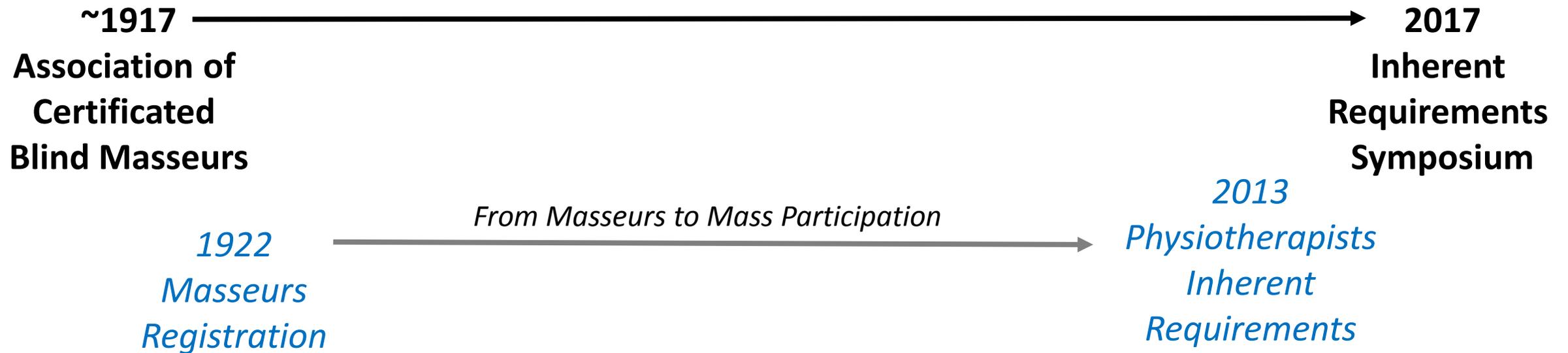


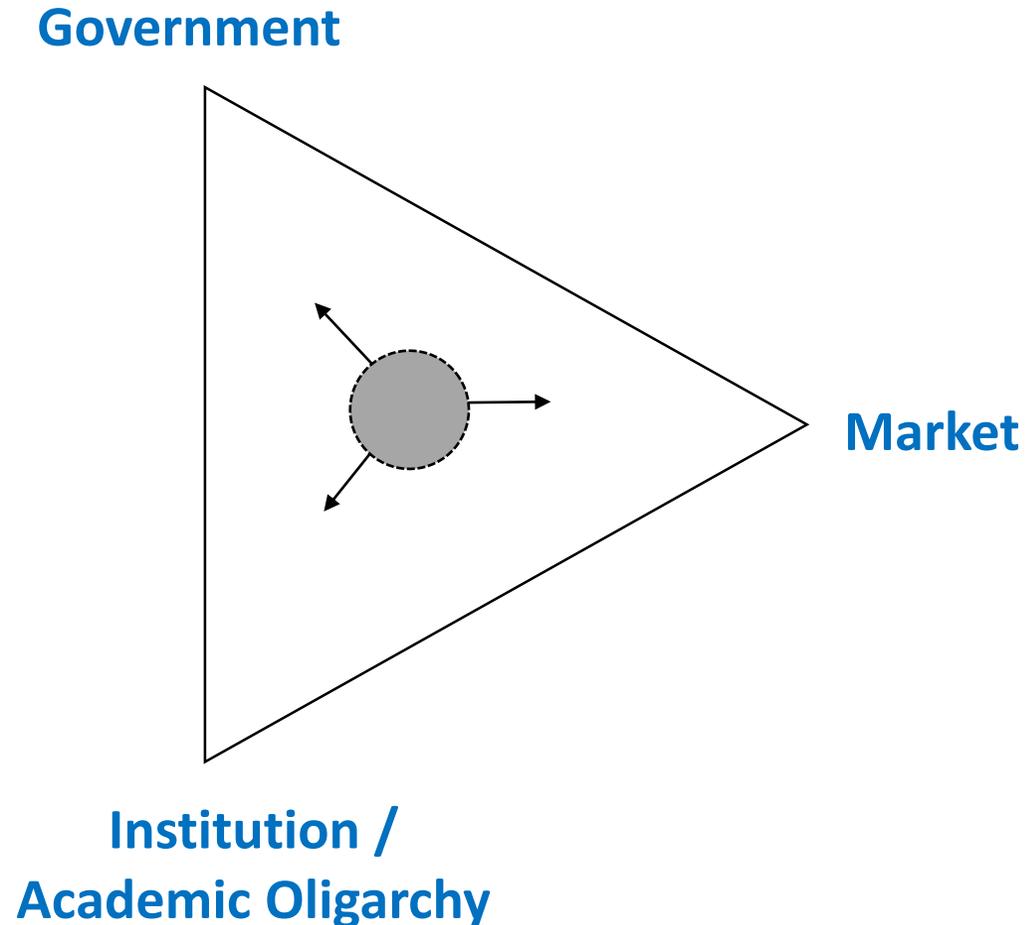
# From Masseurs to Mass Participation: Reasonable Adjustments & Inherent Requirements in Historical Context

Matt Brett, NCSEHE 2017 Equity Fellow, La Trobe University

# 100 Years of Inherent Requirements



# Higher education system coordination



# Core Propositions

Inherent requirements are part of longstanding tension involving:

- **Government** policy associated with disability and participation
- Disability as a feature of the **market**
- **Academic oligarchy** management of discipline and professional conventions
- Expanding role of universities as **institutions** around professional training

# Masseurs to Mass Participation

1918

1922

1978

1990

2013



# Blindness as a feature of the market

1918

1922

1978

1990

2013



**WWI Ends**

**Association of Certificated Blind Masseurs**

*“Soldiers blinded in the war... trained in massage, remedial gymnastics, and medical electricity.”*

The British Medical Journal, Vol. 1, No. 3203 (May 20, 1922), p. 812

# Blindness and occupation origins

1918

1922

1978

1990

2013



## State Regulation of Masseurs

### *Masseurs Registration Act 1922 (Vic)*

*Subject to this Act the powers and duties of the Board shall be –*

*(a) to hold examinations (including special examinations for blind persons)*

# Blindness a core regulatory concern

1918

1922

1978

1990

2013

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## State Regulation of Masseurs

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### **Minutes Masseurs Registration Board 1922 -1927**

Multiple reference to training, curriculum registration of blind students, including:

*“Resolved that a copy of all literature from London re Blind Students and Instruction be sent to each Member of the Board.”* 3 April, 1925

### **Report on Training of Blind 1927**

Inaugural Chair of Board returns from overseas investigation of training methods for blind students.

*“A hearty vote of thanks to Dr. Springthorpe was recorded.”* 17 November 2017

# Blindness and occupation maturation

1918

1922

1978

1990

2013



**Amendments Masseur's Registration Act 1922-1978**

Special examination provisions retained

**Australian Journal of Physiotherapy Volume 1 1955**

Article explaining why **physiotherapy** was a fitting profession for the blind

# Reference to blindness disappears

1918

1922

1978

1990

2013



**Masseurs become Physiotherapists**  
**Physiotherapists Act 1978 (Vic)**

Replaces Masseurs Registration Act, no reference to special examinations

# Physiotherapy enters university system

1918

1922

1978

1990

2013



**Physiotherapists University Trained**

University of Melbourne Annual Report (1990)

Academic board and council approval for course in physiotherapy.

# Physiotherapy inherent requirements

1918

1922

1978

1990

2013



## **Physiotherapy Inherent Requirements**

University of Western Sydney / Bialocerkowski et al 2013

“To increase the accessibility of physiotherapy study to people with a disability, a process of using inherent requirement statements must be in place for universities to promote inclusion, manage risk and ensure compliance with legislation. The inherent requirement statements described in this paper provide a robust, defensible position on the current requirements of physiotherapy study at one Australian university.”

# Recent History of Inherent Requirements

1990

1992

1994

2000

2004

2008

2010

2016



# Dawkins reforms /A Fair Chance For All

1990

1992

1994

2000

2004

2008

2010

2016



***A Fair Chance For All***

*Establishes disability as an equity group*

# Disability Discrimination Act

1990

1992

1994

2000

2004

2008

2010

2016



**DDA**

*Makes direct and indirect discrimination unlawful.*

*Positions reasonable adjustment as central to disability practice in higher education*

# Equity Performance Indicators

1990

1992

1994

2000

2004

2008

2010

2016



## ***The Martin Indicators***

*Allowed for systematic data collection of disability in higher education – created an evidence base for growth in participation*

# Inherent Requirements Guidelines

1990

1992

1994

2000

2004

2008

2010

2016



***Watts et al***

*Guidelines and procedures to assist universities to examine the inherent requirements of their courses (When accommodating students with disabilities and/or medical conditions)*

*In response to growing student numbers, Watts et al develop conceptual framework for inherent requirements*

# Disability Standards for Education

1990

1992

1994

2000

2004

2008

2010

2016



## ***Disability Standards for Education***

*Disability Standards (and related changes to DDA) make it unlawful to develop non-inclusive curriculum and make clearer obligations of education providers to provide reasonable adjustments whilst upholding course requirements*

# Recent History of Inherent Requirements

1990

1992

1994

2000

2004

2008

2010

2016



## *University of Melbourne Handbook*

*Core participation requirements added into handbook template – some courses begin to describe inherent requirements*

# UWS - IRONE

1990

1992

1994

2000

2004

2008

2010

2016



***University of Western Sydney***

*IRONE*

*Inherent Requirements of Nursing Education project develops a conceptual framework for inherent requirements adopted by many other disciplines and universities*

# Audit of Inherent Requirements

1990

1992

1994

2000

2004

2008

2010

2016

*La Trobe University*

*NCSEHE funded project to audit inherent requirement statements across the sector finding:*

- *Proliferation of statements*
- *Inter-institutional/discipline transfer*
- *System-wide variability*

# Masseurs to mass participation

	<b>Occupation Formation 1920s</b>	<b>Specialisation 1970s</b>	<b>Unified National System 1990s</b>	<b>High Participation System 2000s</b>
<b>Government</b>	Establish accessible profession	Enable growth and specialisation	Transition allied health to higher education	Set standards for inclusion
<b>Market</b>	Blind students and workers	Reduced role for blind/disability	Recognition of inequity	Rapid growth in participation
<b>Academic Conventions</b>	Emerging profession	Professional specialisation	Transition into university context	Established university profession
<b>Institutional Control</b>	Registration Board	CAEs	University	Universities

# Inherent Requirements and Higher Education

## Neutral position:

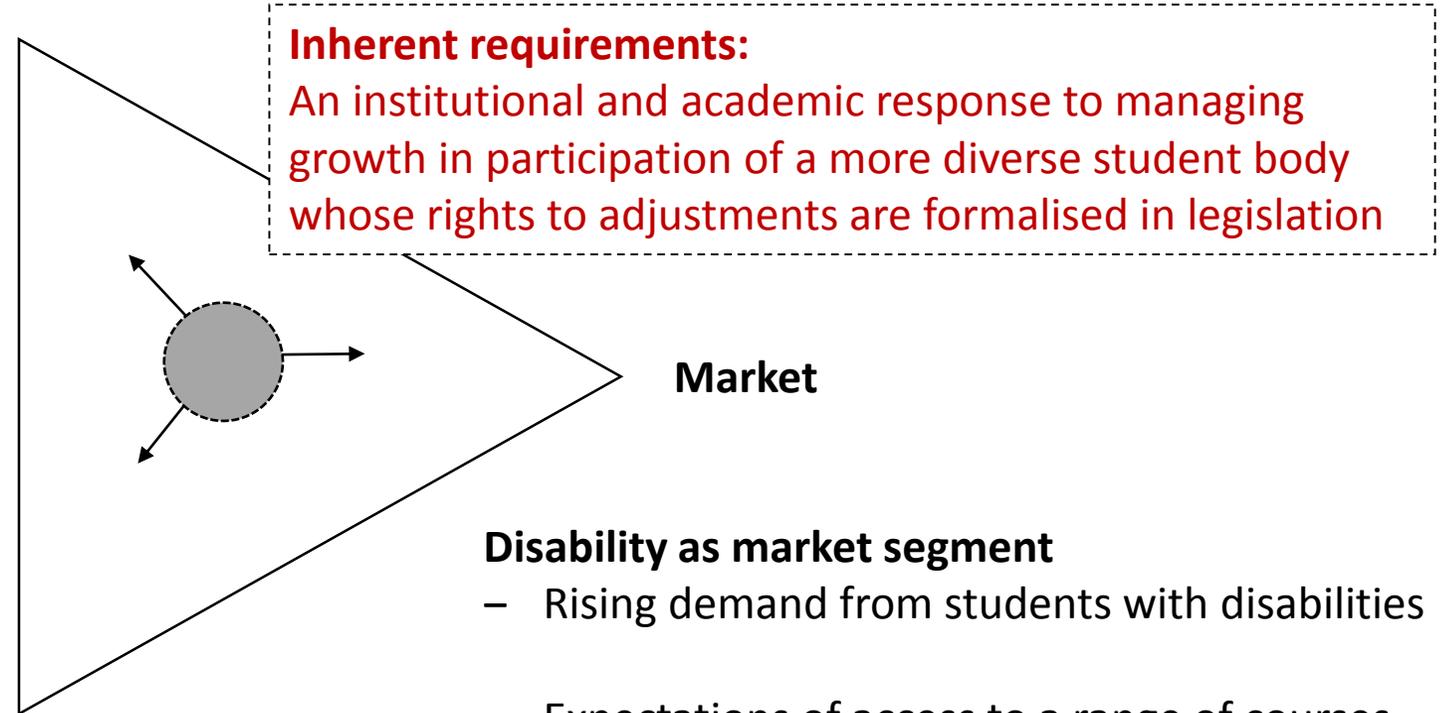
- Disability Standards for Education:  
*uphold course requirements*
- Higher Education Standards:  
*no reference to inherent requirements*
- Limited policy focus:  
*funding for disability (<0.03%)*

## Variable institutional position:

- Present in some disciplines / institutions
- A facilitator of informed choice and efficient reasonable adjustment
- Framed around both academic tasks and individual characteristics

**Government**

**Academic  
Oligarchy/  
Institution**



**Market**

## Disability as market segment

- Rising demand from students with disabilities
- Expectations of access to a range of courses
- Expectations of adjustments

# Questions / Comments

# References / Further Reading

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