

International evaluation and accreditation

EVALUATION AND ACCREDITATION DOCUMENTS

Bachelor of law

College of law

Al Yamamah University

Riyadh, Kingdom of Saudi Arabia

April 2026

Report published on 19/05/2026

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International evaluation and accreditation

EVALUATION REPORT

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February 2026



The Al Yamamah University has mandated the Hcéres to perform the evaluation of its Bachelor programme. The evaluation is based on the “External Evaluation Standards” of foreign study programmes, adopted by the Hcéres Board on September 18th, 2024. These standards are available on the Hcéres website ([hceres.fr](https://www.hceres.fr)).

In the name of the expert committee¹ :

Lucie Delabie, President of the committee

In the name of Hcéres¹ :

Coralie Chevallier, President

The High Council for Evaluation of Research and Higher Education (Hcéres) is an independent public authority. It is responsible for evaluating higher education and research institutions, research organisations, research units, and training programmes.

¹In accordance with articles R. 114-15 and R. 114-10 of the Research Code, evaluation reports are signed by the chairman of the expert committee and countersigned by the President of Hcéres.

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I. STUDY PROGRAMME IDENTITY SHEET

- University/institution: Al Yamamah University
- Component, faculty or department concerned: College of law
- Programme's title: Bachelor of Law
- Year of creation and context: Al Yamamah University was established in 2001 in Riyadh, Kingdom of Saudi Arabia. It was founded as part of the Kingdom's efforts to expand private higher education and provide high-quality programmes that align with Saudi Vision 2030. The Department of Law was established in 2014 and transformed in a College of Law in 2018. The Bachelor of Law's programme was established to address the growing need for qualified legal professionals in Saudi Arabia, with programmes offered in both Arabic and English to reflect internationalisation and national legal requirements. The two specialisations of the Bachelor's programme (public law and private law) merged in 2019 to respond to a more polyvalent professional lawyer.
- Site(s) where the programme is taught (Town and campus): Riyadh, Main campus, Al Qassim Road (North of Riyadh)

PROGRAMME DIRECTOR

- Surname, first name: Hassan, Dina
- Profession and grade: Assistant Professor of Law – Head of the Department of Law
- Main subject taught: Criminal Law

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

- Results at national level: The programme has been fully accredited by the National Commission for Academic Accreditation and Assessment (NCAAA) of the Kingdom.
- Results at international level: None

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

- Human resources

The teaching staff in 2025 is composed of 3 full-time associate professors, 7 full-time assistant professors, 2 full-time lecturers. Some associate professors coming from a foreign background are Full professors in their home country but, due to Saudi administrative regulations, they are not recognised as such in Saudi Arabia.

	Total number	Gender		Position	
		Male	Female	Full-Time	Part-Time
Full Professor	0	0	0	0	0
Associate Professor	3	3	0	3	0
Assistant Professor	7	3	7	7	0
Lecturer- Master holder	2	1	1	2	0
Total	12	6	8	12	0

The non-teaching staff is composed of 1 full-time secretary (contractual basis). The Bachelor of Law programme also relies on the staff of the university's central services.

- Material resources

The university provides bachelor's students with shared facilities (computer rooms, library facilities, technological resources such as projectors, video-conferencing tools, etc.). Law students have access to specially adapted

classrooms equipped with projectors, smart boards and internet access to seminar rooms and to simulation rooms for moot courts.

STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 4 YEARS, INCLUDING NUMBER OF GRADUATES

Number of Admitted and Enrolled Students by year (2021–2024)

Year	Enrolment (1)			Admission (2)		
	Male	Female	Total	Male	Female	Total
2021	154	118	272	51	52	103
2022	164	146	310	61	71	132
2023	160	174	334	42	48	90
2024	171	191	362	52	54	106

(1) **Enrolment:** total number of students currently active in the program across all levels (First year through Fourth year). It includes the newly admitted students plus all returning students who haven't graduated yet.

(2) **Admitted:** These are the applicants who have met the entry requirements (GPA, Qudurat/Tahsili scores, and English proficiency) and received an official offer to join the College of Law. This is a "new entry" figure for a specific year.

Comparison of graduation times across the batches

Year	No. of Students	Graduates	Completion Rate (1)	Average (2) Graduation Time
2022-2023	43	26	61%	8.63
2023-2024	32	25	78%	8.03
2024-2025	49	38	78%	7.94

(1) 85% on a five-year period

(2) in semesters. Hence from the first batch of students, 26 students graduated out of the 43 and the completion rate is 61%. For those who graduated, in average, it takes 8.63 semesters (4.315 years) to complete the bachelor's degree. The completion rate was affected by the Pandemic. Students can graduate in less than 8 semesters as they can follow summer sessions.

Student distribution by nationality

Academic Year	Saudi Students	Non-Saudi Students	Main Nationalities (Non-Saudi)
2021-2022	95.6%	4.4%	Syria, Jordan
2022-2023	95.5%	4.5%	Egypt, Yemen
2023-2024	95.2%	4.8%	Kuwait, Egypt

II. COMPOSITION OF THE EXPERTS PANEL

Chair:

- Lucie DELABIE, Professor of Public Law at University of Amiens Picardie

Experts:

- François AMELI, Professor of Private Law at University of Paris Sorbonne
- Etienne VERGES, professor of Criminal Law at Grenoble Alpes University
- Aziza HOMRANI, PhD student at University of Poitiers

Hcéres was represented by Professor Evelyne LANDE, Scientific Advisor, Department of International Evaluation

III. EVALUATION PROCESS

VISIT DESCRIPTION

- Date of the visit: From Sunday, February 1st to Monday, February 2nd, 2026
- Summary of the proceedings: see table below
- Cooperation of study programme and institution to be accredited: All people interviewed were able to express themselves freely and with complete transparency. The accreditation application is part of a continuous improvement process led by the institution, the College of Law and all stakeholders.
- Any problems: There were no difficulties encountered.

PEOPLE MET

February, Sunday 1st – Visit Al Yamamah University

Time	Session	Audience
9.00-9.30	Opening session with top management: Presentation of Al Yamamah challenges and vision	University president, vice-president for Academic affairs, Dean of the college of Law, Director of Quality Assurance
9.30-11.00	Institutional meeting Presentation of the College of Law , its programmes (Presentation max 20min., Q&A)	Dean of the College of Law, Vice-Dean, Head of Law Programme, Chair of Quality Committee of the College of Law 8 people met
11.15-12.20	Bachelor of Law – Programme managers (Q&A – no presentation)	Head of Bachelor of Law Program, Director of Admission and Registration, Director of Recruitment, Head of Humanities Department, Head of Student Counselling, Director of Entrepreneurship and Innovation Centre, Director of IT Support 10 people met
12.30-13.30	Bachelor of Law – Teaching staff (Q&A)	Representative panel of teaching and research staff in the course: tenured, contract and part-time lecturers from various disciplines, not including those responsible for the degree 6 people met (4 males & 2 females)
14.15-15.00	Bachelor of Law – Students (Q&A)	Meeting with a representative panel of students from the programme in terms of gender, nationality, year of studies, learning arrangements, etc. 10 students met (6 males & 2 females)
15.00-16.00	Campus visit	Documentary resources, IT equipment, group work rooms, lecture theatres and amphitheatre, student life rooms, teachers' offices, etc.
	Debriefing	First discussion - Diagnosis/evaluation - Conclusion - Strengths/weaknesses - Recommendations

February, Monday 2nd

Time	Session	Audience
9.00-10.00	Bachelor of Law – Alumni	Representative panel of alumni from the programmes 1 male & 4 females met
10.10-11.10	Bachelor of Law – Academic partners	Representative panel of national and international partners 2 Doctors from King Saud University among them one Member of YU Scientific Council 1 Doctor from Université Catholique de Lyon (France) acting as visiting professor Director, Interlink Institute Doctor Sulaiman Al-Issa – King Saud University 4 people met.
11.20-12.20	Bachelor of Law – Non-academic partners	2 representants of Digital companies (Digital Cooperation Organization-listed company & Elm Company), 1 Law Firm owner and 1 representant of Saudi Food and Drug Authority 4 people met (2 males & 2 females)
13.30-14.30	Quality assurance	Chair of Quality Committee – College of Law Director of Quality Assurance and Accreditation Assistant Director of Quality Assurance Vice Dean of the College of Law 4 people met
	Debriefing	Finalising report - Diagnosis/evaluation - Conclusion - Strengths/weaknesses - Recommendations
16.00	Closing session (final questions/answers on the Bachelor's programme, no feedback)	Vice President for Academic Affairs Dean of the College of Law Director of Quality Assurance and Academic Accreditation Vice Dean of the College of Law Head of Bachelor of Law Program Chair of Quality Committee – College of Law 6 people met
	Transfer to the hotel	

IV. OVERALL PRESENTATION

1 – PRESENTATION OF THE STUDY PROGRAMME

The Bachelor of Law is offered by Al Yamamah University through its College of Law. Originally established as a single college, Al Yamamah developed into a fully-fledged university in 2001 under the supervision of the Saudi Ministry of Education. Today, the university is organised into three colleges—Business Administration, Engineering, and Law—and delivers a diverse range of undergraduate and postgraduate programmes.

The College of Law, established in 2018 (following the creation of a Law Department in 2014), currently offers two programmes: the Bachelor of Law and the Master of Business Law. The Master is delivered in an evening format designed for working professionals, with a focus on trade and finance regulation at both local and global levels. Its curriculum covers key areas such as corporate law, international business transactions, competition law, intellectual property, and legal issues related to foreign investment and business operations.

The Bachelor of Law is delivered primarily in English and is designed to support bilingual legal competence, enabling graduates to engage effectively within both Saudi and international legal contexts. The programme's main objectives are to provide a coherent grounding in law, develop professional legal skills, and build field

experience. It prepares graduates for careers in law firms, corporate legal departments, regulatory bodies, and financial institutions.

The curriculum integrates Saudi legal foundations integrating in each course comparative aspects and international perspectives, reflecting the ongoing regulatory reforms in the Kingdom. It follows a progressive, skills-based structure in which prerequisite courses guide students from fundamental concepts to advanced and specialised legal topics.

The programme comprises 131 credit hours across four academic years. These include:

- 90 credit hours of compulsory law courses covering major legal branches (civil, criminal, commercial, administrative, international, and procedural law),
- 6 credit hours of training and research,
- 14 credit hours of general education and humanities courses (including language, communication skills, and Islamic culture),
- 17 credit hours of interdisciplinary courses (such as economics and management), and
- 6 credit hours of specialised law electives (e.g., media law, environmental law).

A mandatory research component is embedded across the curriculum to strengthen legal reasoning, analytical writing, and independent inquiry.

Teaching is delivered through student-centred methods, including discussion-based learning, case analysis, simulations, and drafting exercises. The programme further incorporates structured experiential learning through internship opportunities and moot-court activities.

2 - PRESENTATION OF THE PROGRAMME'S SELF-EVALUATION APPROACH

The self-evaluation report was prepared with the support of the College quality committee in collaboration with the Deanship of quality assurance and development. It has been subject to external review and validation by independent academic experts and subsequently refined to reflect their recommendations. Formally, it takes the form of a substantial document (57 pages) with highly useful appendices and evidence files. These documents are accessible to committee members via a secure platform dedicated to this evaluation.

3 – FOLLOW-UP OF THE PREVIOUS HCERES RECOMMENDATIONS

The programme is being assessed for the first time by Hcéres.

V. EVALUATION REPORT

FIELD 1- TEACHING POLICY AND CHARACTERISATION

The Bachelor of Law's programme is consistent with the institution strategy both internally in relation to other disciplines of YU and externally with the standards required for high profile professionals.

Al Yamamah University's strategic plan and vision for the education of its student are described by the University as a path to becoming a leading institution in the Kingdom of Saudi Arabia (KSA). The College of Law's educational philosophy aims at offering a practice-oriented legal education with a view to Saudi values but also aligned with international standards. These goals are in line with the overall philosophy of the KSA's Vision 2030 launched in 2016 to 'localise' legal professionals and bring them up to international standards in both the public and private sectors. Until recently, the legal community in Saudi Arabia consisted almost exclusively of non-national professionals from other Arab countries such as Egypt, Lebanon, Jordan, Syria and Iraq, with skills and experience satisfying international standards.

In this respect, the programme's bilingual nature, its focus on comparative legal studies and the Saudi national laws, fits perfectly with the institution's educational strategy. Bachelor's degree holders also have the opportunity to continue on to a master's degree proposed by the college.

The Bachelor of Law's programme, in line with the priorities set by the institution, offers an international opening that must, however, be achieved through student and teacher mobility.

The bachelor's degree undoubtedly prepares students for better integration into the global community and attracts incoming students. Nevertheless, currently there are no existing mobility partnerships with universities outside the KSA, even though a memorandum of understanding (MOU) is being negotiated with Syracuse University (Italy). Hence, the internationalisation process appears to be very recent and has yet to be implemented. This explains the reason of absence of outgoing students. Concerning incoming students, it must be pointed out that student visas are very recent in Saudi Arabia and up to now they were not available.

The College of Law maintains very limited relationships with one faculty member of the Catholic University of Lyon (France). At the research level, joint publication schemes have been conducted with scholars from the University of Leeds (UK) and Padjadjaran University (Indonesia).

The College of Law has set an ambitious roadmap in terms of research support to the bachelor's degree, most of which are yet to be achieved.

The Bachelor of Law's programme benefits from the partnership with the Centre for Research and Consulting (CRC), the main legal research unit responsible for coordinating its projects. The Bachelor of Law's programme includes one compulsory course of 6 credit hours titled "Training and Research". However, there is no comprehensive training on research skills enabling the students to choose a path which can lead them to fields involving research in different fields of law.

The College of Law has accomplished an outstanding effort in the field of links with the socio-economic world.

This is manifest in its Advisory Board which includes senior representatives from the Ministry of Commerce, the Saudi Centre for Commercial Arbitration (SCCA), and the General Investment Authority. These representatives are consulted on a regular basis.

Other partnerships are being explored with professional organisations such as the Saudi Bar Association, the Real Estate General Authority, the SCCA and several law firms. However, although the Dean of the College of Law is a member of the Council of the Saudi Bar Association, the cooperation between these institutions and the College are very limited. For instance, during the very important event taking place in Riyadh (Riyadh dispute resolution week), no information was available to the students on this major legal event, nor did the College of Law sponsor or participated in the panel discussions. More effort should be put in this kind of initiative.

In conclusion, the Bachelor of Law's programme presents a genuine institutional commitment to positioning it at an international level and based on international standards in order to meet the expectations of the KSA 2030 vision and socio-economic stakeholders' needs. Nevertheless, the actions taken in this direction are still too recent to bear fruit: recent partnerships have not yet resulted in effective mobility and the research support to the bachelor's degree is yet to be implemented. The desire to strengthen these components, reaffirmed in strategic plans, and to continue pursuing them, is an encouraging sign.

FIELD 2 – PEDAGOGICAL ORGANISATION OF THE STUDY PROGRAMME

The Bachelor of Law's programme contributes to the development of the desired skills, although it would benefit from the introduction of more comparative aspects, the central scope of it being to educate professionals working in an international environment.

The Bachelor of Law's programme requires a minimum of 131 credit hours (1 credit hour being equal to 15 actual hours) over 8 semesters including 7 semesters of courses and one semester of internship and research (1,875 contact hours and 90 hours of internship and research). This represents for each semester nearly 270 contact hours. Teaching is even more impactful as the average size class announced by the College of Law is between 9 and 10 students. As a result of the implementation of these methods, student's attitude has shifted towards a more active participation. In fact, the programme learning outcomes which is carried out every year shows that, during the year 2023-2024, the level of effective performance in the fields of knowledge and skills are respectively of 81% and 82 % whereas the external benchmarking rates in the same fields are of 70% at the national level.

The content of the Bachelor of Law is positively open to other fields of humanities and social sciences. It is taught both in English and Arabic and disposes of elective languages (French and Chinese). Arabic is kept as the language for Saudi law-oriented courses such as *Usul al-fiqh* (fundamentals of Jurisprudence) or administrative judiciary. The programme follows the study of both Sharia and civil laws and includes all the fundamental courses needed for a bachelor's degree clearly defining the pre-requisites for each course.

Nevertheless, the Bachelor of Law does not focus sufficiently on legal studies during semesters 1 and 2, introduces professional responsibilities during the second semester which might be too soon as the students are not mature enough, lacks a course during the first or second semester on Saudi judicial organisation, must include more compulsory courses based on comparative aspects of civil, commercial and criminal laws.

The Bachelor of Law has diversified teaching methods and encouraging signs regarding a favourable impact on student success are observed. This effort needs to be pursued.

Within the College's Strategic Plan (2022–2027), aligned with broader university priorities, ongoing modernisation and digital transformation support programme development through blended learning, expanded digital resources, and strengthened internship components (called cooperative training or coop training).

The teaching methods are diversified (lectures, case-study analysis, problem-based learning (PBL), project-based assignments, and mock trials). Students have also access to a Moot Court facility and a Law Club, combining theory and practice. This diversification is very positive, and students appreciate the teaching methods used in the College of Law. It is in line with the new methods of teaching law in European universities.

The teaching methods also include field trips to courts and other public institutions in the field of finance and economy. This shows that what the College of Law is claiming corresponds to reality: teaching methods have progressively shifted from traditional lectures to a more student-centred approach although the impact of this change on students' success rates in recent years has yet to be assessed. To promote student success, the university has implemented an evaluation method that has produced impressive results in recent years and contributed to improving teaching methods, and also a mentoring programme carried out by the faculty members, mostly focused on course selection and study planning.

The library is open to the students and faculty members, who have access to over 70,000 electronic resources through the Saudi Digital Library (SDL). European law resources are not accessible to the students which is regrettable as Saudi Law is mostly based on French law concepts.

Although the Bachelor of Laws programme has made significant efforts in the area of internationalisation, it remains weak in this respect due to a lack of genuine mobility.

The main advantage of the Bachelor of Law's programme is its bilingual nature, English language being the primary language of instruction for most of the courses. Moreover, the university offers elective language courses in French and Chinese.

However, introduction of Comparative law subjects as well as international legal practices would also be an element which would go in the right direction. Apart from the United Kingdom and India, the College of Law does not benefit from the cooperation of faculty members or visiting professors from other non-Arabic countries. Civil law-based systems must also be explored. Furthermore, the mobility schemes have not yet enabled the Bachelor of Law's programme to attract foreign incoming students.

The content of the Bachelor of Law's programme is consistent with the needs of the socio-economic sector and lifelong learning.

The content of the Bachelor of Law programme is undoubtedly consistent with the needs of the Saudi law firms, companies and institutions as well as international organisations, both in public and private sector, which need

recruiting lawyers and counsels specialised both in Saudi and foreign laws. Furthermore, the bilingual nature of the studies is very much appreciated by the job market.

The Bachelor of Law's programme includes periods of work immersion and internships (known under the name Cooperative training or Coop training), as well as courses on professional ethics and responsibility which promote the professionalisation of students. Field visits to financial and economic institutions, work-linked training and continuing-education components such as Legal Writing (in English and in Arabic), and Professional Responsibility facilitates students' entry into the professional world at the end of their studies. Moreover, an 'Executive Education Centre' offers specialised legal training programmes even though it does not award bachelor's degrees to participants; and the 'Career Services Centre' provides support in the form of career counselling sessions, workshops, mock interviews and networking events.

An essential factor in student success today is the integration of information and communication technology tools, which represent the future of legal studies and practice. While the university promotes this integration and supplies the necessary tools for students, there are no courses specifically dedicated to this topic. Additionally, efforts should be made to incorporate artificial intelligence technologies and legal prompting.

In conclusion, the College of Law has managed to put together a Bachelor of Law's programme which contributes to the development of the desired skills and therefore educates students with knowledge and skills which undoubtedly fit to the needs of the socio-economic world.

The Bachelor of Law's programme would however benefit from the introduction of more comparative aspects and further participation of visiting professors from civil law countries as well as an emphasis on mobility. An effort must be carried out also for the implementation of Artificial intelligence technologies and legal prompting.

FIELD 3 – STUDENTS' PATHWAY

The programme ensures the quality of student guidance and recruitment and supports its attractiveness through structured information provision, transparent admission practices, and comprehensive guidance mechanisms.

The programme benefits from high visibility supported both by its local reputation; by an integrated digital ecosystem and the University's official communication channels and social media presence ensuring timely, accurate and up-to-date dissemination of information. Admission procedures are transparent and accessible to the public. Systematic and accurate data tracking provides a structured framework for supervising recruitment. Student guidance is well structured, combining informative visits for prospective applicants, an introductory meeting for newly enrolled students, individual academic advising, and continuous academic, psychological, and social support services provided by the Student Counselling Centre including a proactive Career centre throughout the program.

The programme's attractiveness is confirmed by stable enrolment growth, (increasing from 225 students in 2020 to 362 in 2024), a sustained retention rate (approximately 91% for the 2020-2024 period), and balanced gender representation (53.6% male, 46.4% female). Detailed demographic data are collected and analysed; however, it is not explicitly described how these analyses are translated into differentiated recruitment or guidance strategies for specific target groups, particularly international students, whose proportion remains limited (4.3%). It could be advisable to further strengthen recruitment and guidance practices by explicitly documenting how demographic and attractiveness analyses are used to adjust recruitment communication and guidance strategies, particularly with regard to international students.

The programme ensures the quality of student success through a structured support framework combining academic advising, performance monitoring, and targeted support mechanisms.

Regarding student success, the programme relies on a strong support framework combining systematic academic advising both formal and informal due to the proximity between the faculty members and the students, early-warning mechanisms, targeted interventions, and financial aid schemes promoting equal opportunity and academic excellence, although the proportion of students benefiting from financial support has dropped from approximately 10% of total enrolment (2020) to around 3% (2024), this reduction is attributable to the application of more selective eligibility criteria based on academic excellence and merit.

Student performance and progression are closely monitored each semester through validated indicators on enrolment, retention, and graduation. The cumulative programme completion rate over the five-year period reached approximately 85% while the attrition rates remain fairly low (below 9% over the same time span). Student satisfaction with academic advising (with an average score of 4.24 out of 5) confirms the effectiveness of the support system, while recognition mechanisms such as the Dean's Honor List contribute to motivation and academic excellence. It could be advisable to further strengthen student success monitoring by clarifying how

semester-based performance analyses and support measures are adjusted in response to observed trends, and by monitoring the impact of the reduced availability of financial support on student progression.

The programme ensures the quality of graduates' professional integration and progression through systematic monitoring of employment outcomes and career trajectories in relation to labour-market needs.

The programme implements a structured and recurring system for monitoring graduate outcomes through institutional tracer studies and cooperative-training follow-up reports. Recent data for the 2023-2024 cohort indicate that 97% of respondents are employed or engaged in career-related activities, whereas around 3% pursue postgraduate studies (1 student), based on a 67% response rate, reflecting strong early professional integration and results consistent with university-wide employability trends largely explained by graduates' ability to use English as a working language.

Longitudinal analyses covering two cohorts further confirm this positive trajectory, with employment rates exceeding 70% one year after their graduation among respondents and clear continuity between cooperative training placements and subsequent employment sectors. Graduate data are collected through multiple channels by the Alumni and Career Development Office, integrated into publicly available institutional employability reports, and reviewed annually by the College Quality Committee. An informal alumni follow-up based on regular exchanges with programme coordinators is in place. However, more formal monitoring could serve as a basis for building an alumni network.

In conclusion, the Bachelor of Law's programme demonstrates a coherent and well-structured student pathway, supported by effective mechanisms for recruitment, academic support, student success, and graduate integration. Its attractiveness is reflected in steady enrolment growth, from 225 students in 2020 to 362 in 2024, combined with a high retention rate of approximately 91% over the 2020–2024 period and a balanced gender distribution.

Student success is underpinned by structured academic advising and systematic performance monitoring. The cumulative completion rate reached approximately 85% over five years, while attrition remained below 9%, confirming the effectiveness of support and early-warning mechanisms. Graduate employability represents a major strength, with 97% of respondents from the 2023–2024 cohort employed or engaged in career-related activities and consistent results observed across cohorts. While progression to further studies remains limited, structured follow-up mechanisms provide a basis for continued analysis of graduate trajectories. Overall, the programme relies on data-driven governance and established quality assurance processes, offering strong guarantees of student success and graduate integration, and a solid foundation for continuous improvement.

FIELD 4 – ACADEMIC PROGRAMME MANAGEMENT AND CONTINUOUS IMPROVEMENT

The Bachelor of Law's programme is managed and implemented by a formally identified teaching team and a clearly defined governance framework.

The teaching team is clearly identified overseen by the Head of the College of Law. The names and professional profiles of full-time faculty members, along with their academic qualifications and professional experience, are published annually on the university's website. Part-time lecturers are introduced to students at the start of each semester. They are appointed through a selection process overseen by the Head of Department and coordinated with the Dean of the College each semester. The roles and responsibilities of teaching staff are clearly defined in a guide called the 'Faculty Member Handbook' and the 'University Faculty Policies and Promotion Regulations'.

The Bachelor of Law's programme has the resources required to achieve its objectives in terms of finance and facilities but would benefit from faculty members more engaged into research.

In terms of finance, rooms, libraries, computer rooms, digital resources, secretarial offices and real estate, as well as all other facilities accessible to students, the Bachelor of Law's programme has the necessary resources to achieve its objectives. Nevertheless, compared to other equivalent universities in the KSA, the number of faculty members is insufficient and submits to turnover (12 associate professors, assistant professors, and lecturers, including the dean and vice dean compared to universities of similar size, generally between 20 and 40). This means that faculty members must fulfil a significant number of 'contact hours', leaving them with little time for research. This also means that courses may be taught by faculty members who are not necessarily specialists in the field and it appeared that at least one post was missing. However, even if there is a genuine desire to recruit, here are real difficulties in finding law teachers who are proficient in both English and Arabic.

The Bachelor of Law programme would benefit from a staff who is more active in research as the College of Law's PhD faculty published an average of 0.78 articles per capita during 2024–2025, and only 33% of faculty members published at least one article during the same period. Therefore, the university needs to find ways to encourage teaching staff to conduct more research, for example by collaborating with international researchers. Increasing mobility of teaching staff to European and US universities would also be beneficial.

The Bachelor of Law's programme defines an evaluation process that facilitates its continuous improvement.

The programme organises and regularly analyses student evaluations, including through a student advisory council, and uses this process to evaluate ways to improve the programme. The 'College Quality Committee' performs an in-depth analysis each semester. The results are discussed in department and college councils and transmitted to the central quality office for institutional benchmarking and follow-up. This follow-up is made possible through published performance indicators. For example, this evaluation process has enabled the programme to transform its teaching approach to be more student-focused, making the bachelor's degree more practical and competitive.

The Bachelor of Law's programme is based on a quality-based and ethics-based approach made known to public.

The admissions process is based on transparent and objective policies that promote equal opportunities and merit-based competition among applicants. The evaluation system is also completely transparent and fair. Each course syllabus defines explicit course learning outcomes (CLOs) that are mapped to the corresponding programme learning outcomes (PLOs), and specifies the tools and weighting used for measurement. Feedback is provided after each evaluation stage. Re-evaluation mechanisms and appeal procedures are clearly explained.

Furthermore, the university has implemented preventive and corrective mechanisms to enforce a quality- and ethics-based approach. An integrated institutional framework for academic integrity has been implemented, including policies on research ethics, intellectual property, student discipline, study regulations and examinations. These policies require all students and faculty members to be honest, transparent, and respectful of intellectual property. A disciplinary committee sanctions all violations, and students sign an Academic Integrity Declaration Form before submitting projects or papers. Plagiarism detection software identifies text similarity and AI-generated content.

In conclusion, the Bachelor of Law's programme consists of a quality-based and ethics-based approach made known to public. It is managed to a high standard and there are procedures in place for its continuous improvement. The teaching staff is formally identified, there are adequate resources, and high expectations regarding quality and ethics. The teaching staff could further enhance the quality of the degree by engaging more in research.

VI. CONCLUSION

The Bachelor of Law's programme demonstrates considerable promise and quality in terms of design and management, including a strong student-centred approach, with a clear ambition to deliver an employability-oriented law degree aligned with a regional yet internationalising job market, even if it still evolves toward full maturity. Outcomes reinforce this positive picture, with a reported employment rate close to 97%, consistent with the programme's practical orientation and strong partnerships with employers. A key strength lies in teaching policy and methods, with active learning (moot courts, interactive classes), and the programme consistently prioritises practice-based training and bridges with professional environments. The strategic choice to deliver approximately 70% of the programme in English is part of this priority, coherent with labour-market expectations, and supported by robust scaffolding (a preparatory English phase lasting from six months to one year, targeted legal-writing support, etc.). The curriculum is designed to equip students with the necessary legal knowledge, combining core public and private law, even though the comparative law dimension as well as issues related to legal AI would benefit from further development.

While the programme demonstrates solid governance and qualified, publishing faculty, research capacity is constrained by heavy teaching loads. While research support, financial incentives and some teaching relief exist, they seem insufficient to sustain stronger scholarly output and international visibility. It is also important to strengthen the internationalisation of the programme through mobility and partnerships—particularly with civil-law tradition countries—which require more concrete and measurable initiatives. Despite of economic and cultural obstacles, the College of Law's willingness to enhance the global dimension of the programme must be pointed out and should be encouraged.

Overall, the programme is coherent, well governed, and effective in preparing graduates for employment. Consolidating international partnerships and creating more realistic conditions for research would significantly enhance academic depth, attractiveness, and long-term resilience.

STRENGTHS

- A robust and efficient professionalisation strategy including a coop training scheme
- A comprehensive student support throughout the programme
- A well-established quality assurance system
- An integrated preparatory English programme with strong on-site cooperation

WEAKNESSES

- A low visibility of research activities
- An insufficient internationalisation for students
- An underestimation of the challenges related to team turnover and size
- A limited integration of AI legal tools and AI-based legal reasoning

RECOMMENDATIONS

- **Improve research outreach.**

The visibility of research activities could be expanded through a more coordinated and strategic approach to academic events, including international conferences, workshops, and thematic seminars linked to the programme's core areas. Stronger integration between teaching and research, as well as clearer communication on faculty research outputs and student involvement opportunities, would contribute to reinforcing the programme's academic profile.

- **Continue building effective international cooperation.**

Despite existing structural and cultural constraints, further and more structured efforts toward internationalisation remain essential. Where full curricular mobility is difficult to implement, international

exposure could be enhanced through extra-curricular opportunities such as international summer schools, short academic programmes, and participation in regional and international moot courts, particularly in arbitration-related initiatives. Clearer guidance and communication regarding available international opportunities would further support student engagement.

- **Address challenges related to the stability of teaching staff.**

The consolidation of the teaching and academic team should be supported by embedding the recruitment of teacher-researchers into the strategic plan, in order to anticipate foreseeable departures, strengthen the staff-to-student ratio, and release time for research activities.

- **Enhance the use of AI legal tools and AI-based legal reasoning.**

Curriculum innovation could be strengthened by introducing dedicated teaching on the use of artificial intelligence in legal practice, clearly distinguished from digital law and from issues related to student use of AI or academic integrity. A structured focus on legal tech tools, AI-assisted legal reasoning, and AI-supported litigation and arbitration would enhance the academic depth of the programme and ensure better alignment with ongoing transformations in the legal profession.

VII. COMMENTS OF THE INSTITUTION



Dear President of Hcéres,

On behalf of Al Yamamah University and the College of Law, I would like to express our sincere appreciation for the rigorous and constructive evaluation conducted by the Expert Committee. The report provides a balanced and thoughtful assessment of the Bachelor of Law program, and we have carefully examined each recommendation with the aim of implementing them in a structured and measurable manner.

The College fully acknowledges the areas identified for further enhancement, particularly research visibility, internationalisation, staff stability, and the structured integration of Artificial Intelligence, and has adopted an action plan that includes clear timelines, defined performance indicators, and institutional monitoring mechanisms.

1. Academic Staffing, Stability, and Research Capacity

The report highlighted the structural impact of teaching load on research productivity and the need to anticipate foreseeable departures.

In response:

- A three-year recruitment plan (2026–2029) has been approved to increase the number of full-time faculty members from 12 to 17 by 2029, with priority given to bilingual teacher-researchers.

- One Assistant Professor (Corporate Governance and Corporate Law) has already joined the program, and one Assistant Professor (Public International Law) will join at the beginning of the next academic year.
- Starting from the next academic cycle, research-active faculty members will benefit from a teaching load reduction of up to 20%, linked to defined publication targets and indexed research outputs.
- A faculty retention policy has been incorporated into the College's strategic plan to enhance academic stability.

With respect to research output:

- During the 2024–2025 cycle, 33% of faculty members produced peer-reviewed publications.
- During the 2025–2026 cycle, this proportion increased to 41% of faculty members producing peer-reviewed publications.
- The institutional objective is to progressively increase the proportion of research-active faculty, reaching approximately 50% by 2027, around 60–65% by 2028, and about 70–75% by 2029, supported by targeted recruitment, teaching load adjustments, and research support mechanisms.
- Faculty participation in international conferences and research seminars will be supported, with at least one international academic event organised or co-organised annually beginning in 2027.

This phased approach seeks to enhance academic visibility while preserving the professional orientation of the Bachelor-level program.

2. Research–Teaching Integration

The report emphasised the need to strengthen research training within the Bachelor program.

Accordingly:

- The “Training and Research” course is being restructured to include formal research methodology workshops and supervised mini-research projects.
- Research seminars led by publishing faculty members will be introduced starting from the 2026–2027 academic year.
- Student participation in research-related activities will be tracked through defined performance indicators.

This ensures vertical integration between research and teaching without altering the programme’s professional identity.

3. Internationalisation and Academic Mobility

The College acknowledges the Committee’s observations regarding limited mobility and the need for more structured partnerships, particularly with civil-law institutions.

A measurable internationalisation roadmap has been adopted:

- At least two formal academic cooperation agreements with civil-law institutions will be concluded by 2027.
- Structured short-term student mobility pathways (summer schools, arbitration competitions, intensive academic programs) will be operational by 2027–2028.
- A visiting professor scheme will be institutionalised, with at least one visiting scholar per academic year beginning 2026–2027.
- Information regarding international opportunities will be integrated into the student advising framework.

While recognising regulatory and contextual constraints, the College is committed to transforming internationalisation from strategic intent into measurable outcomes.

4. Strengthening the Comparative Law Dimension

In response to the recommendation to reinforce comparative legal studies:

- Comparative components within civil, commercial, and criminal law courses will be strengthened beginning 2026–2027.
- A clear comparative dimension will be integrated into upper-level courses to ensure exposure to both common-law and civil-law traditions.

This enhancement aligns with the bilingual nature of the program and labour-market expectations.

5. Artificial Intelligence and Legal Technologies

The College has formally addressed the Committee’s recommendation regarding AI-based legal reasoning.

- The University Council has approved the introduction of a mandatory AI course across all colleges.
- A compulsory course titled “Artificial Intelligence and Legal Practice” has been incorporated into the Bachelor of Law curriculum and will be implemented beginning next academic year.
- The course covers AI-assisted legal reasoning, legal prompting, AI-supported litigation and arbitration, and governance of legal technologies.
- Faculty training workshops will accompany curricular implementation to ensure effective integration.

6. Governance and Monitoring

Each recommendation in the evaluation report has been linked to:

- A designated responsible body

- A measurable performance indicator
- A defined implementation timeline
- Annual monitoring within the College Quality Committee framework

Periodic reports will be submitted to the University Council to ensure institutional accountability.

While acknowledging the areas identified for consolidation, the College considers that these elements do not affect the structural coherence, governance quality, or professional effectiveness of the program, which remain stable and fully operational. The Bachelor of Law program continues to demonstrate consistency in academic design, quality assurance, and graduate employability.

The relevant supporting documents, including the Recruitment Plan (2026–2029), the updated Study Plan, the AI course approval, and the Internationalisation Roadmap and CVs of new faculty members and faculty publications (2025-2026) are attached for the Committee's consideration.

The College has moved from strategic planning to structured implementation, with measurable objectives in research development, internationalisation, staff stability, comparative legal depth, and AI integration. We remain committed to continuous academic improvement and appreciate the Expert Committee's rigorous evaluation.

Yours sincerely,

Dr. Abdulaziz Alhamoudi

Dean, College of Law

Al Yamamah University



ACCREDITATION DECISION

Bachelor of law

College of law

Al Yamamah University

Riyadh, Kingdom of Saudi Arabia

April 2026

SCOPE OF THE ACCREDITATION GRANTED BY HCERES

Hcéres has based its evaluation process on a set of objectives that higher education institution study programs must pursue to ensure recognised quality in France and Europe. These objectives are divided into four areas common to both the evaluation framework and the accreditation criteria.

The Accreditation Commission issues an opinion on the accreditation of the program after examining the application. The Hcéres President takes the decision based on this opinion and the final evaluation report of the program. This accreditation decision, taken in plenary session, is the result of a collegial and reasoned process.

The decision issued by Hcéres regarding the accreditation of the program corresponds to the award of a label, on behalf of Hcéres, to the evaluated entity.

This decision is independent of the accreditations carried out by the French State and therefore does not entail recognition in France of the diplomas delivered by the institution.

**Decision n° EI-2026-09 on the accreditation of the Bachelor of Law delivered by the College of law
Al Yamamah University, Riyadh, Kingdom of Saudi Arabia.**

The President of the High Council for the Evaluation of Research and Higher Education,

Considering the Research Code, in particular Articles L. 114-3-1 to L. 114-3-6;

Considering the Decree No. 2021-1536 of 29 November 2021 on the organisation and operation of the High Council for the Evaluation of Research and Higher Education;

Considering the Board's deliberation No. 2022-5-02 of 29 September 2022 on the accreditation criteria for international study programmes (Except for doctorates/PhDs);

Considering the Decision No. 2023-9 of 16 March 2023 on the international accreditation procedure of the High Council for the Evaluation of Research and Higher Education;

Considering the agreement No. DEI_2025_CONV20 - for the evaluation/accreditation of College of law, Al Yamamah University, Riyadh, Kingdom of Saudi Arabia;

Considering the opinion issued by the Accreditation Commission on 23rd April 2026,

Decides:

Article 1

Having determined that the Bachelor of Law delivered by the College of law, Al Yamamah University, Riyadh, Kingdom of Saudi Arabia, meets the four accreditation criteria, voted by the Board of the High Council on 29 September 2022, as follows:

ACCREDITATION CRITERION 1: TEACHING POLICY AND CHARACTERISATION

The Bachelor of Law's programme presents a genuine institutional commitment to positioning it at an international level and based on international standards in order to meet the expectations of the Kingdom of Saudi Arabia 2030 vision and socio-economic stakeholders' needs. Nevertheless, the actions taken in this direction are still too recent to bear fruit: recent partnerships have not yet resulted in effective mobility and the research support to the bachelor's degree is yet to be implemented. The desire to strengthen these components, reaffirmed in strategic plans, and to continue pursuing them, is an encouraging sign.

ACCREDITATION CRITERION 2: THE PEDAGOGICAL ORGANISATION OF THE STUDY PROGRAM

The College of Law has managed to put together a Bachelor of Law's programme which contributes to the development of the desired skills and therefore educates students with knowledge and skills which undoubtedly fit to the needs of the socio-economic world.

The Bachelor of Law's programme would however benefit from the introduction of more comparative aspects and further participation of visiting professors from civil law countries as well as an emphasis on mobility. An effort must be carried out also for the implementation of Artificial intelligence technologies and legal prompting.

ACCREDITATION CRITERION 3: STUDENTS' PATHWAY

The Bachelor of Law's programme demonstrates a coherent and well-structured student pathway, supported by effective mechanisms for recruitment, academic support, student success, and graduate integration. Its attractiveness is reflected in steady enrolment growth, from 225 students in 2020 to 362 in 2024, combined with a high retention rate of approximately 91% over the 2020–2024 period and a balanced gender distribution.

Student success is underpinned by structured academic advising and systematic performance monitoring. The cumulative completion rate reached approximately 85% over five years, while attrition remained below 9%, confirming the effectiveness of support and early-warning mechanisms. Graduate employability represents a major strength, with 97% of respondents from the 2023–2024 cohort employed or engaged in career-related activities and consistent results observed across cohorts. While progression to further studies

remains limited, structured follow-up mechanisms provide a basis for continued analysis of graduate trajectories. Overall, the programme relies on data-driven governance and established quality assurance processes, offering strong guarantees of student success and graduate integration, and a solid foundation for continuous improvement.

ACCREDITATION CRITERION 4: MANAGEMENT AND CONTINUOUS IMPROVEMENT OF THE STUDY PROGRAM

The Bachelor of Law's programme consists of a quality-based and ethics-based approach made known to public. It is managed to a high standard and there are procedures in place for its continuous improvement. The teaching staff is formally identified, there are adequate resources, and high expectations regarding quality and ethics. The teaching staff could further enhance the quality of the degree by engaging more in research.

Article 2

The Bachelor of Law delivered by College of law, Al Yamamah University, Riyadh, Kingdom of Saudi Arabia is accredited for a period of five years from the date of this decision.

Article 3

The decision is accompanied by the following recommendations:

— Improve research outreach.

The visibility of research activities could be expanded through a more coordinated and strategic approach to academic events, including international conferences, workshops, and thematic seminars linked to the programme's core areas. Stronger integration between teaching and research, as well as clearer communication on faculty research outputs and student involvement opportunities, would contribute to reinforcing the programme's academic profile.

— Continue building effective international cooperation.

Despite existing structural and cultural constraints, further and more structured efforts toward internationalisation remain essential. Where full curricular mobility is difficult to implement, international exposure could be enhanced through extra-curricular opportunities such as international summer schools, short academic programmes, and participation in regional and international moot courts, particularly in arbitration-related initiatives. Clearer guidance and communication regarding available international opportunities would further support student engagement.

— Address challenges related to the stability of teaching staff.

The consolidation of the teaching and academic team should be supported by embedding the recruitment of teacher-researchers into the strategic plan, in order to anticipate foreseeable departures, strengthen the staff-to-student ratio, and release time for research activities.

— Enhance the use of AI legal tools and AI-based legal reasoning.

Curriculum innovation could be strengthened by introducing dedicated teaching on the use of artificial intelligence in legal practice, clearly distinguished from digital law and from issues related to student use of AI or academic integrity. A structured focus on legal tech tools, AI-assisted legal reasoning, and AI-supported litigation and arbitration would enhance the academic depth of the programme and ensure better alignment with ongoing transformations in the legal profession.

Article 4

This decision will be published on the Hcéres website.

Paris, 23rd april 2026

President

signed

Coralie Chevallier

The evaluation reports of Hceres
are available online : www.hceres.fr/en

Evaluation of higher education and research institutions

Evaluation of research

Evaluation of academic programmes

Evaluation of research bodies

International evaluation and accreditation



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