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 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 / explanatory question:

'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)'.

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| --- | --- | --- | --- | --- | --- |
| **Skill needed** | **Action to be taken** | **Success criteria** | **Start date** | **Finish date** | **Evidence** |
| **Example**  How to search electronic databases to access relevant literature | Complete relevant activities in Block 3 Study Session 1 | Identification of relevant literature | 19 August | 31 August | List of key words  List of papers found, showing where you read the abstracts  List of papers where you went on to read the full paper |
| Telephone call investigation in youth justice practice. | Exploring skills in Blocks 2 and 3 sessions completion as well as engaging in booked sessions with the Tutor such as the one on the 29th November, 2021.  Conducting the published literature review that regards telephone call follow up assessments / investigatory evaluations in youth justice Wonga and Yeung (2015) Exploring skills – Block 2 perspectives and methods (online) | Block 2 study session 2 Activity 1 step 2 why does research matter and how can it support K316 project design and the K316 explanatory process?  Speaking to or with the Tutor whilst tracing the booked calls as well as finding the related communications about the call in relation to TMA 01 feedback. | 16/10/2021 | April, May – August 2022 | 1. Wonga and Yeung (2015) making family telephone 📞 follow up assessments, investigatory evaluations – young offenders in youth justice, perspectives and methods (online) [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) assessments, investigatory evaluations and planning in youth justice 2. Cook, et al (2014) Investigating the uptake of telephone 📞 based care in a youth justice also perspective (online) [Who uses NHS Direct? Investigating the impact of ethnicity on the uptake of telephone based healthcare | SpringerLink](https://link.springer.com/article/10.1186/s12939-014-0099-x) increase accessibility, advice and information to the public. 3. Context and Rational Rationale, Activity 1 Communicate your initial ideas – Block 1, Booking telephone calls practice in youth justice, Talking, as well as the e-mails that communicates the message, Activity 2 Generate your project ideas, Block 1, (online) [Website: Exploring practice (open.ac.uk)](https://learn2.open.ac.uk/course/view.php?id=209109) |
| Writing assessments includes reimbursement of funds / young offender’s transport – money / costs | Engaging in the writing of activities whilst referring to the OU Study skills, assignments, writing effective introductions and conclusion. Having forums, e-mailing, Tutor group forums, published literatures and so on | OU study skills, effective communication in introductions and conclusions, as well as viewing the styles from the published literatures  In all, having the e- professionalism skill, handy writing skill as well as learning other styles like using the mind maps, spider diagrams and so on | October 2021 | April, May – August 2022 | 1. Block 3 study session 2, activity 1 writing your own mini reviews in assessments (online) [Study session 2: Mini-reviews: Step 2: Writing your own mini-review (open.ac.uk)](https://learn2.open.ac.uk/mod/oucontent/view.php?id=1765035&section=2.2) collecting your evidence step 2 2. Laws and Kirby (2008) At a table or under the table? Children’s participation in family group conferences … Professional advocates and family supporters in youth justice (online) [Developing Advocacy for Children and Young People : Current Issues in Research, Policy and Practice (open.ac.uk)](https://web-s-ebscohost-com.libezproxy.open.ac.uk/ehost/ebookviewer/ebook/bmxlYmtfXzIzNjMyMV9fQU41?sid=cfd7f966-f02b-46f6-a180-0092e17a3998@redis&vid=0&format=EB&lpid=lp_81&rid=0) 3. Arnest, L, K (1998) adjudication assessments in writing perspective on Children, young adults and the law: A ditionary (online)  <https://legacy-abc-clio-com.libezproxy.open.ac.uk/reader.aspx?isbn=9781576075050&id=JVLAWE.2> 4. Activity 3, Scope your work settings, Block 1 includes writing the sense of the project question (online) [Website: Exploring practice (open.ac.uk)](https://learn2.open.ac.uk/course/view.php?id=209109) 5. Step 3 using the mind map in block 2 6. OU study skills (online) [Website: Health and social care (open.ac.uk)](https://learn2.open.ac.uk/course/view.php?id=207002&cmid=1368344) 7. Using forums, e-mailing and tutor group forums (online) [K316-21J: Youth Justice Students forum (open.ac.uk)](https://learn2.open.ac.uk/mod/forumng/view.php?id=1765061) 8. Using published literatures such as researching children’s experiences by Greene and Hogan (2005) and many others (online) [Selected resources for your study | Library Services | Open University](https://www.open.ac.uk/library/library-resources/selected-resources-for-your-study?collection=663) 9. And so on |
| Reading scenarios of literatures | Engaging in the reading of the given task such as published literature, e-mails, interacting in forums with tutor and fellow students whilst reading the messages | Found the published literatures, engaged in forums, tutor group forums as well as e-mailing | October 2021 | April, May – August 2022 | 1. Tutor feedback tma01, forums, assignment questions, written work, references, e-mails as well as mind maps. Remember, the slow, skim and scanning reading strategies whilst hooking out the meaning of the passage, e-mail, forum and so on like (online) [Assessment Collect - StudentHome (open.ac.uk)](https://css3.open.ac.uk/eTMA/student/etmaStudentCollect.asp), 2. Researching children’s experiences by Greene and Hogan (2005) and many others (online) [Selected resources for your study | Library Services | Open University](https://www.open.ac.uk/library/library-resources/selected-resources-for-your-study?collection=663) |
| Printing recorded information / references collecting evidence in youth justice. | Attending sessions and published literatures that regards information handling such as Activities in Block 2, study session 1 Activity 1 step 1 | Identified relevant information about youth offender’s identity whilst recording information of our client/s  Worked through exploring skills in Block 2, Study session 1 Activity 1 step 1: Your explanatory question Activity 2 step 1 carrying out your skills audit | October 2021 | April, May – August 2022 | 1. Alberink et al (2014) – 01 Vol 59 (1), p.70 – 81 Automated fingermark recording, evaluations (online) [Fingermark Evidence Evaluation Based on Automated Fingerprint Identification System Matching Scores: The Effect of Different Types of Conditioning on Likelihood Ratios - The Open University (exlibrisgroup.com)](https://pmt-eu.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_proquest_miscellaneous_1490714493&context=PC&vid=44OPN_VU1&lang=en_US&search_scope=EVERYTHING&adaptor=primo_central_multiple_fe&tab=default_tab&query=any,contains,printing%20%2F%20recording%20%2F%20collecting%20%2F%20evidence%20information&offset=0) questioned fingermark following the crime scene in youth justice. 2. Exploring skills – Block 2 study session 1 – Getting started on your exploration key considerations (online) [Study session 1: Getting started on your exploration – key considerations: Step 1: Your exploratory question (open.ac.uk)](https://learn2.open.ac.uk/mod/oucontent/view.php?id=1765022&section=2.1) |
| Making an overview or reviewing, listening, talking and concluding matters of concern in youth justice | Completing activities in Block 3, study session 4: Activity 1 critical reflections on your exploration of data  How a review of existing research literature informs evidence – based practice and the start of the investigative / explanatory process  Making an overview that relates to the published literature/s by Maxwell, Gabnelle M (2004) Achieving effective results in Youth justice overview | Completion of the skills audit, as well as engaging in the Tutor group forums whilst sharing information and ideas.  Making a literature based overview / reviewing information as well making a sounding conclusion. | 01/12/2021 | April, May – August 2022 | 1. Block 3 study session 4, Activity 1 Critical reflections on your exploration of data – Collecting evidence (online) [Study session 4: Critical reflections on your explorations to date: Activity 1 Critical reflections on your explorations to date (open.ac.uk)](https://learn2.open.ac.uk/mod/oucontent/view.php?id=1765037&section=2) , 2. Crime and Justice overview (online) [Achieving effective outcomes in youth justice : an overview of findings - The Open University (exlibrisgroup.com)](https://pmt-eu.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=44OPN_ALMA_DS2156190200002316&context=L&vid=44OPN_VU1&lang=en_US&search_scope=EVERYTHING&adaptor=Local%20Search%20Engine&tab=default_tab&query=any,contains,overviews%20in%20youth%20justice&offset=0) 3. Yvonne, Haigh (2009) young lives / historical offenders making decisions – moving away from crime (desistance) by attending College modules/ course / training, and so on (online) [Full article: Desistance from crime: reflections on the transitional experiences of young people with a history of offending (open.ac.uk)](https://www-tandfonline-com.libezproxy.open.ac.uk/doi/full/10.1080/13676260902775077) 4. Williams (1999) making a transition in an individual and organizational change (online)  <https://learn2.open.ac.uk/mod/oucontent/view.php?id=1765067&section=1.1> |
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