

### **Planning context and broad strategy**

Swinburne aims to be widely recognised for its flexible approaches to learning and teaching – approaches designed to create an engaging, stimulating environment in which students can learn in different ways and in different places to achieve their desired outcomes (*Statement of Direction 2015*). The key strategic orientation is towards learner-centred program delivery. Thus, the University strives to provide students with flexibility in relation to the time, place and pace of their learning. Flexibility is also provided in the structure and content of programs, including via elective sequences, and in approaches to assessment.

The emphasis on flexibility derives from a recognition that learners differ in their experiences, aptitudes, preferred learning styles and circumstances. Consequently, teaching practices at Swinburne are based on adult learning principles whereby each learner is assisted to construct new meanings from a foundation of prior experience, capabilities, understandings and attitudes, through their interaction with the learning environment.

Learning at Swinburne is also characterised by ‘real world’ experience. Learning is generally ‘active’ rather than ‘passive’, with students developing their knowledge and skills through individual and team projects. Often these projects are real, rather than simulated – that is, students learn as they confront real issues and challenges in business and other community settings, often through Swinburne’s comprehensive industry-based learning (IBL) program. These projects facilitate the development of highly portable generic skills in such areas as project management, communications, and teamwork.

Swinburne has comprehensive quality assurance and improvement processes, to ensure that students are ready to meet the expectations of industry and the wider community. Industry input into course accreditation and re-accreditation is an important component of the University’s approach to quality management, along with benchmarking and stakeholder feedback processes. In this context, a major initiative in 2006 will be the development of greatly improved systems for gathering, analysing and reporting stakeholder feedback at the course and subject levels.

In summary, Swinburne aims to ensure that all of its graduates are:

- capable in their chosen professional and vocational areas, and able to operate effectively and ethically
- innovative and entrepreneurial
- adaptable, and able to manage change
- aware of the domestic and international environments in which they contribute

STRATEGIC GOAL 1

<b>Outcome measures</b>	<ol style="list-style-type: none"> <li>1 GCA 'good teaching' rating &gt; 57.0% (c/f 56.0% in 2005)</li> <li>2 GCA 'overall satisfaction' rating &gt; 80.5% (c/f 79.2% in 2005)</li> <li>3 DEST 'progression rate' &gt; 87.5% in 2006 (c/f 85.4% in 2005), with undergraduate 'attrition rate' &lt; 16.0% (c/f 16.9% in 2004).</li> <li>4 Top 5 LTPF ranking maintained.</li> <li>5 &gt; 3 Carrick Institute teaching awards in 2006.</li> </ol>	<p><b>Linkages to strategic themes:</b></p> <ul style="list-style-type: none"> <li>- Flexible in learning &amp; teaching</li> </ul>
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Action	2006 action	2006 target	Accountability	Links to other plans	Expected completion
1	Increase the flexibility of delivery in time and place through the use of online materials, online AV media, online communications and off-line electronic resources, and trial a system for online content management.	<ul style="list-style-type: none"> <li>- Web 'presences' established in Blackboard for all HED units, with subject outlines and communications facilities as a minimum.</li> <li>- Students accessing &gt;200 Lectopia sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Deans</li> <li>- DVC,L&amp;T</li> <li>- Dir,ADS</li> </ul>		- Ongoing
2	Use distance education modalities to provide new learning opportunities.	<ul style="list-style-type: none"> <li>- &gt; 30 courses fully available via distance delivery modes (c/f 25 in 2005).</li> </ul>	<ul style="list-style-type: none"> <li>- Deans</li> <li>- Dir,ADS</li> </ul>		- Ongoing
3	Provide flexibility in time through alternative scheduling of courses, units and classes, to provide students with greater choice in accessing study options and greater control over the pace of their study.	<ul style="list-style-type: none"> <li>- Feasibility report on a 6 x 6 term structure.</li> <li>- Implementation of alternative attendance options (for example, weekend provision of classes and/or summer school programs).</li> </ul>	<ul style="list-style-type: none"> <li>- DVC,HED</li> <li>- DH,HED</li> <li>- Deans</li> </ul>		- 31 Aug
4	Implement specific initiatives to promote experiential learning, especially in technical areas.	<ul style="list-style-type: none"> <li>- Successful implementation of CFP initiatives including LTPF-funded projects LTPF0604, LTPF0613 and LTPF0614, as per the action plans.</li> </ul>	<ul style="list-style-type: none"> <li>- DH,HED</li> <li>- Dean,Eng</li> <li>- Dir,ADS</li> </ul>		- 10 Dec
5	Provide greater support for sessional staff engaged in flexible delivery with an emphasis on experiential learning.	<ul style="list-style-type: none"> <li>- Successful implementation of LTPF-funded project LTPF0602, as per the action plan.</li> </ul>	<ul style="list-style-type: none"> <li>- DH,HED</li> </ul>		- 10 Dec
6	Provide professional development in flexible delivery and assessment for teaching staff, and disseminate examples of good practice in flexible delivery via the Learning & Teaching Good Practice Database.	<ul style="list-style-type: none"> <li>- Participation by &gt; 100 teaching staff in relevant professional development.</li> <li>- Database populated with &gt; 20 examples of good practice in flexible delivery.</li> </ul>	<ul style="list-style-type: none"> <li>- Dir,HR</li> <li>- DVC,L&amp;T</li> <li>- Dir,ADS</li> </ul>		- 31 Oct
7	Implement robust methods to recognise and reward good teaching practice through faculty-based, Vice-Chancellor's and Carrick Award nomination and selection processes.	<ul style="list-style-type: none"> <li>- Awards presented at the Faculty and University levels, with at least three national awards for teaching excellence.</li> </ul>	<ul style="list-style-type: none"> <li>- DVC,L&amp;T</li> <li>- Deans</li> <li>- Dir,SPQ</li> </ul>		- 30 Nov

STRATEGIC GOAL 2

<b>TO UNDERTAKE ONGOING CURRICULUM RENEWAL</b>		<b>Linkages to strategic themes:</b>
<b>Outcome measures</b>	<ol style="list-style-type: none"> <li>1 All curriculum-related Curriculum Framework Project (CFP) 2006 action plan targets met.</li> <li>2 Web-based student feedback processes and instruments ready for extensive trialing by November 2006.</li> <li>3 All 2006 course accreditations and reaccreditations based on effective advisory processes.</li> <li>4 Achievement of 2006 objectives for LTPF-funded projects LTPF0604, LTPF0605, LTPF0606 and LTPF0616.</li> </ol>	<ul style="list-style-type: none"> <li>- Engaged with industry &amp; community</li> <li>- Flexible in learning &amp; teaching</li> <li>- International in outlook</li> <li>- Entrepreneurial in endeavour</li> </ul>

Action	2006 action	2006 target	Accountability	Links to other plans	Expected completion
1	Through the Curriculum Framework Project (CFP), review course content on an ongoing basis, within the revised structure of undergraduate programs.	- All relevant CFP targets met, as per the action plan for 2006.	- DVC,HED - DH,HED - Deans		- 10 Dec
2	Implement revised course advisory processes for all course accreditations and re-accreditations.	- Effective course advisory processes integral to all course development, accreditation and reaccreditation.	- Deans		- 10 Dec
3	Develop and trial improved instruments and processes, particularly including web-based processes, to gather, analyse and report student feedback at the unit and course levels, with a view to the ongoing improvement of curriculum and teaching.	- Successful implementation of the LTPF-funded project LTPF0616, with web-based survey methods and instruments ready for extensive trial as per the project action plan.	- DVC,L&T - Dir,SPQ - Deans		- 30 Nov
4	Develop and implement innovative ways of incorporating professional placements and project work into undergraduate curriculum.	- Successful implementation of CFP initiatives including the LTPF-funded projects LTPF0605, LTPF0606 and LTPF0613, as per the project action plans.	- DH,HED - Deans		- 10 Dec
5	Develop and implement strategies to deliver final-year major projects in such a way as to develop skills in the synthesis of previous course content, lateral thinking, innovation and entrepreneurship, teamwork, and awareness of diversity.	- Successful implementation of CFP initiatives including the LTPF-funded projects LTPF0604 and LTPF0613, as per the project action plans.	- DD,HED - Deans - VP,SA		- 10 Dec
6	Provide curriculum-related professional development for teaching staff, and disseminate examples of good practice in curriculum innovation via the Learning & Teaching Good Practice Database.	- Participation by > 100 teaching staff in relevant professional development. - Database populated with > 10 examples of good practice in curriculum innovation.	- Dir,HR - DVC,L&T - Dir,ADS		- 31 Oct

STRATEGIC GOAL 3

<p><b>TO STRENGTHEN THE NEXUS BEWEEN LEARNING, TEACHING &amp; RESEARCH</b></p> <p><b>Outcome measures</b></p> <ol style="list-style-type: none"> <li>1 At least 18 students moving from Honours and other undergraduate programs at Swinburne to post-graduate research (c/f 12 in 2004-05).</li> <li>2 Experiential learning methods implemented across all faculties, in &gt; 20 course areas.</li> <li>3 At least 6 published research papers or conference presentations on aspects of learning and teaching in higher education.</li> </ol>	<p><b>Linkages to strategic themes:</b></p> <ul style="list-style-type: none"> <li>- Flexible in learning &amp; teaching</li> <li>- Focussed in research</li> </ul>
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Action	2006 action	2006 target	Accountability	Links to other plans	Expected completion
1	Enhance alignment between research strengths and undergraduate programs, and enhance pathways from undergraduate to research degrees.	<ul style="list-style-type: none"> <li>- New policy/procedure on uniform Honours grades approved by Academic Board, as part of an ongoing review of Honours in undergraduate programs as a research pathway.</li> <li>- Research-oriented elective sequences available to high-achieving undergraduates.</li> </ul>	<ul style="list-style-type: none"> <li>- Deans</li> </ul>		<ul style="list-style-type: none"> <li>- 31 May</li> </ul>
2	Ensure that teaching is informed by both education and discipline-based research, and encourage an enquiry-based approach to learning.	<ul style="list-style-type: none"> <li>- Successful implementation of the Curriculum Framework Project as per the action plan for 2006, and of related SIG- and LTPF-funded projects such as LTPF0602, LTPF0603, LTPF0604 and LTPF0613.</li> </ul>	<ul style="list-style-type: none"> <li>- DVC,HED</li> <li>- DH,HED</li> <li>- Deans</li> <li>- DVC,L&amp;T</li> <li>- Dir,ADS</li> </ul>		<ul style="list-style-type: none"> <li>- 30 Nov</li> </ul>
3	Encourage academic staff and students to undertake and publish research on learning and teaching.	<ul style="list-style-type: none"> <li>- At least 6 relevant papers published, in press or presented at conferences.</li> </ul>	<ul style="list-style-type: none"> <li>- DVC,L&amp;T</li> <li>- Dir,ADS</li> </ul>		<ul style="list-style-type: none"> <li>- 20 Dec</li> </ul>
4	Identify and disseminate examples of good practice in linking research and teaching via the Good Practices Database.	<ul style="list-style-type: none"> <li>- Database populated with &gt; 6 examples of good practice in linking research to teaching.</li> </ul>	<ul style="list-style-type: none"> <li>- DVC,L&amp;T</li> <li>- Dir,ADS</li> </ul>		<ul style="list-style-type: none"> <li>- 31 Oct</li> </ul>

STRATEGIC GOAL 4

<p><b>TO REALISE THE LEARNING &amp; TEACHING ADVANTAGES OF BEING AN INTERSECTORAL UNIVERSITY</b></p> <p><b>Outcome measures</b></p> <ol style="list-style-type: none"> <li>1 Articulation by &gt; 345 Swinburne TAFE students into HED courses (c/f 337 in 2005).</li> <li>2 DEST 'progression rate' of &gt; 87.5% for TAFE articulants in 2006 (c/f approximately 85.5% in 2005), with attrition &lt; 16%.</li> </ol>	<p><i>Linkages to strategic themes:</i></p> <ul style="list-style-type: none"> <li>- <i>Intersectoral in approach</i></li> <li>- <i>Flexible in teaching and learning</i></li> </ul>
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Action	2006 action	2006 target	Accountability	Links to other plans	Expected completion
1	Implement transition strategies to support students articulating from TAFE to Higher Education, including strategies to reduce attrition and to provide support in mathematics for engineering students.	<ul style="list-style-type: none"> <li>- Successful implementation of CFP initiatives including the LTPF-funded projects LTPF0610 (targeting attrition) and LTPF0615 (mathematics support), as per the project action plans.</li> <li>- Progression rates for TAFE articulants at least equal to those of other HED students (87.5%), with attrition &lt; 16%.</li> </ul>	<ul style="list-style-type: none"> <li>- Dean,ENG</li> <li>- VP,SA</li>   <li>- DVC,L&amp;T</li> <li>- Dir,ADS</li> <li>- Deans</li> </ul>		<ul style="list-style-type: none"> <li>- 10 Dec</li>   <li>- 10 Dec</li> </ul>
2	Enhance the delivery of existing dual award and associate degree programs.	<ul style="list-style-type: none"> <li>- Progression rates at least equal to those for other comparable programs.</li> </ul>	<ul style="list-style-type: none"> <li>- Deans</li> <li>- TAFE Dir's</li> </ul>		<ul style="list-style-type: none"> <li>- 20 Dec</li> </ul>
3	Identify and disseminate examples of good intersectoral practice via the Good Practices Database.	<ul style="list-style-type: none"> <li>- Database populated with &gt; 6 examples of good intersectoral practice.</li> </ul>	<ul style="list-style-type: none"> <li>- DVC,L&amp;T</li> <li>- Dir,ADS</li> </ul>		<ul style="list-style-type: none"> <li>- 31 Oct</li> </ul>

STRATEGIC GOAL 5

<p><b>TO INTERNATIONALISE LEARNING EXPERIENCES FOR ALL STUDENTS</b></p> <p><b>Outcome measures</b></p> <p>1 &gt; 15% of the exiting cohort of local HED students having spent time offshore as part of their study (c/f 13.5% in 2004).</p> <p>2 Commencement of at least three new TNE programs.</p>	<p><b>Linkages to strategic themes:</b></p> <ul style="list-style-type: none"> <li>- International in outlook</li> <li>- Flexible in learning &amp; teaching</li> </ul>
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Action	2006 action	2006 target	Accountability	Links to other plans	Expected completion
1	Continue the implementation of strategies to enhance international mobility for all students, including initiatives to improve course flexibility through the Curriculum Framework Project.	<ul style="list-style-type: none"> <li>- &gt; 15% of the exiting cohort of local HED students having spent time offshore as part of their study (c/f 13.5% in 2004).</li> <li>- Successful implementation of LTPF-funded project LTPF0609 on the attitudes of international students to the proposed 6 x 6 academic calendar.</li> </ul>	<ul style="list-style-type: none"> <li>- PVC,I</li> <li>- Deans</li> <li>- PVC,I</li> </ul>		<ul style="list-style-type: none"> <li>- 20 Dec</li> <li>- 30 Sep</li> </ul>
2	Continue the development of TNE programs through twinning arrangements, and implement relevant preparatory work including the preparation of learning and teaching materials.	<ul style="list-style-type: none"> <li>- Planning and development work completed for at least 3 new TNE programs, including the preparation of teaching and learning resources.</li> </ul>	<ul style="list-style-type: none"> <li>- PVC,I</li> <li>- DVC,HED</li> <li>- DVC,L&amp;T</li> <li>- Dir,ADS</li> </ul>		<ul style="list-style-type: none"> <li>- 30 Nov</li> </ul>
3	Develop international content for undergraduate subjects to prepare students for the international workplace.	<ul style="list-style-type: none"> <li>- Development work on international content completed for at least four courses.</li> </ul>	<ul style="list-style-type: none"> <li>- DVC,L&amp;T</li> <li>- Dir,ADS</li> </ul>		<ul style="list-style-type: none"> <li>- 31 Aug</li> </ul>
4	Develop and implement strategies to gain international accreditation for Swinburne qualifications, especially in relation to business programs.	<ul style="list-style-type: none"> <li>- Successful implementation of phase 1 of LTPF-funded project LTPF0612 for business courses, as per the action plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Dean,B&amp;E</li> </ul>		<ul style="list-style-type: none"> <li>- 10 Dec</li> </ul>

STRATEGIC GOAL 6

**TO IMPROVE STUDENT LEARNING BY FACILITATING ENGAGEMENT BETWEEN ACADEMIC PROGRAMS AND INDUSTRY & THE COMMUNITY**

- Outcome measures**
- 1 Participation by > 450 students (approximately 86% of eligible students) in IBL or equivalent programs (c/f 440 in 2005).
  - 2 At least 4 teaching staff engaged in industry placements.
  - 3 External experts involved in the delivery of > 60 courses.

**Linkages to strategic themes:**

- Engaged with industry & community
- Flexible in learning & teaching

Action	2006 action	2006 target	Accountability	Links to other plans	Expected completion
1	Extend student opportunities to learn in workplace and community settings (as per the strategies articulated in the 2006-08 Industry & Community Engagement Plan and subsidiary plans).	<ul style="list-style-type: none"> <li>- Successful implementation of LTPF-funded projects LTPF0604, LTPF0605, LTPF0606, LTPF0611 and LTPF0613, as per the relevant action plans.</li> <li>- &gt; 450 students in IBL or equivalent programs (c/f 440 in 2005).</li> </ul>	<ul style="list-style-type: none"> <li>- DH,HED</li> <li>- DVC,L&amp;T</li> <li>- Dean,ENG</li> <li>- Dean,B&amp;E</li> <li>- DH,HED</li> <li>- Deans</li> <li>- PVC,CE</li> </ul>		<ul style="list-style-type: none"> <li>- 10 Dec</li> <li>- 30 Nov</li> </ul>
2	Increase the use of experts from industry and the wider community within teaching programs.	<ul style="list-style-type: none"> <li>- External experts used across all faculties, in the delivery of &gt; 60 courses.</li> </ul>	<ul style="list-style-type: none"> <li>- Deans</li> </ul>		<ul style="list-style-type: none"> <li>- 30 Nov</li> </ul>
3	Implement strategies to allow staff to gain current experience in workplaces other than universities.	<ul style="list-style-type: none"> <li>- Industry placements taken up by at least 4 teaching staff members.</li> </ul>	<ul style="list-style-type: none"> <li>- DH,HED</li> <li>- Deans</li> <li>- PVC,CE</li> </ul>		<ul style="list-style-type: none"> <li>- 30 Sep</li> </ul>
4	Identify and disseminate examples of good practice in external engagement via the Good Practices Database.	<ul style="list-style-type: none"> <li>- Database populated with &gt; 6 examples of good practice in external engagement.</li> </ul>	<ul style="list-style-type: none"> <li>- Dir,ADS</li> <li>- PVC,CE</li> </ul>		<ul style="list-style-type: none"> <li>- 31 Oct</li> </ul>

STRATEGIC GOAL 7

<p><b>TO ENHANCE STUDENT EMPLOYABILITY</b></p> <p><b>Outcome measures</b></p> <ol style="list-style-type: none"> <li>1 GCA 'graduate employment' rating &gt; 79.5% (c/f 78.5% in 2005).</li> <li>2 GCA rating for 'generic skills' &gt; 75.0%% (c/f 73.8% in 2005).</li> <li>3 GCA 'self-employment' rating &gt; 9.0% (c/f 8.8% in 2005).</li> </ol>	<p><b>Linkages to strategic themes:</b></p> <ul style="list-style-type: none"> <li>- Engaged with industry &amp; community</li> <li>- Entrepreneurial in endeavours</li> <li>- Flexible in learning &amp; teaching</li> </ul>
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Action	2006 action	2006 target	Accountability	Links to other plans	Expected completion
1	Deliver the Grad Cert Bus (Professional Practice) program, and plan for the introduction, in 2007, of new scholarships to promote participation in employment-related graduate certificate programs.	<ul style="list-style-type: none"> <li>- &gt; 15 students completing the Grad Cert Bus (Professional Practice)</li> <li>- Funding organised for partial scholarships to be awarded to &gt; 10 Swinburne graduates studying accredited graduate certificate courses full-time in 2007.</li> </ul>	<ul style="list-style-type: none"> <li>- Dean,B&amp;E</li> <li>- DH,HED</li> <li>- DVC,HED</li> <li>- DH,HED</li> </ul>		<ul style="list-style-type: none"> <li>- 31 Oct</li> <li>- 31 Oct</li> </ul>
2	Strengthen the Careers in Curriculum program through new delivery models and innovative resourcing.	<ul style="list-style-type: none"> <li>- Successful implementation of the LTPF-funded project LTPF0603, as per the project action plan, to better resource delivery of the Careers in Curriculum program.</li> <li>- Delivery of the Careers in Curriculum program across all faculties.</li> </ul>	<ul style="list-style-type: none"> <li>- Deans</li> <li>- DH,HED</li> <li>- Dir,StServ</li>   <li>- Dir,StServ</li> <li>- Deans</li> </ul>		<ul style="list-style-type: none"> <li>- 30 Nov</li> <li>- 30 Nov</li> </ul>
3	Assist students to record graduate attributes and other learning outcomes.	<ul style="list-style-type: none"> <li>- Successful implementation of the LTPF-funded project LTPF0607 on e-portfolios, as per the project action plan.</li> </ul>	<ul style="list-style-type: none"> <li>- DVC,L&amp;T</li> <li>- Dean,LSS</li> </ul>		<ul style="list-style-type: none"> <li>- 30 Nov</li> </ul>

STRATEGIC GOAL 8

<p><b>TO ASSURE AND IMPROVE THE QUALITY OF LEARNING AND TEACHING FOR INTERNATIONAL STUDENTS STUDYING ONSHORE AND OFFSHORE</b></p> <p><b>Outcome measures</b></p> <ol style="list-style-type: none"> <li>1 Swinburne College established, with &gt; 300 enrolments across the College and the wider TAFE Division.</li> <li>2 TNE Quality Assurance Manual finalised and in use for all TNE programs.</li> <li>3 Participation by &gt; 25 staff in professional development related to the delivery of programs for international students.</li> </ol>	<p><i>Linkages to strategic themes:</i></p> <ul style="list-style-type: none"> <li>- <i>International in outlook</i></li> <li>- <i>Flexible in learning &amp; teaching</i></li> <li>- <i>Intersectoral in approach</i></li> </ul>
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Action	2006 action	2006 target	Accountability	Links to other plans	Expected completion
1	Enhance learning experiences for international students through the provision of relevant professional development for teaching, research and support staff.	<ul style="list-style-type: none"> <li>- Participation by &gt; 25 staff in relevant professional development, including via LTPF-funded project LTPF0608 in relation to TNEs.</li> <li>- Online resources developed to support the professional development program.</li> </ul>	<ul style="list-style-type: none"> <li>- Deans</li> <li>- Dir,HR</li> <li>- PVC,I</li> <li>- Dir,ADS</li> <li>- Dir,ADS</li> </ul>		<ul style="list-style-type: none"> <li>- 30 Nov</li> <li>- 31 Mar</li> </ul>
2	Implement improved orientation and transition programs for incoming international students and Australian students going offshore.	<ul style="list-style-type: none"> <li>- &gt; 300 enrolments across Swinburne College and TAFE.</li> <li>- Orientation and transition programs implemented for all incoming international students, and for all Australian students travelling offshore.</li> </ul>	<ul style="list-style-type: none"> <li>- DVC,TAFE</li> <li>- PVC,I</li> <li>- PVC,I</li> <li>- Dir,HR</li> </ul>		<ul style="list-style-type: none"> <li>- 31 Aug</li> <li>- 20 Dec</li> </ul>
3	Strengthen quality assurance mechanisms for all TNE programs.	<ul style="list-style-type: none"> <li>- TNE Project Initiation Manual, Partner Manual and Quality Assurance Manual adopted for all TNE programs.</li> </ul>	<ul style="list-style-type: none"> <li>- PVC, I</li> <li>- DVC,HED</li> <li>- VP,SA</li> </ul>		<ul style="list-style-type: none"> <li>- 31 Oct</li> </ul>
4	Analyse and report subject evaluation feedback provided by international students, with a view to improving subject content and delivery.	<ul style="list-style-type: none"> <li>- Improvement actions implemented in the delivery of &gt; 10 programs on the basis of subject-level feedback received from international students.</li> </ul>	<ul style="list-style-type: none"> <li>- Dir,SPQ</li> <li>- DVC,L&amp;T</li> <li>- Deans</li> </ul>		<ul style="list-style-type: none"> <li>- 31 Oct</li> </ul>
5	Identify and disseminate examples of good practice in delivery for international students via the Good Practices Database.	<ul style="list-style-type: none"> <li>- Database populated with &gt; 4 examples of good practice in international delivery.</li> </ul>	<ul style="list-style-type: none"> <li>- DVC,L&amp;T</li> <li>- Dir,ADS</li> <li>- PVC,I</li> </ul>		<ul style="list-style-type: none"> <li>- 31 Oct</li> </ul>