

Development Framework for Pharmacy Technicians

Continuum of Competency

Chief Pharmacist's Office

Version 1.0: September 2025



MINISTRY OF HEALTH
SINGAPORE



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Dr Camilla Wong

Chief Pharmacist, Ministry of Health

1. Foreword

The Development Framework for Pharmacy Technicians (DFPT) is introduced to create clear pathways for career progression by establishing a competency continuum across all levels of pharmacy technician practice. Building upon the foundation established by the Pharmacy Technicians Entry-to-Practice Competency Standards and aligned with the Skills Framework for Healthcare, the DFPT provides a framework to development that mirrors the established Development Framework for Pharmacists.

The DFPT envisions systematic advancement for pharmacy technicians. It supports supervisors, training providers, and pharmacy technicians in understanding the competencies required at each performance level. Ultimately, fostering a confident workforce that enhances patient care and partners pharmacists in delivering optimal health outcomes for Singaporeans.

The DFPT represents a significant milestone in recognising capabilities and contributions of pharmacy technicians to our healthcare system. I extend my appreciation to the pharmacy technicians, pharmacists, and educators who have journeyed alongside us in co-creating and validating these standards.

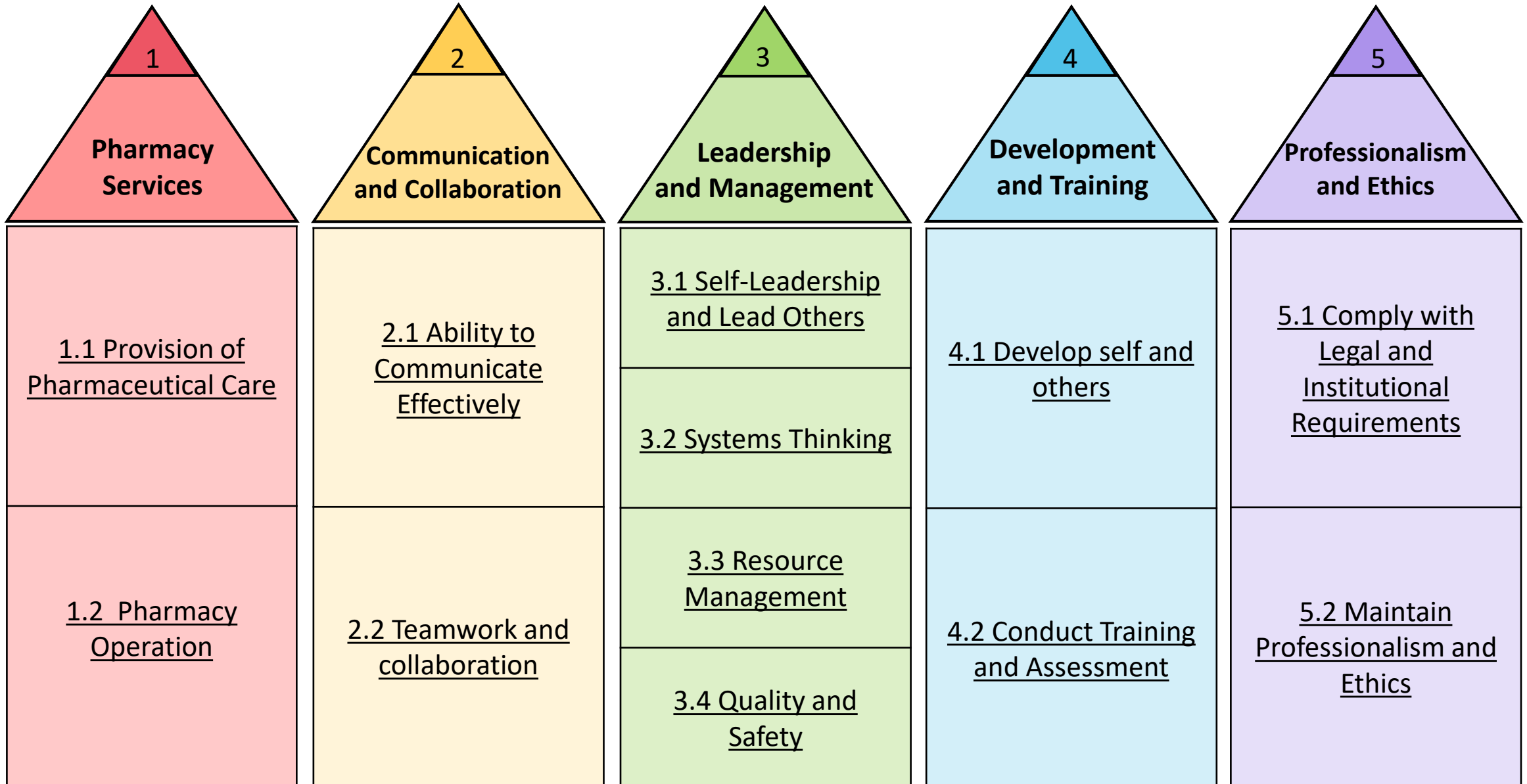


2. Objectives

The DFPT serves to:

1. Define a clear competency continuum for pharmacy technicians, specifying required capabilities across different job levels
2. Provide guidance for pharmacy technicians to identify areas of excellence and areas for development
3. Support meaningful career discussions between pharmacy technicians and their supervisors or mentors
4. Foster a culture of lifelong learning within the profession
5. Providing guidance for development of structured training roadmaps and programmes

3. Overview of Competency Standards

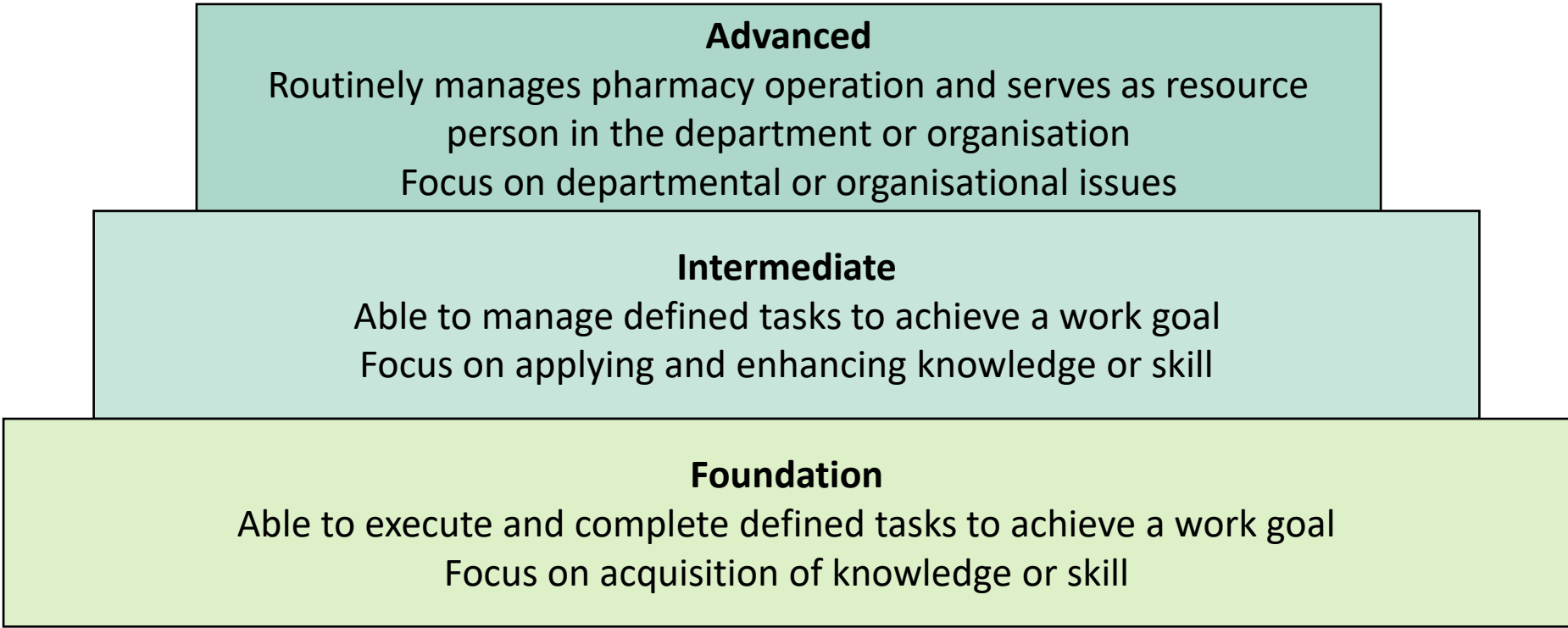




Performance levels associated with learning and career progression

The competency standards are built cumulatively, with each level encompassing and expanding upon the requirements of the previous level.

Each of the competency standards for the first 4 domains is presented at three performance levels. For Domain 5 on professionalism and ethics, the competencies are to be attained during the foundation years. The three performance levels are defined as:





4. Using the Development Framework For Pharmacy Technicians



Read through the performance criteria



Identify the performance level which best describes current level of practice



Seek a second opinion from a peer or coach/mentor who is familiar with your performance at work



Choose minimum 3 competency standards yearly for self-development



Discuss with reporting officer/supervisor to **identify opportunities for self-development**

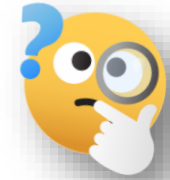
Image: Flaticon.com



4. Using the Development Framework For Pharmacy Technicians

How to identify opportunities for development?

You are encouraged to use the **70:20:10 model** below to identify development opportunities. Discuss with your supervisor and actively look out for opportunities to support your career growth. The examples listed below are non-exhaustive.



The 70:20:10 Model for Learning and Development

Experiences (70%)

- ❖ On-the-job experiences
- ❖ Take part in project or group work
- ❖ Stretch assignments
- ❖ Increased responsibilities in current roles/decision making
- ❖ Role rotations
- ❖ Job shadowing
- ❖ Participation in committee/meeting



Relationships (20%)

- ❖ Informal feedback
- ❖ Work debriefs
- ❖ Coaching
- ❖ Mentoring
- ❖ Community of Practice involvement
- ❖ Peer discussion
- ❖ Learning through teams/networks



Formal Training (10%)

- ❖ Training Roadmap for Pharmacy Technician in Pharmacy Services
- ❖ Advanced Diploma in Pharmaceutical Science
- ❖ Post-Diploma Certificate in Pharmacy Automation/Audit Management
- ❖ Coaching for Workplace
- ❖ Training courses, seminar & workshop





4. Using the Development Framework For Reporting Officers/Supervisors



Read through the performance criteria



Utilise the framework to guide career conversations and develop structured development plans for pharmacy technicians



Focus on minimum 3 competency standards yearly for staff development

Additional TIPS:

- ✓ **Do** contextualise the standards to your institutional practice and specific operational requirements.
- ✓ **Do** consider the pharmacy technician's current role, future career goals, and the institution's strategic objectives when selecting competency standards for development.
- ✓ **Do** conduct regular conversations throughout the year, including outside of the performance appraisal cycle, to provide a supportive psychological environment for staff(s) to reflect upon and discuss their progress



5. Competency Continuum for Pharmacy Technicians



Domain 1: Pharmacy Services

Standard 1.1 Provision of Pharmaceutical Care^a

Foundation	<ol style="list-style-type: none">1. Apply basic pharmaceutical knowledge and perform fundamental pharmaceutical care^a services, including patient counselling and education, performing basic physical or electronic medication reconciliation^b, and identifying drug-related problems and supporting pharmacists in P-medication sales2. Handle inquiries about medications (e.g. drug availability) and services, seeking guidance when needed, and escalate issues to pharmacists or supervisors when appropriate3. Execute basic tasks efficiently, e.g. processing prescriptions and supplying medication
Intermediate	<ol style="list-style-type: none">1. Apply intermediate pharmaceutical knowledge and support optimal use of medication, e.g. performing medication reconciliation and applying pharmaceutical knowledge to resolve discrepancies in medication reconciliation with minimal guidance2. Handle inquiries about medications (e.g. drug dosing, drug compatibility) and services with minimal guidance when needed3. Provide pharmaceutical care services, e.g. providing clinic support (e.g. follow-up call, pre-consult medication reconciliation and patient interview) in the provision of pharmacist-led services
Advanced	<ol style="list-style-type: none">1. Apply advanced pharmaceutical knowledge and support optimal use of medication, e.g. performing clinical review in accordance with protocol2. Address queries in accordance to clinical protocol3. Provide pharmaceutical care services, e.g. ability to conduct specialised service and ensure service delivery, provide specific patient counselling and education to support pharmacist-led services within institutional policy

a. Pharmaceutical Care: The direct, responsible provision of medication-related care for the purpose of achieving definite outcomes that improve a patient's quality of life. Pharmaceutical care should underpin the delivery of medicines, ensuring health gain from medicines are maximised and harms minimised. This is achieved through enhanced engagement with patients and the public, understanding their experience and breaking down barriers between professions.

b. Medication reconciliation is a structured and explicit process of creating the most accurate list possible of all medications a patient is taking, with the goal to ensure accurate and complete medication information transfer during transitions of care.



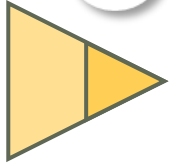
Domain 1: Pharmacy Services

Standard 1.2 Pharmacy Operation^a

Foundation	<ol style="list-style-type: none">1. Perform basic operational tasks assigned, e.g. monitoring waiting time, maintenance of automation systems and pharmacy robots, supporting inventory management, supporting product recalls, facilitating medication delivery services, and performing compounding of health products and perform billing procedures according to established protocols2. Follow documentation policies and maintain proper records according to organisational and legal requirements3. Demonstrate digital literacy^b in provision of pharmacy services
Intermediate	<ol style="list-style-type: none">1. Perform tasks assigned in pharmacy operation, e.g. involve in robotic process automation, supervise inventory management, troubleshoot simple automation-related inventory issues, responsible for medication delivery services and medication locker services, clinical investigational drug distribution and record and manage billing exceptions including errors and amendments2. Responsible for pharmacy operation, e.g. floor management, internal audit, drug repackaging, automation, inventory management, processing of prescription or medication orders, manage clinical investigational drug inventory and record, draft relevant work instructions/SOPs if applicable
Advanced	<ol style="list-style-type: none">1. Serve as resource person for pharmacy operation, e.g. champion for automation or IT system, processing of prescriptions or medication orders, billing related matters and/or fronting internal and external audits2. Manage pharmacy team and be accountable for service delivery3. Oversee the workflow or process of pharmacy operation and review SOPs and existing workflows to align standards and guidelines to best practices, e.g. processing of prescriptions or medications orders, dispensing workflow, inventory management, procurement and clinical investigational drug workflow4. Develop and review new and existing documentation procedures based on legal and organizational requirements

a. Pharmacy operation: Pharmacy operation refers to the comprehensive set of activities and processes required to run a pharmacy effectively and safely, including but not limited to prescription processing, inventory management, automation systems management and drug storage and distribution. It encompasses operational aspects of pharmaceutical care service delivery, while ensuring compliance with legal requirements, organisational guidelines, and standard operating procedures.

b. Digital Literacy: The ability to effectively and appropriately use digital technologies, tools, and platforms required in pharmacy practice, including electronic health records, pharmacy management systems, communication tools, and other relevant digital resources.



Domain 2: Communication and Collaboration

Standard 2.1 Ability to Communicate Effectively

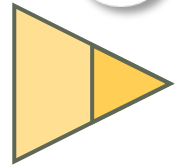
Foundation

1. Communicate effectively and professionally within realm of practice^a with various stakeholders^b and professionals, both verbally and in writing via various channels, and seek guidance when required
2. Recognise when to escalate communication beyond one's realm of practice
3. Document communication effectively using concise and clear language when required
4. Practice active listening skill and formulate response under guidance when required
5. Effectively obtain and share relevant information with various stakeholders, e.g. colleagues, clients (patients, caregivers, laypersons, customers) and professionals using appropriate channels under guidance
6. Able to raise concerns about self and work
7. Demonstrate understanding on principles of conflict management^c

a. Realm of Practice: The boundaries and scope of one's professional responsibilities, knowledge, and competencies as defined by one's role, professional regulations, and organisational policies within pharmacy practice.

b. Stakeholders: A stakeholder is any person, group, or organization that has an interest in, can affect, or is affected by an organization's activities, decisions, or outcomes, including colleagues, patients, caregivers, laypersons, and customers.

c. Conflict Management: The process of identifying, addressing, and resolving disagreements or disputes between individuals or groups through appropriate communication, negotiation, and problem-solving techniques while maintaining professional relationships.



Domain 2: Communication and Collaboration

Standard 2.1 Ability to Communicate Effectively

Intermediate	<ol style="list-style-type: none"> 1. Communicate effectively and disseminate information to various stakeholders^a and professionals through appropriate channels^b with guidance 2. Formulate response professionally and seek guidance when required 3. Use appropriate communication skills to gain the cooperation^c of various stakeholders through appropriate channels 4. Able to raise concerns about self, others and work 5. Assist in resolution of concerns raised among peers
Advanced	<ol style="list-style-type: none"> 1. Ask insightful questions to ensure comprehensive understanding 2. Synthesize, summarize and disseminate information effectively and confidently with various stakeholders through appropriate channels with minimal guidance 3. Guide and influence others to practise active listening skills and formulate response professionally 4. Manage challenging situations where appropriate communication is essential (e.g. resolving conflicts, effectively resolve issues that are bothering self and others)

a. Stakeholders: A stakeholder is any person, group, or organization that has an interest in, can affect, or is affected by an organization's activities, decisions, or outcomes, including colleagues, patients, caregivers, laypersons, and customers.

b. Channels: The various methods and platforms used for communication in a pharmacy setting, including but not limited to: face-to-face interactions, electronic health records, email, digital messaging platforms, video conferencing, written documentation, phone communications, meetings and presentations.

c. Cooperation: The process of working collaboratively with stakeholders to achieve shared objectives, including gathering feedback and securing buy-in through active engagement, open communication, and mutual support.



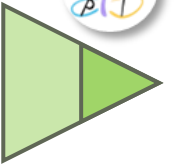
Domain 2: Communication and Collaboration

Standard 2.2 Teamwork and Collaboration

Foundation	<ol style="list-style-type: none">1. Demonstrate teamwork and collaborate effectively with patients, clients, pharmacy staff, and interprofessional teams to promote intended outcomes2. Maintain good working relationship with team members3. Actively contribute to the department's daily operations4. Seek and be open to feedback5. Show respect for the rights, preferences, values, needs, ethics and cultural beliefs of others6. Demonstrate awareness of psychological safety principles
Intermediate	<ol style="list-style-type: none">1. Understand one's role, including strengths and limitations, within the team2. Participate in shared decision making^a and recognising the value of others3. Manage expectations of team members appropriately in department's daily operation4. Proactively approach others to solicit good outcomes5. Provide constructive feedback, encouragement and support to team members6. Contribute to a psychologically safe environment^b
Advanced	<ol style="list-style-type: none">1. Build and maintain rapport to collaborate effectively with relevant stakeholders, proactively identify and initiate collaborative opportunities2. Demonstrate assertiveness in collaborative settings while maintaining positive relationships3. Develop and maintain effective networks at department/organizational/national levels4. Seek alignment and support from relevant stakeholders5. Create and sustain a psychologically safe environment for staffs

a. Shared Decision Making: A collaborative process where team members contribute their knowledge, expertise, and perspectives to reach decisions collectively, ensuring all relevant viewpoints are considered and stakeholders are engaged in the outcome.

b. Psychologically Safe Environment: A workplace culture where individuals feel secure to express ideas, raise concerns, admit mistakes, and take interpersonal risks without fear of negative consequences, enabling open communication and learning from one another.

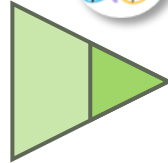


Domain 3: Leadership and Management

Standard 3.1 Self-Leadership and Leading Others

Foundation	<ol style="list-style-type: none">1. Demonstrate self-awareness through a well-defined sense of purpose, personal values and beliefs to create meaningful personal and professional goals2. Engage in self-reflection to derive insights from experiences, challenge limiting beliefs, and make informed adjustments to goals and approaches3. Demonstrate self-regulation through consistently managing emotions and stress, maintaining healthy self-care practices, and demonstrating resilience in challenging situations4. Demonstrate willingness to embrace change
Intermediate	<ol style="list-style-type: none">1. Contribute to the planning and consultation with stakeholders to effect change2. Guide and motivate peers in the team to achieve goals while providing support to maintain team momentum and morale3. Create an environment that encourages members within team
Advanced	<ol style="list-style-type: none">1. Lead^a the planning and consultation with stakeholders to effect change2. Motivate and influence other individuals within and beyond the department3. Create an environment that encourages members within and beyond the team

a. Lead: The process of guiding and directing initiatives, projects, or teams, either independently or collaboratively with peers. Leadership may be exercised as a primary leader or through shared responsibility with colleagues, requiring effective collaboration, decision-making, and accountability for results.



Domain 3: Leadership and Management

Standard 3.2 Systems Thinking^a

Foundation	<ol style="list-style-type: none">1. Demonstrate awareness of organisational and department's function, structure, vision, mission and key performance indicators2. Take ownership of job responsibilities and recognise how individual role contributes to team performance and department's function3. Demonstrate awareness of basic system thinking principles e.g. feedback loop^b, interconnection^c4. Recognise when to escalate issues which are beyond their own scope of decision making or when professional expertise is needed
Intermediate	<ol style="list-style-type: none">1. Embrace systems thinking principles in daily work<ol style="list-style-type: none">a. Work collaboratively with others within the department to support and meet organisational and department's function and key performance indicatorsb. Analyse situations, evaluate potential course of action and make appropriate decisions in daily workc. Guide peers in understanding cross-departmental impacts of pharmacy work2. Recognise that problems and solutions exist within and beyond pharmacy
Advanced	<ol style="list-style-type: none">1. Embrace systems thinking to lead/co-lead initiatives<ol style="list-style-type: none">a. Lead^d the team to contribute toward organisational and department's function and meet key performance indicatorsb. Make appropriate judgement in challenging situations, considering relevant factors and involving stakeholders when neededc. Develop strategies by recognizing interconnections among system elements e.g. enhance collaboration between pharmacy and other departments

a. Systems thinking: An approach that considers the interactions and interdependencies of components within a system to understand and solve complex problems. For example, in healthcare: When a pharmacy improves its inventory management, it affects not just the pharmacy department but the entire hospital ecosystem - from ward stock availability to timely medication supply for inpatient discharges, to outpatient prescription fulfilment, ultimately impacting overall hospital operations and patient care delivery.

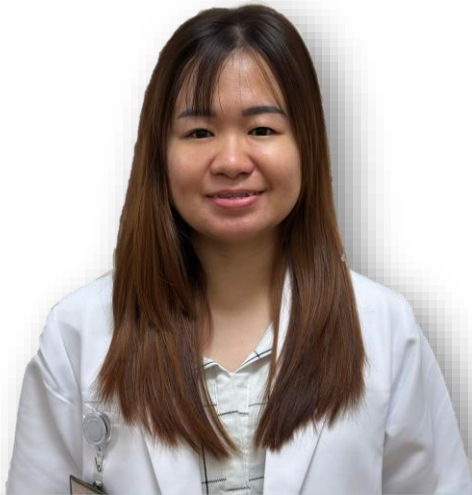
b. Feedback loop: When the output or result of an action affects the next action - like a cycle where information or outcomes flow back to influence future decisions or processes. For example, when patient feedback leads to service improvements, which then generates new feedback.

c. Interconnection: How different parts of a system are linked and affect each other. For example, how pharmacy inventory management connects with dispensing services, which connects with patient waiting times, which then affects patient satisfaction.

d. Lead: The process of guiding and directing initiatives, projects, or teams, either independently or collaboratively with peers. Leadership may be exercised as a primary leader or through shared responsibility with colleagues, requiring effective collaboration, decision-making, and accountability for results.

Practical applications for Standard 3.2 on Systems Thinking

Meet Jia Yu, Shi Hui and Yingyou!



Yap Jia Yu
Pharmacy Technician

Foundation

Jia Yu proactively monitors workflow gaps and steps in where needed to meet the 20-minute patient waiting time target at NUHS Pharmacy. She takes ownership by anticipating bottlenecks, providing timely support at different stations such as prescription capturing, packing, and dispensing based on real-time needs.



Foo Shi Hui
Pharmacy Technician Executive

Intermediate

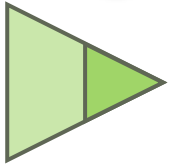
Shi Hui leads the CGH Pharmacy Support Staff Workgroup engaging stakeholders to implement change for workplace improvement. For example, replacing annual competency examination for pharmacy technicians with alternative open-book assessments aims to reduce stress and prevent burnout.



Low Yingyou
Senior Pharmacy Technician Executive

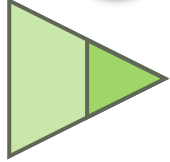
Advanced

Yingyou co-leads collaborative initiative between pharmacy, nursing, medical social workers and doctors to streamline discharge processes for Home Nursing Foundation patients requiring pre-packed medications. She established systematic workflows with her team at TTSH to enhance patient transition to home care.



Domain 3: Leadership and Management	
Standard 3.3 Resource ^a Management	
Foundation	<ol style="list-style-type: none"> 1. Adhere to organisational policies and procedures in managing resources 2. Identify and use appropriate resources responsibly within defined limitations to complete assigned tasks in accordance with organisational standards and timelines 3. Identify trends and patterns in data gathered using relevant statistical and computational tools
Intermediate	<ol style="list-style-type: none"> 1. Plan, prioritise and manage resources for daily operations based on workload trends, patient needs and organisational goals 2. Support the planning, execution and monitoring of new and existing initiatives, seeking guidance when necessary. This includes resource allocation, timeline management, liaison with vendor if applicable and implementation of assigned tasks (e.g. data collection, training and process implementation) 3. Support performance management of pharmacy staff, e.g. provide feedback on staff performance to reporting officer
Advanced	<ol style="list-style-type: none"> 1. Co-plan with work teams to develop and maintain business continuity strategies that ensure continuous pharmacy services. Examples include optimising daily workflows, ensuring green sustainability, anticipating potential disruptions, and proactively addressing challenges 2. Optimise resource by implementing solutions to enhance productivity and cost-effectiveness. Examples include systematic planning and monitoring of personnel development, efficient inventory management, maximising equipment performance and evaluating vendor performance 3. Manage performance of pharmacy staff

a. Resource: Resource encompass manpower, physical assets (e.g. medications, equipment, facilities), IT systems, time allocation, financial budgets, and operational materials (e.g. documentation) required for both daily pharmacy operations and project implementation.

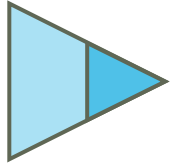


Domain 3: Leadership and Management	
Standard 3.4 Quality ^a and Safety	
Foundation	<ol style="list-style-type: none"> 1. Demonstrate awareness that individual's work impacts overall quality and safety of pharmacy services 2. Identify areas for improvement and provide timely feedback 3. Uphold medication safety practices, workplace safety and health standards 4. Identify, report and escalate any safety lapses, errors, or near misses according to established workflows 5. Support quality and safety improvement initiatives
Intermediate	<ol style="list-style-type: none"> 1. Identify areas for quality and safety improvement using trends and patterns in pharmacy data (e.g. medication errors) and provide recommendations 2. Promote compliance to medication safety practices, workplace safety and health standards within team 3. Participate in quality and safety improvement initiatives with understanding of quality improvement concepts and structured methodologies^b (e.g. PDSA cycles)
Advanced	<ol style="list-style-type: none"> 1. Monitor and maintain quality and safety standards (e.g. conduct audit) and mitigating risks 2. Monitor and enforce compliance to pharmacy/ethical practices and regulatory standards 3. Lead^c quality improvement and safety initiatives 4. Apply quality improvement structured methodologies (e.g. PDSA cycles) and/or data analysis tools to identify underlying trends, optimise workflows and ensure alignment with institutional goals

a. Quality: The degree to which health services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge (WHO). This definition is further enhanced by six general dimensions or aims of quality, stating that care should be safe, effective, patient-centred, timely, efficient, and equitable.

b. Structured Methodologies: Systematic, evidence-based frameworks and tools used to analyse, implement and evaluate improvements, with the primary example being the Plan-Do-Study-Act (PDSA) cycle, along with other approaches like Six Sigma, Lean methodology, Root Cause Analysis (RCA), and Process Mapping - all of which follow defined steps and data-driven decision-making processes to achieve measurable improvements in healthcare processes and outcomes.

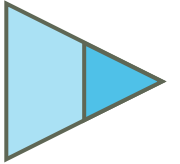
c. Lead: The process of guiding and directing initiatives, projects, or teams, either independently or collaboratively with peers. Leadership may be exercised as a primary leader or through shared responsibility with colleagues, requiring effective collaboration, decision-making, and accountability for results.



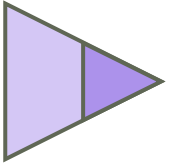
Domain 4: Development and Training	
Standard 4.1 Develop self and others	
Foundation	<ol style="list-style-type: none"> 1. Take responsibility for own learning needs and self-development under guidance by supervisors 2. Participate in continuous education, and upkeep skills and knowledge 3. Demonstrate awareness of when to seek support from a coach^a and mentor^b
Intermediate	<ol style="list-style-type: none"> 1. Take responsibility for own learning and development needs to bridge skills gaps and plan for self-development with minimal guidance 2. Identify and encourage participation in learning and development opportunities for the teams 3. Coach or mentor within team
Advanced	<ol style="list-style-type: none"> 1. Provide career guidance by discussing interests, strengths and areas for development, setting goals and action plans 2. Identify and create learning and development opportunities for staff, including opportunities to take on higher duties and learn in the workplace 3. Provide continuous feedback, reinforcing positive behaviours, and supporting performance growth 4. Mentor within and/or outside team

a. Coach: A professional who provides structured guidance and support to help individuals or teams develop specific skills, achieve defined goals, or improve performance in particular areas.

b. Mentor: An experienced professional who builds a long-term relationship with a less experienced individual (mentee) to support their overall professional and personal development.



Domain 4: Development and Training	
Standard 4.2 Conduct Training and Assessment	
Foundation	<ol style="list-style-type: none"> 1. Assist in the onboarding of new staff 2. Assist in the conducting of on-the-job training and assessments for new pharmacy support staff and/or students 3. Provide feedback on staffs' and/or students' performance
Intermediate	<ol style="list-style-type: none"> 1. Coordinate and conduct orientation, training, and assessments for staff in the department 2. Monitor and assess learners progress and provide constructive timely feedback 3. Maintain complete training and assessment records 4. Identify and manage learner behaviours to achieve intended learning outcomes 5. Develop training manuals or materials 6. Provide constructive suggestion for the improvement of a training programme 7. Consolidate feedback gathered for a training programme
Advanced	<ol style="list-style-type: none"> 1. Manage training and assessment to align with department's/division's requirements and national priorities 2. Analyse and identify training needs within the department/division 3. Develop training curriculum and assessment tools 4. Conduct programme evaluation to ensure training quality



Domain 5: Professionalism and Ethics

Standard 5.1 Comply with Legal and Institutional Requirements

1. Demonstrate understanding of the state governance structure and legislation relating to pharmacy practice
2. Comply with laws and regulations governing pharmacy practice
3. Comply with institutional standard operating procedures (SOPs)

Standard 5.2 Maintain Professionalism and Ethics

1. Demonstrate sense of duty and commitment to patient care and responsibilities
2. Place patient's health outcome as top priority in the provision of pharmaceutical care
3. Understand and adhere to institutional core values and code of conduct in daily work
4. Work within the boundaries of one's scope of practice and to seek consultation with a professional colleague, for the best interest of the patient
5. Demonstrate appropriate conduct or professional behaviour towards patients, colleagues and other healthcare professionals
6. Demonstrate personal and professional integrity and professionalism in partnerships to promote positive outcomes
7. Protect patient privacy and maintain the confidentiality of patient information



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7. Acknowledgement



1. The Development Framework for Pharmacy Technicians (DFPT) was developed through the collaborative efforts of the Pharmacy Technicians Training and Development Committee and the Pharmacy Technicians Training Pathway Committee. Their dedication and expertise have been essential in creating this comprehensive framework for our pharmacy technician workforce.
2. Pharmacists, education leads, and pharmacy technicians across institutions and sectors have provided valuable inputs to co-create and validate the framework, ensuring its relevance and applicability to practice.
3. Throughout the development process, Pharmacy Heads of Department have provided continuous support and valuable feedback for this initiative.
4. We acknowledge all contributors for their commitment to advancing pharmacy technician development and training standards.
5. We would like to thank Ms Hyowon Seo and Mr Ivan Gan for their contributions of illustrations to the DFPT.



Vision of Success for DFPT Implementation

*“**Structured framework** that guides discussion for progression and development for pharmacy technicians”*

*“Develops and **enables recognition** of pharmacy technicians’ progression and contribution to healthcare”*

*“To **evolve with time** according to the future job role of our workforce”*

Source: Inputs from DFPT Co-Creation Workshop in October 2024



**For queries and feedback,
connect with us**
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