



UNSW
A U S T R A L I A

This is to certify that

KHOLOUD AHMAD BOKHARY

has this day been admitted by the Council to the degree of

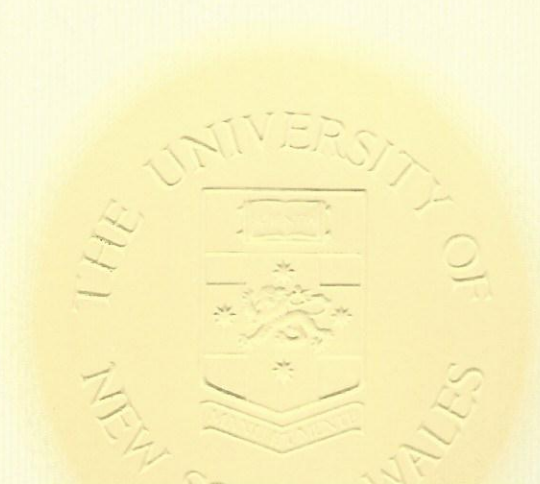
DOCTOR OF PHILOSOPHY

Chancellor

President
and Vice-Chancellor

Pro-Vice-Chancellor (Students)
and Registrar

By authority of the Council, the Seal of
the University is hereunto affixed this
thirty-first day of July 2015





Academic Transcript

KHOLOUD AHMAD BOKHARY (3143666)

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AWARDS

MOptom MASTER OF OPTOMETRY
DATE OF COMPLETION: 11 DECEMBER 2008
DATE OF CONFERRAL: 24 APRIL 2009

PhD DOCTOR OF PHILOSOPHY
SPECIALISATION: OPTOMETRY
DATE OF COMPLETION: 09 JUNE 2015
DATE OF CONFERRAL: 31 JULY 2015

THESIS DETAILS

PhD DOCTOR OF PHILOSOPHY
THESIS TITLE: VISION-RELATED QUALITY OF LIFE IN CHILDREN WITH AMBLYOPIA

ENROLMENT HISTORY SUMMARY

TERM	CAREER	PROGRAM
SEMESTER 1 2007	POSTGRADUATE	8760 GRADUATE OPTOMETRY - MOptom
SEMESTER 2 2007	POSTGRADUATE	8760 GRADUATE OPTOMETRY - MOptom
SEMESTER 1 2008	POSTGRADUATE	8760 GRADUATE OPTOMETRY - MOptom
SEMESTER 2 2008	POSTGRADUATE	8760 GRADUATE OPTOMETRY - MOptom
SEMESTER 1 2009	RESEARCH	1860 OPTOMETRY - PhD
SEMESTER 2 2009	RESEARCH	1860 OPTOMETRY - PhD
SEMESTER 1 2010	RESEARCH	1860 OPTOMETRY - PhD
SEMESTER 2 2010	RESEARCH	1860 OPTOMETRY - PhD
SEMESTER 1 2011	RESEARCH	1860 OPTOMETRY - PhD
SEMESTER 2 2011	RESEARCH	1860 OPTOMETRY - PhD
SEMESTER 1 2012	RESEARCH	1860 OPTOMETRY - PhD
SEMESTER 2 2012	RESEARCH	1860 OPTOMETRY - PhD
SEMESTER 2 2013	RESEARCH	1860 OPTOMETRY - PhD

ENROLMENT HISTORY DETAILS

POSTGRADUATE 8760 GRADUATE OPTOMETRY - MOptom

SEMESTER 1 2007

SESSION ONE

OPTM 7104	ADVANCED CONTACT LENS STUDIES 1	66	CREDIT
OPTM 7111	PATHOPHYSIOLOGY OF OCULAR DISEASE 1	66	CREDIT
OPTM 7112	PATHOPHYSIOLOGY OF OCULAR DISEASE 2	66	CREDIT
OPTM 7115	VISUAL NEUROSCIENCE	79	DISTINCTION

SEMESTER 2 2007

SESSION TWO

OPTM 7204	ADVANCED CONTACT LENS STUDIES 2	67	CREDIT
OPTM 7211	PATHOPHYSIOLOGY OF OCULAR DISEASE 3	65	CREDIT
OPTM 7212	PATHOPHYSIOLOGY OF OCULAR DISEASE 4	75	DISTINCTION

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Academic Transcript

KHOLOUD AHMAD BOKHARY (3143666)

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SEMESTER 1 2008			
OPTM 7108	SMALL RESEARCH PROJECT	68	CREDIT
PHCM 9605	INTERNATIONAL HEALTH AND DEVELOPMENT	73	CREDIT
SEMESTER 2 2008			
PHCM 9621	HIV/AIDS: AUSTRALIAN AND INTERNATIONAL RESPONSES	81	DISTINCTION
RESEARCH	1860 OPTOMETRY - PhD		
SEMESTER 1 2009			
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME		RESEARCH CONTINUING
SEMESTER 2 2009			
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME		RESEARCH CONTINUING
SEMESTER 1 2010			
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME		RESEARCH CONTINUING
SEMESTER 2 2010			
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME		RESEARCH CONTINUING
SEMESTER 1 2011			
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME		RESEARCH CONTINUING
SEMESTER 2 2011			
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME		RESEARCH CONTINUING
SEMESTER 1 2012			
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME		RESEARCH CONTINUING
SEMESTER 2 2012			
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME		RESEARCH CONTINUING
SEMESTER 2 2013			
OPTM 0002	RESEARCH THESIS OPTOMETRY PART-TIME		RESEARCH SATISFACTORY

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paper without alterations or erasures

Wai Fong Chua

Professor Wai Fong Chua
Pro-Vice-Chancellor (Students) & Registrar

26 AUGUST 2015





The Graduate

Family name Bokhary
Given name(s) Kholoud Ahmad
Student number 3143666
Date of birth 10 July 1977

The Award

Name of award Doctor of Philosophy

Detail

The Doctor of Philosophy is a postgraduate research degree. It is conducted in English and normally takes between three and four years of full-time study, or part-time equivalent. Candidates undertake a supervised research project leading to the production of a written thesis, not exceeding 100,000 words, which demonstrates a significant and original contribution to knowledge in the field of study. Examination of the thesis is by two independent examiners, external to the University. Some disciplines may require additional submission of a composition folio or studio/exhibition component for assessment. Candidates may also be required to complete coursework. This qualification is located at Level 10 of the Australian Qualifications Framework.

Candidates for admission to the program require a Masters by research degree, or Bachelor degree with First Class Honours, or Class Two Division One Honours in the relevant discipline, or other approved equivalent academic and professional qualifications.

Features

Candidates are required to undertake annual progress reviews which may include preparation of a research proposal, a seminar presentation, or a panel meeting. Candidates are encouraged to publish the results of their research findings and attend, or present at, relevant national and international conferences. The Doctor of Philosophy program encourages initiative and originality in research. Students acquire advanced specialist research training and expert knowledge of the discipline in an international context. For more information see the university's program guide at www.handbook.unsw.edu.au.

Awarding Institution

The University of New South Wales (UNSW Australia) is a public university, established in 1949 under legislation passed by the Parliament of New South Wales. It is a member of The Group of Eight (Go8) coalition of Australian universities, intensive in research and comprehensive in general and professional education. The University is listed as an Australian University on the Tertiary Education Quality and Standards Agency's National Register of Higher Education Providers. The University's Commonwealth Register of Institutions and Courses for Overseas Students number is 00098G. For additional information about the University of New South Wales see www.unsw.edu.au.

Certification



Professor Wai Fong Chua
Pro-Vice-Chancellor (Students)
and Registrar
26 AUGUST 2015

The Australian Higher Education Graduation Statement is provided by Australian higher education institutions to graduating students on completion of the requirements for a particular higher education award. It provides a description of the nature, level, context and status of studies that were pursued by the individual named. Its purpose is to assist in both national and international recognition of Australian qualifications and to promote international mobility and professional recognition of graduates.



Graduate's Academic Achievements

Program details

This statement lists all courses completed as part of Research studies at UNSW.

PhD	Doctor of Philosophy			
Date of completion	09 JUNE 2015			
Date of conferral	31 JULY 2015			
1860 OPTOMETRY - PhD				
SEMESTER 1 2009		UNITS	MARK	GRADE
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME			RESEARCH CONTINUING
SEMESTER 2 2009				
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME			RESEARCH CONTINUING
SEMESTER 1 2010				
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME			RESEARCH CONTINUING
SEMESTER 2 2010				
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME			RESEARCH CONTINUING
SEMESTER 1 2011				
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME			RESEARCH CONTINUING
SEMESTER 2 2011				
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME			RESEARCH CONTINUING
SEMESTER 1 2012				
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME			RESEARCH CONTINUING
SEMESTER 2 2012				
OPTM 0001	RESEARCH THESIS OPTOMETRY FULL-TIME			RESEARCH CONTINUING
SEMESTER 2 2013				
OPTM 0002	RESEARCH THESIS OPTOMETRY PART-TIME	12.00		RESEARCH SATISFACTORY

Thesis title

Vision-related quality of life in children with amblyopia



Thesis abstract

Introduction: Studies on Western populations have shown that amblyopia and its treatment have negative impacts on quality of life (QoL). However, cultures and societies differ in their perspectives on visual disorders which can impact on vision-related QoL (VRQoL). The VRQoL of children with and without amblyopia in the Kingdom of Saudi Arabia (KSA) is little understood.

Purpose: Firstly, to understand VRQoL in children undergoing treatment for amblyopia in KSA. Secondly, to investigate the level of agreement between the children and their parents regarding children's VRQoL.

Method: A child self-report VRQoL questionnaire was developed based on: interviews with the children with amblyopia and their parents, paediatric eye care professionals in Australia and KSA, and a review of the literature. A pilot study was conducted in children (5-12 years) with and without amblyopia from KSA using a 28-items self-report questionnaire. Rasch analysis was used to refine the questionnaire, resulting in a 21-item instrument. A parallel questionnaire containing items that were comparable to the child self-report questionnaire but modified for application in parents, was used to assess parents' perspectives of VRQoL in their amblyopic and non-amblyopic children.

Results: 81 children with amblyopia and 82 children without amblyopia in KSA participated in this study. The 21-item questionnaire was a valid, reliable and unidimensional tool according to the Rasch model. VRQoL scores were significantly lower in children with amblyopia than in those without amblyopia, and this difference was largely explained by low scores on items related to vision and visually guided movement ($P < 0.05$). Parents generally overestimated VRQoL of children and the level of agreement between the parents and children regarding children's VRQoL did not differ depending on whether amblyopia was present or absent ($P > 0.05$), although there were differences for several individual items.

Conclusion: Vision-related QoL is poorer in children with amblyopia than children without amblyopia using the new instrument, the Children's Vision for Living Scale (CVLS). Parents underestimated difficulties experienced by their children in relation to VRQoL. Perceived problems in vision and visual function found to be relevant for children in the KSA may also be of relevance in Western societies.

Key to Grading

See reverse.

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Description of the Australian Higher Education System

Introduction

The Australian higher education system consists of self-governing public and private universities and higher education institutions that award higher education qualifications.

The Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools.



The AQF has 10 levels, each with defined criteria based on a taxonomy of learning outcomes. Higher education qualifications are placed between level 5 (the Diploma) and level 10 (the Doctoral Degree). The Bachelor Degree is at level 7. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of the knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type. The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

The main AQF qualifications awarded by higher education institutions are Bachelor Degrees, Masters Degrees and Doctoral Degrees. There are also three qualifications at the sub-degree level: the Diploma, the Advanced Diploma and the Associate Degree. At the graduate level but below the Masters Degree are the Graduate Certificate and Graduate Diploma.

Level	Summary	Qualification Type
Level 1	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning	Certificate I
Level 2	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning	Certificate II
Level 3	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning	Certificate III
Level 4	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Certificate IV
Level 5	Graduates at this level will have specialised knowledge and skills for skilled and/or paraprofessional work and/or further learning	Diploma
Level 6	Graduates at this level will have broad knowledge and skills for paraprofessional and/or highly skilled work and/or further learning	Advanced Diploma Associate Degree
Level 7	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Bachelor Degree
Level 8	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning	Bachelor Honours Degree Graduate Certificate Graduate Diploma
Level 9	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning	Masters Degree
Level 10	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice	Doctoral Degree



Admission

Requirements for admission to particular awards are set by higher education institutions and provide a range of routes for entry and only admit those students considered to have potential to complete an award successfully. Admission of school leavers to undergraduate awards is typically on the basis of the level of achievement in Year 12 secondary education, although some institutions and awards also use interviews, portfolios or demonstrated interest or aptitude. Most institutions also provide alternative entry provisions via bridging or foundation programs for mature age students or other special provisions, such as recognition of prior learning from previous study. Admission to post-graduate awards is generally based on the level of achievement in previous higher education studies and in most cases, admission to PhD awards is based on high achievement in a research Masters Degree or in a Bachelor Degree with first class honours or second class honours division A.

Quality

Quality assurance and stringent approval requirements for higher education institutions ensure that Australia has an international reputation for high quality education.

The Tertiary Education Quality and Standards Agency (TEQSA) was established on 30 July 2011 as a new national regulator and quality assurance agency for higher education. TEQSA is an independent body with the powers to regulate university and non-university higher education providers and monitor quality against standards.

From 29 January 2012 TEQSA assumed responsibility for registering and re-registering providers and accrediting and re-accrediting awards for higher education providers that do not have authority to accredit their own awards. At the time of registration, re-registration, accreditation and/or re-accreditation, TEQSA evaluates the performance of a higher education provider against the Higher Education Standards Framework. The Standards Framework comprises: Provider Registration, Category and Course Accreditation Standards and Qualification Standards (based on the AQF). The Higher Education Standards Panel, which is independent from TEQSA, is responsible for developing and monitoring the Standards Framework.

TEQSA also undertakes quality assessments of individual providers or reviews issues within the sector across a cohort (thematic reviews). These reviews help to identify sectoral good practice, guide sectoral quality enhancement and inform policy and research.

TEQSA's primary aim is to ensure that students receive a high quality education at any of Australia's higher education institutions.

All higher education institutions receiving Australian Government financial support must meet quality and accountability requirements that are set out in the Higher Education Support Act 2003. The Australian Government also uses a range of tools to measure and monitor the quality of outcomes, while the interests of international students are protected by the Education Services for Overseas Students Act 2000 and the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), providing tuition assurance and ensuring that institutions listed on CRICOS meet defined minimum standards.

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