Transition from secondary to tertiary level is an important issue in mathematics education, indeed this transition is often problematic for many students. University spontaneously reacts through running bridging courses, lowering the level of the mathematics taught, or reducing the examination standards in order to avoid massive failure. For different reasons these reactions rarely proved to be effective. Instead, research in mathematics education highlights that students’ difficulties are related to a multiplicity of factors – cognitive, meta-cognitive, affective and linguistic – the incidence of which is amplified when accessing tertiary education. Starting from these findings, the authors designed and developed two parallel mathematical “university preparatory” courses for grade 12-13 students.