Certification of a Training Case of the Master of Language and Culture Amazigh

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Abstract: Always fashionable, certification is becoming more and more of a momentum in view of the continuing evolution of the culture of quality in various fields. It has become a safe way for the organization to position itself in the market, meeting the earliest possible customer requirements. Regarding training, certification is a key flagship which enables managers to benefit upstream and downstream of its expected results and planned objectives. More importantly, it is an essential investment for job holding because it permits the evaluation of training and well positioning of the organizers into the market. Moreover, it presents the strengths and weaknesses in order to take corrective and remedial actions. The present project is a throw certification according to the ISO 9001-2000, which may in fact be adopted for all types of training.

Keywords : Certification, training, quality manual, the top management.

1. Introduction

In a world increasingly globalized economically but also culturally, scientific practices, training or educational systems, are expected to provide better satisfaction to their customers through strict compliances with international standards developed and approved in the matter.

This compliance is likely to provide training rigor and credibility, enabling it to compete, to best meet the needs of the labor market and thus be in perfect harmony with its environment. This process obviously requires the adoption of a quality recognized by granting certification.

Indeed, the certification takes, today, more and more momentum in view of the ongoing evolution of the culture of quality in the various fields. It has become a safe way for the organization to position itself in the market to meet the earliest possible customer requirements.

As part of Master Amazigh language and culture, taught in the Mohamed V University, Faculty of Arts

and Social Sciences of Rabat, a quality process can be initiated with a view to provide professional training required so that it is compatible with on the one hand, the requirements of the labor market, on the other hand with the student/clients.

Established as a partnership approach with the Ministry of Higher Education, this quality will help sustain the training and get in tune with the changes, which knows the world of training and to give it the right tools to meet the better to the needs of its customers.

To implement this quality, it is essential to use the international standard ISO 9001-2000 which dictates the requirements to be met by an organization to implement a system of quality management.

This project will work to browse the ISO 9001-2000 and will be adapted to the training to present a product that meets the above requirements.

2. Objectives of the Quality Process

- Certified training;
- Ensured credibility;
- Increased customer satisfaction;
- Promote the image of the brand;
- Motivate teams and support them in their

activities;

- Evaluate existing, update and improve training;
- To compare current position to the competition

(the other training or formation).

3. Steps in the Process Quality ISO 9001-V2000:

3.1 Customer Focus

The university will regularly surveys with potential customers to identify, measure and evaluate their current and future needs. These clients may be the following profiles:

- New students;
- Laureates;
- Learners;
- Teachers;
- Companies wishing to benefit their staff training (continuing education);
- ONGs wishing to benefit their members;
- Companies interested in training;
- Employees;
- Urban communes / rural;
- Political parties...

To approach these types of potential customers several tools are used, for example:

- Questionnaires;
- Open houses;
- Forums which would target both business and internal and external students;
- Meetings of the heads of training.

In our project, we planned to develop a questionnaire which would target staff/learners/students in training within the department responsible for the master training Amazigh language and culture.

3.2 Quality Policy or Commitment of Management

The policy presents a concrete form of a document written and signed by the top manager and where he agrees to implement a quality management system and apply it to the organization.

This decision should be communicated thereafter to all concerned, with training, through an inclusive view, in order to unite these principles. Contained in the quality manual of the university, the quality policy is available through two types of objectives:

- (1) Strategic objectives;
- (2) Operational objectives.

3.2.1 Strategic Objectives

The following objectives mean that training is assigned relative to its vision. To implement, preliminary work should be considered in order to identify future strategies that are adopted.

Fig.1 plots the path to follow in order to advocate the strategic objectives for quality within the establishment.

After assessing the strengths and weaknesses of training in relation to its internal and external environment, the university made the following strategic objectives:

- To have training recognized on the national and international labor market reference;
- Ensure the sustainability and excellence of training;
- Improve training and always adapt to the needs of the market which is constantly evolving.

3.2.2 Operational Objectives

The operational objectives are the strategic objectives of the training broken down into missions.

They allow to translate the guidelines adopted by management and put them into practice on the ground.

3.3 Identify the Processes

The objective of the process approach is to propose approaches and methods for analyzing, modeling and process improvement training.

As with any quality approach, we can speak of three major categories of processes:

- (1) Control process: This is the set of activities undertaken by the management of training in terms of decisions and management.

Fig. 1 The path to follow in order to advocate the strategic objectives of a quality approach.

(2) Realization process: It's all activities arising from process control as actions throughout training.

(3) Support process: they are the means and tools for the implementation of the realization process.

3.3.1 Description of Control Process

Decision1: Leaders make the decision to open a master/continuing education that orientates language and culture Amazigh.

Decision2: Leaders motivate learning and select candidates for training students.

Decision3: The training officers decide to engage in a quality approach.

3.3.2 Description of Realization Process

Customer listening process: IRCAM performed a field study to determine the current needs of the job market and prospects of students training to design.

Design process: IRCAM develop a training design that defines the following points:

- The choice of themes and modules;
- The criteria for recruiting clients and potential teachers as needed, objectives and specificities of the training.

This design is contained in the enabling file to the rectory for validation, and then updated and improved throughout achievements process.

Planning process: responsible for training conceive a schedule and divide the tasks assigned to each teacher.

Promotion process: publication of the advertisement of the formation at the web site of the university and across the institute.

Recruitment process: The university offers master training of amazigh language and culture.

Students interested make contact directly with the department and file a dossier that meets the access criteria.

Once engaged, the student is required to sign documents that govern its relationship with the institution.

Students must file an application that includes the following documents:

- Written application;
- CV;
- Motivation letter.

As for registration, the student is required to submit the following documents:

- Copy of the national identity card
- Commitment to the rules of the university and to the charter of higher education.

Evaluation process: This is a mutual assessment. The student will assess the adequacy of training and its complementarity. The university, meanwhile, will give a score to evaluate the performance of the student following an examination system at the end of each module in addition to continuous assessment.

3.3.3 Description of the Support Processes

• Administrative and financial management training

- Document control
- Control of records
- Work environment
- Library
- Material
- Equipment
- The teaching methods
- Human resources: faculty, secretary, security guard, housekeeping.

3.4 Measuring Customer Satisfaction

In order to achieve the satisfaction of their potential customers, responsibility of training means constantly listens to them.

There are several methods to measure customer satisfaction during or after the training. We noted two main aspects:

- Evaluation during the study, where the aim would be measured and the level of customer

satisfaction during training will be monitored.

- Post training evaluation, whose purpose would be to assess the satisfaction of businesses with regard to skills and strengths of students employed. It may be based on indicators such as the success rate, the employability of students from the formation rate and the nature of positions obtained.

3.5 Improvements

In order to accurately assess the satisfaction of its customers, and then to respond to their needs, the university is expected to come with them in ongoing dialogue.

In this framework, customers are regularly asked about their perception of the quality of service they receive, as well as the contacts.

Indeed, these satisfaction surveys will allow the university to identify its strengths and areas for improvement and to define precisely the information necessary to improve its services actions.

They also serve to highlight the major trends among the expectations and aspirations expressed by the respondents.

The SWOT analysis will also be a good improvement tool for the university. Once the strengths and weaknesses of the training inventoried, it will become easier to implement corrective actions to address the gaps and correct the problems identified, and build on strengths.

3.6 Control of Documents

This process consists of making the data records, the development of post cards, and procedures manual. It aims to sustain training, preserve the knowledge of the department, and save time.

4. Conclusion

More than just a product or service, public education in Morocco suffers discredit its image. The quality approach is the appropriate tool to restore confidence in the current national education system

and adapt it to the needs of its clients.

The university partnered with IRCAM, will take the initiative on certification to lead by example and show the way to other formations.

First, it will help promote its image and that it will be well positioned in the domestic market. In addition, the certification will allow national formations cross the international market and compete with overseas training by becoming a destination for students from other nationalities.

The university first question of this certification process, at least in this respect, certainly has an expertise in the field of quality which will be a benefit.

The university and IRCAM should conduct practical thinking in the sense of quality, and aspire to be ISO certified if they want to be the market leader in

training and differentiate themselves from other providers of public and private training.

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