

Environmental statement



1. Our vision

The Training and Development Agency for Schools (TDA) came into being in September 2005. The new Agency was formed from the merger of the Teacher Training Agency (TTA) and the National Remodelling Team (NRT). The TDA is an executive agency of the Department for Children, Schools and Families (DCSF).

The government's white paper, *Higher Standards, Better Schools for All*, gives the TDA a pivotal role in ensuring that teachers and the wider workforce have the skills and support they need to face the future. We continue to have responsibility for the initial recruitment and training of teachers, and for promoting teaching as an attractive career option. We have gained a wider remit for the training and development of the whole school workforce, including support staff, and for continuing professional development (CPD) for serving teachers.

Additionally, and critically, we have taken on responsibilities for supporting the remodelling of the school workforce to meet modern challenges. This means helping to equip the school workforce to deliver increasingly personalised learning, and to work with other professionals providing extended children's services.

The TDA's chief objective is to improve the training and development of the whole school workforce. We see children as the ultimate beneficiaries of our work, and believe that a well trained workforce has an essential role to play in raising children's standards of achievement and promoting their well-being.

The foremost challenge and concern of the current generation of children will be – how to live in a more sustainable way. It is therefore imperative that this generation develops the knowledge, values and skills that it will need to address the issue. Ensuring that teachers and the wider workforce are highly trained in sustainable development practices is a key objective and our long-term priority.

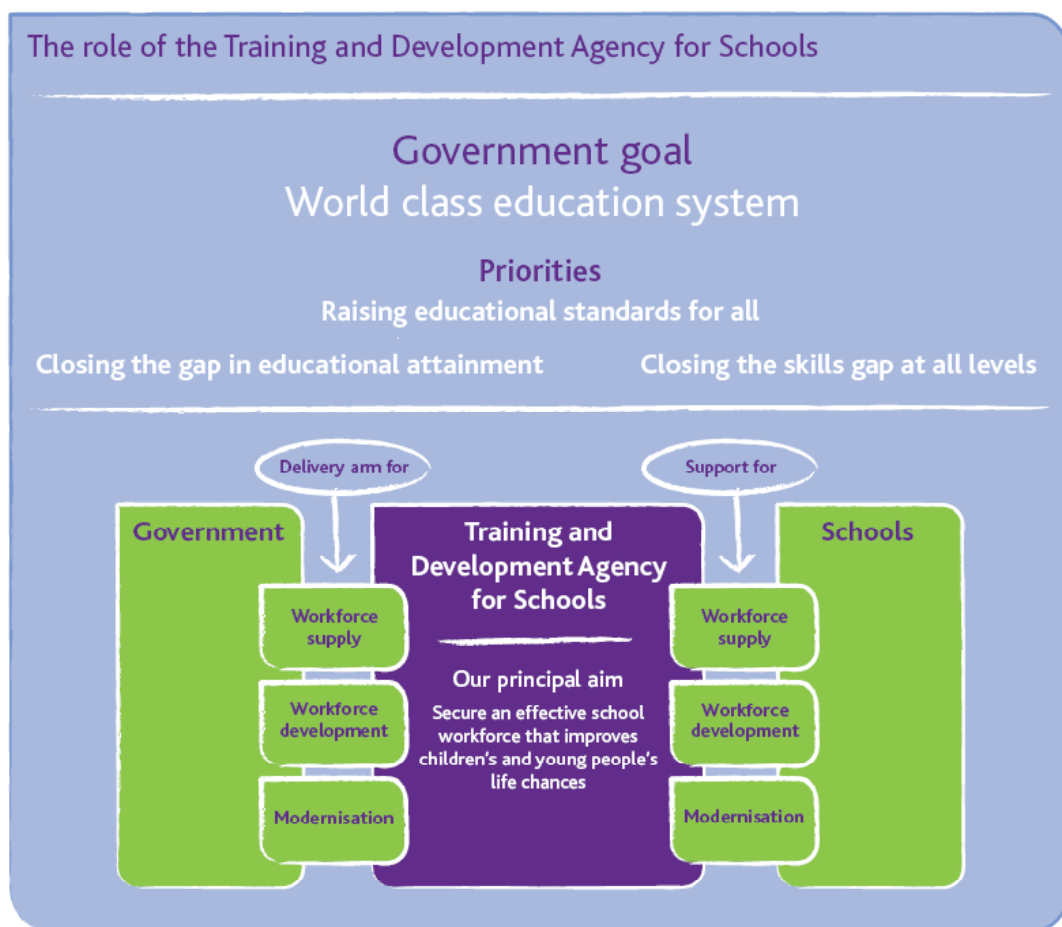
This is our first environmental statement. It highlights our achievements as well as areas for improvement. We hope it acts as a catalyst for change, and represents the next step towards a more sustainable future.

2. Who we are

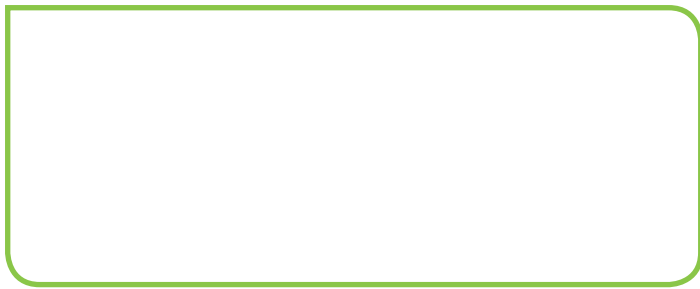
Our principal aim is to secure an effective school workforce that improves children's life chances.

At the highest strategic level, the TDA plans to create the conditions in which schools can gain access to the reliable support they need to develop, remodel and modernise their workforce. We also plan to be the government's delivery arm for the people development aspects of its policies to raise standards in schools and give every child the opportunity to develop their potential. Improving the career structure for teachers and support staff will have a positive impact on children's education.

Traditionally, our key partners have been the providers of initial teacher training (ITT), mostly in the higher education sector. We now also have a range of new delivery partners which includes other training providers, local authorities, the social partners involved in the government's workforce agreement monitoring group (WAMG), and other public bodies that promote the educational achievement and well-being of children and opportunities for parents and the wider community.



This statement covers the TDA's operations, our role as an employer, and our role in training and development.



We currently employ 293 full-time staff, headed by our Chief Executive, Graham Holley. He is supported by the Corporate Leadership Group (CLG).



The TDA Corporate Leadership Group (CLG)

Following a recent move from our previous offices, and consolidation with the TDA's Development Directorate, the Agency now occupies part of 151 Buckingham Palace Road, a building managed by the Department of Business, Enterprise and Regulatory Reform (DBERR). This is a temporary position before our upcoming relocation to Manchester, scheduled for March 2010.

For more information concerning the role of the TDA, visit our website at www.tda.gov.uk

3. Our environmental policy

Our principal aim is to secure an effective school workforce that improves children's life chances. We ensure that schools can recruit good quality, well trained people, and we support schools to provide extended services for parents, children and young people, across England.

The TDA ensures that teachers and the wider workforce acquire, or can access, the skills, knowledge and support to deliver good quality education for sustainable development (ESD) within schools. We also want to ensure that they see ESD not as an add-on or a series of projects or initiatives, but as an integral part of the life of the school.

We recognise that the delivery of our strategy and our day-to-day operations impact upon the environment in many ways. Therefore, we aim to ensure that the environmental, economic and social impacts of our strategy delivery are assessed through sustainability appraisals, and the impacts from our own activities are assessed, reviewed and communicated.

We will work towards these commitments by:

- reviewing and understanding the environmental impact of our strategy delivery and office-based activities
- promoting sustainable development – both within our own offices and in all our activities – by embedding sustainable development in the decision-making process and strategy delivery
- integrating ESD into programmes as effectively as possible
- minimising the Agency's carbon emissions
- using a cross-directorate representative group to implement environmental initiatives
- limiting the unnecessary use of resources
- reducing avoidable business travel
- procuring sustainable goods and services
- preventing pollution and adhering to all relevant environmental legislation and regulations.

The TDA will ensure that realistic but progressively ambitious targets are set year on year. These will be evaluated by senior management, and corrective and preventative actions will be taken to ensure continuous improvement.

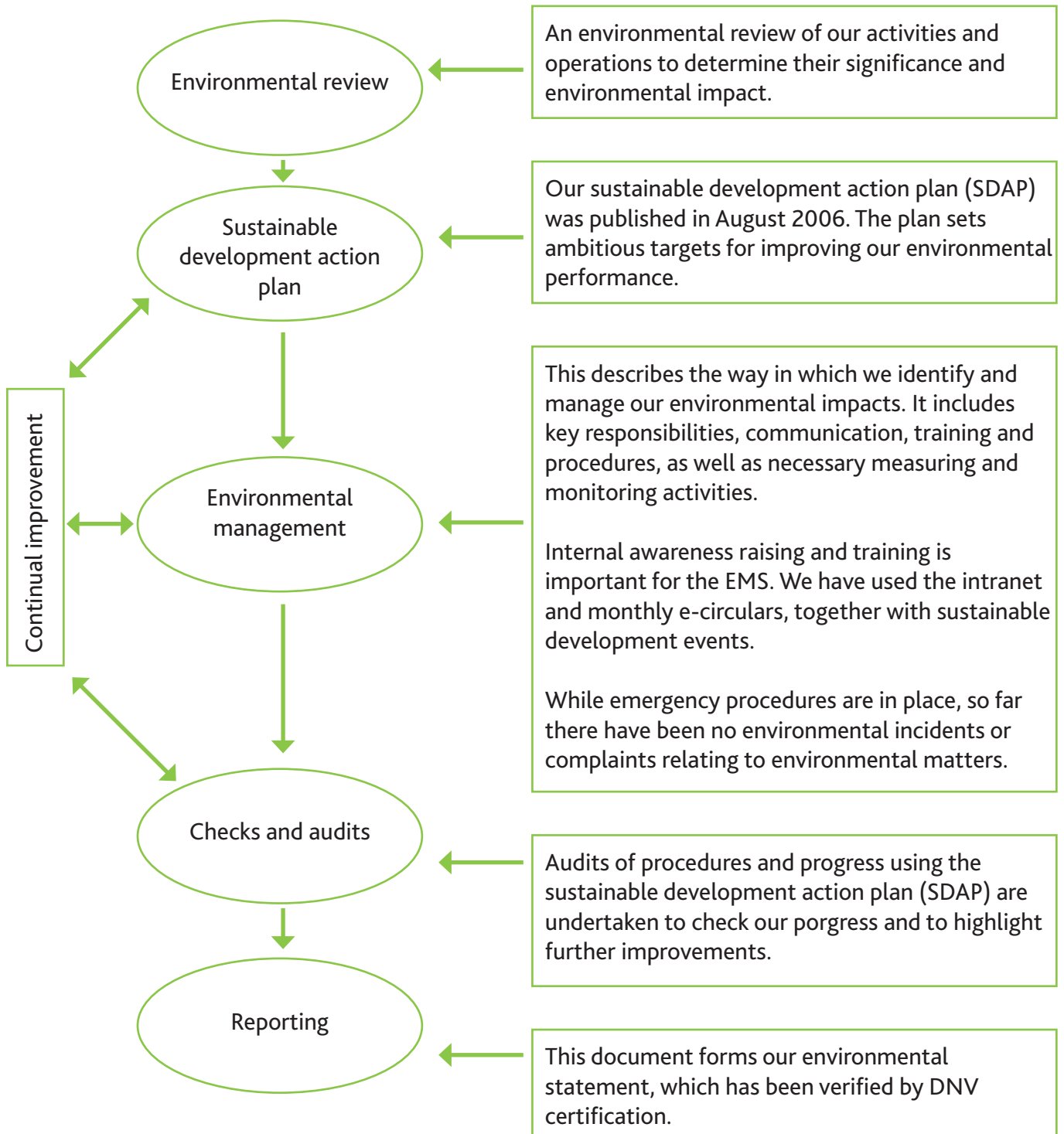
The TDA's sustainable development action plan gives further details of our environmental targets and is available at www.tda.gov.uk/about/planspoliciesreports



Graham Holley

4. Our environmental management systems

The TDA's environmental management system (EMS) provides a structured, documented approach to managing our environmental performance and responsibilities. The system is certified to the international standard ISO 14001.



5. Our environmental impacts

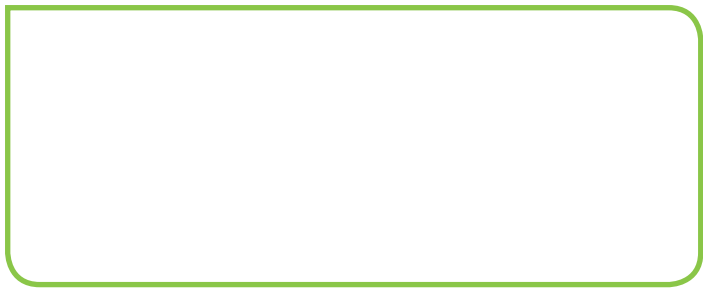
The TDA recognises that we have direct and indirect impacts on the environment. The impacts that we have judged to be significant are reported in later sections. These include:

- energy and water use
- use of resources – such as paper and stationery
- the impacts associated with procurement and contract specifications
- the impacts associated with staff transport
- waste generation
- impacts associated with our role in training and development and as an employer.

Our assessment process consisted of a comprehensive review of all our operational areas. The significance of each was judged against set criteria and assessed by a cross-directorate team to gauge relative significance. This was primarily based on 'rate of occurrence', 'probability' and 'possible consequence', together with our ability to control and influence the associated environmental aspect.

Our EMS incorporates procedures to constantly review and identify new aspects and impacts from our operations and policies, those associated with our role in training and development and as an employer. These aspects undergo the same assessment procedures as existing ones.

The TDA is committed to assisting and working with our partners to minimise their impacts on the environment. A procurement strategy is currently under review and is described in later sections.



The EMS is the primary tool within our sustainable development strategy to meet our environmental challenges. It provides a system for identifying, assessing and minimising our environmental impacts, as well as mitigating our environmental risks.



The UK's sustainable development strategy, outlined in *Securing the Future*, commits all government departments and agencies to producing a sustainable development action plan (SDAP). These plans form a key part of the overall monitoring and review mechanism for making sure that sustainable development policies are delivered across government.

Our initial SDAP ensures that the TDA has the necessary processes and systems in place to meet our commitments and to monitor and report on work in progress. Successive action plans will build on earlier versions, taking a more ambitious and longer-term view.

6. Our role in training and development

Formal education has a crucial role to play in raising awareness among young people, giving them the skills they need to put sustainable development into practice in later life, and helping them form good habits at an early age.

Education is a prerequisite for sustainable development, and the driving force that can help us achieve our goals. We want sustainable development principles to lie at the core of the education system so that schools, colleges and universities become showcases of sustainable development among the communities they serve.

We also believe that a sustainable development drive will have a positive effect on teacher recruitment, one of our core objectives. Increasingly, the environment is an issue that concerns the public – including potential teachers. The opportunity to take positive action, and make a difference by teaching the younger generation, could be a real selling point for prospective teachers.

The TDA subsidises postgraduate professional development (PPD) masters degree programmes, providing existing and potential provisions for sustainable development and outdoor learning. In addition to developing pedagogical skills, continuing professional development (CPD) is provided to support teachers in developing knowledge of sustainable development alongside subject knowledge. This knowledge, as a national priority, has to reflect need, which changes over time. CPD support is also given to improve the quality of teaching in new subject areas.

6.1 Initial teacher training

The TDA manages the market for initial teacher training (ITT) by funding providers directly to supply a specific number of training places. This number is determined by the DCSF's teacher supply model, which takes account of changing pupil numbers, the age profile of serving teachers, and trend patterns of teachers leaving and rejoining the service. The flow of new, high-quality teachers into the workforce is the key to raising standards in schools.

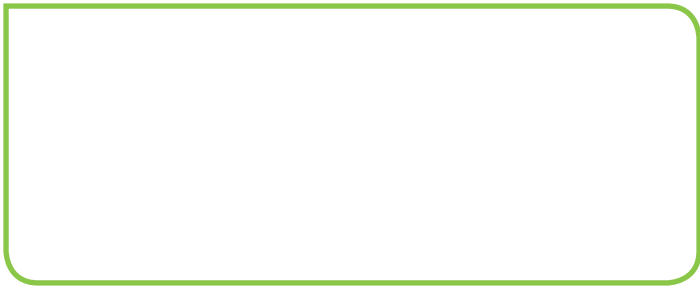
Our performance

We are incorporating education for sustainable development (ESD) into subject-specific induction packs and programmes for new trainers. We are also helping providers of ITT to address ESD. The ITT development group team has commissioned online and paper-based materials to support subject specialist trainers new to ITT. Writing groups from subject associations are addressing the ways in which their subject can promote ESD.

We have continued to provide guidance on, and raise awareness of, ESD for teacher trainers. As sustainable development becomes more ingrained in our organisation, we hope to further develop our policies.

6.2 Wider workforce

Since 1 September 2005, the government has asked us to take on a wider role, working with schools to help them develop and train their whole workforce. School staff add to sustainable development by directly supporting teachers. This contributes to pupils' understanding of sustainable development through supporting the delivery of the curriculum in particular subject areas. School support staff, including those working in roles not directly related to teaching and learning, can play their part in ensuring the school works in a sustainable way.



Action	Target	Progress
Review work plan to identify scope for adding value	December 2006	Complete
Consult school business managers on how they are addressing sustainable development in the way they manage their schools' resources	December 2006	Complete
Use information from school business managers as a training resource for others	Summer 2007	Complete

Our performance

A new sustainable schools site was launched as part of TeacherNet in July 2006 (www.teachernet.gov.uk/sustainableschools/). The site was promoted and discussed through the Talk2Learn online forum and the National College of School Leadership (NCSL) website between July and September 2006, helping to increase awareness and allowing schools to exchange ideas. We are planning a further discussion on the Bursars Count area of Talk2Learn this year, inviting people to share examples of eco-friendly and sustainable development projects in their schools.

The TDA and NCSL held a joint international conference on 24 April 2007 with the title, Leading schools in the 21st century: the role of the school business manager. Workshops focused on the themes of sustainable development. This provided an opportunity for delegates to share good practice ideas and learn from each other and the facilitating experts.

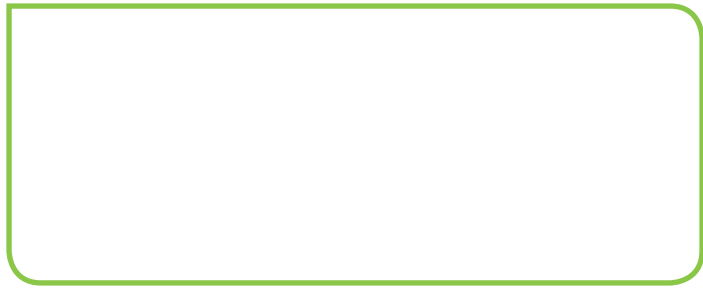
6.3 Development

The TDA Development Directorate integrates the TDA field and web group and the National Remodelling Team (NRT), which was an independent agency before the launch of the TDA in September 2005. As part of this integration, the directorate has built in a process whereby ESD is considered in all future project development and piloting.

Action	Target	Progress
Review current guidance, projects and activities and identify the most effective approach to integrating ESD into the programme	December 2006	Complete
Produce guidance, where appropriate	December 2006	Following a review, no appropriate opportunity for guidance was established

Our performance

The TDA will continue to work with Local Authorities to promote workforce reform. However, following a review of ESD integration into the Development Directorate programme, it was found that it was not appropriate to include ESD materials within the training events or training materials which Development cascade down to local authorities. We will continue to investigate potential opportunities for ESD integration within the directorate programmes. However, this will require additional resources.



6.4 Online resources

The internet is a useful tool for publicising sustainable development to stakeholders and an invaluable resource for teachers and learners. The promotion of online resources can reduce the use of paper and other resources. The TDA leads by example and encourages the use of electronic communication with all stakeholders by using the website as the first point of contact. This one-to-many method of communication reduces the use of publications and telephone resources and ensures that the latest information is immediately available.

Action	Target	Progress
Implement sustainable development section on TDA website	December 2006	Complete
Review use of the web section and revise materials accordingly	December 2007	Complete

Our performance

The TDA have worked with the Teacher Training Resource Bank (TTRB) Consortium to implement a one-stop web portal. This provides access to research and evidence-based resources for the teacher education community.

The TTRB provides extensive ESD resources for the profession, by the profession. All are subject to a rigorous peer review process by ITT professionals, or the quality assurance procedures of the governmental and non-governmental organisations and bodies.

The TTRB also includes the contributions of a wide range of experts and specialists, TDA-funded subject induction programmes, professional resource networks, research and development awards, and other education projects.

The TDA sustainable development web section – communicating all the TDA’s environmental policies, sustainable procurement policies and action plans – is now available at www.tda.gov.uk/planspoliciesreports.aspx

7. Our operations

The TDA must lead by example in its own operations and as an employer. As well as having a beneficial wider impact, sustainable development practices have a direct positive effect on our organisation and our staff. More efficient procurement, and management of resources such as energy and water, have led to substantial cost savings. Sustainable development should also have a favourable impact on staff well-being and development, boost recruitment, and strengthen the organisation's reputation, helping us to achieve our overall objectives.

We want the TDA to play a leading role in promoting and implementing sustainable development practices. We can no longer postpone the job of engaging, motivating and inspiring the younger generation. It is imperative that we work not only to achieve this, but to engage, motivate and inspire our own staff.

7.1 Water and energy

The TDA has used the recent move as an opportunity for change. We have implemented a series of measures and, following baseline performance evaluations, are compiling long-term targets for energy and water conservation.

Action	Target	Progress
Preliminary meetings with the DBERR (formerly the DTI) to target areas of joint concern	May 2006	Complete
Set long-term targets on water and energy use	December 2006	Postponed

Our performance

Since the TDA occupies only parts of floor space within the building, we are unable to obtain direct energy and water consumption data for the TDA-specific areas and activities. Although we are uncertain as to the actual amount of water and energy utilised by the TDA, we are committed to using less. This is consistent with our water conservation and energy reduction policies.

Water-saving equipment is installed, including dual flushing toilets and aerators for taps. All lighting in our offices is motion-sensored, and all electrical items (including IT equipment) are controlled by energy-saving functions. Staff are also asked to use their laptops as an alternative to printing, wherever possible.

Water and energy conservation are issues central to our ongoing sustainability campaign. In August 2006, the campaign included a Sustainability Week, featuring speakers from environmental charities, climate change experts, and local 'green' businesses. The event was very popular and will be repeated again this year.

As our current premises lack adequate monitoring applications, the integration of accurate water and energy use monitoring procedures has been postponed until 2010, as part of our Manchester relocation strategy.



7.2 Waste management

The UK produces more than 434 million tonnes of waste every year. This rate of waste generation would fill the Albert Hall in London in less than two hours.

All businesses produce waste, whether this is solid waste for recycling or disposal, emissions to air, or waste water. Arranging for the disposal of these wastes, and complying with legal requirements, can be costly and time-consuming. But the true cost of waste is much more than its management and disposal. It has been estimated that UK businesses lose up to 4.5 per cent of annual turnover every year through avoidable waste generation (Waste Watch, 2007).

Quantities of waste produced by the TDA are measured through our waste-monitoring procedures. General waste is managed by our landlords, but the TDA is directly responsible for all other waste streams. All of our waste streams are covered under our duty of care.

Action	Target	Progress
Draw up a waste-management policy which includes: <ul style="list-style-type: none">• measurable targets and indicators• appointing a recycling officer• a new waste-management system for our new offices, and• implementing a waste-reduction policy	June 2006	Incomplete Postponed Completed Completed Completed

Our performance

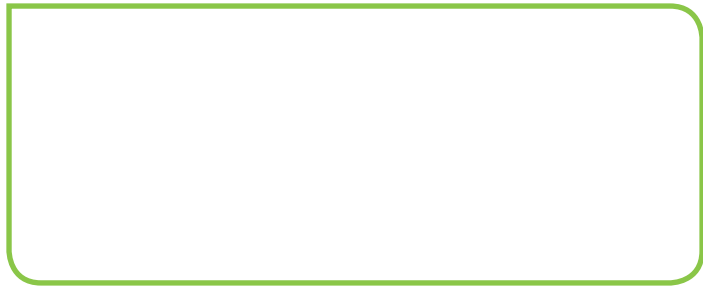
The TDA started to establish baseline waste-generation levels in February 2007, with the view to creating measurable targets. The formulation of targets will now take place following the completion of a one-year monitoring period. The TDA seeks to recover all mixed paper waste, mixed plastics, and metal food and drinks cans. We also offer our staff recycling collection facilities for batteries, CDs and cardboard. The TDA also operates a waste-reduction policy as part of our ongoing sustainability campaign.

7.3 Procurement

The TDA sees procurement as a key opportunity to take forward the delivery of our principal purposes. We spend around £95 million a year, primarily on educational consultancy, education support services (training and training material), and reporting tools (initial teacher training data, mailing databases and resource banks).

The scale of this expenditure means that there is the potential for it to have a noticeable positive direct socio-economic and environmental impact, and for the TDA to influence wider procurement practice.

The scale of the TDA procurement expenditure creates economic opportunities in relation to delivering the principal purposes, and the TDA will seek to increase these opportunities through increased collaborative purchasing.



The potential role that public sector procurement can play in implementing sustainable development is reflected in recent government policy documents and initiatives, including policies such as Securing the Future – delivering UK sustainable development strategy. The strategy obligates TDA to use procurement to help deliver corporate objectives, including economic, social and environmental objectives, and that sustainability needs to be built into procurement strategies, processes and contracts.

Sustainable procurement was a valuable feature of the successful bid to relocate the organisation to Manchester by March 2010.

Action	Target	Progress
Introduce a sustainable procurement policy	December 2006	Complete

Our performance

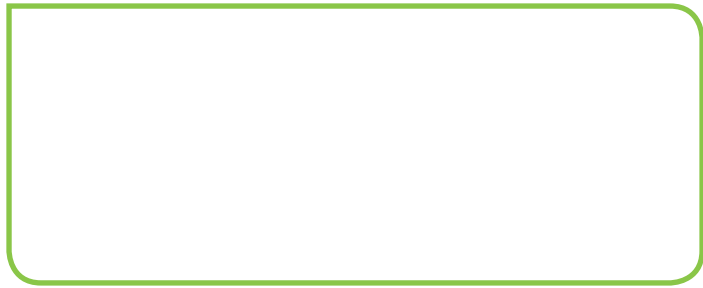
The TDA has established a sustainable procurement policy, which is displayed on the Agency's website. We will continue to seek value-for-money delivery using evidence to justify how our prospective partners have addressed sustainability in their decision making. As purchasers, we take a proactive approach, challenging colleagues to consider procuring sustainably wherever possible.

7.4 Reducing carbon emissions

The UK is the world's eighth largest emitter of carbon dioxide. London is responsible for eight per cent of these emissions, producing 44 million tonnes of CO₂ each year. Unless we take action, emissions are set to increase substantially. Given London's forecasted economic and population growth, London's emissions are projected to increase by 15 per cent, to 51 million tonnes, by 2025. Emissions from the commercial and public sector are 15 million tonnes of CO₂ annually (Mayor of London, 2007).

Action	Target	Progress
Work with the Carbon Trust to reduce carbon emissions in the short and long term: <ul style="list-style-type: none">• estimate current carbon emissions• introduce an energy-saving management system, and• set future targets to reduce carbon emissions	December 2006	Postponed

Due to monitoring and measurement difficulties, the TDA cannot accurately estimate our carbon emissions at this time. Monitoring and measurement procedures will be incorporated within our future premises, together with accurate emissions data.



Our performance

The TDA is currently working with the Carbon Trust (a consultancy service offering independent and objective advice on the environmentally-friendly design of buildings) to find practical ways of minimising our carbon footprint. This has included commissioning a carbon management survey. We will also continue to work with our landlords and the DBERR to incorporate carbon reduction strategies into current processes.

In the long term, our move to Manchester in 2010 provides excellent opportunities to incorporate carbon-saving measures into our future workplace. We are receiving ongoing assistance from the Carbon Trust as part of the low carbon building design advice scheme. We will also receive continued consultancy support and 'light touch' advice through construction, handover, and the start of occupancy.

We will be addressing potential carbon emissions estimates next year as part of our relocation carbon-management programme.

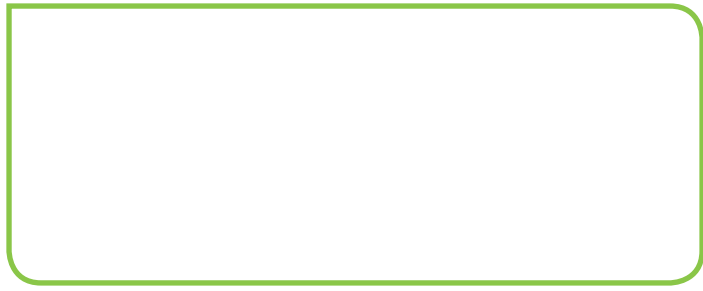
7.5 Transport

Our green travel plan (GTP) sets out an ambitious collection of actions to significantly improve the green travel options available to TDA staff and to our customers and visitors. The plan is not only about improving environmental performance; successful implementation will also contribute to improved financial performance, staff satisfaction and customer service.

The following significant benefits have provided the Agency's impetus to prepare and adopt the green travel plan:

- reduced negative environmental impacts within the local, and global environment
- improved staff health, motivation and satisfaction due to increased physical activity and improved travel options
- reduced staff absenteeism due to improved physical health and motivation
- improved economic efficiency for the Agency, and savings in travel expenses for staff and visitors.

Action	Target	Progress
Introduce an offsite working policy	June 2006	Complete
Implement a green travel plan to: <ul style="list-style-type: none">• encourage car sharing• encourage cycling to work• encourage video-conferencing, and• reduce air travel	December 2006	Complete



Our performance

Nearly 85 per cent of our staff told us that they normally use public transport to and from work, while another 11 per cent walk or cycle. Only one per cent said they drive to and from work, with another one per cent receiving lifts from others, and two per cent using other methods. As no Agency site incorporates staff parking, using a car as a commuter method is hampered. According to our survey, those who do drive only do so because their start and finishing times make public transport options difficult.

Over 14 per cent of TDA staff said that they make work trips at least weekly, with 70 per cent making trips 'less often', and only 13 per cent answering 'never'. Three per cent did not answer. Most work trips were made by train (48 per cent) and the underground (35 per cent), with only two per cent by car.

Following the measures outlined in our green travel plan, we have:

- increased access to telephone and video-conference facilities
- continued to promote cycling, walking and public transport to staff, contractors and customers, as part of our ongoing sustainability campaign
- continued to promote the more efficient use of cars for trips to, from and during work, as well as alternatives to travelling
- reduced the environmental impacts of TDA work trips by using 'greener' vehicles
- reduced air travel as a work-travel option.

We will review the success of our travel plan every year through staff surveys. We will also be compiling accurate carbon emission totals for transport as part of our carbon-management programme.

The TDA has implemented an offsite working policy. A significant proportion of our staff (42 per cent) have said that they would be interested in experimenting with working from home, while 26 per cent told us that they already work from home at least part of the time. Only seven per cent said that, due to the nature of their role, they were unable to work from home, and only nine per cent did not want to work from home. 16 per cent of respondents did not wish to answer.

These results show that there is significant potential to reduce the need for staff to commute at all, and at the same time increase staff job satisfaction through increased uptake of flexible work arrangements. In order to increase uptake, the offsite working policy is currently under review.

8. Our role as an employer

The TDA has always endeavoured to value and develop people, particularly its own staff, by supporting and involving them and respecting their diverse contributions. Consequently, many of the social aspects of sustainable development were already in place.

We strive continually to develop and improve the working environment at the TDA. We have implemented an offsite working policy, and we have reviewed and promoted our voluntary and community sector activity, and our social policy.

8.1 Raising awareness

The Corporate Governance Team's (CGT) internal sustainable development campaign has raised awareness of sustainable development and promoted good practice among staff. Team members have attended a forum on communicating sustainable development, and have been briefed on appropriate tools and methods. The internal campaign has focused on waste management, energy and water conservation, and effectively integrating education for sustainable development into our work.

Action	Target	Progress
Instigate an ongoing promotional campaign	May 2006	Began in August 2006
Monitor the success of the campaign with regular staff surveys	December 2006	Complete
Introduce training on sustainable development issues for new staff at induction	December 2006	Began in July 2006

Our performance

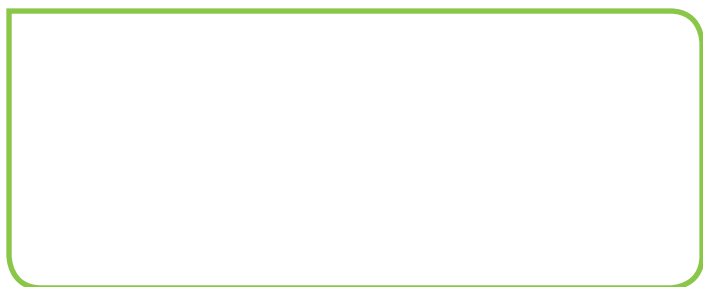
Our key aim was to raise awareness of sustainable development by improving and expanding people's knowledge of the issue. Tests of awareness, through staff surveys, have proved the campaign to be very successful, and 75 per cent of our staff have a good knowledge of the objectives within the TDA's sustainable development action plan (SDAP).

In subsequent years, our focus will shift to changing the way staff think and feel about sustainable development. We hope this will influence their action and behaviour in the long term. We continue to provide awareness training to all new staff through the initial induction process.

8.2 Corporate and social responsibility

The TDA sees corporate social responsibility (CSR) as the business contribution to our sustainable development goals. Essentially, it is about how we take account of economic, social and environmental impacts within our operations – maximising the benefits and minimising the downsides.

The TDA has played a key role in enabling, encouraging and recognising action – from engaging the school workforce in regenerating our communities, to rewarding success through awards such as the Teacher of the Year Award.



Action	Target	Progress
Review and promote voluntary and community sector activity	December 2006	Complete
Review corporate and social policy responsibility	December 2006	Complete

Our performance

Our special leave and work-life balance policies contain clear guidelines which encourage individuals to get involved in community and voluntary sector activity. For some activities, individuals may be granted paid special leave (eg. to perform duties as a school governor). Every request is taken on a case-by-case basis and judged against criteria in the special leave policy.

The TDA also promotes a school reading scheme, where TDA staff can read to children in schools in their free time. We provide training for this. In addition to this, a number of individuals take part in volunteering in their free time, and our flexitime system may help to facilitate this.

8.3 Involving our staff

We see our staff as integral to every part of our sustainable development strategy. There is a significant appetite for change here, and the TDA has taken action to harness it.

Action	Target	Progress
Set up a cross-directorate sustainable development representative group by: <ul style="list-style-type: none">• identifying a remit, and• appointing members	June 2006	Complete

Our performance

The TDA has established a team of representatives from across each directorate to identify and assess existing processes, issues and opportunities. Creating a cross-functional team has helped ensure that procedures are practical and effective, and has built commitment to and ownership of our environmental management system (EMS).

The team, known as the Environmental Steering Group (ESG), has also helped us to tap into employees' existing knowledge of environmental and health and safety issues relating to their own work areas, and to hear their views on the effectiveness of current processes and procedures. The ESG continues to work with senior management, our stakeholders and non-governmental organisations, to implement effective change for sustainable development.

9. Our next steps

9.1 Accountability

This environmental statement has been approved by the Corporate Leadership Group (CLG) and the Chief Executive.

9.2 Monitoring and reporting

The Corporate Leadership Group have taken responsibility for monitoring sustainable development objectives and delivering quarterly progress reports to the Corporate Services Group (CSG). This forms part of the 'plan and use resources effectively' strategic performance indicator. Where any targets are not suitably met, the CSG will report to the CLG, where the issue will be addressed and further action taken if required.

Additionally, the Corporate Governance Team (CGT) will report to the Department for Children, Schools and Families each year. The Department will set specific targets each December.

As outlined in the previous section, a team of representatives from key management functions (the Environmental Steering Group), has been set up to identify and assess existing processes, issues and opportunities. The group, together with the CGT, has taken responsibility for monitoring and reporting on sustainable development issues.

9.3 Evaluation and review

We will circulate this environmental statement internally and encourage feedback from all staff, as well as external stakeholders. Their responses – along with advice from the Sustainable Development Commission and the DCSF – will help shape our next sustainable development action plan, our environmental objectives and targets, and our procedures for addressing them.

9.4 European Eco-management and Audit Scheme (EMAS) validation

DNV Certification – United Kingdom Accreditation Service (UKAS)-accredited verifier number UK-V-0004, has validated this environmental statement on 8-9 May 2007.

Feedback

If you would like more information concerning our environmental performance, or if you have any comments about this environmental statement, please complete and return this page to:

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London
SW1W 9SZ
or e-mail: sd@tda.gov.uk

Name

Company

Address

Postcode

E-mail

Tell us what you think