OTHM LEVEL 4 CERTIFICATE IN INVENTORY MANAGEMENT

Qualification Number: 610/3503/08

Specification | **DECEMBER 2023**

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 4 Certificate in Inventory Management is intended to develop learners' understanding of specialist inventory management knowledge and skills.

The qualification provides learners with an opportunity to engage with the challenges facing professionals in their own country and provides knowledge that underpins the ability to work as an effective inventory manager.

Learners will develop and enhance knowledge in the areas of inventory principles, current and emerging inventory systems, inventory management through a network and essential inventory management skills in regard to shrinking service windows and the real costs of holding inventory.

Successful completion of this qualification will allow learners to work in a variety of roles within inventory management and to progress to further study.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the Register of Regulated Qualifications.

OTHM has progression arrangement with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 4 Certificate in Inventory Management
Ofqual Qualification Number	610/3503/08
Regulation Start Date	01/12/2023
Operational Start Date	08/12/2023
Total Credit Value	32 Credits
Total Qualification Time (TQT)	320 Hours
Guided Learning Hours (GLH)	120 Hours
Sector Subject Area (SSA)	7.2 Warehousing and distribution
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at Level 4 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Certificates (HNC) and Year 1 of a three-year UK Bachelor's degree programme.

QUALIFICATION STRUCTURE

The OTHM Level 4 Certificate in Inventory Management qualification consists of 4 mandatory units, 32 credits, 320 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 120 hours.

All units are mandatory.

Unit Ref No	Unit Title	Level	Credit	GLH	TQT
L/650/9274	Introduction to Inventory Management	4	8	30	80
M/650/9275	Inventory Control Principles	4	8	30	80
R/650/9276	Current and Emerging Inventory Systems	4	8	30	80
T/650/9277	Managing Inventory Through a Network	4	8	30	80

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –
  a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*

  b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) are defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a learner working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

These qualifications are designed for learners who are typically aged 18 and above.

The entry profile for learners is likely to include at least one of the following:

- Relevant Level 3 Diploma qualification or equivalent qualification
- GCE Advanced level in 3 subjects or equivalent qualification
- Mature learners (over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme).

English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the English Language Expectations page on the OTHM website.

PROGRESSION

Successful completion of the OTHM Level 4 Certificate in Inventory Management provides learners with the opportunity to access a wide range of academic progression, including the OTHM Level 5 Diploma in Logistics and Supply Chain Management.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), successful completion of the OTHM Level 4 Certificate in Inventory Management qualification provides learners with the opportunity for progressions to relevant qualifications at level 5. For more information visit the **University Progressions page.**

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. However, OTHM centres should consider the learners' complete learning experience when designing the delivery of programmes.

It is important that centres develop an effective delivery method to teaching and learning that supports the progression and stretch of learners.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are assessed and internally quality assured by the centre and externally verified by OTHM. The qualifications are Criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

The assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Assessment Tracking and Recording Learner Progress

It is necessary to track and record learner achievement throughout the delivery period of the Diploma and this should not be left until the end of the course.

This will include requalification gular review of learner work through formative and summative assessment and internal quality assurance at planned intervals during the programme:
- before decisions have been made on any unit
- sampling evidence once one or two of the units or assignments are completed

Tracking learner progress, recording the achievement of each learner per criteria on a unit-by-unit basis ensures:
- the assessment evidence is clearly measured against national standards
- learner progress is accurately tracked
- the assessment process can be reliably verified
- evidence is valid, authentic and reliable for the safety of certification
- identification of which assessments are outstanding
- internal verification is timely
- samples for standards verification and other external audits can be made available as required
- up to date, securely stored assessment records help to minimise the risk of assessment malpractice and potential issues; maintaining the integrity of the qualification.

Tutors/Assessors should provide learners with formative and summative feedback to aid development during their studies.

Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study.
Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance.

Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:
- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATION

Introduction to Inventory Management

Unit Reference Number	L/650/9274
Unit Title	Introduction to Inventory Management
Unit Level	4
Number of Credits	8
Total Qualification Time (TQT)	80
Guided Learning Hours (GLH)	30
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	7.2 Warehousing and distribution
Unit Grading Type	Pass / Fail

Unit Aims

This unit aims to enable learners to gain a deep understanding of Inventory Management. This will be explored through analysing the role of inventory management in the supply chain, the costs associated with the different types of inventory, the real costs associated with the different types of inventory, the implications of a shrinking service window and how inventory management can increase competitive advantage and make positive impacts on supply chain strategy.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content

1. Understand the role of inventory management.	1.1 Explain the principles of inventory management. 1.2 Analyse how inventory management can contribute towards competitive advantage. 1.3 Evaluate how inventory management can improve supply chain strategy.	Inventory management contributions towards competitive advantage across differing types of organisation. The definition of inventory, the importance of inventory in the supply chain and the impact of too much or too little inventory. How good practice can contribute to achieving sustainable competitive advantage.
2. Understand the different types of inventories and the "real" cost of holding stock.	2.1 Compare types of inventories. 2.2 Assess how stockholding cost may be measured. 2.3 Examine cost management relating to holding stock and customer service.	The principles of logistics and supply chain management and the potential impact on a focal firm's competitive position and its organisational vision and performance. The decisions that need to be made on holding stock and customer service versus cost. Ordering, storing and using inventory and the impact on SC strategy.
3. Understand the implications of the "shrinking service window" in terms of product availability and responsiveness.	3.1 Define what a shrinking service window is. 3.2 Compare different stockholding strategies for different types of organisation. 3.3 Assess the implications of a shrinking service window on the Supply Chain.	Stockholding cost measurement: ● components of stock ● the stock-time curve ● average stock holding ● stock investment ● cost of holding stock. The reasons for inventory holding and the importance

4. Understand the role of inventory in the supply chain.	4.1 Define the role of inventory in the supply chain. 4.2 Analyse effective processes of demand management. 4.3 Recommend an effective process of inventory control that will meet the required outcomes of both the organisation and its customers.	of stock control and inventory management. The types of stock holding including: ● Base stock holding ● Speculative stock ● Safety buffer stock holding Include the cost of holding stock and the implications / costs of stock that is not held / available. Different stockholding strategies for different types of organisations. The definition of the shrinking window and the implications of the shrinking service window on the Supply Chain.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 - LO4	All ACs under LO1 - LO4	Coursework	1000 words

Indicative Reading List

Bozarth, C. and Handfield, R.B., (2012). Introduction to Operations and Supply Chain Management. Pearson Education. ISBN: 9780273770084

Chapman, S.N., (2006). *The Fundamentals of Production Planning and Control*. Pearson Education. ISBN: 9780130176158

Wild, T., (2002). *Best Practice in Inventory Management.* Butterworth and Heinmann. ISBN: 9780750654586

Chopra, S. and Meindl, P., (2006). *Supply Chain Management: Strategies, Planning and Operation.* Prentice Hall

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Baker, P., Croucher, P., Rushton, A. (2014).The Handbook of Logistics and Distribution Management: Understanding the Supply Chain. Kogan Page. ISBN: 9780749466275

Slack, N., Brandon-Jones, A. & Johnston, R., (2013). Operations Management. Pearson Education. ISBN: 9780273776291

Inventory Control Principles

Unit Reference Number	M/650/9275
Unit Title	Inventory Control Principles
Unit Level	4
Number of Credits	8
Total Qualification Time (TQT)	80
Guided Learning Hours (GLH)	30
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	7.2 Warehousing and distribution
Unit Grading Type	Pass / Fail

Unit Aims

This unit aims to enable learners to gain a thorough understanding of Inventory Control Principles. This will be explored through analysing the role of inventory principles in a range of contexts.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the principles of the traditional fixed period and fixed quantity models of inventory control.	1.1 Explain the principles of the traditional fixed period on inventory control. 1.2 Explain the principles of fixed quality models on inventory control. 1.3 Evaluate appropriate techniques to plan the inventory requirements of an organisation.	Decisions that need to be made and the factors affecting the decisions, inventory classification and how this aids inventory control. The impact of not having the correct stock (stock outs) Definition of lead time and ways to replenish stock and the correlation between service levels and lead times and re order quantities. Principles, models: fixed order systems; period
2. Understand the impact of service levels and lead times on re-order level calculations.	2.1 Explain the impact of different variables on re-order levels. 2.2 Assess the impact of different variables on	

	re-order levels.	systems. Demand: classification; profile; distribution; variability. Product life cycle positioning.
3. Understand the different types of order quantity models, their limitations, and their relevance to modern inventory control systems.	3.1 Compare different types of order quality models. 3.2 Analyse the limitations of order quantity models. 3.3 Assess the value of traditional inventory models for different types of operations.	Models: ● economic order quantity ● coverage analysis ● min-max ordering system ● poisson distribution ● slow-moving items. Limitations: relevance to modern systems; the impact of different order systems on stock investment.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 - LO3	All ACs under LO1 - LO3	Coursework	1000 words

Indicative Reading List

Bozarth, C. and Handfield, R.B., (2012). Introduction to Operations and Supply Chain Management. Pearson Education. ISBN: 9780273770084

Chapman, S.N., (2006). *The Fundamentals of Production Planning and Control*. Pearson Education. ISBN: 9780130176158

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Current and Emerging Inventory Systems

Unit Reference Number	R/650/9276
Unit Title	Current and Emerging Inventory Systems
Unit Level	4
Number of Credits	8
Total Qualification Time (TQT)	80
Guided Learning Hours (GLH)	30
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	7.2 Warehousing and distribution
Unit Grading Type	Pass / Fail

Unit Aims

This unit aims to enable learners to gain a detailed understanding of current and emerging inventory systems. This will be explored through understanding how modern inventory and control techniques have developed, the benefits of dynamic stockholding models, the difficulties in developing and maintaining current inventory control systems and the purpose of traditional inventory systems in contemporary inventory management.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the development of modern inventory control techniques.	1.1 Explain what the basic inventory control principles are, as applied to modern systems. 1.2 Analyse how modern inventory techniques have developed. 1.3 Evaluate modern inventory control techniques in terms of effectiveness.	Inventory management, information systems, and relevant software systems including WMS and ERP. Issues associated with poor inventory management and the factors to be considered to maintain an inventory system.

		The importance and impact of forecast accuracy on stock levels.
2. Understand the benefits of "dynamic" stockholding models that incorporate demand forecasts, tracking signals, and seasonality factors.	2.1 Explain the benefits of dynamic stockholding models. 2.2 Analyse the importance of demand forecasts and tracking signals regarding seasonality factors. 2.3 Evaluate the impact of forecast accuracy on stock levels.	- Forecasting principles and forecasting methods - variability in demand - simple average - weighted average - moving average - smoothing: exponential - seasonal - long term forecasting - forecast error - tracking signals.
3. Understand the different types of systems currently used by organisations and the extent to which they use traditional inventory control models.	3.1 Compare modern inventory control systems against traditional models. 3.2 Analyse the effectiveness of modern inventory control systems against traditional means.	Manufacturing inventory in the supply chain, range of inventory control models including:
4. Understand the difficulties in developing and maintaining current inventory control systems.	4.1 Analyse the difficulties in developing and maintaining current inventory control systems. 4.2 Create a framework for monitoring the performance of an inventory control system.	- Inventory control within a JIT process - EOQ - ABC analysis The factors to consider for both supplier and customer. Retail logistics and range of methods including - VMI - ECR - CMI Issues associated with sustainable development, sustainable retailing, corporate responsibility, environmental impact and ethics.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 - LO4	All ACs under LO1 - LO4	Coursework	1000 words

Indicative Reading List

Bozarth, C. and Handfield, R.B., (2012). Introduction to Operations and Supply Chain Management. Pearson Education. ISBN: 9780273770084

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Managing Inventory Through a Network

Unit Reference Number	T/650/9277
Unit Title	Managing Inventory Through a Network
Unit Level	4
Number of Credits	8
Total Qualification Time (TQT)	80
Guided Learning Hours (GLH)	30
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	7.2 Warehousing and distribution
Unit Grading Type	Pass / Fail

Unit Aims

This unit aims to enable learners to gain an in-depth understanding of how to manage inventory through a network. This will be explored through understanding how to organise inventory through a supply chain, the potential advantages and disadvantages of Distribution Requirements Planning (DRP) and how current initiatives in inventory management enable the minimisation of stock within a network.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand how to organise inventory within a supply chain network to maximise customer service and operational efficiency.	1.1 Explain how to organise inventory within a supply chain network. 1.2 Appraise different inventory and resource management approaches within the supply chain. 1.3 Analyse inventory strategies that maximise customer service and operational efficiency.	How inventory is organised within the supply chain. The importance of inventory strategy and the need to be responsive with the strategy. The supply chain network and its importance, where the stock could be held, and the factors affecting where stock is held. Supply Chain operations analysis:

	1.4 Evaluate how inventory strategy may need to change in response to increasing service requirements, broader product ranges, and increased competition.	● Manufacturing Planning and Control Systems ● Demand Management and Forecasting Sales ● Operations Planning ● Capacity Management ● Sequencing and Scheduling
2. Understand the potential advantages and disadvantages of Distribution Requirements Planning (DRP).	2.1 Explain the advantages and disadvantages of Distribution Requirements Planning (DRP). 2.2 Assess how stocks can best be allocated between sites within a distribution network. 2.3 Formulate operational strategies for matching demand and supply in a distribution network.	The correlation between different networks and customer service and efficiency including a range of factors: ● location of facilities ● modes of transports ● customer location ● supplier location ● e-commerce requirements ● definition of DRP
3. Understand how current initiatives in inventory management enable the minimisation of stock within a network.	3.1 Compare different inventory management models that minimise stock within a network. 3.2 Appraise different tools and techniques used in the Manufacturing Planning and Control Systems, including demand planning and master production planning. 3.3 Analyse current initiatives in inventory management that enable stock minimisation.	The factors to be considered in distributing stocks throughout the network including: ● fair shares allocation ● schedule of receipts ● requirements ● the benefits and limitations of DRP Models to minimise stock within a network including: ● lean ● agile ● JIT ● push strategy ● pull strategy ● improving forecasting

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 - LO3	All ACs under LO1 - LO3	Coursework	1000 words

Indicative Reading List

Bozarth, C. and Handfield, R.B., (2012). Introduction to Operations and Supply Chain Management. Pearson Education. ISBN: 9780273770084

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IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website www.othm.org.uk.