**Responding to the Ethics and Values Recommendations of the Legal Education and Training Review: What and Why?**

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**Where**

I am going to focus upon the LLB because it is my stomping ground (although what I say applies to all academic programmes – LLM, PhD, Prof.Doc, GDL, Law & undergraduate degrees, or BA Law - and I suspect much should apply to professional programmes)

**What**

**Awareness** – (a) of the *importance of values to the system and the student* and of the reasons why it is not likely we can avoid or overcome value disagreements (pluralism); (b) of variation amongst the students around values; (c) of students’ own values – starting with intuitivist but hopefully getting to internal coherence. It would be good to also facilitate awareness of value or ethical conflicts in substantive subject areas and in student activity

**Reasoning** – (a) about situations that present *dilemmas*; (b) about different approaches to values; (c) about specific examples i.e. how does this value position work when applied to a hypothetical situation; (d) what counts as a good reason; (e) reading the work of scholars who are arguing about values; (f) constructing ethical or value informed arguments both oral and written; (g) reflecting upon where values might come from; (h) reasoning in a field where complexity means general principles are going to have to be limited or very counter-intuitive conclusions will have to be accepted. Some of this is a matter for identifying the ethical/value aspect of existing activity. Some is new and will displace activity. Some can help structure and support existing activity.

**Motivation** – (a) permission – students should be allowed to explore the question: *What do I care about?* (b) self-awareness again – students should be allowed to explore the question: What do I care about? (c) Role models – students should be exposed to accounts of people who have lived lives that involved moral courage; (d) Internal value pluralism – it is not only different people who hold incommensurable values ….; (e) Life world or life plans or careers or life-long learning – all of which touch on the idea that one has to decide what sort of life one want to live (and no dress rehearsals); (f) what dangers exist if one does not reflect upon values as an individual and as a system? Individuals may and should seek to inspire but this should not be a feature of legal education institutionally and should not enter into the assessment of students.

**Efficacy** – (a) *how does one say no?* (b) the role models serve here also; (c) when and how should one act to be effective – avoiding dramatic and ineffective reactions when calmer and more effective actions are a viable alternative.

**Why**

Because encountering and thinking about these matters is an important part of growing up straight – it is part of the identity project of the student in a modern society (in a traditional society one needs think less as roles and identities are more ascribed and less adopted). People, citizens and legal professionals all need to have the opportunity to think about this stuff with helpful support – it is a vital part of adult education.