

**Educational Safety Management Laws Explore
Dimensions that influence Course Descriptions
Focused on Safety School with AI Prompt**

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Abstract

The objective of this research on the course description of Educational Safety Management is to explore the interrelated dimensions that influence the development of course descriptions focused on safety within educational institutions. This study adopts a systematic research process through the analysis of relevant legal frameworks and the application of Artificial Intelligence (AI). The sample for this study comprises laws related to occupational health and

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safety, labor laws and the Workmen's Compensation Fund, educational legislation, and other relevant legal statutes. Based on the analysis of relevant Thai legal documents, the findings of this study indicate that the development of a course description for Educational Safety Management should integrate multi-dimensional legal perspectives to ensure its comprehensiveness and practical applicability. The study identifies four primary legal dimensions influencing course design: Occupational Health and Safety Laws – These emphasize preventive measures, risk assessment, and the promotion of a safe working environment for all stakeholders in educational settings. Labor Laws and the Workmen's Compensation Fund – These provide legal protections and compensation mechanisms for personnel affected by workplace accidents or occupational diseases, which are critical in framing institutional safety policies. Educational Legislation – This defines the roles, responsibilities, and safety rights of students, teachers, and school administrators, reinforcing the necessity of embedding safety education within formal curricula. Other Relevant Legal Statutes – These include civil and administrative laws that support the enforcement of safety standards and institutional

accountability. The integration of these legal dimensions, supported by AI-based analysis, contributes to a more structured, legally grounded, and responsive course description that aligns with both national standards and institutional safety goals.

Keywords: Educational Safety Management, Course Design, Legal Framework, Artificial Intelligence, Thai Education Law

Introduction

The development of course descriptions in Educational Safety Management requires a multidimensional understanding of intersecting legal frameworks and technological innovations. The literature emphasizes the importance of integrating occupational safety principles, labor protections, educational mandates, and emerging tools such as Artificial Intelligence (AI) into educational curricula to enhance institutional safety and preparedness.

1. Occupational health and safety in educational institutions. According to Chinda and Mohamed (2008), occupational health and safety (OHS) principles are not limited to

industrial settings but are increasingly relevant in educational environments, where both staff and students are exposed to various physical, chemical, and psychosocial risks. Studies highlight the need for proactive risk assessments, the establishment of safety committees, and the institutionalization of preventive practices in schools and universities (Safe Work Australia, 2021).

2. Labor laws and compensation mechanisms. Labor laws and compensation frameworks such as Thailand's Workmen's Compensation Act provide critical legal infrastructure for protecting education personnel. The Ministry of Labour (2022) stresses that school staff, including non-academic employees, are entitled to the same occupational rights and compensations as other formal sector workers. Integrating this legal foundation into course content can foster awareness and institutional compliance.

3. Educational legislation and policy. Educational policies, such as the Thai National Education Act and related ministerial regulations, reinforce the responsibility of educational institutions to ensure a safe learning environment. According to Chantarasombat (2017), educational legislation plays a dual role in defining operational standards and shaping

the moral responsibilities of school administrators and teachers regarding student welfare and safety.

4. Legal accountability and governance in safety. Civil and administrative laws concerning public accountability and institutional governance further influence how safety measures are implemented and enforced in schools. Legal scholarship (Praphat, 2019) points to the necessity for educational leaders to understand liability, negligence, and risk communication to maintain legal compliance and ethical operations.

5. The role of Artificial Intelligence in legal and educational research. The integration of AI in curriculum development and legal research is gaining prominence. AI technologies support legal text mining, document classification, and policy gap analysis, thereby enhancing systematic reviews and evidence-based curriculum design (Yin et al., 2020). In the context of educational safety, AI can assist in analyzing large volumes of legislation to identify trends, overlaps, and gaps relevant to school safety.

The reviewed literature reveals that an interdisciplinary approach—grounded in occupational health, labor law, educational policy, civil accountability, and supported by AI

tools—is essential for developing robust, responsive course descriptions in educational safety management. Legal integration ensures compliance and protection, while AI contributes to analytical efficiency and adaptive curriculum innovation. The increasing complexity of institutional safety challenges in educational environments necessitates a legally grounded and systematically structured approach to curriculum design. In Thailand, safety management within schools and universities is governed by a range of interrelated laws, yet course content often lacks consistency, comprehensiveness, and responsiveness to legal mandates. Educational Safety Management, as a curricular focus, demands an integrative methodology that addresses health, labor, and education laws while embracing modern technological tools such as Artificial Intelligence (AI). This study seeks to explore the legal relationships and AI-supported mechanisms that can inform and enhance course descriptions aimed at institutional safety in education.

Methodology

Research Objective

The primary objective of this study is to examine the interrelated legal dimensions influencing the development of course descriptions focused on safety in educational institutions. Through a systematic analysis of legal documents and the use of AI-assisted synthesis, the study aims to construct a comprehensive legal foundation to guide curriculum development in Educational Safety Management.

Methodology

This research employed a systematic document analysis methodology, focusing on Thai national legislation related to safety and education. A purposive sampling method was used to select four key legal domains:

1. Occupational Health and Safety Laws
2. Labor Laws and the Workmen's Compensation Act
3. Educational Legislation
4. Other Relevant Legal Instruments (e.g., civil and administrative laws)

The analysis was supported by an AI-based legal synthesis tool, which facilitated keyword extraction, concept mapping, and the identification of legal intersections across statutes. Triangulation was applied to ensure consistency between human analysis and AI-generated insights.

Results

The study identified four core legal dimensions essential for designing a course description in Educational Safety Management:

Occupational Health and Safety Laws

These laws underscore the importance of proactive safety measures, including risk assessment, hazard identification, and preventive planning. In the context of educational institutions, these provisions extend to the protection of staff, students, and visitors.

Labor Laws and Compensation Mechanisms

The Workmen's Compensation Act and associated labor protection laws ensure that educational staff are legally protected in the event of work-related injuries or illnesses. These mechanisms support the institutionalization of safety protocols and accountability structures.

Educational Legislation

Thailand's educational laws define the rights and duties of all educational stakeholders. These include mandates for the physical safety and psychological well-being of students, along with administrative responsibilities for compliance and policy implementation.

Other Relevant Legal Instruments

Civil and administrative laws provide additional legal coverage for liability, negligence, and institutional responsibility. These laws are particularly relevant in determining the scope of legal consequences for lapses in safety management.

Discussion

The findings support a holistic framework for Educational Safety Management course development that integrates legal mandates with pedagogical objectives. The AI-assisted analysis proves beneficial in identifying overlapping legal provisions and thematic redundancies, thus contributing to more coherent curriculum structures. Furthermore, legal integration ensures that the course content aligns with national safety standards and institutional obligations.

This interdisciplinary approach not only addresses existing gaps in Thai safety education policy but also provides a replicable model for other countries undergoing educational reform within complex legal systems. The role of AI in this research highlights its potential as a tool for legal curriculum innovation, especially in contexts requiring the analysis of extensive legal texts.

Conclusion

This study investigates the multidimensional legal factors that influence the development of course descriptions for Educational Safety Management within Thai educational institutions. Employing a systematic document analysis approach, the research integrates relevant legal frameworks with the application of Artificial Intelligence (AI) to identify and synthesize core legal elements. The sample includes national laws on occupational health and safety, labor protection and compensation, educational legislation, and supplementary civil and administrative statutes. The findings reveal that the development of effective, comprehensive course descriptions must be grounded in four interrelated legal dimensions:

(1) occupational health and safety, (2) labor law and compensation, (3) educational legislation, and (4) auxiliary legal instruments. The integration of AI-supported legal analysis enhances the clarity, legal alignment, and practical applicability of course content. These results provide a model for embedding legal and technological frameworks into curriculum development for institutional safety and educational reform.

This research demonstrates that a legally informed and AI-enhanced methodology is vital for the development of comprehensive course descriptions in Educational Safety Management. The study concludes that the incorporation of occupational health and safety laws, labor legislation, educational mandates, and other relevant statutes—synthesized through AI technology—results in a curriculum model that is responsive, structured, and legally sound. As educational institutions continue to face evolving safety challenges, this integrated approach offers a forward-looking framework for curriculum development grounded in legal accountability and technological innovation.

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