing and presentation skills while exploring Medicine, Biomedical Sciences, Neuroscience and Pharmacology.

DOES THIS SOUND LIKE YOU?

YOU WANT TO BE READY FOR UNIVERSITY-STYLE LEARNING.

You want to experience lectures, research, academic writing and presentations before university begins, and develop practical approaches you can take into future study.

YOU'RE FASCINATED BY MEDICINE AND THE HUMAN SCIENCES.

You want to explore Medicine, Biomedical Sciences, Neuroscience and Pharmacology while discovering how scientific disciplines ask questions, investigate problems and use evidence.

YOU WANT TO BECOME A MORE INDEPENDENT THINKER.

You want to move beyond memorising information and become more confident researching questions, evaluating claims and forming evidence-based conclusions.



Sound familiar?

Future Scholars: Sciences could be for you →

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SAFEGUARDING & WELFARE

Safe days, settled nights

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

24/7
On-site pastoral support

1:6
Staff-to-student ratio on programme

100%
DBS-checked, trained residential staff

Speak to our Student Experience team →

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PROGRAMME EXPERIENCE

End of Course Celebration

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



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SAMPLE TIMETABLE

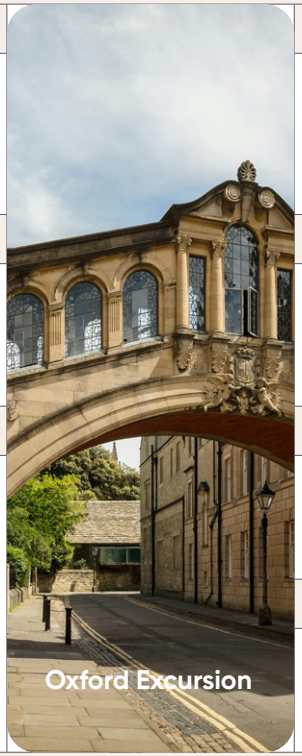
Week 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Wake-up & Breakfast | 07:00 - 08:45						
 Arrival Day	Welcome Talk | 08:45 - 09:00	Morning Assembly | 08:45 - 09:00		 Oxford Excursion	Morning Assembly | 08:45 - 09:00	
	Academic Listening & Structured Notes Practise following academic-style teaching, identifying key ideas and producing concise structured notes from a short science-focused lecture.	**Scientific Claims & Evidence** Examine how scientific claims are supported, distinguishing observation, evidence, explanation and assumption through accessible examples.	**Academic Writing: Explaining Science** Turn notes into a clear academic paragraph using precise vocabulary, logical sequencing and appropriately supported scientific statements.		**Medicine Taster: Systems & Evidence** Explore a medical question and consider how anatomy, physiology and evidence can be used to explain a biological process.	**Draft the Week One Research Brief** Prepare a concise explanation of the research question, initial evidence and next steps for further investigation.
	Break | 10:30 - 11:00				Break | 10:30 - 11:00	
	Project Launch: Choose a Scientific Question Select a suitable science-focused topic and identify the broad question the group wants to investigate.	**Research Questions & Source Selection** Develop a focused scientific research question and plan useful search terms, source types and criteria for selecting relevant information.	**Guest Speaker** 11:00 - 12:30		**Evaluating Scientific Sources** Compare scientific sources for relevance, authority, evidence and limitations, recognising that different sources may offer different levels of confidence.	**Week One Time to Shine Ceremony** Present the developing question and findings, then use audience feedback to identify priorities for week two.
	Lunch | 12:30 - 13:30				Lunch | 12:30 - 13:30	
	Oxford Orientation	**From Topic to Research Question** Narrow the topic into a focused research question that can be explored using accessible academic sources.	**Academic Experience** 13:30 - 16:30		**Collect & Evaluate Sources** Gather relevant sources and compare their usefulness, reliability and contribution to the emerging research question.	**Admissions Masterclass** 13:30 - 16:30
		Break | 14:45 - 15:15			Break | 14:45 - 15:15	
		Search & Source Plan Agree search terms, source types and responsibilities so research is organised and purposeful.			**Organise the Evidence** Group evidence into themes, identify gaps and decide which information most directly supports the project.	
Free Time | 16:30 - 18:30						
Dinner | 18:30 - 19:30						
Welcome Evening 19:30 - 21:30	Campus Evening 19:30 - 21:30	Societies Evening 19:30 - 21:30	Campus Evening 19:30 - 21:30	Campus Evening 19:30 - 21:30	Societies Evening 19:30 - 21:30	Societies Evening 19:30 - 21:30
Down Time | 21:30 - 22:30						
Lights Out | 22:30						

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

SAMPLE TIMETABLE

Week 2

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Wake-up & Breakfast | 07:00 - 08:45						
Morning Assembly | 08:45 - 09:00					Morning Assembly | 08:45 - 09:00	
	**Biomedical Sciences: Cells & Disease** Explore how cellular processes can help explain disease, connecting biological mechanisms with the kinds of evidence biomedical researchers investigate.	**Neuroscience: Brain & Behaviour** Investigate an accessible neuroscience question, considering how researchers connect observations, methods and evidence when explaining brain and behaviour.	**Pharmacology: Medicines, Trials & Risk** Explore how medicines are tested and evaluated, considering evidence, effectiveness, side effects, uncertainty and responsible interpretation of results.		**Methods, Data & Scientific Uncertainty** Compare simple research methods and data, identifying limitations and explaining why scientific conclusions may carry different levels of certainty	**Final Poster Review** Check accuracy, structure, visual clarity, references and teamwork before making final improvements.
	Break | 10:30 - 11:00				Break | 10:30 - 11:00	
	Synthesising Scientific Sources Combine information from several sources, identify areas of agreement or uncertainty and build a balanced evidence-based explanation.	**Academic Poster Communication** Explore how headings, visuals, evidence and concise text can communicate a scientific argument effectively within an academic poster.	**Guest Speaker** 11:00 - 12:30		**Presenting Science Clearly** Practise explaining a scientific question, evidence and conclusion to an audience using clear structure, accurate language and confident delivery.	**Academic Poster Showcase** Present the completed research poster and respond thoughtfully to questions about evidence, methods, limitations and conclusions.
	Lunch | 12:30 - 13:30				Lunch 12:30 | 13:30	
	Refine the Research Question Adjust the question or scope where needed so the final project remains focused, manageable and evidence-led.	**Plan the Academic Poster** Create a clear poster structure linking the research question, evidence, analysis, conclusion and key references.	**Academic Experience** 13:30 - 16:30		**Write Clear Academic Explanations** Edit poster language so scientific ideas are accurate, understandable and appropriately cautious where evidence is uncertain.	**Packing & Free Time** 13:30 - 16:30
	Break | 14:45 - 15:15				Break | 14:45 - 15:15	
	Analyse Evidence & Limitations Compare findings, identify uncertainty or limitations and decide what conclusions the available evidence can reasonably support.	**Build the Academic Poster** Develop the poster using concise text, useful visuals and evidence selected for relevance and clarity.			**Rehearse the Poster Talk** Practise a short spoken explanation that guides the audience through the question, evidence and conclusion.	
	Free Time | 16:30 - 18:30					
	Dinner | 18:30 - 19:30					
	Campus Evening 19:30 - 21:30	**Societies Evening** 19:30 - 21:30	Campus Evening 19:30 - 21:30	Campus Evening 19:30 - 21:30	**Societies Evening** 19:30 - 21:30	**Graduation** 18:30 - 22:30
Down Time | 21:30 - 22:30						
Lights Out | 22:30						

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

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.

Here 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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EXPERIENCE UNIVERSITY

Before University

Oxford College introduces students to university-style learning before they leave school. Choose Future Scholars: Sciences or Future Scholars: Humanities and explore university subjects while developing five essential academic skills: lecture skills, academic writing, critical thinking, research and presentation. Learning goes beyond traditional lessons. Students take part in Academic Experiences, guest lectures from subject specialists and an Admissions Masterclass. Oxford itself becomes part of the programme through college visits, museums and time to explore the city. At the centre of the experience is Time to Shine. Over two weeks, students investigate an academic question, develop their ideas with support from their teachers and present their findings at the final Future Scholars Showcase.



ACCOMMODATION

Single and shared rooms with shared bathrooms, boys and girls housed separately. Student common room and laundry service on site.

DINING

Meals taken in the college dining halls during the teaching day.

ACADEMIC FACILITIES

College seminar teaching in groups of no more than 15, dining hall, student common room and campus-wide Wi-Fi.

LOCATION & SETTING

Oxford, England: within walking distance of the centre of the city, with the colleges, museums, parks and river all close by.

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Community Life in the Evenings

Evenings at Oxford College are planned to feel like university life. At Societies Evenings, students follow their own interests. At Campus Evenings, the whole school comes together. Both give students the chance to make friends and grow in social confidence alongside the academic programme.

ACTIVITIES INCLUDE:

Arts & Crafts | Debate | Drama | Film Festival | Football | Murder Mystery Night | Basketball | Photography | Punting | Quiz Night | Taskmaster | Sports Tournament | Trashion Show | Graduation Party | Plus many more!

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EXCURSIONS: OXFORD COLLEGE

Two Days Beyond the Classroom

As part of their two-week course, students go on two full-day excursions. These days add culture and relaxation to their academic studies. Students visit well-known places in Britain and have time to learn and to rest outside the classroom. Transport and entrance fees are included in the course fee.



LONDON

Discover iconic landmarks, museums and cultural attractions, with time to explore the capital.



OXFORD

Explore colleges, museums, parks and famous locations across one of the world's best-known university cities.

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ADD EVEN MORE

To Your Summer

OXFORD RESEARCH SCHOLARS

Take an academic interest further with a one-to-one research programme from Oxbridge Applications. Students choose a subject and are matched with experienced academic mentors who guide them through the full research process – from developing a question and exploring sources to structuring arguments and responding to feedback.

The programme continues beyond the summer school through individual online sessions, giving students the time and support to complete a 5,000-word research paper, receive feedback on their final work and opportunity to present at the Oxbridge Research Scholars Symposium.
For academically ambitious students ready for the challenge of independent research beyond the school curriculum.

£1,350

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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: PARENT RATIONALE

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

"This program has helped my daughter grow both professionally and mentally. It has also boosted her confidence. Meeting other children from different countries and having all the group activities was one of the most important and helpful thing. She loved every second being there, she enjoyed her lessons, her tutors, her activities and everything."

Nimisha
Parent of Oxford College Student, Tanzania

"It was one of the best programs I've ever been in. I became attached to the place, the students, and the teachers. Everyone there was one of the kindest people I've ever met; everyone was incredibly kind. I never felt like I wasn't part of this place. The help the teachers provided, the questions they answered without hesitation, and the assistance they offered to students if we didn't know or understand something were all wonderful. I truly hope to come back here again someday."

Amani
Parent of Oxford College Student

AGES	ENGLISH LEVEL	COURSE LENGTH	ACADEMIC HOURS	CLASS SIZE	RESIDENTIAL OR DAY	START DATES	LOCATION
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