



Experience Based Entry pathway

What is Experience Based Entry (EBE)?

Experience Based Entry (EBE) is an alternative admission pathway that enables applicants to demonstrate readiness for university study through a broad range of academic, professional and life experiences. EBE recognises that academic potential is developed in multiple contexts and is not solely reflected through recent school results or ATAR outcomes.



Why EBE matters

EBE broadens access to higher education without lowering academic standards. It supports mature-age learners, applicants with interrupted or non-linear education, vocationally trained individuals and those whose strengths are demonstrated through work, community or lived experience.

Who is EBE for?

- Applicants with work or professional experience
- Applicants with VET qualifications (completed or partial)
- Individuals with community, caring, leadership or volunteering experience
- People returning to study after time away from formal education
- Applicants unsure if they meet traditional entry requirements

Programs available via EBE

- Bachelor of Arts
- Bachelor of Commerce
- Bachelor of Science
- Bachelor of Media and Communications
- Bachelor of Primary Education (via the Reach Higher program)
- Bachelor of Early Childhood Education
- Bachelor of Education (Early Learning)

How EBE works

Applicants must submit evidence equating to six (6) points across at least two evidence areas or sub-sections. Evidence must be dated within the last ten years. All applicants are required to submit a statement of purpose (200 words).

EBE assessment framework

The following sections outline the formal EBE framework used to assess applications. These criteria are retained in full to ensure transparency and assurance across the admissions process.

- Applicants must accumulate a minimum of six points across at least two evidence areas (including sub-sections).
- Evidence of work experience may be dated within the past 10 years to be considered valid. Work experience evidence may be dated beyond ten years where it demonstrates sustained professional capability.
- All students are required to submit a personal statement of purpose with their application.

Section A – work experience

Work experience (general) 1 year	1	<ul style="list-style-type: none">• Points awarded based on commitment rather than expertise.• Maximum 1 point for students maintaining a position throughout senior secondary years.
Work experience (general) 2+ years (min. 15 hours per week)	2	<ul style="list-style-type: none">• Demonstrated reliability and commitment through sustained participation in a workplace or organisational setting.• Exposure to basic workplace expectations, including time management, teamwork, communication and adherence to policies and procedures.• Development of transferable skills applicable across disciplines such as problem-solving, responsibility and professional conduct.
Work experience aligned to cognate discipline area <2 years*	1	<ul style="list-style-type: none">• Professional or practical experience that is directly related to a similar or closely related field of study or discipline.
Work experience aligned in cognate discipline area (non-school leaver / mature-age only) 2+ years*	4	<ul style="list-style-type: none">• Professional or practical experience that is directly related to a similar or closely related field of study or discipline.

* Cognate discipline area is assessed through demonstrated application of discipline-aligned capabilities, task-level evidence and responsibility scope rather than job titles or industries, ensuring consistent, holistic and equitable admissions decisions. This is best demonstrated through endorsed employer evidence.

Section B – academic achievements

A minimum of three (3) points will be required from academic areas (school leavers only; not required for mature-age students). Students must have achieved relevant English language proficiency requirements for entry.

ATAR subjects (or equivalent A Level subjects) - final scaled grade

Grade	Points	Comments
WA - WACE ATAR scaled grading of 50% or above in any course NSW – HSC Band 3 or above	2 points for each course	Maximum of 4 points only.

General subjects / non-ATAR/board-endorsed subjects (or equivalent AS subjects) – final grade

Grade	Points	Comments
Grade C or above	1 point for each B or above grade	Maximum of 3 points.

School projects

Project type	Points	Comments
Shark Tank, Cambridge Project, Studio Schools etc.	1	Successful completion.
Big Picture	3	Successful completion.

Tertiary qualifications

Qualification	Points	Comments
Successfully completed one undergraduate or postgraduate level course	3	Maximum of one unit. Students who have completed more units assessed as per normal requirements.
Successfully completed enabling units	1	Maximum of three units. This may include similar programs or foundation programs. A completed enabling program may satisfy standard entry.

Microcredentials / short courses (maximum three points for Notre Dame courses and one point for non-Notre Dame courses)

Credential type	Points	Comments
Notre Dame microcredential	1	Allocation of 1 point per credit undertaken as a microcredential.
Notre Dame short course	0.5	Allocation of 0.5 points per course undertaken as a microcredential.
Other university microcredentials	0.5	Allocation of 0.5 points per course undertaken as a microcredential.

Special Tertiary Admissions Test (STAT) (maximum one point only)

Completion of one component within the previous three years with a score \geq 140	1
---	---

Vocational education level

Qualification	Points	Comments
Incomplete Diploma or Certificate IV	3	At least half of the standard number of units must be completed. Cannot be stacked to gain multiple points.
Certificate III or equivalent	2	Must be completed. Cannot be stacked to gain multiple points.
Certificate II or equivalent	1	Must be completed. Cannot be stacked to gain multiple points.
Trade certificate	1	Typically requires completion of a trade qualification. Applicants without a completed Certificate III may demonstrate eligibility through substantial partial completion (normally 6–8 units, including core trade units), supported by relevant industry experience or other qualifications. Assessment is undertaken holistically.



Section C – experience activities

One point only can be awarded for each of the below (to a maximum of three points):

- Australian Music Examination Board 5 or above
- State level sporting participation
- Holding a position of active responsibility in a club, society or school leadership position in the previous 12 months (e.g. prefect, student council, sports faction leader).
- Work or school based attributes measure of 80% or above
- Duke of Edinburgh completion
- Any uniformed role (police, fire, pilot, ADF etc.) experience of six months or longer
- Community volunteering (6+ months)
- Caregiving responsibilities
- Entrepreneurship or running a small business
- Community leadership roles
- Recommendation letter from employer (mature-age applicants only)

Section D – portfolio evidence

- Portfolio of work demonstrating capability relevant to the discipline (maximum 2 points)

Statement of purpose

Applicants must submit a statement of purpose (this may be included in your six points for entry).

Your personal statement helps us understand your motivation for studying at Notre Dame and the experiences that have prepared you for study.

Your response should be no more than 200 words and must address the following prompts:

1. Why do you want to study this program?
2. What experiences (work, study, life, volunteering or training) have helped prepare you for university study?
3. What are your future goals and how will this program help you achieve them?

You do not need to use formal academic language. We are interested in understanding your experiences, motivation and readiness to learn.

This statement is limited to 200 words.

Sample statement of purpose – for entry to a Bachelor of Commerce

I am applying to study the Bachelor of Commerce because I want to build a stronger understanding of how businesses operate and develop the knowledge needed to progress into management roles. Over the past four years I have worked in retail and customer service, where I have gained practical experience in teamwork, communication and problem solving. Through this work I have also become interested in how businesses make decisions about sales, marketing and financial performance.

In my current role I assist with stock management, daily sales reporting and supporting customers. These responsibilities have helped me develop organisation, reliability and attention to detail. I have also had opportunities to observe how managers analyse sales trends and plan promotions to improve business outcomes.

Studying commerce will allow me to develop skills in areas such as business strategy, accounting and marketing so that I can better understand how organisations grow and succeed. In the future I hope to move into a leadership position where I can contribute to improving business performance and supporting teams to achieve their goals.

Returning to study is an important step in developing the knowledge and confidence needed to achieve these goals.

Sample statement of purpose – for entry to a Bachelor of Primary Education via the Reach Higher program

I have worked in community childcare for three years and have seen how important early learning is for children's development. Through my work I have developed communication, organisation and teamwork skills and I regularly assist with planning activities for children. I want to study the Bachelor of Primary Education to deepen my understanding of child development and become a qualified teacher. Returning to study will allow me to build on my practical experience and contribute positively to my community.

For further information please contact our Prospective Students Office

Phone: 1800 878 916

Email: future@nd.edu.au

notredame.edu.au

Join our online community



@notredameaustralia

@notredamesyd