Title page: Disan Buteera /E300561X/ Write an essay based upon the development plan you composed in Block 2, study session 1, activity 2 step 2. Discuss the skills outlined in the development plan but offer more detailed discussion about three – five specific skills. Preface your essay with the working draft of your project title or exploratory question as it currently stands. /K316/This statement confirms the anonymity preserved of the people and the organisations referred too in this project presentation.

Research Question / explanatory Inquiry:

'Communication as a key factor in the smooth running of youth justice service. Is it effective in assessments, planning, interventions, and supervision? What has the government done to mould or shape communication in youth justice? (Audit Commission)'

Firstly, telephone call investigations skill. It is a community-based service a perspective as well as being a method that I have been developing while at a table / desk. I have used exploring skills study session 2, perspectives and methods that the open University (2022) in K316 talks about while processing such a qualitative piece of investigatory skill on the use of telephone calls. That includes processing the young offenders as well as facilitating the staff who are already within the system of youth justice whilst communicating. I have laboured to employ the use of the published literature such as that of Wonga and Yeung (2015) in exploring skills that figures out working within the youth justice system whilst processing, intervening, assessing as well as planning for the process that the young offenders must complete. In doing so, intervening with the family is especially very important because in youth justice communication involves speaking with the parents, family, siblings as well as completing an assessment following such an intervention. In many cases, that happens from during the seating either at or from the youth court or the community youth offender panels. That avoids delays, ineffectiveness as well as showing accuracy within the youth justice system services – youth offending hence making telephone follow ups are important. Whilst addressing the issue on safety grounds there is a need of using the NHS DIRECT services that involves making a telephone call based on care in youth justice that cook et al (2014) paints out as especially prettier important. Hence, telephone call investigations concern vital within the youth justice system when communicating with the young offenders and staff. The line manager / tutor has been offering a massive effort whilst helping me on the telephone investigatory inquiry that includes working on the feedback in youth justice.

Secondly, writing assessments includes reimbursement of costs to a young offender skill. I am interested in working on assessments in youth justice that needs an action for the development of that needed skill in the youth justice system. Our young offender customers must be attending the meetings as they have been arranged by the line manager. That includes none other that having the initial assessments with the scaled approach methodology like writing the address, name, type of the offence before our young offender customer. That pleases with the conformity of the issues/ matters that the case scenarios involve such as making an assault, shop lifting and so on. I want to make an improvement on that skill because it is especially important within the youth justice system. For instance, during the time of any adjudication at the youth court or the community youth offender panels, Arnest (2014) calls for making a representation on behalf of the young offender. That can include witnessing improvements on or with the writing assessment / communication skill when a youth justice staff is working onto the young offender. The community perspective that mirrors the works that involves the youth justice staff as well as our youth offender customer and the victims, has made informed choices of research whilst offering the service. Hence, a great sample to consider when doing the service / job. Community services are very important. In fact, during the process, minutes taking / mini review making ensures a clear understanding of the flow of the meeting session. I like making notes that includes a vivid and current witness of such a case scenario. Hence, during the youth court session / community offender panels whilst making an assessment, writing is important whilst communicating the matter out very clearly. That confirms as evidence as well as a record for keeping because of what has happened with our young offender / staff.

Thirdly, reading scenarios of literatures skill in youth justice. Upon the trust in assessments, planning, interventions, and supervision in youth justice, I have been employing the use of the community based – desk-based practice whilst reading scenarios of published literature reviews. I have been based within the community that our Open University in particular the youth justice class is part of. Numerous interventions such as the line manager / tutor has been in contact as well as using the youth justice forums. In the latter, fellow students have been helping with the project task. I need some improvements in this whilst meeting the costs of the venue (my home), the learning materials as well as managing time because of the commitments that environs my home concerns. Whilst processing / reading the tutor feedback – tma 01, I have developed on the reading of reviews such that future tutor marked assignments can be well facilitated. In doing so, the learning outcomes, referencing as well as EP project became of concern. However, it was unnecessary making a consideration to the ep project because I have been having enough study materials from ep as a reference while making an improvement. I have enjoyed using EP learning or study materials. I have made an improvement in reading the sense of the learning materials as well as responding back to them such as Tutor marked assignment one (TMA 01). Interestingly, the learning study materials from the library sources have also been used well. To make it more interesting, are the study skills that offers an improvement with student learning. Making a search engine with reading is a matter of concern. In fact, I reached a peak of landing on Greene and Hogan (2005) that considers researching Children’s experiences whilst working on or with them. Hence, case scenarios that involves a young offender from the positivism perspective in this case the Police service, have been read. Therefore, the community-based sense of reading whilst reading young lives’ scenarios has been met. And so, the use of the learning resources from the library can offer a great sense of understanding the reading materials.

Fourthly, printing recorded information or presenting evidence as a skill in youth justice. It is pretty exciting when it comes to the use of evidence in youth justice. Sometimes evidence is needed such as the fingerprints of a young offender that follows the crime scene. In particular, the posivitism perspective – the Police gets the fingerprints on the scene. And so, the report that figures out the young offender’s circumstances, situations and the environments can be attached onto the case for consideration from the youth court or the youth offender community panels. Then, the right justice can be done. Nevertheless, some literature that involves the case must be available when printed. I have been concerned with the printing of recorded information such as the tutor marked assignments feedback, K316 learning materials as well as the assignments in youth justice. I need some improvements with the purchase of Inkjet cartridges that offers a great assistance during the printing of the recorded information in youth justice. It has been a fascinating moment/s whilst printing them. I have enjoyed printing during the study in youth justice. Therefore, during work in youth justice, case scenarios may require the fingerprints from the Police as Alberink (2014) says so. It is important to posses the finger mark prints in youth justice at the table / desk.

And finally, making an overview in youth justice skill. It is about making a concluding remark/s, making a charge whilst in the youth court scenario or panel, it is about the police’s conviction of our young offender as well as knowing the situations, circumstances and environments that includes the offence. And so, sometimes a young offender can be set free or sent to the youth custody, local authority homes, given a referral order/s, rehabilitative order as well as just making a final say about the crime scene. It is rea desisting from crime, but young lives have been developing the programmes through engaging in interventional programmes like the kick start programmes hence working, earning money, ending poverty as well as crime. Williams (1999) concludes with making a transition either as an individual or organisational. And so, the young lives have been considering the kick start programme that is organisational as well as having an individual pace with progression concerns. Hence making a crime and justice overview following the circumstances, environments as well as the situations that maps or can map such a consequence. Upon working on this project’s overview, I have been considering the K316 learning materials, telephone call investigations where the line manager / tutor has been leading, reading literature reviews, writing assessments as well as having printed recorded information that I need to improve on. It is likely to be in April – May 2022 where those skills can be well understood at the undergraduate level in youth justice. In terms of making a critical reflection overview, I am concerned with the development of those skills in youth justice. I like using the ICT (Information and communications technology) resources that includes the computer, telephone, and the forums. I am happy mentioning the confidence that I have developed too, the interest in learning as well as being a determined fellow in the youth justice discipline.

Word Count (1505 words only that includes the 5% - 10% extra in assessments guidance)

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Wonga and Yeung (2015) in The Open University (2022)’exploring skills – study session 2 perspectives and methods’ (online) available at [Study session 2: Perspectives and methods: Step 1: What is research and are there different approaches to it? (open.ac.uk)](https://learn2.open.ac.uk/mod/oucontent/view.php?id=1765023&section=2.1) Last accessed on 03/01/2022