

HYLLE ROYCE

Specialist international education consulting



We provide expert advice and support for clients seeking access to the British education system,
and design bespoke solutions for the complete spectrum of learning needs

“A goal without a plan is just a wish”

Antoine de Saint-Exupéry

Investing in education is for the long term, which means that both outings and outcomes occur over years. At the same time, we know that some circumstances may be immediate or even urgent. We can help.

Good financial investment advice is tailored to provide specific results. Similarly, formulating advice on education is complex with many factors to consider. Every need and every problem is different.

An educational adviser needs insight, experience, kindness and an ability to empathise with clients – both children and their parents. Also essential are strong relationships across a wide network of expert and specialist professionals and senior contacts.

Most specifically, an educational adviser in the UK needs breadth and depth of knowledge. There are over two and a half thousand independent schools, more than 130 universities and nearly 400 colleges offering many thousands of different courses.

It is this extraordinary diversity of the British education system that makes it difficult to navigate - and presents the greatest challenge



to anyone seeking access to the system.

With such a wide variety of world-class educational institutions providing learning environments for students of all ages, abilities and aptitudes, selecting the optimum path for any one individual student can be bewildering. Just how do you make the right choices, and with confidence?

If you want the best, and are willing to face the challenges of making fully informed choices,

then we can be with you through every step of the journey. Our exacting approach is not for everyone. And personal chemistry also plays a part in such a personal and important transaction.

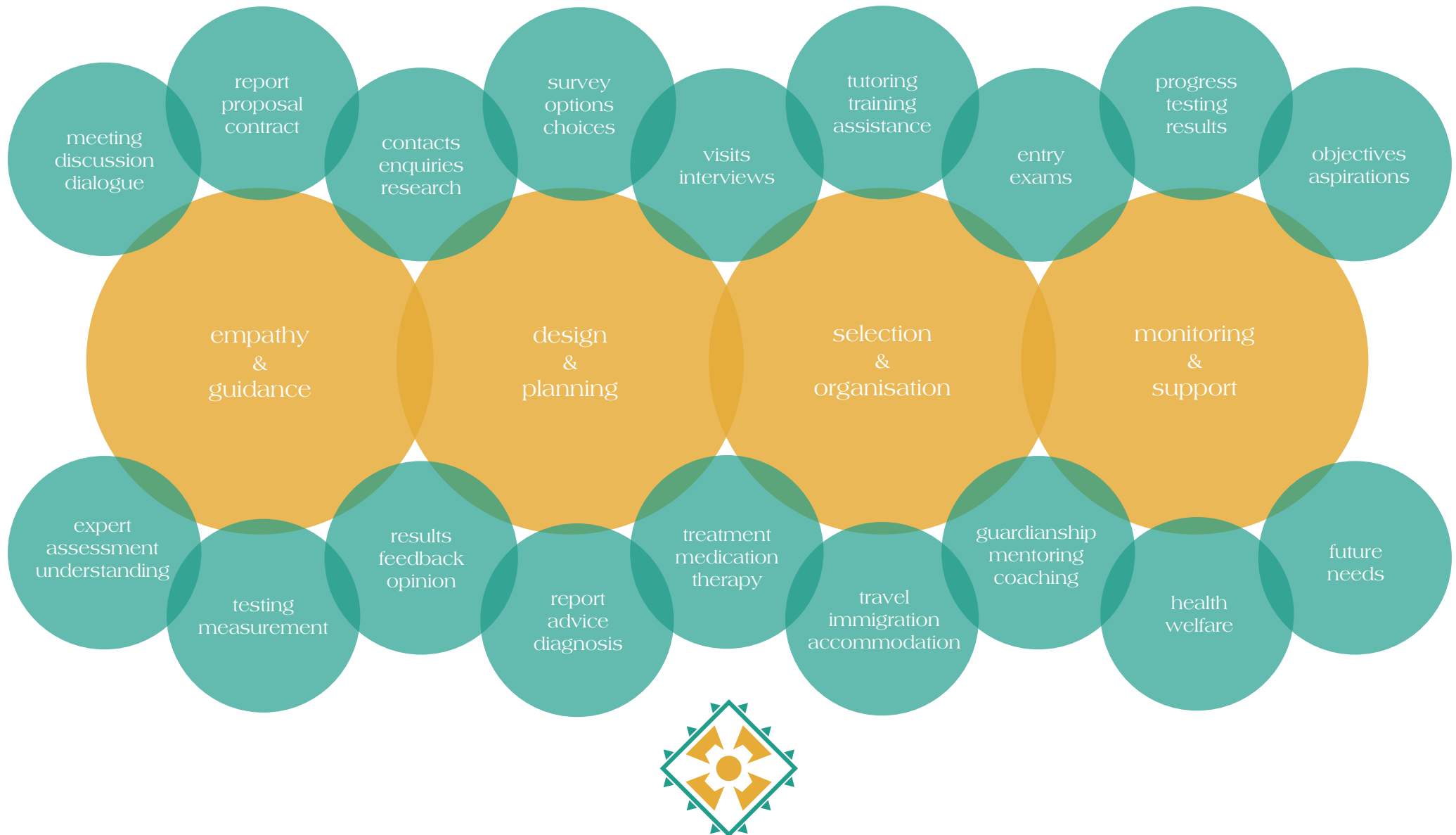
Our reputation for devising solutions that are bespoke and precisely tailored is built on our ability to successfully assess a student and manage their learning needs. Decisions concerning education require high-quality information and expert interpretation.

The combination of these two factors – understanding and precision – means that an investment in education made through Hylle Royce is approached with the same depth and breadth of analysis as any other complex, multi-faceted investment decision.

However, there is one aspect that is very simple and underpins our entire approach.

We believe that providing the best educational advice is based on a single fundamental principle. It is the principle that ‘the best education’ must mean the education that is best for the particular student for whom the advice is provided.

Through every aspect and phase of the education journey
we provide understanding, expert guidance and support



Hylle Royce has developed a methodology that solves problems, delivers fulfilling learning experiences and achieves results

It takes time to build a meaningful relationship.

Our meetings with you will never be rushed. There will always be the opportunity to ask questions. You will receive meaningful answers because you will be talking directly with an expert education consultant not a sales representative.

It is essential we get to know a client face-to-face before we can assess their educational requirements. Every set of circumstances is unique.

Yes, we have depth of experience - however, we still approach each consultation without preconceptions. Yes, we have developed an effective approach but no, we do not have a fixed process. The service we provide is personal. We endeavour to make it as personalised as possible. This is the only aspect of our service that is predetermined.

Throughout your time with Hylle Royce you can be assured of complete continuity of care. You will be in consultation with a leading education consultant backed by a network of top professionals.

Providing the best possible guidance is dependent on honest and accurate understanding. Achieving this involves a broad range of diagnostic, analytical and interpretational skills. We provide these with the support of our team of independent experts across the full spectrum of specialisations: behavioural, psychological and medical.



We focus on identifying the root cause of the problem and never risk making it worse by guessing.

Our growing reputation means we have access to the latest technologies and techniques. You can be confident of receiving the best advice from our highly-qualified practitioners. Insight and integrity are at the heart of everything we do. Our purpose is to design and plan the best learning pathway along which your child will progress. This is paramount.

"Working with families to help them to make the right choices concerning their children's education is both a privilege and enormously satisfying. I particularly enjoy the process of analysing a child's needs and picking up the small details that make sense of exactly what they require in order to flourish."

Throughout my career in education it has always been this sense of fulfilment which has driven me to do the best for each one of my students – and it is that same spirit which continues to inspire me to provide the very best service for my clients today. Because together we create the investment in education for their future."

Patrick Fullick

“Educating the mind without educating the heart is no education at all”

Aristotle



Case A

Adejola began his Sixth Form studies in the UK after finishing

school in his home country with modest grades. It quickly became apparent that, although bright and very keen to learn, he was not finding study easy, and he came for a consultation. During the consultation he described his problems, on the basis of which he was referred to an Educational Psychologist and a Psychiatrist for a full assessment.

The two specialists quickly uncovered the sources of Adejola's problems. A programme of therapy and specialised tutoring was devised, through which Adejola's underlying condition was treated. This also taught him ways of tackling the learning tasks that he found critically difficult.

Adejola's Specific Learning Differences (SpLDs) are not uncommon – but unless discovered and addressed, can put a student at a great disadvantage, no matter how intelligent they are.

Adejola's programme continued throughout his Sixth Form studies, and he has been able to successfully enter university, where he is studying for a degree.



Case B

With children aged 5, 6, 10 and 13, the Gribov family wanted a move

to London, and to have all of the children attend the same school if possible.

Whilst the older children spoke and wrote good English, the younger two did not. The parents wanted a school which would provide the children with solid preparation for entrance to a top university in the UK or USA, as well as provide outstanding sporting and cultural opportunities.

A programme of preparation with the family was begun well ahead of the move – this included English language tuition for the younger children, and thorough preparation for entrance tests for the older two. We personally introduced the family to the Headmaster of the school to which they were applying, and met the key staff who would be involved with each stage of their children's education.

Following a successful move, the children's progress is being regularly reviewed, and the family are happily on course to achieve all the outcomes they are seeking.



Case C

Mangu arrived to study in the UK in the Sixth Form, and at the end

of his first year was planning to apply to a UK university to study law. His school was not optimistic about his chances of entering a good university, predicting that his examination results were unlikely to be sufficient. Mangu admitted that he had not studied very hard during his first year as he had found it hard to settle into a new school in a new country.

During the summer before he made his application, a comprehensive tutoring programme was put in place for Mangu, to help him with his A-level subjects and with the specialist online law test he would take in the autumn. Work experience with a leading law firm in the City was also arranged for him.

Mangu was helped and encouraged to produce the best possible personal statement as part of his application to university, and the tutoring programme continued to help him learn. As a result, Mangu achieved a place at a leading university to study law.



Case D

Esmira had been very successful in her studies at school in her

native country, and during her three years at school in the UK. Despite this, she felt that something about school was “not quite right” – and her parents were worried that this could affect her progress as she began her A-level studies in preparation for university.

After a meeting with Esmira and her mother, Esmira was referred to a Cognitive Behavioural Therapist and a Life Coach, both of whom had extensive experience of working with adolescents.

Over the next two months, these specialists helped Esmira to understand what was worrying her, and coached her in developing new ways of looking at herself and those around her, giving her strategies to cope with uncertainty and the many emotions she was experiencing.

Now finished with her therapy, Esmira returns three times each year for a short consultation; she is enjoying school again, and is on course for a place at an excellent university.



Case E

Magda had not had an easy first few years, following a difficult birth and

a serious illness. Now 8 years old, she was at least three years behind other children of her age, and had complex speech and language difficulties, problems with movement and posture, and found learning extremely difficult. Despite all her problems, she was a happy child who liked dealing with people.

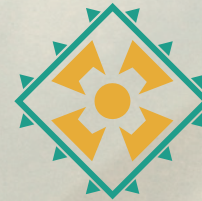
Magda's school was not equipped to deal with her many and complex learning problems, and it was decided that the UK – with an extensive variety of schools and experts – was the right place for her to be. However, Magda spoke no English.

Through intensive preparation using a combination of live-in tutors and visiting experts, Magda was gently introduced to the English language in preparation for her move to a specialist school in the UK, where she would live for part of the time. The preparation programme and the move were carefully planned and supervised, and the school for her was most carefully selected. Now settled in the UK, she receives the best possible care, and her family have the knowledge that her full potential will be brought out, whatever that may be.

Client confidentiality is a core value for us – we never discuss our clients with anyone else without prior permission. The above profiles are true-to-life, and faithfully represent the range of clients with whom we deal – but no profile describes any particular client.

“The mind is not a vessel to be filled
but a fire to be kindled”

Plutarch



At Hylle Royce, our mission is to deliver the ideal learning experience to meet the needs of your child.

For us, the essence of private education lies in personal growth in knowledge, in understanding and in character.

Hylle Royce plans, designs and organises highly individual education pathways, which we then implement and monitor with the help of our many expert partners.

This approach requires us to develop a deep understanding of each client's family – only then is it possible to craft the environment in which a young mind can flourish and grow.

Hylle Royce will bring a combination of experience, insight, expertise and sensitivity for the benefit and fulfilment of those on whose behalf we work.

The emblem of rose and thorns symbolises our mission. We protect and cultivate growth through education.



Dr Patrick Fullick

Dr Fullick has professional experience in education at all levels, from school through to postgraduate university education, with a vast network of professional contacts around the world, and the ability to engage other leading professionals and experts, including psychologists, counsellors, tutors, lecturers and medical practitioners.

He began work in the City of London before embarking on a distinguished career in education, during which he taught in schools and universities in the UK, Russia and the Caribbean, directed influential international education projects, and authored many highly-acclaimed books and papers.

Dr Fullick holds an MA from the University of Cambridge (Natural Sciences) and a PhD from the University of Southampton (Education & Computer Science), where he was for many years Director of Advanced Degrees and Teacher-Training programmes.

He has also served as an external examiner and adviser for programmes at other world-leading universities.



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