

## **Academic performance for international postgraduate coursework students with reference to their English language entry type and proficiency at admission**

**Hedley Reberger**

Old Classics Wing, University of Adelaide, Adelaide 5005 Australia [www.adelaide.edu.au](http://www.adelaide.edu.au),  
[hedley.reberger@adelaide.edu.au](mailto:hedley.reberger@adelaide.edu.au)

When looking at practical issues and solutions concerning English language entry standards for international postgraduate coursework (IPC) students everyone has an opinion. It is often suggested that a higher IELTS score equals a better outcome. Whilst acknowledging academic outcomes as a measure are complex and there are many extraneous variables impacting on success, an analysis was performed examining academic outcomes for IPC students. The research examined for IPC students the relationship between English language entry type and academic performance at university as measured by grade point average (GPA).

An IPC cohort studying at an Australian university consisting of 331 students was used. For the cohort a mean overall IELTS and subtest scores were generally above the cut-off score of 6.0. The exception was in the writing subtest with an overall mean of 5.9. Among the cohort most students also achieved an overall GPA of pass or higher. While few failed, they were more likely to do so if they were from the IELTS / TOEFL entry types.

When program outcomes 'successful completion' and 'non-completion' were considered it was evident that 85.4 % completed successfully. There were no significant differences in mean overall IELTS or subtest scores between IPC students who completed successfully and those who did not.

Using the current research cohort as a model, the effect of raising the IELTS entry score to postgraduate coursework programs is discussed.