

Extended Curriculum Programmes as a Catalyst for Building Equity and Resilience in Higher Education

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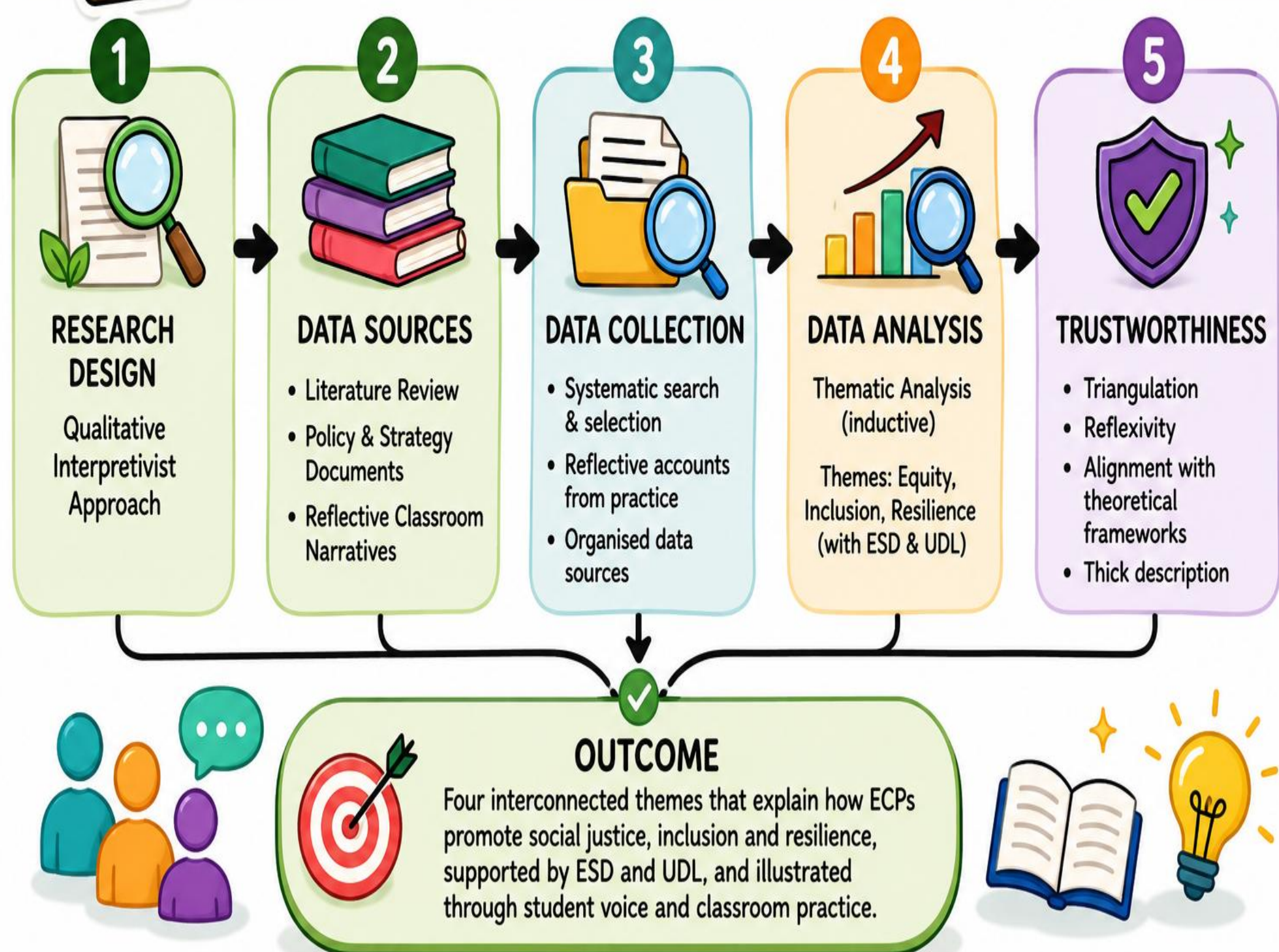
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INTRODUCTION & AIM

- Persistent inequalities continue to limit equitable participation and success in South African higher education.
- Students from under-resourced schooling contexts often face barriers to accessing and succeeding in mainstream programmes.
- Extended Curriculum Programmes (ECPs) were introduced to support access, participation, retention, and success.
- This paper explores how Extended Curriculum Programmes function as catalysts for equity and resilience through inclusive pedagogies, curriculum responsiveness, and student-centred teaching approaches.

METHOD

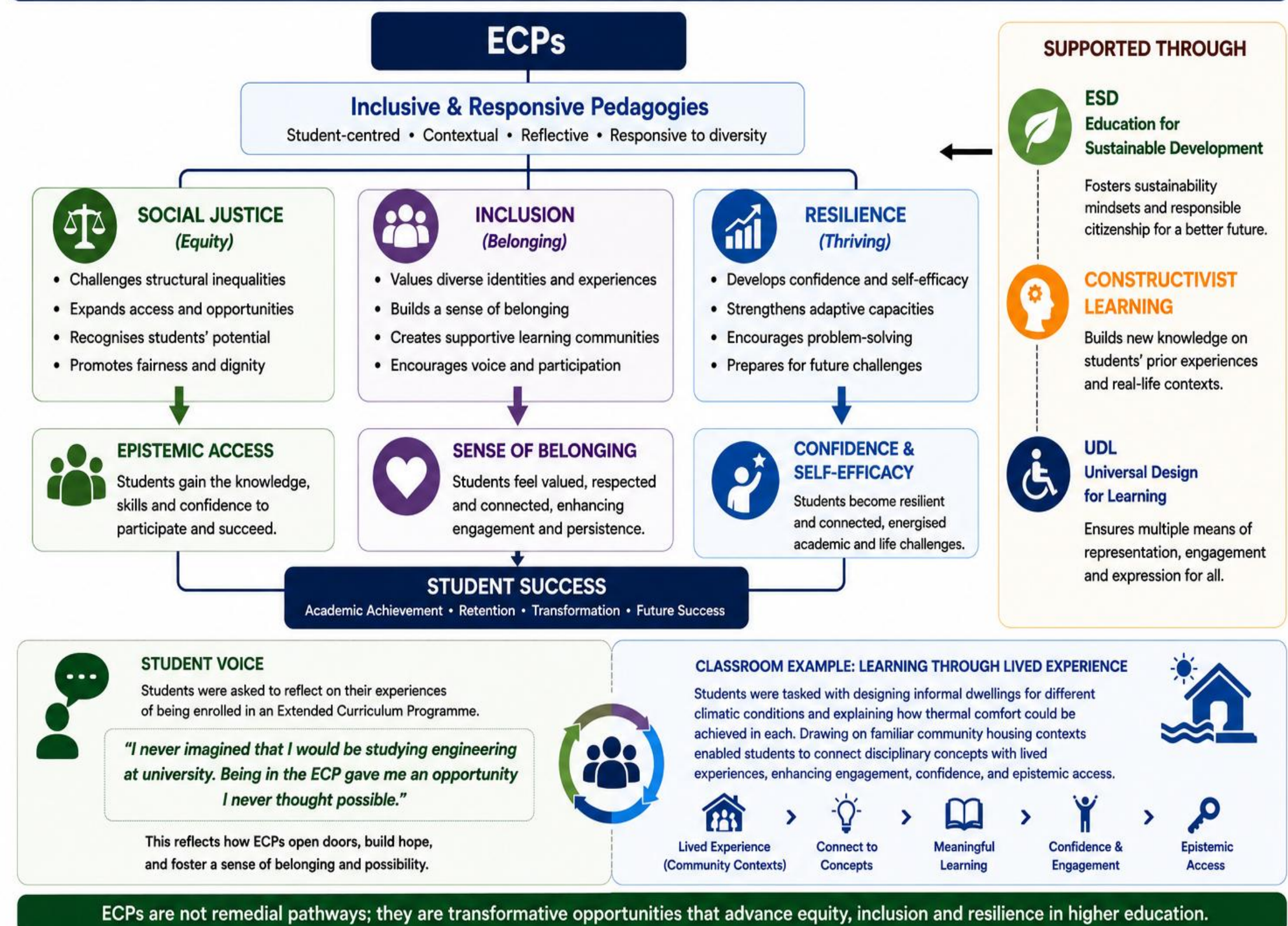
This study employs a **qualitative, interpretivist** approach to explore how Extended Curriculum Programmes (ECPs) function as catalysts for building equity and resilience.



RESULTS & DISCUSSION

The analysis revealed four interconnected dimensions through which ECPs contribute to equitable and sustainable student success. Social justice, inclusion, and resilience emerged as central outcomes, while ESD and UDL provide pedagogical frameworks that strengthen accessibility, participation, and long-term student development.

ECPs AS A CATALYST FOR EQUITY AND RESILIENCE



CONCLUSION

- Extended Curriculum Programmes (ECPs) extend beyond access by promoting meaningful participation, belonging, and student success.
- ECPs function as social justice interventions that help address structural inequalities within higher education.
- Inclusive and student-centred pedagogies foster confidence, resilience, and epistemic access among students.
- The integration of Education for Sustainable Development (ESD) and Universal Design for Learning (UDL) strengthens accessibility, adaptability, and long-term sustainability.
- Higher education institutions should recognise and strengthen ECPs as strategic transformation mechanisms through lecturer development, inclusive curricula, and holistic student support.

FUTURE WORKS/ REFFERENCES

Future research should investigate the long-term impact of Extended Curriculum Programmes on student success, graduate resilience, and sustainable participation in higher education.

- Chetty, L., & Kepkey, B. (2023). Access to and effectiveness of support services for students in extended curriculum programmes at a South African university. *Journal of Student Affairs in Africa*, 11(2), 89-102.