development plan of Royal Police Cadet Academy (๒๐๒๒-๒๐๒๖)

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Section 1
Strategic Direction and Key Plans of the Organization

Diagram 1.1 : Conceptual Framework of the Royal Police Cadet Academy Development Plan
(2022-2026)

The Royal Police Cadet Academy was established by His Majesty King Rama V in the year 1901. It is a public higher educational institution which offers a degree in accordance with National Education Law. It is also a government entity under the jurisdiction of the Royal Thai Police, as stipulated in the Royal Police Cadet Academy Act B.E.2551, Section 5. Additionally, it functions as a specialized institution in the field of police profession education in accordance with the Royal Police Cadet Academy Act B.E.2551, Section 7. Its role is to produce police officers based on the needs of the Royal Thai Police. The academy provides education, promotes academic and professional excellence, conducts research, offers training, and provides academic services to society, with a focus on developing expertise in law enforcement and police professionalism as its primary objective.

In order for the Royal Police Cadet Academy to be able to carry out its duties and responsibilities efficiently and effectively, it is crucial that the academy plan and establish a framework for operational guidelines and development in both the short and long term, in accordance with the changing environment of the National Strategy for the next 20 years (2018-2037). This master plan falls under the National Strategy's roles/missions for the Royal Police Cadet Academy, the 13th National Economic and Social Development Plan (2023-2027) (draft version), the National Education Plan (2017-2036), the strategic direction and goals of the Royal Thai Police for 20 years (2018-2037), the education strategy of the Royal Thai Police for 20 years (2017-2036), and the academy's educational standards for addressing challenges

and strategically and strategically utilizing advantages, as indicated in the strategic framework presented in Figure 1.1, along with detailed factors as follows:

1. **20-year National Strategy (2018-2037)**

The government has formulated a 20-year national strategy to serve as a long-term development framework for the country, setting future goals for Thailand in the year 2036 as "a secure, prosperous, and sustainable country that has developed in accordance with the sufficiency economy philosophy." It consists of 6 strategies as follows:

1) Strategy for security

2) Strategy for enhancing competitiveness

3) Strategy for human resource development and capacity building

4) National strategy for creating opportunities and social equality

5) Strategy for promoting environmentally friendly quality of life

6) Strategy for rebalancing and improving the public administration system

These strategies are planned to be implemented in phases, with milestones of every 5 years.

2. **A Master Plan under the National Strategy in Accordance with the Roles/ Missions of the Royal Police Cadet Academy**

- The master plan (1) for Security (2018-2037) : serves as the primary operational framework covering all dimensions to achieve the goal for "a secure nation with happy population." This comprises a total of 5 sub-plans, which include:

1) Maintaining peace within the country

2) Preventing and addressing issues that impact security

3) Developing the country's capabilities to respond to threats affecting security

4) Enhancing cooperation in security matters with ASEAN and international organizations, both governmental and non-governmental

5) Developing security management mechanisms in an organizational structure.

- The master plan (11) for Human Potential Development Throughout Life (2018-2037) : serves as a framework for enhancing and creating an environment that supports the development of the potential of Thai people throughout their lives, starting from the family, community, and country levels. It consists of a total of 5 sub-plans, which include:

1) Creating an environment conducive to human development and capacity building

2) Development from the prenatal stage to early childhood

3) Development during adolescence and youth

4) Developing and elevating the potential of the working-age population

5) Promoting the potential of the elderly population.

- The master plan (12) for Learning Development (2018-2037) : serves as a framework for developing the potential and quality of Thai citizen at all stages of life to become good, skilled, and high-quality individuals. It consists of a total of 2 sub-plans, which include:

1) Reforming the learning process to respond to changes in the 21st century

2) Recognizing the diverse intelligence of humans

- The master plan (20) for Public Service and Government Efficiency (2018-2037) : serves as a framework for modernizing the state management system, ensuring that the state is appropriately sized for its tasks, highly competent, responsive to the needs of the people, and supporting Thailand's transition to the 4.0 era. It consists of a total of 5 sub-plans, which include:

1) Developing public services

2) Managing financial and treasury affairs

3) Adjusting the balance of the public sector

4) Developing the state administrative system

5) Building and developing public sector personnel

- The master plan (21) for Anti-Corruption and Ethical Behavior (2018-2037) : serves as a development framework to ensure transparency, prevent corruption, and promote ethical behavior within the public sector through the development of individuals and systems. It consists of a total of 2 sub-plans, which include:

1) Preventing corruption and unethical behavior

2) Combating corruption

- The master plan (22) for Legal and Judicial Process (2018-2037) : is a framework for developing laws and judicial processes for the overall benefit of the country. It consists of a total of 2 sub-plans, which include:

1) Developing laws

2) Developing judicial processes

- The master plan (23) for Research and Innovation (2018-2037) : is a framework for developing Thailand's competitiveness in technology and scientific infrastructure. It consists of a total of 5 sub-plans, which include:

1) Economic aspects

2) Social aspects

3) Environmental aspects

4) Basic knowledge infrastructure

5) Factors supporting research and innovation.

3. The 13th National Economic and Social Development Framework (2023-2027)

This framework serves as a guideline for planning the national economic and social development in support of the 20-Year National Strategic plan (2018-2037). It aligns with the objectives and development goals set by the national strategy within the 5-year

period (2023-2027). The framework is based on the sufficiency economy philosophy and takes into account the highly dynamic internal and external environmental factors, providing a guiding philosophy for driving and planning the future development of the country in line with sustainable development goals (SDGs). The framework includes:

1) Transforming Thailand into an economy that creates value and advances society sustainably (Transformation to Hi-Value and Sustainable Thailand)

2) The core components to drive the country towards a "Hi-Value and Sustainable Thailand"

4. National Education Plan (2017-2036)

This plan has outlined education development strategies to achieve the goals of the objectives, the vision and educational management concepts under 6 strategies, as follows:

Strategy 1 : Education management for social and national stability

Strategy 2 : Producing and developing human resource, research and innovation to enhance the country's competitive capability

Strategy 3 : Developing the potential of individuals at all stages of life, and creating a learning society

Strategy 4 : Creating opportunities, equality, and educational equity

Strategy 5 : Education management to promote a quality of life which is friendly to the environment

Strategy 6 : Enhancing the efficiency of the education management system

5. The 4th National Justice Administration Master Plan (2023-2026)

Dimension 1 : Promoting legal justice

Promoting legal justice aims to encourage reflection and development to ensure that laws are suitable, and effective, in line with the true intent of the law. This leads to acceptance and adherence by the public, recognizing that the law is a tool that guarantees justice for all in society equally and genuinely.

Objective 2 : Enforcement of laws according to its intent

The aim is to enforce the law according to its intent based on the principle of equality under the law for all citizens. Emphasis is placed on the balance between law enforcement and public interest or the needs of the people in order to prevent the enforcement of laws causing harm or creating burdens on the people and society. This includes increasing the efficiency of law enforcement in a manner that is suitable, convenient, timely-mannered, and in line with the societal context.

Operational Guidelines

(1) Promote efficiency and equity in law enforcement.

(2) Maintain a balance between law enforcement and public interest or the needs of the people.

(3) Support law enforcement agencies in utilizing technology for law enforcement operations.

Dimension 3 : Building Cooperation Networks in Justice Administration

Building cooperation networks in justice administration aims to elevate the cooperation in justice administration in order to provide objectives and directions in the management of each step of the coordinated justice process. This will lead to genuinely facilitate justice for the people and society, based on the roles, responsibilities, and capabilities of each agency in the justice process, including collaboration among legal authorities and various sectors of society at every stage, as well as fostering international cooperation networks. Additionally, it aims to promote the justice administration according to the principles of good governance, as well as to link and utilize data and technology to support systematic collaboration among different agencies and sectors.

Objective 2 : Justice administration according to good governance principles

It is to promote and develop the management of organizations within the justice process, adhering to the principles of good governance and operating on the basis of legal ethics. This includes fostering a work culture that emphasizes success in facilitating justice with a citizen-centric approach and providing standardized global systems and services to the public. This is achieved through a capable and competent workforce that performs their duties and meets the expectations of the public with integrity and transparency. Additionally, there are mechanisms for monitoring and evaluating the clear success of operations in the justice process, along with guidelines for developing the justice process using reliable and systematic data and knowledge.

Operational Guidelines

(1) Reforming agencies in the justice process into organizations that adhere to ethical principles and operate on the basis of legal ethics.

(2) Transforming the working culture to emphasize success in providing justice while focusing on citizens as the center (Citizen-centric).

(3) Developing working systems and public services that meet international standards.

(4) Developing mechanisms for preventing, inspecting, and rectifying corruption and misuse of power in the unauthorized conduct of personnel in the justice process.

(5) Establishing guidelines for monitoring and evaluating the clear success of operations in the justice process.

(6) Prioritizing academic work and supporting research to foster the development of the justice process, using data and knowledge for its advancement."

6. **Vision, Mission, Core Values, Organizational Culture, and Productivity of the Royal Thai Police for the next 20 Years (2018–2037)**

Vision : "An organization of law enforcement that the public trusts and has faith in"

Mission :
1) Ensure the safety of the King and the Royal Family
2) Enforce laws and administer criminal justice
3) Maintain the peace and security of the kingdom

Core Values (COPS) :
1) Competency
2) Overall Fairness
3) People-Oriented
4) Service Mind

Organization Culture : "Adhere to discipline, Alleviate suffering, Promote the well-being of the people, and Work in a team"

Productivity : " The public has confidence in the performance of the police. Society and the nation are stable, supporting national development".

7. **The 20-Year Strategic Plan of Royal Thai Police (2018–2037)**

Strategy 1 : Enhancing the Stability of National Core Institutions and Maintaining Internal Security.

Strategy 2 : Enhancing Law Enforcement Capabilities, Facilitating Criminal Justice, and Providing Fair and Consistent Public Services.

Strategy 3 : Involving the Public in Sustaining Social Peace.

Strategy 4 : Modernizing the Organization and Aiming for Excellence.

Furthermore, from the aforementioned strategic direction, it has established strategic alignment with the Constitution of the Kingdom of Thailand BE 2560, the government's 20-year strategic plan (2018-2037), National reform plan in 11 areas , the 12th Economic Development Plan (2017–2021), the National Security Policy (2015–2021), and other factors as illustrated in Figure 1.2 and presented in the strategic plan map of the Royal Thai Police for 20-year period (2018-2037) as depicted in Figure 1.3
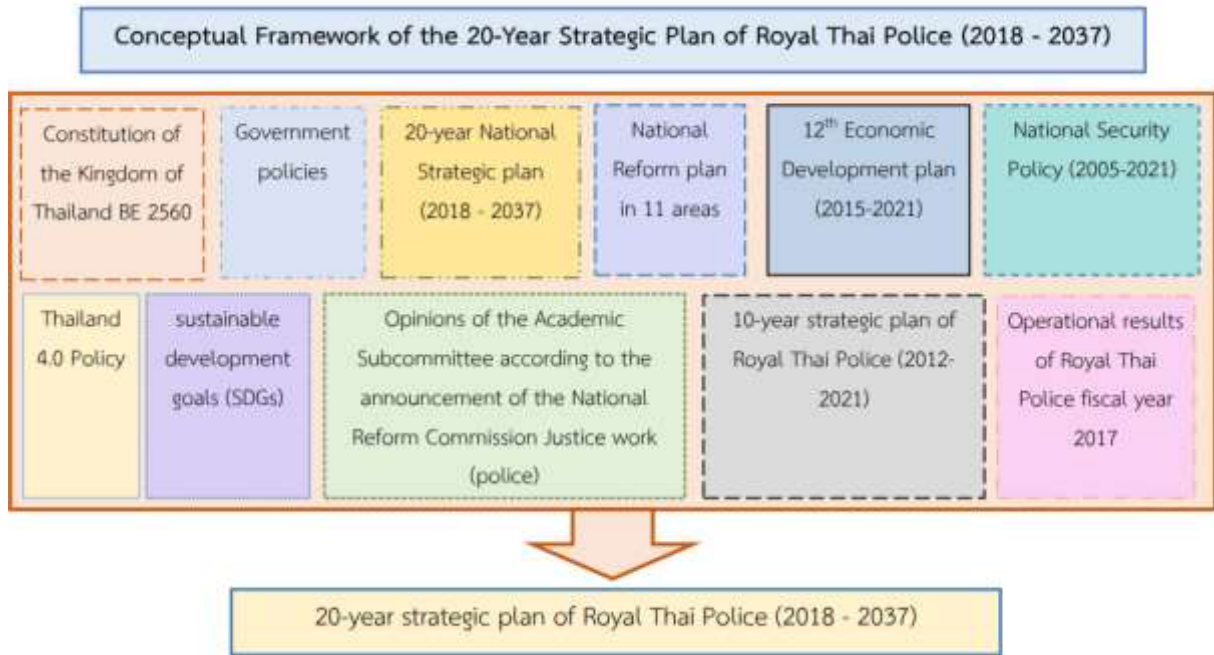
Diagram 1.2 : Conceptual Framework Used in the Formulation of the Royal Thai Police for 20- year period (2018-2037)

Diagram 1.3 : Strategic Plan Map of the Royal Thai Police for the 20-Year Period (2018-2037)

8. **Royal Thai Police's 20-Year Education Strategy (2017–2036)**

Strategy 1 : Establishing and developing training units to meet high standards and be ready in all aspects

Strategy 2 : Developing training curricula and enhancing the capabilities of personnel in the field of education and training

Strategy 3 : Developing the capabilities of personnel at all levels to foster skills and expertise in performing duties (Training Road Map)

Strategy 4 : Developing the Royal Thai Police into a learning organization capable of implementing education strategies, including operational action plans

9. Educational Standards of Royal Police Cadet Academy

The Royal Police Cadet Academy has established the institution's educational standards in order to be used as a mechanism to promote educational quality assurance in accordance with the aforementioned principles, including to monitor, inspect, evaluate, and develop continuously. Based on the authority granted by Article 12 (2) and (3) of the Police Cadet Academy Act of B.E. 2551 and the resolution No. 3/2562 of the Education Council, Police Cadet Academy has issued educational standards as follows:"

- Standard 1 : Student Outcomes

(1.1) Cadets acquire a diverse range of knowledge and abilities, as well as possess professional police skills, lifelong learning skills, and desirable qualities of the Royal Thai Police. They exhibit leadership qualities and uphold police professional ethics.

(1.2) Cadets become creative innovators, possess 21st century skills, capable of integrating various disciplines into police work and law enforcement, and develop or solve community and societal problems. They remain aware of society and global changes.

(1.3) Cadets exhibit their loyalty to the nation's core institutions, possess a volunteer spirit, demonstrate moral courage, firmly believe in righteousness for the peace of society, and understand and preserves Thai values.

- Standard 2 : Research and Innovation

The Royal Police Cadet Academy conducts research, innovation, or intellectual property that responds to the country's security potential and the academy's identity. This is to align with the national strategy for developing the police organization's ability to address societal issues for the peacefulness of people. The academy also fosters cooperation networks with academic institutions or external organizations, including industrial sectors, to integrate research with education or academic services and to promote cultural preservation for the development and enhancement of students' competitiveness at the national or international level

- Standard 3 : Academic Services

The Royal Police Cadet Academy provides academic services that align with the context and respond to the needs of society based on expertise and the academy's identity. It fosters cooperation with local organizations, academic institutions, or other organizations, both domestically and internationally, to enhance the strength of society and the nation. This includes integrating academic services with teaching, research, or cultural preservation.

- Standard 4 : Culture and Thai Identity

The Royal Police Cadet Academy organizes learning, research, and academic services that contribute to the preservation, creation, and understanding of cultural knowledge. It also promotes the adaptation and application of both Thai and international cultures, in line with the academy's potential and identity. This fosters a sense of pride in being Thai.

- Standard 5 : Management and Administration

(5.1) The Royal Police Cadet Academy offers courses and learning management that emphasize holistic development, aiming to instill desired qualities that align with the Royal Thai Police's needs and national strategies, with participation from various network partners.

(5.2) The Royal Police Cadet Academy performs the administration in accordance with its vision and mission, including human resource and learning resource management based on the good governance principles. It values diversity and academic freedom, being efficient, effective, flexible, transparent, and subject to regular evaluation.

(5.3) The Royal Police Cadet Academy has an efficient and effective quality assurance system for program-level and institution-level. There is ongoing guidance to ensure that education management and operations align with the mission in accordance with the Ministry of Education's standards for program-level and institution-level education, as well as other relevant standards set by the Ministry of Education or related agencies.

- Standard 6: Institutional Identity

The Royal Police Cadet Academy is an institution of expertise with specialized academic, governance, and academic management form. It fosters continuous learning, nurturing cadets from the beginning of their studies until graduation to become professional police officers in both the academic and law enforcement fields. They are capable of responding to the needs of the Royal Thai Police for the well-being of the people.

Additionally, there are updated educational standards that align with the current societal context. The Ministry of Higher Education, Science, Research, and Innovation has issued ministerial regulations related to important educational standards, effective from the year 2565 B.E., including:

1) Ministry of Education Regulations on Educational Management Standards for Higher Education Institutions, 2022.
2) Ministry of Education Regulations on Fundamental Curriculum Standards for Higher Education, 2022.
3) Ministry of Education Regulations on Academic Position Standards in Higher Education Institutions, 2022.
4) Ministry of Education Regulations on Other Higher Education Level Standards, 2022.
5) Ministry of Education Regulations on Qualification Standards for Higher Education, 2022.

        The ministerial regulations and relevant rules are used as part of the information to serve as a framework and guideline for the development plan of the Royal Police Cadet Academy, particularly in developing the cadet curriculum to meet the standards aligned with the essential content of the ministerial regulations and related rules mentioned above.

Section 2

Key Information of the Royal Police Cadet Academy

In the process of developing the development plan for the Royal Police Cadet Academy from 2022 to 2026, information has been gathered for the purpose of defining strategies and plans, as well as information to be used for a conceptual framework, with details in each section as follows.

1) **Information for Formulating Strategies and Plans**

Information for formulating strategies and plans is categorized into five groups, namely: 1) Information about cadets and stakeholders, 2) Information on the outcomes of operations in accordance with the strategy, 3) Information on human resources, 4) Financial information, 5) Surveys results of staff opinion, with details as follows.

1.1 **Information about cadets and stakeholders**
- Personal information of police cadets and army preparatory cadets under the Royal Thai Police
- The number of cadets who have completed/failed their studies
- Cadets' satisfaction
- The level of assessment scores in terms of facilities and learning support

1.2 **Information on the outcomes of operations in accordance with the strategy**
- Results of internal educational quality assurance at the institutional level
- Results of internal educational quality assurance at the institutional level, categorized by important components

1.3 **Information on Human Resources**
- Information about the personnel of the Royal Police Cadet Academy, categorized by position, age, and age group
- Staff retention rate
- Retirement rate between the years 2022-2026

1.4 **Financial Information**
- Information on the annual budget and expenditure

1.5 **Survey Results of Staff Opinions (October 2022)**
- Opinions of Police Cadets
- Opinions of teachers
- Opinions of training instructors
- Opinions of police officers and employees of the academy

1.1 Information about cadets and stakeholders

Information about cadets and stakeholders involves the collection of data on the results of operations, as well as feedback, satisfaction, dissatisfaction, expectations, and the management of complaints arising from the academy's operations, affecting both cadets and stakeholders of all organizational groups. This detailed information is used to formulate strategies and development plans for the Royal Police Cadet Academy, as follows


Year = Numbers of applications
2561 = 220
2562 = 280
2563 = 300
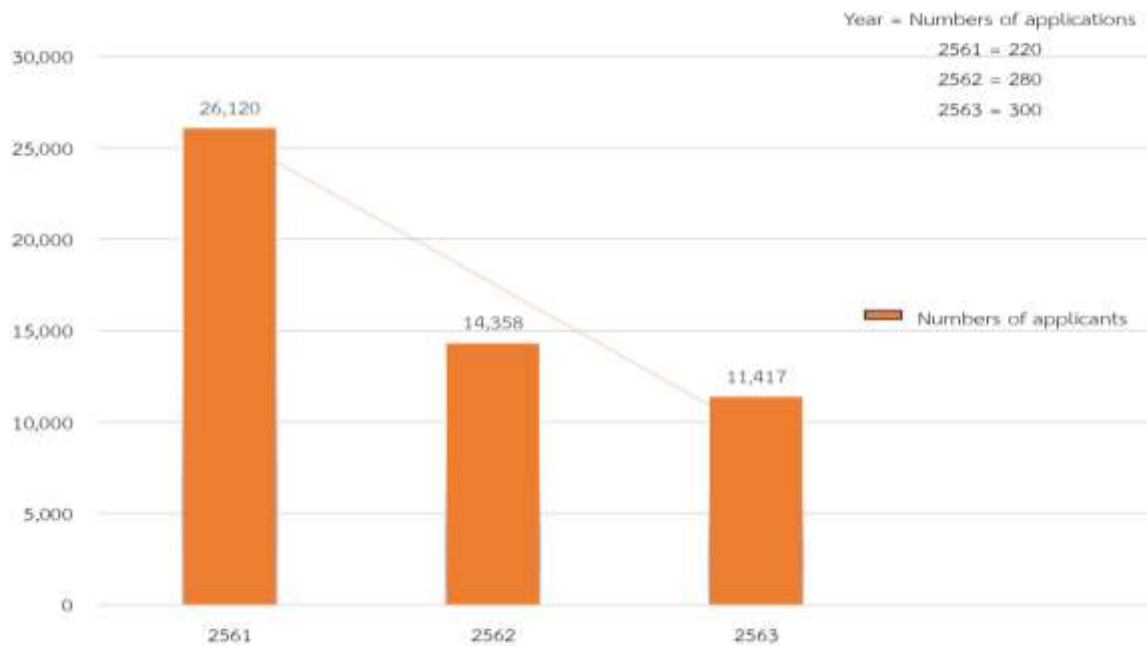
Diagram 2.1 : Information about police cadets and army preparatory cadets under the
Royal Thai Police

From the data on the number of applicants and successful exam takers among police cadets and army preparatory students under the Royal Thai Police, it was found that from the year 2018 to 2020, the average competition rate for admission to the Royal Police Cadet Academy was 69.35%. When considering environmental factors, problems may arise from the demographic trend of decreasing birth rates. Additionally, the current trend among workforce is to avoid roles that involve risks or require manual labor.
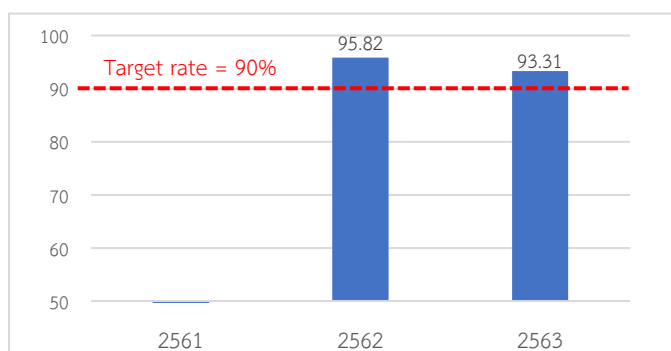

The management of teaching and learning has set a target that the personnel will have a success rate of not less than 90% per year. In every year, there have been more individuals who have successfully completed their education than the set target. However, it was observed that in

Figure 2.2 : The number of students who have completed/failed their studies.

the year 2020 (with a rate of 93.31%), the rate of individuals who successfully completed the program was lower than in the year 2019 (with a rate of 95.82%).
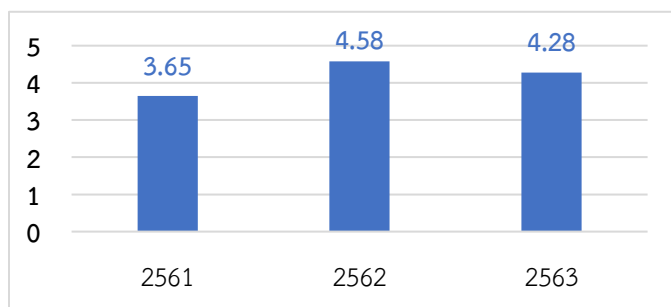
The results of the operations in producing graduates of the Royal Police Cadet Academy indicate that the satisfaction level of graduates has increased. However, it is still not a consistent trend.

Diagram 2.3 : Satisfaction of final-year students/graduates with the quality of the program

1.2 Information on the outcomes of operations in accordance with the strategy

The Royal Police Cadet Academy is a specialized public institution of higher education. Its primary missions are teaching, research, academic service to society, and preservation of arts and culture.The Royal Police Cadet Academy has conducted a Self-Assessment Report (SAR) based on the guidelines for assessing the quality of education at the institutional level in 6 elements and 21 indicators.
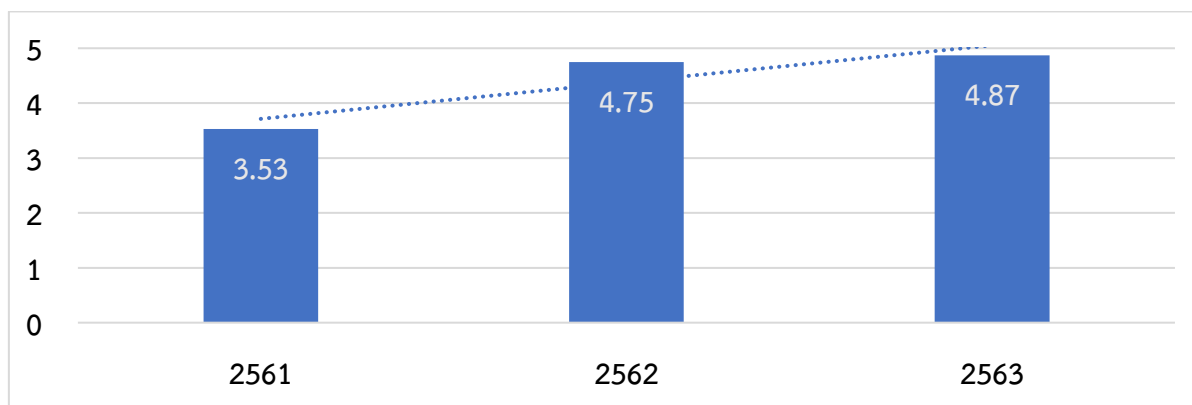
Diagram 2.4 : Assessment of the quality of education at the institutional level

From diagram 2.4, it is found that the results of the assessment of the quality of education within the institutional level. In 2020, the highest assessment result was 4.87, up from 2019.

1. Administrators place importance on quality assurance of education.

2. Faculty members have expertise in teaching, research, and the police profession.

3. Learning resources have been provided, which facilitate expertise in the police profession.

4. There is a modern and respected police professional learning center.

5. Police cadets possess diverse knowledge and abilities, including leadership and volunteer skills, equipping them to compete in national and international academic and skills competitions.

6．The Royal Police Cadet Academy's quality assurance involves the development of indicators that correspond to the institution's unique identity.
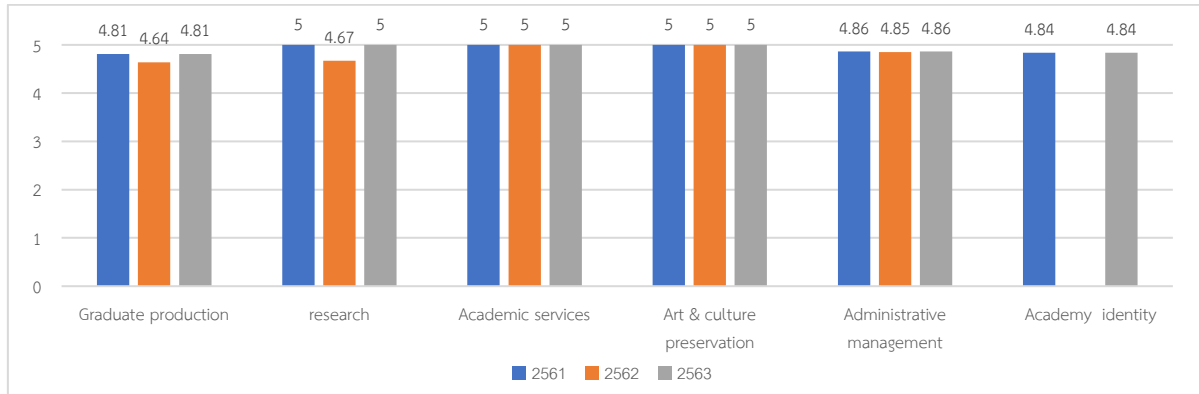
Diagram 2.5 : Assessment of the quality of education at the institutional level classified by key components

When considering the results of the internal quality assurance at the institutional level, most key components show a positive trend. However, it is noted that for Component 1, which relates to graduate production, and Component 2, which pertains to research, the scores cannot yet determine a clear trend. Furthermore, when examining the indicator levels, it is evident that some indicators have lower scores due to performance falling below the set targets. One such example is in the area of "English language testing at the undergraduate level," where performance fell below the target. This is due to the English language test administered in the academic year 2020, using the RPCA-TEP English test criteria for the first time, which differs from the criteria used in previous academic years.

1.3 Human Resources Information

Based on the results from the Royal Police Cadet Academy, it is evident that the vision and mission can be achieved when considering the human resources involved in its operations. The following are key pieces of information:

	Non-commissioned officers	Commissioned officers	lecturers
Z	35	6	3
Y2	29	60	17
Y1	14	40	13
X2	25	64	33
X1	40	127	47
BB		49	16
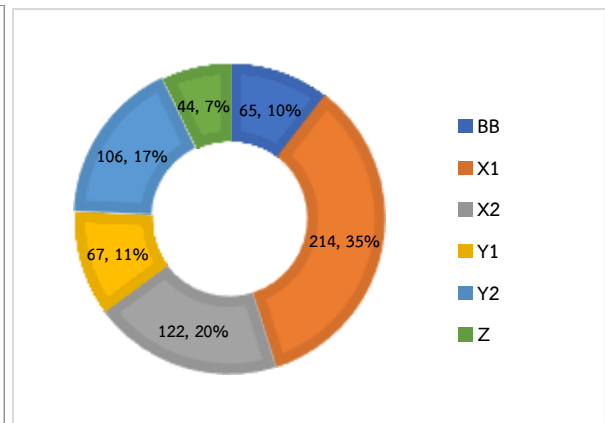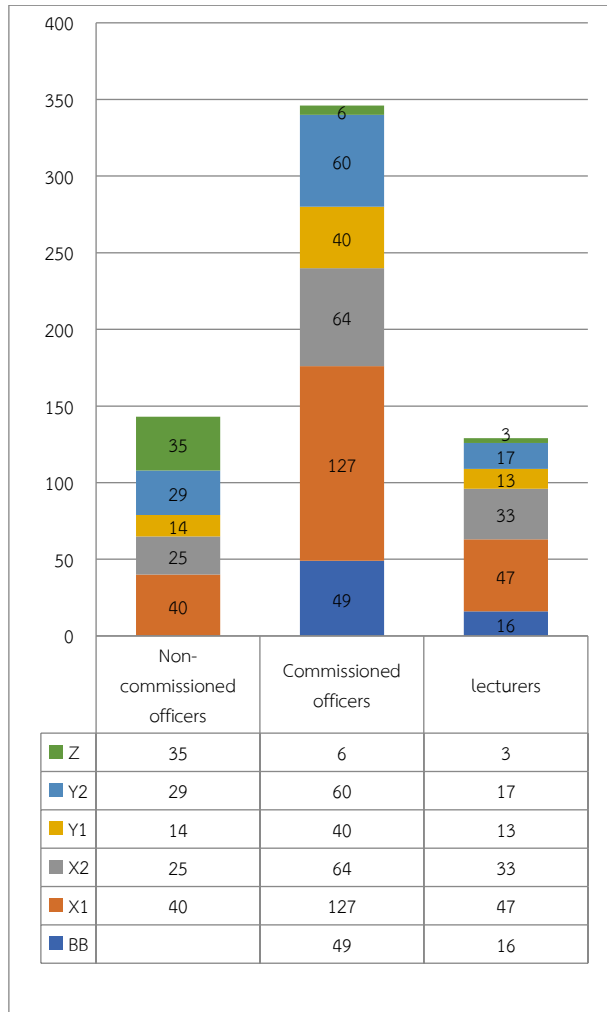
Remark : Age range classification criteria are as follows:

1) Gen BB (Baby Boomer) Age range: 55-60 years
2) Gen X1 Age range: 45-54 years
3) Gen X2 Age range: 35-44 years
4) Gen Y1 Age range: 31-34 years
5) Gen Y2 Age range: 25-30 years
6) Gen Z Age range: 18-24 years

Diagram 2.6 : Information of the Royal Police Cadet Academy personnel classified by position, age and age range

According to Figure 2.6, it is found that the Royal Police Cadet Academy has a total staff of 618 individuals. It is observed that the majority of the staff belong to the Generation X group, accounting for more than 50%, followed by the Generation Y (also known as Generation BB) and Generation Z groups, respectively.
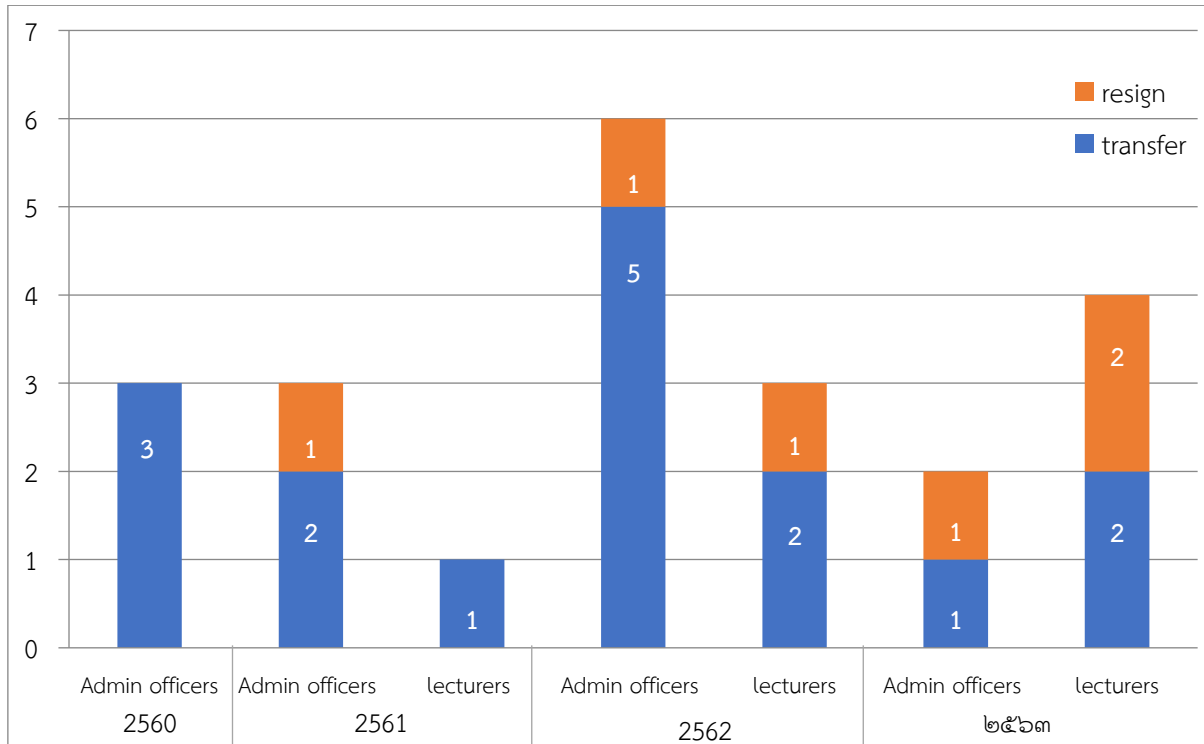
Diagram 2.7 : Personnel Retention Information

When considering information regarding resignations and staff transfers, the numbers are very low, as shown in Figure 2.7

	2565	2566	2567	2568	2569
■ lecturers	2	4	5	2	2
■ Commissioned officers	8	6	5	9	15
■ Non-commissioned officers	3	1	2	5	7
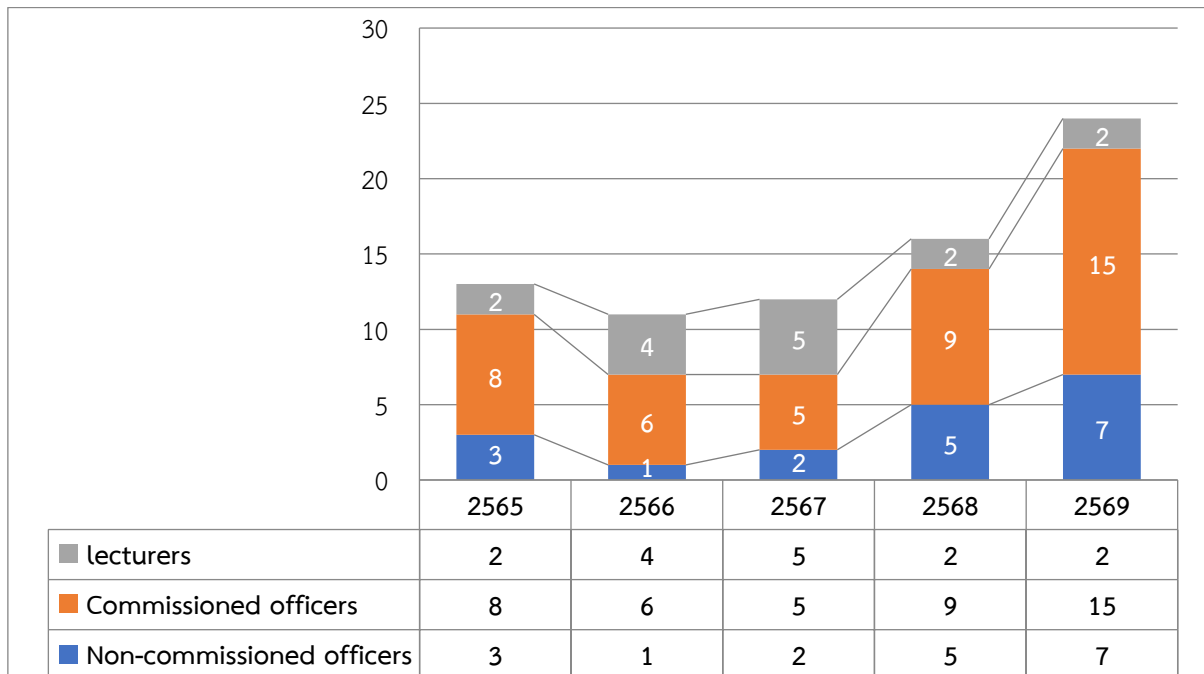
Diagram 2.8 : Retirement rate during 2022-2026

Over a 5-year period, there will be 74 retirements, which accounts for more than 10% of the workforce. When considering specific positions, it is found that 15 lecturers, which are considered key staff at the Royal Police Cadet Academy, will retire. Therefore, it is

considered a new challenge for the Royal Police Cadet Academy to plan manpower for 43 commissioned positions and 18 for non-commissioned positions. (to bring this information in preparing the human resource development plan 2023–2027)

1.4 Financial Information

In the process of developing the Royal Police Cadet Academy's development plan, financial information has been collected to analyze the overall financial allocation of resources. This includes detailed information as follows:
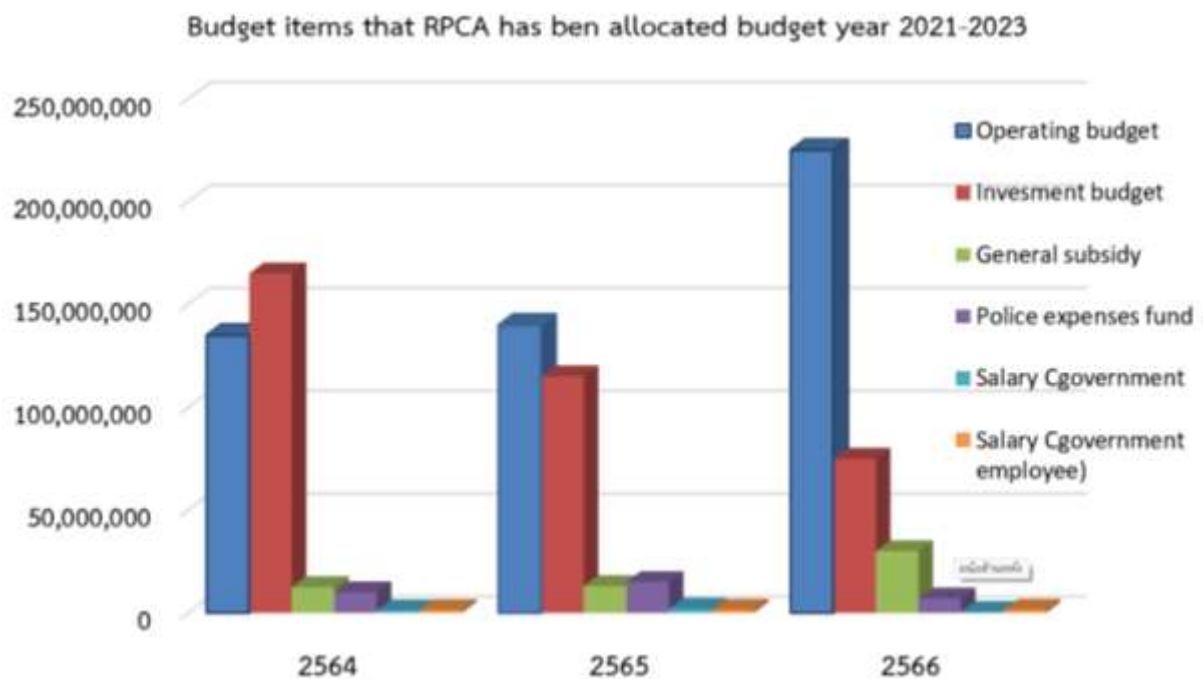
Diagram 2.9 : Budget and Expenditure Information for the year 2021-2023

From diagram 2.9, when considering the budget list each year. It was found that the budget was allocated in the manner of fixing the budget, and the appropriation agency was required to carry out its own mission. It was found that in 3 years, general subsidies and operating budgets tend to increase while investment budgets tend to decrease every year (because the Comptroller's Department stipulates that operating budgets and investment budgets can be used for different types of expenditures and different values of expenditures and frequency of expenditures).

1.5 Survey results of police cadet academy personnel

To obtain clear information in formulating administrative policies and guidelines for developing the Police Cadet Academy. Therefore, opinions on the management of the Police Cadet Academy were collected from all types and levels of personnel in the Police Cadet Academy. On issues related to living conditions. Obstacles in operation, including suggestions with details as follows:

1.5.1 Police Cadets' Comments

Police Cadet Opinion Survey is conducted through an online survey with 4 question sections:

1.5.1.1 Part 1: General Information Survey is a multiple-choice question of 2 questions to ask general information of survey respondents, with the survey results as follows:

1) Gender: All males responded to the survey. 308 officers (94.8%) and 17 females (5.2%)

2) 125 officers (38.5%) in the 1st year, 85 officers (27.1%) in the 2nd year, 77 officers (23.7%) in the 3rd year, and 38 officers (11.7%) in the 4th year.

1.5.1.2 Part 2: The survey on satisfaction with management is composed of multiple-choice questions where respondents assign scores based on Likert's Scale. This scale divides the level of satisfaction into five categories. The average scores given by police cadets for each question are categorized into two aspects.

Most satisfied	=	4.21 – 5.00
Very satisfied	=	3.41 – 4.20
Moderately satisfied	=	2.61 – 3.40
Less satisfied	=	1.81 – 2.60
Least satisfactory	=	1.00 – 1.80

1) Management satisfaction survey consists of 3 parts:

(1) Regarding education, the satisfaction score of one hundred police cadets averages 3.690, indicating a relatively high level of Satisfaction. Among the 14 survey questions, the cadets scored the expertise of the teaching staff in their respective subjects the highest, with an average of (4.231.) The cadets also rated 11 other aspects as highly satisfactory, including convenient access to internet services for learning (average score of 4.015), practical training in police methods and crime prevention (3.945), and up-to-date course materials (3.852). They also appreciated the comprehensive teaching methods that enhanced their professional knowledge (3.794) and easy communication with instructors (3.785). The cadets valued morally sound teaching methods (3.763), modern facilities (3.708), and effective English language development (3.551). They were also satisfied with full-time dedication to police method training (3.483) and training without interruption by other activities (3.446). However, two aspects received moderate satisfaction scores: full-time commitment to extracurricular physical education (3.403) and academic subjects (3.105).

(2) As for governance, the satisfaction score of one hundred police students averages at (3.197), indicating moderate satisfaction. Among the eight survey questions, the cadets rated their superiors in the division highly, with an average score of (3.822), for their caring and appropriate advice when the cadets encounter problems. The cadets also found the governance and command fair and equitable, following appropriate guidelines. There are 7 issues that police cadets are moderately satisfied with: fair, equitable

and equitable command in accordance with the appropriate framework (3.298) and a system for development and assessment of competency. (3.222) Able to access supervisors at all levels conveniently (3.197) During leisure time, use equipment-facilities available at the agency to develop their potential in addition to being fully trained/trained. (3.126) During leisure time, use equipment-premises at the agency. Discipline is maintained within the framework of cause and effect and physical life safety of police cadets (2.954), and adequate rest time is allocated. No intervention during the period of rest (2.877)

(3) Well-being The overall satisfaction average was 2.678, meaning that police cadets were less satisfied, which is an average satisfaction level from a total of 10 questions. It was found that police cadets expressed moderate satisfaction in five areas: systematic and adequate provision of laundry services for cadets, with a score of (3.400) sufficient and appropriate supply of uniforms for various activities, scoring (3.283) clean, suitable, and safe accommodation and surrounding areas for cadets, rated at (3.243) adequate provision of furniture and equipment for cadet company facilities, with a score of (2.960) and suitable, accessible, and timely medical and hygiene management, rated at (2.615) Conversely, the five areas where cadets expressed lower satisfaction include: allocation of free time for personal recreational activities, relaxation, and exercise, with a score of (2.569) provision and access to supplementary food, snacks, and beverages, rated at (2.289) adequate and suitable supply of drinking water, scoring (2.249) sufficient water supply without shortages, rated at (2.163) and provision of quality, nutritionally balanced food in sufficient quantities for cadets of all years, with a score of (2.009)
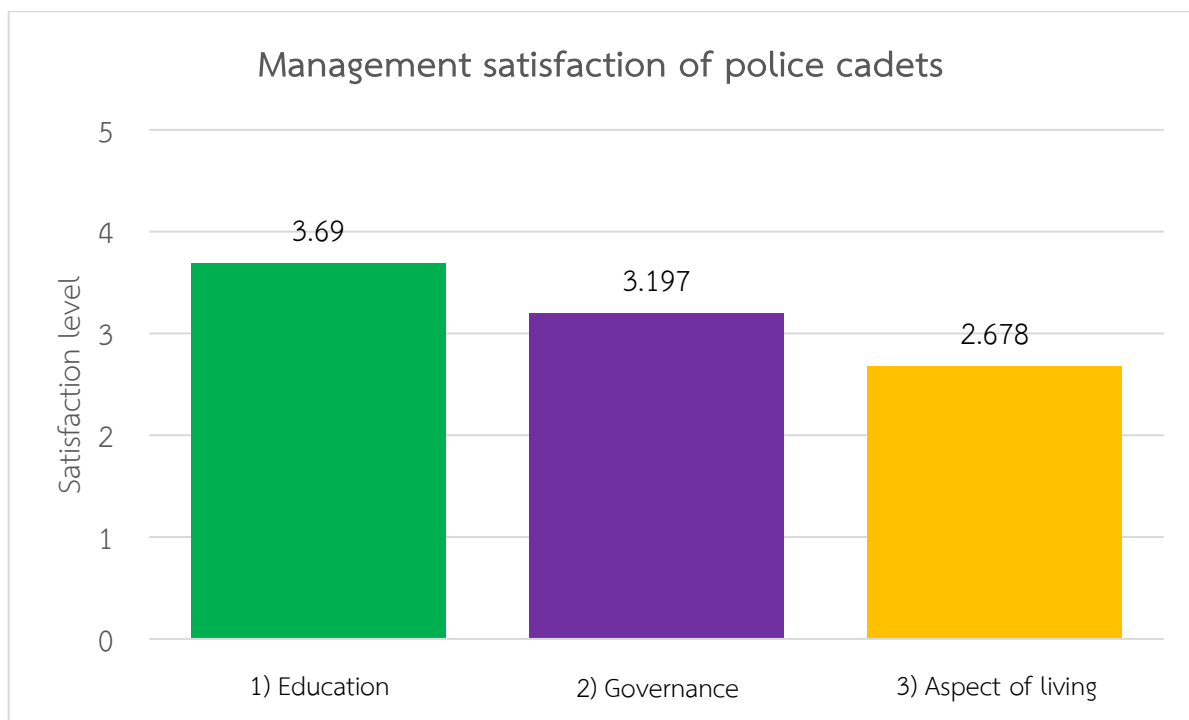

Diagram 2.10 : Management satisfaction of police cadets

2) General attitude and behavior survey The average satisfaction level from a total of 12 questions showed that the five most satisfied issues for police cadets were that they were confident and responsible enough to develop themselves to meet the required competency assessment standards and accept the results of such assessment (4.425). Use library services, but not have enough free time to go to such services (4,302) Think of survey respondents or sleeping friends. During the course because of physical tiredness (4.271), the respondents agreed that physical punishment did not contribute to physical performance development as much as self-exercise (4.215). The seven areas where police cadets expressed high satisfaction are as follows: survey respondents have clear life goals and know which duties they want to perform after graduation, with a score of (3.960) respondents place more importance on administrative activities over academic activities as they impact daily life more significantly, scoring (3.822) respondents believe that participating in activities outside the company poses a risk of getting caught in wrongdoing, hence they prefer spending leisure time within the company, rated at (3.763) respondents can adapt and are happy living within the structured environment of the police academy, scoring (3.585) respondents plan to serve in the police force until retirement, with a score of (3.566) respondents or their peers sleep during classes due to a lack of motivation, believing that they can review the material later, scoring (3.498) and respondents view sleeping during classes as normal and acceptable, rated at (3.418)

1.5.1.3 Part 3 A survey on the interests and aptitudes for various police roles during training revealed that 112 cadets, accounting for 34.5%, are skilled and interested in the investigative branch. 62 cadets, or 19.1%, prefer the preventive branch. 37 cadets, making up 11.4%, are inclined towards the inquiry branch. Another 37 cadets, also representing 11.4%, are interested in the information technology branch. 35 cadets, or 10.8%, are drawn to administrative roles. 22 cadets, accounting for 6.8%, prefer the forensic evidence branch. 12 cadets, comprising 3.7%, are interested in the traffic branch. Lastly, 8 cadets, or 2.5%, are inclined towards teaching roles in the police force.

Police interests and aptitudes during the education of police cadets.

- Forensic Science Division 7%
- Traffic Division 4%
- Faculty Division 3%
- Investigative Division 34%
- General Division 11%
- Information Division 11%
- Interrogation Division 11%
- Defense Division 19%
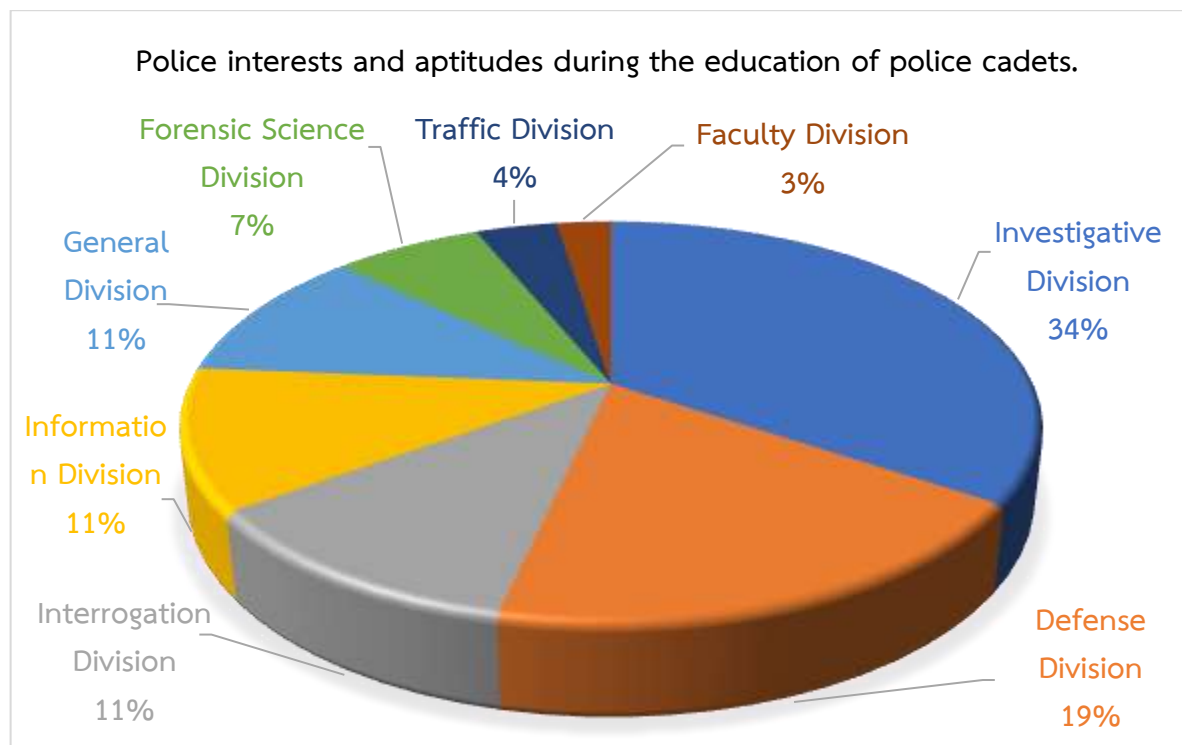
Diagram 2.11 : Interests and aptitudes of police work during the study of police cadets

   1.5.1.4 Section 4 Recommendations for Improving Education, Well-being/ It was an open-ended question in which a total of 160 police cadets commented, representing 49.23 percent of all police cadets who responded to the assessment form. In summary, opinions can be classified into 3 aspects as follows:

   1) Administrative aspects

   (1) Discipline maintenance Police cadets in all years There is a common opinion that punishments should be avoided as collective punishments, should focus on individual punishments and create awareness of duty and responsibility for oneself and the collective. In terms of the form of discipline, all 4 students agreed that punishment should not be in the form of prolonged exercise and posture that negatively affects health. There are suggestions for separating exercises. Take responsibility for yourself, train your own body to pass the fitness test criteria of the Police Cadet Academy.

   (2) Guard Police cadets every year. There is an opinion that row consolidation is too long and frequency is too frequent. It affects the allocation of time after play.

   (3) The police training regimen of intensive running warm-ups or strenuous exercises before the main police training sessions creates excessive fatigue. This can adversely affect learning and training, potentially resulting in less than optimal effectiveness.

   (4) Sports science suggests reducing exercises that cause knee degradation and emphasizes individual workouts. It recommends using fitness benchmarks

to measure the physical capabilities of police cadets. This approach allows cadets to allocate time for reviewing lesson content and pursuing self-development in other areas.

2) Improvement of health and well-being

(1) Cadets reported issues related to water and infrastructure. They highlighted problems with utility water that is not flowing, insufficient in quantity for daily use, and drinking water of low quality, difficult to access, and not available in adequate amounts. This is particularly concerning due to the requirement of heavy physical exercise, as insufficient drinking water significantly harms health. Additionally, there are not enough electrical outlets for online learning, and the bathrooms in the dormitories are in disrepair, often unusable even after attempts at fixing them, leading to recurring problems.

(2) Cadets have expressed concerns about nutrition, particularly in terms of protein intake, which is insufficient compared to their body weight. Additionally, the quantity of food provided is often limited and inadequate, frequently resulting in meals that are not filling enough.

3) Academic

(1) Content: Cadets unanimously suggest that there should be an increase in English language content, as well as in other foreign languages. They also believe that there should be more emphasis on financial management education to build financial resilience for when they graduate and start working. Additionally, they advocate for a greater focus on subjects related to cybercrime.

(2) Studying schedule: Cadets share the opinion that there should be a clear separation between academic study and training. They suggest using study time fully, without any other tasks or missions interrupting. Additionally, they express a desire for more personal time to review and further study subjects of their individual interest.

1.5.2 Faculty members' opinions

The survey of opinions among 3 6 faculty members was conducted through an online questionnaire that consisted of three sections.

1.5.2.1 Part 1 General information: The survey contains 3 multiple-choice questions to gain the respondents' general information.

1) Age: Personnel aged 3 1 –4 0 years, numbering 7 individuals, accounted for 19.4% of the group. Those aged 41–50 years, totaling 15 individuals, comprised 41.7%. And those aged 51–60 years, with 14 individuals, represented 38.9% of the total.

2) Years of service: 1–2 years, numbering 3 individuals, accounted for 8.3% / 3–4 years, numbering 3 individuals, accounted for 8.3% / 5–6 years, numbering 4 individuals, accounted for 11.1% / 7–8 years, numbering 3 individuals, accounted for 8.3% / 9–10 years, numbering 3 individuals, accounted for 8.3% and more than 10 years numbering 20 individuals, accounted for 55.6%

3) The highest level of education attained was divided as follows: 1 individual with a bachelor's degree, constituting 2.8%, 21 individuals with master's degrees, making up 58.3%, and 14 individuals with doctoral degrees, accounting for 38.9%.

1.5.2.2 Part 2 The survey on satisfaction with management consisted of multiple-choice questions where respondents assigned scores based on Likert's Scale. This scale divides the level of satisfaction into five categories. The average scores given by the personnel of the police academy for each question were categorized into three aspects.

Most satisfied	=	4.21 – 5.00
Very satisfied	=	3.41 – 4.20
Moderately satisfied	=	2.61 – 3.40
Less comfortable	=	1.81 – 2.60
Least satisfactory	=	1.00 – 1.801

1) General well-being The total satisfaction average of 3.319 means that the staff of the Police Cadet Academy are delighted. Out of the eight questions, it was found that 1 of the most satisfied issues of the faculty of the Police Cadet Academy was that they felt happy with life in the Police Cadet Academy (4.278). (4.194) Have sufficient free time to relax and spend with family (4.028). Receive the welfare rights it deserves, such as suitable housing. Complete medical care, allowances or remuneration without hindrance/ failure (4.028), Sufficient income for daily living, No debts or borrowing from others for everyday life (4.028), the condition of your accommodation building is clean, appropriate, and safe (3.444), and the two issues that are least satisfied with the faculty of the Police Cadet Academy. (1.458) And there is a desire to transfer or rotate out to positions outside the police academy in this year's annual appointment cycle (1.292)

2) In the aspect of work, the overall average satisfaction level among the faculty of the police academy is 3.198, indicating a moderate level of satisfaction. This average is derived from a total of 9 questions. It was found that there are two areas where the faculty members are most satisfied: the ability to work well with colleagues without conflicts or divisions into groups (4.056) and satisfaction with the opportunities for career advancement in their current department (3.667).There are six areas where the faculty members have moderate satisfaction, which include having a clear and tangible plan/ system/criteria for evaluating the performance of personnel (3.167), selecting suitable personnel for positions within the department (3.000), offering opportunities for all staff to participate in the management process (2.958), having a clear and tangible plan/system for promoting and developing staff (2.917), having clean, adequate, and appropriate bathrooms at the workplace (2.750), and allocating appropriate, sufficient, and modern tools/ technology for work (2.667). Additionally, there is one area where the faculty members have low satisfaction: the provision of appropriate, easily accessible, and stable internet services at the workplace (2.583).

3) In the area of general administration, the overall average satisfaction level among the faculty members is 3.127 indicating a moderate level of satisfaction.

This average is based on a total of 7 questions. It was found that there are two areas where the faculty members are most satisfied: the maintenance of the physical environment/ landscape to ensure it is consistently beautiful and appropriate (3.583), and the maintenance of roads for convenient travel without potholes or severe damage (3.417). There are four areas where the faculty members have moderate satisfaction, including having an effective system/ channel for public relations and communication between departments/ personnel (3.208), having an effective and modern security system within the academy (3.208), providing adequate and appropriate parking spaces for both work and residential areas (2.917), and having an effective and modern integrated information system for overall management (2.833). There is one area where the faculty members have low satisfaction, which is the efficiency of the water management system, ensuring sufficient water storage and distribution without disruptions or shortages (2.333).
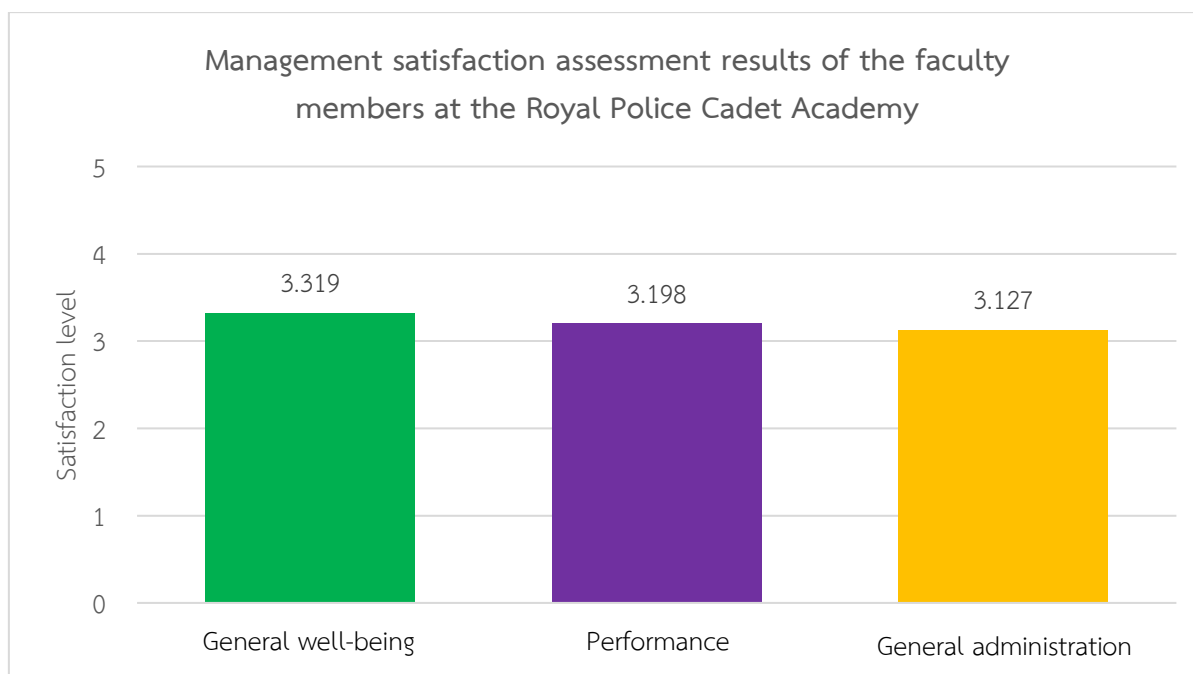

Diagram 2.12 : Management satisfaction of the instructors in the Police Cadet Academy

        1.5.2.3 Section 3 Opinions of Instructors at Police Cadet Academy. The summary can be classified into three aspects as follows:

        1) Material

        (1.1) Classroom equipment used for teaching and learning is not readily available. Microphones should be monitored and maintained at all times in applications such as computers before school starts. Internet access is necessary for educational institutions, and they should invest in this seriously to use it at all times.

        (1.2) Request computer support for departments under the Dean's Office in each faculty because the old is old and slow. In the past, a request for a computer was offered, but it was rejected because of the reason for waiting for the remaining budget.

2) Teaching

(2.1) The student's mission should be clearly defined.

(2.2) Teachers should be allocated to all subjects.

3) Structure and curriculum of the Police Cadet Academy

(3.1) Establishment of the Graduate School Coordination Center to give direction to work at the graduate level of all faculties in the same direction and standard.

(3.2) Bachelor of Science (Cybersecurity) Today, the world has changed into the digital age. Crime patterns have shifted from Street Crime to Cyber Crime. The teaching of the shed ...

1.5.3 Trainer Opinion /Instructor Opinion

Survey Number 11 was an online survey consisting of 3 parts of the question:

1.5.3.1 Part 1 General Information Survey is a multiple-choice question of 3 questions to ask general information of the respondents, with the results as follows:

1) Age: 4 officers aged 20-30 years (36.4%), six officers aged 31-40 years (54.5%) and one officer aged 41-50 years (9.1%).

2) The duration of service in the Police Cadet Academy is divided into 1–2 years, seven officers (63.6%) at 3–4 years. 2 officers, 18.2 percent, 5–6 1 master's degree (9.1%) and over ten years: 1 master (9.1%)

3) The highest level of education is divided into six bachelor's degree (54.5%) and five master's degree (45.5%).

1.5.3.2 Part 2: Management satisfaction survey is a multiple-choice question based on the Likert's Scale.

Most satisfied	=	4.21 – 5.00
Very satisfied	=	3.41 – 4.20
Moderately satisfied	=	2.61 – 3.40
Less satisfied	=	1.81 – 2.60
Least satisfactory	=	1.00 – 1.80

1) General well-being The average satisfaction level was 3.011, meaning that the instructors of the Police Cadet Academy were moderately satisfied, which was an intermediate satisfaction level from a total of 8 questions. (4.273) One issue that the police cadet academy instructors were delighted with was that they received the welfare they deserved, such as suitable housing.Complete medical treatment, allowances, or compensation without hindrance/failure (3.455) 3 issues of moderate Satisfaction with the police cadet instructors: feeling happy with life in the Police Cadet Academy (3.818), having enough free time to relax and give to family (3.364), the condition of your accommodation building is clean, suitable and safe (3.364), and having sufficient income for daily life. No debts or borrowing from others for everyday life (2.818) and issues that the police cadet academy

instructors are less satisfied with. (1.545) 545 And there is a desire to transfer or rotate out to positions outside the police academy in this year's annual appointment cycle. (1.455).

2) The average satisfaction of the Royal Police Cadet Academy was 3.030, meaning that the instructors were moderately happy, which was an intermediate satisfaction level from a total of 9 questions in the aspect of the opportunity to advance in work in the current unit (3.909), be able to work well with colleagues. There are no conflicts or divisions into groups (3.727), and there is selection/selection of personnel suitable for the position to perform their duties in the agency (3.545). (3.273). RPCA has a clear plan/system/criteria for performance evaluation of affiliated personnel and has concrete implementation. Transparency and fairness (3.182) which means providing opportunities for personnel at all levels to participate in the internal management process (2.818) and have clean, adequate, and appropriate toilets in the workplace (2.727). There are two areas where the training instructors expressed low satisfaction. The first is the provision of appropriate, easily accessible, and stable internet services at the workplace, which scored (2.091). The second area of concern is the allocation of suitable, sufficient, and modern tools/equipment/technology for carrying out the tasks relevant to their department's mission, which scored (2.000).

3) General Administration The average satisfaction level of the police cadet academy was 3.143, meaning that the trainers of the Police Cadet Academy were moderately satisfied, which was an intermediate satisfaction level from a total of 7 questions. It was found that 1 issue of satisfaction of the police cadet academy trainers was that the physical/landscape environment was taken care of thoroughly and regularly (3.636). The four issues the police cadet academy instructors were moderately satisfied with were: There was an effective and modern management information system in the overall management/ integration (3.364). There was an effective and contemporary security system/ measures within the police cadet academy. (3.364) The road was maintained to be able to be used for convenient traffic on all routes. It is not bumpy or crumbling to the point of being unusable (3.364). It has an effective system/channel of public relations and communication between departments/personnel in the Police Cadet Academy. (3.273) and two issues that the police cadet academy instructors are less satisfied with adequate and appropriate parking is allocated for both workplaces and residences (2.545).
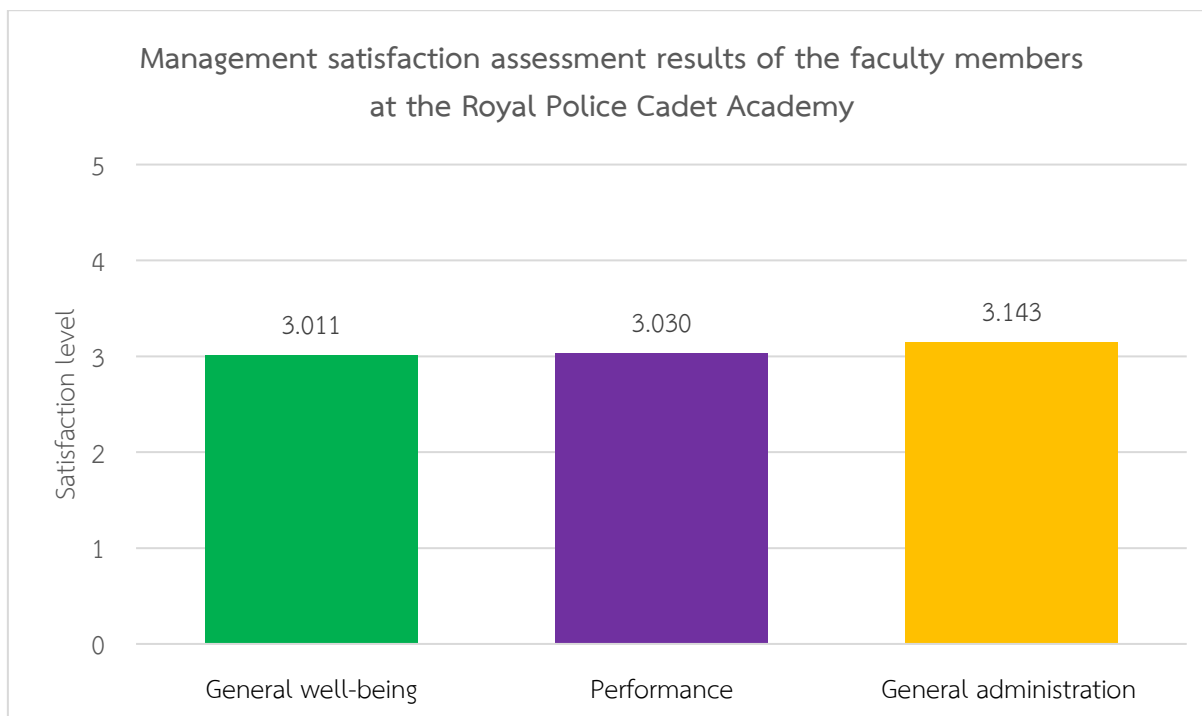
Diagram 2.13 : Management satisfaction of trainers within the Police Cadet Academy

        1.5.3.3 Part 3 Opinion of Police Cadet Academy Trainers The summary can be classified into three aspects as follows:

        1) Personnel

        (1.1) The problem was a shortage of personnel who served as shooting trainers. 13 police officers performed their duties as trainers. Mr. (Deputy Director) Number of 2 Senators Number of 3 Deputy Senators 6 officers and two protesters) which is not enough to meet the task of training the Lieutenant General and developing personnel to become trainers to teach. At least two years of development is required.

        (1.2) Support needs Therefore, it is deemed appropriate to recruit police officers to fill the vacancies.

        2) Teaching and learning

        (2.1) The problem was the number of police cadets in each class. There are too many cadets (150 police cadets at a time), too little emphasis on police professional skills, and other activities impact teaching and learning. Scheduling Classes was non-continuous, such as teaching for one week and then two weeks off and changing periods between subjects. Not allocating time for travel, such as from the shooting range to the physical education training center, causing problems resulting in insufficient study time (first lesson at 08.00 - 10.00, second lesson at 10.00 - 12.00, etc.)

        (2.2) In light of the need for support, it is deemed appropriate that each class should have no more than 60 students. Priority should be given to organizing teaching in police professional subjects. Activities that negatively impact teaching and learning should be reduced. The scheduling of classes should be coordinated with the teachers in

advance. Additionally, a minimum of 20 minutes should be allocated for class transition periods to provide students with adequate time to travel between classes.

3) Budget

(3.1) Problem: It has been observed that the reduction in budget related to firearms training, such as the cost of ammunition, targets, field equipment, and others, is inconsistent with the annual increase in ammunition prices and does not align with the allocated budget.

(3.2) Support Needed: It is recommended that the budget should be allocated sufficiently to meet the demands requested by the department.

1.5.4 Opinions of Police Officers and Employees:

A survey was conducted among 194 police officers and employees using an online questionnaire consisting of three parts:

1.5.4.1 Part 1: General information survey with 4 multiple-choice questions, aiming to gather general data of the respondents. The findings are as follows:

1) Rank: 118 officers (61.1%) with the rank of Contractual, and 75 officers (38.9%) with the rank of Volunteer.

2) Age: 1 officer under 20 years old (0.5%), 47 officers aged 20–30 years (24.4%), 49 officers aged 31–40 years (25.4%), 42 officers aged 41–50 years (21.8%), and 54 officers aged 51–60 years (28.0%).

3) Duration of service in the Police Cadet Academy: 46 officers for 1–2 years (23.8%), 21 officers for 3–4 years (10.9%), 25 officers for 5–6 years (13.0%), 10 officers for 7–8 years (5.2%), 10 officers for 9–10 years (5.2%), and 81 officers for more than 10 years (42.0%).

4) Highest level of education: 37 officers with less than a bachelor's degree (19.2%), 110 officers with a bachelor's degree (57.0%), 43 officers with a master's degree (22.3%), and 3 officers with a doctoral degree (1.6%).

1.5.4.2 Part 2: Satisfaction survey in management using Likert's Scale, divided into 5 levels of satisfaction based on the average scores given by the respondents for each question, across 3 aspects:

Very Satisfied	=	4.21 – 5.00
Satisfied	=	3.41 – 4.20
Moderately Satisfied	=	2.61 – 3.40
Dissatisfied	=	1.81 – 2.60
Very Dissatisfied	=	1.00 – 1.80

1) The average satisfaction score for general living conditions was 3.642, indicating a high level of satisfaction based on 8 questions. The highest satisfaction point among police officers and employees was the allocation of space/places for exercise/ relaxation activities (4.220). The other high satisfaction points included happiness with life at the academy (4.098), sufficient leisure and family time (3.788), receiving full benefits like

housing, medical care, and compensation without obstacles (3.788), clean and safe living conditions (3.477), and having sufficient income for daily living without debts or borrowing (3.451). The two areas of lower satisfaction were the desire for position rotation within the academy in the current year's appointments (2.330) and the desire to transfer to positions outside the academy (2.023).

2) Work: The average satisfaction score in the work aspect was 3.286, indicating a moderate level of satisfaction among the staff of the Police Cadet Academy, based on a total of 9 questions. It was found that there are two areas of high satisfaction among police officers and employees: the ability to work well with colleagues without conflicts or divisions (4.049), and satisfaction with the opportunities for career advancement in the current department (3.439). There are seven areas of moderate satisfaction: having clean, sufficient, and appropriate restrooms at the workplace (3.367); having a clear and implemented system/criteria for evaluating employee performance that is transparent and fair (3.193); providing opportunities for staff at all levels to participate in the internal management process (3.174); having a clear and implemented plan/system for promoting and developing staff (3.098); providing suitable and easily accessible internet services at the workplace (3.076); selecting appropriate personnel for positions in the department (3.076); and allocating suitable, sufficient, and modern tools/equipment/technology for performing tasks according to the department's mission (2.932).

3) General Administration: The overall average satisfaction score in the general administration aspect was 3.272, indicating moderate satisfaction among the staff. This average is based on a total of 7 questions. The research found four areas of high satisfaction among police officers and employees: the maintenance of the physical environment/landscape to be beautiful and appropriate regularly (3.773), an effective and modern security system within the academy (3.481), well-maintained roads for convenient travel without potholes or severe damage (3.455), and an effective communication and public relations system within the academy (3.424). There are three areas of moderate satisfaction: having an efficient and modern integrated information system for overall management (3.303), adequate and suitable allocation of parking spaces for both work and residential areas (2.811), and an efficient water management system ensuring sufficient water storage and distribution without disruptions or shortages (2.617).

Management satisfaction assessment results of the faculty members at the Royal Police Cadet Academy
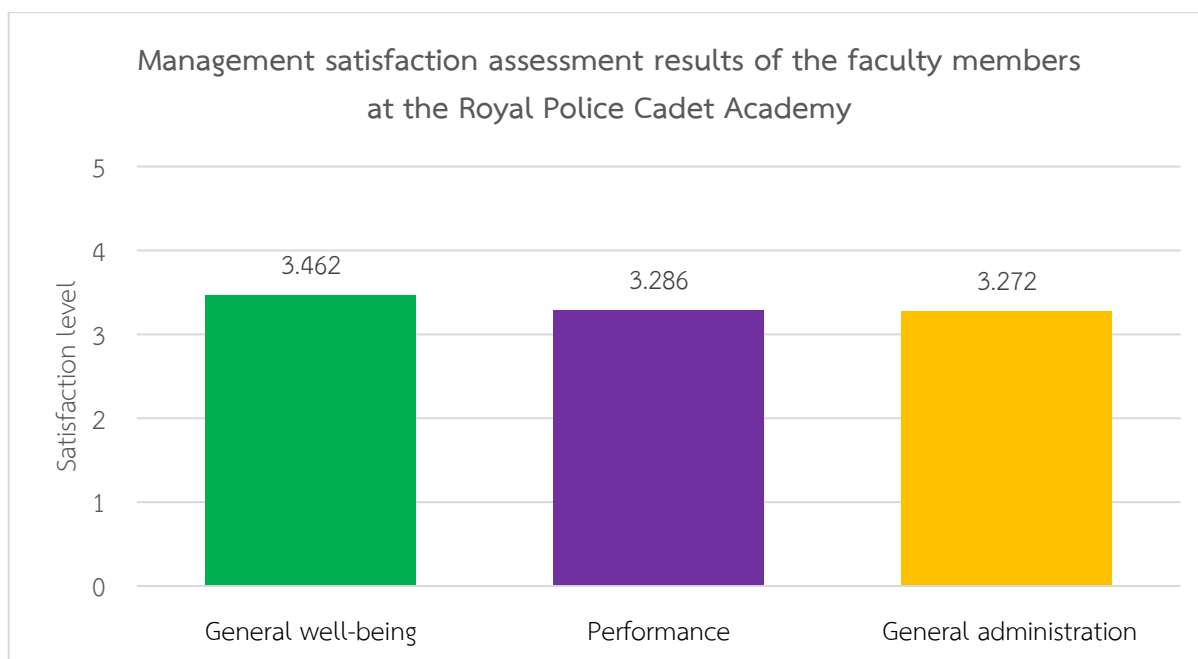
Diagram 2.14: Satisfaction of Police Officers and Employees at the Royal Police Cadet Academy

1.5.4.3 Part 3: Opinions of Police Officers and Employees at the Royal Police Cadet Academy

1) The opinions can be categorized into two aspects as follows:

(1) Management Administration:

(1.1) Manpower: In appointments, consideration should be given to a merit system. There should be systematic, efficient, and effective personnel management to ensure that the workforce can use their abilities to the maximum benefit of the Police Cadet Academy (Put the right man on the right job). This includes considering other benefits, such as salary increments and professional advancement. Additionally, there should be special allowances for instructors, standard upgrades, and performance criteria, as well as fair, transparent, and accountable evaluation and support mechanisms for employee advancement. Activities or training programs to develop the capabilities of police officers, faculty, and employees of the Academy should be conducted. Moreover, the recruitment and selection of specialized positions, such as professors and instructors, requiring specific knowledge, abilities, and skills, should be enhanced to fill vacancies, ensuring effective teaching and training.

(1.2) Budget: It is recommended to allocate additional budget for the maintenance of infrastructure and buildings to ensure they are in a ready-to-use condition. Also, there should be a fund for research to enable professors to produce and disseminate research work both nationally and internationally. This includes supporting costs for IRB applications, translation and review of articles before international submission, and publication fees for research dissemination.

(1.3) Technology: There should be the implementation of e-meeting systems for managing meetings in electronic format, along with the use of information technology for recording meeting agendas electronically. Secretarial departments of various meetings should distribute documents as PDF files. Additionally, it is advisable to purchase central tablets for meetings to reduce paper usage and enable the retrieval of past meeting agendas saved in cloud storage.

(1.4) Knowledge Management (KM): Due to frequent changes and a shortage of manpower, which affects the performance of all departments, there should be a system to compile knowledge and experience. This would enable new incumbents to immediately continue the work.

(1.5) Operational Procedures: Clear delineation of authority and responsibilities should be ensured, along with a reduction in bureaucratic steps. A clear workflow should be established for the efficient execution of various operations.

(2) Materials, Equipment, and Workplace: The classrooms' equipment and facilities are incomplete and outdated, leading to decreased teaching efficiency and frequent malfunctions. There is a need for computer support, as several departments are experiencing a shortage. Particularly, the existing ones are old and not ready for use. Additionally, the internet system needs to be of high quality to support operations in the new normal way of life.

2) Suggestions for Improvements in Living Conditions:

(1) Public utilities for police officers, teachers, and employees are invited to provide their opinions on the public water supply system in residential and office buildings and whether it poses a significant issue in daily life. Many opinions suggest that it is a primary concern that needs urgent attention because of its low or inadequate water pressure. Several suggestions propose replacing groundwater with tap water.

(2) Some problems in residential buildings have been observed: insufficient parking space and roof leak problems.

(3) On the health aspect, there are concerns regarding the issue of odors stemming from pet waste within the residential buildings. Furthermore, there is also a problem with the release of pets without proper supervision, leading to overall consequences.

2) Using information technology as a framework for designing a development plan for the Royal Police Cadet Academy

In the ever-changing landscape of the modern world, various factors constantly evolve, including economics, society, politics, technology, and the environment. Hence, organizations must develop strategic plans to achieve their vision, mission, and sustainable growth. To do this, organizations must be mindful of and study their current human resource management systems and analyze future trends to adapt swiftly and consistently. Here are the critical study topics in this context.

2.1 Framework for Enhancing Education Quality for Excellence

In the process of developing and elevating organizations towards excellence, leading organizations, both at the national and global levels, have adopted frameworks such as the Baldrige Excellence Framework, Thailand Productivity Institute, Asian Productivity Organization: APO, American Productivity & Quality Center: APQC, International Organization for Standardization: ISO. This serves as a mechanism for real-life implementation, allowing organizations to truly advance and develop into centers of excellence, fostering sustainability, building capabilities, and creating added value for stakeholders. They are established as criteria to elevate organizations to a high standard of good practices, spanning across educational institutions, hospitals, public entities, and private sectors, have been formulated as standards for assessing organizational quality are Education Criteria for Performance Excellence: EdPEx, Thailand Quality Award: TQA, Public Sector Management Quality Award: PMQA, State Enterprise Assessment Model: SE-AM, and Hospital Accreditation: HA. Performance Excellence:EdPEx). The Thailand Quality Award (TQA), the Public Sector Management Quality Award (PMQA), and the State Enterprise Assessment Model (SE-AM) are frameworks for evaluating the quality of management in the public sector and state enterprises. They are also part of the criteria for the standards of hospitals and health services, known as Hospital Accreditation (HA).
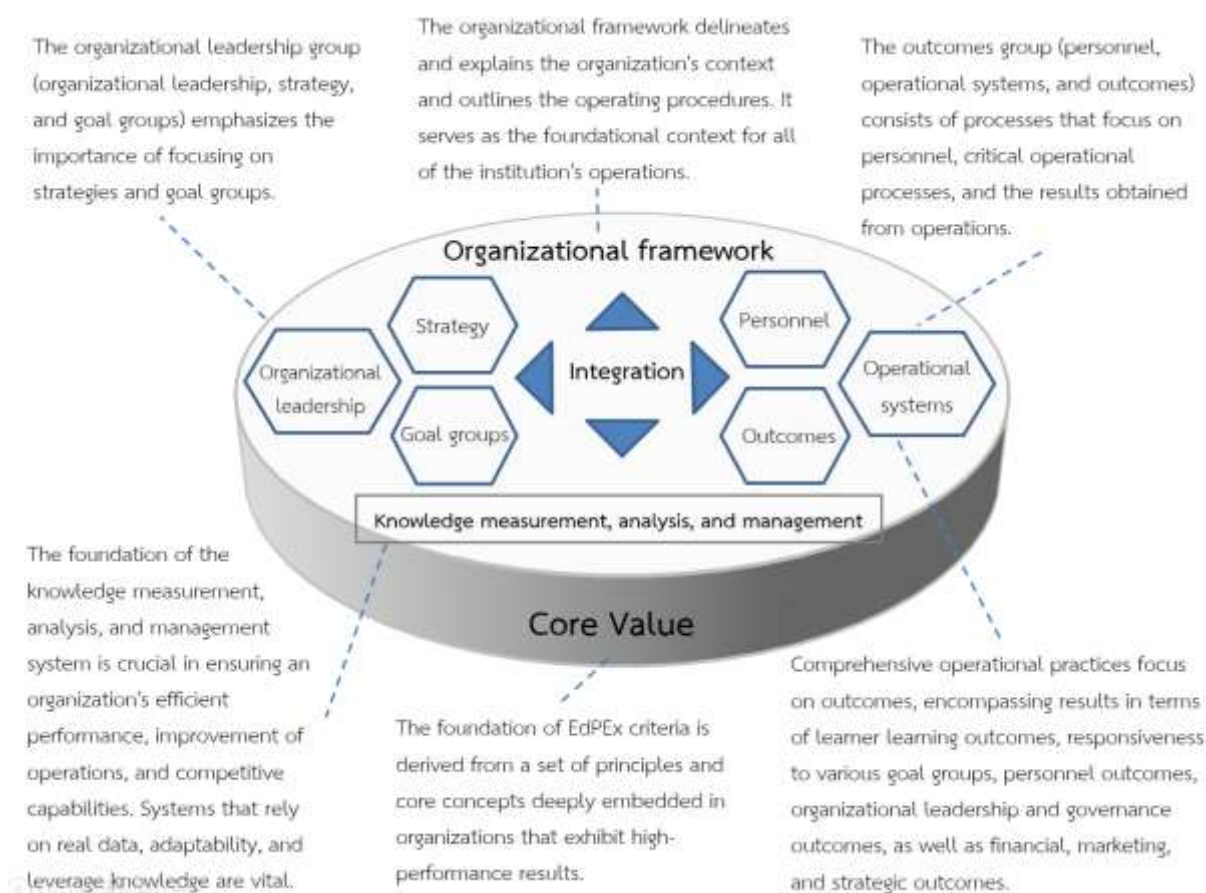

Diagram 2.15 : Framework for Enhancing the Quality of Education to Promote Excellence

Therefore, for the Police Cadet Academy to develop the quality of education and elevate the institution to be on par with universities at the national and international levels, the EdPEx criteria and the criteria above have been utilized as guidelines for formulating the development plan for the Police Cadet Academy. The key focuses include

1. Senior Leadership aims to create an organization that succeeds in the present and the future. This includes overseeing and governing the organization, governance, and societal contribution. Ensuring that the personnel within the organization adhere to laws and ethics, as well as benefiting society and supporting important communities, is a fundamental part of this objective

2. Strategy involves strategy development to address challenges and leverage strategic advantages, using the organization's core capabilities and aligning with strategic objectives to ensure that overall performance is competitive and successful. This includes developing action plans for both the short term and long term, cascading action plans, monitoring progress, and evaluating the strategy's progress against the indicators and targets in the action plans.

3. Target Groups give importance to the voices of target groups by assessing their satisfaction and dissatisfaction. It involves identifying target groups and subgroups, reviewing and improving the curriculum, research, academic services, and cultural enrichment to meet the needs of target groups. Furthermore, it involves establishing a sense of connection with target groups through building relationships to gather information and managing complaints to foster a more target group-centric culture.

4. Measurement, Analysis, and Improvement of Organizational Performance involves selecting and using data and information for measuring, analyzing, and reviewing organizational performance to support planning and improvement of organizational operations. It also includes quality data management, digital technology, and systematic knowledge management.

5. Workforce involves creating a personnel-focused environment, including competency and workforce management, retaining new employees, managing the working environment, safety, and occupational health, and fostering employee satisfaction and commitment. It also encompasses building an organizational culture, improving job performance, learning and employee development, and career advancement.

6. Operations involves capturing the requirements and expectations of stakeholders to design, develop, and improve critical work processes, products, and innovation to create value for stakeholders, ensuring organizational success and sustainability. It also includes ensuring operational effectiveness, controlling the overall cost of operations, maintaining trustworthy and secure information systems, cybersecurity, and business continuity management."

7. Results include 1) results related to products and processes, 2) results related to target groups, 3) results related to personnel focus, 4) results related to organizational leadership and governance, and 5) financial and strategic results.

2.2 Integrity and Transparency Assessment: ITA

ITAS serves as a tool for the state to drive policy by conducting annual assessments of public sector organizations. The objective is to make public sector organizations nationwide aware of their status and operational issues concerning ethics and transparency. The assessment results enable public sector organizations to improve and enhance their efficiency in operations, service delivery, convenience, and responsiveness to the public. Furthermore, it serves as a tool for elevating the standards of public sector operations and aligning with national strategies, particularly in addressing corruption and misconduct. The framework involves data collection and diverse assessments, building upon and extending from the previous year's assessment. The ITAS system Integrity and Transparency Assessment System) developed by the National Anti-Corruption Commission (NACC), is an efficient central hub for conducting assessments.[1]

2.3 Innovation Management according to ISO56002:2019

Due to the rapid changes in various environments, such as the economy, society, technology, and consumer behavior, organizations need to continuously develop and innovate their products, services, and processes to meet the ongoing needs of their target groups. Therefore, the ISO 56002:2019 Innovation Management System is essential for organizations as a framework for systematically integrating innovation concepts into every stage of their operations. This leads to becoming an innovative organization and achieving success in creating and delivering innovative products, services, processes, and business models. The ISO 56002:2019 international standard framework consists of critical components,[2] including

1) Realization of value
2) Future-Focused leaders
3) Strategic Direction
4) Culture
5) Exploiting insights
6) Managing uncertainty
7) Adaptability
8) Systems Approach

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[1] สำนักงาน ป.ป.ช. (2564). คู่มือการประเมิน ITA 2021, 2021 (ฉบับที่ 1), 1-6.

[2] ISO. (2562). ISO 56002:2019(en) Innovation management, สืบค้น 7 สิงหาคม 2564, จาก

https://www.iso.org/obp/ui/#iso:std:iso:56002:ed-1:v1:en

2.4 Sustainable Development Goals:SDGs

The United Nations has recognized that the development of technology, industry, and the global economy has significantly and detrimentally impacted the world's resources. The United Nations, comprising numerous member countries, including Thailand, has collectively committed to Sustainable Development Goals (SDGs) at both the national and global levels. These goals are based on the interconnected dimensions of the economy, society, and the environment. For example, when developing Thailand's tourism economy, it is essential to consider its impact on the environment and the local population's well-being. The initiative covers 15 years, starting from September 2015 to August 2030, and encompasses 17 goals, including 1) Eradicating poverty, 2) Eliminating hunger, 3) Ensuring good health and well-being, 4) Providing quality education, 5) Achieving gender equality, 6) Clean water and sanitation, 7) Affordable and clean energy for all, 8) Decent work and economic growth, 9) Industry, innovation, and infrastructure, 10) Reduced inequalities, 11) Sustainable cities and communities, 12) Responsible consumption and production, 13) Climate action, 14) Life below water, 15) Life on land, 16) Peace, justice, and strong institutions, and 17) Partnerships for the goals.[3]

2.5 Competency Based Management

Competency refers to the Knowledge, skills, and personal characteristics of attributes that influence an individual's behavior and contribute to their ability to perform their responsibilities effectively. Competencies can be categorized into three types: 1) Core Competency is fundamental competencies that everyone in the organization should possess to support the organization in achieving its goals and vision. 2) Functional Competency is competencies tailored to specific job roles or groups of job roles. They encourage employees to exhibit behavior that is appropriate for their respective positions. 3) Managerial Competency focuses on management and leadership skills. They are relevant for individuals at various levels, including managers and non-managerial staff. Competencies are considered valuable tools in organizational development and can be utilized in managing human resources, such as in the recruitment and selection process, where competencies are used to identify suitable candidates.[4]

2. Talent/ Star Management

Talented people refer to a person or a group of individuals within an organization who possess creative thinking, exceptional abilities, and potential. They typically excel in one or more areas, such as intelligence, natural talents, or specialized skills, and are

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[3] องค์การสหประชาชาติประจำประเทศไทย(UN Thailand). (2558). เป้าหมายการพัฒนาแห่งสหัสวรรษ Sustainable Development Goals (SDGs) ฉบับเต็ม. ประเทศไทย

[4] ผศ.ดร.สมบูรณ์ กุลวิเศษชนะ, "Competency-based human resource management", เอกสารประกอบการสอนวิชา Human Resource Management 211 มหาวิทยาลัยธรรมศาสตร์ ปี 2560. (เอกสารไม่ตีพิมพ์เผยแพร่), หน้า 1-5)

known for their outstanding performance and accomplishments. They are also recognized for their willingness to accept input and feedback from others and strongly desire continuous improvement in their work, learning, and self-development.

Talent Management means managing people focused on developing high-potential individuals or those with Knowledge and skills to lead a group and are willing to develop their peers to increase their knowledge and abilities, responding to the organization's needs in the present and the future. Managing high-potential individuals will result in the organization having more high-potential individuals who can increase their capabilities in performing tasks to achieve the organization's goals. A high-potential management system typically includes 1) identification, 2) staffing, 3) organizing, 4) training and development, 5) performing, 6) compensation & rewarding, and 7) retention.[5]

2.7 Knowledge Management:KM

Various organizations have become increasingly aware of Knowledge Management (KM) and its systematic implementation. This results from organizations seeking to thrive and grow sustainably in a rapidly changing and highly competitive world. Given the ever-evolving nature of the current environment and the challenges encountered in day-to-day operations, knowledge can be categorized into two types: 1) Explicit Knowledge: cause-and-effect knowledge derived through analysis and synthesis to become general principles. It can be collected and transmitted in various formats, such as books, manuals, documents, and reports. 2) Tacit Knowledge: Knowledge that resides within an individual, which may exist in their hearts (beliefs, values), minds (reasoning), hands, and other parts of their body (skills). It is acquired through experiences and learning and is relatively challenging to gather and transfer compared to explicit knowledge, but it plays a significant role in competitive advantage. There are various processes, including 1) knowledge identification, 2) knowledge creation and seeking, 3) knowledge management systemization, 4) knowledge processing and filtering, 5) knowledge access, 6) knowledge sharing and exchanges, and 7) continuous learning. To ensure that employees, practitioners, and managers have continuous access to knowledge. They must consistently learn, generate, and utilize Knowledge in their work.[6]

2.8 Balanced Scorecard : BSC

Organizations must establish a vision, strategies, and goals to navigate the rapidly changing and highly competitive business environment effectively. However, in many cases, organizations struggle to align these directives with actual implementation, resulting in a misalignment between what is planned and what is executed. This misalignment can prevent the organization from achieving its intended direction. To address this challenge, the

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[5] รองศาสตราจารย์ ดร.วิชัย วงษ์ใหญ่, "การบริหารคนเก่ง (Talent Management)", บทความของ สาขาการวิจัยและพัฒนาหลักสูตร บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ, 1-6

[6] OKMD ศูนย์ความรู้กินได้. การจัดการความรู้ (KM) คืออะไร?จำเป็นแค่ไหนต้องใช้ KM?, สืบค้น 13 กันยายน 2564, จาก http://www.okmd.or.th/upload/pdf/chapter1_kc.pdf

Balanced Scorecard (BSC) is a system or tool to help translate strategies and goals into actionable initiatives within the organization. It facilitates alignment throughout the organization, focusing on achieving the organizational objectives. A vital feature of the BSC is the measurement and performance evaluation framework, which serves as the driving force for ensuring alignment. The Balanced Scorecard typically comprises four perspectives: financial perspective, customer perspective, internal process perspective, and learning and growth perspective. Furthermore, developing a BSC involves various steps, including 1) Strategic analysis such as SWOT Analysis, 2) Defining the organization's vision and core strategic objectives 3) Analyzing and determining how many perspectives the organization's Balanced Scorecard should have and how these perspectives should relate to each other, 4) developing a strategic map, 5) Conducting Strategy Approval Meetings, 6) defining specific metrics, initiatives, activities, or projects, and 7) translating organization-wide KPIs into departmental action plans.[7]

2.9 Risk Management

Risk refers to unforeseen events that can impact the achievement of an organization's mission and objectives or create uncertainty in management. Risk management is a tool that helps prevent or reduce the likelihood and impact of such risks. The risk management process involves various steps: 1) Setting Desired Goals: Identifying the achievable objectives. 2) Identifying Risks: Recognizing the risks that may prevent achieving those goals. 3) Assessing Opportunities, Impacts, and Severity of Risks: Evaluating the identified risks' opportunities, impacts, and severity. 4) Developing a Systematic Risk Management Plan: Creating a comprehensive plan that focuses on alignment between strategies, personnel, processes, and technology to maximize organizational value. 5) Communicating Risk Management: Transmitting information related to the planned risk management actions. 6) Monitoring and Controlling the Risk Management Process: Managing the risk management process to ensure it follows the planned course. Risk management is the responsibility of everyone involved in an organization or project, from those who identify the risks to the department's management and the risk owners or hosts. These steps are essential in the risk management process, helping organizations to effectively identify, analyze, mitigate, and manage risks, thereby ensuring the accomplishment of their strategic objectives.[8]

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[7] กฤษณี มหาวิรุฬห. (2546). แนวคิดการบริหารแบบ Balanced Scorecard. วารสารจดหมายข่าว สป.มท. 16 (155),28-33

[8] ดร.ศรีวรรณ์ทาปัญญา, การบริหารความเสี่ยง (Strategic Risk Management), เอกสารประกอบการประชุมเชิงปฏิบัติการ, มหาวิทยาลัยกรุงเทพ. หน้า1-68

2.10 **World International Security and Police Index**

These metrics were developed by the International Police Association (IPA), and they serve as a global framework for measuring the efficiency of police officers. These metrics can be used as guidelines for developing law enforcement agencies. These metrics have four aspects, each with its own components, as detailed in the table below.

Domain	Indicator	Definition	Source
Capacity	Police	Number of Police and Internal Security Officers per 100,000 people	UNODC - Crime Trends Survey
	Armed Forces	Number of Armed Service Personnel per 100,000 people	IISS - Military Balance
	Private Security	Number of Private Security Contractors per 100,000 people	Small Arms Survey
	Prison Capacity	Ratio of Prisoners to Official Prison Capacity	World Prison Population Project
Process	Corruption	Control of Corruption	WB - World Governance Indicators
	Effectiveness	Criminal Justice effectiveness, impartial, respects rights	World Justice Project
	Bribe Payments to Police	% of Respondents who Paid a Bribe to a Police Officer in the Past Year	Global Corruption Barometer
	Underreporting	Ratio of Police Reported Thefts to Survey Reported Thefts	IEP Analysis
Legitimacy	Due Process	Due process of law and rights of the accused	World Justice Project
	Confidence in Police	% of Respondents who have Confidence in Their Local Police	Gallup World Poll
	Public Use, Private Gain	Government officials in the police and the military do not use public office for private gain	World Justice Project
	Political Terror	Use of Force by Government Against Its Own Citizens	Political Terror Scale
Outcomes	Homicide	Number of Intentional Homicides per 100,000 people	UNODC - Crime Trends Survey
	Violent Crime	% Assaulted or mugged in the Last Year	Gallup World Poll
	Terrorism	Composite measure of deaths, injuries, and incidents of terrorism	Global Terrorism Index
	Public Safety Perceptions	Perceptions of safety walking alone at night	Gallup World Poll

Section 3
Development Direction for the Royal Police Cadet Academy

The development plan for the Royal Police Cadet Academy for 2022–2026 has reviewed its vision, mission, organizational management strategies, and core roles and responsibilities. These changes align with the expectations and needs of the Royal Thai Police, stakeholders, and societal contexts that have evolved. The adjustments also adhere to the national strategy, the 20-Year National Police Office Strategy (2018–2037), the 12th and (draft) 13th versions of the National Economic and Social Development Plan, the 11 Policy Areas for National Reform, the National Security Policy (2015–2021), the government's Thailand 4.0 policy, and the Sustainable Development Goals (SDGs).

1. Vision and Mission

2. SWOT Analysis

3. Strategic Objective and Goal

4. The Royal Police Cadet Academy 5-year development plan, 2022 - 2026

1. **Vision and Mission**

Based on a review of competitive dynamics and changes in the market and society, the vision and mission of the Royal Police Cadet Academy for the years 2022–2026 have been defined as follows:

Vision : "Being the main institution of the country for producing outstanding professionals in the fields of police and law enforcement, adhering to ethics, morality, and global standards"

Philosophy : The Royal Police Cadet Academy is a specialized institution in law enforcement dedicated to producing professionals in the law enforcement profession according to the needs of society and the National Police. It provides education and promotes advanced studies, research, training, and academic services to society, prioritizing professional skills and expertise in law enforcement.

Missions : (1) To produce students in the field of law enforcement according to the needs of society and the National Police, instilling morality, a sense of volunteerism, and ethics in the law enforcement profession.

(2) To develop research and innovations in law enforcement and law enforcement activities.

(3) To manage the organization with integrity and in accordance with societal contexts.

(4) To preserve and promote Thai arts and culture in line with the institution's potential and identity.

Identity : A moral police force leading the profession, ready to serve the public.

(1) "Honor" means that one must be a person with honor and dignity, preserving the honor of the police and the institution to the best of their ability.

(2) "Discipline" means upholding discipline, rules, and good ethical conduct.

(3) "Discretion" means one must analyze and study different cases to progress and advance in the future.

(4) "Patience" means that first-year police cadets must be endurance and ready to endure rigorous training. They must be patient in transforming their lives from ordinary individuals to those who can withstand training.

Values : Royal Thai Police Ideal

(1) Respect your duties and be generous

(2) Be kind to the public

(3) Be calm when angered

(4) Be strong in difficult times

(5) Be not tempted by windfall

(6) Dedicate oneself to being beneficial to the public

(7) Be fair to all

(8) Act wisely

(9) Be cautious at all times

Goal : Produce police officer to meet the needs of Royal Thai Police

Identity : (1) Produce graduates who excel in the police profession and are highly skilled in police techniques.

(2) Produce graduates with ethics who can work within the international human rights standards framework.

2. SWOT Analysis

Business Environment Analysis identifies internal and external factors influencing the school's organizational management. This analysis includes identifying strengths, weaknesses, opportunities, and threats that affect the Royal Police Cadet Academy's operations.

2.1 Analysis of the Human Resources Management Environment [9]

SWOT Analysis is a process used to examine the organizational landscape to identify strengths, advantages, weaknesses, and significant issues that may become major challenges in the Royal Police Cadet Academy's operations to achieve a desired future environment.

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[9]ข้อมูล ณ วันที่ 8 ก.ย.2564 จากการสอบถามข้าราชการตำรวจ 429 นาย

The environmental analysis of the Royal Police Cadet Academy (RPCA)

	Strength			Weakness
S1	Officers are dedicated, disciplined, and knowledgeable in the police profession.		W1	Lack of a strategic workforce management system and effective career path development for personnel.
S2	Teachers and trainers possess knowledge, skills, and specialized expertise, and they can effectively apply their knowledge to manage teaching, learning, and training activities as per the specific context and needs.		W2	Lack of modern tools for reviewing and improving work processes to enhance operational efficiency.
S3	To have the potential in physical, academic, and moral aspects to develop students with diverse competencies.		W3	Lack of effective transferring and implementation of key performance indicators and objectives may impact RPCA's performance overall.
S4	The curriculum is standardized at the national level and undergoes continuous improvement.		W4	Lack of data and information analysis for planning, decision-making, and executing RPCA's missions.
S5	RPCA is the sole pathway for entering and growing within the police force at the commissioned officer level.		W5	Lack of opportunities for developing international language knowledge and skills may affect the management of the curriculum to be more global.
S6	There is a strong emphasis on nurturing personnel in culture, traditions, ethics, teamwork, and strict discipline.		W6	Lack of the utilization of modern digital technology in the organization's operations.
	Opportunity			Threat
O1	There is enforcement and promotion of educational quality assurance systems to enhance the school, such as AUNQA, EdPEx, and MQA.		T1	Some outdated laws, regulations, rules, standards, and certain inflexible parts of the school structure hinder operational flexibility.
	Opportunity			Threat
O2	The government has set policies to elevate the country to "Thailand 4.0," focusing on promoting organizations to adapt to digital management.		T2	Demographics show a continuous decrease in the population interested in joining the police force. The younger generation tends to value independence and individualism more, and there is a negative perception of the police profession, resulting in fewer applicants for civil service exams.

O3	Natural disasters, disease outbreaks, protests, and economic downturns have affected the diversity and timeliness of the curriculum, research, and academic services.	T3	Disasters, economic downturns, and the widespread spread of diseases have harmed readiness to adapt to such situations.
O4	To Build cooperation with diverse partners to enhance the capability to respond to the mission of RPCA	T4	The changing patterns of criminal activities in the rapidly evolving digital age, with a significant increase in cyber-related crimes, have resulted in a lack of knowledge and up-to-date strategies to address these challenges effectively.

2.2 Strategic Advantage/Strategic Challenge

The analysis of the business environment has identified significant strengths and strategic challenges for the Royal Police Cadet Academy as follows:

Strategic Advantage		Strategic Challenge	
SA1	Develop curricula and professional law enforcement personnel production and development formats, as well as research that is ready to support changes, complexities, and expectations in the future role of the police.	SC1	To manage the workforce and develop human resources to adapt to internal and external changes, including relevant laws, regulations, rules, and standards in operations.
SA2	Collaborate with partner agencies to expand the scope of research and professional innovation in policing, adapting to the increasing role of digital technology in police work.	SC2	Leverage digital technology to support internal management within the school, including the learning and teaching environment, to adapt to changes and create continuity in operations.
SA3	Establish a management system guided by ethical principles and international standards to drive the organization forward.	SC3	Rejuvenate the quality management guidelines to propel the internal operational mechanism in response to the organization's mission and responsibilities.
		SC4	Enhance the quality of life for the entire staff and students of the Police Cadet Academy to improve the competencies of both the staff and the police cadets.

Based on the strategic advantage, strategic challenges, and significant changes issues impacting the competitive environment, four Strategic Objectives, SO, and ten strategic plans for the development of the Police Cadet Academy for the period 2022-2026 are outlined as follows:

Strategy 1 : Uphold and instill values of ethics, morality, discipline, and social responsibility consistently and sustainably.

Strategy 2 : Promote educational, research, and academic service quality to meet global standards.

Strategy 3 : Transform the organization into a digital organization.

Strategy 4 : Enhance organizational management capacity to drive changes and mission in all dimensions.

According to the strategic analysis of strategic opportunities and challenges, along with significant factors influencing the competitive landscape, the strategic objectives (SO), strategies, and development plan for the 5-year development plan of the Royal Police Cadet Academy (2022 - 2026) are defined, totaling four strategic objectives, nine strategic objectives, ten key performance indicators, and 22 operational plans, as follows:

Strategy 1: Uphold and instill values of ethics, morality, discipline, and social responsibility consistently and sustainably.		
Strategic Objective		**Strategic Goal**
SO1.1 Strategically enhance research and community service development		SG1.1 An organization recognized for transparency and accountability
SO1.2 Apply GRC principles to uphold organizational values and ethical management.		SG1.2 Develop society and communities for sustainability
Action Plan / Project		
Action Plan 1.1: Upholding Royal Initiatives to Enhance Quality of Life.		
Action Plan 1.2: Promoting and Cultivating Ethics, Morality, and Social Assistance Activities.		
Strategy 2: Promote educational, research, and academic service quality to meet global standards.		
Strategic Objective		**Strategic Goal**
SO2.1 Develop curriculum, instructors, teachin methods, and learning resources to meet standardized requirements and cater to the needs of both police officers and takeholders.		SG2.1 Education management quality surpasses Thai standards.

SO2.2	Collaborate with strategic partners to enhance and expand capabilities in teaching, research, and professional development of police professionals.	SG2.2	Serve as a global reference for research and scholarly work in police professionalism.
SO2.3	Create societal value in the field of police professional innovation.	SG2.3	Build financial sustainability for the organization.

Action Plan / Project
Action Plan 2.1: Develop curricula that adapt to changing competitive abilities.
Action Plan 2.2: Enhance the quality of research and professional work in the police profession.
Action Plan 2.3: Develop academic collaborations with both national and international organizations.

Strategy 3: Transform the organization into a digital organization

Strategic Objective		Strategic Goal	
SO3.1	Utilize digital technology to enhance the efficiency of teaching, learning, and organizational management	SG3.1	Readiness in terms of technology in research, teaching, services, society, and organizational management

Action Plan / Project
Action Plan 3.1: Enhance digital technology-driven teaching and learning management.
Action Plan 3.2: Develop infrastructure to support digital environment development.

Strategy 4: Enhance organizational management capacity to drive changes and mission in all dimensions

Strategic Objective		Strategic Goal	
SO4.1	Manage and develop personnel to support changes and align with the organization's mission.	SG4.1	There is strategic personnel management readiness for changes.
SO4.2	Develop organizational management through the integration of quality systems in every dimension.	SG4.2	Personnel possess the necessary capabilities to carry out tasks in line with the mission.
SO4.3	Increase the ability of foreign language communication skills.	SG4.3	Be an organization that excels in global-level quality management.
		SG4.4	Create a culture of excellence in international communication and knowledge exchanges for students, faculty, and staff.

Action Plan / Project
Action Plan 4.1: Develop an effective organizational management system
Action Plan 4.2: Develop human capital management (HCM) to support changes
Action Plan 4.3: Manage the work environment and atmosphere to elevate the quality of life for staff and students.

Being an institution at the forefront of the country
in producing outstanding professionals in various fields and in adhering
to the principles of ethics, morality, and international standards.

(1) Produce students in the police profession according to the needs of society and the National Police Bureau, while instilling ethics, volunteerism, and integrity in the field of policing.

(2) Develop research and innovations in the field of policing and law enforcement.

(3) Administer the organization based on moral principles and in alignment with societal values.

(4) Preserve and promote arts and culture to uphold Thai identity, potential, and the institution's character.

Strategy 1: Uphold and instill values of ethics, morality, discipline, and social responsibility consistently and sustainably.

Strategic Objective-SO	Strategic Goal-SG	Supportive Plan
SO1.1: Strategic Research and Social Service Development **SO1.2**: Integrate GRC principles to promote organizational values, culture, and management	**SG1.1:** To be an organization recognized as transparent." **SG1.2:** Developing society and communities for sustainability	**Plan1.1:** Sustaining the Royal Initiatives in Enhancing the Quality of Life (8 projects) **Plan 1.2:** Strengthening and Cultivating Ethics, Morality, and Promoting Social Assistance Activities. (5 projects)

Strategy 2: Promote educational, research, and academic service quality to meet global standards.

Strategic Objective-SO	Strategic Goal-SG	Supportive Plan
SO2.1: Create social value through innovations in police professional knowledge **SO2.2:** Developing curricula to adapt to competitive capabilities **SO2.3:** Enhancing the quality of research and professional police knowledge	**SG2.1:** Be an international reference in police professional research and scholarship **SG2.2:** Enhancing the quality of research and professional police knowledge **SG2.3:** Enhancing academic collaborations both nationally and internationally	**Plan 2.1:** Developing Curriculum to Support Adaptation to Competitive Capabilities (5 projects) **Plan 2.2:** Elevating the Quality of Police Professional Research and Law Enforcement (4 projects) **Plan 2.3:** Enhancing Academic Collaboration with Both National and International Organizations (2 projects)

Strategy 3: Managing Organizational Transformation from Traditional to Digital.

Strategic Objective-SO	Strategic Goal-SG	Supportive Plan
SO3.1: Utilize digital technology to enhance teaching, learning, and organization management	**SG3.1:** Readiness in terms of technology, both in research, teaching, community service, and internal organizational management.	**Plan 3.1:** Enhancing Teaching and Learning Management with Digital Technology (5 projects) **Plan 3.2:** Developing Infrastructure to Support the Development of the Digital Environment (3 projects)

Strategy 4 : Enhance Organizational Capacity to Lead Changes and Drive Missions in All Dimensions.

Strategic Objective-SO	Strategic Goal-SG	Supportive Plan
SO4.1: Manage and develop personnel to support changes and fulfill the organization's mission **SO4.2:** Develop organizational management with the integration of quality systems in all dimensions **SO4.3:** Elevate foreign language communication skills	**SG4.1:** Manage and develop human resources to support changes and fulfill the organization's mission **SG4.2:** Develop organizational management with quality systems in all dimensions **SG4.3:** Upgrade foreign language communication skills **SG4.4:** Create a culture of excellence in international communication and knowledge exchanges for students, faculty, and staff	**Plan 4.1:** Developing Organizational Management Systems for Efficiency and Modernization (7 projects) **Plan 4.2:** Human Capital Management (HCM) Development to Support Changes (6 projects) **Plan 4.3:** Managing the Work Environment and Atmosphere to Improve the Quality of Life for Personnel and Students (10 projects).

Strategy Challenge	Strategy Advantage

Core Value : COPS (C: Competency) (O: Overall Fairness) (P: People Orientated) (S: Service Mind)

Royal Police Cadet Academy's (Strategy Map, Balance Scorecard)

VISION	Being an institution at the forefront of the country in producing outstanding professionals in various fields and in adhering to the principles of ethics, morality, and international standards.
MISSION	1) Produce students in the police profession according to the needs of society and the National Police Bureau, while instilling ethics, volunteerism, and integrity in the field of policing. 2) Develop research and innovations in the field of policing and law enforcement. 3) Administer the organization based on moral principles and in alignment with societal values. 4) Preserve and promote arts and culture to uphold Thai identity, potential, and the institution's character.

STRATEGY	Strategy 1 : Instill discipline and cultural values to create lasting harmony within society.	Strategy 2 : Promote the quality of research and academic services to meet global standards.	Strategy 3 : Manage organizational transformation from traditional to digital.	Strategy 4 : Enhance foundational capabilities to effectively lead change and drive missions in all dimensions

	Strategic Objective	Measures	Strategic Goal
Social Responsibility & Sustainable	SO1.1 : Strategic Research and Social Service Development SO1.2 : Integrate GRC principles to promote organizational values, culture, and management	- ITA: ITA score level - Image of the police - Percentage of community development projects that the academy has undertaken to meet SDG (Sustainable Development Goals) UN requirements.	SG1.1 : To be an organization recognized as transparent." SG1.2 : Developing society and communities for sustainability
Financial	SO2.3 : Create social value through professional police innovation SO2.2 : Foster strategic partnership to elevate the development and expansion of capabilities in teaching, research, and innovation in police professions	- Patents and Intellectual Property Rights for Research or Innovation Works. - Value of Research/Intellectual Property or Patents	SG2.3 : Building Organizational Financial Sustainability
Customer	SO2.1 : Develop curriculum, instructors, teaching methods, and provide conveniences to meet the standards and cater to the needs of all stakeholders. SO1.2	- Market Share Ratio - Level of Satisfaction and Dissatisfaction of Partners - Number of Citations per Publication	SG2.1 : Quality of Education Management Beyond Thai Standards SG2.2 : Being a Global Reference for Police Professional Research and Scholarship
Internal Processes	SO4.2 : Develop organizational management through quality system integration in all dimensions SO3.1 : Utilize digital technology to enhance the efficiency of teaching, learning, and organizational management SO2.1 SO2.2	- Educational Quality Assurance Results - Satisfaction of Students, Faculty, and Staff - AUNQA/TQA: "Quality Assurance Results According to Global Standards, e.g., AUNQA/TQA - Productivity Assessment Results	SG3.1 : Technological Readiness in Research, Teaching, Social Service, and Organizational Management
Organizational Capability	SO4.1 : Manage and Develop Human Resources to Support Change and Align with the Organization's Mission SO4.3 : Elevate Foreign Language Communication Skills	- English Language Exam Scores in accordance with the CEFR Framework - Educational Quality Assurance Results - Personnel Development on a Proportional Base	SG4.1 : Manage Personnel Strategically Ready for Change SG4.2 : Personnel Equipped with Capabilities Ready to Fulfill the Mission SG4.3 : An Organization with Globally Excellent Quality Management SG4.4 : Students, Faculty, and Staff Able to Communicate and Exchange Knowledge in Foreign Languages

Core Value : COPS (C: Competency) (O: Overall Fairness) (P: People Orientated) (S: Service Mind)

Development Goals for Royal Police Cadet Academy

Development Goals for Royal Police Cadet Academy

Development goals

Vision

1. Managing staffing levels and developing human resources to adapt to changes, both internally and externally, including laws, regulations, policies, and relevant standards related to operations.
2. Using digital technology to support internal management within RPCA, including creating an environment for teaching and learning that is adaptable to changes and promotes continuous operation.
3. Reconstructing quality management guidelines to drive internal operation mechanisms in response to the organization's mission and responsibilities.
4. Improving the quality of life for personnel and police cadets as a whole, to enhance the competence of personnel and police cadets.

Short-term (1 year)

- One calendar for polic cadets
- Library renovation
- Smart Library

Medium-term (ை years)

- Using the AUN-QA/AdPEx Quality Assessment Criteria for Internal Education Quality Evaluation
- Smart Classroom
- Developing the Public Utility System within RPCA to Meet the Requirements

Long-term (5 years)

- Developing Enterprise Resources Plan: ERP
- Digital technology blueprint
- Innovation Center in Cybersecurity and Digital Forensics

"Being the main institution of the country for producing outstanding professionals in the fields of police and law enforcement, adhering to ethics, morality, and global standards"

Section 4

Development Plan for the Police Cadet Academy (BE 2565-2569)

As a result of the review of the vision, mission, and strategy for organizational management, as well as the primary roles and responsibilities of RPCA, which have been adjusted according to the expectations and needs of the Royal Thai Police Headquarters and the contributions of all stakeholders, including the changing societal context, in alignment with the objectives outlined in the National Strategy, the Royal Thai Police National Strategy 20-Year Plan (BE 2561-2580), the National Economic and Social Development Plan No. 12, and the draft No. 13, the National Reform Plan No. 11, National Security Policy (BE 2558-2564), Government Policy, Thailand 4.0, and Sustainable Development Goals (SDGs), the Development Plan for RPCA (BE 2565-2569) encompasses a total of four strategies and eleven detailed plans, as follows.

Strategies for the Development of the Royal Police Cadet Academy										Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Strategy 1: Uphold Ethics, Morality, Discipline, and Responsibility towards Society Sustainably												
Plan 1.1: Sustaining the Royal Initiatives in Enhancing the Quality of Life												
Project 1.1.1: Building a Sense of Loyalty to the Fundamental Institutions of the Nation, Religion, and the Monarchy **Key Activities:** **1)** Establish a committee and develop a project plan that aligns with fostering a sense of loyalty to the fundamental institutions of the nation, religion, and the monarchy. **2)** Present this plan to the academy's management. Implement the planned activities/ projects with close monitoring and supervision, both in the short term and long term. **3)** Evaluate the effectiveness and outcomes of academic service projects aimed at rekindling the royal initiatives.	▨	▨	▨	▨	▨	In the year 2022: - Curriculum designed to instill consciousness gained approval and was implemented in the teaching and learning process. - 100% of students passed their coursework in the curriculum designed to instill consciousness In the years 2022 to 2025: - 100% of students passed their coursework in the curriculum designed to instill consciousness.			Educational Service Center and Team	1	9	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Supporting		
										Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Project 1.1.2: Research and Academic Services for the Advancement and Enrichment of Culture to Support Communities and Society in alignment with the UN's Sustainable Development Goals (SDGs) **Key Activities:** **1)** Establish project guidelines for research and academic services that promote and enrich culture in support of communities and society in alignment with SDGs, such as: **1)** Providing knowledge related to crime prevention to schools. **2)** Continuing community projects. **3)** Having police cadets take an oath of allegiance. **4)** Promoting cultural learning exchanges and promote continuous participation in important religious activities within the community and society. **5)** This can be achieved by establishing working committees and secretaries for these committees. At least one						**In 2022:** - 100% of academic service activities align with the SDGs. - A minimum of 5 academic service activities is provided to society and communities. - The number of partnerships and the expansion of academic service, research, and cultural enrichment activities to the international level. **In 2023-2024:** - 100% of academic service activities align with the SDGs. - Criteria for selecting communities are established, and at least one community is selected. - Expansion of the network and the internationalization of academic services, research, and cultural enrichment activities. **In 2025-2026:** - 100% of academic service activities align with the SDGs. - Reports on the social impact of research and academic service activities conducted by the institution. These reports are a result	555,000.-			2	6	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Supporting		
										Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
department should be dedicated to human resources, planning, budgeting, and digital technology, as part of the working committee. **2)** Establish selection criteria for communities to support research and academic service activities and to cultivate cultural values in alignment with the 17 dimensions of SDGs (considering issues related to security and criminality). **3)** Design and develop plans, projects, and activities that demonstrate social responsibility encompassing economic, societal, community, and environmental aspects, which include research and academic services. **4)** Evaluate and monitor the success of these plans and projects, both quantitatively and qualitatively. **5)** Continuously develop and refine the plans and projects on an annual basis.						of applying the institution's research and academic services to society.						

The header row of the table reads: **Strategies for the Development of the Royal Police Cadet Academy** and **Supporting**.

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Supporting		
										Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Project (New) 1.1.3: Learning Survival Skills in Emergency Situations						The knowledge and skills level of students, teachers, and academy staff in surviving emergency situations has increased.				4	9	/
Project (New) 1.1.4: Social Service and Specialized Knowledge Enhancement for Personnel under the Prevention and Suppression of Trafficking in Persons Act, BE 2565.						80% of faculty, civil servants from the Faculty of Law, and personnel in other departments have knowledge and understanding of the principles and regulations of the Prevention and Suppression of Trafficking in Persons Act, BE 2565.				3	6	/
Project (New) 1.1.5: Enhancing Specialized Knowledge for Personnel on the Personal Data Protection Act, BE 2562 (PDPA).						80% of faculty, civil servants from the Faculty of Law, and personnel in other departments have knowledge and understanding of the principles and regulations of the Personal Data Protection Act, BE 2562 (PDPA).	1,800.-			4	8	/
Project (New) 1.1.6: Collaboration and Knowledge Integration on Criminal Case Proceedings in a Mock Court Setting with Firearms Training.						90% of the participants have the learning skills to make decisions using law enforcement firearms under various pressure scenarios.				4	8	/

Strategies for the Development of the Royal Police Cadet Academy

Strategies for the Development of the Royal Police Cadet Academy											Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Project (New) 1.1.7: Social Service and Specialized Knowledge Enhancement for Personnel under the Measures for the Prevention of Recurrent Offenses Related to Sexual or Violent Crimes Act, BE 2565.						80% of the faculty, civil servants, and personnel in other departments of the academy have knowledge and understanding of the principles and regulations of the Measures for the Prevention of Recurrent Offenses Related to Sexual or Violent Crimes Act, BE 2565.				4	6/8	/
Plan 1.2: Strengthening and Cultivating Ethics, Morality, and Promoting Social Assistance Activities.												
Project 1.2.1: Promoting Ethics and Morality in accordance with GRC (Governance, Risk, Compliance) and ITA (Information Technology Assurance) Standards **Key Activities:** **1)** Establish a task force to integrate GRC (Governance, Risk, Compliance) guidelines and ITA (Information Technology Assurance) standards into all operational aspects. Define key performance indicators and objectives, oversee and monitor the progress of the implementation. Assign the departments responsible for the respective processes as working groups and designate a secretary						**Year 2022:** the level of ethical assessment based on the ten moral principles was not less than. **For the year 2023-2024:** - Achieve a level of ethics and transparency assessment in ITA operations of at least 85% (in 2024). - Implement a plan to promote ethics and morality following the GRC (Governance, Risk, Compliance) guidelines and ITA standards. **For the years 2025-2026:** - Achieve a level of ethics and transparency assessment in ITA operations of more than 90%, with continuous improvement each year.				1/2	7	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Supporting		
										Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
for each working group. At a minimum, each working group must have departments responsible for human resources, planning, and budgeting, and digital technology as part of the team. ๒) Provide training and communication on GRC (Governance, Risk, Compliance) guidelines and ITA (Information Technology Assurance) standards, as well as methods for developing plans, projects, and activities in accordance with these guidelines. ๓) Departments should establish annual work plans and activities/ projects in line with GRC and ITA guidelines. For example, methods for instilling high-level leadership within the organization, including leading by example in terms of ethics and morality, reducing anxiety and negative impacts stemming from the curriculum, human research, or practices following ethical and transparent principles through activities such as												

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
"no acceptance of gifts or favors from stakeholders." ๔) Integrate RPCA (Risk, Prevention, Compliance, and Assurance) into the assessment of ethics, transparency, and ITA standards. ๕) Review and make improvements based on the feedback report from the departments that assessed RPCA												
Project 1.2.2: Community Service Training for Police Cadets (Virtual Parents Training Program) **Key Activities:** **1)** Develop a project plan for police cadets to assist "Virtual Parents Training Program" in various households, focusing on learning about placement, interpersonal interactions, and building rapport with the community. **2)** Execute the planned projects/activities by actively participating in events with the virtual parents, while closely monitoring and supervising the proceedings.						**For the years 2022-2026:** - Third-year police cadets who have not yet completed their training - Benefit knowledge and work guidelines shared by public and private sector organizations. - Police cadets have developed a strong sense of responsibility in taking care of others.	1,435,280.-			3/4	1/2/4/6	/

Strategies for the Development of the Royal Police Cadet Academy — Supporting

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
Strategies for the Development of the Royal Police Cadet Academy										Supporting		
	22	23	24	25	26		Operational	Investment				
3) Evaluate the efficiency and effectiveness of the project.												
Project 1.2.3: Community Engagement **Key Activity:** 1) Develop a project plan to allow police cadets to engage with community issues and gain a deeper understanding of community problems, fostering a perspective of becoming excellent police officers who genuinely comprehend and address the concerns of the local residents without bias. 2) Execute the planned projects/activities by actively engaging with the community while closely monitoring and supervising the proceedings. 3) Assess the severity of community issues and the real-life situations to plan for addressing future problems effectively. Evaluate the efficiency and effectiveness of the project.						- 100% of third-year police cadets have successfully completed their training, and they have developed a strong sense of responsibility in taking care of others. - 80% of public and private sector organizations have benefited from the knowledge acquired through the Police Cadets Community Engagement Program.	950,000.-			3/4	1/2/4/6	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Project 1.2.4: Promoting Community Volunteerism by Enlisting Police Cadets to Assist the Community during Holidays **Key Activities:** 1) Develop a project plan to promote community volunteerism, enhancing learning and understanding of the diverse lifestyles of service personnel and individuals of various genders, leading to non-discriminatory and socially responsible behavior. 2) Implement the planned projects/activities by actively participating in community activities, while closely monitoring and supervising the proceedings. 3) Evaluate and track the success of the plans/projects in both quantitative and qualitative terms. ๔) Continuously develop and improve the plans/projects each year.						- There is a project plan in place to promote community volunteerism. - 100% success according to the plan.				4	1/2/4/6	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
							Operational	Investment				
	22	23	24	25	26							

Strategies for the Development of the Royal Police Cadet Academy — Supporting

Strategy, Plans and Key Activities	22	23	24	25	26	Goals/Key Performance Indicators	Operational	Investment	Note/ Responsible Unit	Identity	Values	Objectives
Continuing Project 1.2.5: Developing Personnel into Moral, Ethical, and Cultural Exemplars for the Academic Year 2022-2023.						80% of teachers, lecturers, police personnel, police cadets, and trainees have knowledge, understanding, and a sense of being moral, ethical, and cultural exemplars.				1/2	1/5/7	/
Strategy 2: Enhancing the Quality of Education, Research, and Academic Services to Meet Global Standards.												
Plan 2.1: Developing Curriculum to Support Adaptation to Changing Competitive Landscape.												
Project 2.1.1: Implementation of Outcome-Based Education Principles to Develop Curriculum that Aligns with International Standards and Current Societal and Royal Thai Police Requirements. **Key activities:** ๑) Establish a curriculum development task force responsible for assessing, analyzing the learning environment, changing student behaviors, the needs of the graduate-user agencies, public demands, and curriculum development. Assign the departments responsible for the respective processes as working groups and designate a secretary for each working group. At a						**In the year 2025:** - the quality assessment of the curriculum improved every year. **In the years 2026-2027:** - the quality assessment of the curriculum continued to improve annually. **In the years 2028-2029:** - the quality assessment of the curriculum continued to improve annually.	65,000.-			3	8	/

Strategies for the Development of the Royal Police Cadet Academy										Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
minimum, each working group must have departments responsible for human resources, planning, and budgeting, and digital technology as part of the team. ๒) Conduct practical workshops to gather input from graduate-user agencies, public representatives, and stakeholders through public hearings. ๓) Develop the curriculum, such as specialized programs that focus on digital technology management and police innovation, and collaborate with leading educational institutions, both nationally and internationally, to create joint curriculum programs. This includes undergraduate and postgraduate programs, as well as other areas that meet the needs of agencies that employ graduates. ๔) Prepare a feasibility study and resource allocation requirements report. ๕) Seek approval for the curriculum.												

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Supporting		
										Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Project 2.1.2: Developing a Curriculum Emphasizing Essential Real-World Courses for Current Times **Key activities:** ๑) Establish a curriculum development task force responsible for assessing, analyzing the learning environment, changes in student behavior, the needs of graduate-user agencies, public demands, and curriculum development. Assign the departments responsible for their respective processes as working groups and designate a secretary for each working group. Each working group should include departments responsible for human resources, planning, budgeting, and digital technology as part of the team. ๒) Conduct practical workshops to gather feedback from graduate-user agencies, community representatives, and relevant stakeholders (Public Hearing).						**In the year 2025:** - the quality assessment of the curriculum improved every year. **In the years 2026-2027:** - the quality assessment of the curriculum continued to improve annually. **In the years 2028-2029:** - the quality assessment of the curriculum continued to improve annually.	95,000.-			3	8	/

Strategies for the Development of the Royal Police Cadet Academy

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Supporting		
	22	23	24	25	26		Operational	Investment		Identity	Values	Objectives
๓) Curriculum development efforts will include creating programs that focus on managing digital technology and innovation in law enforcement. Collaborative projects with leading educational institutions, both nationally and internationally, will be developed to create joint academic programs, including undergraduate and postgraduate degree programs. Additionally, other program areas that meet the requirements of the agencies utilizing graduates will be explored. ๔) A feasibility study and resource allocation assessment report will be developed. ๕) Submit the curriculum development proposals for approval.												
Project 2.1.3: Curriculum Adjustment to Emphasize Module-Based Learning to Enable Comprehensive Understanding of Work Processes in Various Current Situations						**In the year 2025:** - the quality assessment of the curriculum improved every year	351,100.-			3	8	/

Strategies for the Development of the Royal Police Cadet Academy

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Key activities: ๑) Establish a curriculum development task force responsible for assessing, analyzing the learning environment, changes in student behavior, the needs of graduate-user agencies, public demands, and curriculum development. Assign the departments responsible for their respective processes as working groups and designate a secretary for each working group. Each working group should include departments responsible for human resources, planning, budgeting, and digital technology as part of the team. ๒) Conduct practical workshops to gather feedback from graduate-user agencies, community representatives, and relevant stakeholders (Public Hearing). ๓) Curriculum development efforts will include creating programs that focus on managing digital technology and innovation						**In the years 2026-2027:** - the quality assessment of the curriculum continued to improve annually. **In the years 2028-2029:** - the quality assessment of the curriculum continued to improve annually.						

Strategies for the Development of the Royal Police Cadet Academy and **Supporting**

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Supporting		
	22	23	24	25	26		Operational	Investment		Identity	Values	Objectives
in law enforcement. Collaborative projects with leading educational institutions, both nationally and internationally, will be developed to create joint academic programs, including undergraduate and postgraduate degree programs. Additionally, other program areas that meet the requirements of the agencies utilizing graduates will be explored. ๔) A feasibility study and resource allocation assessment report will be developed. ๕) Submit the curriculum development proposals for approval.												
Project 2.1.4: Curriculum Adjustment Emphasizing Foreign Language Communication Skills Required for Current Work Environments, Such as English and Chinese **Key activities:** ๑) Analyze and assess foreign language skills according to internationally recognized						**In the years 2022-2026:** - not less than 90% of graduated police cadets				3/4	8	/

Strategies for the Development of the Royal Police Cadet Academy

	Strategies for the Development of the Royal Police Cadet Academy									Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
standards, such as the Common European Framework of Reference for Languages (CEFR), for languages like English and Chinese. ๒) Design curriculum and language development tools that integrate with the learning and teaching process. ๓) Establish language proficiency level criteria as part of the program's graduation requirements. ๔) Implement English language skill development as per the plan. ๕) Evaluate the effectiveness of learning and monitor the development of English language skills.												
Project (new) 2.1.5: aims to enhance cooperation and knowledge integration regarding criminal proceedings in a simulated court through firearm training.						The goal is for 90 percent of the police cadets to possess skills and knowledge related to criminal proceedings in a simulated court acquired from firearm training.				3/4	4/8	/
Plan 2.2: focuses on elevating the quality of police research and professional academic work in the field of policing.												
Project 2.2.1: Integration of Research Output into Strategic Academic/Community Engagement						<u>Year 2022:</u> - Has received international exposure and publication.				3/4	8	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Key activities: ๑) Establish a task force to define criteria and select outstanding research outputs that have the potential for real-world application as innovations in community engagement. This task force should involve the agencies responsible for the respective research areas, with a secretary for the task force. At least one of the task force's functions should be dedicated to human resources, planning, and budgeting, along with digital technology as a part of the task force. ๒) Link the established selection criteria as part of the research funding provided by the Royal Thai Police and faculty members. ๓) Monitor and assess research outputs that can genuinely be put into practice. ๔) Organize academic events to promote knowledge exchanges and expand research outputs for practical use.						- The number of research outputs/academic works that have been put into practical use. - The number of citations for research outputs. **In the Years 2023-2024:** - Has received international exposure and publication. - The number of research outputs/academic works that have been put into practical use. - The number of citations for research outputs. **In the Years 2025-2026:** - Has received international exposure and publication. - The number of research outputs/academic works that have been put into practical use. - The number of citations for research outputs.						

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Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Project 2.2.2: Allocating funding and support for research projects with a focus on creating societal value through innovation and digital technology development in the field of policing and law enforcement, with the goal of eventually obtaining intellectual property rights registration. **Key activities:** ๑) Establish a working group to study the feasibility of creative ideas that align with the organization's key stakeholders' current and future needs. This includes assessing the viability and value of innovative ideas that benefit the organization. The organization should designate a unit responsible for overseeing this process, and the working group should include personnel with expertise in human resources, planning, digital technology, and digital technology budgeting. ๒) Develop plans and projects to communicate, stimulate, and						**Year 2022:** - Have a plan/report analyzing feasibility. - Number of intellectual property rights that create societal value and meet the significant needs of the organization, including both clients and key stakeholders. **Year 2024:** - Number of intellectual property rights that create societal value and meet the significant needs of the organization, including both clients and key stakeholders. **In the Years 2025-2026:** - Number of intellectual property rights that create societal value and meet the significant needs of the organization, including both clients and key stakeholders.	8,452,000.-			3/4	4/8	/

<div style="margin-top:1em">Strategies for the Development of the Royal Police Cadet Academy   Supporting</div>

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
Strategies for the Development of the Royal Police Cadet Academy										**Supporting**		
	22	23	24	25	26		Operational	Investment				
solicit applications from faculty and students who have research work that meets the selection criteria for funding support. ๓) Consider selecting research projects that exhibit excellence and show potential for creating societal value through innovation in police professionalism and law enforcement. ๔) Train and develop a research process with a goal of creating societal value, including research methodologies and ways to extend research results towards copyright registration or financial value creation for researchers ๕) Manage and register intellectual property assets and copyrights.												
Project 2.2.3: Promotion of the dissemination and publication of research and academic works at an international level **Key Activities:** 1) A working group is established to consider the criteria for providing funds to support international-level						<u>Year 2022:</u> - Published at an international level - Number of research/academic works that have been practically implemented - Number of research work citations <u>Year 2023-2024:</u> - Published at an international level	90,000.-			3/4	4/8	/

Strategies for the Development of the Royal Police Cadet Academy									Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
publication and presentation of research works. The unit responsible for the process should act as the working committee and the committee's secretariat. At a minimum, units specializing in human resources, planning and budget, and digital technology should be part of the team. **2)** A plan/project is designed to communicate, stimulate, and recruit faculty members and cadets who have had their research work accepted for international publication or presentation, in order to receive funding support. **3)** Outstanding research works that have the potential to create social value in the field of police profession innovations and law enforcement are considered and selected. **4)** Training is organized; techniques for writing academic works are developed; research in foreign languages is presented.						- Number of research/academic works that have been practically implemented - Number of research work citations **<u>Year 2025-2026:</u>** - Published at an international level - Number of research/academic works that have been practically implemented						

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
5) The references made to the research outcomes are evaluated												
Project 2.2.4: Seminars on research, innovation, and digital technology in the field of police profession and law enforcement at the ASEAN level **Key Activities:** **1)** A committee is established to consider organizing seminars on research, innovation, and digital technology in the field of police profession and law enforcement at the ASEAN level. **2)** A plan/project is designed to promote participation in the seminar. **3)** Outstanding research in the field of police profession innovations and law enforcement is selected. **4)** Academic cooperation with ASEAN-level network partners is supported. **5)** The results of organizing the seminar are evaluated.						**Year 2022:** - Educational Quality Assessment Results - Component 2: Research, Indicator 2.1: System and mechanism for managing and developing research or creative works. Score results of 4.5 or higher. **Year 2023-2026:** - Achievement level of the plan is 100%.	50,000.-			3/4	4/8	/

The header of the table reads: "Strategies for the Development of the Royal Police Cadet Academy" and "Supporting".

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Supporting		
										Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Plan 2.3: Development of academic cooperation with both domestic and international agencies												
Project 2.3.1: Development of academic collaboration between the RPCA and various agencies, such as leading educational institutions both domestically and internationally, judicial process agencies, private sector entities, civil society organizations, etc. (MOU) **Key Activities:** 1) A team is formed to foster relationships and develop academic collaboration with various agencies, both domestically and internationally. The unit responsible for the process will act as the working committee and its secretariat. 2) Operational meetings are held to gather needs, expectations, exchanges academic information, research, training, and significant operational processes to benefit and extend the capabilities of the Royal Police Cadet Academy.						<u>Year 2022-2026:</u> - There is a project to develop academic collaboration between the RPCA with at least 3 specified agencies. - There is a team dedicated to developing academic collaboration at the RPCA level. - There are follow-up and evaluation processes to measure the success of projects/activities carried out each fiscal year.			Support budget from the Office of Educational Service 1,943,000	3/4	1/6/8	/

Strategies for the Development of the Royal Police Cadet Academy

Strategies for the Development of the Royal Police Cadet Academy										Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
3) The effectiveness and success of the project are evaluated, then the curriculum, research, academic services, and significant operational processes are revised.												
Strategy 3: Organizational transformation towards a digital organization												
Plan 3.1: Enhancement of teaching management with digital technology systems												
Project 3.1.1: Transformation of the "Royal Police Cadet Academy" Library into a Smart Library **Key Activities:** 1) A working group is formed to study ways to transform the format of the Royal Thai Police Cadet Academy library and assess the feasibility of the project based on allocated resources. 2) A blueprint for the Smart Library system is designed, defining the timeline for implementation and the resources required. 3) System development is proceeded and/or necessary resources are procured according to the defined plan. 4) The system's performance and usage are evaluated.						**Year 2022:** There is a program format and a plan for design and development. **Year 2023-2024:** - There is a Smart Library system. - There are reports on the efficiency assessment and user satisfaction with the system. Number of uses of the Smart Library system		8,959,800.-	Office of Information Technology and Academic Resources	3	8	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Project 3.1.2: Project to integrate digital technology and learning innovations to enhance teaching and learning **Key Activities:** 1) A committee is formed to determine guidelines/manuals and the proportion of digital technology integration for instruction in each curriculum, such as Smart Classroom, integrating online learning media as a component of teaching (Blended Learning), and using Augmented Reality (AR) technologies in learning, e.g., firearms training, firefighting, combatting terrorism, crowd dispersal, observational skills. The responsible units will form this working group and will have an assigned secretary. At the very least, there should be units dealing with human resources, planning and budgeting, and digital technology as part of the team.						**Year 2022:** - There is a plan/guidebook for integrating technology usage - The proportion of technology integration in teaching and learning increases every year. - The satisfaction level increases every year, while the dissatisfaction of both students and instructors decreases every year. **Year 2023-2024:** - The proportion of technology integration in teaching and learning increases every year. - The satisfaction level increases every year, while the dissatisfaction of both students and instructors decreases every year. **Year 2025-2026:** - The proportion of technology integration in teaching and learning increases every year. - The satisfaction level increases every year, while the dissatisfaction of both students and instructors decreases every year.		34,454,000.-	Office of Educational Service	3	8	/

Strategies for the Development of the Royal Police Cadet Academy — Supporting

Strategies for the Development of the Royal Police Cadet Academy							Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
2) The manual for integrating digital technology into instruction is systematically disseminated. **3)** An agreement between the institution and the academic departments is drafted to increase the proportion, ensuring the integration of the aforementioned digital technology with instruction. **4)** The effectiveness and learning outcomes from using digital technology in instruction are evaluated.												
Project 3.1.3: Project for Developing Teaching and Promotional Media through Digital Technology **Key Activities:** **1)** Consider and select curricula/ subjects/knowledge areas that are ready to produce and develop into online teaching media. **2)** Design the content and the format for interactivity and lesson presentation.						**Year 2022:** - There are teaching media for at least 2 curricula. - There is a report on the monitoring and evaluation of the teaching media.	882,900.-			3	8	/

Note: The table header spans columns; "Identity", "Values", "Objectives" fall under "Supporting".

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
3) Develop teaching media, test, and improve the developed multimedia content. 4) Allow students and/or stakeholders to access and learn from the teaching media. 5) Monitor and evaluate the effectiveness of the teaching media.												
Project 3.1.4: Development of Smart Classrooms for Teaching and Training						- 70% of the students achieve better academic results than before. - At least 70% of all classrooms at the RPCA are equipped with smart classroom systems. - The academy can produce teaching media in the form of E-Learning for at least 50% of all courses taught in the existing curricula of the RPCA. - Instructors and cadets are highly satisfied with the use of smart classrooms for teaching and learning. - Instructors and cadets are highly satisfied with the teaching media in the form of E-Learning.				3	8	/

Strategies for the Development of the Royal Police Cadet Academy — **Supporting**

Strategies for the Development of the Royal Police Cadet Academy									Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Project 3.1.5: Procurement of equipment for producing online teaching materials						- There are online teaching materials for every subject taught in various curricula of the RPCA, with at least 1 lesson per subject. - Cadets and those interested are highly satisfied with the online teaching materials that are produced or created.				3/4	8	/
Plan 3.2: Development of infrastructure to support the advancement of the digital environment												
Project 3.2.1: Creation of a short-term and long-term digital technology master plan **Key Activities:** 1) A team is formed to create a short-term and long-term digital technology master plan, with the responsible agency taking charge of the processes and functioning as the main committee and secretariat of the team. 2) Operational meetings are held for the short-term and long-term digital technology master plan, focusing on key plans/projects that encompass digital infrastructure, administrative software, educational software, and the						<u>Year 2023:</u> - There is a digital technology master plan.	-	-	Office of Information Technology and Academic Resources	3/4	8	/

Strategies for the Development of the Royal Police Cadet Academy										Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
development of personnel capabilities to support the transition to a digital organization. 3) Indicators are defined; goals are set, and the efficiency and effectiveness of the master plan's success are evaluated.												
Project 3.2.2: Plan to procure an Enterprise Resources Plan (ERP) system for managing data and various resources of the Royal Police Cadet Academy. This includes key system functions **Key Activities:** 1) A working committee is set up to study the qualifications and feasibility of using the ERP system in the administration and management of the Royal Police Cadet Academy. The respective department responsible for the process will act as the working committee and secretary to the committee. At the very least, departments such as human resources, planning and budgeting,						**Year 2023:** - There is a feasibility study report on the use of the ERP system. **Year 2024:** - There is a blueprint for the ERP system. **Year 2025-2026:** - The ERP system is in place.				3/4	8	/

	Strategies for the Development of the Royal Police Cadet Academy								Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
and digital technology should be part of the committee. **2)** Visits to educational institutions that have implemented an ERP system for administration and management are conducted. This includes comparing and summarizing technologies, system functions, budgets, integration and linkage of various related processes, and their appropriateness for the organizational context. **3)** A practical meeting is organized to define the specifications and scope of the ERP system, such as a unified calendar system, electronic document usage system, facility management system, and smart office system. **4)** Procurement according to related regulations is proceeded. **5)** The ERP system is installed and training for technology Transfer is provided.												

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Project 3.2.3: Establishment and Development of the Innovation Center in Cybersecurity and Digital Forensics **Key Activities:** 1) A committee is formed to study and define the scope of responsibility, roles, vision, and mission of the Innovation Center in Cybersecurity and Digital Forensics for the school/institution. 2) A study is conducted and a report is prepared to present to the school/institution for consideration to establish the center and allocate necessary resources. 3) The performance of the Innovation Center in Cybersecurity and Digital Forensics is monitored. 4) The center's operations are reported for review and recommendations for future management are provided.						**Year 2022:** - A committee has been established for the development of the Innovation Center in Cybersecurity and Digital Forensics. **Year 2023:** - There is a report on the feasibility study for the establishment and development of the Innovation Center in Cybersecurity and Digital Forensics. **Year 2024:** - Budget has been approved and allocated. **Year 2025:** - The Innovation Center in Cybersecurity has been established. **Year 2026:** - User satisfaction with the Innovation Center in Cybersecurity				3/4	8	/

Strategies for the Development of the Royal Police Cadet Academy — Supporting

5-year development plan of Royal Police Cadet Academy (2022-2026)
The Royal Police Cadet Academy (RPCA)

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Supporting		
	22	23	24	25	26		Operational	Investment		Identity	Values	Objectives
Strategy 4: Enhance organizational management capabilities to lead changes and drive the mission in all dimensions												
Plan 4.1: Develop an effective and modern organizational management system												
Project 4.1.1: Adoption of modern and international education quality assurance standards such as AUN-QA/EdPEx. **Key Activities:** **1)** A modern management team is formed based on the education quality assurance system to study and learn about education quality assessment standards, such as AUN-QA/EdPEx/Reviewing the criteria for education quality assurance. The respective department responsible for the process will be the team and secretary. At least the departments related to human resources, planning and budgeting, and digital technology should be part of this team. **2)** A practical seminar is held and a self-assessment (SAR) is conducted based on modern education quality assessment standards.						<u>Year 2022:</u> - There is a Self-Assessment Report (SAR). <u>Year 2023:</u> - The quality system of the institution is evaluated based on international quality standards, and the evaluation scores increase every year.				1/3/4	8	

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
3) Visits to universities that have successfully implemented modern quality assessment standards are planned. 4) A practical seminar is organized to develop an Opportunity for Improvement (OFI) Roadmap. 5) The plan is presented to the institution for inclusion in the institution's future management plan.						**Year 2024-2026:** - The results of educational quality assurance improve every year.						
Project 4.1.2: Design of Key Work Systems and Processes for the Royal Police Cadet Academy <u>**Key Activities:**</u> 1) A committee is formed to study and design the key work systems and processes for the Royal Police Cadet Academy. This should involve units responsible for the operational process to form the working committee and its secretariat. At the very least, departments related to human resources, planning, budgeting, and digital technology should be part of the committee.						**Year 2023:** - There are key work systems, processes, and operational manuals for the Royal Police Cadet Academy. **Year 2024-2026:** - There is an annual review of the key work systems and processes of the Royal Police Cadet Academy.				1/2/3/4	8	/

Strategies for the Development of the Royal Police Cadet Academy										Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
2) Practical training is offered to educate about tools for analyzing work processes, such as the SIPOC Model Analysis. This also includes considering and selecting key work processes, as well as defining performance indicators and target values for those processes. 3) The key processes are implemented and stored in the system. This includes communicating and establishing standards according to the designed processes. 4) Process owners review and continuously improve their work processes every year.												
Project 4.1.3: Business Continuity Management for the Royal Police Cadet Academy (RPCA) Key Activities: 1) A Business Continuity Management (BCM) Committee is established to set policies for business continuity management. 2) A Business Continuity Planning (BCP) Committee is formed to						Year 2022: - There is a business continuity plan for the Royal Police Cadet Academy. Year 2023-2026: - Staff and cadets understand the plan. - The readiness level of staff and cadets to act according to the BCP is no less than 80%.				1/2/3/4	8	/

	Strategies for the Development of the Royal Police Cadet Academy									Supporting		
Strategy, Plans and Key Activities	**Timeframe of Implementation**					**Goals/Key Performance Indicators**	**Budget**		**Note/ Responsible Unit**	**Identity**	**Values**	**Objectives**
	22	23	24	25	26		Operational	Investment				
develop and execute the continuity plan, as well as communicate and promote the plan. 3) The Recovery Time Objective (RTO) are determined for essential systems and processes of the RPCA. This includes testing and ensuring readiness to confidently handle emergency situations. 4) Awareness and understanding of the implementation/operation according to the BCP (Business Continuity Plan) in case of emergencies are encouraged.						- The BCP is tested at least once a year.						
Project 4.1.4: Workshop for instructors and training teachers of the Royal Police Cadet Academy to transform teaching strategies for the second semester of the academic year 2022						100 percent of the seminar for instructors and trainers of the Royal Police Cadet Academy who teach and train in the second semester of the academic year 2022				4	8	/
Project 4.1.5: Practical seminar based on qualification standards on "Teaching management that emphasizes learning outcomes as a goal - Outcome-based education (OBE)						- The number of academic departments that have developed teaching and curriculum under the OBE (Outcome-Based Education) concept				4	8	/

Strategies for the Development of the Royal Police Cadet Academy | Supporting

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
						- At least 95 percent of the target group of faculty members and staff participate in the project. - The outcomes and outputs that faculty members use to develop lesson plans/course details (MCO.3) and prepare course performance reports (MCO.5), as well as develop teaching activities for each subject according to the curriculum's Expected Learning Outcomes (ELO) - Instructors who participate in the project can analyze learning outcomes in an outcome-based approach and are able to develop the curriculum.						
Project 4.1.6: Seminar and Internal Quality Assessment of Education at the Royal Police Cadet Academy at the curriculum level, faculty or equivalent unit level, and institutional level for the academic year 2022						- Units responsible for curriculum management - Police officers under the Royal Police Cadet Academy. - 9 units affiliated with the Royal Police Cadet Academy	212,345.-			3/4	8	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
						Strategies for the Development of the Royal Police Cadet Academy				Supporting		
	22	23	24	25	26		Operational	Investment				
Project 4.1.7: Competition for Good Practice						The level of success of units and personnel at every level in terms of quality improvement and the discovery of good practices leading to shared learning and experience exchange**s**				3/4	8	/
Plan 4.2: Development of Human Capital Management (HCM) to support changes												
Project 4.2.1: Development of a manpower management plan to support changes in policies and digital technology **Key Activities:** **1)** The required manpower is estimated by considering the demand and supply of the organization's workforce. This involves analyzing manpower shortages and surpluses, such as analyzing the number of full-time equivalent students (FTES) compared to the number of full-time faculty. **2)** A current workload assessment for staff at all levels is designed. **3)** Priorities are defined; job types are categorized; criteria for managing the workforce ratio are set.						**Year 2023:** - There is a short-term and long-term manpower plan to support changes in technology. **Year 2025:** - There is an effective mechanism for monitoring and evaluating work performance. - The productivity of personnel (HR Productivity) tends to improve. **Year 2026:** - The productivity of personnel (HR Productivity) continuously improves.				3/4	8	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
4) The organization's current state regarding the workforce's ability is assessed to adapt to changing technologies. **5)** Workforce productivity (HR Productivity) is managed, for example, reducing cost per employee, increasing efficiency and effectiveness per employee, and increasing the number of innovative outputs per employee.												
Project 4.2.2: Promoting Organizational Culture and Values **Key Activities:** **1)** A committee is formed to promote organizational culture and values responsible for setting the framework and direction for the promotion of organizational culture and values. This committee must involve departments responsible for processes, and at a minimum, must include departments responsible for human resources, planning and budgeting, and digital technology.						**Year 2022-2026:** - The level of staff commitment towards promoting culture, broken down by staff groups, increases every year.				1/2	1-9	/

Above the main table header, the following spanning labels appear: "Strategies for the Development of the Royal Police Cadet Academy" and "Supporting".

	Strategies for the Development of the Royal Police Cadet Academy									Supporting		
Strategy, Plans and Key Activities	**Timeframe of Implementation**					**Goals/Key Performance Indicators**	**Budget**		**Note/ Responsible Unit**	**Identity**	**Values**	**Objectives**
	22	23	24	25	26		Operational	Investment				
2) Practical seminars are held to define organizational culture and values, identifying the expected behaviors of the organization, with an emphasis on virtues, ethics, leadership, human rights considerations, and portraying the organization as a guardian of peace. **3)** Campaigns and activities are organized to promote organizational culture and values focusing on knowledge exchanges and two-way communication. For example, activities like Town Hall Meetings, learning exchanges activities through culture promotion programs such as "Effective Work, Happy People" and "Ethics and Morality Contest." **4)** Staff satisfaction, employee commitment, and the promotion of organizational culture and values are investigated.												
Project 4.2.3: Human Resources Competency-Based Management (Competency Base Management) and Individual Development Planning (IDP)						Year 2022-2026: - The competency gap (Competency Assessment) continuously decreases every year.				1-4	1-9	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Key Activities: **1)** A team is established to define human resources competency (Competency Base Management), evaluate, and develop an individual development plan (IDP). The units responsible for the process should take on the roles of the working committee and its secretariat. At a minimum, the Human Resources, Planning and Budgeting, and Digital Technology units should be part of the team. **2)** Practical seminars are held to determine and create a Human Resources Competency Handbook, covering core competencies, management competencies, and job-specific competencies, differentiated by positions/groups. For example, faculty development might involve obtaining professional teaching certifications as per the United Kingdom Professional Standards Framework (UKPSF), exchanging faculty for teaching and research with foreign institutions,												

The header row spans: **Strategies for the Development of the Royal Police Cadet Academy** and **Supporting**

Strategies for the Development of the Royal Police Cadet Academy									Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
organizing international seminars, and ensuring quality management for every curriculum according to the AUN QA standards. **3)** Employee competency (Competency Assessment) is assessed and an individual development plan (IDP) is developed. **4)** Learning outcomes is evaluated and development and training results are followed.												
Project 4.2.4: Development of foreign language communication capabilities (Up Skill) and future skills for staff and students **Key Activities:** **1)** English language skills are assessed based on internationally accepted language proficiency standards (Common European Framework of Reference for Languages: CEFR). **2)** Curricula and tools are designed for staff development and training.						<u>Year 2023:</u> 50% of the target <u>Year 2024:</u> 80% of the target <u>Year 2025:</u> 100% of the target				4	8	/

Strategies for the Development of the Royal Police Cadet Academy										Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
3) Language proficiency standards are set as part of performance evaluations. 4) Development and training sessions are implemented. 5) Learning outcomes and the results of development and training are evaluated.												
Project 4.2.5: Development of managerial-level staff to support changes (Professional Leadership Development Program) **Key Activities:** 1) The necessity/need for staff development and training is investigated. 2) Curricula and tools for staff development and training (Training Road Map) are designed. 3) Development and training sessions are implemented. 4) The results of development and training are evaluated.						Year 2022: - There is an executive-level personnel development program (Training Road Map: TRM). - 30% of executives at all levels have been developed according to the TRM. Year 2023-2024: 60% of executives at all levels have been developed according to the TRM. Year 2025-2026: 80% of executives at all levels have been developed according to the TRM.				2/4	1-9	/
Project 4.2.6: Knowledge Management Enhancement						Year 2023: - Possess a knowledge management process and a management guide				4	8	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Key Activities: **1)** A team is formed. They are responsible for researching, designing, and formulating a knowledge management framework for the Royal Police Cadet Academy. This team will include designated organizational units as working committees, each with its own committee secretary. The task force should, at a minimum, involve departments related to human resources, planning, budgeting, and digital technology. **2)** Training sessions are conducted to educate individuals on knowledge management processes, the generation of knowledge, the sharing of knowledge, and the practical application of knowledge in their daily work routines. **3)** A knowledge management network is created. It spans across all departments of the academy, enabling the seamless transfer and						- Possess knowledge derived from curriculum management, research, academic service, and expertise in policing and law enforcement, encompassing at least three distinct domains of knowledge. **Year 2024-2025:** - Possess knowledge derived from curriculum management, research, academic service, as well as expertise in policing and law enforcement, encompassing at least three distinct domains of knowledge. **Year 2026:** - A review of knowledge management processes and manuals was conducted. - Knowledge was derived from curriculum management, research, academic service, as well as expertise in policing and law enforcement, comprising at least three bodies of knowledge.						

The heading row at the top of the table reads: **Strategies for the Development of the Royal Police Cadet Academy** — **Supporting**

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
exchanges of knowledge among different units and divisions. 4) Various knowledge management initiatives are coordinated, including Knowledge Management (KM) Forums, KM Role Models programs, the development of knowledge management manuals, and the documentation of knowledge. This documentation should encompass lessons learned and best practices in curriculum management, research, academic services, as well as expertise in policing and law enforcement. 5) Knowledge Management (KM) Day events are arranged to disseminate exceptional knowledge and showcase academic achievements. 6) Knowledge management practices are assessed, with the aim of presenting findings and insights to the Royal Police Cadet Academy and ongoing reviews of organizational knowledge management processes are conducted.												

Strategies for the Development of the Royal Police Cadet Academy — Supporting

Strategies for the Development of the Royal Police Cadet Academy									Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Plan 4.3: Managing the Working Environment and Atmosphere to Enhance the Quality of Life for Personnel and Cadets												
Project 4.3.1: Improvement of the Water System for Consumptive Use **Key Activities:** **1)** The consumptive water system of the Royal Police Cadet Academy is inspected to determine necessary improvements for achieving potable water standards. **2)** A plan and guidelines are developed to enhance the water system, along with to allocate the required resources for implementation. **3)** The plan is executed. **4)** The results of the water system improvements are evaluated. **5)** Feedback and satisfaction levels from personnel and cadets regarding the quality of consumable water are evaluated.						**Year 2022:** - The quality of tap water for consumption and use meets the standards set by the Police Cadet Academy. - The satisfaction level of personnel and cadets with the water system is high (4.20 and above). **Year 2023:** - The satisfaction level of personnel and cadets with the tap water system has consistently improved each year.			Administrative Division	3	9	/
Project 4.3.2: Development of Buildings and Facilities to Modernize and Make Them Suitable for Zone-based Usage						**Year 2023:** -The satisfaction level of personnel and cadets with the buildings and facilities is high, exceeding 4.20.		4,125,500.-	Office of Educational Service	4	1/6	/

Strategies for the Development of the Royal Police Cadet Academy										Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					**Goals/Key Performance Indicators**	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Key Activities: **1)** The buildings and facilities of the Royal Police Cadet Academy are inspected to determine necessary improvements and modifications in alignment with the specific usage requirements of each zone. **2)** A plan and guidelines are developed to upgrade the buildings and facilities, along with to allocate the necessary resources for implementation. **3)** The plan is carried out. **4)** The results of the development and enhancement of buildings and facilities are evaluated. **5)** Feedback and satisfaction levels from personnel and cadets regarding the condition of buildings, facilities, the environment, and the atmosphere are assessed.												
Project 4.3.3: Economic Self-Sufficiency Philosophy Revival for Quality of Life Enhancement, as per Royal Initiative						**Year 2023:** - plans for short-term and long-term workforce strategies to accommodate changes			Administrative Division	1/2/4	1/4/5/6/ 8/9	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Key Activities: 1) A comprehensive plan and activities are developed to support the revival of the economic self-sufficiency philosophy, aimed at elevating the quality of life. 2) The planned activities in accordance with the established roadmap are conducted. 3) The progress of the activities are monitored according to the plan. 4) Their implementation is assessed, and the results are reported.												
Project 4.3.4: Revenue Management Project for Affiliated Units within the Royal Police Cadet Academy **Key Activities:** 1) The objectives and goals are set for revenue management, to be utilized in establishing operational frameworks using communication and public relations guidelines. 2) A plan and activities are developed to promote revenue						**Year 2023:** - A 100% success rate has been achieved in accordance with the project plan.			The RPCA	1/3/4	2/4/5/6/ 7	/

Table header: Strategies for the Development of the Royal Police Cadet Academy — Supporting

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
management for units affiliated with the Royal Police Cadets Academy. This includes initiatives such as: - Fundraising plans for the development of public utilities and student welfare within the Royal Police Cadets Academy - Establishment of the Police Captain Alumni Foundation/School Fund **3)** Public relations activities targeted at police officers, cadets, trainees, alumni, parents, and staff within the affiliated units are promoted.												
Project 4.3.5: Promotion of Waste Management by Implementing the Zero Waste Concept **Key Activities:** **1)** A plan and activities are developed to promote waste reduction within the organization, involving both staff and cadets. Examples of activities include promoting the use of cloth bags instead of plastic bags and						<u>Year 2022</u>: 10% reduction in waste compared to the baseline <u>Year 2023-2026:</u> Continuous yearly reduction in waste by at least 10% compared to the baseline			Administrative Division	2	6	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
Strategies for the Development of the Royal Police Cadet Academy → **Supporting**	22	23	24	25	26		Operational	Investment				
reducing the use of plastic cups/straws during training and seminars. **2)** The planned activities are carried out as per the established roadmap. **3)** The progress of the activities is monitored. **4)** Their implementation is assessed, and the results are reported.												
Project 4.3.6: Special Welfare Program for Motivating Quality Personnel in the Selection of Police Cadet Captains **Key Activities:** **1)** Guidelines for organizing special welfare are studied and criteria for the selection are set. **2)** The feasibility of providing special welfare to police cadet captains are investigated; their expectations and requirements for the proposed special welfare program are surveyed. **3)** The recommendations are presented to the cadets for						**Year 2022**: - The level of awareness among staff and students is not less than 80%. - The satisfaction level regarding the special welfare program is at an excellent level, with a rating of 4.25. The enrollment rate has increased compared to the baseline year of 2021.	751,200.-		Administrative Division and Police Cadets Division	1/2/4	1/5	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Supporting		
	22	23	24	25	26		Operational	Investment		Identity	Values	Objectives
consideration in order to determine the special welfare program. 4) The special welfare program is publicized to staff and cadets, ensuring awareness and understanding of its benefits. 5) Monitor, evaluate, and present the implementation of the program.												
Project 4.3.7: Construction of Sports Fields and Health Parks to Promote Physical Well-being **Key Activities:** 1) Plans and blueprints for sports fields and health parks, including an overall project implementation plan are developed. 2) The proposal is presented for resource allocation consideration. 3) The project is conducted according to the blueprints and project implementation plan. 4) The progress to ensure alignment with the established plans and blueprints is assessed.						<u>Year 2022-2023:</u> The project to transform the badminton courts into a sports and fitness facility achieved a 100% success rate.			Police Training Center	4	1/9	/

Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Supporting		
										Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
Project 4.3.8: Telemedicine for Disease Detection **Key Activities:** **1)** A project implementation plan is designed; the relevant resources are assessed, and the telemedicine project for disease detection is initiated. **2)** The conditions, service access criteria, testing procedures, and medication distribution methods are defined. **3)** The project details are presented to staff and cadets. **4)** The project is carried out in accordance with the established plan, and its progress is evaluated.						<u>Year 2023</u>: The level of commitment and satisfaction of staff and cadets towards the welfare services provided			Administrative Division	-	9	/
Project 4.3.9: Online System for Reporting Water and Electricity Issues at RPCA **Key Activities:** **1)** An operational plan is developed and a system for reporting water and electricity issues is designed.						<u>Year 2022:</u> The satisfaction level regarding the use of the issue reporting system has improved to the "good" level or higher.			Administrative Division, Office of Information Technology and Academic Resources	-	-	/

Strategies for the Development of the Royal Police Cadet Academy										Supporting		
Strategy, Plans and Key Activities	Timeframe of Implementation					Goals/Key Performance Indicators	Budget		Note/ Responsible Unit	Identity	Values	Objectives
	22	23	24	25	26		Operational	Investment				
2) The plan is implemented and the system is improved as per the design. 3) The system and its efficiency for reporting issues are evaluated. 4) Public relations are promoted. 5) The system is utilized as per the established plan. 6) The usage is assessed.												

Section 5
Risk Management Practices

In order for the implementation of the 5-year development plan for RPCA (in the year 2022 - 2026) to achieve the objectives set forth in the project and strategy, the planning and budgeting team has conducted a risk analysis. This analysis aims to enable effective risk management and control of various contributing factors to support the successful execution of the strategic plan of the academy. The analysis has led to the formulation of risk management strategies, as well as the identification of guidelines for managing these risks, as follows:

1. The levels and criteria for risk assessment

To determine the level of risk, an assessment is conducted to establish the relationship between the "likelihood of risk occurrence (Likelihood: L)" and the "level of impact resulting from the risk (Impact: I)" according to predefined criteria as follows:

Inherent risk

likelihood of risk occurrence (Likelihood: L)

5	10	15	20	25
4	8	12	16	20
3	6	9	12	15
2	4	6	8	10
1	2	3	4	5

level of impact resulting from the risk (Impact: I)

criteria	๑	๒	๓	๔	๕
(L: Likelihood)	Success in implementing the plan is ๑๐๐%.	Success in implementing the plan is between ๗๕% and ๙๙%.	Success in implementing the plan is between ๕๐% and ๗๔%.	Success in implementing the plan is between ๒๖% and ๔๙%.	Success in implementing the plan is at ≤๒๕%
(I: impact)	There are no interruptions in the process of implementation.	There is a minor impact on the process.	There is a moderate impact on the process.	There is a severe impact on the process.	It is necessary to halt the operation, and the objectives of the plan cannot be achieved.
Trigger Point and Early Warning	Watch	Inform	Alarm	Response	Urgently Response
Timeframe	Monthly				

2. Risk assessment of the operational plan

Leading KPI	Risk Factor	Root Cause	Existing Control	Risk Levels Before Risk Management		
				L	I	LxI
Strategy 1: Cultivating Discipline and Culture to Foster Sustainable Social Development						
Plan 1.1: The Revival of Royal Initiatives for Elevating Quality of Life						
The number of participants in the activity is 100% in line with the goal.	The number of participants in the activity does not meet the set target.	Natural disasters and epidemics have disrupted the activities.	Review and establish alternative activity delivery channels, such as online platforms.	3	4	12
Plan 1.2: Enhancing and Instilling Ethical Values and Promoting Social Assistance Activities.						
The number of participants in the activity is 100% in line with the goal.	The number of participants in the activity does not meet the set target.	The staff lacks involvement.	Communicate to provide knowledge and understanding about the activity	2	2	4
Strategy 2: Promoting the Quality of Education, Research, and Academic Services to Global Standards						
Plan 2.1: Developing Curriculum to Support Adaptation to Changing Competitive Abilities						
The quality assessment of the curriculum has been increasing each year.	The quality assessment of the curriculum does not align with or reflect the actual situation.	The assessors lack understanding of the actual assessment criteria.	Provide training and develop knowledge in curriculum quality assessment to faculty members and personnel responsible for assessing outcomes.	4	3	12

Leading KPI	Risk Factor	Root Cause	Existing Control	Risk Levels Before Risk Management		
				L	I	LxI
There is a development in education quality assurance using contemporary and international criteria, namely AUN-QA at the program level and EDPEx at the institutional level.	The personnel in the unit have knowledge of AUN-QA and EDPEx, but not to the extent that is desired.	- These are new criteria that are up-to-date, so further study is required. - The movement of personnel in and out has led to discontinuity in adopting new criteria and readiness preparation.	Conduct training and develop knowledge in education quality assessment using contemporary criteria, such as AUN-QA and EDPEx	2	2	4
Plan 2.2: Elevating the Quality of Research and Professional Academic Work in Police Science						
Publication and dissemination at the international level	The quality of research and academic work does not meet the standards set for international levels.	Researchers, teachers, and police cadets lack knowledge, expertise, and experience in publishing and disseminating academic work at the international level.	Train and develop knowledge in research work and writing for international publications	3	3	9
The number of research/ academic works that have been practically utilized.	The quality of research and academic work does not meet the criteria or research requirements.	Researchers, teachers, and police cadets lack knowledge and expertise in research paper writing.	Train and develop knowledge in research work and writing for international publications.	2	4	8

Leading KPI	Risk Factor	Root Cause	Existing Control	Risk Levels Before Risk Management		
				L	I	LxI
The number of research work citations.	The quality of research and academic work does not meet the criteria or research requirements.	Researchers, teachers, and police cadets lack knowledge and expertise in research paper writing.	Train and develop knowledge in research work and writing for international publications	2	4	8
Plan 2.3: Developing Academic Collaboration with Organizations, Both Domestic and International						
Establish a professional network and expand the scope of academic, research, and cultural service provision to the international level.	The network does not provide the expected level of collaboration.	The coordination is insufficient to instil confidence or foster collaboration within the network.	Build cooperation at the organizational level and identify key persons to establish relationships before signing contracts.	2	3	6
Strategy 3: Managing Organizational Transformation towards a Digital Organization						
Plan 3.1: Enhancing Digital Technology-Based Educational Management.						
The proportion of technology utilization in teaching and learning	The staff is unable to select and effectively use suitable technology for instructional management.	The staff lacks knowledge and expertise in modern technology that can be applied to instructional management.	Train and develop knowledge in technology and innovation for education.	2	2	4
Plan 3.2: Developing Infrastructure to Support the Development of a Digital Environment						
The percentage of success in the overall digital technology plan.	The management is not in agreement with the	The management lacks enthusiasm and recognition of	Prepare a feasibility and cost-effectiveness study report to	3	4	12

Leading KPI	Risk Factor	Root Cause	Existing Control	Risk Levels Before Risk Management		
				L	I	LxI
	necessity of a high budget investment.	the importance of technology system development.	provide data for evaluation and decision-making.			
There is an ERP system for management and administration.	The management does not agree with the necessity of a high budget investment.	The management lacks enthusiasm and recognition of the importance of technology system development.	Prepare a feasibility and cost-effectiveness study report to provide data for evaluation and decision-making.	3	4	12
Strategy 4: Enhancing Fundamental Capabilities to Lead Changes and Drive Missions in All Dimensions						
Plan 4.1: Developing an Efficient and Contemporary Organizational Management System						
There is a feedback report on the PMQA/EdPEx/AUNQA assessment results.	The quality performance results are not in line with the set objectives.	The staff lacks knowledge and expertise related to the quality assurance system in education.	Train and provide knowledge to the target group, including teachers and staff, to effectively implement the education quality assurance guidelines.	3	3	9
Plan 4.2: Developing Human Capital Management (HCM) to Support Changes						
The success of reviewing short-term and long-term workforce planning to accommodate technological changes.	The workforce planning does not accurately reflect the organization's actual needs, which may pose challenges in achieving the	Lack of information and data to accurately determine the actual workforce requirements.	Compile comprehensive workforce management information before creating both short-term and long-term workforce plans.	4	2	8

Leading KPI	Risk Factor	Root Cause	Existing Control	Risk Levels Before Risk Management		
				L	I	LxI
	organization's mission and vision.					
Plan 4.3: Managing the Work Environment and Atmosphere to Enhance the Quality of Life for Staff and Cadets						
The level of satisfaction among staff and cadets.	The activities or projects being carried out do not align or are not in line with the goal of improving the quality of life for the staff and cadets.	The project/activity planners lack information about the actual needs of the staff and cadets.	Compile comprehensive information in all dimensions before initiating a project/activity.	2	2	4

Guidelines for driving, monitoring, evaluating, and reporting the progress of the development plan for the Royal Police Cadet Academy, 2022 - 2026

Implementation of the plan

Turning the development plan for the Royal Police Cadet Academy, 2022-2026 into effective and highly efficient practice that provides clear and distinct guidelines for all sub-units under the Academy. This plan should be used as a framework for managing work, and it is expected that the heads of all sub-units within the Academy implement this plan accordingly. Furthermore, it is their responsibility to oversee, support, monitor, evaluate, and ensure the successful execution of the plan. Any necessary actions or adjustments should be made based on their assessment. The key steps are as follows:

1) Establish understanding and knowledge among the sub-units within the Academy regarding the objectives and goals of the development plan for the Royal Police Cadet Academy, 2022-2026. This should be achieved through effective communication and public relations. Develop plans for the implementation of sub-unit operations, and closely monitor and assess performance according to the development plan for the Royal Police Cadet Academy, 2022-2026, to ensure consistency and correctness in the execution.

2) Ensure that all units under the Royal Police Cadet Academy include projects/ activities according to the development plan for the Royal Police Cadet Academy, 2022-2026, in their annual operational plans.

3) Consider supporting budget allocations for the expenses of units that have been allocated by the Royal Police Cadet Academy to carry out various projects/activities according to the development plan for the Royal Police Cadet Academy, 2022-2026.

4) Request budget support from the Royal Police Cadet Academy or Royal Thai Police Headquarters, as deemed necessary and appropriate. This should be proposed to the Commissioner of the Royal Police Cadet Academy for consideration in order of priority.

5) Coordinate with government agencies, private sector, charitable organizations, and other relevant organizations to seek budget support for carrying out activities or generating income to support the implementation of the development plan for the Police Cadet Academy, 2022 - 2026. These proposals should be submitted for consideration to the Commissioner of the Royal Police Cadet Academy before proceeding.

6) Organize detailed Key Performance Indicator (KPI) templates for each responsible unit according to the Royal Police Cadet Academy's development plan for 2022 - 2026. Ensure that performance results are reported according to the KPIs to the Planning and Budget Division within the specified timeframes.

Monitoring and Evaluation

The monitoring and evaluation process is divided into two parts: monitoring and evaluation.

1. Monitoring

Each unit under the jurisdiction of the Royal Police Cadet Academy shall provide their annual development plan. They are required to monitor the progress according to the development plan for the Royal Police Cadet Academy 2022-2026, at least twice a year. These monitoring periods are scheduled at a 6-month interval and a 12-month interval. The results of this monitoring are to be reported to the Royal Police Cadet Academy through the Office of Strategic Planning and Budgeting (Key Performance Indicator Division), Office of the Director of Strategy and Budgeting.

2. Evaluation

The Office of Strategic Planning and Budgeting (Key Performance Indicator Division), under the Office of the Director of Strategy and Budgeting of the Royal Police Cadet Academy, shall compile the monitoring results from the units within the jurisdiction of the Royal Police Cadet Academy. These results will be evaluated based on the Key Performance Indicator (KPI) Template of the development plan for the Royal Police Cadet Academy 2022-2026. The evaluations are to be presented to the Commissioner of the Royal Police Cadet Academy and reported twice a year, with reporting intervals of every 6 months and every 12 months, to the Royal Thai Police Headquarters.