**Foreword/Introductory sentence / Statement of confidentiality**

This statement confirms the anonymity preserved of the people and the organisations referred too in this project presentation.

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**TMA 01 Question**

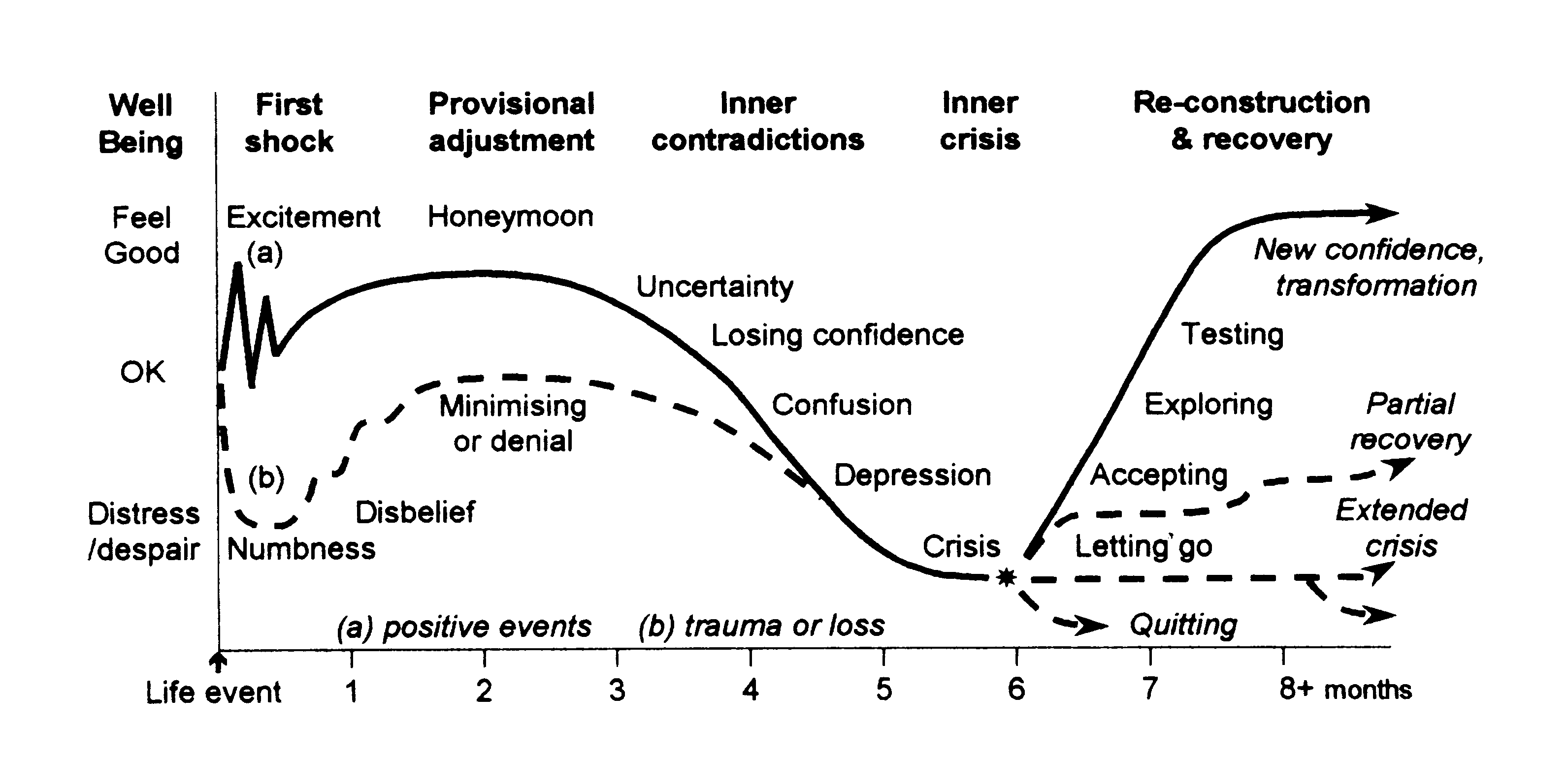
Is Communication in youth justice working effectively? Is communication meeting the statutory requirements in youth justice's communication through the audit commission - youth justice (2004) with improvements or is it still in the misspent youth scandals (1996)? Are young offenders well facilitated during the time of working with or on them?

Disan Buteera a registered student on a standard pathway Q63 BA (Hons) Youth Justice studies qualification at the Open University, England. The project question has been considered following the faculty assessments guidance (The Open University, 2021) and so, assessment, planning, interventions, and supervision with communication as the key element with effective practice in Youth justice. The discussion is looking at the rationale and context of the project as well as offering the examples of inter- professional developments includes e-professional communications in youth justice whilst working with or on a young offender like through forums, tutor group forums, published literature reviews and telephone practice with the explicit objective/s of meeting the needs of a young offender and that of the organisation/s preventing offending and re-offending.

During the telephone practice in youth justice, tutor group forum, and the youth justice student forums aptitude discussions has been practiced as youth justice practice. During the telephone practice about the project question, McMorris (2021) had this to say ‘looking at perceptions, working with those with speech and language difficulties, support for witnesses or defendants, how poor/good communication might affect the restorative justice process’. The explicit aim/s and objective/s is meeting the needs of young offenders whilst communicating with them, what young offenders must communicate, communicating the needs of the victim and having the communication from the audit commission that inspects the effectiveness of the system as well as offering improvements includes employees’ payments / volunteers.

Further to that, an area of interest to present is communication as a key indicator to the effective practice in Youth justice. I am presenting the concept of the audit commission’s communication, and the age of criminal responsibility whilst writing about the communication and capacity for which the 10-year-old is believed to be having following the legal and medical perspectives (Delmage, (2013) whilst communicating. The forums, learning journal, telephone practice and the tutor group forums includes the published literatures about working in youth justice and the way that communication has to undertake, requires the best practice with inter – professional approaches, e-professional manner as well as keeping and using the best standards in youth justice like having effective use of the £1 billion spending not only leaning on the processing and the administration but also putting an active plan through planning, assessments, interventions and supervising the services in youth justice. The latter are great interests of the audit commission as well as seeing that the services are running well while working with or on a young offender within the youth justice system.

For the background of the Project, I am bringing the ideas that are required within the system of youth justice. That involves serving young lives within the system of youth justice effectively well. I have reviewed the published literatures such as researching children’s experience, approaches, and Methods (Greene and Hogan, 2005). I have discussed whilst figuring out the interprofessional relationships in work such as having telephone practice within the system. The tutor and fellow students have offered some time for that. During the welcome week I had forums as well as the tutor group forums that are addressing communicating with young offenders. The communication that is being cited out from the inter - professional outlook includes having the telephone practice in work as especially an important step. I have gathered the minimum age of criminal responsibility whilst looking at the capacity to communicate by a young offender on trial at 10 years old. That has been especially significant in communication as a key tool in the effectiveness and smooth running of the services that the participants must demonstrate. The managerial and practitioners or youth justice staff, need to be well informed about communicating with the customers hence reducing on the practices that can be bad in the system. Williams (1999) identified the personal and organisation’s processes that can result into bad practice during the time of assessing or communicating with a young offender. That includes the time of confusion, losing confidence, a time uncertain as well as being in a crisis. The audit communication communicates that through the misspent youth (1996) as ineffective and inefficiency practice in youth justice. And so, requires improvements through what it calls youth justice (2004). Williams (1999) with the time of such a transition exhibits acceptance, exploring, testing as well as gaining new confidence within the youth justice system.

**Figure 1: The transition cycle - a template for human responses to change** (Williams, 99**) (Inforgraphic about communication responses in youth justice)**  


Laws and Kirby (2008) has this to advise that in making decisions for young offenders and the victims must be a non-threatening approach during the time of communicating at the panel meetings or youth offender panels. That should include open spaces as well as serving from a community centre or a public youth offender office. At the table or under the table? That perspective is at the table hence panel meetings. Sitting on panels with other members, the victim, young offender/s as well as having the literatures or case scenarios at hand must be non-threatening, excellent whilst making decisions for young offenders that includes signing the community reparations contract.

To crown it all, the quantitative and qualitative findings of the project on current issues in practice in youth justice mainly cites out the work methods and approaches that has been used during the time of carrying out the project task. That includes communicating through forums, tutor group forums, learning journal, published literature notes as well as having the telephone practice in youth justice. Nevertheless, the feedback that I have got is connected to the explicit aim / objective of the project that figures out whether the communication with young offenders in youth justice is effective whilst serving them as well as finding out what has been done to sort out the pitfalls. That has been supported by the works of the audit commission. In fact, the personal and organisational transitions of Williams are having time to show the changes that happens during communication in youth justice with young offenders. That offers an answer to the project question. Hence, communication and clients within the youth justice system, must communicate effectively as well as working following the statutory obligations like that of the audit commission that offers improvements in youth justice such as having the youth court sessions that can consider time and spending money wisely like the £1 billion for better communications in youth justice practice.

(Word count: 1050 with the 5% agreement with word count limit policy following the faculty’s assessment/s guidance in Youth Justice at the Open University)

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