



香港學術及職業資歷評審局
Hong Kong Council for Accreditation of
Academic & Vocational Qualifications

ACCREDITATION REPORT

THE HONG KONG ACADEMY FOR PERFORMING ARTS

PERIODIC INSTITUTIONAL REVIEW

FOR

**CANTONESE OPERA
DANCE
DRAMA
FILM AND TELEVISION
MUSIC
THEATRE AND ENTERTAINMENT ARTS**

JUNE 2026

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1132), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by The Hong Kong Academy for Performing Arts (the Academy / the Operator) to conduct a Periodic Institutional Review with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Academy can be approved to maintain the Programme Area Accreditation status for the Programme Areas (as listed under Specifications of the Programme Areas undergoing Periodic Institutional Review below) for a specified validity period; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

1.2 Specifications of the Programme Areas undergoing Periodic Institutional Review

Area of Study and Training	Sub-area	Programme Area	QF level
Arts, Design and Performing Arts	Performing Arts	Cantonese Opera	5
		Dance	6
		Drama	6
		Music	6
		Theatre and Entertainment Arts	6
	Fine Arts and Visual Arts	Film and Television	6

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the Academy can be approved to maintain the Programme Area Accreditation (PAA) status for the programme areas of (i) Cantonese Opera at QF Level 5, and (ii)

Dance, (iii) Drama, (iv) Film and Television, (v) Music, and (vi) Theatre and Entertainment Arts at QF level 6, under the Area of Study and Training “Arts, Design and Performing Arts” with a validity period of five years.

2.2 The Operator approved to maintain the PAA status is considered as meeting the HKCAAVQ accreditation standards of the Periodic Institutional Review. The Operator’s policies are in line with the strategic plans and are consistent with the overall mission, aims and objectives of its operation. The Operator continues to have appropriate mechanisms and management procedures to ensure effective academic development, quality assurance, staffing and staff development. Its resource allocation supports the development and management of the programme areas. The Operator also has robust internal processes in place that ensure its learning programmes meet the stated objectives and QF standards.

2.3 Validity Period

2.3.1 The validity period will commence on the date specified below. Operators may apply to HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

2.4 The determinations on the maintenance of the PAA status are specified as follows:

Name of Operator	The Hong Kong Academy for Performing Arts 香港演藝學院	
Address of Operator	One Gloucester Road, Wan Chai, Hong Kong 香港灣仔告士打道 1 號	
Name of Award Granting Body	The Hong Kong Academy for Performing Arts 香港演藝學院	
Area of Study and Training	Arts, Design and Performing Arts	
Sub-area	Performing Arts	Fine Arts and Visual Arts
Programme Area and Scope of Programme Area	Cantonese Opera • Study and training in Cantonese opera performance and Cantonese opera music.	Film and Television • Study and training in cinema directing, cinema producing and production management, cinematography, cinema sound recording and
	Dance • Study and training in	

	principles, choreography, performance, pedagogy, dance and technology, dance science, teaching and learning, documentation, and research for Dance.	soundtrack design, cinema editing, cinema production design, documentary, screenplay, and research for Film and Television.
	Drama • Training, study and research in acting, directing, playwriting, Drama and Theatre Education, and Applied Theatre.	
	Music • Study and training in Chinese and Western instrumental and voice performance, conducting orchestras, composition, and research in music.	
	Theatre and Entertainment Arts • Study and training in costume and scenic design, lighting and sound design, technical direction, arts and event management, and research for Theatre and Entertainment Arts.	
QF Level	• Cantonese Opera: Level 5 • Dance, Drama, Music, Theatre and Entertainment Arts, Film and Television: Level 6	
Start Date of Validity Period	1 August 2026	
End Date of Validity Period	31 July 2031	
Address of Teaching / Training Venue(s)	(1) One Gloucester Road, Wan Chai, Hong Kong 香港灣仔告士打道 1 號 (2) 139 Pokfulam Road, Pokfulam, Hong Kong 香港薄扶林道 139 號	

2.5 Recommendations

HKCAAVQ offers the following recommendations for the continuous improvement of the Operator.

- 2.5.1 The Academy and the Schools should continue to review and ensure timely progress and timeline relating to filling up vacancies of key leaders and teaching staff who possess appropriate qualifications and experience, and continue to gradually promote, if appropriate, the teaching staff's development towards acquiring degree qualifications. (Para. 4.2.6)
- 2.5.2 The Academy should continue to review regularly its relevant human resources policy and guidelines relating to staff promotion and assessment of staff workload, and continue to develop and enhance its staff workload model taking into consideration relevant factors as appropriate, such as administrative duty, programme development, quality assurance activities, teaching, collaborations, supervision, research and production activities, with a view to addressing staff workload distribution, and promoting sustainability, staff professional development and staff wellbeing. (Para. 4.2.7)
- 2.6 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. **For the avoidance of doubt, maintenance of accreditation status is subject to the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.** During the validity period, HKCAAVQ may request the Operator to provide evidence, such as admission related information, to demonstrate that the Operator and the Programme continue to comply with the determinations and meet the relevant accreditation standards.

3. INTRODUCTION

- 3.1 The Hong Kong Academy for Performing Arts (the Academy) was established by The Hong Kong Academy for Performing Arts Ordinance (Cap 1135) (HKAPA Ordinance) in 1984. Since its establishment, the Academy has undergone Institutional Reviews, Learning Programme Accreditation/Re-accreditation (LPA/Re-LPA)

exercises, Programme Area Accreditation (PAA) and Periodic Institutional Review (PIR) exercises. The Academy has PAA status under Cantonese Opera at Level 5, and five programme areas at Level 6, namely Dance, Drama, Music, Theatre and Entertainment Arts, and Film and Television. As of April 2026, the Academy has 22 learning programmes (23 qualifications) on the Qualifications Register.

- 3.2 The Academy commissioned HKCAAVQ to conduct a Periodic Institutional Review covering the above-mentioned six approved programme areas under its PAA status. HKCAAVQ formed an expert panel for this accreditation exercise (Panel Membership at **Appendix**). A Financial Expert was engaged to review the finance of the Academy. A site visit took place at the Academy's campus from 31 March to 2 April 2026. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.3)* was the guiding document for the Academy and the Panel in conducting this exercise.

4. PANEL'S DELIBERATIONS

The following presents the Panel's deliberations on a range of issues pertinent to its major findings. For aspects of the accreditation standards where no observations are made they are considered to be appropriately addressed by the Operator.

4.1 Organisational Effectiveness and Planning

The Operator must demonstrate that it is meeting its educational/training objectives, aligned with its vision and mission, and informed by comprehensive review of organizational effectiveness and implementation of strategically planned initiatives.

- 4.1.1 The Council of the Academy is the governing and executive body of the Academy. The Council is to ensure institutional sustainability by working with the Director of the Academy to set the institutional strategy and direction, as well as by overseeing its activities and contributing to the development of the Academy and approving the institutional plans, and other plans and policies deriving from it. The Council also monitors the performance and effectiveness of the Academy in achieving its goals and targets.

- 4.1.2 The Academy provided the Panel with the terms of reference, compositions and memberships of the Council, Academic Board (AB) and its various Boards and Committees. At the institutional level, strategic and operational oversight falls within the remit of the AB, which is the ultimate approval authority of academic policies and programmes, and the committees/boards under the AB, such as Academic Policy and Quality Assurance Committee (APQAC), Board of Postgraduate Education (BPE) and Board of Undergraduate Education (BUE). The AB is also supported by the Transformative Learning Committee, Art-Tech Research and Development Committee, Research Committee, Library Committee, Student Affairs Committee and Student Appeals Committee to ensure proper oversight of respective subject matters. The AB may also establish Steering Committees or Task Forces to guide/lead the development of specific areas of interest of the Academy within a specified timeframe.
- 4.1.3 The Senior Management Team of the Academy comprises the Director, Deputy Directors, Deans of Schools, Registrar, Principal Heads and Bursar, providing strategic, academic and administrative direction, and ensuring that all operations are in line with the strategic plans of the Academy.
- 4.1.4 The Director of the Academy, who is also the ex-officio member of the Council and Chairperson of the AB, is responsible to the Council for the conduct, management and administration of the Academy, the maintenance of academic standards, and the discipline of students. The Director is supported by the Management Committee (MC) and Academy Senior Management Team (ASMT), in addition to other supporting committees leading the overarching strategic development of the Academy and monitoring the relevant progress, such as Professorial Appointment Committee, Global Development Committee, and Resources Planning Advisory Committee. The Academy also has a Risk Management Steering Committee to oversee the proper implementation of the risk management system within the Academy. There are committees reporting to the Deputy Directors, under the delegated authority of the Director, to ensure efficient management and operations of specific functions, such as Production Planning Committee, General Tender Board, Health and Safety Committee, Space Planning Committee, and Information Technology Steering Committee.
- 4.1.5 On the Academy's mission, vision and core values, as well as the educational philosophy and objectives of its academic and artistic

training, the Panel learnt the information from the accreditation documents as below.

Mission

To nurture a new generation of performing artists and cultural leaders with a global impact, firmly rooted in Hong Kong's rich East-West cultural heritage

Vision

The Academy community's common vision for the future is to be:

- A global leader in performing arts education
- A centre for excellence in empowering personal and professional transformation for every student
- An incubator of innovative performing arts creation, practices, and research
- An international hub driving artistic development and East-West cultural exchange
- A caring, inclusive, and responsible community
- The institution of choice for the most talented future performance artists in the World

Core Values

The Academy's core values (I4P) below continue to underpin the Academy's commitment to "cultivating 21st century performing artists" and achievement of its new vision:

- Industry Engagement (I)
- Innovation (I)
- Interdisciplinarity (I)
- Internationalisation (I), and
- Practice-as-Research (PaR) (P)

Educational Philosophy and Objectives

The Academy's educational philosophy and objectives of its academic and artistic training are as below:

- (a) To explore innovative approaches to performing arts education;
- (b) To provide a multidisciplinary learning environment within the diverse and dynamic cultural metropolis of Hong Kong – a unique point of intersection between Eastern and Western cultural practice, offering students a rich, authentic, real-world and engaging learning experience;

- (c) To ensure that students have the opportunity to work alongside the very best performing artists from around the world and to benchmark themselves against international best practice;
- (d) To challenge new creative paradigms that can reshape the way we view the performing arts; and
- (e) To make the Academy graduates the first choice of performing arts companies by equipping them with high-level skills they will need to build careers as performing and creative arts practitioners, educators and cultural leaders in Hong Kong, Mainland China, the broader Asian region, and within a global community of practice.

4.1.6 In relation to the Academy's strategic plans, the Panel was given to understand that the Academy has an institutional-level strategic planning and monitoring mechanism in place for the formulation, implementation and review of institutional strategic directions to drive the achievement of the Academy's vision and mission. The Academy's strategic alignment is ensured by harmonising the direction and priorities of the Academy's Strategic Plan, and School/Department Development Plans which are reviewed annually and updated to reflect the latest developments and mapping between Schools/Departments' goals and initiatives against the policy/priority areas in the Strategic Plan. Building on the Academy's Strategic Plan 2013-2023, the Academy promulgated its current 10-year Strategic Plan 2024-2033 in September 2024, outlining a new set of vision and mission as mentioned above, and four strategic priority areas, namely (i) scaling up local, national/GBA and international talent development and cultural impact, (ii) enriching the transformative learning experience for performing arts education, (iii) impactful research on technology-enabled performing arts practices, and (iv) building a campus of creativity and sustainability. During the exchange in the site visit, the Academy shared with the Panel the rationale and examples relating to the four strategic priorities, and the Panel concurred with the directions in general. For instance, green production, sustainability and arts technology in alignment with the Academy's strategic direction should be promoted across the Schools and the Academy through various perspectives, such as productions and practices, innovations, learning and teaching, and programme curriculum, across the six programme areas.

4.1.7 To prepare its Strategic Plan 2024-2033, the Academy had conducted a SWOT analysis to understand its strengths, weaknesses, external opportunities, and threats, and it was

presented to various stakeholders such as the Council, Staff, industry partners, alumni and students, to solicit comments. The Panel also noted that the Academy adopted an elaborate process to engage the Academy leadership team, the Council, staff members, students, alumni, and key industry partners, in formulating the Strategic Plan 2024-2033.

- 4.1.8 In relation to the implementation of the Strategic Plan, the Academy formed a Task Force for Strategic Planning in September 2024, led by the Director to implement the new Strategic Plan. The Panel noted that the implementation of the Strategic Plan 2024-2033 is split into two five-year cycles, and the Academy's Schools and administrative units had produced their development plans for the next five years (AY2024/25 – AY2028/29) which must demonstrate alignment of their strategic initiatives with the four strategic priorities of the Academy's Strategic Plan.
- 4.1.9 The Panel noted that the Academy's Strategic Planning and Institutional Research (SPIR) Unit was established to assist the Directorate and the senior management to enhance the effectiveness of strategic planning, such as (i) developing and implementing an enhanced strategic planning process; (ii) monitoring the implementation of the strategic plan; (iii) providing a range of institutional data analytics and analysis to facilitate data-informed decision-making; and (iv) conducting background research to assist evidence-based decision-making. The Panel was given to understand that the Academy's enhanced strategic planning process and mechanism encompasses the following:
- (i) Promoting evidence-based planning and measurable implementation actions as the basis for ensuring the Academy's achievement of long-term goals;
 - (ii) Ensuring overall alignment of School/Department plans with the Academy's vision, mission and Strategic Plan while fostering self-initiation, task ownership, accountability, fitness of purpose planning at the operational level;
 - (iii) Providing cross-functional interfacing mechanisms to distil diverse stakeholder input into the Academy planning process through a blended bottom-up and top-down approach to maximise Academy-wide synergy while respecting Schools'/Units' unique characteristics and contexts;

- (iv) Developing a shared understanding of the fast-changing internal and external environment among the management team across institutional levels and ensuring the adaptability of the Academy in a dynamic educational environment;
- (v) Aligning resource allocation with the Academy's set strategic development priorities in a fair, transparent, and collegial manner; and
- (vi) Leveraging existing resources and strengths to enhance operational effectiveness, internal coordination / collaboration, thereby maximising their impact on students, the Academy, Hong Kong and the region.

4.1.10 The Panel noted in the accreditation documents that the Academy had considered and responded to the advice provided by the Accreditation Panel of the previous PIR exercise in 2021, as well as the recommendations provided in its Mid-Cycle Programme Review Report in 2023, and evaluated the effectiveness of the actions taken. The Panel also noted that the Academy realised its need for more physical space and specialised facilities arising from more cross-school collaborative activities and projects, and has been working to sort out short-term and medium-long term solutions, such as more effective use of space, external hires, and proposals/planning relating to space at the Northern Metropolis.

4.1.11 In addition to the information above including the Academy's Strategic Plans and their implementation as well as its Progress Report on Development of the current 10-Year Strategic Plan (2024-2033), the Panel also reviewed information on academic planning such as the Academy's Academic Plan for the coming five years covering the programmes under the six programme areas in this accreditation. Having reviewed the relevant information and discussed with various stakeholders of the Academy during the site visit, the Panel considered that the mechanism in place for the strategic planning and academic development at the institutional and school levels is effective in driving the achievement of the Academy's vision and mission.

4.1.12 During the site visit, the Panel met with representatives of the Academy, including its Council, senior management team, school-level management staff and key administrative staff, to discuss their roles in strategic planning as well as oversight of the Academy's operations and activities. Through the discussions in the site visit, the Panel had a view that the Academy's Council and senior

management team are well informed and engaged, and they work closely in executing and monitoring the progress of the Academy's Strategic Plan and relevant initiatives. It was also observed that a culture of quality and collegiality has been instilled into the Academy among different levels of staff and teams.

- 4.1.13 In consideration of the above, the panel formed the view that the Academy has demonstrated continuously the achievement of its educational objectives. The achievement of educational/training objectives is aligned with the Academy's vision and mission and is informed by comprehensive reviews of organisational effectiveness and implementation of strategically planned initiatives.

4.2 Organisational Leadership and Staffing

The Operator must demonstrate that it continues to have a sufficient number of qualified and competent programme leaders, teaching and support staff, as a result of effective staff planning and development, and that these arrangements align with the development of the programme area(s).

- 4.2.1 Organisational leadership of the Academy, at the institutional level, is provided by a senior management team comprising the Director, Deputy Directors, Deans of Schools, Principal Heads, Registrar and Bursar to provide strategic, academic and administrative direction and ensure that all operations are in line with the strategic plans of the Academy. At the School level, each Dean, supported by senior academic staff and the School Office, leads the academic development of the disciplines of the respective School and ensures the efficient and effective operation of the School. Quality assurance and management decisions of each School are collectively made by its School Management Committees (SMC) chaired by the Dean of the School. Quality of teaching, learning, and assessment is monitored and assured by the respective School Teaching and Learning Committee (STLC), which reports to its SMC. Relevant recommendations are submitted to the Academy's APQAC, BPE or BUE for approval or endorsement.
- 4.2.2 In terms of management at programme level, the Academy has a Programme and Course Team Management Structure under its quality assurance mechanism. Under this structure, a Programme Team reporting to the Dean of the respective School comprises a Programme Leader who is assisted by Major Leaders and Course Coordinators, to provide leadership in academic and management

matters of the programmes, majors or courses under their management. Programme Leaders and Major Leaders are subject experts in the respective disciplines, and Course Coordinators are subject experts of respective contextual studies courses or clusters of courses of cognate discipline(s) under the School provision, the Department of General Education, or the Department of Performing Arts Research. Programme Leaders report to the Dean or Principal Head (General Education and Research) (PH(GE&R)). The relevant roles and responsibilities are described in the Academy's Quality Assurance Manual.

- 4.2.3 In relation to the two academic units, namely Department of General Education and Department of Performing Arts Research, they are overseen by the PH(GE&R). The Department of General Education coordinates and provides Language tuition and General Education courses for undergraduate and post-secondary programmes, and the Department of Performing Arts Research coordinates and provides postgraduate competency courses for postgraduate programmes and the Master of Arts in Performing Arts Studies (MA in PAS) programme. Academic, quality assurance and management decisions are made by the General Education and Research Management Committee (GE&RMC) and General Education and Research Teaching and Learning Committee (GE&RTLTC) for matters relating to courses offered by the two units. When decisions are required from senior boards according to the Terms of Reference, approvals or endorsements will be sought from BUE or BPE.
- 4.2.4 On staffing, to demonstrate sufficiency of academic, teaching and support staff, the Academy provided the Panel with relevant information such as the following:
- (a) Academy's staffing policies and processes, including staff recruitment and appointment criteria, staff workload, staff performance appraisal system, staff development activities, and Staff Handbook;
 - (b) Staffing and figures of headcount in recent years and projections for the coming five years, including full-time and part-time academic staff, administrative staff, technical and academic staff, visiting and temporary academic staff such as artist-in-residence, and visiting/temporary teaching staff;
 - (c) Number of non-local full-time academic staff and distribution;
 - (d) Profiles of academic and teaching staff; and

- (e) Current Staff-Student ratio (SSR), covering undergraduate and post-secondary students, and postgraduate students.

- 4.2.5 In addition to the above, each of the six Schools operating the programme areas, namely School of Chinese Opera, School of Dance, School of Drama, School of Film and Television, School of Music, and School of Theatre and Entertainment Arts, provided the Panel with their respective information on leaderships of the School, staffing and five-year projections of full-time and part-time academic, administrative, technical and academic support staff, and visiting and temporary academic staff, as well as information on staff recruitment in the past and coming few years. The Panel noted that individual Schools had maintained a balanced mix of local and non-local staff in their teaching teams, which is in line with the Academy's long-term strategy of internationalising its academic and teaching expertise. To supplement regular teaching, the Academy also invited local and non-local guest artists and Artists-In-Residence over the past years to deliver masterclass/workshop programmes to students and engage in exchanges with academic staff for professional development purposes.
- 4.2.6 Further to the information above, the Panel reviewed the staffing information and staff profiles of the Academy and the six Schools and discussed with their representatives in the site visit. The Panel observed that the Academy had been recruiting key leadership positions for the Schools/disciplines and there were staff taking up multiple leadership roles, and it would also be beneficial for the Academy to enhance the support for staff academic development towards acquiring degree qualifications across the Academy. The Panel **recommended** that the Academy and the Schools should continue to review and ensure timely progress and timeline relating to filling up vacancies of key leaders and teaching staff who possess appropriate qualifications and experience, and continue to gradually promote, if appropriate, the teaching staff's development towards acquiring degree qualifications.
- 4.2.7 In relation to staff workload, having reviewed the Academy's accreditation documents as well as its response to Panel's initial comments and discussed with its representatives during the site visit, the Panel learnt that the Academy was planning to collect and analyse workload data to inform a systematic workload allocation model through the Deputy Director (Academic) and Principal Head (Human Resources and General Administration). A pilot will run in two Schools in AY2026/27, with a view to rolling out a standardised

approach to all Schools by August 2027. In the interim, Deans will continue to manage allocations locally and to make targeted adjustments (e.g. redistributing teaching or providing administrative relief to programme leads). The findings of the pilot study would be used to create/refine a systematic workload model, embed workload review into appraisal cycles, and link workload data to recruitment, manpower planning and part-time staffing decisions. Its effectiveness will be monitored through regular review of the allocation process and by tracking staff feedback and related human-resources metrics. The Panel was pleased to be assured that the Academy is taking the initiative to collect regular feedback from staff and internal reviews, in order to enhance its workload model and maintain staff workload at a reasonable level, especially for staff who take up multiple roles, for example, in leaderships, teaching and production activities. For continuous enhancement purposes, the Panel **recommended** that the Academy should continue to review regularly its relevant human resources policy and guidelines relating to staff promotion and assessment of staff workload, and continue to develop and enhance its staff workload model taking into consideration relevant factors as appropriate, such as administrative duty, programme development, quality assurance activities, teaching, collaborations, supervision, research and production activities, with a view to addressing staff workload distribution, and promoting sustainability, staff professional development and staff wellbeing.

- 4.2.8 The Panel noted that the Academy has a range of supportive measures for staff mental well-being, such as a Buddy Programme which assigns a buddy to each new colleague to help new-joiners navigate through the induction period and settle down in their roles, an Employee Assistance Programme which offers 24-hour consultation services from experienced counsellors to staff to support them through any challenges and pressures arising from work, family, social or other personal issues, as well as work/life resources and well-being sessions to staff on a variety of topics such as emotion management and sustainability living.
- 4.2.9 On staff development, the Panel was given to understand that the Academy has in place a supportive staff development policy that provides its staff with various levels of financial support, time, and access to development opportunities to undertake professional training, and artistic and scholarly activities, as in its *Policy on Staff Development Activities* and *Staff Handbook*. The Academy provides a Staff Development Fund to support full-time staff and eligible part-time staff to undertake relevant staff development activities relating to the job responsibilities of staff and the needs of the Academy, such

as undertaking study programmes leading to academic awards, attending conferences, seminars and workshops, and participating in attachments, internships, study visits and staff exchanges.

4.2.10 Further to the above, the Panel noted that the Academy adopts a funding policy of allocating an amount equivalent to a certain proportion of the total full-time salary payroll each year for staff development and training purposes. A major proportion of the funding is allocated to different Schools, which will set up their own Staff Development Sub-Committees to assess and approve relevant applications from their staff members. The functions of the Staff Development Sub-Committees are as follows:

- (a) In accordance with the policy and guidelines laid down by the Staff Development Committee, to draw up an annual staff development outline plan with reference to the needs of the School/Department taking into account initiatives put forward by management as well as individual staff members;
- (b) To prioritise School/Department and individual proposals and allocate the staff development budget provided by the Staff Development Committee to support the staff development outline plan in accordance with the 'Guidelines for Applications for Financial Support for Staff Development Activities';
- (c) To submit the School/Department annual staff development outline plan to the Staff Development Committee by end of September each year;
- (d) To make recommendations as seen fit on staff development policy to the Staff Development Committee; and
- (e) To monitor the progress of all staff development activities for which the Sub-committee approves funding.

4.2.11 In consideration of the above, the Panel was of the view that the Academy in general has adequate leaders, teaching and support staff, as well as effective staff planning and development mechanisms, to support the operations and development of the programme areas.

4.3 Programme Area Development and Management

The Operator must demonstrate that the processes for programme approval, development, review, as well as the formulation of strategic plans at both the organisational and programme area levels, are linked and continue to remain effective to meet its educational/training objectives within the approved programme area(s).

- 4.3.1 Under the approved programme areas of Cantonese Opera, Dance, Drama, Music, Theatre and Entertainment Arts, and Film and Television, the Academy operates learning programmes ranging from QF Level 3 to Level 6, as in the table below.

Programme Area (PA)	Qualification	QF Level
Cantonese Opera	Diploma in Cantonese Opera Foundations	4
	Professional Diploma in Cantonese Opera	4
	Bachelor of Fine Arts (Honours) in Chinese Opera (Cantonese Opera Music)	5
	Bachelor of Fine Arts (Honours) in Chinese Opera (Cantonese Opera Performance)	5
Dance	Diploma in Dance Foundations	4
	Professional Diploma in Dance	4
	Bachelor of Fine Arts (Honours) in Dance	5
	Master of Fine Arts in Dance	6
Drama	Diploma in Drama Foundations	4
	Bachelor of Fine Arts (Honours) in Drama	5
	Master of Fine Arts in Drama	6
Film and Television	Bachelor of Fine Arts (Honours) in Film and Television	5
	Master of Fine Arts in Cinema Production	6
Music	Diploma in Music Foundations	4
	Bachelor of Music (Honours)	5
	Master of Music	6
Theatre and Entertainment Arts	Certificate in Theatre and Entertainment Arts (Fast Track Vocational)	3
	Diploma in Theatre and Entertainment Arts Foundations	4
	Bachelor of Fine Arts (Honours) in Theatre and Entertainment Arts	5
	Master of Fine Arts in Theatre and Entertainment Arts	6
Under 5 PAs at Level 6	Master of Arts in Performing Arts Studies (MA in PAS)	6

- 4.3.2 In relation to the master's degree programmes under the programme areas, the Panel noted that the Academy conducted its Mid-Cycle Programme Review (MCPR) for its master's degree programmes, including its Master of Fine Arts (MFA) and Master of Music (MMus) programmes, and Internal Programme Validation for its MA in PAS programme in 2023. The development of the MA in PAS programme, which has been launched by the Department of Performing Arts Research since AY2023/24, was led by the Task Force on Programme Review and Development in 2022, involving members from the six Schools and the programme development team as well as relevant units. The Panel was given to understand that the programme aims to nurture thinkers and reflective practitioners in performing arts, equipping students with theoretical knowledge and research skills, enabling students to reflect on performing arts and comprehend contemporary arts practice in Hong Kong and beyond, with a curriculum offering an interdisciplinary learning experience whereby students can choose elective courses offered by the Department of Performing Arts Research and the six Schools. Having reviewed the programme information and discussed with the Academy's representatives in the site visit, the Panel shared a view that the MA in PAS programme could further enhance its integration into the Academy across the six Schools, for example, in terms of more interdisciplinary or cross-area contents and collaborations, and research skills, which would also match with the Academy's direction of planning and development of higher research degrees in future.
- 4.3.3 On the undergraduate programmes, the Panel noted that the Academy has delivered the revamped curriculum (Curriculum C) of the Bachelor of Fine Arts (Honours) (BFA) and Bachelor of Music (Honours) (BMus) programmes since AY2022/23, as reviewed in the previous PIR accreditation in 2021.
- 4.3.4 During the site visit, the Panel met with representatives of teaching staff, students and graduates, and shared the opinion that it is beneficial for the Schools and Departments to establish stronger connections with their respective students and alumni, through the Alumni Association of the Academy, to increase impact and opportunities for students' mentorships, career counselling and referrals, as well as fundraising, etc.
- 4.3.5 In relation to programme development and academic planning, in addition to the programme development activities in the past years, the Panel reviewed the Academy's Academic Plan for the coming five years from AY2026/27 to AY2030/31 and the information on its programmes under the six programme areas such as programme

particulars and student admission. The Panel noted that there are no plans to launch new programmes under the six programme areas between AY2026/27 to AY2030/31.

- 4.3.6 To demonstrate that the design, delivery and assessment of programmes under the approved programme areas have remained effective in terms of achieving the intended learning outcomes at the claimed QF levels and maintaining coherence, balance and progression, the Academy also provided the Panel with information such as programme outlines, programme statistics, samples of course/module specification documents, samples of marked student assessments and the associated rubrics and teacher feedback, and annual programme monitoring reports with feedback from external academic reviewers and students. Having reviewed the programme information and discussed with staff and students in the site visit, the Panel shared the view that it is beneficial for the learning and teaching of the programmes to include more interdisciplinary and collaborative elements across various areas as well as elements relating to relevant commercial industry.
- 4.3.7 In line with the general expectation on self-financing operators in safeguarding learning and teaching quality and thereby upholding the credibility and recognition of the qualifications, the maximum number of non-standard admission should be capped at a maximum of 15% on a programme basis and 10% on an institutional basis of the actual number of new students of the year. The Academy should comply with this policy for its educational provisions under the six programme areas.
- 4.3.8 Regarding the development of new programmes under the programme areas, the Academy has confirmed the understanding that while an Operator with PAA status may develop and operate learning programmes within the approved scope of the programme area at the specified QF level or below within the validity period without undertaking HKCAAVQ's Learning Programme Accreditation/Re-accreditation, such programmes should have been specified in the academic plan when the Operator underwent the PAA process. Prior approval from HKCAAVQ should be sought before implementing substantial changes to the approved programme areas, including changes to the academic plans.
- 4.3.9 To summarise, the Panel was of the view that the Academy has demonstrated that the processes for programme approval, development and review remain effective, and that the strategic planning at organisational and programme area levels is linked and

continues to contribute towards the realisation of its educational/training objectives.

4.4 Management of Resources and Services

The Operator must demonstrate that, within the approved programme area(s), the mechanisms for management and deployment of resources and services continue to be effective to meet the educational/training objectives, as a result of implementing organisational resource allocation policies and financial budgets.

- 4.4.1 As a public institution, the Academy is funded directly by the Government through the Culture, Sports and Tourism Bureau (CSTB). Government subvention and student tuition fee represent a major source of the Academy's annual revenue for its undergraduate and post-secondary provisions. Other sources of revenue include donation, sponsorship from donors and net operating surplus from enterprise and development activities. These sources of income are used to finance new developments, enhance the quality of education provided to students, and support activities currently not funded by the Government.
- 4.4.2 To support the Academy's on-going academic and related activities, the HKSAR Government provides an annual recurrent grant based on approved public policy objectives, while capital grants are provided to meet expenditures for building works projects and major equipment installations. The recurrent grant is reviewed annually, and financial stability is assured to support new developments or expansion. The Academy is vested with autonomy and flexibility in utilising its funds accordingly.
- 4.4.3 The Academy has accumulated reserves (Government Reserves) which have been used to support developments furthering the Academy's vision, mission and objectives. Leveraging on the facilities and infrastructure built up by the Government capital subvention, and with the autonomy and flexibility granted, the Council of the Academy supports the need to ensure the quality of education delivered to master's degree students. A seed fund was set aside from the Government Reserves at the start of the masters-level degree programmes to provide sound financial support for the launch of these programmes.
- 4.4.4 In relation to the Academy's annual planning process, the Academy prepares annual budgets for its major government-funded operating

activities and self-financing activities in alignment with the Government's annual resource allocation exercise. The Academy's annual operation plan, in alignment with its Strategic Plan, sets the direction for financial planning of the Academy. The Director and the Deputy Directors set priorities based on the Strategic Plan and thorough discussions with the Deans and Heads. Schools and Offices prepare proposals based on the Academy's strategic priorities and their development plans and submit the proposals to the Resource Planning Advisory Committee (RPAC), which is chaired by the Director and consists of three other members (two Deputy Directors and Bursar), via the Finance Office (FO). The Director and the Deputy Directors prioritise the funding proposals in accordance with their strategic significance. The FO then recommends to the Directorate how these proposals are to be funded. Apart from seeking supplementary funding from Government, other options may include virements, re-deployment of existing funding or more effective appropriation of reserves. Recommendations are then submitted to Council for endorsement via the Finance Committee before the proposals are submitted to Government for funding. Following confirmation of funding availability, detailed annual budgets of expenditure for the next financial year are drawn up and submitted to Council and CSTB for approval via the Finance Committee.

4.4.5 On financial resources and management, a Financial Expert was engaged in this PIR exercise to review the Academy's financial information such as (a) Consolidated Financial Statements of the Academy for 2022, 2023, 2024 and 2025, (b) Five-Year Financial Projection of the Academy from 2026/27 to 2030/31, and (c) Five-Year Financial Projection for Master's Degree Programmes from 2026/27 to 2030/31, in addition to the information on the mechanisms for management and deployment of resources and services, including internal resource allocation mechanism across the six Schools and relevant contingency measures in place. Having reviewed the information above, the Financial Expert shared the observations with the Panel as follows:

- (a) The audited consolidated financial statements indicated that the Academy remains financially stable, with surpluses. Total funds remain stable and liquidity is strong. The Academy continues to maintain positive operating results and substantial reserves.
- (b) The institutional projections provided show broadly stable government subvention and gradual growth in tuition income.

Financial planning appears structured and internally consistent. Programme-level forecasts provided for the master's degree programmes including the MA in PAS programme indicated surpluses and cost-recovery planning.

- (c) Taking into account the Academy's financial position and the forward projections, stable operating surpluses, and substantial reserves as evidenced in the audited financial statements, there is sufficient assurance that the Academy has the financial capacity and liquidity to support its programme areas. The mechanism for management and deployment of resources also appear to be functional at institutional level.

4.4.6 In relation to the support for the Practice-as-Research (PaR) core value and initiative, the Panel was given to understand that the Academy has enhanced financial support for practice-as-research through targeted Research Seed Fund awards that enable cross-School practice-led projects such as AI-enhanced virtual filmmaking using cineDESK, festival-as-teaching platforms, sonic mapping of Hong Kong, XR stage prototypes, and a digital dance archive. The Research Committee develops strategy, policy, principles and standards on research conducted by staff and students of the Academy, and it evaluates all Research Seed Fund proposals. The Department of Performing Arts Research services the Research Committee and gives advice to faculty and students in developing research ideas. In such a coordinated model, the Research Committee centrally reviews and funds practice-as-research proposals, the Human Ethics Sub-Committee provides ethical oversight of research projects from staff and students that involve humans as research participants, and institution-level professional development sessions supplement this governance by building shared methods, cross-School collaboration skills, and consistent implementation across projects.

4.4.7 In terms of physical resources and services, the Academy's main campus, located on the Wan Chai waterfront, houses a complex of academic facilities, administration offices, and performance venues. The Academy has a wide range of purpose-built teaching, learning and rehearsal facilities across a spectrum of performing arts disciplines including Chinese Opera, Dance, Drama, Film and Television, Music, and Theatre and Entertainment Arts. There are 21 fully equipped studios for dance, drama, and Chinese Opera; 31 music teaching rooms; 18 music practice rooms; and two electronic music/composition rooms. Other facilities include digital recording studios and audio workstations, specialist and general computer

laboratories, a dance science laboratory, a fully equipped television studio and professionally equipped workshops for costumes, props, scenic art and construction, and specialist laboratories for theatre lighting, sound, and stage technology. There is also a fully equipped Seminar Room with a desk capacity of 100. Support facilities include a student health centre providing healthcare and counselling services.

- 4.4.8 The Academy's second campus is in Béthanie, a heritage building located in Pokfulam. It houses the School of Film and Television, providing space for teaching and learning and other activities, including a television production laboratory, editing suites, Computer-Generated Imagery Laboratories (CGI Labs) and digital post-production facilities.
- 4.4.9 Apart from the Wan Chai and Béthanie campuses, the HKSAR Government has also granted the use of the former Dairy Farm administration building as a facility for the Certificate in Theatre and Entertainment Arts programme offered by the School of Theatre and Entertainment Arts. The facility houses a fully equipped lighting laboratory, sound laboratory, technical management workshop, two classrooms, a common room, offices and some storage areas.
- 4.4.10 During the site visit, the Panel toured the Wan Chai campus and visited its facilities, such as Multi-Purpose Studio, Composition Lab, Dance Science Lab, Pilates Studio, Drama Lab, Integrated Media Studio, Screen Production and Research Centre (SPaRC), cineDESK, Costume Shop, Recital Hall, Concert Hall, Studio Theatre, Paintshop, Scenic Construction Workshop, Scenic Art Workshop, Black Box, Amphitheatre, and Library. The Academy also provided a short briefing with videos and 3D scenes on the facilities at the Béthanie Campus, such as Sir YK Pao Studio, Screening Room, Creative Media Suite, Edit Suite, Digital Sound Studio and Béthanie Theatre. During the site visit, the Panel also met with representatives from the Academy on the provision of learning, teaching and enabling resources and services. The Panel also reviewed the mechanisms in place for the management and deployment of such resources and services.
- 4.4.11 Regarding physical space planning, the Panel was given to understand that the Academy is aware of its space demand and is continuously reviewing its teaching and learning facilities to cater for the changing needs in the development of its many disciplines and the all-rounded development of its students, and it is conducting a

consultancy study on strategic positioning and its long-term needs for another campus in the Northern Metropolis.

- 4.4.12 The Academy also shared with the Panel that it had taken a pragmatic and multi-pronged approach to constrained specialist and general teaching space. Its actions include optimisation of timetabling, greater use of internal venues (e.g. the Amphitheatre) and targeted hiring of external venues to meet peak demand. Its room-booking system had been approved to be revamped, improving visibility and utilisation across Schools and supporting more efficient cross-School scheduling.
- 4.4.13 In consideration of the above, the Panel formed the view that the Academy has in place effective mechanisms for the management and deployment of resources and services to support the operation and development of the approved programme areas.

4.5 **Organisational Quality Assurance and Enhancement**

The Operator must demonstrate its on-going maintenance of an effective quality assurance system for ensuring the quality and standards of its learning programmes at the stated HKQF level(s) in the approved programme area(s), aligning with its educational/training objectives, and strive for continuous enhancement.

- 4.5.1 The Academy has an internal structure and framework for quality assurance and enhancement (QAE) which is to ensure appropriate checks and balances under delegated authority of its Council and the Academic Board. The QAE structure was established on a minimum necessity basis to maintain vertical and horizontal communication, and to make informed decisions for quality provision of the Academy's educational and artistic training. The structure also facilitates the involvement of academic staff in QAE matters. The AB and its boards and committees oversee the QAE of the academic provision of the Academy at various levels. The QAE framework and process are documented in the Academy's *Quality Assurance Manual*, which was provided to the Panel together with the terms of reference, compositions and memberships of the relevant boards and committees.
- 4.5.2 The boards and committees at different levels which are responsible for quality assurance-related matters at the Academy are summarised as below:

Institutional level

- (a) Strategic and policy oversight lies within the remit of the AB. The AB holds the ultimate approval authority for policies and proposals endorsed by BUE/BPE and APQAC.
- (b) The APQAC has the key responsibility for QAE outcomes and reports to the AB on related matters. The APQAC is responsible for reviewing and developing academic-related rules, regulations and policies for the AB's approval.
- (c) Operational oversight of academic quality lies within the remit of the BPE and BUE to safeguard the quality of proposed/modified programmes and courses. The BPE and BUE are the executive boards of the AB and operate within the parameters of the approved academic policies and regulations and associated procedures. The BPE and BUE work with APQAC for all matters relating to academic policy development and quality assurance and enhancement, including but not limited to proposed new programmes and major changes to programmes, and proposed new courses.

Schools/Academic Departments level

- (a) The SMCs and the GE&RMC have full QAE responsibility for the quality of the operations and academic provision of respective functional areas. The SMCs/GE&RMC are charged with advising on all matters pertaining to the planning, development, implementation, monitoring and quality assurance of the academic work of individual Schools, the Department of Performing Arts Research and Department of General Education.
- (b) The STLCs and the GE&RTLRC have QAE responsibility for teaching, learning and assessment, ensuring the effective delivery of all programmes, and report to respective SMCs/GE&RMC.

4.5.3 To demonstrate effective implementation of the Academy's quality assurance system and policies/procedures in regard to the approved programme areas, the Academy provided the Panel with the relevant information including the following:

- (a) Minutes/extracts of AB, APQAC, Human Resources Committee, Management Committee, Sustainability Committee, etc.;
- (b) Quality Assurance Manual;
- (c) Samples of Annual Programme Monitoring Reports for programmes under the six approved programme areas;
- (d) Review Report of the Mid-Cycle Programme Review (MCPR) cum Internal Programme Validation (IPV) Exercise for Postgraduate Programmes in 2023, and the Academy's response;
- (e) Review Report of the Mid-Cycle Programme Review (MCPR) for Undergraduate and Post-Secondary Programmes cum Internal Review (IR) Exercise in 2025, and the Academy's response;
- (f) Statistical Summaries of Student-Course Evaluation Survey (SCES), First Year Student Learning Experience Survey (FYS-LES) and Graduating Student Learning Experience Survey (GS-LES);
- (g) Graduate Employment Survey (GEMS) Results; and
- (h) Samples of External Academic Review Reports and Responses of Schools/Academic Units.

4.5.4 The Panel noted that the Academy engages External Academic Reviewers (EARs) and External Examiners (EEs), who provide feedback for continuous improvement and enhancement of programme quality. Schools, Department of Performing Arts Research and Department of General Education appoint EARs who are experts, academics, and practising professionals in relevant fields, to advise on the quality standard of the programmes and/or academic management of the School/unit. EARs are appointed from among experts, academics, and practising professionals in relevant fields. EEs are appointed to assess students' work on an assessment panel together with in-house academic staff to ensure external benchmarking of the outcome standards of the students. The Panel also noted that each School has a School Advisory Committees (SACs) comprising members from the industries who can be potential employers and partners, to collect feedback from the industry, professional practitioners and potential employers

regarding the outcome standards of Academy graduates, and advise the Schools on the nature, level and scope of the academic programmes and training activities.

4.5.5 On programme monitoring and enhancement, the Panel also noted the following mechanism and processes:

- (a) Annual programme monitoring is expected to lead to the identification of good practices for sharing across the Academy, room for improvement at School/academic unit and institutional levels with follow-up actions and timeline for implementation. It is conducted in an evidence-based manner, taking into account various sources of information such as analytical reports of students' progress and attainment of learning outcomes, teachers' and students' feedback, EAR's reports, external comments from stakeholders including partners, employers and graduates, and Programme Team's reflections.
- (b) Curriculum Review is an ad-hoc exercise to ensure a systematic evaluation of the quality of the Academy's programmes across the Schools/academic unit.
- (c) Mid-Cycle Programme Review (MCPR) is conducted on a regular five-year cycle to assure programme quality.
- (d) The APQAC may form Internal Review Panel(s) with external experts to review the effectiveness of the Academy and Schools at regular intervals of five years to make preparation for PIR/PAA exercise and quality related matters of the Academy and the Programme Areas.

4.5.6 In terms of stakeholders' surveys, the Academy conducts four different surveys with its students and graduates to collect important feedback for strategic and programme planning, namely (i) Student-Course Evaluation Survey (SCES) every semester, (ii) First Year Student Learning Experience Survey (FYS-LES) at the end of Year-1, (iii) Graduating Student Learning Experience Survey (GS-LES) at programme completion, and (iv) Graduate Employment Survey in six months after graduation. Analytical reports based on the survey findings are compiled and uploaded onto the Academy's intranet for management decisions and reference by senior management, Programme/Major Leaders, Course Coordinators and the relevant teachers.

- 4.5.7 Based on the above and the discussions with various internal and external stakeholders of the Academy in the site visit, the Panel formed the view that the Academy has in place a comprehensive and effective quality assurance system for ensuring the quality and standards of its programmes in the six programme areas.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.
- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.
- 5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.
- 5.1.4 The maintenance of the PAA status will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

5.2 Appeals

- 5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.
- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.
- 5.2.4 Please refer to Cap. 592A (<https://www.elegislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <https://www.hkgf.gov.hk>.

5.3 Qualifications Register

- 5.3.1 The PAA status as defined by the approved programme area(s) will enable the Operator, upon the completion of the Periodic Institutional Review exercise, can continue to offer programmes up to the QF level specified for the approved programme area(s) without prior learning programme accreditation. The programmes offered by the Operator up to the QF level specified for the approved programme area(s) are eligible for entry into the Qualifications Register (QR). All other programmes offered by the named Operator falling outside the approved programme area(s) and which have not obtained accreditation status will not be considered as accredited programmes.
- 5.3.2 Upon completion of relevant procedures by Operators as determined by the Qualifications Register Authority, Operators may enter the qualifications covered within the scope of the PAA status into the QR at <https://www.hkqr.gov.hk> for recognition under the Hong Kong Qualifications Framework (QF).
- 5.3.3 Only learners who commence the study of a qualification covered within the scope of the PAA status during the validity period and who

have graduated with the qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

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30 June 2026

JoH/KnL/DnL/dnl/jof

The Hong Kong Academy for Performing Arts

**Periodic Institutional Review for
(i) Cantonese Opera, (ii) Dance, (iii) Drama, (iv) Film and Television,
(v) Music, and (vi) Theatre and Entertainment Arts**

31 March – 2 April 2026

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