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Abstract

Students not complying with the entrance requirements of mainstream programs in science have become a significant problem in higher education in South Africa. To provide for the needs of these students, foundation access programs have been introduced at most of the universities in the country. In this chapter, we discuss the success of the Bachelor of Science Four-Year Program (BFYP) at the University of Pretoria. It builds on two papers published on the topic. Engelbrecht et al. (Afr J Res Math Sci Technol Educ 18(3):287–298, 2015) used the BFYP as a case study to develop measuring criteria on how to evaluate academic access programs such as this one. In a different study on the same program, Potgieter et al. (SA J High Edu 22(4):861–876, 2015) reported on students' opinions on the program, focusing on their experiences in the preparatory phase, reporting on personal perceptions of its structure, on challenges faced, and on preparedness upon transition to the

mainstream program. The distinguishing feature of the study reported here is that six criteria are presented for determining the success of an access program, illustrated using data sourced from the University of Pretoria, South Africa. (HRK / Abstract übernommen)

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