

# PSY203 Introduction to Human Development

School: School of Health - Psychology

2026 Trimester 1

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

In this course you will cover the major theoretical and methodological approaches in the study of human development. Utilising a chronological approach, you will learn about prenatal development, infancy, childhood, adolescence, and adulthood. In doing so, you will learn about the physical, cognitive, social, personality, emotional, and moral development across the lifespan. The major life issues, milestones, and transitions from conception to death will be explored.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – On campus workshop - 2 hours	2hrs	Week 1	12 times
<b>Tutorial/Workshop 2</b> – On campus - scheduled for smaller group work and oral presentations in class	1hr	Week 2	7 times
<b>Learning materials</b> – Asynchronous learning materials to be added to CANVAS	1hr	Week 1	12 times

### 1.3. Course Topics

Developmental theories; developmental research; infancy, childhood, adolescence, adulthood, ageing, death and dying.

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Psychology Accreditation Council
1 Understand and explain the theories that underpin the study of human development	Creative and critical thinker	1.1.1, 1.1.10, 1.1.11, 1.1.2, 1.1.3, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.1
2 Critically analyse issues and research conducted in developmental psychology	Creative and critical thinker	1.3, 1.5, 1.6
3 Demonstrate a clear and concise argument that is supported by psychological research, alone and with peers.	Empowered	1.3, 1.5, 1.6

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL</b>	
1.1.1	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology
1.1.10	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including social psychology
1.1.11	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including culturally appropriate psychological assessment and measurement
1.1.2	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including individual differences in capacity, behaviour and personality
1.1.3	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including psychological health and well-being
1.1.5	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including learning and memory
1.1.6	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including cognition, language and perception
1.1.7	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including motivation and emotion
1.1.8	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including neuroscience and the biological bases of behaviour
1.1.9	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including lifespan developmental psychology

CODE	COMPETENCY
1.1	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics:
1.3	Graduates will be able to analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
1.5	Graduates will be able to demonstrate interpersonal skills and teamwork.
1.6	Graduates will be able to demonstrate self-directed pursuit of scholarly inquiry in psychology.

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

(PSY100 and PSY101 and enrolled in AB314, AB315, AB302, AR364, AR374, AR375, AR405, SA306, SA307, SB304, SC308 or Psychology major) or (PSY100 and PSY101 and enrolled in SC440) or (PSY100 and OCC100 and enrolled in program SC440).

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 5.5. Microcredential Information

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Early feedback on your progress will be via the tutorial workshops which begin in week 2 and will demonstrate the level of knowledge required to understand the topics of human development.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Plan	Group	0%	Workshop participation	Throughout teaching period (refer to Format)	In Class
All	2	Oral	Group	50%	6 - 7 minutes	Refer to Format	In Class
All	3	Essay	Individual	50%	1800 words	Refer to Format	Online Submission

### All - Assessment Task 1: Presentation plan

<b>GOAL:</b>	To assess your learning about Human Development through workshop planning for Task 2 (presentation)									
<b>PRODUCT:</b>	Plan									
<b>AUTHORSHIP STATEMENT:</b>										
<b>FORMAT:</b>	Written plan to be reviewed by teaching staff in workshops									
<b>CRITERIA:</b>	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Knowledge and comprehension of related course content</td><td>1</td></tr><tr><td>2</td><td>Recognition and application of theories within various contexts</td><td>1</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Knowledge and comprehension of related course content	1	2	Recognition and application of theories within various contexts	1
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<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy									

### All - Assessment Task 2: Oral presentation - group

<b>GOAL:</b>	The goal of this assessment is to communicate your understanding of Developmental Psychology by producing a short presentation on a stage of development																		
<b>PRODUCT:</b>	Oral																		
<b>AUTHORSHIP STATEMENT:</b>																			
<b>FORMAT:</b>	<p>Submit: Refer to format. This assessment task will be due between weeks 6 - 9 of the teaching trimester. The final date of submission for this task will be determined once public holidays and the course timetable have been published prior to the commencement of trimester. Please refer to your course Canvas site at the commencement of the teaching trimester to confirm the due date for this assessment task.</p> <p>You will work in groups and each student is expected to be actively involved in the conception and production. The presentation will be between 6 and 7 minutes in length and will be presented in workshop</p> <p>Further details will be available in Canvas in Week 1.</p>																		
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## All - Assessment Task 3: Essay

<b>GOAL:</b>	The goal of this assessment is to communicate your understanding of a topic in developmental psychology in an academic and formal way, using current research literature to analyse the essay question.																															
<b>PRODUCT:</b>	Essay																															
<b>AUTHORSHIP STATEMENT:</b>																																
<b>FORMAT:</b>	<p>Submit: refer to format. This assessment task will be due week 12 of the teaching trimester. The final date of submission for this task will be determined once public holidays and the course timetable have been published prior to the commencement of trimester. Please refer to your course Canvas site at the commencement of the teaching trimester to confirm the due date for this assessment task.</p> <p>You will be asked to critically analyse current research in human development on the topic. Further information will be provided on Canvas at an appropriate time.</p>																															
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## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Michele Hoffnung,Robert J. Hoffnung,Kelvin L. Seifert,Abi Brooker,Sonja Ellis,Damien Riggs,Wayne Warburton,Elyse Warner	2024	Lifespan Development, 5th Australasian Edition	5th Australasian	Wiley

## 8.2. Specific requirements

N/A

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty  
From 15 minutes to 30 minutes: 20% penalty  
More than 30 minutes: 100% penalty

### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)