Teesside University School of Computing, Engineering & Digital Technologies

Business with Technology BSc Hons

In-course Assessment (ICA)

Web Development- CIS1057-N

Requirement Documentation

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Table of Contents

Statement of purpose

The website's main aim for the student future for the 2nd year placement student is to help increase the engagement and interaction between students and employers. This webpage must help gain placement for a 2nd-year student. Furthermore, the interaction with the current second-placement student will have documentation and be easily accessible to the 2nd-year student to complete the standards the university provides.

The central aspect we need to reduce is the number of enquiries or questions regarding placements. This will be achieved by keeping the information concise, without jargon, and specific to various diverse audiences.

Currently, there are multiple opportunities for 2nd-year students to take a placement year and secure a spot for a placement year through the university website. However, only 100 students currently apply for a placement, and only 30 students are now on placement; this is significantly a current issue that student's futures are facing due to the share fact that they are between 100-1000 students from a variety of different degree course background not utilising a vital part of a placement year to gain valuable experience industry.

Furthermore, employers offer various opportunities for 2nd-year students within their workforce. However, this needs to be more detailed and optimised well for the student to apply for the placement year job placement. The use of other job sites is not that well sorted for students. This will need to cross collaborative between students and employers to increase student placement opportunities.

Audience

The primary audience would be prospective students and prospective employers; this can arrange varied backgrounds in terms of degree subjects to age. This can be the target to different personas of a student during an application process to a student within a placement year and a student who has finished their placement year and what documentation they require to hand into the university. This website platform must target the audience in the defined personas list below. This will be done in an amicable way to portray the information for the subject of placement year; this will increase engagement with Students and the university.

Personas of the website for Student Futures for Teesside university

Overall, a student who wants to gain a placement year position at a company that can offer a placement to them within their chosen field of expertise. This is defined below in a summarised format:

- Mature students who have come to gain a higher education to improve their job career progression.
- Young students 18-22 years have completed their college education and the first year of their degree; however, they have a part-time job and have no area of expertise on how to apply for a placement, as well as the process and procedure. The opportunity of a placement year can offer themselves.
- Students who have a **disability** (**physical** or **mental** disability) which can have an impact on their education and an implication towards a placement year option.
- Students who have an ethnic minority within are applying for a placement year and are unsure if it will be suitable to fit into their culture.
- Students from deprived areas within their country or region live within the university.
- A student who has already completed a placement year within their degree subject can be relatable or non-relatable.
- However, international students looking into doing a placement year may have implications for their visa status due to having an issue with a placement year.

Content modelling

The content will be arranged in a specific to the most important particular demographic of student types this will order correctly. The students currently on placement will have the task associated with their placement year that is compulsory for the university to complete within their independent time. I will need to remove the amount of jargon and concise the information to make it affirmative and accessible to a wide range of demographics of students and employers. I will need to keep the content diverse to seven primary demographics, as specified previously within my audience statement. The content was provided by the client, which is the student futures department. It has various elements such as word documents to PPT files, short mp4 videos and clips within the content.

Content provided by Student futures is listed below in order that student future provided:

- Professional_placement_cis2037-n-bj1-2022-ica2.docx

- Professional placement handbook scedt 2022-23.docx

- A guide to placement year video mp4

- Placements, internships and work experience introduction

- Summative report recording ppt

- Student futures placement 2021

- Summative report element

- https://www.tees.ac.uk/depts/studentfutures/work_placements.cfm

Following the content provided, I have organised the content into a simplified modelling method which will be set into content attributes, content type and an overall content map. Using Heuristics and discrete organisations will help make the information affirmative and easy to understand to the broad personas of the audience as described in the Audience section of the requirements document.

List Based Model of Content model

Content attributes with User content materials

Content Attributes	User Content Material Used	Targeted Personas

1. **Work Placement**
 	
Tag line: Making you future ready.
 	
Graphical line image
 	
▪ **Tag line will be 5 words**
 	
▪ **100 words combined over two paragraphs ,**
 	
▪ **50 words per paragraph**
 	
  ✓ What? (25 words)
 	
  ✓ Why? (25 words)
 	
  ✓ When? (25 words)
 	
  ✓ Who? (25 words)
	✓ https://www.tees.ac.uk/depts/studentfutures/work_placements.cfm	✓ Mature students who have come to gain a higher education to improve their job career progression.
		✓ Young students 18-22 years that have completed college education
		✓ Students' who have a disability (physical or mental disability).
		✓ Students' who have an ethic minority within applying for a placement year and unsure if it will be suitable to fit into their culture.
		✓ Students' who have come from deprived areas within their country or region they live within the university.
		✓ International students' who are looking into doing a placement year, however they may have implication towards their visa status due to them having an issue with having a placement year.

2. **Types of work placements?** • **Subheadings (66characters combined for three subheadings).** • **Description** (200 word combined over three sections)	✓ https://www.tees.ac.uk/depts/studentfutures/work_placements.cfm	✓ Mature students who have come to gain a higher education to improve their job career progression. ✓ Young students 18-22 years has completed their college education as well as their first year of their degree however they have a part time job and have no area of expertise on how to apply for a placement as well as what is the process and procedure, and opportunity of a placement year can offer to themselves. ✓ Students' who have a **disability** (**physical** or **mental** disability) which can have an impact on their own education as well as implication towards a placement year option. ✓ Students' who have an ethic minority within applying for a placement year and unsure if it will be suitable to fit into their culture. ✓ Students' who have come from deprived areas within their country or region they live within the university.

3. **Where should you start from to gain a work placement experience?**
 	
• **Subheadings** 82 characters combined for **six** subheadings.
 	
• **Description** (200 words combined over the following headings)
  ✓ **Volunteer (33 words)**
  ✓ **Part time job (33 words)**
  ✓ **LinkedIn (33 words)**
  ✓ **Vacancies (33 words)**
  ✓ **Contact student futures (33 words)**
  ✓ **Career Events (33 words)**
	✓ https://www.tees.ac.uk/depts/studentfutures/work_placements.cfm	✓ Mature students who have come to gain a higher education to improve their job career progression.
		
		✓ Young students 18-22 years has completed their college education as well as their first year of their degree however they have a part time job and have no area of expertise on how to apply for a placement as well as what is the process and procedure, and opportunity of a placement year can offer to themselves.
		
		✓ Students' who have a **disability** (**physical** or **mental** disability) which can have an impact on their own education as well as implication towards a placement year option.
		
		✓ Students' who have an ethic minority within applying for a placement year and unsure if it will be suitable to fit into their culture.
		
		✓ Students' who have come from deprived areas within their country or region they live within the university.

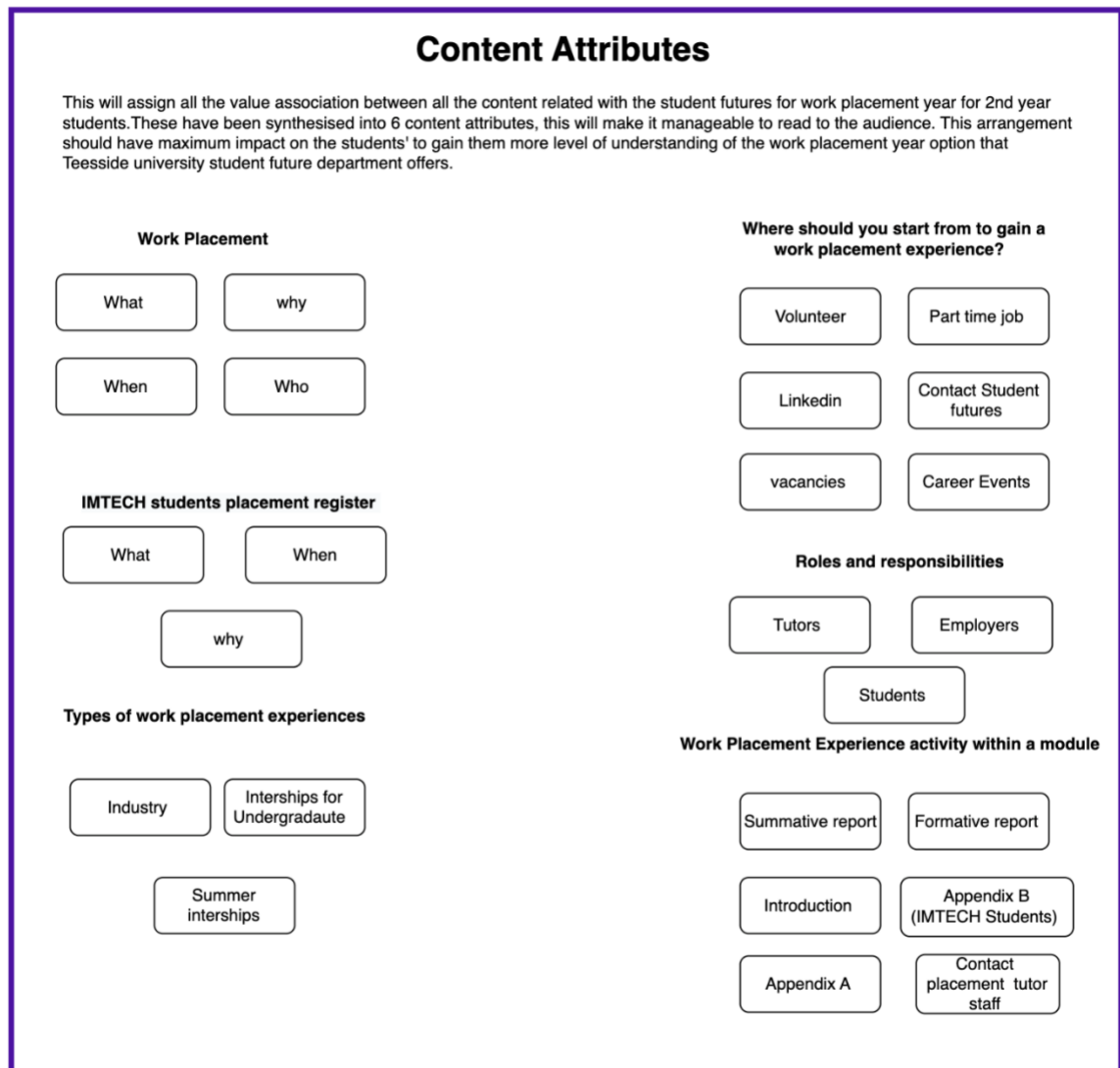|		
4. Placement experience activity within a module • **Subheadings (**170 characters combined 11 the subheadings). • **Description** (400 words per each subheading with the use of image and lists). ✓ **Introduction** ✓ **ICA specification** ✓ **Formative report** ✓ **Appendix A** ✓ **Summative report** ✓ **Appendix B (IMTECH Students)**	✓ Professional placement handbook scedt 2022-23.docx ✓ Summative report recording ppt ✓ ICA Professional_Placement_CIS2037-N-BJ1-2022-ICA2	✓ Student who has already completed a placement year within their degree subject that can be relatable or non-relatable.
5. Roles and responsibilities • **Subheadings** 53 characters- (four subheadings). • **Description** (250 words combined with the use of bullet pointed brief points on each subheading). ✓ **Academic Tutor (125 words)** ✓ **Students on placement** ✓ **Employers 125 words)**	✓ Professional placement handbook scedt 2022-23.docx	✓ Student who has already completed a placement year within their degree subject that can be relatable or non-relatable.

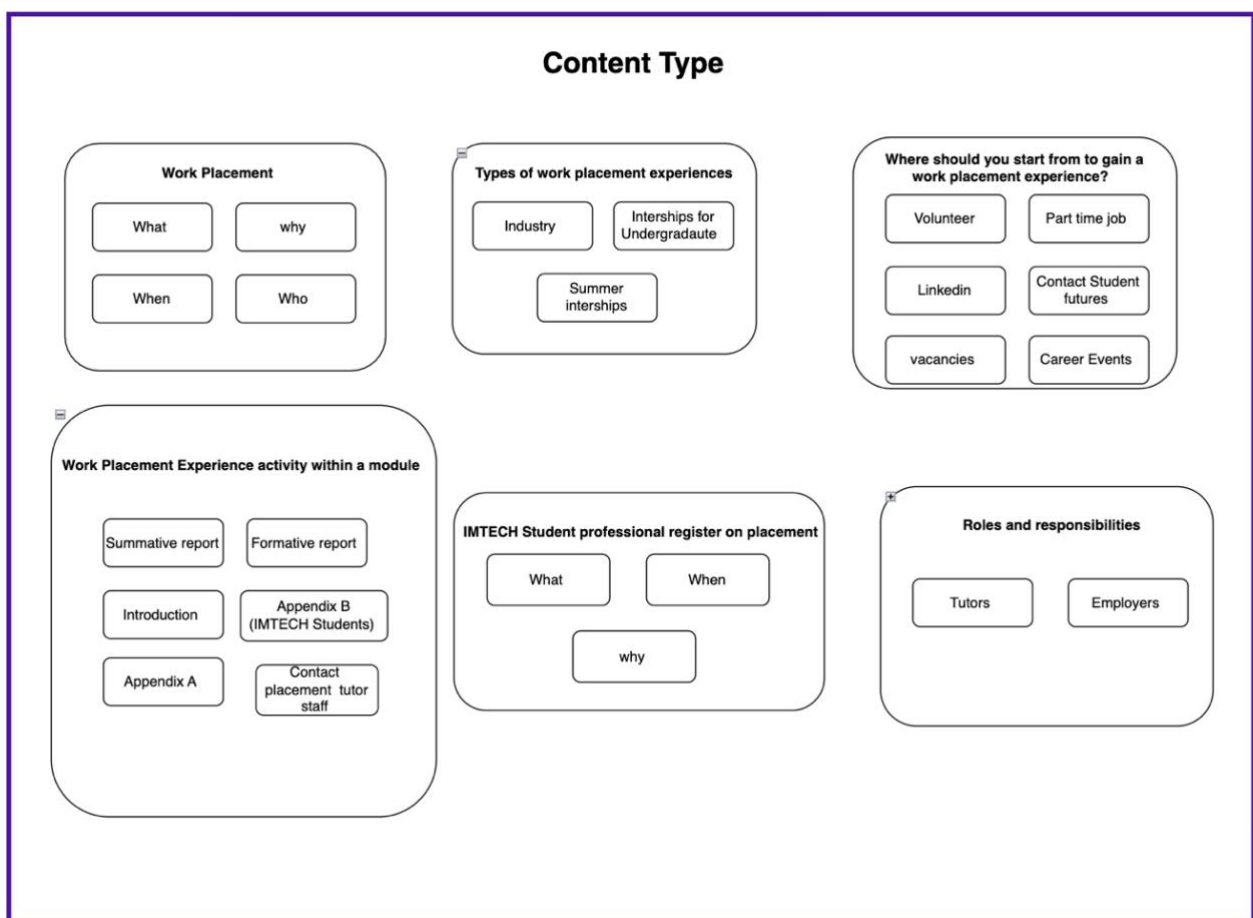|		
6. IMTECH students placement register • **200 words one paragraph** ✓ What ? **67 (words)** ✓ Why ? **67 (words)** ✓ When? **67 (words)**	✓ Professional placement handbook scedt 2022-23.docx ✓ https://www.tees.ac.uk/depts/studentfutures/work_placements.cfm	✓ Mature students who have come to gain a higher education to improve their job career progression. ✓ Young students 18-22 years has completed their college education as well as their first year of their degree however they have a part time job and have no area of expertise on how to apply for a placement as well as what is the process and procedure, and opportunity of a placement year can offer to themselves. ✓ Student who has already completed a placement year within their degree subject that can be relatable or non-relatable.

Please continue to next page to see the content attributes model

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Content Attributes

Content Attributes

This will assign all the value association between all the content related with the student futures for work placement year for 2nd year students. These have been synthesised into 6 content attributes, this will make it manageable to read to the audience. This arrangement should have maximum impact on the students' to gain them more level of understanding of the work placement year option that Teesside university student future department offers.

Work Placement

What	why
When	Who

IMTECH students placement register

What	When

why

Types of work placement experiences

Industry	Interships for Undergradaute

Summer interships

Where should you start from to gain a work placement experience?

Volunteer	Part time job
Linkedin	Contact Student futures
vacancies	Career Events

Roles and responsibilities

Tutors	Employers

Students

Work Placement Experience activity within a module

Summative report	Formative report
Introduction	Appendix B (IMTECH Students)
Appendix A	Contact placement tutor staff

Please continue to the next page to see the content type

Content type

Content Type

Work Placement

What	why
When	Who

Types of work placement experiences

Industry	Interships for Undergradaute
	Summer interships

Where should you start from to gain a work placement experience?

Volunteer	Part time job
Linkedin	Contact Student futures
vacancies	Career Events

Work Placement Experience activity within a module

Summative report	Formative report
Introduction	Appendix B (IMTECH Students)
Appendix A	Contact placement tutor staff

IMTECH Student professional register on placement

What	When
	why

Roles and responsibilities

Tutors	Employers

Please continue to next page to see content Map in a graphical Model

Content Map

This content map portrays the plan of delivering the right content that will target all the personas mentioned within this requirements document. This will give an insight into the use of indistinct and discrete organisations.
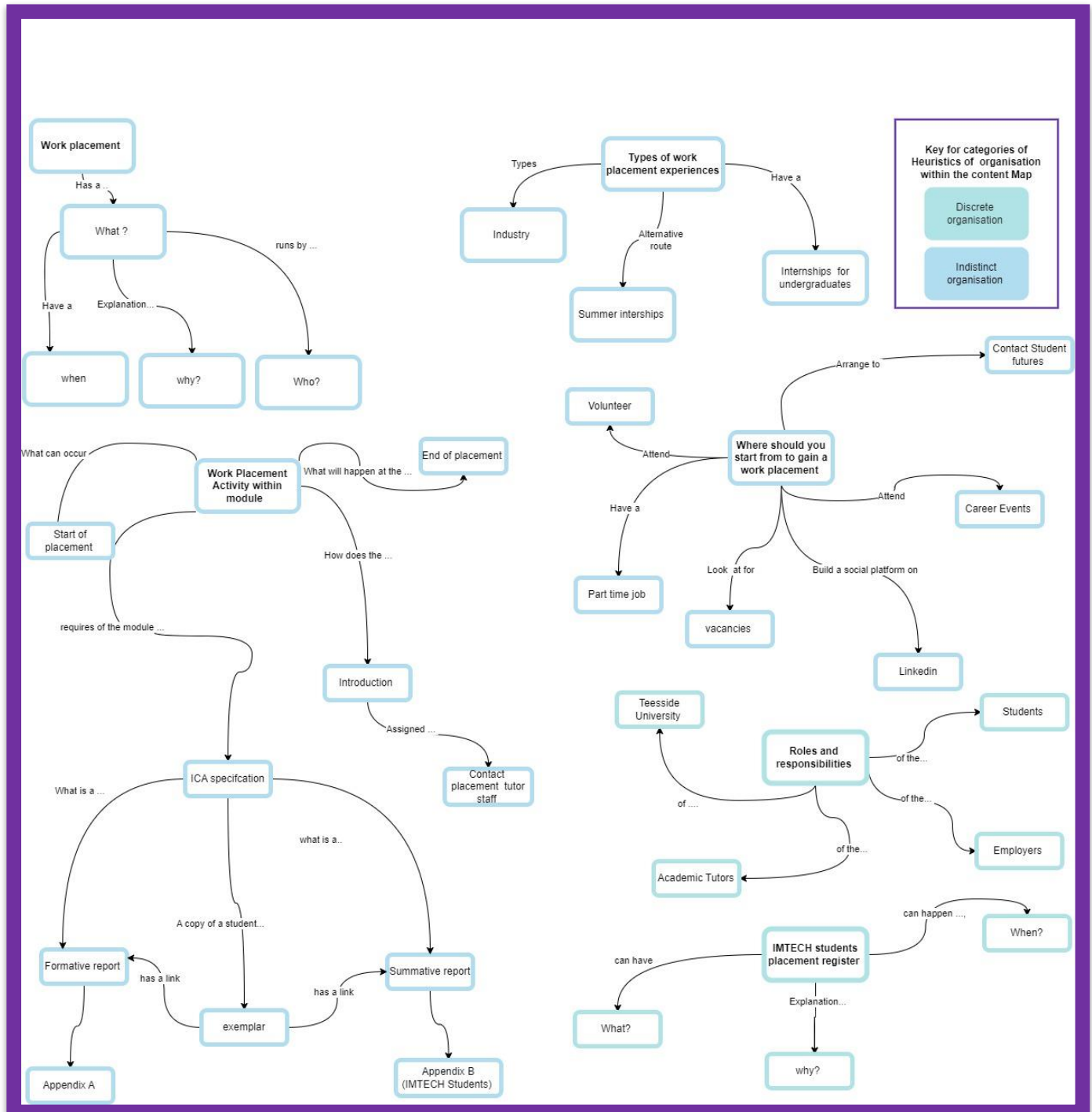
End of content Map for student futures

Constraint Analysis

There will be variety of contrast due to the subject nature of students and the multiple personas of variety of different students and backgrounds that are appropriate for 2nd year students who are going to apply for placement or students that have already successfully achieved their order however due to the nature they can't disclose their work placement information. This would need to be aligned with the university organisation of governance policy. This constraints analysis will be looking at the five main constraints of the student futures placement website.

Copyright concerns when creating the student futures website

- o Text and font on the student futures placement website.
- o The obtainment of images for student futures.
- o The obtainment of Video and clips on the student futures site.
- o The use of own programming code from third party unauthorised use.
- o Credit to third-party authors of credits of photograph and graphical elements of the microsite, as well as the bootstrap used within the microsite.

Trademark concerns of the student future placement website

- The use of logos, images, tags, titles, headings and content that identified the services offered by student futures.

- The Trademark should be only discussed with the client Teesside university, and the department of student futures; no other parties should be involved with trademarking of the website.

- The Trademark will need to follow the compliance of the Teesside university structure. It will have a relative strength mark visible within the HTML markup of any images, videos, and text used.

- The Trademark will be protected by the client Teesside university and the department of student futures, and it will follow compliance with UK government trademark registration.

Defamation concerns of the student future placement website

- This can refer to any false statement made about the subject matter of placements or about employees that can damage their representation.

- The content that will be published by Teesside university will have no false statements, and the content will have a vetting process and be updated regularly to ensure content is well informed and avoids defemation.

Data concerns about the student future placement website

The use of data of the information that students are accessing through the student future placement website may have concerns about their data privacy in the following areas:
- Lack of transparency to students'
- Privacy policies for the students'
- Advertisements of employee data privacy.

Data security risk

This can risk students' personal data or the universities -student futures department of data that can come from the following:

- Using an insecure internet connection.
- Visit websites with unsafe URLs.
- A student may be a victim of a phishing scam.
- Data breaches on services where personal information was shared
- Reuse passwords or content of employees maybe be leaked.

To avoid having the concerns mentioned on the student future placement website, we need to be compliant to the (Wolford, 2018) and (Government Digital Service, 2011) (GDPR.UK & EU) General Data Protection Regulations United Kingdom & European union.

Accessibility for the Student future placement website

This Accessibility analysis and statement is adapted from the Teesside university (Teesside University, 2020) accessibility features of their current sites to showcase and mirror Teesside university compliance standards. Furthermore, the considerations of students of different personas have been considered within the Accessibility statement. The Accessibility will need to follow the correct legislation that follows compliance to the Digital accessibility of a public service website which follows UK (Accessibility department, 2018) and EU regulations (Ronen, 2022). The university obligation to these regulations due to the university is portrayed in the public domain and is run by the government.

This statement is for the student's future placement Microsite accessed from link. This system will be consistent of Teesside university platform, third-party add-ons and placement module content.

The website is run by Teesside university.

The site should be used by the university students and employers. This means it should be able to do the following:
- change colours, contrast levels and fonts
- zoom in up to 400% without the text spilling off the screen
- navigate the website using just a keyboard
- navigate the website using speech recognition software
- listen to the website using a screen

If user has a disability, they can use third party plugin to make it easier to view on their current device.

How accessible is this Student futures website?

 Gov.uk, our platform providers have public made an accessibility statement: https://www.gov.uk/guidance/accessibility-requirements-for-public-sector-websites-and-apps. This can have a full accessibility compliance specification.

This platform can allow users to customise their own user experience through the third-party plugins. This can include the following:

- Choosing font size
- Users can disable the opening of secondary windows and possess such content in the main page
- Users can turn off rich text features for more straightforward navigation with assistive technologies
- Users of assistive technology such as a screen reader can disable the tool that automatically denotes learning content has been read. This ensures that navigation using the screen reader does not flag as completion.
- A setting to ensure that assistive technologies can detect videos within the platform.
- Fundamental design principles of the content in each placement area will allow you to use assistive technologies including screen readers such as JAWS and VoiceOver.
- Navigate through the platform using only the keyboard.
- The first option in every page is to skip to the main page content.
- Tab through content in a logical order
- Change colours, contrast levels and fonts using in-browser tools
- Text reflows in a single column when you change the size of the browser window
- Video content is accompanied by a transcript

User feedback and contact information

If the user is experiencing issues accessing the placement website content, please content student future first instance.

If you need information on this website in a different format such as a PDF, large print, easy read, audio recording or Braille, contact via email: studentfuture@tees.ac.uk

If you are a student with an existing arrangement or adjustments, please get in touch with disability services. https://libguides.tees.ac.uk/disability

Reporting accessibility problems

As a university, we are always looking to enhance further and improve the accessibility of this website. If you find any issues or concerns, that aren't listed with this page or aren't meeting the criteria of accessibility requirements you can contact studentfuture@tees.ac.uk

Enforcement procedures

The Equality and Human Rights Commission (EHRC) is responsible for enforcing the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 (the 'accessibility regulations'). If you're unhappy with how we respond to your complaint, contact the Equality Advisory and Support Service (EASS). This website is fully compliant with the Web Content Accessibility Guidelines version 2.1 AA standard.

Contact us by phone visitation in person

We can provide a text relay service for People who are deaf and hearing impairment or have speech impediment.

Address

> Teesside university
> Middlesborough
> TS1 3BX
> UK

Compliance status

This website is fully compliant with the https://www.w3.org/TR/WCAG21/

Marketing Analysis and planning

The marketing analysis and planning of the website for student's future placement will need to correlate and be optimised that link with students and employers.

Domain Name and the design of the URL

- The domain name must align with the correlation to the student futures department of work placements. The main outline of the domain will be the following: www.tees.ac.uk/depts/Studentfutures-opportunitiesworkplacement. The main reason for using the following key terms within the field is that it will forward through the university platform and target all the appropriate personas' as described previously mentioned in the audience statement of the requirements document.

- The inclusion of all various schools within the university can access this through the secure network of the university server. However, using being on access through a university short URL domain will comply with the GDPR and the Data Protection Act 2018(Wolford, 2018) and (Ronen,2022).

- The use of these keywords, such as 'student futures', 'opportunities', and 'work placement', and the configuration of the words can have an impact on the users' perspective by relaying positive attributes towards securing a placement as well as the connotations of the words use relate to the Teesside university ethos and mission statement (Teesside university,2022), which students have massive resonation towards.

Content keywords

The content of the student futures placement website will include a variety of keywords within the website. They have been split into two sections: primary and secondary (Poturak et al (2022). The primary keywords will target all persona across the student futures placement website, for example, Title, headings, and anchor links. Furthermore, secondary keywords will play a part as a support within the SEO; these words will be focusing on the content to provide value to the students using this website.

Primary keywords Analysis

Primary Keywords	Content attributes	Targeted Persona's
1. Work Placement	**Title**	✓ Mature students who have come to gain a higher education to improve their job career progression. ✓ Young students 18-22 years that have completed college education ✓ Students' who have a disability (physical or mental disability). ✓ Students' who have an ethic minority within applying for a placement year and unsure if it will be suitable to fit into their culture. ✓ Students' who have come from deprived areas within their country or region they live within the university. ✓ International students' who are looking into doing a placement year, however they may have implication towards their visa status due to them having an issue with having a placement year.
2. Types of work placements?	**Title**	
• Course with industry placement • Summer internships • Internships for undergraduate.	**Subheading**	
3. Where should you start from to gain a work placement experience?	**Title**	✓ Mature students who have come to gain a higher education to improve their job career progression.
• Volunteer • Part-time job • LinkedIn • Vacancies • Contact student futures • Career Events	**Subheading**	✓ Young students 18-22 years has completed their college education as well as their first year of their degree however they have a part time job and have no area of expertise on how to apply for a placement as well as what is the process and procedure, and opportunity of a placement year can offer to themselves. ✓ Students' who have a **disability** (**physical** or **mental** disability) which can have an impact on their own education as well as implication towards a placement year option.

		✓ Students' who have an ethic minority within applying for a placement year and unsure if it will be suitable to fit into their culture. ✓ Students' who have come from deprived areas within their country or region they live within the university.
4. Placement experience activity within a module	**Title**	
• Introduction • ICA specification • Formative report • Appendix A • Summative report • Start of placement • End of placement • Appendix E (IMTECH Students) • Exemplar • Placement Tutor staff	**Subheading**	✓ Student who has already completed a placement year within their degree subject that can be relatable or non-relatable.
5. Roles and responsibilities	**Title**	
• Academic Tutor • Students • Employers • Teesside university	**Subheading**	

6. IMTECH students placement register	**Title**	✓ Mature students who have come to gain a higher education to improve their job career progression.
		✓ Young students 18-22 years has completed their college education as well as their first year of their degree however they have a part time job and have no area of expertise on how to apply for a placement as well as what is the process and procedure, and opportunity of a placement year can offer to themselves.
		✓ Student who has already completed a placement year within their degree subject that can be relatable or non-relatable.

End of Primary Keywords for student futures

Next page for secondary keyword Analysis

Secondary keywords Analysis

Secondary Keywords	Content attributes	Targeted Persona's
1.Work Placement • 100 words combined over two paragraphs , • 50 words per paragraph • What? (25 words) • Why? (25 words) • When? (25 words) • Who? (25 words) 2. **Types of work placements?** • **Description** (200 words combined over the following headings) • **Course with industry placements.** • **Summer internships Internships for undergraduate.** 3. **Where should you start from to gain a work placement experience?** • **Description** (200 words combined over the following headings) • **Volunteer (33 words)** • **Part time job (33 words)** • **LinkedIn (33 words)** • **Vacancies (33 words)** • **Contact student futures (33 words)** • **Career Events (33 words)**	Description	✓ Mature students who have come to gain a higher education to improve their job career progression. ✓ Young students 18-22 years that have completed college education ✓ Students' who have a disability (physical or mental disability). ✓ Students' who have an ethic minority within applying for a placement year and unsure if it will be suitable to fit into their culture. ✓ Students' who have come from deprived areas within their country or region they live within the university. ✓ International students who are looking into doing a placement year, however they may have implication towards their visa status due to them having an issue with having a placement year

4. Placement experience activity within a module **Description** (400 words per each subheading with the use of image and lists). • **Introduction** • **ICA specification** • **Formative report** • **Appendix A** • **Summative report** • **Start of placement** • **End of placement** • **Appendix B (IMTECH Students)** • **Exemplar** • **Placement Tutor staff**	Description	✓ Student who has already completed a placement year within their degree subject that can be relatable or non-relatable.
5.Roles and responsibilities • **Description** (500 words combined with the use of bullet pointed brief points on each subheading). • **Academic Tutor (125 words)** • **Students (125 words)** • **Employers 125 words)** • **Teesside university (125 words)**		

6. **IMTECH students placement register** • **Description 200 words combined over three paragraphs** • What ? **67 (words)** • Why ? **67 (words)** • When? **67 (words)**	Description	✓ Mature students who have come to gain a higher education to improve their job career progression. ✓ Young students 18-22 years has completed their college education as well as their first year of their degree however they have a part time job and have no area of expertise on how to apply for a placement as well as what is the process and procedure, and opportunity of a placement year can offer to themselves. ✓ Student who has already completed a placement year within their degree subject that can be relatable or non-relatable.

End of Secondary Keywords for student futures

Next page for Backlinks for the requirements document

Backlinks Analysis

The backlinks for the student future website will be linked back to the other website pages within the Teesside university website server. This will help with more traffic coming from the Teesside university website and will hit all the persona's audiences which will further increase more student to look to at the placement year option. The use of backlinks (Jain, A. and Dave, M., 2013) within the scope of student future content will be the quality over the quantity of backlinks where appropriate within site. In the table below you can see how the backlinks correlate with each other as well as how it will link with the variety of personas within the website.

Content attribute	Back Linked Type	Targeted Personas
Section 1: work placement	• No Back link is required for this page due to the nature of the subject is very short and doesn't require any links involved.	✓ Mature students who have come to gain a higher education to improve their job career progression. ✓ Young students 18-22 years that have completed college education. ✓ Students who have a disability (physical or mental disability) ✓ Students' who have an ethic minority within applying for a placement year and unsure if it will be suitable to fit into their culture. ✓ Students' who have come from deprived areas within their country or region they live within the university. ✓ International students' who are looking into doing a placement year, however they may have implication towards their visa status due to them having an issue with having a placement year.
Section 2: types of work placements?	• A hyper link of a physical icon on each subheading to show a drop down of the description of the content of each subheading.	
Section 3: where should you start from to gain a work placement experience?	• Hyperlinks within the text • Of key words within the content description. • Such as the links to socials and advertisements	

Section 4: placement module activity with the module	• Clickable links to physical documentation. Shareable back link within a hypertext of each title of the content. • ICA specification • Student exemplar • Formative report • Summative report	✓ Student who has already completed a placement year within their degree subject can be relatable or non-relatable.
Section 5: role and responsibilities	• No backlinks required due to the descriptive nature of information of the subject talked within this section.	
Section 6: lmtech students placement registration	• Hypertext link required for the registration of the website.	✓ Mature students who have come to gain a higher education to improve their job career progression. ✓ Young students 18-22 years has completed their college education as well as their first year of their degree however they have a part time job and have no area of expertise on how to apply for a placement as well as what is the process and procedure, and opportunity of a placement year can offer to themselves ✓ Student who has already completed a placement year within their degree subject that can be relatable or non-relatable.

References

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Link:https://www.tees.ac.uk/docs/NoBrowse/Accessibillty/Accessibility_Statement_TUOnline.pdf Date Accessed: Monday 21st November 2022

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2022