

POSTGRADUATE SUMMER SCHOOL 2026

Hong Kong Session | 24 - 26 June 2026

Building Knowledge, Bridging Cultures



 **Lam Woo Lecture Theatre (MBG06),**
G/F, Patrick Lee Wan Keung Academic Building,
Lingnan University

 Hybrid (In-person and Online)



For More Information

INTRODUCTION

The Postgraduate Summer School 2026 is the flagship event of the School of Graduate Studies at Lingnan University. Co-hosted with Hertford College, University of Oxford since 2018, this prestigious programme continues to provide an exceptional platform for postgraduate students and scholars to engage in meaningful academic exchange.

The Summer School consists of two interconnected sessions: the Hong Kong Session, held at Lingnan University, and the UK Session at the University of Oxford. During the three-day Hong Kong Session, participants will benefit from inspiring lectures, interactive workshops, and vibrant discussions led by renowned international scholars. A select group of participants will also attend the two-week UK Session at Oxford, further enriching their academic experience through deeper engagement with global research perspectives.

In collaboration with leading regional and international institutions, the Postgraduate Summer School provides excellent opportunities for academic exchange, international networking, exposure to diverse scholarly perspectives, and the development of essential skills such as critical thinking, presentation, and cross-cultural communication.



Meeting ID: 969 4935 0378
Password: 20260624

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on ZOOM**



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Postgraduate Summer School 2026

Hong Kong Session

PROGRAMME RUNDOWN

Date: **24 - 26 June 2026** (Wednesday to Friday)
 Venue: **Lam Woo Lecture Theatre (MBG06),
 G/F, Patrick Lee Wan Keung Academic Building,
 Lingnan University**
 Format: **Hybrid** (In-person and Online)



24 June 2026 (Wednesday)

Time	Session	Speaker(s)	Moderator
9:15 – 9:30	Welcome Remarks	Professor Sam KWONG Associate Vice-President (Strategic Research), Dean of the School of Graduate Studies, Lingnan University Hong Kong SAR	
9:30 – 12:00	Workshop I Getting to the Bottom of it: Using Laddering Interviews to Uncover Meaning, Values, and Motivation	Professor Tinashe DUNE Charles Darwin University Australia	Professor Edward Kwabena AMEYAW Lingnan University Hong Kong SAR
12:15 – 13:45	Welcome Lunch (By Invitation Only)		
14:00 – 16:30	Workshop II Beyond Methodological Nationalism: Qualitative- Comparative Approaches to Analysing Children's Understandings of Well-Being in Global and Local Contexts	Professor Tobia FATTORE University of Fribourg Switzerland Professor Susann FEGTER Technical University Berlin Germany	Professor Catherine CHAI Wenyu Lingnan University Hong Kong SAR

25 June 2026 (Thursday)

Time	Session	Speaker(s)	Moderator
9:30 – 12:00	Workshop III Statistics: Turning Data into Policy and Practice	Professor Kingsley AGHO Western Sydney University Australia	Professor ZHAO Kai Lingnan University Hong Kong SAR
12:15 – 13:45	Lunch Break		
14:00 – 16:30	Workshop IV Understanding Social Infrastructure: Concepts, Methods, Policy and Practice	Professor Alessio D'ANGELO University of Derby United Kingdom	Dr Chloe SIU Pui-yee Lingnan University Hong Kong SAR

Postgraduate Summer School 2026

Hong Kong Session

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26 June 2026 (Friday)

Time	Session	Speaker(s)	Moderator
9:30 – 12:00	Workshop V Understanding the Role of Large Language Models in Interdisciplinary Research	Professor Gleb PAPYSHEV Lingnan University Hong Kong SAR	Professor LIU Xiaojing Lingnan University Hong Kong SAR
12:15 – 13:45	Lunch Break		
14:00 – 16:30	Workshop VI From Draft to Publication: Practical Academic Writing for Postgraduate Students	Ms Angel FAN Yim-hung Lingnan University Hong Kong SAR	Professor Mark Hansley Yang CHUA Lingnan University Hong Kong SAR
16:30 – 16:50	Closing Remarks	Professor LAU Ka Wai Maggie Professor Padmore Adusei AMOAH Co-Chair of Postgraduate Summer School 2026 Lingnan University Hong Kong SAR	



24 June 2026 (Wednesday) 9:30 – 12:00

Workshop I

Getting to the Bottom of it: Using Laddering Interviews to Uncover Meaning, Values, and Motivation

By Professor Tinashe DUNE



Biography

Professor Tinashe DUNE
Charles Darwin University
Australia

Professor Tinashe Dune is a multi-award-winning clinical psychologist, social science scholar, and Professor of Psychology at Charles Darwin University, Australia. She is an internationally recognised researcher whose work focuses on mental health, sociocultural determinants of wellbeing, and the lived experiences of diverse and marginalised populations. Her qualitative research has made significant contributions to understanding culturally responsive mental health care, migrant adaptation, sexuality and relationships, and the health of culturally and linguistically diverse communities.

Professor Dune is particularly known for her expertise in applied qualitative methodologies, including narrative inquiry, phenomenology, Q methodology, and laddering interviews, which she uses to illuminate the complex meanings people attach to health, identity, and social belonging. She has published extensively in high-impact journals and has led numerous funded interdisciplinary research projects across Australia and internationally.

Abstract

Understanding why people think, feel, and behave in particular ways is central to psychological, social, and health research. However, participants' initial responses often reflect only surface-level explanations. Laddering interviews are a qualitative interviewing technique designed to move beyond these first answers by systematically probing deeper through iterative "why" questions, allowing researchers to uncover the underlying values, meanings, and motivations that shape human behaviour.

This interactive workshop introduces students to the theory and practice of laddering interviews as a qualitative research method commonly used in psychology, sociology, and consumer research. The session will begin with a brief overview of the conceptual foundations of laddering, including how attributes, consequences, and core values are linked within individuals' cognitive and emotional frameworks. Students will learn how laddering interviews can reveal deeper insights into identity, beliefs, and lived experiences, particularly in research with diverse and marginalised populations.

The workshop will then move into practical application. Through guided demonstrations, students will observe how laddering questions are structured and how researchers can sensitively probe for deeper meaning while maintaining rapport with participants. Students will then participate in small interactive exercises where they practise laddering techniques with peers, learning how to ask iterative probing questions and map emerging value chains.

By the end of the session, students will have a practical understanding of how laddering interviews work, when they are most useful in qualitative research, and how they can be applied to explore complex psychological and social phenomena. The workshop aims to build students' confidence in conducting deeper, more meaningful qualitative interviews that move beyond description toward understanding.

24 June 2026 (Wednesday) 14:00 – 16:30

Workshop II

Beyond Methodological Nationalism: Qualitative-Comparative Approaches to Analysing Children's Understandings of Well-Being in Global and Local Contexts

By Professor Tobia FATTORE and Professor Susann FEGTER



Biography

Professor Tobia FATTORE

University of Fribourg
Switzerland

Professor Tobia Fattore is a Lecturer in the Department of Education at the University of Fribourg, Switzerland, and Honorary Associate Professor in the Discipline of Sociology at Macquarie University, Australia. His theoretical and empirical research interests lie in the broad areas of the sociology of childhood and the sociology of work.

His research has made foundational contributions to the field of childhood studies, informing debates on the effects of cultural, social, political, and geographical environments on children's wellbeing. Additionally, his research has examined the institutional, organisational, epistemic, and discursive factors that create the conditions within which violence against children has been perpetrated and, historically, legitimised as a form of violence. He is currently investigating moral responsibility in children's everyday practices and the effects of digital developments on worker identity in the human services field.

Professor Fattore is currently the coordinating lead researcher on the multi-national study *Children's Understandings of Well-being – Global and Local Contexts*, which involves a qualitative investigation into how children experience well-being from a comparative and global perspective. The study explores the relative importance of local, regional, and national contexts for children's well-being (see <http://www.cuwb.org/>).

He is also currently Co-Editor-in-Chief of the journal *Child Indicators Research*, a serving Board Member of the Research Committee for the Sociology of Childhood (International Sociological Association), and a Board Member of the International Society for Childhood Indicators.



Biography

Professor Susann FEGTER

Technical University Berlin
Germany

Professor Susann Fegter is Full Professor of the History and Theory of Education with a focus on Technologies, Gender and Work at the Department of Humanities and Education, Technical University Berlin, Germany. Her research focuses on childhoods, teacher education, and the historical and social development of educational professions. She is co-founder and coordinator of the international research network *Children's Understandings of Well-Being (CUWB)*, which investigates children's concepts of well-being across more than 20 countries in Europe, Asia, Africa, and the Americas.

Professor Fegter's work combines qualitative, child-centred and discourse-analytical research with comparative and transnational perspectives on childhood and education. In addition, she is actively engaged in international collaboration, participatory knowledge exchange, and the promotion of early career researchers, contributing to the development of global research communities in childhood and education studies.

24 June 2026 (Wednesday) 14:00 – 16:30

Workshop II

Beyond Methodological Nationalism: Qualitative-Comparative Approaches to Analysing Children's Understandings of Well-Being in Global and Local Contexts

By Professor Tobia FATTORE and Professor Susann FEGTER

Abstract

The *Children's Understandings of Well-Being (CUWB) Study* explores how children in more than 20 countries conceptualise well-being. Using task-oriented methods and qualitative interviews with children aged 8 to 12, the study investigates what makes children feel well, which people matter to them, and which places and activities are important in their everyday lives. While the study's global scope offers exceptional comparative potential, it also entails a methodological risk: the implicit reproduction of methodological nationalism. When national teams analyse their data separately and findings are framed primarily in terms of "children in country X conceptualise well-being in this or that way," the nation-state easily becomes the default unit of explanation.

This workshop addresses how such container-based comparisons can be avoided and instead proposes alternative approaches to qualitative comparative analysis across and beyond nation-states. Building on critiques of methodological nationalism, the workshop suggests shifting the analytical focus from comparing countries to comparing *context constellations* through a multi-level analytical perspective.

After a brief introduction to the CUWB Study as an example of qualitative, child-centred research on child well-being, participants will engage in hands-on exercises reconstructing children's subjective meanings of well-being. The exercises will focus on identifying relevant analytical levels (micro, meso, macro) and examining how these levels interact within individual cases.

The workshop concludes by outlining how this analytical process can contribute to the development of transnational typologies. While we focus on the analysis of data regarding children's understandings of well-being across national boundaries, the process we outline is relevant for comparative qualitative analysis across contexts and topics.

By the end of the workshop, participants will be able to:

- Identify and apply **basic principles of qualitative research**, including reconstructing subjective meanings, contextual interpretation, and case-oriented analysis.
- Recognise core principles of **child-centred research**, including the importance of children's perspectives, participatory and task-oriented methods, and ethical considerations when working with children.
- Situate the **Children's Understandings of Well-Being (CUWB) Study** within broader **developments in the field of child well-being research**, particularly the shift towards children's subjective well-being and lived experiences.
- Understand key critiques of **methodological nationalism** in cross-national qualitative research and explore strategies for **qualitative comparison beyond nation-state frameworks**.
- Apply a **multi-level analytical perspective** to reconstruct children's subjective understandings of well-being and identify **micro-, meso- and macro-level contexts** in qualitative data on children's well-being.
- Develop initial ideas for how to construct **transnational typologies** that capture shared and context-specific patterns in children's understandings of well-being.
- Understand the relevance of such an approach for comparative qualitative analysis more generally.

25 June 2026 (Thursday) 9:30 – 12:00

Workshop III

Statistics: Turning Data into Policy and Practice

By Professor Kingsley AGHO



Biography

Professor Kingsley AGHO
Western Sydney University
Australia

Professor Kingsley Agho is an internationally recognised biostatistician with over two decades of experience, specialising in the application of advanced statistical methods to health data. His research addresses key global health challenges, including health disparities, ageing, retirement, and maternal and child health. He has extensive expertise in the design and analysis of large-scale community-based cluster randomised controlled trials. He has secured over \$15 million in research funding and published more than 300 peer-reviewed papers (Google Scholar H-index = 74). He was ranked among the top 2% of scientists worldwide in 2023 and 2024.

Professor Agho has successfully supervised over 30 PhD students and four Master by Research students to completion and currently supervises 10 postgraduate students. During the COVID-19 pandemic (2020–2022), Professor Agho delivered international masterclasses on cluster randomised trials to researchers across Africa and Asia. Since 2021, Kingsley has mentored early-career researchers, supporting successful grant applications exceeding \$2 million.

Professor Agho also holds honorary and visiting professorships at the University of KwaZulu-Natal and the University of Johannesburg, both in South Africa. These roles support ongoing collaboration and knowledge exchange in global health research and education.



25 June 2026 (Thursday) 9:30 – 12:00

Workshop III

Statistics: Turning Data into Policy and Practice

By Professor Kingsley AGHO

Part A: Presentation – Statistics: Turning Data into Policy and Practice

Abstract

Data can be very powerful, but its value depends on how it is used. Statistics gives us the tools to turn raw data into clear, meaningful insights that can guide decisions and shape real-world policies. Without proper analysis, data alone cannot reliably inform programmes or actions that affect people's lives.

In research and public policy, statistics helps us see patterns, understand relationships, and check whether interventions are working. It allows policymakers and practitioners to tell the difference between real effects and random chance, ensuring that decisions are based on solid evidence. Statistics also helps design studies and surveys that fairly represent the population, reduce errors, and produce reliable results.

Beyond analysing data, statistics helps turn findings into practical guidance. By measuring uncertainty and impact, it helps decision-makers decide where to focus resources, implement programmes effectively, and track results. This is especially important in areas such as health, education, and social services, where evidence-based actions can improve lives and make the best use of resources.

In short, turning data into policy and practice requires good statistical methods, clear communication, and a focus on practical applications. Statistics bridges the gap between research and real-world decisions, ensuring that insights from data are used to guide strategies, shape programmes, and create positive outcomes for communities.

Part B: Workshop – Statistical Analysis of Survey Data

Abstract

Survey data are widely used in public health, social sciences, and policy research to generate population-level insights; however, their analysis requires methods that account for complex sampling designs and hierarchical structures. This workshop outlines key statistical approaches for analysing survey data, with a focus on multilevel modelling, multivariate analysis, and trend analysis.

Multilevel models are essential for handling clustered data and examining variation at both individual and contextual levels. Multivariate techniques allow for the assessment of relationships between multiple predictors and outcomes while controlling for confounding factors. In addition, trend analysis methods are used to evaluate changes in outcomes over time and identify patterns across survey waves. Emphasis is placed on the use of sampling weights and design-based approaches to ensure valid population estimates and accurate standard errors. Practical examples and recommendations are provided to support the appropriate application of these methods. Overall, this workshop highlights the importance of advanced statistical techniques in improving the validity and interpretation of findings derived from survey data.

25 June 2026 (Thursday) 14:00 – 16:30

Workshop IV

Understanding Social Infrastructure: Concepts, Methods, Policy and Practice

By Professor Alessio D'ANGELO



Biography

Professor Alessio D'ANGELO

University of Derby
United Kingdom

Professor Alessio D'Angelo is a Professor of Public and Social Policy at the University of Derby, the UK, where he co-directs the Centre for Applied Social Sciences, Policy, Practice and Research (CASSPPR). He has extensive experience in conducting social and policy research on a wide range of issues, including social capital, inequalities, migration, and access to public services, with a focus on health, education and community development.

His methodological expertise includes quantitative, qualitative and mixed-methods research, with a particular interest in data mapping, visualisation and Social Network Analysis (SNA). Within the British Sociological Association, he convenes the Social Network Analysis Study Group (SNAG) and, in this role, he has led on conferences, training courses and special issues on social network research, looking at issues of methods, ethics and epistemology. His applied SNA research has included studies on migration, community organisations, urban regeneration and 'social infrastructure'.

Professor D'Angelo is also editor of the journal *Social Policy and Society* (Cambridge University Press) and a member of the Executive Committee of the Social Policy Association (SPA).

Abstract

Social Infrastructure has become a prominent concept among policymakers, researchers and urban planners, especially within agendas focused on local investment, regeneration and socio-economic development. While definitions vary, Social Infrastructure generally refers to the spaces, services and structures that support community wellbeing. Key practical examples include libraries, community centres, schools, and health services, but also parks, local high streets and other places of social interaction. These assets are recognised for enabling social connection, fostering interaction across diverse groups and contributing to more equitable and resilient communities – as well as being a prerequisite for inclusive economic growth.

However, investing in physical resources does not automatically guarantee, on its own, an improvement in Social Infrastructure. Resources must be open and accessible to diverse members of a local community, address needs in a culturally appropriate manner, and act as nodes of tight social and physical networks. In other words, effective approaches to Social Infrastructure require an examination of how material assets intersect with processes of social connectedness and participation. This perspective increasingly informs work in a number of policy arenas, including economic regeneration, public health, youth policy, education and migrant integration.

Despite growing interest and policy relevance, research on Social Infrastructure is still limited, with challenges regarding conceptualisation, measurement and implementation. This interactive session — drawing on theoretical and methodological scholarship, as well as collaborative research with public and third sector organisations — offers an introduction to Social Infrastructure research and implementation. It discusses state-of-the-art conceptual debates, examines the opportunities and challenges for public policy, and provides practical examples of research approaches and local interventions. The presentation incorporates practical activities and resources, focusing particularly on mixed and visual methods, social network mapping and analysis, and community-grounded research. This is informed by an ongoing programme of work undertaken by Professor Alessio D'Angelo and colleagues at the University of Derby, the UK.

26 June 2026 (Friday) 9:30 – 12:00

Workshop V

Understanding the Role of Large Language Models in Interdisciplinary Research

By Professor Gleb PAPYSHEV



Biography

Professor Gleb PAPYSHEV

Lingnan University
Hong Kong SAR

Professor Gleb Papyshev is an Assistant Professor in the Department of Government and International Affairs and the Division of Artificial Intelligence at Lingnan University. His research focuses on AI governance, regulation, and ethics. Previously, he served as a Research Assistant Professor at the Hong Kong University of Science and Technology. His work has appeared in peer-reviewed outlets such as *Technology in Society*, *Review of Policy Research*, *Policy Design and Practice*, *AI & Society*, and the AAAI/ACM Conference on AI, Ethics, and Society, among others.

Abstract

This workshop provides a practical introduction to how Large Language Models (LLMs) are being used in interdisciplinary research. Students will learn about the strengths, limitations, and real-world applications of LLMs in both qualitative and quantitative studies.

The session is divided into three parts, each focusing on a distinct approach to working with LLMs:

1. LLMs as Mirrors of Human Values

We will explore how human-centred methodologies, like psychological surveys, are applied to study machine behaviour. Participants will analyse how societal values are embedded in LLMs design and how these values surface when models perform tasks like text generation.

2. LLMs as Synthetic Populations

This section focuses on the use of LLMs in social science research to simulate human-like text responses. We will review how researchers create synthetic datasets to model social behaviours, test hypotheses, or address data scarcity. Practical examples will highlight both the potential of this approach (e.g., cost efficiency) and its limitations (e.g., biases).

3. Challenges and Ethical Considerations

Finally, we will address key methodological and ethical concerns in LLM-driven research. Topics include reproducibility issues, inherent biases in training data, and the ethical implications of deploying LLMs in sensitive domains (e.g., mental health studies).

By the end of the workshop, students will understand how LLMs are applied across disciplines, recognise common pitfalls in their use, and critically assess their potential in addressing research questions.

26 June 2026 (Friday) 14:00 – 16:30

Workshop VI

From Draft to Publication: Practical Academic Writing for Postgraduate Students

By Ms Angel FAN Yim-hung



Biography

Ms Angel FAN Yim-hung

Lingnan University
Hong Kong SAR

Ms Angel Fan is an experienced educator and academic whose career has spanned tertiary teaching, teacher development, and educational research since 2007. She teaches English for Academic Purposes (EAP) and coordinates two electives at the Centre for English and Additional Languages (CEAL), Lingnan University. Previously, she worked at the Centre for Learning Enhancement And Research (CLEAR) at The Chinese University of Hong Kong (CUHK), contributing to institutional research and teacher development initiatives, and serving as a teacher mentor for the Beijing International Program for Teacher Development (2019–2020). Her portfolio includes six years (2014–2019) as a part-time instructor for a distance undergraduate linguistics course, and in 2017 she served as a Teaching Practice Supervisor and Instructor in CUHK's Faculty of Education, teaching an elective on Enrichment Activities for ELT and supervising practicums. She also serves as a reviewer on the editorial board of the *International Journal of English Teaching and Learning*.

A Fellow of the Higher Education Academy (Advance HE) since 2023, Ms Fan is a doctoral researcher at the University of Bristol. She has secured and led multiple Teaching Development Grants to advance digitalised, AI-mediated, and blended language education. Her contributions to teaching excellence have been recognised through the Certificate of Merit in the Teaching Excellence Awards Scheme, awarded in 2024 and again in April 2026.

Abstract

Publishing journal articles, contributing book chapters, and developing competitive research proposals are essential yet challenging tasks for postgraduate students. This 2.5-hour workshop aims to enhance participants' academic writing skills across these key scholarly genres by introducing practical strategies, conventions, and tools for successful academic communication. The workshop provides a structured overview of journal article writing using the IMRaD framework, highlighting best practices for crafting abstracts, introductions, literature reviews, methodologies, and discussions that meet disciplinary and journal expectations. Guidance on book chapter writing focuses on coherence, contribution, and alignment with edited volumes.

In addition, the workshop addresses research proposal writing, with emphasis on formulating clear and focused research questions, aligning methodologies with appropriate theoretical frameworks, and managing feedback effectively. By the end of the workshop, postgraduate students will be better prepared to produce high-quality journal articles, book chapters, and research proposals suitable for academic publication and evaluation.



往：港鐵兆康站
To: Siu Hong MTR Station

李運強教學大樓 Patrick Lee Wan Keung Academic Building



Download the
Campus Map

校園地圖

Campus Map

① 陳德泰大會堂	Chan Tak Tai Auditorium	AUD
② 黃氏行政大樓	Wong Administration Building	AD
③ 李運強教學大樓	Patrick Lee Wan Keung Academic Building	MB
• 鄺森活圖書館	Fong Sum Wood Library	
• 梁方霽雲藝術廊	Leung Fong Oi Wan Art Gallery	
• 少雪齋藝術展覽館	Chamber of Young Snow Art Exhibition Hall	
④ 綜合運動大樓	Indoor Sports Complex	
• 田家炳游泳池	Tin Ka Ping Swimming Pool	
⑤ 何善衡樓	Ho Sin Hang Building	HSH
⑥ 梁錫琚樓	Leung Kau Kui Building	LKK
⑦ 林炳炎樓	B. Y. Lam Building	LBV
⑧ 黃玉蘭樓	Dorothy Y. L. Wong Building	WYL
⑨ 劉仲謙樓	Lau Chung Him Building	LCH
⑩ 劉李婉嫻康樂樓	Lau Lee Yuen Haan Amenities Building	LYH
⑪ 郭少明伉儷樓	Simon and Eleanor Kwok Building	SEK
⑫ 潘蘇通運動場	Pan Sutong Sports Ground	
• 和富李宗德學生活動中心	Wofoo Joseph Lee Student Activity Centre	
⑬ 校長官邸會議中心	President Lodge Conference Centre	PLCC
⑭ 訪客宿舍	Visitors' Quarters	
⑮ 伍潔宜嶺南坊	Wu Jieh Yee Lingnan Hub	WLH
• 永安廣場	Wing On Plaza	
• 現代花園	Contemporary Garden	
• 乾新坊(天幕)	Kin Sun Square (Skylight)	
• 有蓋停車場入口	Covered Car Park Entrance	
• 有蓋停車場入口	Covered Car Park Entrance	
學生宿舍	Student Hostels	
S1. 蒙民偉樓	William M. W. Mong Hall	
東亞堂	The Bank of East Asia Hall	
S2. 香港崇正總會樓	Tsung Tsin Association Hall	
霍潔棉樓	Fok Cho Min Hall	
S3. 忠信堂	Chung Shun Hall	
逸民堂	Yee Min Hall	
S4. 林護堂	Lam Woo Hall	
S5. 賽馬會堂	The Jockey Club Hall	
S6. 賽馬會博雅堂	The Jockey Club New Hall	
S7. 黃浩川堂	Wong Hoo Chuen Hall	
S8. 伍潔宜堂	Wu Jieh Yee Hall	

IMPORTANT CONTACTS

Enquiry Email

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General Enquiries: (852) 2616 8888

Campus Emergency Hotline: (852) 2616 8000

Security Control: (852) 2616 8705

Hong Kong Police Force

Tuen Mun Police Station: (852) 3661 1670

Emergency Hotline: 999



Notes

School of Graduate Studies (GS) Lingnan University



Lingnan Website



GS Website



Programme
Book



Lingnan School of
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lingnan.sgs



School of Graduate Studies,
Lingnan University



Lingnan 研究生院



Lingnan 研究生院



Lingnan University
School of Graduate Studies

** Updated as of 12 June 2026*

